

Changes Based on Data

PROGRAM: M. Ed in Curriculum & Learning (Concentration: EARLY CHILDHOOD)

Name of Assessment	Results/ Data	Changes Made to Date	Changes Planned to Date	How data is shared with faculty, candidates, and professional community
Assessment 1: Performance on first 2 chapters of thesis in ELCL629	Results are aggregated for the entire M.Ed. program (all concentrations) and changes are discussed elsewhere with regard to the entire program.	Each semester, Dr. Seplocha & Dr. Strasser, who teach the research classes, revise the Sample Style Thesis Guide (attached) that is given to students in ELCL629 to reflect changes in APA, tips on format & style, etc. Faculty work one-to-one with candidates, in addition to classwork, to scaffold the thesis projects. As of January 2011, exemplary theses have been published by candidates in Proquest.	Faculty review new textbooks continuously and update and revise the course each semester based with regard to new APA revisions, new research in EC, and students' research projects. Students in ELCL629 fill out a form each semester indicating strengths and challenges of writing chapters 1-3. Based on these data, additional changes are made.	Drs. Strasser & Seplocha co-teach the Research I and II classes (ELCL629 & 630). They regularly discuss students' progress throughout both semesters. Data are shared with candidates as they do oral presentations of chapters 1, 2, & 3 at the last class session of ELCL629. During poster sessions in December and May, the professional community is invited to see candidates' research projects. Candidates are encouraged to share their projects at professional conferences and in their early childhood school settings. They are also encouraged to write journal articles for <i>Young Children</i> and other publications. Drs. Strasser & Seplocha are consulting editors for that publication.
Assessment 2: GPA for CIEC601, CIEC602, CIEC611, CIEC634, CIEC635	Between spring 2008 and fall 2010 GPA's ranged from 3.6 to 4.0 Most were above 3.7. The grade given most often in each of the required courses is "A." Faculty all use rubrics for assignments and grades.	Faculty continuously update their courses based on changes in the field and NAEYC guidelines. However, students always do well in written work attendance, and class participation, in these required courses.	We try to offer new, experimental electives based on timely topics to complement the required courses. For example, this summer and last summer we offered an elective on Reggio Emilia philosophy.	Faculty who teach the required courses meet annually to discuss their syllabi, textbooks, rubrics, and focus of their courses. They also confer regularly online, and informally, on campus.

<p>Assessment 3: Rubric for Lesson Plan</p>	<p>Of the 8 elements assessed, more than 50% of candidates receive Target on Content/Strategies, Motivation, Factual Content, Bloom's Taxonomy, Performance Assessment, and Assessment Rubric for the last 3 semesters of assessment data collection. During 1 semester, 40% of candidates received Target in Integration of Subject Matter (although 100% & 83% of candidates received Target the other 2 semesters). Objective and Essential Questions are the areas where candidates most often receive Acceptable ratings. In these areas, they received Target ratings 33%, 66% and 40% during the 3 semesters of data collected. No students receive Unacceptable.</p>	<p>Faculty members meet to discuss how to support candidates' writing and implementation of lesson plans when they meet annually. Then, those who teach the Curriculum course, update their course syllabi.</p>	<p>When faculty members meet in May 2011, we will discuss how to improve candidates' performance in writing Objectives and Essential Questions in their lesson plans.</p>	<p>Data are shared at the EC faculty meetings, annually.</p>
<p>Assessment 4: Rubric for Case Study of Child with Special Needs (CIEC634)</p>	<p>Between fall '07 and fall '10, each year between 86% & 100% of candidates rated Target on this assignment. Only 1 candidate was rated Unacceptable. Candidates have the option of presenting these projects to their peers in an oral presentation, in addition to their written</p>	<p>There have been no changes. Candidates choose a case study child based on their teaching setting, interests, and needs. The assignment has a great deal of flexibility to accommodate each candidate. They complete a written paper and oral</p>	<p>There are no changes planned.</p>	<p>Data are shared at the EC faculty meetings, annually. Candidates often share these projects in class with their peers. They are required to do 2 oral presentations during the semester.</p>

	paper.	presentation and can work collaboratively with other candidates in the class.		
Assessment 5: Performance on Chapters 3, 4, & 5 of thesis in ELCL630	Results are aggregated for the entire M.Ed. program (all concentrations) and changes are discussed elsewhere with regard to the entire program.	Each semester, Dr. Seplocha & Dr. Strasser, who teach the research classes, revise the Sample Style Thesis Guide (attached) that is given to students in ELCL630 to reflect changes in APA, tips on format & style, etc. Faculty work one-to-one with candidates, in addition to classwork, to scaffold the thesis projects. As of January 2011, exemplary theses have been published in Proquest.	Faculty review new textbooks continuously and update and revise the course each semester based with regard to new APA revisions, new research in EC, and students' research projects. Students in ELCL630 fill out a form each semester indicating strengths and challenges of writing chapters 3, 4, &5. Based on these data, additional changes are made.	Drs. Strasser & Seplocha co-teach the Research I and II classes (ELCL629 & 630). They regularly discuss students' progress throughout both semesters. Data are shared with candidates as they do oral presentations of chapters 1-5 at the last class session of ELCL630. During poster sessions in December and May, the professional community is invited to see candidates' research projects. Candidates are encouraged to share their projects at professional conferences and in their early childhood school settings. They are also encouraged to write journal articles for <i>Young Children</i> and other publications. Drs. Strasser & Seplocha are consulting editors for that publication.
Assessment 6: Rubric for Advocacy Project (CIEC634)	More than 60% of candidates receive Target on the project during the semesters when data were collected. No one has received Unacceptable. Data show that these projects are always relevant, well documented, and well implemented.	There have been no changes. This project was begun several years ago when NAEYC highlighted the importance of advocacy for teachers. Candidates choose a project based on their interests and the needs of their school community.	This project continues to be exciting for candidates. In the past, some have received grants, implemented changes in policy in their districts, made valuable contributions to their community, etc. They have planted gardens, supported healthy eating,	Because of the nature of most of these projects, they are inherently shared with candidates' school communities. They are also shared with faculty at meetings and can be shared with the broader community in COE newsletters. Candidates often share these projects in class with their peers. They are required to do 2 oral presentations during the semester.

			contacted pediatricians about the importance of various screenings, begun programs for the homeless, etc.	
Assessment 7: Rubric for Multicultural/ Diversity Project (CIEC634)	Between 83% & 97% of candidates have received Target each semester that data have been collected. Content and format of the written papers mostly fall into the Target range. No one has received Unacceptable. Candidates have the option of presenting these projects to their peers in an oral presentation, in addition to their written paper.	There have been no changes to this assignment. Candidates choose a children's book with multicultural focus and plan and implement various activities using the book, based on a topic/theme. However, each semester, as new children's books are published, different books are used by the candidates. The project is a culminating activity after several weeks are spent in the course learning about multiculturalism and early childhood.	There are no changes planned.	Candidates often share these projects in class with their peers. They are required to do 2 oral presentations during the semester.
Assessment 8: Rubric for M.Ed. EC Portfolio	At least 50% of candidates rated Target on the overall portfolio in the semesters that data have been collected. The lowest scores occur in the math/science entry, although between 67% and 75% of candidates score Target in this area each semester. No one has scored Unacceptable in any component of the portfolio.	There is an M.Ed. EC Portfolio Handbook that each candidate receives at a special portfolio seminar given every semester. Candidates are sent a letter and invited to the seminar. Changes are made to the Handbook every year to reflect the changes in the field and in NAEYC Standards for Advanced	Changes will continue to be made as necessary as changes in NAEYC policy and in the EC field are made.	A model portfolio has been put online (Elizabeth Morgado, spring 2010 graduate). Candidates often share their portfolios with their school supervisors. They share them at the last class session of ELCL630 (Research II) if they wish to. In addition, candidates use these at professional interviews. They have the option of sharing them during poster sessions in December and May, when the professional community is invited

	<p>However, candidates submit each component of the portfolio separately during a prearranged timeline between the beginning of Research I (ELCL629 and the end of Research II (ELCL630). The various components are scored separately and candidates revise and resubmit if their entry is not acceptable.</p>	<p>Programs.</p>		<p>to see candidates' research projects.</p>
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