

## Program Data Analysis Report

Department Name: Early Childhood/Special Education

Date: April 16, 2012

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Program: Early Childhood Undergraduate

### Directions:

1. Review the program assessment data located in D2L.
2. List the 6 to 8 assessments for each program in the box provided for Program Assessments. Examine the data collection for each program. Be sure to review both the fall and spring data collection. Answer the following questions for each program assessment placing the information in the appropriate column:
  - What does the data indicate for your program?
  - What areas of concern if any do you have regarding this assessment?
  - What recommendations do you have regarding any revisions for this assessment?
  - What program changes if any does this data suggest?

### Undergraduate Unit Data

Program Assessment	Data Analysis	Recommendations	Implementation Date
PRAXIS II	The analysis of the data indicated a 100% pass rate for Early Childhood majors	There are no recommendations at this time. There is a new test PECT that has just been adopted by the state. Future data will reflect scores from this exam.	

<p>ECED 150 Case Study</p>	<p>After reviewing the data from the previous year regarding the Instructional Assessment Plan the analysis of the data suggested several areas for improvement:</p> <ul style="list-style-type: none"> <li>• additional instruction on culturally appropriate teaching strategies is needed</li> <li>• Data suggests a need for additional instruction in education terminology in students writing.</li> </ul>	<p>Based on the data analysis the following recommendations were made:</p> <ul style="list-style-type: none"> <li>• Assure DAP/NAEYC principles are included in syllabus.</li> <li>• Have students compare and contrast leading experts on various perspectives on Urban teaching strategies and student characteristics.</li> <li>• Continue to infuse appropriate educational terminology into assignments</li> </ul>	<p>The following recommendations will be implemented beginning Summer 2012</p> <ul style="list-style-type: none"> <li>• Course syllabus will be revised to reflect recommendations</li> <li>• Review data to see if the curricular changes have improve students' ability to use educational terminology in the case study.</li> </ul>
<p>Final Field Evaluation Form</p>	<p>The final field evaluation was revised and implement Fall 2011; therefore, only one semester of data was collected and could not be analyzed at this time due to the limited data available.</p>	<p>Based on the data analysis the following recommendations were made:</p> <ul style="list-style-type: none"> <li>• The final field evaluation was revised to reflect the embedded field of the new Early Childhood program. The revisions were based upon the recommendations of NAEYC as described in the SPA report which stated that the levels of performance were based on frequency instead of a qualitative description of the action.</li> <li>• Input the data collected from the cooperating teacher and teacher candidate into LiveText so a further analysis of the data can be made.</li> </ul>	<ul style="list-style-type: none"> <li>• The final field evaluation was piloted in fall 2011 and fully implemented in spring 2012.</li> <li>• Complete data collection into LiveText to be entered beginning Fall 2012.</li> </ul>

		This analysis will look at the consistency of the assessment using the final field evaluation.	
ECED 495 PDE 430 Form	After reviewing the data from the previous year regarding the PDE 430 Form completed during student teaching the analysis of the data indicated that all teacher candidates received a score of superior or higher. The state requires that all students must be satisfactory in order to become certified teachers in the state of PA.	Based on the data analysis the following recommendations were made: <ul style="list-style-type: none"> <li>• A study needs to examine the scores received on the PDE 430 Form and the Instructional Assessment Plan to see how well the two assessments assess two areas; planning and preparation and instruction and delivery</li> <li>• A committee will closely examine the types of assessments completed during student teaching looking for areas of inconsistency and areas for improvement.</li> </ul>	Fall 2012
ECED 495 Instructional Assessment Plan	After reviewing the data from the previous year regarding the Instructional Assessment Plan the analysis of the data suggested several areas for improvement: <ul style="list-style-type: none"> <li>• Alignment of learning objectives and how it impacts the evidence of student learning as well as the interpretation of student learning</li> <li>• Adaptations based on individual needs</li> <li>• The interpretation of data to determine student effectiveness</li> <li>• Multiple modes and approaches to learning</li> </ul>	Based on the data analysis the following recommendations were made: <ul style="list-style-type: none"> <li>• Revise the current lesson plan utilizing the universal design model where by alignment of standards, objectives and assessment are more readily apparent</li> <li>• Adaptations based on individual needs will be examined further during a faculty retreat to determine specific courses where lesson plan development will be emphasized.</li> <li>• The interpretation of the impact of student learning will become more</li> </ul>	Lesson plan revised and implemented, Fall 2011  Adaptations to be reviewed during Fall 2012 faculty retreat  Teacher candidates are required to take ECED 380 an assessment course for the new Early Childhood program to be taken during student teaching. This course

	<ul style="list-style-type: none"> <li>• Technical Soundness of the Instructional Assessment Plan</li> </ul> <p>It is important to note, however that at least 75% of the teacher candidates received Target in all areas of the assessment rubric.</p>	<p>clear as a result of the revised lesson plan.</p> <ul style="list-style-type: none"> <li>• The instructional assessment will be discussed with their university supervisor during student teaching practicum. Additionally the instructional assessment plan will be a key assignment for ECED 380.</li> </ul>	<p>addresses the interpretation of data as evidence of impact on student learning. It is scheduled to be taught beginning Spring 2013</p>
ELED 580 Case Study	<p>After reviewing the data from the previous year regarding the Instructional Assessment Plan the analysis of the data suggested several areas for improvement:</p> <ul style="list-style-type: none"> <li>• additional instruction is needed in developing inferences as it relates to the observation</li> <li>• Additional instruction is needed in writing recommendations for each domain.</li> </ul>	<p>Based on the data analysis the following recommendations were made:</p> <ul style="list-style-type: none"> <li>• Allow time for additional practice in inference writing during class time.</li> <li>• After each hour of observation have students work on writing inferences during class time.</li> <li>• Have students apply knowledge of appropriate domain recommendations through in class activities using teacher modeling and support.</li> </ul>	<p>Recommendations will be implemented beginning Summer 2012</p>
ELED 244 Family Literacy Bags	<p>The Literacy Book Bag Performance Assessment for ECED 244 data analysis yielded the following results:</p> <ul style="list-style-type: none"> <li>• The candidates scored 90% on the creation and components of the book bag</li> <li>• All teacher candidates scored 100% on the quality of the selection of the children's literature</li> <li>• The writing components depicted</li> </ul>	<p>Based on the data analysis the following recommendations were made:</p> <ul style="list-style-type: none"> <li>• Our candidates have the skills to meet the competencies for the creation of this project</li> <li>• The competencies that involve writing; letter to the parent and self-reflection and evaluation could depict more positive results</li> <li>• Students need to develop better writing skills. Additional practice</li> </ul>	<p>The data indicates that our students are struggling with writing skills. The following will be implemented to address this area of concern.</p> <ul style="list-style-type: none"> <li>• Encourage students to use the Writing Center prior to</li> </ul>

	<p>a scores of 84% for letters to the parents and 72% on the reflection of the overall project and 78% for the project evaluation</p>	<p>in writing critically providing supporting details needs more emphasis in this assignment.</p>	<p>submitting papers</p> <ul style="list-style-type: none"> <li>• Provide scenarios in class in which the professor models good writing skills providing examples of quality and poor writing addressing critical analysis and supporting details within text</li> </ul>
Grades	<p>Due to the implementation of the new Early Childhood program, there is limited grade data. Data was able to be collected for ECED 341, 342, and 343 beginning Fall 2011. The data analysis provided the following information:</p> <ul style="list-style-type: none"> <li>• At least 91% of the teacher candidates met the minimum expectations for each course</li> <li>• the average grade for each course ranging from 3.07 to a 3.79</li> </ul>	<p>Based on the data analysis the following recommendations:</p> <ul style="list-style-type: none"> <li>• Little analysis can be made regarding grades at this time due to the limitation of only one semester of data for some of the courses.</li> <li>• The following courses grades will also be used to determine the teacher candidates' content knowledge base as they progress through the program. ECED 270, 290, 340, 350, 360, and 370</li> </ul>	<ul style="list-style-type: none"> <li>• Continue data collection and analysis of grades to determine content knowledge, Spring 2013</li> <li>• ECED 270 and 290 to be taught beginning Spring 2012, with the rest of the courses being offered for the first time Fall 2012</li> </ul>

After reviewing all the assessments it has become clear that professional writing should be the main focus for next year. The data analysis indicated that teacher candidates have difficulty writing critically, providing evidence to support findings and applying educational terminology in their writing. Several recommendations have been made based upon the course in which the assessment is assigned.