

Department of Curriculum and Instruction
Early Childhood Education

**Program Objectives
for
Bachelor of Science (B.S)
Bachelor of Science in Education (B.S.Ed)**

1. Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight.
2. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children.
3. Demonstrate understanding of the conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities.
4. Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays and special abilities.
5. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
6. Demonstrate understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of young children.
7. Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences.
8. Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.
9. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
10. Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
11. Demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.
12. Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
13. Create, evaluate, and select developmentally appropriate materials, equipment, and environments.
14. Evaluate and demonstrate appropriate use of technology with young children, including assistive technologies for children with disabilities.
15. Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity.
16. Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.
17. Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction

- among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.
18. Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEP's and IFSP's into daily activities and routines.
 19. Establish and maintain physically and psychologically safe and healthy learning environments for children.
 20. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
 21. Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.
 22. Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.
 23. Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services when necessary.
 24. Recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
 25. Establish and maintain positive, collaborative relationships with families.
 26. Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.
 27. Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
 28. Support parents in making decisions related to their child's development and parenting.
 29. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
 30. Apply family systems theory, knowledge of their dynamics, roles, and relationships within families and communities.
 31. Link families with a range of family-oriented services based on identified resources, priorities, and concerns.
 32. Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.
 33. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices.
 34. Observe, record, and assess young children' development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences.
 35. Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
 36. Participate and assist other professionals in conducting family-centered assessments.
 37. Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information.
 38. Communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.

39. Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.
40. Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.
41. Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.
42. Demonstrate an understanding of early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.
43. Demonstrate awareness of and commitment to the profession's code of ethical conduct.
44. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
45. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.
46. Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.
47. Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.
48. Observe and participate under supervision of qualified professionals in a variety of settings in which young children, from birth through age eight, are served (such as public and private; centers, schools, and community agencies).
49. Work effectively over time with children of diverse ages (infants, toddlers, preschoolers, or primary school-age), with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems.
50. Demonstrate ability to work effectively during full-time (totally at least 300 clock hours) supervised student teaching and/or practical experiences in at least two different settings, serving children of two different age groups (infant/toddler, pre-primary age) and with varying abilities.
51. Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

The Early Childhood Education Program objectives are the nationally approved standards written by the National Association of Early Youth and Children and approved by the National Council for the Accreditation of Teacher Education for initial teacher certification.

Bachelor of Science (B.S) / Bachelor of Science in Education (B.S.Ed)

Early Childhood Education

ILLINOIS BOARD OF HIGHER EDUCATION

Assessment of Student Learning

The following guidelines should inform the development of student learning assessment and program improvement:

- **Assessment plans and quality processes should be faculty, program, and campus-driven.**

Information for this report has been developed by the early childhood faculty

members in Curriculum and Instruction as well as faculty members from Children's Literature, Music, Theater, Art and Mathematics. A close analysis of the program has been completed in preparation for the NCATE/ISBE visit in November of 2003. It has been campus driven because it was approved through the curricular process for implementation in 2000. This curricular process included approval by the Council for Teacher Education. The program is going through another curricular change which will not be extreme in content but will have a new look in terms of the Core approach and order of courses offered.

- **Assessment plans and program approval and review process should build on existing activities, i.e. integrate and expand on existing assessment activities.**

See attachment 3 . All assessment plans have been built on exiting activities from the Fall 2000 implementation. Some forms of assessment such as Performance Based Assessment activities (PBA) and Technology Passport have been added since the last early childhood program change for all teacher education candidates. They have been woven into the existing early childhood program and its assessment plans.

- **Assessment activities should focus on the measurement and improvement of student learning outcomes, including multiple qualitative and quantitative assessments, as appropriate to the discipline.**

See attachment 5 . These attachments are examples of multiple qualitative and quantitative assessments which are appropriate to the early childhood discipline.

- **Assessment of mastery and quality should not be a one-time event, but rather, a continuing process that monitors and self-regulates the educational enterprise to ensure that quality is continually enhanced.**

See attachment 3 See attachment 4 See attachment 5 . The early childhood program is continually in an assessment mode. It is clear from this attachment that students are assessed

in relation to their course work, performance based assessment, the gateway system of the teacher education program and the technology passport system. Students evaluate the faculty in the program on a course by course basis. This information is taken seriously for tenure and promotion for tenure track and tenure faculty and also for NTT faculty when considering the rehiring process. The department will be administering a short survey for feedback at the end of C&I 281 (Core I), C&I 282 (Core II), and C&I 283 (Core III) at the end of student teaching. [See attachment 6](#). This feedback will be considered for program improvement as well as for confirmation of good policies.

The Illinois Board of Higher Education staff, in cooperation with the Chief Academic Officers, identified the following elements as critical for assessment of student learning in all undergraduate and graduate programs:

1. A statement of program goals and intended student learning outcomes developed by each program's faculty that reflects the uniqueness of the program.
2. Systematic (at different points throughout the program, including end-of-program evaluation) assessment of student learning that uses multiple qualitative and quantitative measures and reflects the uniqueness of academic programs and disciplines (e.g. evaluation of capstone experiences, internships, portfolios, and other type of performance measures; performance on standardized, locally-developed, or professional licensure and certification exams).
3. Feedback gathered from key stakeholders – current students, alumni, and employers of graduates, graduate schools, etc. (e.g., surveys of student and alumni satisfaction; alumni satisfaction; alumni job placement information; employer satisfaction).

The university will be collecting informational feedback from alumni in regard to job placement and satisfaction of the program. The department will collect information on satisfaction and constructive improvement from current students.

4. Evidence of formal and effective feedback/improvement mechanism, i.e. that the program faculty are engaged in a regular assessment and review process, and that the assessment of student learning and stakeholder feedback are used to improve curriculum, instruction, and learning.

Faculty members are engaged in a regular assessment process of students during the course work, clinical experience. This information is used to assess their performance in classes and their work with children out in the schools. It is also used to alert the faculty to areas of pedagogy that need attention in order to improve the program.

5. Findings and recommendations for improvement are monitored by the institution for results at least yearly.

At the end of each semester, the early childhood faculty will review their personal student evaluations. This information will not be shared with other faculty since this information is confidential. However, the chair of the department and the DFSC will review and recommend help for faculty who are struggling in their performance. Also at the end of each semester, the coordinator of each Core will collect and analyze the short Core questionnaire on student feedback. The coordinator of the Core will share this information with the program coordinator.

In addition to this sharing, the coordinator of the Core will share the results individually with each faculty member teaching in the Core which he/she coordinates. [See attachment 6](#) for end of Core evaluation. At the end of each school year, the program coordinator will share the summary of feedback with the chair of Curriculum and Instruction.

6. Assessment and improvement results are submitted to the Illinois Board of Higher Education as part of an institution's normal schedule for reporting Program Review findings and recommendations, which are appended to the Institutional Results Report

Early childhood will supply assessment and improvement results with the university in order for this information to be submitted to the Illinois Board of Higher Education as part of an institution's normal schedule for reporting program review findings and recommendations, as has been done in the past.

Department of Curriculum and Instruction
Early Childhood Education

Program Objective Assessment Matrix

Conceptual Framework	Admission to ISU	Admission to Professional Studies	Admission to STT/Clinical Practice	Exit from STT/Clinical Practice
Moral Virtues	Assessments	Assessments	Assessments	Assessments
<p>Sensitivity toward the varieties of individual and cultural diversity</p> <p>NCATE Standards 1, 4</p> <p>INTASC Principle 3</p> <p>IPTS 3</p>		<ul style="list-style-type: none"> - Successful Experience with children or youth - Disposition Essay - Disposition Concern Assessment by Faculty 	<ul style="list-style-type: none"> - Instructional Analysis for Inclusion - Disposition Concern Assessment by Faculty ECE Goals: 1, 5, 6, 7, 29 	<ul style="list-style-type: none"> - ISU Student Teaching Assessment - Portfolio - Disposition Essay
<p>Disposition and ability to collaborate ethically and effectively with others</p> <p>NCATE Standards 1, 3</p> <p>INTASC Principle 10</p> <p>IPTS 9</p>		<ul style="list-style-type: none"> - Disposition Essay - Disposition Concern Assessment by Faculty 	<ul style="list-style-type: none"> - Disposition Concern Assessment by Faculty ECE Goals: 1, 4, 8, 12, 27, 28, 31 	<ul style="list-style-type: none"> - ISU Student Teaching Assessment - Portfolio - Disposition Essay
<p>Reverence for learning and seriousness of personal, professional, and public purpose</p> <p>NCATE 1,3</p> <p>INTASC Principle 9</p> <p>IPTS 9, 10, 11</p>		<ul style="list-style-type: none"> - Successful Experience with Children or Youth - Disposition Essay - Assessment of Legal and Ethical Conduct - Criminal Background Check - TB Test (updated annually) 	<ul style="list-style-type: none"> - TB Test - Assessment of Legal and Ethical Conduct - Criminal Background Check - Disposition Concern Assessment by Faculty ECE Goals: 4, 11, 	<ul style="list-style-type: none"> - ISU Student Teaching Assessment - Portfolio - Disposition Essay

		<ul style="list-style-type: none"> - Disposition Concern Assessment by Faculty - Instructional Technology Passport 1, Ethical Use 	12, 23,26, 32, 41,43,46	
<p>Respect for learners of all ages; with special regard for children and adolescents</p> <p>NCATE Standards 1, 3</p> <p>INTASC Principle 2, 3</p> <p>IPTS 2, 3</p>		<ul style="list-style-type: none"> - Success Experience with Children or Youth - Disposition Essay - Disposition Concern Assessment by Faculty 	<ul style="list-style-type: none"> - Disposition Concern Assessment by Faculty - Instructional Analysis for Inclusion ECE Goals: 3, 5, 7, 9, 19, 24, 25, 30, 32, 42 	<ul style="list-style-type: none"> - ISU Student Teaching Assessment - Portfolio - Disposition Essay

<p>Wide general knowledge and deep knowledge of the content to be taught</p> <p>NCATE Standard 1</p> <p>INTASC Principles 1, 6, 7</p> <p>IPTS 1, 4, 7</p>	<ul style="list-style-type: none"> - Essay - High School preparation program; top half of graduating class - GPA 2.5 on 4.0 scale 	<ul style="list-style-type: none"> - ISBE Basic Skills Test - GPA Cumulative 2.5 - GPA in Major (determined by department) - Communication 110 Grade of C or better - Department Approval 	<ul style="list-style-type: none"> - University Writing Exam - ISBE Major Content Test - GPA Cumulative 2.5 - GPA in Major (determined by each department) - Departmental Approval ECE Goals: 18 	<ul style="list-style-type: none"> - ISU Student Teaching Assessment - Portfolio - Disposition Essay
<p>Knowledge and appreciation of the diversity among learners</p> <p>NCATE Standards 1, 4</p> <p>INTASC Principle 3, 5</p> <p>IPTS 3, 5</p>		<ul style="list-style-type: none"> - Successful Experience with Children or Youth - Disposition Essay 	<ul style="list-style-type: none"> - Instructional Analysis for Inclusion ECE Goals: 16, 21, 22, 36, 45, 49 	<ul style="list-style-type: none"> - ISU Student Teaching Assessment - Portfolio - Disposition Essay

<p>Understanding what affects learning and appropriate teaching strategies.</p> <p>NCATE Standards 1, 3</p> <p>INTASC Principles, 2, 4, 5, 6</p> <p>IPTS 2, 6, 5, 7</p>			<p>- Instructional Analysis for Inclusion</p> <p>ECE Goals: 13, 33, 34, 35, 37, 48, 50, 51</p>	<p>- ISU Student Teaching</p> <p>Assessment</p> <p>- Portfolio</p> <p>- Disposition Essay</p>
<p>Interest in and ability to seek out informational, technological, and collegial resource</p> <p>NCATE Standards 1, 3, 5</p> <p>INTASC Principles 9, 10</p> <p>IPTS 9, 10</p>		<p>- Instructional Technology</p> <p>Passport System 1 – 4</p> <p>- Disposition Concerns</p> <p>Assessment by Faculty</p>	<p>- Instructional Technology</p> <p>Passport System 5 – 10</p> <p>- Disposition Concerns</p> <p>Assessment by Faculty</p> <p>ECE Goals: 10, 12, 14, 37, 38, 44</p>	<p>- ISU Student Teaching</p> <p>Assessment</p> <p>- Portfolio</p> <p>- Disposition Essay</p>
<p>Contagious intellectual enthusiasm and courage enough to be creative</p> <p>NCATE Standard 1</p> <p>INTASC Principle 5, 6?</p> <p>IPTS 5</p>		<p>- Disposition Essay</p> <p>- Disposition Concerns</p> <p>Assessment by Faculty</p>	<p>- Disposition Concerns</p> <p>Assessment by Faculty</p> <p>ECE Goals: 15, 17, 18, 20, 40, 44, 48, 50, 51</p>	<p>- ISU Student Teaching</p> <p>Assessment</p> <p>- Portfolio</p> <p>- Disposition Essay</p>

NCATE Standard 2 applies to the entire system.

EARLY CHILDHOOD PROGRAM: ASSESSING THE NCATE/NAEYC STANDARDS

STANDARD	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	DESCRIPTION OF ASSESSMENTS	EMBEDDED COURSE
1. Curriculum		X				X			X	X				X					X		X	X	A. Illinois Certification Testing System (ICTS) B. Formative & Summative Student Teacher Form C. Student Teacher Survey D. Cooperating Teacher Survey E. Concept Development Lesson F. Field Experience Eval. Form G. Literacy Assignment H. Science Spreadsheet I. Candidate Reflection Journals J. Family Newsletter K. Electronic Portfolio L. Integrated Unit M. Instructional Analysis for Inclusion (Social Studies Lesson plan) N. Multicultural Lesson Plan* O. Initial Reflective Essay* P. Final Reflective Essay* Q. Newborn Observation R. Moral Dev./Autobiography Assignment S. Lesson Plans/Poetry Book/Concept Book T. Whole Number Operations Assignment U. Science WebQuest, Lesson Plans, Community Resource Assignment V. * Required portfolios entries 2 or 3 per class	1. Program 2. Student Teaching 3. C&I 281 Ch. Dev. 4. C&I 281 PreKind. 5. C&I 281 Ch. Lit. 6. C&I 110 Multicultural Ed 7. C&I 282 Literacy 8. C&I 282 Drama 9. C&I 282 Music 10. C&I 314 Learning, Environ. & Assess 11. C&I 283 Math 12. C&I 283 Science 13. C&I 283 Art 14. C&I 283 Soc. St. 15. C&I 331 Hist/Phil 16. PAS 115 Human Verbal Dev. 17. SED 373 Family. Prof. Collaboration 18. SED 379 Assist. Technology 19. Clinical experiences 20. Technology Passport System 21. Student Teaching
2. Curr. LA/Literacy	X				X	X	X		X	X									X					
3. Curr. Math	X				X				X	X											X	*		
4. Curr. Science	X				X			X	X	X													X	
5. Curr. Soc. St.	X				X				X	X	X		X	X										
6. Curr. Physical Dev. And Health	X				X				X	X														
7. Curr. Fine Arts	X				X				X	X														
8. Human Dev.	X				X				X	X				X			X	X						
9. Diversity	X				X				X	X		X	X											
10. Plan. Instruct.	X				X	X			X	X		X	X						X	X	X	X		
11. Learn. Environ.	X				X				X	X		X	X											
12. Instruct. Deliv.	X				X	X			X	X				X					X	X	X	X		
13. Communicate	X	X	X		X				X	X	X													
14. Assessment	X	X	X	X	X	X			X	X		X	X						X	X	X	X		

STANDARD	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	
15. Collaboration		X	X	X	X	X			X		X		X	X					X		X	X	
16. Reflection and Profess. Growth		X	X	X	X	X			X	X	X		X	X					X				
17. Leadership		X	X	X		X			X	X	X								X			X	
18. Pre student teaching clinicals					X	X	X		X		X		X	X					X	X	X	X	
19. Student Teach.	X	X	X	X	X		X	X	X	X	X	X	X	X		X						X	X
20. Program Core I	X				X	X			X		X		X	X	X		X		X				
Program Core II					X	X	X	X	X		X		X	X									
Program Core III						X	X		X	X	X		X	X							X	X	
C&I 314									X		X										X	X	
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Performance Based Assessment System (PBA)

The Council for Teacher Education adopted the Teacher Education Performance-Based Assessment (PBA) System for implementation beginning Fall 2002 semester to ensure that all teacher candidates possess the knowledge, skills, and dispositions required for successful teaching careers.

This assessment system establishes critical points at which all candidates for teacher certification will be assessed: Admission to Professional Studies, Admission to Student Teaching (Clinical Practice), and Exit from Student Teaching (Clinical Practice).

In addition, all teacher candidates will be required to maintain an electronic portfolio with evidence of meeting the university-wide teacher education standards, specific program standards, and Illinois Professional Teaching Standards.

For additional information, please contact:

Teacher Education Center
DeGarmo Hall, Room 56
Campus Box 5440
Illinois State University
Normal, IL 67190-5440

The above information is from the University Wide Teacher Education Performance Based Assessment Requirements Check List brochure.

ATTACHMENT 5

*** Admission to Professional Studies Assessment/Requirements ***

Assessment	EI Ed	ECE	ML	SED	Secondary	Implementation
Successful Experience with Children and Youth	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Spring 03
Initial Reflective Essay	C & I 104	C & I 281	C & I 130	SED 202	C & I 215	Spring 03
Assessment of Legal and Ethical Conduct	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Spring 03 (must have prior to 1 st clinical)
Criminal Background Check	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Fall 03
TB Test	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Fall 03 (must have prior to 1 st clinical)
ITPS #1 (Ethics) (Mallard Test)	ENG 101/145 or COM 110	ENG 101/145 or COM 110	ENG 101/145 or COM 110	ENG 101/145 or COM 110	ENG 101/145 or COM 110	Fall 03 Freshman
ITPS #2 (Telecomm.)	English 101 or 145	English 101	English 101	English 101	English 101	Fall 03 Freshman
ITPS #3 (Presentation)	COM 110	COM 110	COM 110	COM 110	COM 110	Fall 03 Freshman
ITPS #4 (On-line Search)	IDS 100 Mallard Test	IDS 100 Mallard Test	IDS 100 Mallard Test	IDS 100 Mallard Test	IDS 100 Mallard Test	Fall 03 Freshman
Disposition Assessment by Faculty/Staff	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Fall 02
Departmental Approval	Departments	Departments	Departments	Departments	Departments	Fall 02
State Basic Skills Test	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Fall 02
Major GPA						Fal 02
Cumulative GPA						Fall 02
English 101 (C or better)						Fall 02
Communication110 (C or better)						Fall 02
Oral Comm. Assessment	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Fall 03

Admission to Student Teaching/ Clinical Practice Assessments/ Requirements

Assessment	EI Ed	ECE	ML	SED	Secondary	Implementation
Instructional Analysis for Inclusion	C & I 208	C & I 283	C & I 395	SED 245	C & I 216 Mus 262	Spring 03
Language Arts Assessment	C & I 209	C & I 282	C & I 306	C & I 209 DHH 359?	C & I 214 Mus. 266,260,262	Fall 03 (?)
TB Test	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Fall 02
Criminal Background Check	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Fall 02
University Writing Exam	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Teacher Candidate	Fall 03
Major GPA						Fall 02
Cumulative GPA						Fall 02
ITPS #5 (Web Page)	C & I 257	C & I 282	C & I 398	SED 201	C & I 215	Fall 03
ITPS #6 (Idea Dev.)	C & I 208	C & I 282	C & I 130	SED 202	C & I 214 Mus. 262	Fall 03
ITPS #7 (Spreadsheets)	C & I 257	C & I 283	C & I 395	SED 204	C & I 216 Mus 261/267/271	Fall 03
ITPS #8 (Desktop Pub.)	C & I 233.01	C & I 283	C & I 233	SED 373	C & I 214 Mus 261/267/271	Fall 03
ITPS #9 (Assistive Tech) S.E.A.T. (Fairchild 324)	C & I 209	SED 379	C & I 395	SED 379 SED 353 (DHH)	C & I 215 Mus. 262	Fall 03
Disposition Assessment by Faculty	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Fall 02
100 Field Experience Hours						Fall 02
Departmental Approval	Departments	Departments	Departments	Departments	Departments	Fall 02
Oral Comm. Assessment	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Fall 03

Music: 261 Band, 267 Vocal, 271 Orchestra

Exit From Student Teaching/Clinical Practice

Assessment	EI Ed	ECE	ML	SED	Secondary	Implementation
Final Reflective Essay	ISU Student teaching supervisor	ISU Student teaching supervisor	ISU Student teaching supervisor	ISU Student teaching supervisor	ISU Student teaching supervisor	Fall 04
Unit Teacher Candidate Teaching Assessment	ISU Student teaching supervisor	ISU Student teaching supervisor	ISU Student teaching supervisor	ISU Student teaching supervisor	ISU Student teaching supervisor	Fall 02
Clinical Practice Grade of C or better	ISU Student teaching supervisor	ISU Student teaching supervisor	ISU Student teaching supervisor	ISU Student teaching supervisor	ISU Student teaching supervisor	Fall 02
ITPS #10 (Completed Livetext Portfolio)	ISU Student teaching supervisor	ISU Student teaching supervisor	ISU Student teaching supervisor	ISU Student teaching supervisor	ISU Student teaching supervisor	Spring 04
Disposition Assessment by Faculty	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Fall 02
Oral Comm. Assessment	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Faculty/ Staff and P-12 partners	Fall 03
Multicultural/ Diversity Assessment	Student Teaching Supervisor	C & I 314	C & I 333	SED 245 clinicals	Math 324 Com 281 Phy – St. Teach EI Ed– St. Teach	Fall 03

ATTACHMENT 6 EARLY CHILDHOOD PROGRAM EVALUATION

This evaluation is administered at the end of each Core by the Core coordinator. It is not necessary for the student to use his or her name on this form.

Date _____

Which Core have you just completed?	What courses were in this Core?
Core I _____	_____
Core II _____	_____
Core III _____	_____

Do you believe that the courses you had in this Core prepared you for your teaching career?
When answering, please which courses did or did not prepare you?

What approaches were used to facilitate your learning that you would high recommend using again with future students entering this Core?

What changes would you recommend for future planning in this Core?

Do you understand the concept of standards-based curriculum in the early childhood program?

In terms of Performance Based Assessment PBA, do you believe you have been informed on how to complete what needed to be completed in this Core? Do you understand the importance of PBA?

In terms of the Technology Passport, do you believe that you learned what you needed to learn in this Core?

In terms of your Electronic Standards-Based Live text portfolio, did you clearly understand what you needed to do by the time you reached the end of the semester?

Thank you for answering these questions so the ECE program has feedback to re-evaluate the program for students who come into the program after you.