

Learning Outcomes Assessment Worksheet
Early Childhood Education (2009-2010)
 Lock Haven University of Pennsylvania

Program-Initiated Goal or Objective	Where, When, and How Monitored	Expectation for Satisfactory Performance	Observations of Student Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
<p>Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</p>	<p>Prior to graduation and recommendation for certification Praxis II – Early Childhood</p>	<p>State Licensure</p>	<p>Number of students who _____ exceeded _____ met _____ did not meet _____ exempted _____ TOTAL</p> <p>On the most recent Praxis exams, candidates scored above state and national averages with a rate of 75% correct.</p>	<p>Dept. meeting date: Other analysis (describe): Data analyzed by ECE Faculty in April 2010.</p>	<p>Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied</p>	<p><input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date) _____</p>

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<p>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</p>	<p>Year 4 – Professional Semester Lesson Plans</p>	<p>Candidate written Plans that include assessments.</p>	<p>On the most recent Praxis exams, candidates scored below the state average, but above the national average with a rate of 77% correct.</p>	<p>Dept. meeting date: Other analysis (describe): Data analyzed by ECE Faculty in April 2010.</p>	<p>Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied LHU Candidates demonstrate a strong ability to plan lessons that are creative and engaging for young learners.</p>	<p> <input type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input checked="" type="checkbox"/> Reexamine by . . . (date) April 2011 </p>

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<p>Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p>	<p>Year 3 – Post Candidacy Integrated Unit</p>	<p>Candidate designed plan for curriculum</p>	<p>Number of students who _____ exceeded _____ met _____ did not meet _____ exempted _____ TOTAL</p> <p>On the most recent Praxis exams, candidates scored above state and national averages with a rate of 79% correct.</p>	<p>Dept. meeting date: Other analysis (describe): Data analyzed by ECE Faculty in April 2010.</p>	<p>Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied</p> <p>The integrated unit requires candidates to plan for multiple curricular areas. In order to increase content knowledge, emphasis needs to be placed on the use of multiple resources.</p>	<p><input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date) _____</p>

Program-Initiated Goal or Objective	Where, When, and How Monitored	Expectation for Satisfactory Performance	Observations of Student Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
<p>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>Student Teaching Student Teacher Competency Form</p>	<p>Final Competency Form for Student Teaching</p>	<p>Number of students who _____ exceeded _____ met _____ did not meet _____ exempted _____ TOTAL</p> <p>On the most recent Praxis exams, candidates scored above state and national averages with a rate of 77% correct.</p>	<p>Dept. meeting date: Other analysis (describe): Data analyzed by ECE Faculty in April 2010.</p>	<p>Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied</p> <p>Candidates are well prepared for the rigors of student teaching.</p>	<p><input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date) _____</p>

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<p>Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</p>	<p>Student Teaching Teacher Work Sample</p>	<p>Candidate designed plan for determining student learning gains</p>	<p>Number of students who _____ exceeded _____ met _____ did not meet _____ exempted _____ TOTAL</p> <p>On the most recent Praxis exams, candidates scored above state and national averages with a rate of 76% correct.</p>	<p>Dept. meeting date: Other analysis (describe): Data analyzed by ECE Faculty in April 2010.</p>	<p>Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied</p> <p>Candidates demonstrate a strong ability to show knowledge of child development and learning in addition to how to build family and community partnerships in a child care center</p>	<p><input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date)</p>

Other observations? Unexpected findings? Overall what changes/improvements are planned as a result of the assessments shown in the table?