Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Email to: assessment@unlv.edu

Program Information:

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<tr>
<th>Program Assessed</th>
<th>M.ED in Early Childhood Education</th>
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<tr>
<td>Department</td>
<td>Dept. of Educational &amp; Clinical Studies</td>
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<td>College</td>
<td>Education</td>
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<td>Department Chair</td>
<td>Tom Pierce, Ph.D.</td>
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<td>Assessment Coordinator</td>
<td>Jeff Gelfer, Ph.D.</td>
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<td>Date Submitted</td>
<td>April 15</td>
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Contact Person for This Report

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<tr>
<th>Name</th>
<th>Jeff Gelfer, Ph.D. Coordinator of Early Childhood Programs</th>
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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
STUDENT LEARNING OUTCOMES

1. Students will understand the central concepts, tools of inquiry and structures of the discipline as well as the creation of learning and developmental experiences that make these aspects of content meaningful

2. Students will understand how individuals learn and how to develop and generate opportunities that support intellectual, social, emotional, physical and language development

3. Students will understand how individuals differ in their approaches to learning and development and will know how to create opportunities that are equitable and adaptable to the needs of diverse learners

4. Students will understand the planning processes based upon knowledge of content, learner characteristics, the community and curriculum goals and standards and will develop high quality educational programs

5. Students will understand formal and informal assessment strategies and evaluation of the learner’s continuous intellectual, social, emotional, physical and language development and will select specific strategies to plan instructional programs that meet students

6. Students will understand a variety of instructional methods and will know how to choose appropriate methods of specific situations, while developing critical thinking, problem solving, decision-making and performance skills

7. Students will understand the ethical relationships with parents, school colleagues, and organizations in the larger community to support the individual’s development and will develop plans for high quality collaboration

8. Students will engage in reflective practicing by continually evaluating the effects of their choices and actions on students, adults, parents and other professionals in the learning community and will actively seek opportunities to grow professionally

Curriculum Map
### Assessed Learning Outcomes

**ECE-709**  **KWL Paper:** The KWL RESEARCH PAPER is less formal than a regular research paper but a means that can be used
to help organize learning about a particular topic. KWL is a learning strategy used to identify new research. It also works well as an organizing framework for engaging learners in any new material in nearly any new situation. The purpose of this assignment is for the student to identify some aspect of early childhood education that they want to know more about and do individual research. The critical aspect of this assignment is that the topic should be of interest to the student.

**ESP-775** Lesson plan adaptations: Each student is expected to adapt 2 typical preschool/primary grade lesson/activity plans for students with disabilities in the general classroom and present them with pages stapled neatly. Included for each adapted lesson/activity, must be a specification of the materials, instructional format, adaptations and/or modifications, a instructional setting and references. Each Lesson Plan Adaptation should include a copy of the original lesson plan in addition to the adaptation requirements. Each lesson must be unique and should vary across age/grade levels (pre K-2).

**ECE-781** Action Research Project: Each student enrolled will complete a six week implementation project. The project will focus on a deficit in the area of cognition or social skills of a student or group of students in an early childhood setting. The skill will be identified and an intervention will be determined based on each individual case. Each student will use an activity matrix to identify when and where each skill will be addressed throughout the day. Students will use an individual daily activity plan (IDAP) to organize lessons that will address the deficit skill. Each student will complete 4-7 page paper of the project. The paper should include the following:

- How student/group was identified.
- How the original skill level was tested for a baseline.
- How/When was the implementation facilitated in the classroom (activity matrix/ IDAP)?
What was the data collection process and what do the results suggest?
How was generalization facilitated to the home environment?
Was the project successful? Why or why not?
What would you do differently next time?

The Early Childhood Education program faculty (3 total faculty members and 1 instructor) periodically meets (monthly) and reviews the data from the coursework and discussed any edits or changes that may need to be made to the program. The early childhood education faculty view the review of assessment as a faculty responsibility; although the Program Coordinator facilitates the conversation, all faculty members are involved. The faculty continuously updates the teacher training courses and ensures that the program meets the requirements of their professional organizations criteria for quality teacher training (National Association for the Education of Young Children, NAEYC and the Council for Exceptional Children’s (CEC) Division for Early Childhood Education (DEC).