Annual Academic Assessment Report Cover Sheet

Assessment plans are due February 16, 2016
Email to: assessment@unlv.edu

Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>M.ED in Early Childhood Education</th>
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<tbody>
<tr>
<td>Department</td>
<td>Dept. of Educational &amp; Clinical Studies</td>
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<tr>
<td>College</td>
<td>Education</td>
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<tr>
<td>Department Chair</td>
<td>Jane McCarthy</td>
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<tr>
<td>Assessment Coordinator</td>
<td>Jeff Gelfer, Ph.D.</td>
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<tr>
<td>Date Submitted</td>
<td>March 1, 2016</td>
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<tr>
<td>Contact Person for This Report</td>
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<tr>
<td>Name</td>
<td>Jeff Gelfer, Ph.D. Coordinator of Early Childhood Programs</td>
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<td><a href="mailto:gelfer@unlv.nevada.edu">gelfer@unlv.nevada.edu</a></td>
</tr>
</tbody>
</table>

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

The specific SL0’s for the Masters of Education (M.Ed.) in Early Childhood Education are:

• 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
• Students will understand how individuals learn and how to develop and generate opportunities that support intellectual, social, emotional, physical and language development
• 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
• 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
• 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
• 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
• 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
• Students will engage in reflective practitionering 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

Assessment:
The following Learning Outcomes were assessed in the courses listed:

ECE-709    SLO’s  1, 2, 3, & 4
ESP-775    SLO’s   4, 5, & 6
ECE- 781   SLO’s   1, 2, 3, 4, 5,  6, 7, 8

To analyze ECE-709’s SLO’s 1, 2, 3, & 4 student data were collected using the following tool:
**KWL Paper:** The KWL RESEARCH PAPER is less formal than a regular research paper but a means that can be use 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.

**UULO addressed:** Intellectual Breadth and lifelong Learning Inquiry and Critical Thinking Communication

To analyze ESP-775’s SLO’s 4, 5 , & 6 student data were collected using the following tool:
**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).

**UULO addressed:** Intellectual Breadth and lifelong Learning Inquiry and Critical Thinking Communication Global/Multicultural Knowledge and Awareness

To analyze ECE-781’s SLO’s 4, 7, & 8, student data were collected using the following tool:
**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:

**UULO addressed:** Intellectual Breadth and lifelong Learning Inquiry and
Critical Thinking Communication Global/Multicultural Knowledge and Awareness Citizenship and Ethics

**Assessment Results:**

**SLO’s 1, 2, 3, & 4**

**KWL Paper:**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Number of Students</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring Target (90-100%)</td>
<td>Scoring Acceptable (80-89%)</td>
<td>Scoring Unacceptable (0-79%)</td>
</tr>
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</table>

**ECE-709**

| 35 | 3 |

**SLO’s 4, 5, & 6**

**Lesson Plan Adaptations:**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Number of Students</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring Target (90-100%)</td>
<td>Scoring Acceptable (80-89%)</td>
<td>Scoring Unacceptable (0-79%)</td>
</tr>
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</table>

**EDSP-775**

| 12 | 12 | 2 |

**SLO’s 1, 2, 3, 4, 5, 6, 7, 8:**

**Action Research Project:**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Number of Students</th>
<th>Number of Students</th>
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Findings from Assessment Results:

Overall student data from ECE-709 acknowledged that they demonstrated the ability to generate a research paper. They investigated and collected literature relevant to a topic of study and organized it into a research paper using quantitative and qualitative data. The majority of the students scored in the target range on the KWL paper (92% overall) and the remaining scored at the acceptable range (8% overall).

Overall student data from ESP-775 acknowledged that they demonstrated originating an intervention plan and implementing it within the early childhood classroom. The plan included baseline data collection, objectives, strategies and assessment and evaluation. Forty-six percent (46%) of students scored in the target range, forty-six percent (46%) scored acceptable, and eight percent (8%) scored unacceptable on the Lesson Plan Adaptations.

Overall student data from ECE-781 demonstrated that they were successful in identifying an educational problem, designing an intervention to extinguish the problem, use baseline data, implement the intervention over a period of time, collect data and originate a research paper demonstrating the project. The majority of the students scored in the target range on the Action Research Project (95% overall) and the remaining scored at the unacceptable range (5% overall).

Areas for Improvement

ECE-709
SLO’s 1, 2, 3, & 4

The majority of students achieved in the Target range on the KWL Project, very few did not. We feel that it would be advantageous to require students to take EPY Research Methods concurrently or prior to taking ECE-709.
ESP-775  
SLO’s  4, 5, & 6

While the majority of students achieved in the Target range on the Lesson Plan Adaptations Project, almost % did not. We feel this class should be taken after the students have taken ESP-773, and ESP-774. These are the assessment and curriculum classes in early childhood special education that would provide a more substantial understanding of implementing and designing.

ECE-781  
SLO’s 1, 2, 3, 4, 5, 6, 7, 8,

All the students achieved Target range on the Action Research Projects. This is their final class before they take their comprehensive exams and is the culminating class.

Appendix A
ECE-709  Investigations in Early Childhood Education

Research Rubric

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (10%)</th>
<th>Completion of oral Presentation (20%)</th>
<th>Completion of Written Presentation (60%)</th>
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<tr>
<td></td>
<td></td>
<td>*Clear and logical</td>
<td>*Provides significant information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Easy to follow</td>
<td>*All major areas are discussed:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Typed</td>
<td>*Introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Appropriate grammar and spelling</td>
<td>*research</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>*content</td>
</tr>
<tr>
<td>Score</td>
<td>Comments</td>
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<td></td>
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<tr>
<td>2</td>
<td>* Somewhat logical sequence and order&lt;br&gt;* Provide sufficient information&lt;br&gt;* Some areas are discussed&lt;br&gt;* Some areas are discussed&lt;br&gt;* Typed&lt;br&gt;* Introduction&lt;br&gt;* research&lt;br&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>* No logical sequences&lt;br&gt;* Not typed’&lt;br&gt;* Poor grammar</td>
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**ESP-775**

**Lesson plan adaptations (100 Points):** 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. Each is worth a total of 50 points. One must be completed by the midterm (see syllabus for date due) and the remaining one is due the last week of regularly scheduled classes. 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). See handout for further description.
Power Point Presentation of completed project (50 points)

Each student will provide an 8-10 minute power point presentation of project. The presentation 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 (unit and individual plans)
• 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?

Write up of final project/summary of findings (100 points)
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 (unit plans and individualized plans)?
- 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?

Question and answer portion (20 points)
Each Student will be required to contact the course instructor via email to report progress on the final project two times before project completion. The first email report is due and should be submitted March 15th and no earlier or later. The second report is due the week should be submitted by April 26th. The email should include an attachment examining the following:

- Progress thus far on the project
- Plan of action to finish project by due date