

Program Outcomes Guide

Program Title: AAT.ECH (Early Childhood Education)

Date: Spring 2018

Program Team: Louise Wine, Mary Beth Chaney

Expected Learning Outcomes:

1. Students know, understand, and use the central theories, principles, concepts, tools of inquiry, and structures of content for students across the K-3 grades and can create meaningful learning experiences that develop student competence in subject matter and skills for various developmental levels.
2. Students know, understand, and apply knowledge of cultural, racial, socioeconomic, gender, intellectual, & physical diversity to create a productive learning environment.
3. Students demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading writing, speaking, listening, and thinking skills,
4. Students know understand and use concepts in science subject matter, including physical, life, earth, and space sciences as well as concepts in science and technology, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific technological literacy.
5. Students know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra.
6. Students know, understand, and use the major concepts and modes of inquiry from the social studies, including history, geography, and the social sciences, and other related areas to promote K-3 students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
7. Students know, understand, and use the content, functions and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

Assessment:

General education outcomes in mathematics, reading, & writing skills will be assessed with the PRAXIS Core exit exam.

Program outcomes will be assessed with an electronic portfolio assessment. This electronic portfolio assessment was piloted in the fall of 2012.

Validation:

Portfolios were assessed using a rubric developed by the education faculty (Wine, Chaney, Stonestreet) for this program.

There were both required artifacts and optional artifacts, and each student had to provide a minimum of 11 documents total under the Knowledge & Content section and the Field Experience section. Students were required to provide both an electronic and a paper copy of their portfolio which was then presented by the student to the assessment team.

Results:

To date, 11 out of 15 prospective SP18 graduates have passed the PRAXIS Core exams.

Fifteen (15) portfolios were assessed for the AAT.ECH during the Spring 2018 semester in preparation for prospective graduates. Several students needed to make modifications/additions to their portfolios and resubmit them, however, overall they were extremely well done. Student presentations of the portfolios indicated a clear understanding by the student of the various assignments/outcomes that were represented in the portfolio. Most of the students included many more artifacts than were required, demonstrating a wide range of experiences. Students had to include artifacts from the various discipline areas as well as the education courses.

Follow-up:

We will make some minor modifications to the presentation schedule and also the expected artifacts to be sure that all discipline areas are adequately represented for each student portfolio. An overview of the expectations for the portfolio assessment will be included in the annual Education Students Orientation.

Budget Justification:

Current resources are adequate