

### Changes Based on Data

#### PROGRAM: Initial program: P-3

#### Fall 2011 Semester

Name of Assessment	Results/ Data	Changes Made Date	Changes Planned Date	How data is shared with faculty, candidates, and professional community
<b>Assessment 1: Praxis II Test</b>	100 percent of the teacher candidates passed the Early Childhood Content Knowledge (0022) Praxis II	In Spring 2011, the first free preparation workshop was offered to candidates	The workshop was well-attended. Faculty supplied supplementary materials in areas of lowest performance: Language and Literacy (73%), Science (70%) and Mathematics (70%).  Plans to continue workshop offerings are already in place for Fall 2011.	Faculty Retreats Departmental meetings
<b>Assessment 2: Letter Grades</b>	The 2008-2009 data indicated that the overall range of average grades for all education courses is between 3.36 (B +) and 4.0 (A).  In Spring 2011, given the option to retake education courses in which they earned a grade of C minus or lower, 3 candidates elected to retake these education courses and therefore, chose to remain in the program.	The overall 3.0 GPA in the education major and the requirement of a C or better in education courses continues to be enforced.	Although this policy is clearly stated in the P-3 handbook that is distributed to candidates upon their entrance into the program and again each Fall, faculty have been reminded to reinforce this policy during advisement sessions and as websites and literature about the program is updated.	<b>Departmental meetings</b>

	One candidate was removed from the program because her overall GPA in education was well below 3.0.			
<b>Assessment 3 Lesson Plan</b>			Faculty from the program at MCCC and Faculty from the Wayne campus plan to test the scoring reliability of all critical assessments in the early childhood program.	Early childhood program meetings
<b>Assessment 5 Teacher Work Sample</b>	The 2008-2009 data indicated that meeting NAEYC standard 3 (Observing, Documenting and Assessing) was a continual struggle for candidates. The data indicated that many candidate need additional support and practice in utilizing student assessment data and in developing and adapting assessment tools to meet the needs of all children.	Faculty teaching CIEE 322 and CIEC 330 continue to meet to discuss all aspects of the TWS.	Recently proposed changes to the ways that candidates will design and collect assessment data should resolve some of the difficulties found to be associated with the younger grades. Faculty will continue to include lessons on assessment. In particular, support in the design of rubrics on performance tasks will be included. One of the new changes proposed by faculty in their review of the TWS assignment is to require all candidates to include one rubric in their assessment design.  Additionally, Faculty from the	Department meetings Faculty meetings about TWS

			program at MCCC and Faculty from the Wayne campus plan to test the scoring reliability of all critical assessments in the early childhood program.	
<b>Assessment 6 Portfolios</b>	All candidates must score in the Acceptable to Target levels in order meet the requirements of this critical assessment. In Fall 2009 and Spring 2010, 100 % of candidates achieved proficiency in all assessed rubrics.	The portfolio rubric has been redesigned to include the new (2010) NAEYC standards.	The Portfolio review committee will use the newly designed rubric for the first time in November 2011. Newly appointed faculty and adjuncts who teach early childhood courses have been invited to join the committee.	With candidates-Portfolio review night for candidates and at the final seminar class meeting With faculty-Portfolio review committee meeting