Program Data Analysis Report

Department Name: Early Childhood/Reading Education

Date: April 16, 2014

Contact Person: Dr. Lisa Brightman

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

<table>
<thead>
<tr>
<th>Program Assessment</th>
<th>Data Analysis</th>
<th>Recommendations</th>
<th>Implementation Date</th>
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| PECT               | Upon reviewing the data for the PECT tests from the previous year the analysis of the data suggests:  
  - a slight improvement in the overall scores as evident by a 56% pass rate for spring 2013 as compared to a 63% pass | Based on the data analysis the following recommendation was made:  
  - request the data be broken down by each module as well as the overall scores to determine if a particular module is more problematic for | The following recommendations will be implemented beginning  
  Fall 2014:  
  - request data compilation based |
rate during fall 2013
- it is difficult to determine a specific area for improvement as the data provided reflects the composite scores of all three modules of the PECT exam.

students.

on each module
- review the data to determine if a particular module is problematic
- develop remediation strategies as deemed appropriate.

| ECED 150 Case Study | After reviewing the data from the previous year regarding the Instructional Assessment Plan the analysis of the data suggested several areas for improvement:  
- student scores decreased slightly in fall 2013 as compared to spring 2013 with the data indicating 7% of the students receiving an unacceptable score in Part III of the rubric.  
- It is important to note that a 10% increase in the total amount of students receiving a score of target was shown in the spring 2013 data in Parts I and II of the rubric. | Based on the data analysis the following recommendations were made:  
- Include more lessons on teaching strategies to students in this foundation course.  
- Include more instruction on teaching strategies for children of poverty.  
- Include a review on professional writing; showing exemplars.  
- Review objective and subjective viewpoint in writing.  
- Revise the current rubric to include specific detail regarding professional writing. | The following recommendations will be implemented beginning Fall 2014  
- Revise the current rubric to more clearly reflect professional writing skills |

| Final Field Evaluation Form | Although there are no significant areas of concern based on the data collection from the previous year, the following areas have room for improvement:  
- Curriculum and content knowledge, interactive learning, assessment, and communication skills. | Based on the data analysis the following recommendations were made:  
- Continue to work on developing and effectively modeling professional writing with the teacher candidates.  
- It was suggested that perhaps lesson | The following recommendations will be discussed at the next working meeting during the fall 2014 semester. |
| 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:  
- Understanding of contextual factors that impact student learning (student characteristics, disabilities, socio-economic factors)  
- Implications for instructional planning and appropriate adaptations  
- Interpretation of student learning | Based on the data analysis the following recommendations were made:  
- More care to be taken in the construction of preassessments  
- Create adaptations appropriate to specific disabilities  
- Model a variety of instructional strategies in all methods classes  
- Interpret student learning and construct appropriate pre and post assessments | The following recommendations will be discussed at the next working meeting during the fall 2014 semester.

| ECED 495 PDE 430 Form | Less than 3% of all students received a score at the development level on any area of the rubric | plans should be reviewed by the university supervisor prior to submission to the cooperating teacher. Further discussion is needed with all faculty to determine its feasibility. | The following recommendations will be discussed at the next working meeting during the fall 2014 semester.

| 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:  
- Overall dual major (Early Childhood/Special Education) scored significantly higher with a minimum of 15% more students receiving a score of exemplary than the Early Childhood majors.  
- Seventy-five percent of all students received a score of Superior or higher for every category on the PDE 430 form. | Based on the data analysis the following recommendations were made:  
- Assessment construction in ECED 381 should be reviewed to ensure that it aligns to the PDE 430 form and PDE assessment competencies  
- Examine the data analysis of the TCPP to determine if a correlation exists among the cooperating teacher, university supervisor, teacher candidate and the score received on the PDE 430 form. |
| ECED 380 Case Study | After reviewing the data from the previous year regarding the Instructional Assessment Plan the analysis of the data suggested several areas for improvement:  
- Revise the rubric, it had 37 items and was cumbersome and repetitive  
- The only area that was low in both the fall and spring semester was the professional summary of the child  
- Another area that should be addressed is the anecdotal records  
|---|---|
| ECED 244 Family Literacy Bags | The Literacy Book Bag Performance Assessment for ECED 244 data analysis yielded the following results:  
- The strongest areas over both the Fall and Spring 2013 semesters included locating appropriate children’s literature (100% mastery over two semesters) and providing easy to follow and simple directions (average of 98% mastery over two semesters).  
- The lowest scoring areas for both semesters included designing and creating extension activities (an average of 77% mastery over two semesters) and the letter to the parents (an average of 70% mastery over two semesters).  
| --- | --- |
| | Based on the data analysis the following recommendations were made:  
- The rubric has been revised and resubmitted on live text so that it aligns with NAEYC standards  
- Explain to students the components of the professional summary  
- Share detailed examples of anecdotal records  
| | Based on the data analysis the following recommendations were made:  
- Continue to review children’s literature in this course and assess the skill of choosing high quality literature for young children in this assignment.  
- As stated in past PAR reports, our students struggle with creating meaningful literacy connections to the book choice for the families. This course may need to be offered after ECED 270/290 or even with the PreK/K field block.  
- Due to the overall objectives of this course (family and community relationships) the letter to parents needs direct attention; however the rubric for the letter only takes into account grammar and ‘included required components’. It is hard to tell if the students are struggling  
| | Rubric was revised Spring 2014  
| | Examples were shared this spring and should be addressed next fall  
| | Have students write anecdotal records in class and evaluate them  
| | Continue literature (immediately)  
| | Placement of course after literacy courses in sequence (Spring 2015 or later?)  
| | Consider separating rubric for the letter into two parts (Fall 2014) |
with communicating educational ideas to parents in meaningful ways or if our students’ poor writing skills are the main concern (it seems to be the later). Students may need more opportunities throughout this course to practice writing to parents and families specifically. Additionally separating the letter into two rubric scores for this assignment – one for content and one for grammar/professionalism could provide us more feedback.

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<tr>
<th>Grades</th>
<th>The data analysis provided the following information:</th>
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<tr>
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<td>• All courses indicate a minimum of 90% of all students receiving a grade of B or higher.</td>
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<td>• ECED 341 and ECED 342 are the only courses showing 2% failing grades. These courses, however, may be taken prior to obtaining candidacy which may be an indicator of the grade fluctuation.</td>
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<td>Based on the data analysis the following recommendations:</td>
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<td>• Continue to monitor grades of these key educational courses.</td>
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<td>• Review PAPA test scores if possible to see if there is any correlation between failing grades received in ECED 341 and ECED 342.</td>
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<td>• Review the data collection in Spring 2015</td>
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