This report presents the actions taken by the faculty in the Early Childhood Education Program within the Elementary Education Department. During 2015-2016, faculty members in the Early Childhood Education program continued a process of systematically collecting assessment data, analyzing, and discussing patterns that inform program decisions, curricular revisions or program changes.

Section 1: Overview of Early Childhood Education Program Assessment System

Section 1 of this ECE Program report contains Table 1 representing an overview of the ECE program assessment system across four transition points through the program and key actions taken based on analysis of data from external measures, state-mandated tests and internally institutionally-developed measures.

Table 1: ECE Program Assessments of Student Progress & “Closing the Loop” Actions

<table>
<thead>
<tr>
<th>Transition Points</th>
<th>Key Assessments(s) &amp; Data</th>
<th>Action Based on Analysis of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Entry</td>
<td>Data Source: Minimum GPA 2.75, Acceptable West-B, Interview, Minimum 45 credits, Minimum B- in English composition. The admission data collected for last year was combined with ELED and not able to interpret for ECE only applicants. Data Interpretation The admission of applicants for Fall, 2016 is consistent with the past two years showing: 1) an overall increase of total applicants to the program, and, 2) an increase in the number of diverse students admitted into the program. Consistent with changing demographics across the university, there is an increase in the number of ethnically diverse students in the ECE program (2015 statistics). Last year total number of ethnically diverse students admitted into the ECE program was 38% as compared to 50% for Fall, 2016.</td>
<td>-Application deadline date was pushed up to March, which supports better advising to inform in-coming students regarding GUR’s or prerequisites for Fall. -Recommend to new data manager to separate ECE data from ELED. -ECE faculty will coordinate with new recruitment and retention position. ECE faculty member sits on hiring search committee for fall, 2016. -ECE faculty to inquire about advising at WWU Outreach Services to learn of any resources that may be available to continuing students. e.g. “peer mentoring,” “academic coaching.”</td>
</tr>
<tr>
<td>Retention: Entry and Mid-Program</td>
<td>Data Sources: Quarterly GPA; ECE 390 Early Foundation (first term); ELED 480 Guided reading lesson (second year, mid-program)</td>
<td>-ECE students continue to be well prepared in child development for birth to five years as reflected in their scores on the WEST-E or NES scores and from review of early entry data analysis. However,</td>
</tr>
</tbody>
</table>
Data Source: ECE 390 Child Development Study (first year for revised entry program assessment)

Data Interpretation:
This year a revised program assessment replaced the prior assessment for the entry first year assessment measure. The program assessment foundational knowledge is at the entry level for the first term in ECE 390. The range of scores was 87%-94%. This indicates that all students met expectations for foundational knowledge for child development and abilities to document children’s learning. These findings suggest that performance at this beginning level is consistent with past years.

A second program assessment is employed in the second year (midpoint), ELED 480. The N. for reported scores was 5 students (P-3). Reportedly, scores were not submitted by ECE 480 faculty in the fall of 2015, which means that scores for the Dual option students are not recorded. For the 5 students (P-3), the scores are three subtests ranged from 4-8 (8 is highest possible score). With the small number of students, it is difficult to interpret the scores.

Transition Point | Key Assessments & Data | Action Based on Analysis of Data
--- | --- | ---
Entry to Fulltime Internship or Culminating Project | Data Source: Quarterly GPA; NES Exam; ECE 495 Preschool Internship | faculty continue to improve ECE 390 and EC 391 practicum courses to integrate content and to emphasize aspects of children’s development and learning processes (see narrative summary below for specifics).

-Continued emphasis on professional development of mentor teachers to support candidates

-Faculty will continue to discuss use of disposition assessment that was added to 390/391.

-EC faculty will discuss how to collect inter-rater reliability for the ECE 390 program assessment.

-EC literacy faculty will discuss interpretations of data gathered with ELED literacy instructors to ensure the necessary data is collected this year and to collaborate with coursework to ensure student success in all subtests.

Data Source: Quarterly GPA

Data Interpretation: The cumulative GPA for this year, 3.61 is slightly higher than last year (3.58).

Data Source: This is the first year that the NES was the data source for the content exam. The passing score for the NES exam is 220.

Data Interpretation: The mean score for the NES for ECE candidates was 259, 39 points above the passing cutoff. The mean score statewide was 252. The data is consistent with prior years (WEST-E), demonstrating that WWU...
ECE graduates score higher when compared to other statewide colleges.

**Data Source:** Preschool Internship Evaluation

There are a total of 39 items on the preschool final evaluation, on 33 of the items interns scored either exceeds or meets expectation. On seven of the times 6% of the candidates (1 student) did not pass the item. All preschool interns were advanced to their primary internship. See narrative for further interpretation of the results.

**Data Interpretation:** See interpretation of results in narrative.

- Again, faculty proposes more concentration with the development of the partnerships with the preschool and Head Start programs, especially with teachers who do not have ECE certification. Interns do not always have mentor teachers with strong teaching practices to model instructional strategies. Faculty need release time and/or support of adjunct to support the practicum settings and preschool internship.
- The faculty will discuss completing reliability checks for the scoring of the preschool evaluation. Last year, the scoring was modified.

### Program Completion

**Data Source:** edTPA Scores, Primary Internship Evaluations  

**Data Source:** edTPA

Results of edTPA indicate all P-3 ECE students passed. The range for total scores was 45-60. Last year the range was 39-52.

Results of edTPA for the Dual endorsement students was a range of 45-54, with all students passing.

**Data Interpretation**

For P-3 students, overall range in mean scores is higher than last year. One student received a 2.5 in one of the assessment subtests, all other areas for all students were 3 and above.

**Data Source:** Primary Internship Evaluation: (IDES).

**Data Interpretation:**

All ECE candidates passed the IDES evaluation for their primary internship. On 16/30 Items, candidate’s scores are at the levels Exemplary or Proficient. Of the 14 items that have any candidates at the basic level the range is 6%-13%. See narrative for further interpretation of the IDES data.

- A ECE faculty liaison member will work with OFE to develop a cadre of UIC’s with expertise in ECE to supervise the ECE interns in their primary internship. Also to identify schools that might consistently host groups of ECE primary interns.

### Post Program Completion

**Data Source:** Exit Survey; Follow-up surveys of alumni (quantitative & qualitative).
Section 2: Use of Data for Program Improvements

Entry Level: Using admissions data to increase recruitment and retention

In the fall of 2016, the ECE program had over 40 applicants and admitted 17 students (15 accepted for the Pre-3 and Dual program options). Of the accepted applicants (Fall, 2016), 50% are self-identified as students with an ethnicity other than white. This year for the first time a student from the Maestros program was admitted into the Early Childhood Development program.

According to statistics on the WWU website, in Fall, 2015 73% of the student population identify their ethnicity as white. While the ECE program is relatively small as compared to other programs across the university, noteworthy is the increase in an ethnically diverse population of students. Several years ago, the percentage of diverse applicants admitted into the Early Childhood Development Program per term was only 13% and in Fall, 2015 it was 24%. The inclusion of the Fall, 2016 cohort demonstrates a steady increase in the recruitment of a diverse population of ECE candidates over time.

An effort to recruit and attract underrepresented students continues within the college and with the ECE faculty members. Faculty members met with students that are referred by various representatives on campus (EDUC 115, Academic Support Coordinator, faculty from the Education and Social Justice Minor Program, participation in Maestros program, etc.) to individually advise students as freshman or sophomores who may be interested in ECE.
Faculty and staff made efforts to communicate to incoming candidates and interested students about changes in prerequisite requirements to ensure that potential candidates were informed of the prerequisites that they could take before entry into the program. This communication was through individual, group advising, use of website and through communication in written documents and website.

In Spring 2015, staff and faculty refined the admission process to communicate earlier to students through the admission letter any unmet GUR requirements or requirements for method courses in their program. Follow-up by staff and faculty occurred through email over the summer and again during the fall orientation. In Spring of 2016, the applicant admission deadline was moved up by a month, which is helpful for advising purposes so that newly admitted students can have earlier advising regarding requisites for Fall term.

While there has been a coordinated effort to recruit a more diverse population of students to the university and to Woodring College of Education, the Early Childhood faculty will continue to discuss strategies for attracting a diverse population of ECE students to include race, ethnicity, gender, sexual orientation, ability, socio-economic status and varied ideologies.

The specific recruitment efforts of ECE faculty involvement include:

- Engagement with Future Woodring Scholars and Educ. 109/115 instructors,
- Course waivers to 3 ECE first year courses without prerequisites and articulation of these 3 courses to clusters of community college equivalent courses;
- Conditional admission to Skagit Valley College students in the Maestros program/Careers in Education students.

It is expected these extensive recruitment efforts will result in more ethnically diverse population applicants in both ECE and Elementary Education endorsement areas.

Retention of students in the ECE program is good with students graduating with certification. ECE faculty members engage in on-going discussions to determine best ways to support candidates across courses.

*Transition Point: Retention: Entry and Midpoint*

Consistent with prior years, ECE candidates are well prepared in the areas of child development and to observe and document learning processes of children birth through five years of age. Last year was the first year data was collected with the revised program assessment for the first year. Data for this first year suggests that students in their first term of the program are well prepared for entry into coursework to deepen their understanding of child development and assessment across the ages.
The following curriculum changes were discussed and employed:

- **ECE 390** - Increased emphasis to foster the abilities of the supervising teachers through ongoing professional development that directly impacts candidates understanding of infant/toddler development-offering of stipends to mentor teachers to attend national conference with course instructor with emphasis on “reflective supervision,” meeting with mentor teacher prior to the onset of the practicum to reinforce course objectives and candidate learning goals, course content and process of learning to best support students.

- **ECE 390** - Changes for the course text were changed to update content and advance knowledge consistent with principles of the ECE program. Specifically, the new text better integrates and applies attachment theory to infant-toddler development to strategies used in relationship-based approaches for children. This will be applied by using explicit examples from student’s weekly observations.

- For **ECE 390** will place more emphasis on inviting family input when students greet family members during arrival time.

- **ECE 391** - Continued emphasis with support to supervising teachers through on-going professional development that directly impacts candidates understanding of child development with preschool age children. This is conducted through meeting with CDC teachers during monthly meetings and through frequent communication. Faculty communicates with all mentor teachers prior to practicum to share course objectives and to align the candidate’s learning objectives with aspects of the classroom curriculum. CDC mentor teachers present and attend conference with course instructor with emphasis on examining the beliefs and practices in Fall, 2016. This serves to support on-going professional development of mentor teachers used for this class.

- Two new texts for **ECE 391** to include developmental text specific development to preschool age children. One of the text was introduced last year and has more theory and developmental information related to cognition and language. The second text is focused on developmentally appropriate practices for preschool age children.

- **ECE 391** - increased opportunities for in class analysis of observations collected during practicum. Highlighting specific observations that aligned with key concepts from seminar class was helpful last year. Excerpts from transcripts were provided for analysis and at the end of the
term key observations across the class was reflected upon by group. Inclusion of examples will be integrated into 2016.

- Instructors for ECE 390 and ECE 391 will continue to review the use of the disposition/practicum mentor teacher evaluation.

For ECE 480, the ECE literacy faculty will be working with the ELED literacy faculty to coordinate on the program assessment and any course revisions.

**Transition Point: Entry into Full-time Internship or Culminating Project**

Overall, the ECE preschool interns were prepared for their primary internship. One intern needed scaffolding throughout the internship and was advised regarding her supports for her primary internship. A system is being put in place to support any interns in their primary internship by coordinating with the OFE.

Under the Planning Domain, the area that more interns have a strength is *Plans appropriate and logically sequenced instructional strategies*. The area that students are proficient but have the least performing at “Exceeds Expectations” is *Establishes communication with families to discuss child’s goals, share progress and for collaborative decision-making*.

Under the Instructional Domain, the area that interns have a strength is, *Provides learning experiences which encourage critical thinking, problem solving, reflection, informed decision making, and/or creativity*. An area to strengthen is *Integrates technology appropriately into teaching and learning and Uses a variety of assessments to identify child’s strengths, evaluate and guide student learning and to modify instruction as needed*.

Under the Environmental Domain, the area that interns demonstrated a strength was, *Demonstrates positive interactions with children and understands this is the foundation of an effective learning relationship*. Area to strengthen, *Establishes and maintains effective rules, procedures, and routines*.

Under the Professional Domain, the area of strength was, *Is receptive to constructive criticism from the mentor teacher, supervisor, and administrators and incorporates feedback*. An area for further growth was, *Discusses lesson plans with the mentor teacher well in advance of the lesson and integrates feedback as appropriate*.

**Summary of recommendations for Transition Point Program Assessment**

- ECE 439-This past year the course instructor collaborated with the IT instructor in the design of documentation products. A decision will be made for future classes. If this is continued there will be some
modifications to assignments for smoother application to classroom setting.

- ECE 495-Internship Evaluation was revised to add points for scoring the rubric and to determine criteria for passing to the primary internship. ECE faculty will discuss use of the tool and ways to collect inter-rater reliability. Short video clips were collected this year for faculty to use for determining reliability.

- ECE UIC’s to discuss areas to strengthen in ECE 495 Internship.

- ECE faculty will continue to develop preschool internship sites and support professional development of mentor teachers.

**Transition Point: Program Completion**

Based on review of the edTPA scores for last year, candidates are prepared for the final performance-based assessment with all students passing this performance assessment. The range of scores for the literacy edTPA (P-3) were slightly higher than last year. Only one student scored below a 3 on one rubric item under assessment.

Overall, the majority of students are rated as proficient to exemplary on the final IDES. Consistent with the preparation the interns receive in the ECE major, one of the strongest areas was *Candidate’s plans are informed by developmental considerations*. An item in the planning domain that had lower levels (more students in proficient vs. exemplary) of performance and consistent with the ELED program was, *Candidate plans include multiple forms of assessment to address multiple learning outcomes*. In the area of the assessment domain, an item that had more candidates with a proficient rating was, *Candidate engages learners in recognizing why learning targets are important to learn*. This is also consistent with similar levels of performance by ELED interns. The strongest level of performance were in the areas *Establishing a Positive and Safe Learning Environment and Promoting Democratic Participation and Community*. Under the collaboration and communication domain, the item, *Collaborates with parents or guardians was area to strengthen*. Again, an item that is consistent with performance level of ELED interns.

The IDEAS for primary internship should be discussed with elementary faculty, as there are similar patterns in the ratings of candidates across both programs in certain domains/standards.

An early childhood faculty member has been identified to support ECE interns in the internship (primary) that can be an additional support to students for coordinating experiences with the Office of Field Experience and internship experiences. The faculty member will also coordinate with OFE to develop a cadre of UIC’s that might have
interest or expertise to supervise ECE primary interns each year. In addition, collaboration efforts will work toward developing schools that might host a group of ECE primary interns each year.

Transition Point: Post Completion
The recent intern survey overall reflects that students are very satisfied with their preparation. When asked to rate their teacher preparation overall, 60% of the respondents reported “Very Well Prepared and 40% of the respondents reported Well Prepared.

Specifically, across the survey elements the following areas should be discussed.

WCE Program Elements
Overall mean scores for this section were 3.93-4.67. The weakest mean score was item #6. *Instructors model best practices in teaching and learning.* The highest mean score was #9 “preparing thoughtful, knowledgeable, and effective educators for a diverse society.” Noteworthy is reporting very well prepared for #5. *Instructors include opportunities for self-reflection in courses.* This is an emphasis area in the courses in the ECE major.

Field Experiences
Overall mean scores for this section were 3.60-4.87. This section surveys both practicum and internship experiences. Respondents indicate the differences with practicum and internship experiences, noting higher scores for their internship experiences. Given the differences in the practica and internship experiences this is understandable and the responses may reflect intern’s perception through the increased involvement with time and experiences in internship sites.

State of Alaska Standard V:
Overall mean scores ranged from 3.4 to 4.67. The lowest score of 3.4, *to use technology to benefit instruction and encourage technologically proficient learners.* The other item that was 3.47 and the next lowest was, *involves families, neighborhood and communities in the educational process.* The highest score, 4.67, was ..*to be a professional collaborator and communicator I school activities.*

Alumni Surveys Post Completion
As noted in Table 1 overall the ECE alumni are very satisfied with their preparation. However, a low rate of return should be considered and examination for any patterns across years should be noted. Quantitative data for ECE is included with ELED respondents. The following are comments from qualitative responses.

*Now that I’m teaching and I speak with other new teachers, I realize I had much more diverse experiences in the classroom and was in a variety of different areas than most other programs. I think my practica and internship greatly helped me*
when I became a full time teacher. ECE Graduate 2012-2013

As I have been working in the field I can see the difference between the education I received while preparing for my teaching career and the other programs my colleagues attended. I feel so blessed to have been apart of such an incredible program and I feel I am able to offer my students so much more. ECE Graduate, 2014-2015

Two comments from principles for students graduating in 2012-2013 speak favorably of the preparation of the teachers and noted a “reflective” stance.

Table 2. Placement of ECE Graduates for the Past Four Years

2015-2016 are not yet included in this data and will be included in future report.

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>2014-2015</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Certified</td>
<td>1 (7%)</td>
<td></td>
</tr>
<tr>
<td>Teacher in-state private school</td>
<td>2 (14%)</td>
<td></td>
</tr>
<tr>
<td>Teacher in-state public school</td>
<td>5 (36%)</td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>6 (43%)</td>
<td>Highline (1); Lynden (1); Sedro Wooley (1); Vancouver (1); Tahoma (1); In state private (2)</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>2013-2014</th>
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<tbody>
<tr>
<td>Non-certified</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Substitute</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Public School Certified</td>
<td>3</td>
<td>2 Bellingham; 1 Auburn</td>
</tr>
<tr>
<td>No Responses</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
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<table>
<thead>
<tr>
<th>Type of Position</th>
<th>2012-2013</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-certified</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Non-teaching related position</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1 Non-teaching related seeking position</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teacher in state Private</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teacher in-state public</td>
<td>2</td>
<td>Centralia; Federal Way</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
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<table>
<thead>
<tr>
<th>Type of Position</th>
<th>2011-2012</th>
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</tr>
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<tbody>
<tr>
<td>Non-certified position</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Non-teaching related position</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Not employed seeking position | 1
Teacher in state private school | 4
Teacher in public school | 1

As data are gathered in future years, it will be meaningful to know district locations and compare employment in early childhood programs that serve ages birth to five years and public school primary employment.

Table 3. Fall 2015-Summer 2016 Degrees and Certification Earned Graduates by Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Hispanic Or Latino</th>
<th>White</th>
<th>Black or African American</th>
<th>Asian</th>
<th>American Indian or Alaska Native</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Two Or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N %</td>
</tr>
<tr>
<td>ECE P-3</td>
<td>9</td>
<td>75</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>1 %</td>
</tr>
<tr>
<td>Dual ECE/ELED</td>
<td>6</td>
<td>75</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Non Cert</td>
<td>1</td>
<td>100%</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

The percentage of Non-White students who graduated last year in the ECE program is consistent with the overall college demographics for percentage of non-white students graduates from Woodring College of Education in Fall 2015-Summer, 2016.

Summary of Recommendations:

In addition to specific recommendations and changes made to curriculum, pedagogy and course delivery as noted in the Table 1 and in narrative, the following are key recommendations that emerged across the program assessment points for 2015-2016.

- Documented need for support for professional development for mentor teachers who support the birth-five practica and preschool internship—stipends for teachers (beyond their payment for hosting the students), support to faculty to be released to or redefining faculty positions to provide the professional development in the birth-five programs.

- Collaboration of ECE and ELED for courses and internship experiences. Proposed revisions in ELED coursework or program assessment to be communicated among faculty. ECE literacy/primary faculty member will serve role with ELED faculty and communicate with ECE faculty.
• Collaboration with OFE for developing of ECE UIC’s and developing schools that will accept a cadre of ECE interns over time
• Continued recruitment for diverse population of students.