

# Bergen Community College

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## ASSESSMENT REPORT FORM FOR ACADEMIC PROGRAM

**Assessment Period:** Spring 2015

**Department/Program:** AS.PS.EARLY.CHILD

**Department Chair:** Dr. Jacqueline Behn

**Department Assessment Liaison:** Melissa Krieger

**Date Submitted:** April 25, 2015

❖ **Program Description or mission/outcome statement of the Department/Program:**

*The mission of the teacher education program of BCC is to prepare candidates for meaningful careers in the field of education. To achieve this mission, we are committed to:*

- *Offering high quality student-centered undergraduate programs that focus on current research and best practices*
- *Providing learning experiences for students which demonstrate masterful teaching, creativity and nurturing, supportive environments conducive to the development of interdisciplinary knowledge and curriculum*
- *Fostering partnerships in our local communities to help prepare teacher candidates and current practitioners to become informed, lifelong leaders*
- *Supporting instructional and service programs that advocate for children and youth through an ethic of care and reflection*

❖ **Program Learning Outcomes:**

*Students will:*

- *Demonstrate their ability to communicate effectively in writing, debating, defending and presenting.*
- *Recognize and describe the milestones that occur in a young child's physical, intellectual, social and emotional development.*
- *Develop a base of knowledge in the subject of early childhood that allows them to think critically about decisions affecting growth and development of young children.*
- *Demonstrate their understanding of Developmentally Appropriate Practice by creating safe, nurturing learning activities that meet the needs of young children.*

**1. Program Learning Outcome(s) to be assessed (from the above section):**

*Students will demonstrate their understanding of Developmentally Appropriate Practice by creating safe, nurturing learning activities that meet the needs of young children.*

**2. Means of Assessment:**

We will utilize a rubric to assess the Thematic Unit of Study assignment for students enrolled in EDU 220: Child Development II. The Thematic Unit of Study reflects students' ability to plan developmentally appropriate lessons and activities for children aged 3-8 years old. A component of this assignment requires that students provide a developmentally appropriate rationale related to developmental theory with supports the selection of their theme. Students are required to provide a three-lesson sampling within their unit.

- **Feedback from Dean:**

**SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE**

**3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.**

Since EDU 220 is the course that comes prior to the field experience course for Early Childhood majors, it is necessary that students fully understand course topics related to developmentally appropriate instruction. The grading criteria for this assignment includes an integration of course topics that are related to best practices for planning learning activities in order to effectively teach young children.

(Please see attached rubric description)

As Prof. Ruff is on medical leave in the Spring 2015 semester, the assessment was performed by me and Dr. D'Sa. In April 2015, we reviewed the rubric and assignment together and then graded one student's Thematic Unit of Study. We discussed our perspectives and "normed" our grading criteria. We then continued to grade the rest of the students' assignments.

**3B. Desired results faculty would like to see.**

Faculty hoped to see students’ work that would demonstrate their understanding and attention to developmentally appropriate practices for planning activities for young children. Furthermore, we expected that the assignment would align with the program goal stated in this assessment project.

We expected that all students who submitted the project would receive a grade of B or higher.

**SEMESTER 3: COLLECTING AND ANALYZING DATA**

**4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)**

According to the rubric used, though the majority of students received a grade of B or higher on this assignment, it is clear that the assignment is very advanced as compared to the program outcome that was focused on for this assignment. Since coursework was clearly aligned with the assignment, the students were fully supported and prepared to complete this assignment.

<b>Students</b>	<b>Grade</b>
1	92
2	92
3	85
4	100
5	95
6	85
7	100
8	92
9	96
10	90
11	100
12	100

**5. Recommendations for Improvement:**

Dr. D’Sa and I have discovered that the assignment goes over and above the stated program goal. Though coursework throughout the semester has been supportive of this assignment and students have performed very well, the program goal requirement is at a much lower level of sophistication than the assignment requirements. Since the students are deeply engaged with learning how to plan lessons and assessment for young students, we feel that this should remain a strong component of coursework.

Furthermore, the ability to plan a differentiated and developmentally appropriate lesson that reflects best practices and researched-based teaching strategies and approaches is necessary for the field experience course, which follows EDU 220. It was decided that, in lieu of planning a thematic unit, students will be required to develop effective lesson plans throughout the course. The first lesson plan will be a basic format with an emphasis on clarity and proper sequence. The final lesson plan will be an

assignment that requires students to create and present a lesson that integrates research-based learning strategies and approaches and relates to a developmentally appropriate theme.

I will utilize two separate rubrics for the two lesson planning assignments, which will align with their assignment descriptions. As I am the only instructor who has taught EDU 220 since it began running in the Fall 2013 semester, I have developed assignments with accompanying rubrics that are similar to those described above. There are small revisions, which must be made to include all of the above criteria, and when I have made these revisions, I will review with Dr. D'Sa and Prof. Ruff prior to the start of the Fall 2015 semester.

- The first rubric and assignment will focus on the necessary lesson plan components for presenting a Read Aloud as instruction, including the criteria for effective classroom presentation.
  - The second rubric and assignment will focus on an integration of the most effective teaching strategies for presenting curriculum to young children, including the criteria for effective classroom presentation. This assignment will include a rationale that supports the curriculum and theme of the lesson.
- **Feedback from Dean:**

#### **SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE**

##### **6. Use of Results:**

From this experience, we evaluated that revisions must be made to the assignment, breaking it up into two smaller assignments, which will result in two separate rubrics. This will be useful in targeting the strengths and weaknesses of the students. In the Fall 2015, we will implement these changes and share with Prof. Ruff. We will also share the rubric and assignment with all adjuncts that may teach EDU 220 in the future. Also, in the Fall 2015 semester, EDU 220 will have a new textbook, one that better reflects the curriculum for meeting the academic, social, emotional and physical needs of young children in a classroom environment.

##### **Feedback from CIE:**