**EAR 30 ECE and ADT Program Level Outcomes Assessment – Closing the Loop
Spring 2014**

Overview

In spring 2012 EAR 30 was taught at the newly opened Step by Step program located at the Innovative Learning Center. This site was under the purview of the Riverside City College. At that time EAR 30 underwent significant revisions in order to accommodate the needs of the "borrowed" site, the limitations of the personnel at the site, and the lack of oversight of this site by the Norco ECE instructor for curriculum, pedagogy, and behavior management. At that time, an assessment was conducted based on the Program Level Outcomes.   Although the assessment was predominantly in a survey format, some qualitative questions were also asked that provided some clear suggestions for improving specific courses within the certificate programs. They included the following, with actual changes completed in 2013 and 2014 indicated in italics:

PLO 1. Develop, implement, and evaluate developmentally thematic and emergent curriculum for typical children.
- EAR 19 was identified as being very important regarding curriculum development and has subsequently been *adjusted to incorporate a stronger focus on designing curriculum* (*Progress Report lesson planning, parent teacher conference*).
- More circle time preparation and understanding of teaching strategies*. EAR 24 has been revised and a stronger focus on, and practice implementing circle time has been included. EAR 30 now has additional opportunities to practice circle time prior to assessment of the student's ability.*
- EAR 28 has also been updated and a *stronger focus on teaching strategies as they relate to curriculum has been included in the observation assignment.*

PLO2. Develop and apply appropriate practices and effective techniques that respect cultural diversity among children and families
- More advice on particular religions, cultures, holidays that aren't celebrated, socioeconomic status and lack of support from home…*the new EAR 25 class is incorporating concepts regarding culture and socioeconomic issues into papers and in-class activities and lectures.*

PLO 3. Integrate an educational philosophy into the classroom.
- Help in dealing with parents and their demands, understand that children and families need to be treated with respect – *Additional activities have been designed in EAR 25 (research paper) and 42 (newsletter) to help with these aspects.*

- Visit centers that practice different philosophies, more activities with theory in it – *EAR 24 now has a significant observation regarding theory as does EAR 20 and 28*
- *In EAR 24 students are now required to engage directly with children (they do the activities they design in EAR 24 with a child) as part of their learning how to create developmentally appropriate and theoretically grounded curriculum.*

PLO 4. Develop and implement a system of ongoing observational practices that contributes toward the creation of learning environments conducive to the emergence of curriculum that adapts to the evolving needs of children.

- EAR 24 *now has components of observation included as part of the lesson plan (identify an assessment method), and as part of the interactions with the children during the self-evaluation component.*
- EAR 24 has a *new observation that requires students to identify curriculum.*

In 2013 the Internship course (EAR 30) relocated again due to the closure of the ILC. The new site, Temple Beth El Child Development Center (Riverside), again offered an opportunity to adjust the approach taken in the internship to mirror the model on the ground at the center. In this situation the change was for the better. The Instructor of Record is still the primary grader for all assignments, but there is a much more collaborative and a supportive relationship at this center.

The survey that was administered in 2012 was re-administered at the end of the 2014 spring session of EAR 30. The Data analysis and results follow. The survey questions have been imbedded into this document with the data charts and qualitative responses following directly after. In addition, the scores from the original assessment will also be indicated in the tables.

DATA Analysis

College where most ECE courses were completed

Norco	Riverside	Moreno Valley
11 (73%)	4 (26%)	0 (1 started but dropped the 2nd day

Key
Yellow highlight = most frequently selected course
Blue highlight – increase from prior assessment/survey

Identify (by circling as many as you think) the classes in ECE that you think helped to prepare you to achieve the following during the internship.

Table 1. PLO 1. Develop, implement, and evaluate developmentally thematic and emergent curriculum for typical children.

EAR Course	Total responses	% of overall responses 2014 n=15	% of overall responses 2012 n=20
EAR 19 Observation and Assessment Methods	12	80%	70%
EAR 20 Child development	7	46%	55%
EAR 24 Creative Curriculum	13	86% and an increase	85%
EAR 25 Diversity in ECE	3	20%	Not offered
EAR 28 Principles and Practices	4	26%	25%
EAR 26 Child Health	6	40%	40%
EAR 42 Home, School, and Community	4	26%	20%

Table 2*. Which classes helped the most?*

EAR Course	Total responses per class	% of responses 2014 n=15
EAR 19 Observation and Assessment Methods	11	73%
EAR 20 Child development	5	33%
EAR 24 Creative Curriculum	13	86%
EAR 25 Diversity in ECE	3	20%
EAR 28 Principles and Practices	3	20%
EAR 26 Child Health	4	26%
EAR 42 Home, School, and Community	2	13%

Analysis

EAR 24 once again proved to be the most frequently identified class that assists with curriculum development, but once again EAR 19 showed a strong correlation. The super news is that within the ECE program ***every single required course is providing support towards this extremely important element*** (PLO 1). Also, the data indicate an increase almost across the board in focus, which I think is due to the California Alignment Project and the new ADT in our program. We are asking students to do a lot more curriculum

planning in more classes, or showing students how to tie ECE content learned in the adult classroom to delivery in the children's classroom. In addition, at least half of the required classes have observations of children, or some form of interaction with children, or at the least videos of children in action, included into the content of the course.

What classes helped the most? How?
- Taking EAR 19 before 30 would have helped
- In 19 I learned about assessment methods and it helped me with observing while doing other activities
- EAR 28. I took it with Dr. Cazares (RCC) and the fact that your lesson plan, as well as hers, was nearly the same helped a great deal.

What more do you think future students need to know to make them even more capable in the area of curriculum development?
- They need to know more about the levels of development for children of *various* preschool ages (3-5) so they create developmentally appropriate activities.
- Plans change, different teachers have different expectations, and you may make a good plan, but have to change it. Be aware of culture and background differences when planning.
- How to interact with parents if they have a concern about their child.
- How to entertain and be physical with the children. Knowing that play=education.
- They should take the internship
- How to develop a lesson well and the DRDP.
- Be sure to have taken EAR 19 before this class (stated by multiple students).
- More DRDP review
- How to adapt the activity for different situations
- The time and effort it takes to think, plan, and put the lessons into action, but also how rewarding it feels to get the feedback to do better
- To be able to scaffold the levels of the DRDP
- Only serious students should take the class

Identify (by circling as many as you think) the classes in ECE that you think helped to prepare you to achieve the following during the internship.

Table 3. PLO 2. Develop and apply appropriate practices and effective techniques that respect cultural diversity among children and families

EAR Course	Total responses per class	% of overall responses 2014 n=15	% of responses 2012 n=20
EAR 19 Observation and Assessment Methods	2	13%	5%
EAR 20 Child development	9	60%	25%
EAR 24 Creative Curriculum	3	20%	15%
EAR 25 Diversity in ECE	7	46%	Not offered
EAR 28 Principles and Practices	1	6%	35%
EAR 26 Child Health	8	53%	5%
EAR 42 Home, School, and Community	11	73% and an increase	70%

Table 4. Which classes helped the most?

EAR Course	Total responses per class	% of responses 2014 n=15
EAR 19 Observation and Assessment Methods	3	20%
EAR 20 Child development	3	20%
EAR 24 Creative Curriculum	3	20%
EAR 25 Diversity in ECE	7	46%
EAR 28 Principles and Practices	0	0%
EAR 26 Child Health	1	6%
EAR 42 Home, School, and Community	5	33%

Analysis

These data are not surprising in the identification of which classes provide support, but it is heartening to see that cultural diversity is a focus in multiple classes and not just in a single class. It is anticipated that EAR 25 will take a more dominant role in this area in the future, as indicated in table 4, but as of right now it has only been offered a total of 3 times in the last 18 months and as such has not yet established itself as the primary course

that will cover this type of material. It is interesting to see that EAR 19 and EAR 24 do not have higher recognition in this PLO. In both of these courses time is spent discussing either anti-bias curriculum or anti-biased assessment and adapting assignments to support children with a wide range of abilities.

What classes helped the most? How?
- In EAR 25 we talked about diversity in regards to personality as well. We did real-world and fun activities that showed us how to be aware of diversity in the classroom and plan a curriculum around it by actually looking at the diversity in the classroom we were already in.
- EAR 25 reminds you to make sure if you focus on a culture you must address all cultures not to stigmatize a child based on color, culture or religion
- EAR 19, I know what to expect when working with children
- EAR 25 Understanding what is effected by culture when it comes to development
- 25 really helped me to think about what I was using in my lesson planning
- EAR 42 also helped me with dealing with children with challenging behaviors, helped me find a positive way to change a behavior
- 42 helped because some families are not as high economically as others
- 42 helped me to recognize students in need, signs of abuse
- The 4 core helped because culture was something that was discussed more than once

What more do you think future students need to know to make them even more capable in the area of cultural diversity?
- To realize that diversity goes farther than cultural and physical, children have diverse personalities
- Avoid stereotyping any child of ANY color, hair color, eye color etc, parental or caregiver background
- Include all of them, real life activities
- Different does not equal less and that what can seem nice can be offensive to others
- Work with children from different cultures
- Be open minded
- Take sociology classes
- Put your biases aside and structure the lesson to fit the needs of every child
- Integrate activities throughout the year
- See the differences in persons and don't introduce cultures that aren't relevant or a stereotype

Identify (by circling as many as you think) the classes in ECE that you think helped to prepare you to achieve the following during the internship.

Table 5. PLO 3. Integrate an educational philosophy into the classroom

EAR Course	Total responses per class	% of overall responses 2014 n=15	% of responses 2012 n=20
EAR 19 Observation and Assessment Methods	5	33%	5%
EAR 20 Child development	13	86% and an increase	25%
EAR 24 Creative Curriculum	5	33%	15%
EAR 25 Diversity in ECE	2	13%	Not offered
EAR 28 Principles and Practices	3	20%	35%
EAR 26 Child Health	10	66%	5%
EAR 42Home, School, and Community	7	46%	70%

Table 6. Which classes helped the most?

EAR Course	Total responses per class	% of responses 2014 n=15
EAR 19 Observation and Assessment Methods	4	26%
EAR 20 Child development	9	60%
EAR 24 Creative Curriculum	0	0%
EAR 25 Diversity in ECE	1	6%
EAR 28 Principles and Practices	0	0%
EAR 26 Child Health	7	46%
EAR 42 Home, School, and Community	2	13%

Analysis

These data are quite fascinating. In EAR 28 we specifically ask students to create a teaching philosophy as one of their main assignments, and yet this course did not seem to demonstrate a clear indication that students found it the most influential in actually helping them to integrate an educational philosophy. In EAR 20 we do place a significant amount of emphasis on theory and the theoretical foundations to education and so it is extremely heartening to see this response. It is also very heartening to realize that most of

the students in the internship are likely to have taken EAR 20 as one of their first courses and hence quite a while prior to the internship. The idea that the theoretical models they were taught in EAR 20 have persisted and played an integral role into their educational philosophy in EAR 30 is truly a wonderful result. In addition, to see EAR 19, 24, and 26 identified as strong foundations for educational philosophy is also tremendous as it indicates that students are integrating a wide based construct for an educational philosophy incorporating assessment, curriculum development, and the health and welfare of children. The only explanation for the dramatic shift in the data for EAR 42 aligns to the shift in content in this course in the last two years. Previously there was a strong emphasis on culture and diversity and this might have influenced students' understanding of how to include children with different backgrounds into their educational philosophy. This focus has now shifted more to EAR 25

What classes helped the most? How?
- 20, 28 & 42 helped me see what type of teacher I wanted to be
- 20 helped integrate the abilities that you can apply to your curriculum
- 28 – there are morals that should be followed in the classroom and showed me scientific viewpoints of how children develop and how we can help them succeed
- 20 helps you to understand children and why they act a certain way
- Class discussion have helped, hearing other's views
- Learning about the different leaders in the field of child development

What more do you think future students need to know to make them even more capable in this area?
- Have time in a real classroom and work with different ages
- Pick an educational philosophy that suits you and puts them on a path to becoming an engaging and caring teacher
- Learn about developmental milestones and what behavior is normal or what could be a warning sign in the future
- Seeing videos of children in a preschool actually doing things
- Find out what you like/don't like, make it your own
- Just a separate class on educational philosophy

Identify (by circling as many as you think) the classes in ECE that you think helped to prepare you to achieve the following during the internship.

Table 7. PLO 4. Develop and implement a system of ongoing observational practices that contributes toward the creation of learning environments conducive to the emergence of curriculum that adapts to the evolving needs of children.

EAR Course	Total responses per class	% of overall responses 2014 n=15	% of responses 2012 n=20
EAR 19 Observation and Assessment Methods	10	66%	70%
EAR 20 Child development	4	26%	25%
EAR 24 Creative Curriculum	7	46%	20%
EAR 25 Diversity in ECE	1	6%	Not offered
EAR 28 Principles and Practices	2	13%	15%
EAR 26 Child Health	7	46%	10%
EAR 42Home, School, and Community	4	26%	10%

Table 8. Which classes helped the most?

EAR Course	Total responses per class	% of responses 2014 n=15
EAR 19 Observation and Assessment Methods	8	53%
EAR 20 Child development	1	6%
EAR 24 Creative Curriculum	4	26%
EAR 25 Diversity in ECE	1	6%
EAR 28 Principles and Practices	2	13%
EAR 26 Child Health	2	13%
EAR 42 Home, School, and Community	2	13%

Analysis

Clearly EAR 19, as the name suggests – Observation and Assessment Methods – is intended to give students an understanding of how to observe children, so this result comes as no surprise; it is the other data that are really quite outstanding. The ECE discipline (across the district and as part of CAP) has actively engaged in conversation regarding the need to increase the amount of opportunity students get to observe children, to consider management and manipulation of the ECE environment, and the implementation of an emerging curriculum. The 4 Core courses (EAR 20, 24, 28, 42), which form the basis for the Assistant and Associate Teacher Certificate, are clearly showing the consistency with which this concept is being addressed. The students, and the ECE advisory committee, have asked for more opportunities to practice these skills and the responses to the survey are providing an indication that their needs have been met.

What classes helped the most? How?
- EAR 19 helped me to use assessment to create developmentally appropriate curriculum
- 19 allowed for a chance to practice and not just learn about the technique
- I understand how to observe the children better and know what to look for
- EAR 19 because you can actually see where the child is at and what level they can move to
- Completing observations in a classroom not just listening to a lecture
- EAR 24 the scaffolding aspect helps break down how the environment should be set-up to help all children succeed

What more do you think future students need to know to make them even more capable in designing educational environments?
- What stimulates a child's learning and how to accomplish it
- State guidelines
- Counselors that actually know what they are doing or have mentors to guide us along the way
- ECERS and NAEYC review
- Real time in the classroom

Additional Questions
What benefit do you think you gained from the internship class?
- I had real-world experience with curriculum planning, behavior management, multi-tasking, and assessing children's developmental levels. At the end of this course I knew without a doubt I wanted to be a teacher.
- I feel more organized and I tend to look at life from a teacher's perspective

- I learned about myself and teaching methods and areas I need to work on with children and coworkers.
- Knowledge of how to run a classroom, what activities to have, examples from other classmates
- How to scaffold an activity and how to improvise when not everything goes as planned
- Confidence in me, I also realize I would like to work with children who's are ESL
- I had lots of hands on activities, help, and guidance. It helps you decide if you want to be a teacher – I gained more confidence
- It helped me get over my fear of doing something new and different. I have more confidence and also learned that I can turn to any coworker for support
- Hands on experience and being with a variety of children who are all at different levels of learning
- I learned to control behavior, adapt lessons, and form bonds with children – things that can't be taught from a book
- A real understanding of the work it takes to be a teacher, and real time with children

What else do you think we can do to prepare you to be an ECE teacher?
- More "final full days". Getting the chance to run the entire classroom is an excellent experience and gives me the opportunity to really envision how I want to run my own classroom.
- Push for the completion of more courses prior to 30, 19 and 25 would be beneficial
- How to help a child that is struggling, where to go for help
- Educate on the amount of work goes into planning as well as the hardships of how to deal with a difficult parent
- Every student should be required to take the internship
- Make the internship 3 days a week instead of 2 so we can get to know all of the kids
- Classes that separated the different centers, science, math, art etc
- Get more hands-on chances before the internship

Would you recommend the ECE program at Norco, Riverside or Moreno Valley?

Norco			RCC			MoVal		
Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
14	0	1	7	1	3	2	2	7

Summary

It would appear that the required courses are doing a great job, in conjunction with one another, in preparing ECE students to be successful in the internship. It would also appear, based on the qualitative statements that ECE students feel well prepared to work

as preschool teachers. Of interest is that in 2014 EAR 19, 20, 24, 26, and 42 were the most frequently identified courses that intern students indicated provided the most support in meeting the four PLO outcomes. Whereas, in 2012 the most frequently identified courses were EAR 19, 20, 24, 28, and 42. Two thoughts come to mind with this data:

1. That EAR 19 is identified as a strong component factor in 3:4 of the PLOs and yet is not a prerequisite for EAR 30.
2. That EAR 28 appears to be not providing as strong a level of support as it maybe should, considering that it is a core course in ECE. Maybe the SLOs in this course need to be reexamined, the assignments possibly reworked, and the idea that maybe there needs to be an additional PLO in ECE should be considered. Maybe we are not actually capturing the benefit of EAR 28 in the existing PLOs, e.g., teaching strategies, classroom management and layout, or the role of the ECE environment. It could also mean that the discipline needs to make sure that there is a consistent approach in EAR 28 and that all students are getting the same content and emphasis.

These are interesting elements that will need to be explored by the discipline across the district.

The students' comments also provide some interesting suggestions for the discipline to consider, namely:

- The needs for more hands-on experience with children
- That EAR 19 should be a prerequisite for EAR 30 (especially if there is going to be a requirement to complete a child case study)
- That there should be more specialized courses in specific curriculum content areas, e.g., math, science, art, literacy
- That students should have more opportunity in the internship to "run" or manage the whole class more…additional "final full days", or more opportunities to hold more responsibility

Overall this assessment has shown that the ECE program is providing students with the necessary skills required to meet the needs of the identified Program Level Outcomes, and more importantly that students feel extremely well prepared to function as well trained ECE teachers in the community. Each student completes a variety of assignments as part of the internship course, some of which can be analyzed for authentic measures of assessment for each of the PLOs; this is the next step for PLO assessment in ECE.