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| **Assurance of Student Learning****2022-2023** |
| College of Education and Behavioral Sciences  | School of Teacher Education |
| Interdisciplinary Early Childhood Education Program BS #526 |
| Sue Keesey, Director |

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| ***Is this an online program***? [x]  Yes [ ]  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here [ ]  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

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| **Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.** |
| **Student Learning Outcome 1:** Students will exhibit teaching competence in a clinical environment. |
| **Instrument 1** | **Direct: Direct observation by clinical faculty.** |
| **Instrument 2** | **Indirect: Cooperating teacher feedback and disposition forms**  |
| **Instrument 3** |  |
| **Based on your results, circle or highlight your conclusion regarding the program’s goal of meeting Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Student Learning Outcome 2:** Students will develop a thorough understanding of the assessment process and related laws and regulations that inform the identification and young children with delays and disabilities.  |
| **Instrument 1** | **Direct: Assessment battery implementation, scoring and analysis**  |
| **Instrument 2** | **Indirect: IECE Professional Teaching Standards Self-Assessment** |
| **Instrument 3** |  |
| **Based on your results, circle or highlight your conclusion regarding the program’s goal of meeting Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Student Learning Outcome 3:**  Students will design, implement and reflect on quality standards-based instruction, formative and summative assessments |
| **Instrument 1** | **Direct: Analysis of Standards Based Unit and Components**  |
| **Instrument 2** | **Direct: Student teaching or Practicum Portfolio**  |
| **Instrument 3** |  |
| **Based on your results, circle or highlight your conclusion regarding the program’s goal of meeting Student Learning Outcome 3.** | **Met** | **Not Met** |

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| **Student Learning Outcome 1** |
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| **Students will exhibit teaching competence in a clinical environment.** |

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| **Measurement Instrument 1**  | DIRECT measures of student learning: Students are observed in the clinical setting in multiple courses by cooperating teachers and the faculty teaching clinical courses. Observations are focused on KY IECE standards and incorporate the Teacher Work Sample lesson planning template. Students are given a wholistic score of 1 (Insufficient), 2 (Developing), 3 (proficient), 4 (Exemplary) |
| **Criteria for Student Success** | Students need to score a 2, 3, or 4 |
| **Program Success Target for this Measurement** | 100% of students score 2, 3, or 4 | **Percent of Program Achieving Target** | 100% of students scored at 2 of 4 or above. |
| **Methods**  | Direct: Rating scales for university faculty members |
| **Measurement Instrument 2** | **Indirect: Professional dispositions summative rating scale.** |
| **Criteria for Student Success** | Cooperating teachers complete a 50 item disposition form for each clinical student teaching placement rating multiple domains of teacher dispostions. An average score of at least 2 out of 4 is required for successful completion. 1=insufficient, 2=developing, 3=proficient, 4=exemplary |
| **Program Success Target for this Measurement** |  95% of students score an average of 2 | **Percent of Program Achieving Target** | 100% (5 out of 5) |
| **Methods** | Indirect: Cooperating teacher summative rating of student dispositions  |
| **Based on the results above, circle or highlight your conclusion regarding the program’s goal of meeting Student Learning Outcome 1.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| The data reveals that students struggling formatively during the program are adequately remediated prior to student teaching. Students struggling during the course of their program of study work with the IECE coordinator/advisor on growth plans, or in rare cases, are advised towards different degree options that do not require teacher certification |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| New dispostions training and protocol planned for the 2022-23 academic year. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| Observations and disposition ratings will continue in multiple courses, culminating in intensive clinical experience prior to student teaching.  |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome 2** | Students will demonstrate content knowledge in academic disciplines. |
| **Measurement Instrument 1** | **Direct: Implementation and interpretation of appropriate early childhood assessments ( a required academic skill for IECE teachers)**Each student will implement, score and interpret assessment results from several early childhood assessment tools, including diagnostic and educational assessment on an infant-toddler and a preschool aged child.  |
| **Criteria for Student Success** | An average of 80% or higher on assessment projects in upper level IECE courses.  |
| **Program Success Target for this Measurement** |  90% of students will average at least 80% accuracy on assessment projects | **Percent of Program Achieving Target** | 100% successfully met creiteria |
| **Methods**  | Direct: Artifacts from the assessment class were collected and evaluated by the instructor of record and reviewed by program area faculty. |
| **Measurement Instrument 2** | **Direct: Lesson plan examination and summative assessment**  |
| **Criteria for Student Success** | Students are required to successfully create and implement targeted lesson plans as defined by the Teacher Work Sample. Students are given a holistic score of 1 (Insufficient), 2 (Developing), 3 (proficient), 4 (Exemplary) |
| **Program Success Target for this Measurement** | 90% of students will score an average of 2 (Developing) out of 4 or higher on wholistic rubric | **Percent of Program Achieving Target** | 100% of students scored at 2 or above on each indicator of the Teacher Work Sample. |
| **Methods** | Direct: Artifacts from the assessment class were collected and evaluated by the instructor of record and reviewed by program area faculty. |
| **Based on the results above, circle or highlight your conclusion regarding the program’s goal of meeting Student Learning Outcome 2.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| 100% of the students met the criteria for this learning outcome related to diagnostic assessment. Program faculty will continue to assess the student learning objective across multiple upper level courses leading towards successful student teaching semesters. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| With all of the new instructors and a search going on for IECE faculty, the assessment plan will be revisited during this 2023-2024 school year. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| Maintain the outcome: Training for incoming (new) adjuncts will occur prior the beginning of the semester if they teach a course in which Teacher Work Sample lesson plans are required. |

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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  | Students will identify, evaluate, and implement literacy practices in early childhood settings.  |
| **Measurement Instrument 1** | **Direct: Analysis of Literacy Curriculum** |
| **Criteria for Student Success** | An average of 80% or higher on literacy analysis in upper level IECE course.  |
| **Program Success Target for this Measurement** | 90% of students will average 80% accuracy on early childhood literacy analysis project | **Percent of Program Achieving Target** | 100 % |
| **Methods**  | Direct: Artifacts were collected and evaluated by the instructor of record and reviewed by program area faculty. |
| **Measurement Instrument 2** | **Direct: Student Observation of Literacy lesson** |
| **Criteria for Student Success** | An average of 80% or higher on literacy analysis in upper level IECE course. |
| **Program Success Target for this Measurement** | 90% of students will average 80% accuracy on early childhood literacy analysis project. | **Percent of Program Achieving Target** | **95.4%** |
| **Methods** | Direct observation of literacy lesson plan implementation by IECE faculty. |
| **Based on the results above, circle or highlight your conclusion regarding the program’s goal of meeting Student Learning Outcome 3.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| **Based on KY IECE standards, students designed and implemented literacy lessons. Faculty-created rubric was used to score the lesson development and implementation. Only 1 of 22 students failed to successfully meet tht 80% standard.** |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| Literacy will continue to be woven into all of the IECE courses with emphasis on lesson planning and implementation falling on the LTCY 310, IECE 421/421, and student teaching courses.  |

\*\*The SLOs that are posted for IECE do not match what is on this document. The SLOs on the chart are a total of 8 whereas in this document, there are 3.

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**Teacher Work Sample Lesson Plan Template**

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| **Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Observation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Ages/Grades of Students\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #Number of Students in Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****# of Students having IEP/504 \_\_\_\_\_\_\_ # of Gifted Students \_\_\_\_\_ # of Students having LEP \_\_\_\_\_\_\_\_****Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| 1. **Context: Describe the Students for which this Lesson is Designed**

Identify your students’ backgrounds, special needs, cultural differences, interests, and language proficiencies. *Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students’ interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.* |
| 1. **Learning Target(s)/Objectives** *Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section.*
2. Current lesson’s learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)
 |
| 1. **Students’ Baseline Knowledge and Skills**

Describe and include the pre-assessment(s), including the developmental continuum used to establish students’ baseline knowledge and skills for this lesson. |
| 1. **Formative Assessment**

Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. *The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.* |
| 1. **Resources**

Identify the resources and assistance available to support your instruction and facilitate students’ learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role. |
| 1. **Lesson Procedures**

Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students. facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students’ needs, interests, and abilities. *Components of this section should include: 1. Connection to prior learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step by step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing feedback to students, 9. Closure of what took place, what was learned and next steps to connect to next lesson’s learning.* |
| 1. **Reference**

Identify the evidenced based resource(s) this activity was retrieved from using APA format. |
| 1. **Watch for -----**

Identify anything that you would like specifically observed during this lesson. *What area(s) are you eeking specific feedback on for teacher performance as to improve student outcomes? (i.e. including all students, engaging students, promoting higher order thinking, higher level questioning, collecting assessment data, managing transitions, connecting to prior learning, etc.)* |