Early Childhood Education Certification Program
2013-2014: Closing the Loop Report

This report presents the actions taken by the faculty in the Early Childhood Education Program within the Elementary Education Department. During 2013-2014, faculty members in the Early Childhood Education program continued a process of systematically collecting assessment data, analyzing, and discussing patterns that could inform program trends and needs for curriculum 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, 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>
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<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.</td>
<td>-Faculty and staff worked to advise newly enrolled students in regard to prerequisites for program and put in place individual and group advising with staff support in summer and at fall orientation.</td>
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<td></td>
<td>Data Interpretation</td>
<td>Other advising changes:</td>
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<td>Maintained increase in student enrollment into the program with students enrolled in Pre-3 and Dual program options</td>
<td>-Staff modified system for registration for students.</td>
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<td>Retention: Entry and Mid- Program</td>
<td>Data Source: Quarterly GPA, Early Foundation Courses: SPED 443, ECE 390, ECE 391, ELED 480 Guided reading lesson.</td>
<td>-Dr. Chu has been working with an initiative to recruit high schools students from Latino communities in Skagit Valley-In future hope to support increase in Latino students from Skagit seeking ECE certification.</td>
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<td>Data Interpretation</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 and from review of early entry data analysis. However, 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 summary below for specifics).</td>
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<td>Transition Point</td>
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| Entry to Fulltime Internship or Culminating Project | **Data Source:** WEST-E for ECE endorsement. Preschool Internship Evaluations.  
**Data Interpretation** Mean score was 256 with all candidates passing and 16 points above the passing level. The highest score was 273 and the lowest was 240. These scores are slightly lower than last year and 1 point below the state mean. However, the N is small and interpretations for program recommendations should not be made at this time.  
Note: Last year average score 259. The lowest score was 240 and the highest score was 281.  
Preschool Internship: Final Evaluation areas  
Areas that indicate 20-30% of the interns are at the level of “developing” at the final evaluation are in the domain related to “Instruction.” | -All students passed the WEST-E.  
After next year, students will take NES to replace the WEST-E.  
-Faculty propose 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 practica and preschool internship |
| Program Completion                     | **Data Source:** edTPA Scores, Culminating GPA; Internship Evaluations  
**Data Interpretation** Results of edTPA indicated all students passed. The range of scores was 41-57.  
Strengths appear in the areas of Identifying and Supporting Language Demands and in Analyzing Teaching Effectiveness  
IDES Primary Internship: Overall the ECE students have fewer students scoring in the basic ratings than peers in the ELED program. However, the small N size for the ECE program can certainly be a factor. In regard to the items that align with Standard V. c items-ET10-25, the ECE students perform about the same as the ELED students with 4-15% of the students rating as “basic.”  
Internship Survey: N of 1 ECE student-Comments consistent with past year with strong practica embedded throughout program. Note comment related to abilities of | -The program now includes a longer primary internship, which should support the interns more in their primary internship. Faculty will note if overall evaluations are higher next year.  
-ECE faculty will bring this to the attention to faculty within the department |
CT in internship
Quantitative Results:
Students in the ECE program identify some of the same items as other programs in the department as wanting more preparation:
- Standard-based assessments
- Differentiated instruction
- Prepare students to be responsible citizens

Post Program Completion
Data Source:
Follow-up surveys of alumni-qualitative:
Data Interpretation Consistent with other years, alumni like experiences in practicum/internships. Speak to holding “alternative” approaches/views and developmentally appropriate practices. Note “checking in with advisors”—referring to application deadlines for internship placements.
EBI Survey of Alumni and Principals: 2 responses for ECE students; Noted mentoring in first year supported their abilities.

-ECE faculty speak to Kimberly Daniels to see if we can get data from employers outside of school districts for ECE students.

Section 2: Use of Data for Program Improvements

Entry Level: Using admissions data to increase recruitment and retention

In the fall of 2014, the ECE program admitted 18 students for the Pre-3 and Dual program options. 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 109, Academic Support Coordinator, etc.) to individually advise students as freshman or sophomores who may be interested in ECE.

Facility 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 and group advising and through communication in written documents and website.

Transition Point: Retention: Entry and Midpoint:

Program data consistent with prior years, yields that the ECE candidates are well prepared in the areas of child development and in observing and documenting learning processes of children birth through five years of age, which is emphasized in the entry
level of the first year. Preparation of the candidate midpoint through the analysis of the Guided Reading assessment is consistent with candidate performance in the first year. The following curriculum changes were discussed and employed:

- **ECE 390**- More emphasis with observations in context of play and theories that inform play; Use of online subscription for Teaching Strategies GOLD reliability training (infant/toddler) for students. Use of Hawaii Early Learning Profile as resource for studying developmental milestones.

- **ECE 391**- Modifying assignments-employ “learning stories” as part of child study; Online Teaching Strategies GOLD for preschool, Use of Hawaii Early Learning Profile- supplemental developmental checklists

Faculty to revisit assessments for program plan for ECE 390 and ECE 391.

- **ECE 434**- Additional readings for outdoor play; modifying assignments to include simulated experiences for understanding how to use materials for focused exploration in play context

- **ECE 439**, added more emphasis on identifying instructional strategies and impact to student learning. Scaffolding and planning for analysis is proposed for fall, 2014.

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

Faculty discussed critical need for further professional development of mentor teachers, from review of areas that interns score 70-80% are items that suggest the modeling in some classrooms may not scaffold the skills related to the use of variety of instructional strategies and aspects of curriculum development that support inquiry approaches. Faculty propose to Chair and Dean that resources for adjunct faculty to support the practicum and preschool internship courses would be helpful.

**Transition Point: Program Completion**

Based on the edTPA scores for winter, candidates are prepared for the final performance-based assessment with all students passing. An area that could be improved is preparation for “Student Use of Feedback” and “Reflecting on Student-Voice Evidence to Improve Instruction. Students will take ELED 471 (5 credits) starting fall, 2015, which should provide increased preparation for edTPA with increase in credits. Starting in Fall, 2015, the P-3 endorsement only students will continued taking literacy edTPA and the Dual only students will take the Math edTPA.