

Form 201B for COE/CAS Education Programs

ASSESSMENT PLAN: 05-15-09

PROGRAM: Master of Arts in Teaching - Early Childhood Education

Department Mission

The Department of Special Education, Early Childhood and Technology and Education fulfills the mission and vision of the university and the goals of the College of Education by preparing educational personnel to (1) to serve in educational organizations and related public and private agencies and institutions; (2) to engage in research and development activities; and (3) to provide service to the community, university and professional groups. Its primary purpose is to provide initial and advanced teacher and school personnel programs. The Special Education, Early Childhood and Technology and Education programs are designed to reflect the College's philosophy of preparing teachers and other educational personnel who are knowledgeable and competent practitioners; dedicated to serving the educational needs of students of widely varying abilities and backgrounds; and responsive participants in the quest for the improvement of the nation's schools and the teaching profession.

Program Objectives

1. Identify how students differ in their approaches to learning according to diverse needs, abilities, learning styles cultural and linguistic backgrounds, ages and stages.
2. Articulate and utilize the knowledge of subject areas described in the Illinois Learning Standards, in developing lesson plans and units of instruction through grade three.
3. Evaluate, select and use a variety of instructional strategies to students' development of critical thinking, problem solving and performance skills.
4. Create instructional opportunities that are adapted to diverse learners and age groups.

5. Use appropriate technologies to enhance both student's learning and their own professional competence.
6. Plan a learning environment that is responsive to the needs of children from diverse cultural and linguistic backgrounds, differing abilities, and learning styles, taking into consideration physical arrangement of the classroom, materials and equipment available, scheduling and routines.
7. Create a classroom environment in which children feel comfortable, valued, engaged and challenged, and in which they are given opportunity to learn on their own and from one another.
8. Use knowledge of effective written, verbal, nonverbal and visual communication techniques to foster inquiry, collaboration and supportive interaction with children and parents, taking into consideration a range of different perspectives, beliefs and values.
9. Use assessment strategies including observations, performance based assessment and standardized tests to monitor children's progress in all areas of development and achievement on state learning standards.
10. Foster relationships with parents, colleagues, and agencies in the larger community to support students' learning and well being.
11. Articulate and apply NAEYC's Code of Ethical Conduct to make difficult day to day teaching decisions as well as long term practice.
12. Practice reflective teaching which includes honest self reflection, self evaluation and life long learning.
13. Understand education as a profession and articulate theoretical as well as practical knowledge underlying professional practice to families, colleagues and other professionals.

14. Make ongoing contribution to the field of education by mentoring peers and beginning teachers, making presentations to parents and colleagues at meetings, conferences.
15. Demonstrate desirable teacher dispositions essential for effective teaching.

Student Outcomes:

Upon completion of the program as students receiving an advanced degree in the profession, candidates will provide evidence of having acquired enhanced core knowledge of the profession as outlined by the NAEYC standards. The core knowledge and competencies include:

a. Standard 1: Promoting child development and learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.

b. Standard 2: Building family and community relationships

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, and to involve all families in these children's development and learning.

c. Standard 3: Observing, documenting, and assessing to support young children and families

Candidates know about and understanding the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

d. Standard 4: Teaching and learning

Candidates integrate their understanding of and relationships with children and families, their understanding of developmentally effective approaches to teaching and learning: and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

e. Standard 5: Growing as a Professionals

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

f) Essential Professional Tools: The National Association for the Education of Young Children specifies that candidates in advanced programs must also demonstrate following: **1) Cultural Competence:** a high level of competence in understanding and responding to diversity of culture, language, and ethnicity. **2) Knowledge and Application of Ethical Principles:** in depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to their professional role. **3) Communication Skills:** a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. **4) Mastery of Relevant Theory and Research:** in depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program. **5) Skills in Identifying and Using Professional Resources:** a high level of skill in identifying and using the human, material,

and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledgebase. **6) Inquiry Skills and Knowledge of Research Methods:** use of systematic and professionally accepted research approaches, and inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals. **7) Skills in Collaborating, Teaching, and Mentoring:** the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles. **8) Advocacy Skills:** competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children. **9) Leadership Skills:** propensity to reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

The framework which is designed to measure the quality of the graduate programs is illustrated in the chart below.

Assessment Instruments**	Program Objectives*	Student Outcomes	Program Effectiveness Criteria	Student Performance Criteria***	PACTS
COE 1: Licensure	1-9 inclusive	a – e inclusive	80% of Candidates must perform at or above the Acceptable Level on the first attempt.	Candidates must perform at or above the 240 cut score to be considered Acceptable. Candidates must perform at or above one standard deviation higher than the state average score to be considered Target.	P
COE 2: Content Knowledge	1, 2, 4, 6-9	a, b, c, d		Candidates must perform at or above a score of 240 on the ITCS Content Area Exam Candidates must successfully respond to selected Comprehensive Exam questions for each area Candidates must maintain a GPA of 3.0 in professional courses	C

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COE 3: Planning	1-9 inclusive	a to f inclusive		Candidates must successfully pass the program's Pre-Student Teaching Poster Session and Oral Interview with a score of 12 or more	A, C, T, S
COE 4: Implementation	1-13, 15	a to f inclusive		Students must earn a B grade or better in Student Teaching	P, A, C, T, S
COE 5: Impact on Student Learning / Environment	1-13, 15	a to f inclusive		Students must earn a B grade or better in student teaching	
COE 6: Professional Portfolio & Dispositions	1-15, inclusive	a to f inclusive		Students must pass ITCS APT Test Students must earn a passing grade for professional portfolio	P, A, C, T, S
First-Year Retention Rates (Indirect)	1-15, inclusive	a to f, inclusive			
Graduation Rates (Indirect)	1-15, inclusive	a to f, inclusive		Advisors' graduation audit	P, A, C, T, S
Exit Interview/Survey (Indirect)					

* Program objectives related to learning must be assessed. Link program objectives to appropriate outcomes and assessments.

** Beginning Spring 2009, all undergraduate programs must include graduation and first-year retention rates on trend data form (201C) as indirect assessment indicators.

*** Attach definitions of specific criteria for satisfactory performance. Assessments also must be reported on Form 201C.