



Early Childhood Education

<http://www.caspercollege.edu/assessment/index.html>

Instructions: To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to kthatcher@caspercollege.edu. For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

1. **Program: Early Childhood Education**
2. **Department: Education**
3. **School: Social and Behavioral Sciences**
4. **Person(s) Responsible for Developing Plan: Kerri Mahlum**
5. **Email: kmahlum@caspercollege.edu**
6. **Phone: 268-2430**
6. **Date Submitted: 1/11**

1. Does this program offer a distance learning ? x Yes No

(*Note: Please complete a separate Assessment Plan form for each program.)

A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *List your program's mission and goals.*

Department Mission Statement:

The mission of the Casper College Education program is to provide high quality teaching/learning experiences to develop knowledge, skills, attitudes and abilities in the prospective teacher so that students can readily matriculate to transfer institutions and as graduates serve as educators who value diversity and excellence in education.

Departmental Goals:

- The Casper College education department will maintain a pre-service education program reflecting the competencies of teaching/learning excellence and developmentally appropriate practices.
- The Casper College education department will maintain a pre-service education program at CC that provides students with a seamless transfer to the state institution.
- The Casper College education department will adapt/expand the existing CC pre-service education program in order to meet the changing, diverse needs of the student population.

- The Casper College education department will support professional development opportunities for the full time CC education faculty as well as enhance the development of innovative projects created by the CC education faculty.
- The Casper College education department will support the development of the elementary education Associate of Science degree in a distance education format.
- The Casper College education department will support the development and maintenance of secondary education programs.
- The Casper College Early Childhood Education department will seek national accreditation through NAEYC (National Association for the Education of Young Children)

2. *List the student learning outcomes for the program addressed by this plan. (Note: Please complete a separate Assessment Plan form for each program.)*

The Casper College Early Childhood Department aligns its program goals to the five NAEYC (National Association for the Education of Young Children) outcomes.

NAEYC-Outcome 1- Child Development

Outcome 1. The student shall demonstrate knowledge of physical maturation, cognitive and language, and social/emotional development from pre-birth to approximately 8 years of age, including individual differences and the impact of early experience.

NAEYC-Outcome 2- Family and Community Involvement

Outcome 2. The student shall demonstrate knowledge relating to diverse perspectives of the family, parent/child/community/school/system and various approaches to parent involvement

NAEYC-Outcome 3- Observation and Assessment

Outcome 3. The student shall demonstrate competence in articulating rationale for and implementation of developmentally appropriate practice in the education of all children, including techniques of informal and formal assessment and the process for evaluating early childhood programs.

NAEYC-Outcome 4- Curriculum

Outcome 4. The student shall demonstrate competence in planning and implementing developmentally appropriate curriculum through the facilitation of play and the design of appropriate learning environments to meet the needs of all young children.

NAEYC-Outcome 5- Professional Development

Outcome 5. The student shall successfully complete teaching and/or internship experience, with appropriately certified supervisors, which are of sufficient length and concentration in order to experience the full range of teacher activities.

3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*

Outcome 1:

Knowledge of developmental levels of children provides future educators with the knowledge needed to meet the needs of a diverse group of students.

Alignment to Mission and Goals:

Mission Statement: "...graduates serve as educators who value diversity"

Goals: "The Casper College education department will adapt/expand the existing CC pre-service education program in order to meet the changing, diverse needs of the student population"

Outcome 2:

Knowledge of the diversity of families, community members, schools, and school systems will prepare future educators to navigate the professional expectations outside of Casper College as they transfer to other higher education institutions as well as moving beyond their future classroom settings, into the broader professional world.

Alignment to Mission and Goals:

Mission Statement: "...students can readily matriculate to transfer institutions and as graduates serve as educators who value diversity and excellence in education"

Goals: "The Casper College education department will maintain a pre-service education program reflecting the competencies of teaching/learning excellence and developmentally appropriate practices."

"The Casper College education department will maintain a pre-service education program at CC that provides students with a seamless transfer to the state institution"

Outcome 3:

Knowledge of applying observation, guidance and assessment skills provides future educators with the knowledge and skills they will need to make use of assessment to plan, teach, and re-evaluate instructional practices.

Alignment to Mission and Goals:

Mission Statement: "program is to provide high quality teaching/learning experiences to develop knowledge, skills, attitudes and abilities"

Goals: "The Casper College education department will maintain a pre-service education program reflecting the competencies of teaching/learning excellence and developmentally appropriate practices"

Outcome 4:

Knowledge of creating, implementing and assessing developmentally appropriate curriculum will prepare future educators to align teaching to developmental norms and expected standards as well as assess the learning of student to meet individual needs.

Alignment to Mission and Goals:

Mission Statement: "...students can readily matriculate to transfer institutions and as graduates serve as educators who value diversity and excellence in education"

Goals: "The Casper College education department will maintain a pre-service education program reflecting the competencies of teaching/learning excellence and developmentally appropriate practices"

“The Casper College education department will adapt/expand the existing CC pre-service education program in order to meet the changing, diverse needs of the student population”

Outcome 5:

Knowledge of professional skills and attitudes will prepare future educators for completion of their educational goals in transfer institutions as well as prepare them for their roles in the workplace.

Alignment to Mission and Goals:

Mission Statement: “...students can readily matriculate to transfer institutions and as graduates serve as educators who value diversity and excellence in education”

Goals: “The Casper College education department will maintain a pre-service education program reflecting the competencies of teaching/learning excellence and developmentally appropriate practices “

“The Casper College education department will maintain a pre-service education program at CC that provides students with a seamless transfer to the state institution”

4. *Describe how and by whom assessment findings will be used.*

Assessment findings are used at the course level and the departmental level.

Instructor use:

Assessments guide the instructional practices of faculty in an ongoing fashion during the course of a semester. As assessments are gathered, teaching practices are evaluated, and curriculum is modified to meet the needs of the students.

Departmental use:

Program review occurs informally as an ongoing discussion between faculty members. More formally, assessments and course offerings are evaluated on a semester by semester basis. Decisions are made regarding overall programmatic offerings as well as more simple course common assessments.

B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence,

- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end. [See attached table](#)

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)

2. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan.*

Include:

a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*

This plan will be reviewed on an annual basis as part of the Program Review process.

b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*

Student input occurs as part of the capstone course: EDEC 2210- Student Teaching in Early Childhood. Exit interviews are held with each student to review the current course as well as overall programmatic learning.

Additional student data will be gathered via survey as part of a Program Evaluation tool in development. (Dissertational project; Kerri Mahlum)

c. What external sources were consulted in the development of this assessment plan?

This plan was developed following the model of NAEYC outcomes. Additionally some common assessments have been developed in articulation with University of Wyoming Education/Early Childhood departments.

d. Assessment of the manageability of the plan in relation to departmental resources and personnel

This plan is currently manageable and valuable. Faculty use assessment in an ongoing basis to refine instruction, plan courses, and evaluate overall program.

Casper College Early Childhood Education
 Program Assessment Plan
 Spring 2011

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
NAEYC-Outcome 1- Child Development Outcome 1. The student shall demonstrate knowledge of physical maturation, cognitive and language, and social/emotional development from pre-birth to approximately 8 years of age, including individual differences and the impact of early experience.	EDEC 1020 EDEC 1030 EDEC 1035 EDEC 1100 EDEC 1105 EDEC 1300 EDEC 1305 EDEC 2210	Exams and Course projects: <ul style="list-style-type: none"> • Children’s TV project (1020) • Room Design (1020, 1100) • Concept Project (1030) • Child Case Study Project (1100) • Laboratory Reports (1035, 1105, 1305) • Mentor Teacher Evaluations (1035, 1105, 1305, 2210) • Lesson Plans (1305, 2210) • Resource Unit (1300) • Instructional Lessons (1305, 2210) • Documentation Panel (2210) • E-folio (2210) 	Exams will be collected, scored, returned and discussed with students by faculty. Projects scored using associated rubrics after student submission. Scored rubrics are discussed with students by faculty. E-folios scored by associated rubric and discussed in exit interview with EDEC 2210 Student Teachers upon program completion.	Exam scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development. Rubric scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.	Rubric exemplars are shared with students upon project introduction. Scored rubrics are returned to students with verbal discussion with faculty. Exit interviews conducted with EDEC 2210 Student Teachers upon program completion. Staff feedback is shared departmentally informally in an ongoing basis. Instructor and mentor teacher conferences every semester.

Casper College Early Childhood Education
 Program Assessment Plan
 Spring 2011

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
NAEYC-Outcome 2- Family and Community Involvement Outcome 2. The student shall demonstrate knowledge relating to diverse perspectives of the family, parent/child/community/school/system and various approaches to parent involvement	EDEC 1020 EDEC 1035 EDEC 1100 EDEC 1105 EDEC 1200 EDEC 1300 EDEC 1305 EDEC 2210	Exams and Course projects: <ul style="list-style-type: none"> • Children’s TV project (1020) • Room Design (1020, 1100) • Laboratory Reports (1035, 1105, 1305) • Mentor Teacher Evaluations (1035, 1105, 1305, 2210) • Child Case Study Project (1100) • Resource Unit (1300) • Lesson Plans (1305, 2210) • Instructional Lessons (1305, 2210) • Documentation Panel (2210) • E-folio (2210) 	Exams will be collected, scored, returned and discussed with students by faculty. Projects scored using associated rubrics after student submission. Scored rubrics are discussed with students by faculty. E-folios scored by associated rubric and discussed in exit interview with EDEC 2210 Student Teachers upon program completion.	Exam scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development. Rubric scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.	Rubric exemplars are shared with students upon project introduction. Scored rubrics are returned to students with verbal discussion with faculty. Exit interviews conducted with EDEC 2210 Student Teachers upon program completion. Staff feedback is shared departmentally informally in an ongoing basis. Instructor and mentor teacher conferences every semester.

Casper College Early Childhood Education
 Program Assessment Plan
 Spring 2011

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
NAEYC-Outcome 3- Observation and Assessment Outcome 3. The student shall demonstrate competence in articulating rationale for and implementation of developmentally appropriate practice in the education of all children, including techniques of informal and formal assessment and the process for evaluating early childhood programs.	EDEC 1020 EDEC 1035 EDEC 1100 EDEC 1105 EDEC 1200 EDEC 1300 EDEC 1305 EDEC 2210	Exams and Course projects: <ul style="list-style-type: none"> • Children’s TV project (1020) • Child Case Study Project (1100) • Room Design Project (1020, 1100) • Laboratory Reports (1035, 1105, 1305) • Mentor Teacher Evaluations (1035, 1105, 1305, 2210) • Dream Program Project (1200) • Administrative Case Study (1200) • Resource Unit (1300) • Lesson Plans (1305, 2210) • Instructional Lessons (1305) • Documentation Panel (2210) • E-folio (2210) 	Exams will be collected, scored, returned and discussed with students by faculty. Projects scored using associated rubrics after student submission. Scored rubrics are discussed with students by faculty. E-folios scored by associated rubric and discussed in exit interview with EDEC 2210 Student Teachers upon program completion.	Exam scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development. Rubric scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.	Rubric exemplars are shared with students upon project introduction. Scored rubrics are returned to students with verbal discussion with faculty. Exit interviews conducted with EDEC 2210 Student Teachers upon program completion. Staff feedback is shared departmentally informally in an ongoing basis. Instructor and mentor teacher conferences every semester.

Casper College Early Childhood Education
 Program Assessment Plan
 Spring 2011

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
NAEYC-Outcome 4-Curriculum Outcome 4. The student shall demonstrate competence in planning and implementing developmentally appropriate curriculum through the facilitation of play and the design of appropriate learning environments to meet the needs of all young children.	EDEC 1020 EDEC 1035 EDEC 1100 EDEC 1105 EDEC 1200 EDEC 1300 EDEC 1305 EDEC 2210	Exams and Course projects: <ul style="list-style-type: none"> • Room Design Project (1020, 1100) • Laboratory Reports (1035, 1105, 1305) • Mentor Teacher Evaluations (1035, 1105, 1305, 2210) • Dream Program Project (1200) • Resource Unit (1300) • Lesson Plans (1305, 2210) • Instructional Lessons (1305, 2210) • Documentation Panel (2210) • E-folio (2210) 	Exams will be collected, scored, returned and discussed with students by faculty. Projects scored using associated rubrics after student submission. Scored rubrics are discussed with students by faculty. E-folios scored by associated rubric and discussed in exit interview with EDEC 2210 Student Teachers upon program completion.	Exam scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development. Rubric scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.	Rubric exemplars are shared with students upon project introduction. Scored rubrics are returned to students with verbal discussion with faculty. Exit interviews conducted with EDEC 2210 Student Teachers upon program completion. Staff feedback is shared departmentally informally in an ongoing basis. Instructor and mentor teacher conferences every semester..

Casper College Early Childhood Education
 Program Assessment Plan
 Spring 2011

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
NAEYC-Outcome 5- Professional Development Outcome 5. The student shall successfully complete teaching and/or internship experience, with appropriately certified supervisors, which are of sufficient length and concentration in order to experience the full range of teacher activities.	EDEC 1035 EDEC 1105 EDEC 1305 EDEC 2210	Course Projects <ul style="list-style-type: none"> • Laboratory Reports (1035, 1105, 1305) • Mentor Teacher Evaluations (1035, 1105, 1305, 2210) • Instructional Lessons (1305, 2210) • Documentation Panel (2210) • E-folio (2210) 	Exams will be collected, scored, returned and discussed with students by faculty. Projects scored using associated rubrics after student submission. Scored rubrics are discussed with students by faculty. E-folios scored by associated rubric and discussed in exit interview with EDEC 2210 Student Teachers upon program completion.	Exam scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development. Rubric scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.	Rubric exemplars are shared with students upon project introduction. Scored rubrics are returned to students with verbal discussion with faculty. Exit interviews conducted with EDEC 2210 Student Teachers upon program completion. Staff feedback is shared departmentally informally in an ongoing basis. Instructor and mentor teacher conferences every semester.

Casper College Early Childhood Education
Program Assessment Plan
Spring 2011