

SUNY Potsdam
***Student Learning Outcomes Assessment Plan- Childhood/Early Childhood
Education-BA***

Department Name: Curriculum & Instruction
Childhood/Early Childhood Education Program-BA

Date Submitted and Academic Year: Fall 2011 – AY 2011-2011

Department Mission Statement: The Childhood/Early Childhood Education, Birth-Grade 6 program was implemented in fall 2009 and is housed within the Department of Curriculum and Instruction. The previous Childhood program that implemented the ACEI and INTASC principles was modified to meet the NAEYC standards. The program added two early childhood education courses to the curriculum. Preparation in the content and pedagogical core for Pre-K-6th grade instruction is embedded in required courses and field experiences throughout the program. The Childhood/Early Childhood Education program requires 60 specific Specialization Area credits for a minimum total of 123 credits.

The 1996 Education Reform policies as put forth by the New York State Education Department continue to be the guiding principles that govern the way in which the undergraduate Childhood/Early Childhood program is designed and implemented at SUNY Potsdam. These policies direct all programs leading to teacher certification to maintain high standards through a rigorous teacher preparation, which was originally aligned with the New York State Students Learning Standards for P- 12, but now places emphasis on the Core Standards beginning January 2011. In addition, all programs should aim to produce outstanding professionals with the knowledge and skills necessary to meet the needs of their students. Other requirements focus on all parts of a teacher education program, including faculty, curriculum content, admission requirements, diverse pre-student and student teaching experiences, collaboration between education faculty and arts and sciences faculty, collaboration between teacher education institutions and public schools, accountability and institutional support.

In keeping with these requirements the Undergraduate Childhood /Early Childhood Education program has developed guidelines which ensure that candidates receive sufficient preparation in their content and pedagogical cores. Strong preparation in the disciplines for teaching has been a hallmark of the SUNY Potsdam-prepared educator throughout our 190-year history. Until 2000, all candidates were required to complete the College's distinctive General Education Program as well as a full major in one academic discipline. With the changes in New York content requirements for the academic preparation of elementary school teachers, we designed a new Arts/Sciences concentration (70+ credits) including 9-12 credits in each of the core academic areas represented by the NY Learning Standards, plus a 15-18 credit specialization in one of those areas. The subject matter in the pedagogical content core reflects the knowledge base that candidates need to gain in order to teach the various subjects in accordance with the State Learning Standards for students. The Pedagogical Core includes courses that support the acquisition of pedagogical knowledge, understanding, and skills in the following domains:

- Learning processes, motivation, communication and classroom management
- Nature of students within the full range of disabilities and health care
- Nature of language acquisition and literacy development by all students, including nonnative English speakers

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- Curriculum development, instructional planning, and multiple research validated instructional strategies for teaching students with diverse needs
- Uses of technology and assistive technology
- Foundations of education
- Recognition of child abuse, violence, and neglect
- First aid and safety procedures.

Preparation in the content and pedagogical core is embedded in required courses (both in Arts and Sciences and in Education) and in field experiences throughout the program. The program also has a written statement of its philosophy, purposes and objectives evidenced through our SUNY Potsdam Mission Statement and Conceptual Framework. Faculty members in this program consistently collaborate with each other to discuss the alignment of course objectives with INTASC, ACEI, and the NAEYC standards to ensure quality academic preparation for teacher education candidates. Along with the nine semester hours per semester for teaching courses, faculty assignments include supervision, practica, and student teaching supervision. Published information about these program requirements is available to prospective students of the Undergraduate Childhood/Early Childhood Education Program.

Following the introduction of our new combined program in fall 2009, the program has revisited all assessments in the program to ensure that they meet required professional and state standards in the certification areas, childhood and early childhood.

Faculty Member Completing this Form: Deborah Conrad

Intended Student Learning Outcome #1

The student will demonstrate an acceptable level of proficiency in the content knowledge of subjects being taught to Elementary School children.

Measurable Criteria and Assessment Method(s)

Content Specialty Test (CST) Multi Subject Test (since October 2003)	ACEI Standards	INTASC Principles	NAEYC Standards
Subarea # 1 English Language Arts	Standard 2.1	Standard 1, 4, 7	Standard 5
Subarea # 2 Mathematics	Standard 2.3	Standard 1, 4, 7	Standard 5
Subarea # 3 Science and Technology	Standard 2.2	Standard 1, 4, 7	Standard 5
Subarea # 4 Social Studies	Standard 2.4	Standard 1, 4, 7	Standard 5
Subarea # 5 The Fine Arts	Standard 2.5	Standard 1, 4, 7	Standard 5
Subarea # 6 Health and Fitness	Standard 2.6; 2.7	Standard 1, 4, 7	Standard 5
Subarea # 7 Family, Consume Science, Career Development	Standard 1; 5.1	Standard 1, 4, 7	Standard 5
Subarea # 8 Foundations of Reading	Standard 2.1	Standard 1, 4, 7	Standard 5

Data Source/Results & Analysis

The Content Specialty Test (CST) is required by the state of New York for teacher certification in Childhood Education.

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The New York State Teacher Certification Examinations (NYSTCE®) address New York Education Law and Commissioner’s Regulations, which require prospective New York State educators to pass designated tests as a requirement for receiving state certification. It is not required for program completion, but candidates must pass it to receive their Initial Certification.

The CST assesses content knowledge in the disciplines that compose the New York Elementary Level Curriculum: (English/language arts, science, mathematics, social studies, the fine arts, health and fitness, and family, consumer, and career education).

Intended Student Learning Outcome #2

Students will demonstrate effective planning of classroom-based instruction.

Measurable Criteria and Assessment Method(s)

Criteria/Levels	ACEI Standards	INTASC Principles	NAEYC Standards
Lesson Objectives	Standard 2.1-2.8; 3.1	Standard 7	Standard 5
Content Mastery	Standard 2.1-2.8	Standard 1	Standard 5
Appropriate Standards	Standard 2.1-2.8; 3.1	Standard 1, 7	Standard 5
Evaluation	Standard 4	Standard 8	Standard 1, 5
Lesson Activities	Standard 3.1, 3.3, 3.4,	Standard 4, 7	Standard 1, 5
Technology	Standard 3.1, 3.3, 3.4, 3.5	Standard 4, 6	Standard 1, 5
Universal Design for Learning	Standard 3.2	Standard 3	Standard 4

Data Source/Results & Analysis

As evidence of their ability to plan instruction across subject areas and age levels, candidates completing their student teaching experience are asked to submit five (5) of their best instructional plans from their student teaching semester.

These five plans are to be selected from five disciplines, on different topics, and from at least two grade levels (Pre-K – 6 grade) during the candidates’ student teaching.

This assessment is designed to assess candidates’ ability to apply their knowledge and skills in school settings.

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Intended Student Learning Outcome #3

Students will demonstrate ability to conduct effective unit planning for classroom-based instruction

Measurable Criteria and Assessment Method(s)

Assignment Strand	Scoring Criteria	INTASC Principles	ACEI Standard	NAEYC Standard (2010)
Science-Literature Kit Library Assignment and Reading Log	Knowledge of the content	Standard 2.1	Standard 1	Standard 4b, 4c, 5a, 5b
Science-Literature Kit Library Assignment and Reading Log	Selecting Resources	Standard 4	Standard 3.1-3.4	Standard 1, 5
	Learner differences & Individual needs	Standard 3.1	Standard 1; 3.1; 3.2; 5.1	Standard 4
	Prior Knowledge	Standard 2.2	Standard 2.6; 2.7	Standard 1
	Assessment	Standard 8	Standard 4	Standard 3
	Interdisciplinary approaches	Standard 1; 2	Standard 2.3	Standard 5
Science-Literature Kit Literature Selections and Poster Display	Learning Goals/Outcomes	Standard 7	Standard 2; 3.1-3.2	Standard 4, 5
	Purposeful Learning Activities	Standard 7.1	Standard 2.1-2.8; 3.1-3.4	Standard 5
	Design for Instruction	Standard 3; 4	Standard 2; 3	Standard 4, 5
	Media & Technology	Standard 6.4	Standard 3.2, 3.5	Standard 5
Science-Literature Kit Reflection	Professionalism	Standard 9,10	Standard 5.2	Standard 6
	Reflection & self Evaluation	Standard 9.1	Standard 5.2	Standard 6

Data Source/Results & Analysis

The Science Literature Kit is a content knowledge assignment that candidates complete in EDUC 407 Literacy II. This is a required course in the candidates' Block II experience. Successful completion of this course is a pre-requisite for their student teaching

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experience. They are also required to submit this information on the Program's Directed Response Folio (DRF).

The Science Literature Kit assignment requires students to review and explore the use of literature to teach the skills and processes of science concepts in the elementary grades. The assignment is also intended to promote the integration of literacy and science through the reading of quality and diverse literature choices when students develop and teach a specific science unit/topic during their practicum experience. Students are asked to develop a reading log of quality children's text used in their science/literacy unit to accommodate different learning styles and abilities to reach the New York Core Curriculum. They are also asked to showcase and present texts, materials, strategies, and assessments that were incorporated into the planning of their integrated science/literacy unit taught during their 70 hours practicum experience in the classrooms. Further, they are required to use evidence-based research to reflect on and justify the selection and use of these texts to support literacy learning for all learners.

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Intended Student Learning Outcome #4 Students will demonstrate pedagogical and professional knowledge, skills and dispositions.

Criteria	ACEI Standard	INTASC Principles	NAEYC Standard
Knowledge of the Content	Standard 2.1	Standard 1	Standard 1; 5
Interdisciplinary approaches	Standard 2.3	Standard 1.2	Standard 1, 5
Content & Diverse perspectives	Standard 2.2	Standard 1.3	Standard 1, 5
Child development	Standard 2.4	Standard 2	Standard 1, 5
Learner Needs	Standard 2.5	Standard 2.1	Standard 1, 5
Prior Knowledge	Standard 2.6; 2.7	Standard 2.2	Standard 1, 5
Individual Differences	Standard 1; 5.1	Standard 3.1	Standard 1, 4, 5
Individual Needs	Standard 3.1; 3.2	Standard 3.1	Standard 1, 4, 5
Challenging lessons	Standard 3.1; 3.2	Standard 3.3	Standard 5
Teaching Strategies	Standard 3.1-3.2	Standard 4	Standard 1, 5
Selecting resources	Standard 3.1-3.4	Standard 4.1	Standard 1, 5
Multiple Teaching Strategies	Standard 3.1-3.4	Standard 4.2	Standard 1, 5
Teaching Role	Standard 3.2-3.4	Standard 4.3	Standard 4, 5
Classroom Management	Standard 3.4	Standard 5	Standard 1
Transitions	Standard 3.4, 3.5	Standard 5.1	Standard 1
Management of time/materials	Standard 3.4	Standard 5.2	Standard 1
Directions and Procedures	Standard 3.5	Standard 5.3	Standard 1
Pacing	Standard 3.4	Standard 5.4	Standard 1
Non-instructional Duties	Standard 5.1	Standard 5.5	Standard 1
Motivation	Standard 1; 3.4	Standard 5	Standard 1, 5
Positive Climate	Standard 1; 3.4	Standard 5.1	Standard 1, 5
Establishing Expectations	Standard 3.4	Standard 5.2	Standard 1, 5
Monitoring Student Behavior	Standard 3.4	Standard 5.3	Standard 1, 5
Response to Student Behavior	Standard 3.4	Standard 5.4	Standard 1, 5
Communication	Standard 5.3	Standard 6	Standard 2, 3
Oral & Written Language	Standard 3.5	Standard 6.1	Standard 2
Questions	Standard 3.3, 3.5	Standard 6.2	Standard 2
Discussion Techniques	Standard 3.5	Standard 6.3	Standard 1, 2
Media & technology	Standard 3.2, 3.5	Standard 6.4	Standard 1, 2, 5
Planning	Standard 2.1-2.8, 3.5	Standard 7	Standard 1, 5
Purposeful Learning activities	Standard 2.1-2.8, 3.1-3.4	Standard 7.1	Standard 1, 5
Short & Long Term Planning	Standard 3.1	Standard 7.2	Standard 1, 5
Monitoring and adjustment	Standard 3.5	Standard 7.3	Standard 1, 5
Assessment	Standard 4	Standard 8	Standard 3
Formal/Informal assessment	Standard 4	Standard 8.1	Standard 3
Use of assessment	Standard 4	Standard 8.2	Standard 2, 3
Evaluates Criteria	Standard 4	Standard 8.3	82.31
Recording and monitoring	Standard 4	Standard 8.4	82.43

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Data Source/Results & Analysis

Form 5 is used to assess the candidate teaching experience in the program. This "working form", includes a schedule of four triad meetings throughout the semester. A copy of this form is provided to the student, the mentor teacher, and the supervisor to be discussed in each of the triad meetings held at approximately the 4th, 8th, 12th, and 16th week of the experience. Final evaluations for each experience are added to the candidate portfolio. The purpose of this assessment is to document the candidates' competencies and skills based on the ten general standards of the Interstate New Teacher Assessment and support Consortium (INTASC) for the preparation of teachers, cross-referenced to the ACEI and NAEYC Standards. The INTASC Standards assess the skills that must ultimately be demonstrated fully by a student teacher and a first-year teacher. Subsequently, all the ACEI and NAEYC standards are met along with the unit/program's Conceptual Framework's Well-Educated Citizen, Reflective Practitioner and Principled Educator strands.

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Intended Student Learning Outcome #5: Teacher candidates will demonstrate effects on student learning.

Measurable Criteria and Assessment Method(s)

Criteria	ACEI standards	INTASC Principles	NAEYC Standards
Contextual Factors	Standard 3.1. 3.2	Standard 3	Standard 4
Learning Goals/Outcomes	Standard 2; 3.1-3.2	Standard 7	Standard 5
Assessment Plan	Standard 2; 3	Standard 8	Standard 8
Design for Instruction	Standard 2; 3	Standard 3; 4	Standard 1; 4; 5
Instructional Decision-Making	Standard 5.2	Standard 4; 9	Standard 1, 5; 6
Analysis of student learning	Standard 4	Standard 8; 9	Standard 3; 6
Reflection and Self-evaluation	Standard 5.2	Standard 9	Standard 6

Data Source/Results & Analysis

The Teacher Work sample is a comprehensive data-based teaching unit, which includes a minimum of 5 sequential lessons. Candidates submit this assignment as a culminating requirement during the student teaching semester.

The purpose of this assignment is to document our candidates' ability to analyze their impact on their students' learning. This assessment, adapted from the work of the Renaissance Project, is designed to address the full range of ACEI, INTASC, and NAEYC standards related specifically to planning, assessing and teaching.

Through the teacher work sample, candidates are required to demonstrate the following: 1) knowledge of the contextual factors, 2) ability to identify learning goals in consultation with the sponsor teacher and based on the New York State Learning Standards, 3) creation of an assessment plan designed to assess student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, and 4) plan and implement effective instruction. Candidates are also required to analyze their own teaching and their students' learning. They complete this project with a reflective narrative about their teaching as related to that learning.