GSE Assessment Fair 2012

MA/MS in Curriculum and Instruction: Early Childhood Education Specialization
Ask a Question

How well do our advanced candidates:

-(NAEYC 2-1) demonstrate culture competence?

-(NAEYC 2) build Family/community relations?

-(NAEYC 2) use this understanding to create respectful, reciprocal relationships with Families?

-(NAEYC 4b) use developmentally effective effective approaches?
Collect Data

Data Collection Tools/Methods:

• Comprehensive two-part assignment in Equity and Cultural Diversity in ECE: Advanced candidates prepare and show a personal/professional “small c” cultural background presentation in class. Upon completion of the demonstration, they write a reflective essay addressing critical questions that relate to our adopted standards, the presentation and its content.
### Standards Assessed:

1. **Cultural competence**: Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.

2. **Build Family/community relations**: Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

3. **Developmentally effective approaches**: Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning.

### Scores:

- **100% Proficient**
- **50% proficient and 50% Emerging**
- **25% proficient 75% emerging**
- **100% Emerging**
Analysis/Conclusions:
As the assessment of our standards moves more toward application in the field (from understanding cultural competence and family/community relations to creating respectful, reciprocal family relations and using culturally and developmentally effective approaches), advanced candidates are more likely to be rated at emerging rather than proficient.

We discussed the problem of assessing applications of knowledge in a Master's program that lacks a field placement. We also discussed the issue of timing (mid-point) when students are potentially processing rather than assimilating and discussing demonstration.
**Action steps:**

1. Ask Instructor of record: How does this report reflect what she knew about the students' ability at the end of the term? Should we be adding a component that would reflect end-of-term application? We want the instructor's input into our discussions.

2. Review crosswalk of program standards against courses to locate additional core content related to standard-NAEYC 4b. Develop content if only minor components exist.

3. Potential to add video of students engaged in field work through class assignments.

**Take Action**