

Candidates completing the Early Childhood Multicultural Education BA
OUTCOMES ASSESSMENT PLAN

Early Childhood Multicultural Education

B.A.

Program Mission:

We immerse our students in authentic academic and professional settings, providing them with opportunities to bridge theory and practice and to engage in critical reflection that informs action.

Program Vision:

To be a premier school of education that prepares educators, leaders and counselors as agents of social change who transform the lives of individuals and communities they serve.

Outcome 1: Effective Communication

In the School of Education all undergraduates must pass the Professionalism and Health, Safety & Nutrition with a grade of B or better. These courses require the ability to communicate effectively and think critically.

First Means of Assessment for Objective 1: Completion of Professionalism with a B or Better.

Summary of Data:

Number of Students Meeting Criterion:	1	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	1	Percent of Students Meeting Criterion:	1

Second Means of Assessment for Objective 1: Health, Safety & Nutrition with a B or Better.

Summary of Data:

Number of Students Meeting Criterion:	1	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	1	Percent of Students Meeting Criterion:	1

Student Learning Objective 1: The Disposition to Teach

Pre-service candidates must exhibit the necessary dispositions or characteristics to teach and will need to exhibit these necessary dispositions with appropriate stakeholders in the school environment.

Means of Assessment for Objective 1: NMHU Dispositions Reference Form.

Summary of Data:

Number of Students Meeting Criterion:	1	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	1	Percent of Students Meeting Criterion:	1

Mid-Range Assessment 2

Outcome 2: Candidates will demonstrate a mastery of pedagogical knowledge, content, skills and the disposition to teach.

Objective 2: Candidates will demonstrate Mastery of Content Knowledge and Skills

First Means of Assessment for Outcome 2: NES Early Childhood Education Assessment

Summary of Data:

Number of Students Meeting Criterion:	10	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	10	Percent of Students Meeting Criterion:	10

Second Means of Assessment for Outcome 2: The Disposition to Teach Reference Form

Summary of Data:

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
Total Number of Students Assessed:		Percent of Students Meeting Criterion:	

Advanced Candidate Assessment Outcome 3

Candidates will demonstrate a mastery of Teaching Praxis, Professional Development, Effective Use of Technology, and high levels of disposition (average of 3 or better) on the Disposition Reference form.

Objective 3: Candidates will demonstrate Classroom Ready understanding of the INTASC Standards during their Student Teaching Experience or Final Internship.

First Means of Assessment for Outcome 3: The NMHU Portfolio Scores

Summary of Data:

Number of Students Meeting Criterion:	1	Number of Students Not Meeting Criterion:	2
Total Number of Students Assessed:	3	Percent of Students Meeting Criterion:	33%

Second Means of Assessment for Outcome 3: Candidate completed the portfolio as a web-page and effectively integrated various types of technology into it.

Summary of Data:

Number of Students Meeting Criterion:	1	Number of Students Not Meeting Criterion:	2
Total Number of Students Assessed:	3	Percent of Students Meeting Criterion:	33%

Means of Assessment for Outcome 3: NMHU Dispositions Reference Form

Summary of Data:

Number of Students Meeting Criterion:	3	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	3	Percent of Students Meeting Criterion:	3

Utilization of Results:

The results of data collection will assist faculty in course design, evaluation of Field-based experiences, and program outcomes assessment design. Based on the results of the data the Department of Teacher Education we have made updates to courses aligning them

Changes to Program Based on Results:

Based on the results of the data the Department of Teacher Education we have made updates to our programs. To meet outcome 1, we aligned the master syllabi to the In-TASC standards. Also, through the use of the In-TASC Matrix the department was able to evaluate gaps in the program that were addressed by re-aligning the courses with the In-TASC standards and ensured that teacher candidates progressed through the program at appropriate progression levels—i.e. introductory courses introduce the In-TASC standards, while more advanced courses provide opportunities for teacher candidates to apply or master the In-TASC standards.

In order to meet outcome 2, key assessments were created to assess teacher candidate's application and mastery of the in-TASC Standards. Capstone assessments are now a requirement for all of the courses in the School of Education.

In addition, the Teacher Candidate Portfolios (summative program assessments) were created to assess students application or mastery of the 10 In-TASC standards. For the portfolio, a rubric was developed and normed by the Portfolio Norming Group Task Force. The rubric was used to determine the levels of competency in each standard (1-Unacceptable 2-Approaches Expectations 3-Meets expectations 4-Exceeds Expectations). In the final portfolio assessment teacher candidates are required to submit 3

artifacts to demonstrate application or mastery of the 10 In-TASC standards including the categories of learner and learning, content knowledge, instructional practices, and professional responsibility. In order to meet outcome 3, GNED 444 Technology in Education, was updated and is now aligned with the ISTE (technology standards). This course provides students with opportunities to apply technology standards in all aspects of education.

Retention Strategies:

- Advising hours that meet candidate needs
- Availability of Zoom Advising
- Advising Training for all advisers
- Student friendly scheduling
- Scheduling advising sessions for students in the department of teacher education in May and August.
- Providing NES test prep courses to help students pass the required NES exam for entry into the School of Education.