

**STUDENT LEARNING ASSESSMENT PROGRAM  
SUMMARY FORM AY 2004-2005**

**Degree and  
Program Name:**

B.S. Ed. - Early Childhood Education

**Submitted By:**

The Department Assessment Committee: Judy Barford, Marilyn Lisowski, Marie Fero, Denise Reid and Merribeth D. Bruning, Dept. Chair

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 1**. Worksheets should be sent electronically to [cskjs@eiu.edu](mailto:cskjs@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

**PART ONE**

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. The Early Childhood student will demonstrate competence in child development; content knowledge in language arts; mathematics; science; social studies; health; physical education, and fine arts, as well as professional knowledge. (Refer to the Illinois Certification Testing System Study Guide-Elementary Education.	<p>How: Illinois Certification Testing System: Subject-Matter Knowledge Test (content)</p> <p>Coursework in content areas and ELE 2321 with a field Component in early childhood settings; Professional Development Report (PDR) initiated in ELE 2321; Assessment Professional Test</p> <p>Initiation of Live Text for unit assessment data</p> <p>WHERE: Various State Tests and courses in general studies and content areas</p> <p>WHEN: Testing in 2002-2005 and courses dependant upon when students are admitted into their program of study.</p>	<p>An overall score of 70 (i.e. a passing score)</p> <p>An overall GPA of 2.65 for a admission to teacher education</p> <p>Completion of activities with children and professional involvement for PDR</p> <p>Successful posting of passing Materials to Live Text</p>	<p>100% Met expectations</p> <p>____Did not meet expectations</p> <p>*Completers Only – Using Title II Report Card Data</p> <p>Commensurate with the achievement of C or better in professional courses</p>	<p>*To determine if the student will be eligible to be certificate in Early Childhood by the State of Illinois</p> <p>To determine if the student has the knowledge-base to be admitted to” Block I”</p> <p>Establish learning criteria which the Department will adjust guided by the Assessment Committee</p>

	<p><b><i>Block I Methods courses and Field Experience</i></b></p> <p>HOW: Early Childhood Block I Field Experience (ELE 4000 is taught in conjunction with ELE 3281 and 3250; Professional Portfolio; Implementation of Live Text with a Field Experience Rubric; Lesson Plan Rubric</p> <p>WHERE: Public/Private Early Childhood settings and classrooms</p> <p>When: 2004-2005</p>	<p>A grade of “C” or better is required for each course.*</p> <p>Cooperating teachers and university supervisors also evaluate using a rubric. A positive field experience is required.</p> <p>*The grade is a reflection of the candidate’s performance in methods courses and practicum settings (e.g. through lesson planning/preparation; classroom observations; and evaluations by both the classroom cooperating teacher and the University supervisor) using both authentic assessment and traditional assessments.</p> <p>Professional membership and meeting attendance documentation for PDR. Completion of portions of a professional portfolio is a requirement. Posting information in Live Text is required as of Spring 2005.</p>	<p>100% Met expectations</p> <p>___Did not meet expectations</p> <hr/> <p>100% Met expectations</p> <p>___Did not meet expectations</p>	<p>To determine if the student will be eligible to enroll in Block II</p> <hr/> <p>To determine if the student will be eligible to enroll in Student Teaching</p>
	<p><b><i>Block II Methods courses and Field Experience</i></b></p> <p>HOW: Early Childhood Education Block II – ELE 4000 taught in conjunction with ELE 4770, ELE 4776, and ELE 4880;</p>	<p>A grade of “C” or better is required with an overall GPA of 2.65.*</p> <p>*The grade is a reflection of the candidate’s performance in the methods course and in the practicum setting (e.g. through</p>		

	<p>Written evaluations by cooperating teachers in schools and university supervisors based on rubric</p> <p>Professional Portfolio to help determine admission to Student Teaching; Live Text Lesson Plan Rubric</p> <p>WHERE: Public/Private Early Childhood settings and classrooms.</p> <p>WHEN: 2004-2005</p>	<p>lesson planning/preparation; classroom observations; and evaluations by both the classroom cooperating teacher and the University supervisor) using both authentic assessment and traditional assessments.</p> <p>Satisfactory evaluations by classroom teacher and university supervisor are required to successfully complete Block II. Live Text submissions are required as of Spring 2005.</p>		
2. The Early Childhood student will demonstrate good communication skills.	<p>HOW: Illinois Certification Testing System: Basic Skills (Assesses Reading Comprehension, Language Arts Mathematics, and Writing Competency)</p> <p>Also in evaluations of written work and oral presentations as well as lesson plans</p> <p>WHERE: Various State Test Sites</p> <p>In Block I and II Courses</p> <p>WHEN 2002-2005</p>	<p>To pass the Basic Skills test a total test score of 240 or higher is required.</p> <p>A grade of "C" or better is required for each course.</p> <p>Cooperating teachers and university supervisors also evaluate using a rubric.</p>	<p>100% Met expectations *</p> <p>____Did not meet expectations</p> <p>*Completers Only – Using Title II Report Card Data</p> <p>Commensurate with the achievement of :”C” or better in professional courses</p>	<p>*To determine if the student will be eligible to be certified in Elementary Education by the State of Illinois</p>

(Continue objectives as needed. Cells will expand to accommodate your text.)

## **PART TWO**

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

The Early Childhood program is growing. A new faculty member will be coming in the Fall of 2005. Assessment of this program has been on-going especially in light of the state initiative of the AAT in Early Childhood. The program seems to align well with the programs in the state of Illinois and with the proposed AAT in Early Childhood. Since the data shows the program is growing, separate sections of Block II ELE 4000 and ELE 4880 were planned for Spring 2005, but had to be combined when there were not enough students to justify a separate section. Separate sections are planned for Fall 2005. The early childhood majors were included in the perceptions of effectiveness that was completed, but separate data was not collected. It is anticipated that a future survey will ask for specific data from this group.

## **PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Informal feedback from students indicates that they appreciate observation by the faculty. Informal assessment from the two tenure track faculty members and the one adjunct that taught most of the professional courses for this program, indicate the need to continue to supervise practicum experiences meaningfully and to get additional early childhood faculty hired to teach the content for this developmental stage. This goal has been partially met in the hiring of a new faculty member with extensive early childhood experience for Fall 2005.