

ASSESSMENT REPORT HDFS ECD [HDFS Early Child Development Option]

This program is part of Human Development and Family Science, a department with an overarching objective for the undergraduate program to prepare our students for successful accomplishment of their career goals. Early Child Development (ECD) is one of the degree options in this department.

The specific mission of the ECD program is: “As educators, we desire to be leaders in shaping high quality professionals and generating cutting edge research in infancy and preschool development.” In order to fulfill this mission, the faculty, staff, and students strive to inspire a culture of professionals who champion the principles of high-quality early childhood care and education. Strategies include goals in teaching, research, and outreach. There are 5 ECD specific faculty (4 of whom also have a half-time or more appointment at the Auburn University Early Learning Center (AUELC), Auburn University’s lab preschool) and 10 HDFS faculty that teach HDFS courses required for our ECD major.

The ECD curriculum specifically focuses on the relationship between the young child and his or her environments in the family as well as early care and educational environments. This is a more comprehensive focus than the traditional early childhood education model that looks at the child as a learner without a strong focus on the other contexts in which that child exists. HDFS students in ECD receive a well-rounded education focused on the development of the whole child. In 2018, a new state initiative aimed at increasing the quality and number of teachers available for the Alabama First Class Pre-K program was developed to allow HDFS students in programs accredited by the National Association for the Education of Young Children (NAEYC) to qualify to sit for a Pre-K only teaching certificate. At that point, we did not offer ECE teaching certification preparation and we began to seek accreditation. As part of the Self Study process for NAEYC Higher Education Accreditation the ECD option was created from our existing Infancy and Preschool concentration and was imbued with a stronger emphasis on teaching preparation and approved in 2020.

The current ECD program has 37 full time and 13 part time students. Students can attend in person on the AU campus or take part in our “completer program” in which teachers already out in the field can complete the ECD specific curriculum in an online format. The program received conditional NAEYC accreditation in Fall 2021 and has met the conditions as of Fall 2023. The program is NAEYC accredited through July 2028.

Student Learning Outcomes

Student Learning Outcomes are determined by the NAEYC 2020 Professional Preparation Standards required for our accreditation. This list of outcomes is comprehensive for our ECD program. It was formulated (cut and pasted) directly from our accreditation criteria for NAEYC Higher Education Accreditation.

STANDARD 1 Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

STANDARD 2 Family–Teacher Partnerships and Community Connections

2a: Know about, understand, and value the diversity of families.

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

STANDARD 3 Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues

STANDARD 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

STANDARD 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

STANDARD 6 Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Communicating Student Learning Outcomes

Student Learning Outcomes are communicated in several ways to a variety of faculty. Our ECD specific faculty meet annually to discuss our student's mastery of the outcomes as well as review how and where they are covered and measured. Non-ECD specific faculty in HDFS teach courses to our students that help them build a foundation for these outcomes as well. Faculty are involved in the self-study process, and they are reminded of the student learning outcomes specific to their courses each semester. We also communicate these student learning outcomes in syllabi for students and review them in our mandatory advising session Fall and Spring semesters.

Curriculum Map

	SLO 1 Child Development	SLO 2 Family and Community	SLO 3 Assessment	SLO 4 Approaches	SLO 5 Curriculum	SLO 6 Professional
HDFS 2000		1				
HDFS 2010	1	1				
HDFS 2030						1
HDFS 2050	1, 2	1, 2, 3	1	1	1	1, 2, 3, A
HDFS 3010	1	1, 2				
HDFS 3060		1				
HDFS 3110	1, 2	1, 2				
HDFS 3460	1, 2, 3, A	1, 2, 3,	1, 2, 3,	1, 2,	1	1, 2, 3
HDFS 3470	2, 3,	2	1, 2, 3	1, 2, 3	1, 2, 3,	1, 2, 3
HDFS 4680		1, 2				
HDFS 4470	2, 3	2, 3, A	2, 3, A	2, 3, A	2, 3, A	2, 3 A

1= Introduced or practiced; 2 = Reintroduced and practiced; 3 = Mastered; A= Assessed

Measurement

Student learning outcome 1 is primarily measured in HDFS 3460 in our portfolio project. Student learning outcome 2 is primarily measured in HDFS 4470 in the Play Project. Student learning outcome 3 is primarily measured in HDFS 4470 in the Assessment Activity. The lab evaluation in HDFS 4470 is used to measure the majority of student learning outcome 4. Student learning outcome 5 is measured in HDFS 4470 in the Assessment Activity. And finally, the advocacy project in HDFS 2050 is primarily used to measure student learning outcome 6. These hands-on projects were designed to measure the outcomes as we completed our NAEYC self-study. All of these courses are required for ECD students. These projects are completed by all students enrolled in the course each semester. Rubrics for ECD students are pulled for data collection.

Course/Measure	Outcome assessed	Frequency	Data collection	Desired result
HDFS 3460 Portfolio is a semester long assessment project	1, 2	Completed fall and spring semesters	Direct measure: course embedded	80% of students rated as met or exceeds on all indicators
HDFS 4470: Play project presentation and reflection	2, 5, 6	Completed fall semester	Direct measure: course embedded	80% of students rated as met or exceeds on all indicators
HDFS 4470: Assessment activity presentation and reflection	3, 5	Completed fall semester	Direct measure: course embedded	80% of students rated as met or exceeds on all indicators
HDFS 4470: Lab evaluation; Student interactions are rated at the end of the semester	4, 6	Completed fall and spring semester	Direct measure: course embedded	80% of students rated as met or exceeds on all indicators

Data are collected from each of the assignments using rubrics. These rubrics measure specific elements of the student learning objectives for our NAEYC accreditation. The NAEYC standards require two measurements of their standards across different projects but for purposes of this report, outcomes are reported from only the most advanced projects. Only the relevant portions of the assessment rubrics are included here. These assessment measures were developed with our self-study and were first used Fall of 2019 (with the exception of the Assessment Activity which was piloted Fall 2022). Substantial revisions were made throughout the proceeding semesters in the assignments and grading rubrics in ECD faculty meetings. As a new degree program, and a newly accredited program, we continue to perfect the measurements of these learning objectives.

Rubric 1 Portfolio

Rubric 1 is used for the portfolio project completed in HDFS 3460. Students choose a child in their preschool practicum class to observe for the semester. Observations are collected weekly. Students interview the parents for historical information regarding infant and toddler development as well as family contextual information. At the end of the semester, this information is put together in a portfolio including the weekly observations, a developmental assessment and a paper detailing the growth and development of their child in their family and school context over the semester. Students in this course are primarily juniors and seniors. The faculty instructor of HDFS 3460 was intimately involved in the creation of the rubric and grades the project.

Not met	1	Met	2	Exceeds	3
NAEYC Standard 1B: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.					
Summary paper introduces child with only general or physical descriptors (i.e., 5 year old boy).		Summary paper introduces child with one personal, specific descriptor regarding their strengths, interests and challenges.		Summary paper introduces child with at least two personal, specific descriptors regarding their strengths, interests and challenges.	
NAEYC Standard 1A Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.					
Summary paper provides no or only generic information about the child’s infant/toddler development.		Summary paper provides an accurate description of the child’s infant/toddler development with a comparison to norms.		Summary paper provides an accurate description of the child’s infant/toddler development with specific examples and comparison to norms.	
Summary paper provides no or only generic information about the child’s physical development.		Summary paper provides an accurate description of the child’s physical development with a comparison to norms.		Summary paper provides an accurate description of the child’s physical development with specific examples and comparison to norms.	
Summary paper provides no or only generic information about the child’s cognitive development.		Summary paper provides an accurate description of the child’s cognitive development with a comparison to norms.		Summary paper provides an accurate description of the child’s cognitive development with specific examples and comparison to norms.	
Summary paper provides no or only generic information about the child’s socio-emotional development.		Summary paper provides an accurate description of the child’s socio-emotional development with a comparison to norms.		Summary paper provides an accurate description of the child’s socio-emotional development with specific examples and comparison to norms.	
Summary paper provides no or only generic information about the child’s language development.		Summary paper provides an accurate description of the child’s language development a comparison to norms.		Summary paper provides an accurate description of the child’s language development with specific examples including the impact of multi-lingualism and comparison to norms.	
Summary paper provides no or only generic information about the child’s adaptive development.		Summary paper provides an accurate description of the child’s adaptive development with a comparison to norms.		Summary paper provides an accurate description of the child’s adaptive development with specific examples and comparison to norms.	

NAEYC Standard 1C Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.		
Summary paper includes an inaccurate depiction of the possible effect of a specific context integrated throughout the descriptive paragraphs	Summary paper accurately integrates discussion of context on development in one aspect of the individual child's context throughout the descriptive paragraphs.	Summary paper accurately integrates discussion of context on development in two or more aspects of the individual child's context throughout the descriptive paragraphs.
NAEYC Standard 2C: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.		
Summary paper offers only a general community resource that might be of use to their portfolio child's family OR resource offered is not relevant to the specific needs of the family.	Summary paper offers at least one community resource that might be of use to their portfolio child's family but only generic agencies or professionals are given OR resources are not demonstrated as relevant to the specific needs of the family.	Summary paper offers at least one community resource that might be of use to their portfolio child's family. Specific names of agencies or professionals are given and are demonstrated to be relevant to the specific needs of the family.
NAEYC Standard 6C: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.		
Email uses colloquialisms or slang OR has many errors.	Emails use professional (but non-jargoned) language and are well written with few errors.	Emails use professional (but non-jargoned) language, show skillful dialogue between parent and student about their child and are well written with few errors.

Rubric 2 – Play Project

In HDF5 4470 students plan, implement, and document an activity with the children in their practicum class. The documentation panel is then shared with parents at a parent event. The instructor for 4470 grades the students on their documentation and explanation of the activity, their interactions with parents as well as their reflections on these interactions and the activity itself. This activity is completed midway through the course as part of the course grade as well as a measurement of the student learning objectives. The instructor grading this rubric was intimately involved in its design and revision.

Not met	1	Met	2	Exceeds	3
NAEYC Standard 2A: Know about, understand, and value the diversity of families.					
Paper accurately hypothesizes only one way in which a family’s context might impact their understanding of play or suggestions are inaccurate and unsupported.	Paper accurately hypothesizes two ways in which family context might impact their understanding of play.		Paper accurately hypothesizes at least three ways in which family context might impact their understanding of play and supports with appropriate research or theory.		
NAEYC Standard 2B Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.					
Interactions were respectful and involved a discussion and demonstration of the activity.	Interactions were respectful and involved a discussion and demonstration of the activity while answering questions about its value for the family or child in a way that reflected respect for parental preferences, goals, OR language or cultural issues. Paper reflects accurately on the nature of these interactions.		Interactions were respectful and involved a discussion and demonstration of the activity while answering questions about its value for the family or child in a way that reflected respect for parental preferences, goals, and language or cultural issues. Paper reflects accurately on the nature of these interactions and hypothesizes ways to demonstrate respect if the opportunity did not present itself during the event.		

Display avoids stereotypes in images	Display avoids stereotypes in images, language and assumptions of parental preferences as well as choosing diverse images of children and families OR through intentionally adapting language difficulty for English language learners	Display avoids stereotypes in images, language and assumptions of parental preferences as well as choosing diverse images of children and families and through intentionally adapting language difficulty for English language learners.
NAEYC Standard 5B Understand pedagogical content knowledge— how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.		
Plan includes relevant goals for learning in the specific content area and connects goals to developmental domains	Plan includes relevant goals for learning in the specific content area and connects goals to developmental domains and display shows evidence of this implementation	Plan includes relevant goals for learning in the specific content area and connects goals to developmental domains, providing teaching strategy examples specific to the activity and display shows evidence of this implementation
NAEYC Standard 6A: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.		
Paper describes general plans for play advocacy.	Paper describes one specific action item to promote an understanding of play with the parents they serve or one specific action item to promote play to other professionals in the area.	Paper describes one specific action item to promote an understanding of play with the parents they serve and one specific action item to promote play to other professionals in the area.
NAEYC Standard 6D: Engage in continuous, collaborative learning to inform practice.		
Paper describes the process of collaboration and how collaboration with classmates OR past collaboration with practicum supervisors has affected their practice in general.	Paper describes the process of collaboration including specific examples of how collaboration with classmates OR past collaboration with practicum supervisors has affected their practice in the activity documented.	Paper describes the process of collaboration including specific examples of how collaboration with classmates AND past collaboration with practicum supervisors has affected their practice in the activity documented. A plan for continued collaborative learning is described.

Rubric 3 Assessment Activity

In HDFS 4470, students plan, implement and gather assessment information in an activity in their preschool practicum class. The students record and share the assessment information and plan hypothetical next steps for the children in their classroom. Students are graded by their lab coordinator on their activity and the instructor of 4470 on their reflection as part of their course grade and as part of the measurement of student learning objectives. The instructor grading this rubric was intimately involved in its design.

NAEYC Standard 1D Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.		
Plan/reflection discusses how the activity is appropriate for the individual ages/specific needs and culture of the children in the class.	Plan/reflection discusses how the activity is appropriate for the individual ages/needs (including developmental disabilities or delays) and culture of the children in the class and generally describes how observations of children guided planning.	Plan/reflection discusses how the activity is appropriate for the individual ages/specific needs (including developmental disabilities or delays) and culture of the children in the class and includes how observations of a specific child and/or groups of children guided planning.
There is little discussion and/or discussion is not an accurate reflection of cultures represented in the classroom	There is discussion of how plans consider cultures represented in the class	There is discussion of how plans consider cultures represented in the class AND at least one example is provided of how individual cultures will be considered

NAEYC Standard 3A: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.		
Proposed developmental indicators are specific to the activity.	Proposed developmental indicators are specific to the activity. Reflection describes benefits of the connection.	Proposed developmental indicators are specific to the activity. Reflection validates their effectiveness (or describes adjustments to help them connect) and describes benefits of the connection.
NAEYC Standard 3B: Know a wide range of types of assessments, their purposes, and their associated methods and tools.		
Reflection describes use of <i>part</i> of the assessment cycle in the activity, including specific developmental examples that led to the plan.	Reflection describes use of <i>part</i> of the assessment cycle in the activity, including specific developmental examples that led to the plan AND either specific assessment information gathered or possible plans for next activity based on assessment results.	Reflection describes use of the full assessment cycle in the activity, including specific developmental examples that led to the plan, specific assessment information gathered, and possible plans for next activity based on the assessment results.
Reflection correctly identifies the method of assessment used.	Reflection correctly identifies the method of assessment used and defends the method on its own merits.	Reflection correctly identifies the method of assessment used and defends the method on its own merits as well as with a comparison to other assessment methods.
NAEYC Standard 3C: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.		
Activity plan is carried out in the classroom and developmental data on multiple children is collected and reported	Activity plan is carried out in the classroom and developmental data on multiple children is collected and reported and generic new plans are suggested with generalized goals and teaching strategies	Activity plan is carried out in the classroom and developmental data on multiple children is collected and reported (including more domains than was originally described) and additional plans are proposed with specific individualized goals and teaching strategies
NAEYC Standard 3D: Build assessment partnerships with families and professional colleagues.		
Individualized goals and assessment information on multiple children is described but not shared with colleagues	Individualized goals and assessment information on a child is shared with colleagues	Individualized goals and assessment information on multiple children is shared with colleagues
<i>NAEYC Standard 5A: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.</i>		
Plan/reflection demonstrates subject area specific knowledge but is not relevant to the activity.	Plan/reflection demonstrates subject area specific knowledge relevant to the activity and appropriate professional resources for the content area.	Plan/reflection demonstrates subject area specific knowledge relevant to the activity and appropriate professional resources for the content area; other relevant content areas are integrated.
<i>NAEYC Standard 5C: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.</i>		
Reflection includes specific areas for improvement.	Reflection includes specific areas for improvement and identifies professional resources to support this.	Reflection describes specific improvement or growth and identifies professional resources used to support this. Specific examples of adjustments to plans and implementation are provided.

Rubric 4 Lab Evaluation

As part of a sequence of courses (HDFS 3460/3470/4470) students spend time weekly in a preschool classroom at the Auburn University Early Learning Center. The lead teachers of these practicum classrooms are also the instructors for many of the ECD specific classes and creators of the rubrics and projects for these courses. At the end of each semester, students are graded on their performance in their practicum classrooms by the lead teacher of their practicum class. The rubric completed in HDFS 4470 (the last of the sequence) is used to determine their proficiency in student learning outcomes in standard 4 and 6.

NAEYC Standard 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.		
Beginning 0	Developing 1	Mature 2
Gives little or no guidance to children; Guidance that is given is general or relies mostly on negative phrasing.	Sometimes gives specific guidance and begins to use positive phrasing.	Gives specific guidance to children; Guidance that is given consistently uses positive phrasing.
Is cold and detached with children i.e., using an annoyed, uninterested, or bored voice.	Is warm and nurturing with some children and uses a firm OR comforting voice when needed.	Is warm and nurturing with each child and uses a firm AND comforting voice when needed.
Communicates no interest in the children or their activities through standoffish, aloof body language.	Communicates some interest in the children or their activities through inconsistent attentive physical gestures and body language.	Communicates genuine interest in the children and their activities through attentive physical gestures and body language.
NAEYC Standard 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.		
Does not give children any choices.	Generally gives directives as if they are a choice (for example, "Do you want to clean up?").	Primarily gives appropriate choices when possible (for example, "Do you want to clean up blocks or puzzles?").
Offers no redirection or explanation of expected behavior.	Uses redirection without explanation or offers explanation without redirecting behavior.	Primarily uses redirection AND explanation of expected behavior.
Avoids difficult situations such as conflict or disruptive behavior.	Begins to assist with difficult situation (i.e., conflict or disruptive behavior) but retreats when the children resist.	Persists until a difficult situation (i.e., conflict or disruptive behavior) is resolved appropriately.
Does not seek opportunities to work with children OR avoids children with disabilities, delays, or more challenging behavior.	Seeks opportunities to work with children, but sometimes avoids children with disabilities, delays, or more challenging behavior.	Seeks opportunities to work with all children, including those with disabilities, delays, or more challenging behavior.
NAEYC Standard 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.		
Does not play with children or engages only in structured activities such as cooking, puzzles, or games with rules.	Attempts to direct the course of play OR generally engages in structured activities with the children such as cooking, puzzles, or games with rules.	Follows the children's lead in play; engages in structured, unstructured, and spontaneous activities with the children.
Ignores/avoids problems in the classroom OR solves problems without allowing the children to take initiative; gives up quickly when children resist.	Identifies problems; begins to allow children to take initiative in developing solutions and generally persists until situations are resolved.	Explores solutions to problems, allowing children to take initiative when possible and persisting until situations are resolved.

Rarely participates in meaningful conversations with children, asking primarily close-ended questions and fails to extend their thinking.	Participates in conversations with children but sometimes uses close- ended questions or does not extend their thinking.	Consistently participates in meaningful conversations with children asking open-ended questions and extending their thinking.
Does not differentiate between children based on developmental level and home language when engaging in conversation.	Sometimes uses speech model appropriate for each child's level of understanding based on developmental level and home language when engaging in conversation.	Consistently uses speech model appropriate for each child's level of understanding based on developmental level and home language when engaging in conversation.
Engages in or observes play but does not offer support for play.	Sometimes looks for organic ways to support play such as scaffolding, extending play, or asking thought-provoking questions.	Consistently looks for organic ways to support play such as scaffolding, extending play, or asking thought-provoking questions.
NAEYC Standard 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.		
Rarely initiates discussion with on-site staff or lab coordinator about improving performance or how best to meet the children's needs.	Sometimes initiates discussion with on-site staff or lab coordinator about improving performance or how best to meet the children's needs; improves based on that advice.	Frequently initiates discussion with on-site staff or lab coordinator about improving performance or how best to meet the children's needs; improves based on that advice.
Fails to schedule or attend mandatory evaluation meeting.	Does not schedule mandatory conference in a timely manner or is unprepared for midsemester evaluation.	Schedules and is prepared for mandatory evaluation meeting.

Rubric 5 Advocacy project

The fifth rubric is for the Advocacy Project completed in HDFS 2050. Students work with their instructor to determine an issue of importance to them that affects young children or their families. After researching the issue, the student reaches out to an individual (such as a governmental leader or business leader) to advocate and explain the importance of the issue. The correspondence with the individual along with a paper explaining the issue and reflecting on the advocacy process is turned in and graded on this rubric. The instructor grading this rubric was intimately involved in its design. Students in this course range from sophomores to seniors.

NAEYC Standard 6b- Knowing about and upholding ethical standards and other early childhood professional guidelines		
Reflection provides little to no evidence of knowledge of relevant professional guidelines, ethical standards, position statements, licensing requirements and other professional standards affecting the issue	Reflection provides evidence of knowledge of relevant professional guidelines, ethical standards, position statements, licensing requirements and other professional standards affecting the issue by giving an example from one relevant guiding document (i.e. NAEYC ethical standards)	Reflection provides ample evidence of knowledge of relevant professional guidelines, ethical standards, position statements, licensing requirements and other professional standards affecting the issue by giving examples from more than one relevant guiding document (i.e. NAEYC ethical standards and a position statement)

Results

Results are reported and interpreted by NAEYC standard. The first column of each data table lists the specific substandard/learning objectives measured by the indicators reported (i.e., 1a. Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.)

Standard 1: Child Development and Learning in Context

2024-2025						Historical		
		n	Not met	Met	Exceeds	22-23 "met"	23-24 "met"	24-25 "met"
1a	PORTi	17	0	1	16			
	PORTa	17	0	0	17			
	PORTb	17	0	0	17			
	PORTc	17	0	0	17			
	PORTd	17	0	1	16			
	PORTe	17	0	1	16			
1a summary		102	0	3	99	46/48	42/42	102/102
1b	PORT	17	0	0	17			
1b summary		17	0	0	17	8/8	7/7	17/17
1c	PORT	17	2	8	7			
1c summary		17	2	8	7	8/8	7/7	15/17
1d	ASSESSa	12	2	2	8			
	ASSESSb	12	2	4	6			
1d summary		24	4	6	14	4/4	29/30	20/24

Student learning objectives related to promoting child development and learning were assessed by the developmental narrative paper completed for Portfolio in HDFS 3460 and Assessment Activity in HDFS 4470. We obtained our desired result with 96.25% of students meeting all SLOs.

Standard 2: Family–Teacher Partnerships and Community Connections:

2024-2025						Historical		
		n	Not Met	Met	Exceeds	22-23 "met"	23-24 "met"	24-25 "met"
2a	PLAY	12	3	2	7			
2a summary		12	3	2	7	2/2	4/4	9/12
2b	PLAYa	12	3	1	8			
	PLAYb	12	0	1	11			
2b summary		24	3	2	19	4/4	8/8	21/24
2c	PORT	17	0	2	15			
2c summary		17	0	2	15	8/8	7/7	17/17

Student learning outcomes related to family and community partnerships were measured using the interactions and reflection on the interaction for the documentation panel in the Play Project in HDFS 4470. Email interviews in the HDFS 3460 portfolio project were rated for the last substandard (2c). Overall, we obtained our desired result with 88.68% of

students meeting all SLOs. However, only 75% of students met the standard for 2a in which they hypothesize the impact of familial context on their understanding of the importance of play.

Standard 3: Child Observation, Documentation, and Assessment

2024-2025						Historical		
		n	Not met	Met	Exceeds	22-23 "met"	23-24 "met"	24-25 "met"
3a	ASSESS	12	1	2	9			
3a summary		12	1	2	9	2/2	15/15	11/12
3b	ASSESSa	12	2	3	7			
	ASSESSb	12	1	3	8			
3b summary		24	3	6	15	4/4	29/30	21/24
3c	ASSESS	12	0	2	10			
3c summary		12	0	2	10	2/2	13/15	12/12
3d	ASSESS	12	1	1	10			
3d summary		12	1	1	10	2/2	11/15	11/12

Student learning objectives for observing, documenting, and assessing were measured using the assessment activity in HDFS 4470. Students created an activity for their preschool practicum course, implemented it as part of the course work, and assessed the children based on their experience in the activity. The 4470 instructor rated students on the assessment and the reflection. We obtained our desired result with 91.6% of students meeting all SLOs.

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices:

2023-2024						Historical		
		n	Not met	Met	Exceeds	22-23 "met"	23-24 "met"	24-25 "met"
4a	EVALa	12	0	1	11			
	EVALb	12	0	0	12			
	EVALc	12	0	0	12			
4a summary		36	0	1	35	6/6	21/21	36/36
4b	EVALa	12	0	1	11			
	EVALb	12	0	0	12			
	EVALc	12	0	0	12			
	EVALd	12	0	0	12			
4b summary		48	0	1	47	8/8	28/28	48/48
4c	EVALa	12	0	0	12			
	EVALb	12	0	0	12			
	EVALc	12	0	2	10			
	EVALd	12	0	0	12			
	EVALe	12	0	0	12			
4c summary		60	0	2	58	10/10	35/35	60/60

Student learning objectives related to using developmentally appropriate approaches is measured in the lab evaluation in HDFS 4470, the last course in the sequence before they move on to their internship. Students are rated on their

interactions with the children in their practicum classroom by their practicum classroom teacher. All students met the standards for this SLO.

Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood:

2023-2024						Historical		
		n	Not met	Met	Exceeds	22-23 "met"	23-24 "met"	24-25 "met"
5a	ASSESS	12	0	2	10			
5a summary		12	0	2	10	2/2	15/15	12/12
5b	PLAY	12	1	0	11			
5b summary		12	1	0	11	2/2	13/13	11/12
5c	ASSESS	12	1	2	9			
5c summary		12	1	2	9	2/2	15/15	11/12

Student learning objectives related to using content knowledge to build meaningful curriculum is measured by the Assessment Activity and Play Project in HDFS 4470. Students plan and implement activities for the children in their practicum classrooms and their lesson plans and activities are graded by the instructor of 4470. We obtained our desired result with 94.44% of students meeting all SLOs.

Standard 6: Professionalism as an Early Childhood Educator:

2023-2024						Historical		
		n	Not met	Met	Exceeds	22-23 "met"	23-24 "met"	24-25 "met"
6a	PLAY	12	0	4	8			
6a summary		12	0	4	8	2/2	13/13	12/12
6b	ADVOC	31	4	13	13			
6b summary		31	4	13	13	9/11	7/9	26/31
6c	PORT	17	0	0	17			
6c summary		17	0	0	17	8/8	12/12	17/17
6d	PLAY	12	1	2	9			
6d summary		12	1	2	9	2/2	13/13	11/12
6e	EVALa	12	0	0	12			
	EVALb	12	0	0	12			
6e summary		24	0	0	24	4/4	14/14	24/24

This standard is measured by multiple rubrics including the Play Project, Portfolio and Lab Evaluation (all previously discussed). Additionally, students in HDFS 2050 work with their instructor to determine an issue of importance to them that affects young children or their families. After researching the issue, the student reaches out to an individual (such as a governmental leader or business leader) to advocate and explain the importance of the issue. The correspondence with the individual along with a paper explaining the issue and reflecting on the advocacy process and the ethical standards involved and is turned in and graded. We obtained our desired result with 93.75% of students meeting all SLOs.

Communicating Results

These results are communicated in a faculty meeting at the end of fall semester with ECD faculty who teach and grade the courses in which the assessments are used. While this does not follow the pattern of data reported in our AU academic assessment report (data from the calendar year of Spring and Fall 2024 rather than Fall24 and Spring 25, for instance), the meeting is intentionally scheduled at this time. Our HDFS 4470 course in which much of our data is collected is a fall only course. Discussing results when the course and assignments are fresh on our minds is more fruitful than following the academic calendar.

Use of Results

ECD faculty meet at the end of fall semester to discuss the results of our student learning objective assessments. (again, a majority of students complete the assessments in fall semester.) The degree option, and the rubrics used to assess the student learning outcomes, are all relatively new and require ample discussion and fine tuning. This includes two other assignments required to meet NAEYC requirements for measuring program effectiveness in meeting their standards. First, faculty discuss each of the specific assessments used with the faculty reflecting on their own use of the rubric, student understanding of the assignment and any revisions they think may be necessary to the rubric. For instance, a faculty member may report that many students failed to complete certain details of the assignment, or a significant number of students misread the instructions. Next faculty look over data by NAEYC standard and discuss any remaining issues evident in students' meeting of the learning objectives. Here suggestions for additional teaching and practice opportunities are brought up and brainstormed.

Results are reported for each specific indicator so very specific curriculum changes can be made or measurement issues can be resolved. For instance, in the fall of 2020 all the students failed to write a summary describing the infant/toddler development of their portfolio child's parents in their descriptive narrative for the portfolio project. Discussion determined that the failure may or may not indicate a lack of understanding of early development but certainly was reflective of not communicating with their portfolio child's parents in a timely manner. The assignment was revised for Spring 2021 moving up the due dates for parent interviews to ensure students had the information to report. All students were rated as mature on this indicator in Spring 2021 and have met the standard since then. Other times results indicate a need for more information or practice.

Obviously, our goal is for all of our substandards to meet our desired results of 80% meeting or exceeding the standard. As we continue to fine tune our rubrics, we want to determine whether failure to meet a substandard is measuring a lack of knowledge or a lack of completeness (students failing to address certain questions measuring the standard due to our assignment instructions.) Small sample sizes contribute to this interpretive difficulty as well. Last year, our students failed to meet substandards 3d and 6b. For 3d, we revised the assignment instructions to be clearer and more direct. This year we obtained our desired result with substandard 3d with 87.5% of our students meeting the standard, an improvement over 74% last year. Similarly, we revised the project implementation for the assignment measuring 6b breaking it into stages so that the larger assignment is completed in 5 mini assignments throughout the semester. This year we obtained our desired result with 83.8% of students meeting the substandard improving over only 78% meeting the standard in 2023-24.

This year all but one of the substandards was met. Only 75% of students were able to hypothesize more than one impact of familial context on their understanding of the importance of play (measurement of substandard 2a). Upon further reflection of the rubric measurement, our expectations may be too high. Being able to hypothesize any impact of familial context demonstrates an understanding of family context (rather than the two or three we are currently requiring to show meeting or exceeding the standard.)

ECD continues to grow as more students enroll in our "completer program" in which the ECD specific required coursework is offered in a completely online format to transfer students. We continue to revise classes to ensure the content is presented in the most effective way both in person and online. 2023-2024 was the first year our ECD program

supervised interns completing the edTPA (a portfolio assessment of student teacher's skill in planning, instruction and assessment) for certification. This involves work done during their internship not included in these assessments as not all ECD students choose this route. While we were pleased that all 4 students passed the edTPA and were eligible for certification, we noticed our students struggled in real life scenarios to link child assessment to future planning and needed a stronger emphasis on language and literacy in the early years. A module was added into 4470 to reintroduce and deepen understanding of this important topic and there were increased opportunities to practice reflection on child assessment in their coursework. Additionally, we added workdays for students to collaborate on this important assignment. These problems seemed alleviated and all 6 of our students seeking certification passed the edTPA and were eligible to apply for certification in Spring 2025.