

AC 2025 – 2026 Assessment

M.Ed. Early Childhood Education (547) - Annual Report

Division: Gallaspy College of Education and Human Development

Department: School of Education

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission. The School of Education offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

Program Mission Statement: The mission of the Northwestern State University Graduate Early Childhood Education Program is to help certified educators increase their repertoire of research-based teaching strategies while strengthening their knowledge, skills, and dispositions relating to Early Childhood Education. The advanced program builds on practicing educators' abilities to meet young children's diverse needs in a variety of settings while documenting and assessing their growth over time in relation to state standards. Upon completion of the program, which meets the National Association for the Education of Young Children's accreditation standards, candidates

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are equipped to meet the many demands of the teaching profession and to act as school leaders.

Methodology:

The assessment process for this program includes:

1. Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
2. Content and key assessments in each program/course are aligned with the respective professional preparation/application standards, and candidates apply the standards in all their coursework.
3. Data from assessment tools are collected and returned to the program coordinator.
4. The program coordinator analyzes the data to examine candidates' performance, determines whether candidates have met measurable outcomes, and discusses the results with program faculty.
5. Annually, program faculty and stakeholders review data to make data driven, curricular decisions.
6. The program coordinator, in consultation with program faculty and other relevant stakeholders, proposes needed changes to measurable outcomes, assessment tools for the next assessment period, and the curricula and overall program.

Student Learning Outcomes:

SLO 1: Demonstrate discipline-specific content knowledge

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (Portfolio Defense)	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to early childhood curriculum and assessment. <i>100% of candidates will meet proficiency by scoring at least Meets Expectations on the Portfolio Defense rubric.</i>

Course Map: EDUC 5850 *Action Research for School Improvement*

Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed through a portfolio defense with rubric. Candidates complete this defense in their last year of coursework while enrolled in EDUC 5850 *Action Research for School Improvement*. Program faculty collaborated to design the assessment along

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with a rubric to evaluate candidates' work. Candidates' knowledge and skills in relation to professional standards are made visible through the compilation of course artifacts they create along with reflections. Through multiple iterations of the assessment and evaluation process, program faculty have collaborated to edit and refine the assessment and rubric to ensure that the portfolio defense assesses what faculty intends for it to assess and that the rubric continues to be a valid, reliable instrument. Validity and Reliability was established for the Portfolio Defense rubric in 2025. A panel of 8 EPP faculty and external stakeholders each conducted independent rubric-based evaluations of anonymous work samples submitted by candidates in the program. The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The CVR = .928 with CVR(Critical), (8) = .75 and no single item below critical value of .75. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. The ICC = .71. ICC of .60-.74 reflects "good" inter-rater agreement. The target goal for this assessment is for 100% of candidates to score at least "Meets Expectations" on the rubric.

Candidates are expected to demonstrate understanding of and the ability to apply the standards below and are assessed in each area with a score of Target, Meets Expectations, or Does Not Meet Expectations:

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

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STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

Finding. AC 2025 – 2026 the target was met.

Analysis.

In AC 2024 - 2025 the target was met. In AC 2024 - 2025, 100% (n=1) of candidates achieved proficiency on the portfolio defense by scoring “Target.” The candidate’s artifacts, written reflections, and oral reflections demonstrated candidate learning via mastery of NAEYC and content standards.

Based on the information gathered from an analysis of the AC 2024 - 2025 results, program faculty made the following changes to drive the cycle of continuous improvement. In AC 2025 - 2026, faculty had candidates relate assignments to the newly revised *Louisiana’s Birth to Five Early Learning and Development Standards* to prepare for the portfolio defense in EDUC 5850 in order to support candidates’ learning and their ability to meet SLO 1. These changes helped to improve the candidates’ ability to demonstrate knowledge of developmentally appropriate practices relating to early childhood, thereby continuing to push the cycle of improvement forward.

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As a result of these changes, in AC 2025 - 2026, the target was met. The candidate's artifacts, written reflections, and oral reflections demonstrated candidate learning via mastery of NAEYC and content standards. These changes had a direct impact on the candidate's ability to achieve proficiency in the portfolio defense.

100% of candidates (n=1) achieved proficiency by scoring Target on the portfolio defense in 2025 - 2026.

Decision.

In AC 2025 - 2026, the target was met.

Based on the analysis of the AC 2025 - 2026 results, faculty will implement the following changes in AC 2026 - 2027 to drive the cycle of improvement. Program faculty will have candidates relate assignments to the NAEYC standards.

These changes will improve the candidates' ability to demonstrate knowledge of Developmentally Appropriate Practices relating to early childhood curriculum and assessment and meet proficiency by scoring at least Meets Expectations on the Portfolio Defense rubric, thereby continuing to push the cycle of improvement forward.

SLO 2: Apply discipline-specific content knowledge in professional practice

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (Practicum Observation Form)	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to Early Childhood development, curriculum, and assessment. <i>100% of candidates will meet proficiency (minimum of 80%) on the Practicum Observation Form.</i>

Course Map: ECED 5580 *Early Childhood Practicum: Performance Based Assessment and Documentation*

Measure 2.1. (Direct – Knowledge, Skills, and Dispositions)

SLO 2 is assessed through a Practicum Observation Form with a rubric in ECED 5580 *Early Childhood Practicum: Performance Based Assessment and Documentation*, which is the practicum course. Program faculty collaborated to design the assessment along with a rubric to evaluate candidates' work. Candidates' knowledge and skills in relation

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to professional standards are made visible through lessons they teach in the classroom. Through multiple iterations of the assessment and evaluation process, program faculty have collaborated to edit and refine the assessment and rubric to ensure that the Practicum Observation Form assesses what faculty intend for it to assess and that the

rubric continues to be a valid, reliable instrument. Validity and Reliability was established for the Practicum Observation Form rubric in 2025. Validity and Reliability was established for the ECED Practicum Assessment in 2025. A panel of 8 EPP faculty and external stakeholders each conducted independent rubric-based evaluations of anonymous work samples submitted by candidates in the program. The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The CVR mean = 1.00 with CVR(Critical), (8) = 1.00 and no single item below critical value of 1.00. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. The ICC = .89. ICC of .75-1.00 reflects “excellent” inter-rater agreement. The target goal for this assessment is for 100% of candidates to score at least “Meets Expectations” (80%) on the rubric.

Candidates are expected to demonstrate understanding of and the ability to apply the standards below and are assessed in each area with a score of Target, Meets Expectations, or Does Not Meet Expectations:

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children’s development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

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STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

The candidate engages in Creative/Critical Thinking, Decision Making, Problems Solving, and Responsibility Taking.

The candidate demonstrates Respect for Diversity and skills in Technology.

Finding. In AC 2025 - 2026, the target was not met, as no candidates took the course.

Analysis.

In AC 2024 - 2025, the target was not met, as no candidates took the course.

Based on the information gathered from an analysis of the AC 2023 - 2024 results, program faculty made the following changes to drive the cycle of continuous improvement for other majors taking this course. In AC 2025-2026, faculty modified instructional design by adding resources addressing the following topics where points were missed to support candidate learning and their ability to meet SLO 2:

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- *1b Knowing and understanding the multiple influences on early development and learning (diverse cultural contexts, economic conditions, health status and disabilities, individual developmental variations, and family and community characteristics)*
- *2c Involving families and communities in young children’s development and learning use knowledge of families’ goals, language, culture, and individual characteristics*
- *3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments*
- *5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines*
- *6b: Knowing about and upholding ethical standards and other early childhood professional guidelines*
- *6d: Integrating knowledgeable, reflective, and critical perspectives on early education, and*
- *Diversity*

No data are available for AC 2025 – 2026, as no candidates took the course.

Decision.

In AC 2024 - 2025, the target was not met, as no candidates took the course.

SLO 3: Model professional behaviors and characteristics.

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	Candidates will model behaviors and characteristics that are professional and ethical. <i>100% of candidates will meet proficiency on the Dispositional Evaluation by scoring at least a 3.</i>

Course Map: ECED 5010 Advanced Child Development

Measure 3.1. (Direct – Dispositions)

SLO 3 is assessed through an electronic Professional Disposition Evaluation tool in ECED 5010 *Advanced Child Development*, which candidates take in their first year. The tool was implemented in the 2022 - 2023 AY and re-evaluated after first-year implementation. The Louisiana CAEP Consortium has drafted an updated dispositional evaluation tool to be piloted in the AY 2025 – 2026.

Content Validity was re-established for the Dispositional Evaluation in 2025. A panel of EPP faculty members form initial and advanced programs, as well as programs not

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associated with CAEP accreditation conducted an independent critique using the 2021 CAEP workbook. Construct validity was established by 1) aligning items to constructs, 2) avoiding bias and ambiguous language, and 3) stating items in actionable terms. The Data Quality was determined to be sufficient, with all items being sufficient according to CAEP criteria for EPP-created surveys.

The Professional Disposition Scale informs candidates' professional responsibility, integrity, enthusiasm, communication, and reflection. Each domain entails three to six statements that confirm the degree to which candidates demonstrate each characteristic. Evaluators can rate candidates a 1 (strongly disagree), 2 (disagree), 3 (agree) or 4 (strongly agree). The assessment is evaluated using a rubric, and the target performance is that 100% of candidates will score at least "Agree" (3) on the rubric.

Finding. In AC 2025 – 2026, the target was met.

Analysis.

In AC 2024 - 2025, the target was not met, as no candidates took the course.

Based on the information gathered from an analysis of the AC 2023 - 2024 results, program faculty made the following changes to drive the cycle of continuous improvement. In AC 2025 - 2026, faculty modified instructional design by adding resources addressing the following topic where points were missed to support candidate learning and their ability to meet SLO 3:

- *Respect for Diversity*

These changes helped to improve the candidates' ability to demonstrate proficiency on the Dispositional Evaluation, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2025 - 2026, the target was met. These changes had a direct impact on the candidates' ability to achieve proficiency on the Dispositional Evaluation.

100% of candidates (n=2) met target and scored at least a 3 on the Dispositional Evaluation in AC 2025 - 2026. The mean score was 4.0.

Decision.

In AC 2025 - 2026, the target was met. Based on the latest available data analysis, faculty will make the following changes for AC 2026 - 2027: faculty will modify instructional design by adding resources that help support candidates' *Time Management* to support candidate learning and their ability to meet SLO 3.

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These changes will improve the candidates' ability to model professional dispositions, thereby continuing to push the cycle of improvement forward.

SLO 4: Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for discipline.

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline. (Lesson Plan)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Early Childhood Education. <i>80% of candidates will meet proficiency (minimum of 3.0) on the lesson plan and reflection.</i>

Course Map: ECED 5580 *Early Childhood Practicum: Performance Based Assessment and Documentation*

Measure 4.1. (Direct – Knowledge and Skills)

SLO 4 is assessed through a lesson plan and reflection in ECED 5580 *Early Childhood Practicum: Performance Based Assessment and Documentation*, which is candidates' practicum course. This assessment addresses the Louisiana Early Learning and Development Standards and candidates' ability to execute best teaching practices as reflected on the lesson plan. This assessment requires candidates to successfully execute the planned elements of the lesson on which their performance evaluations are based as measured by the Standards and Objectives domain of the NIET Evaluation Rubric. Residents demonstrate competency of written lesson plan design through course assignments prior to the residency. However, this lesson plan assessment measures the resident's ability to effectively execute the components as planned. Target for this assessment is that 85% of the candidates score a 3.0 on the Standards and Objectives Domain of the NIET Evaluation Rubric.

Validity and Reliability was established for the Assessment in 2025. A panel of 8 EPP faculty each conducted independent rubric-based evaluations of anonymous work samples submitted by candidates from various initial teacher preparation programs. The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The CVR mean = .952 with CVR(Critical), 8) = .75 and no single item below critical value of .75. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. The ICC = .89. ICC of .75-1.00 reflects "excellent" inter-rater agreement.

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The lesson plan assessment measures for the following components: pre-assessment; lesson standard(s)/objective(s); essential questions; lesson vocabulary, bellringer, connections, and hook; content knowledge; post-assessment; sequence of the lesson; accommodations and differentiation; materials/equipment/technology; and SAMR Model. Candidates can score 10 (proficient), 5 (emerging), or 0 (beginning) on each lesson plan component. Scores are then converted to a four-point scale.

Finding. In AC 2025 - 2026, the target was not met, as no candidates took the course.

Analysis.

In AC 2024 - 2025, the target was not met, as no candidates took the course.

Based on the information gathered from an analysis of the AC 2023 - 2024 results, program faculty made the following changes to drive the cycle of continuous improvement for other majors taking this course. In AC 2025-2026, faculty modified instructional design by adding resources addressing the following topics where points were missed to support candidate learning and their ability to meet SLO 4:

- *Assessment*

No data are available for AC 2025 – 2026, as no candidates took the course.

Decision.

In AC 2025 - 2026, the target was not met, as no candidates took the course and no data were collected. However, based on the information gathered from an analysis of the AC 2023 – 2024 data, program faculty will implement the following changes to drive the cycle of continuous improvement. In AC 2026-2027, faculty will modify instructional design by adding resources addressing the following topics where points were missed to support candidate learning and their ability to meet SLO 4 in the area of assessment.

SLO 5: Make responsible decisions and problem-solve, using data to inform actions when appropriate

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (Paper-in-Lieu)	Candidates will conduct investigations relevant to the field of Early Childhood and discuss implications for further research. <i>100% of candidates will score “meets expectations” (minimum of 3.0) on the paper-in-lieu.</i>

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Course Map: EDUC 5850 *Action Research for School Improvement*

Measure 5.1. (Direct – Knowledge and Skills)

SLO 5 is assessed through a paper in EDUC 5850 *Action Research for School Improvement*, which is the candidates' last course.

The Graduate School requires each master's level candidate to complete a paper-in-lieu-of-thesis prior to graduation. Guidelines were specified by the Graduate Council and followed a traditional format with a paper introduction section, review of related literature subsections for each variable, analyses of data, and plans for improving instructional practices.

Validity and Reliability was established for the ECED 5840 Paper in 2025. A panel of 8 EPP faculty and external stakeholders each conducted independent rubric-based evaluations of anonymous work samples submitted by candidates in the program. The Content Validity Ratio (CVR) was calculated using the Lawshe (1975) method to assess content validity. The CVR mean = .964 with CVR(Critical), 8) = .75 and no single item below critical value of 0.75. The Intra-class Correlation Coefficient (ICC) by Fisher (1954) was used as a measure of inter-rater reliability with respect to the Lawshe method ratings. The ICC = .857. ICC of .75-1.00 reflects "excellent" inter-rater agreement.

To complete this assessment, candidates implement an action research project in their own classrooms to improve student outcomes. The paper-in-lieu includes an Introduction, Review of Literature, Methodology, Professional Development Project, Discussion, and References. Candidates are provided with evaluative criteria, and their work is assessed using a four-point rating scale (4 = Target, 3 = Meets Expectations, and 2 = Does Not Meet Expectations). Candidates must meet all criteria before the paper is submitted to the Graduate School. The goal is for 100% of candidates to score at least a 3 on the rubric.

Finding. In AC 2025 - 2026, the target was met.

Analysis.

In AC 2024 - 2025, the target was met.

In AC 2024 - 2025, 100% of candidates met target, with a mean score of at least a "3" (n=1). Based on the information gathered from an analysis of the AC 2024 - 2025 results, program faculty made the following changes to drive the cycle of continuous improvement.

In AC 2025 - 2026, faculty modified instructional design by encouraging candidates to apply feedback to improve their papers and utilize the Academic Success Coach if needed.

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These changes helped to improve the candidates' ability to demonstrate proficiency on the lesson plan, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2025 - 2026, the target was met.

100% of candidates (n=1) met target and scored at least a 3 on the Paper-in-Lieu assessment in AC 2025 - 2026. The mean score was 4.0.

Decision.

In AC 2025 - 2026, the target was met.

Based on the analysis of the AC 2025 - 2026 results, faculty will implement the following changes in AC 2026 - 2027 to drive the cycle of improvement. In AC 2026 - 2027, faculty will modify instructional design by offering monthly TEAMS meetings to provide individual support as needed.

These changes will improve the candidates' ability to make responsible decisions and problem-solve, using data to inform actions when appropriate, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

Program faculty made several decisions after examining results of data analysis from AC 2024 - 2025 which resulted in improved candidate learning and program improvement in AC 2025 - 2026:

SLO 1: Faculty had candidates tie assignments to the newly revised *Louisiana's Birth to Five Early Learning and Development Standards*.

SLO 2: Faculty modified instructional design by adding instructional resources to ECED 5580 *Early Childhood Practicum: Performance Based Assessment and Documentation* to help candidates achieve in these areas:

1b Knowing and understanding the multiple influences on early development and learning (diverse cultural contexts, economic conditions, health status and disabilities, individual developmental variations, and family and community characteristics)

2c Involving families and communities in young children's development and learning using knowledge of families' goals, language, culture, and individual characteristics

3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

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6d: Integrating knowledgeable, reflective, and critical perspectives on early education, and Diversity.

SLO 3: Faculty modified instructional design by adding resources to ECED 5580 *Early Childhood Practicum: Performance Based Assessment and Documentation* to help candidates support *Respect for Diversity*.

SLO 4: Faculty modified instructional design adding resources related to *Technology* in ECED courses.

SLO 5: Faculty encouraged candidates to apply feedback to improve their papers and utilize the Academic Success Coach if needed.

Faculty strengthened service-learning components in all ECED courses.

Faculty invited candidates to publish peer-reviewed articles with the major professor to build candidates' content, pedagogical, and leadership skills.

Faculty invited candidates to present at professional conferences with the major professor to build their content, pedagogical, and leadership skills.

Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2025 – 2026 and will take the following steps to continue to improve candidate learning in AC 2026 - 2027:

SLO 1: Faculty will have candidates relate assignments to the NAEYC standards.

SLO 2: Faculty will modify instructional design by adding instructional resources to ECED 5580 *Early Childhood Practicum: Performance Based Assessment and Documentation* to help candidates achieve in these areas:

1b Knowing and understanding the multiple influences on early development and learning (diverse cultural contexts, economic conditions, health status and disabilities, individual developmental variations, and family and community characteristics)

2c Involving families and communities in young children's development and learning using knowledge of families' goals, language, culture, and individual characteristics

3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6d: Integrating knowledgeable, reflective, and critical perspectives on early education, and Diversity

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SLO 3: Faculty will modify instructional design by adding resources to ECED 5580 *Early Childhood Practicum: Performance Based Assessment and Documentation* to help candidates develop strategies for *Time Management*.

SLO 4: Faculty will modify instructional design by adding resources related to *Assessment* in ECED courses.

SLO 5: Faculty will modify instructional design by offering monthly TEAMS meetings to provide individual support as needed.

Faculty will strengthen service-learning components in all ECED courses.

Faculty will invite candidates to publish peer-reviewed articles with the major professor to build candidates' content, pedagogical, and leadership skills.

Faculty will invite candidates to present at professional conferences with the major professor to build their content, pedagogical, and leadership skills.