

PROGRAM ASSESSMENT REPORT

East Central University

Program Name: Early Childhood - BS

College/School Name: College of Ed & Psych - East Central University – Education Department

Academic Year Assessed: 2020-2021

Assessment Report Requirements:

- 1. Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
- 2. Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
 - Assessing through the program gives you the ability to identify weak points for improvement.
- 3. Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
- 4. Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
- 5. Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
 - *The Office of Institutional Effectiveness pays for external testing.*
- 6. Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
- 7. Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
- 8. File Name:** Use the following format to name this file before uploading:
 - Program Name Degree Level Asmt Report AY XXXX-XX
 - e.g., Art BFA Asmt Report AY 2020-21
 - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
- 9. Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

See Glossary of Terms for further explanation:

UGRP_ECU Unit Assessment Team >> General channel >> Files.

PROGRAM ASSESSMENT REPORT

East Central University

Assessment Plan, Data, and Analysis

Mission Statements & Goals

EAST CENTRAL UNIVERSITY MISSION STATEMENT:

East Central University's mission, the reason we exist, is to educate and empower students to understand and transform our world.

PROGRAM GOAL(S): It is the program goals to understand the content knowledge and Early Childhood Education pedagogy by evaluating the OSAT, PPAT, GPA, and the Thematic Unit.

ASSESSMENT ACROSS THE PROGRAM STATEMENT:

Throughout the program, students will be evaluated by their GPA (early in the program for teacher program admittance), the completion of a Thematic Unit in EDUC 3753 - Methods of Early Childhood (midway through the program), and their OSAT and PPAT certification exams (end of the program).

EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:

The Oklahoma Subject Area Test (OSAT) and the Praxis Performance Assessment for Teachers (PPAT) are both used for assessment.

STUDENT LEARNING OUTCOME 1: Candidates for degrees and certification in Early Childhood Education will demonstrate the foundational content area knowledge necessary to design appropriate learning environments, design effective lessons and learning opportunities, and assess and support the learning and needs of all children.

Criterion 1.1: For this criterion, candidates' selected response section from the Oklahoma Subject Area Test (OSAT) for Early Childhood Education assessment data is collected and reported. The selected response section addresses child development, learning, and the learning environment (subarea I); communication, language, and literacy development (subarea II); learning across the curriculum (subarea III), and professional knowledge and responsibilities (subarea IV).

Population/Course The population refers to any candidate who completes the selected response section of the Oklahoma Subject Area Test (OSAT) for Early Childhood Education during this cycle period.

Instrument/Measurement: The Oklahoma Subject Area Test (OSAT) for Early Childhood Education selected response is used as the instrument for this criterion. *Test blueprint attached below.

Standard: It is expected that data demonstrate OSAT pass rates of 80% (a passing score of 240) for at least 4 years and analysis of how the data are used for continuous improvement.

PROGRAM ASSESSMENT REPORT

East Central University

Data Table:

Oklahoma Subject Area Test (OSAT) for Early Childhood Education
Subareas I-IV – Selected Response

Oklahoma Subject Area Test (OSAT) for Early Childhood Education Subareas I – IV – Selected Response						
Year	ECU N	Oklahoma N	ECU % Pass	Oklahoma % Pass	ECU Mean Subareas I-IV	Oklahoma Mean Subareas I-IV
2020- 2021	21	336	47.6	69.3	245	249.5
2019- 2020	8	219	75	67.6	247	248
2018- 2019	7	258	85.7	67.4	263	248.8
2017- 2018	5	297	60	67.3	241	248.5

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	No
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The percentage of an 80% pass rate has not been achieved in the last four cycles of data.
3. Discuss possible reasons why the unit performed as it did this year.	A possible reason why the unit performed as it did could be a result of the COVID-19 pandemic.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	A different program director/instructor was in charge during the 2017-2018 cycles of data. In 2018-2019, OSAT content was implemented more profoundly into the Early Childhood courses and provide OSAT study sessions to better prepare the candidates for the exam. The 2019-2020 and 2020-2021 cycle of data could have been impacted from the onset of the pandemic, the inability to provide OSAT study sessions, and the state-wide concern of low Early Childhood OSAT scores due to concern with test reliability.

PROGRAM ASSESSMENT REPORT

East Central University

<p>5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)</p>	<p>With the pandemic still an issue for our students, it is difficult to make specific data-driven decisions about what would best improve the pass rate of the Early Childhood OSAT in subareas I-IV. When the Early Childhood OSAT exam is again reviewed for realignment, it is probable that the state will stress the necessity of test alignment with the Early Childhood standards and collaboration with higher ed faculty in Oklahoma.</p>
---	---

Criterion 1.2: For this criterion, candidates’ constructed response section from the Oklahoma Subject Area Test (OSAT) for Early Childhood Education assessment data is collected and reported. The constructed response section addresses analysis of communication, language, and literacy development.

Population/Course: The population refers to any candidate who completes the constructed response section of the Oklahoma Subject Area Test (OSAT) for Early Childhood Education during this cycle period.

Instrument/Measurement: The Oklahoma Subject Area Test (OSAT) for Early Childhood Education constructed response is used as the instrument for this criterion. *Test blueprint attached below.

Standard: It is expected that data demonstrate OSAT pass rates of 80% (a passing score of 240) for at least 4 years and analysis of how the data are used for continuous improvement.

Data Table:

Oklahoma Subject Area Test (OSAT) for Early Childhood Education Subarea V – Constructed Response						
Year	ECU N	Oklahoma N	ECU % Pass	Oklahoma % Pass	ECU Mean Subarea V	Oklahoma Mean Subarea V
2020- 2021	21	336	47.6	69.3	227	225
2019- 2020	8	219	75	67.6	236	221
2018- 2019	7	258	85.7	67.4	235	220
2017- 2018	5	297	60	67.3	215	220

PROGRAM ASSESSMENT REPORT

East Central University

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	No
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The percentage of an 80% pass rate has not been achieved in the last four cycles of data.
3. Discuss possible reasons why the unit performed as it did this year.	A possible reason why the unit performed as it did could be a result of the COVID-19 pandemic.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	<p>A different program director/instructor was in charge during the 2017-2018 cycles of data.</p> <p>In 2018-2019, OSAT content was implemented more profoundly into the Early Childhood courses and provide OSAT study sessions to better prepare the candidates for the exam.</p> <p>The 2019-2020 and 2020-2021 cycle of data could have been impacted from the onset of the pandemic, the inability to provide OSAT study sessions, and the state-wide concern of low Early Childhood OSAT scores due to concern with test reliability.</p>
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	With the pandemic still an issue for our students, it is difficult to make specific data-driven decisions about what would best improve the pass rate of the Early Childhood OSAT in subareas I-IV. When the Early Childhood OSAT exam is again reviewed for realignment, it is probable that the state will stress the necessity of test alignment with the Early Childhood standards and collaboration with higher ed faculty in Oklahoma.

PROGRAM ASSESSMENT REPORT

East Central University

STUDENT LEARNING OUTCOME 2: Candidates achieving certification in Early Childhood Education will demonstrate appropriate application of pedagogy with an 80% pass rate on the Praxis Performance Assessment for Teachers (PPAT).

Criterion 2.1: The Early Childhood Education program expects at least an 80% pass rate on the Praxis Performance Assessment for Teachers (PPAT). This criterion looks specifically at Task 2 & 3 that covers assessment, data collection, lesson planning, and analyzing instruction.

Population/Course: The population is any teacher candidate who completes Task 2 & 3 of the PPAT during the cycle period.

Instrument/Measurement: The instrument used for this criterion is the Praxis Performance Assessment for Teachers (PPAT). *Test blueprint attached below.

Standard: The expectation is that candidates will score a 40 (out of a possible 60 points). The onset of the PPAT provided a lower passing score (38). Task 2 has 12 points possible and Task 3 has 16 points possible.

Data Table:

Praxis Performance Assessment for Teachers (PPAT) Data Early Childhood Candidates: Task 2 & 3

	N	Task 2 (12 points)	Task 3 (16 points)	% Pass
Spring 2021	8	8.63	11.86	100%
Fall 2020	4	8.50	11.88	100%
Spring 2020	5	8.50	11.30	100%
Fall 2019	6	8.28	10.50	67%

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The onset of the PPAT allowed for a lower passing score, but starting in Spring 2020, the Early Childhood candidates have met the standard.

PROGRAM ASSESSMENT REPORT

East Central University

3. Discuss possible reasons why the unit performed as it did this year.	N/A
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The first collection of data started in Fall 2019 where a passing score was 38. Spring 2020, Fall 2020, and Spring 2021 have shown a continual increase in scores and have kept a 100% pass rate.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	PPAT scores are continually improving. No actions or changes are needed at this time.

Criterion 2.2: The Early Childhood Education program expects at least an 80% pass rate on the Praxis Performance Assessment for Teachers (PPAT). This criterion looks specifically at Task 4 that covers the implementation of a lesson plan through a recorded video.

Population/Course: The population is any teacher candidate who completes Task 4 of the PPAT during the cycle period.

Instrument/Measurement: The instrument used for this criterion is the Praxis Performance Assessment for Teachers (PPAT). *Test blueprint attached below.

Standard: The expectation is that candidates will score a 40 (out of a possible 60 points). The onset of the PPAT provided a lower passing score (38). Task 4 has 32 points possible.

Data Table:

**Praxis Performance Assessment for Teachers (PPAT) Data
Early Childhood Candidates: Task 4**

	N	Task 4 (32 points)	% Pass
Spring 2021	8	24.50	100%
Fall 2020	4	22	100%
Spring 2020	5	22.20	100%
Fall 2019	6	18.70	67%

PROGRAM ASSESSMENT REPORT

East Central University

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The onset of the PPAT allowed for a lower passing score, but starting in Spring 2020, the Early Childhood candidates have met the standard.
3. Discuss possible reasons why the unit performed as it did this year.	N/A
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The first collection of data started in Fall 2019 where a passing score was 38. Spring 2020, Fall 2020, and Spring 2021 have shown a continual increase in scores and have kept a 100% pass rate.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	PPAT scores are continually improving. No actions or changes are needed at this time.

STUDENT LEARNING OUTCOME 3: In accordance with the Oklahoma SPA requirements, the basic criteria includes the demonstration of a cohort average minimum GPA of 3.00 for at least 3 years and a demonstration of an 80% pass rate for at least 3 years on a capstone assignment.

Criterion 3.1: The Early Childhood Education program requires a thematic unit as a capstone project in EDUC 3753, Methods of Early Childhood.

Population/Course: The population is any student who completes the thematic unit in EDUC 3753, Methods of Early Childhood.

Instrument/Measurement: The Methods of Early Childhood thematic unit is assessed by a rubric. *Attached below.

Standard: The Early Childhood Education program requires at least an 80% pass rate on this capstone assignment each semester.

PROGRAM ASSESSMENT REPORT

East Central University

Data Table:

EDUC 3753, Methods of Early Childhood Thematic Unit Data

Educ 3753 Thematic Unit	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
N	17	16	12	23	6
% Pass (80%)	88.2%	75%	100%	82.6%	100%
Mean	89	85.3	96	84	88

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	No.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	In Spring 2019, two students performed unusually low for the assignment. A possible reason why the unit performed as it did could be a result of the COVID-19 pandemic.
3. Discuss possible reasons why the unit performed as it did this year.	In Spring 2021, the group completing the thematic units were engaged in the project and completed each component with mastery.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Five years of data are not present due to this being a newer assessment plan. In Spring 2019, the two students scoring lower than 80% were both considering dropping the course due to extenuating circumstances, but remained in the course.

PROGRAM ASSESSMENT REPORT

East Central University

	<p>In Fall 2019, four students did not meet the criteria required to fully complete the thematic unit, with one of the four taking the course for the second time.</p> <p>Spring 2020 the goal was met.</p> <p>In Fall 2020, there may be some negative effects from the pandemic that caused a lower pass percentage.</p> <p>Spring 2021 the goal was met.</p>
<p>5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)</p>	<p>Improvements are continually being considered and implemented in this course. Plans to implement check-in dates to review the thematic unit's content will be set to ensure accuracy and completion.</p>

Criterion 3.2: The Early Childhood Education GPA will be determined from course semester averages provided by Ashtin Kinney.

Population/Course: GPA is indicated for all Early Childhood Education students who complete the following required courses: EDLBS 4913, EDUC 3013, EDUC 3033, EDUC 3043, EDUC 3333, EDUC 3413, EDUC 3463, EDUC 3483, EDUC 3493, EDUC 3503, EDUC 3603, EDUC 3753

Instrument/Measurement Grades from the following courses will be used to measure proficiency: EDLBS 4913, EDUC 3013, EDUC 3033, EDUC 3043, EDUC 3333, EDUC 3413, EDUC 3463, EDUC 3483, EDUC 3493, EDUC 3503, EDUC 3603, EDUC 3753

Standard: The program expectation is that individual students will have at least a 2.75 GPA and the cohort will maintain a 3.00 GPA.

Data Table:

Early Childhood Course GPA Data

	2017 Fall	2018 Spring	2018 Fall	2019 Spring	2019 Fall	2020 Spring	2020 Fall	2021 Spring
EDLBS 4913	3.36	3.37	3.57	3.29		3.40	3.06	3.06
EDUC 3013	3.43	3.45		3.37	3.60	3.82		3.00

PROGRAM ASSESSMENT REPORT

East Central University

EDUC 3033		3.52		3.41	3.91	3.85		3.52
EDUC 3043	3.41		3.47		3.60		3.46	
EDUC 3333	2.98	3.11	3.43	3.46		4.00	3.50	3.15
EDUC 3413	3.25	3.46	3.33	3.55	3.50	3.00	3.45	3.57
EDUC 3463	3.29	3.40	3.44	3.28	3.55	3.00	3.09	3.14
EDUC 3483	3.40	3.54	3.54	3.60	3.71	4.00	3.45	3.75
EDUC 3493	3.55	3.40	3.54	3.56	4.00	3.71	3.59	3.56
EDUC 3503	3.18	3.60	3.53	3.47	2.00	3.00	3.48	3.58
EDUC 3603	3.37		3.50		3.77		3.38	
EDUC 3753	3.52	3.06	3.55	3.63	3.20	3.00	3.56	3.41
Total	3.34	3.39	3.49	3.46	3.67	3.56	3.40	3.37

*The cells with no data are a result of that particular course not being offered that semester.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	No.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	<p>The program expectation is that individual students will have at least a 2.75 GPA and the cohort will maintain a 3.00 GPA.</p> <p>There were two instances (Fall 2017 and Fall 2019) that the overall score was below 3.00.</p>
3. Discuss possible reasons why the unit performed as it did this year.	<p>A different program director/instructor was in charge during the 2017-2018 cycles of data.</p> <p>The Fall 2019 low GPA documentation was in Methods of Math Primary. This class is typically very small in the fall semester (i.e. Fall 2021 enrollment of 3 students).</p>
4. Look at the 5-year data trends and discuss those. Note if data seem to be	Spring 2019 the program goals were met.

PROGRAM ASSESSMENT REPORT

East Central University

<p>increasing/decreasing with time and if so, reasons why.</p>	<p>Fall 2019 an unusually small class size could possibly factor into a lower GPA score.</p> <p>Spring 2020 the program goals were met.</p> <p>Fall 2020 the program goals were met.</p> <p>Spring 2021 the program goals were met.</p>
<p>5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)</p>	<p>More preparation could be made to the specific needs of a smaller class size within a course that depends highly on class participation, group projects, hands-on math activities, and presentations.</p>

Summary Table of Student Learning Outcomes/Criteria/Instruments				
Student Learning Outcomes	Criteria/Instrument (modify table to fit your plan)	Direct/Indirect Measure	Met	Not Met
SL01:	1.1: OSAT Subareas I-IV	Direct		X
	1.2: OSAT Subarea V	Direct		X
SL02:	2.1: PPAT Task 2&3	Direct	X	
	2.2: PPAT Task 4	Direct	X	
SL03:	3.1: Thematic Unit	Direct		X
	3.2: Core Coursework Grades	Direct		X

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	
Program census for Fall	63
Program census for Spring	51
Total number of Fall Program graduates	5
Total number of Spring/Summer graduates	8
Mean major GPA of Fall graduates	3.36
Mean major GPA of Spring/Summer graduates	3.62

Faculty Meeting:

Results of the program reports are shared at the annual Education Department Retreat. This AY the date was 9/29/2021.

Sharing with Stakeholders:

1. Stakeholders for this Program include: students, faculty, ECU alumni, and surrounding schools

PROGRAM ASSESSMENT REPORT

East Central University

2. Current program assessment reports will be made available on the website of the Office of Institutional Effectiveness:
https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

Academic Year	Summary of Actions/Changes from Report
2020-2021	<p>A new literacy course entitled <i>Methods of Emergent Literacy</i> is being developed and will replace EDUC 3013 <i>Foundations and Current Issues in Early Childhood Education</i>, in Spring 2022. This literacy course is being developed to assist with the OSAT subareas II and V, the PPAT tasks, and various sections of the thematic unit.</p> <p>An indirect measure of assessment will begin in EDUC 3013 <i>Methods of Emergent Literacy</i> by implementing a student survey. This will begin in Spring 2022.</p>
2019-2020	<p>Melonie Johnson began the position of Early Childhood Director. Data were analyzed to align the curriculum in the early childhood courses with the certification exam requirements and state and national standards. OSAT study sessions were scheduled along with program meetings with faculty members and alumni. The thematic unit is implemented as a capstone project for EDUC 3753 <i>Methods of Early Childhood</i>.</p>
2018-2019	<p>The PPAT is implemented to take the place of the OPTE. Early Childhood courses are reviewed to meet the verbiage and expectations that are aligned with the PPAT and OSAT exams.</p>
2017-2018	<p>Changes from EDTPA to the PPAT reframed plans on the implementation of vocabulary and skills required during Blocks 2 and 3 of the Early Childhood program.</p>
2016-2017	<p>A new early childhood education program director, Dana Jordan, was appointed. She started by analyzing data in order to align the curriculum in her courses to address the needs of OSAT subtests II and III.</p>

PROGRAM ASSESSMENT REPORT

East Central University

Academic Year	Summary of Annual Reviews of Dean and/or UAC (Reviews found in Teams folder; UAC <i>does not</i> review annually)	Updates in Response to Reviews
2019-2020	N/A	N/A
2018-2019	N/A	N/A
2017-2018	N/A	N/A
2016-2017	N/A	N/A
2015-2016	N/A	N/A

APPENDIX

Copy/paste screenshots or narrative of blank instruments (rubrics, surveys, data report requests, prepared spread sheets, etc.) here.

LEARNING OUTCOME 1: INSTRUMENT/MEASUREMENT EARLY CHILDHOOD OSAT BLUEPRINT

Subareas		Range of Competencies	Approximate Percentage of Test
Selected-Response			
I	Child Development, Learning, and the Learning Environment	0001–0004	19%
II	Communication, Language, and Literacy Development	0005–0010	27%
III	Learning Across the Curriculum	0011–0016	27%
IV	Professional Knowledge and Responsibilities	0017–0018	12%
			85%
Constructed-Response			
V	Analysis of Communication, Language, and Literacy Development	0019	15%

[CEOE Study Guide \(nesinc.com\)](http://nesinc.com)

PROGRAM ASSESSMENT REPORT

East Central University

LEARNING OUTCOME 2: INSTRUMENT/MEASUREMENT PRAXIS PERFORMANCE ASSESSMENT FOR TEACHERS (PPAT) BLUEPRINT

InTASC Model Core Teaching Standards and Performance Indicators	TASK			
	1 Knowledge of Students and the Learning Environment	2 Assessment and Data Collection to Measure and Inform Student Learning	3 Designing Instruction for Student Learning	4 Implementing and Analyzing Instruction to Promote Student Learning
	EVIDENCE			
	Written Commentary: a maximum of 21,000 characters Instructional artifacts: 4 artifacts , a maximum of 7 pages	Written Commentary: a maximum of 22,500 characters Instructional artifacts: 8 artifacts , a maximum of 11 pages	Written Commentary: a maximum of 25,500 characters Instructional artifacts: 6 artifacts , a maximum of 7 pages	Written Commentary: a maximum of 28,500 characters Instructional artifacts: 7 artifacts , a maximum of 10 pages Video: a maximum of 15 minutes

https://www.ets.org/s/ppa/pdf/candidate_educator_handbook.pdf

LEARNING OUTCOME 3: THEMATIC UNIT RUBRIC

Thematic Unit Rubric

Name: _____ Theme: _____ Grade Level: _____

Thematic teaching involves creating an array of meaningful activities planned around a central idea or topic. Thematic teaching is not simply a collection of related activities, but an integrated approach to learning where teachers consider how specific content-learning will be supported in all areas of the curriculum. Create a thematic unit (based on the theme assigned to you in class) that will contain the following elements: a collection of activities that will span a one-week period; cross curricular activities for the subjects: math, reading, language arts, science, and social studies; integration of appropriate technology, props, and primary and secondary sources; must address all six curricular domains and promote their integration (aesthetic, affective, cognitive, language, physical, social); must address thematic content and processes more than once in different kinds of activities (exploratory play, guided discovery, problem solving, discussions, demonstrations, direct instruction, small-group and whole-group activities).

Items (in the following order)	Complete (Full Pts.)	Approaching Completion (3/4 Full Pts.)	Partially Complete (1/2 Full Pts.)	Did Not Include (0 Pts.)
1. Table of Contents – <i>10 points</i>				
2. Daily Schedule – <i>40 points</i> - a daily schedule that includes the following within a preselected time frame: arrival, breakfast, small group instruction, large group instruction,				

PROGRAM ASSESSMENT REPORT

East Central University

free/teacher-guided/independent/outdoor play, math, reading, language arts, specials, lunch, clean-up, snack-time, various transitions, and departure.				
3. Visual Schedule – 40 points - a visual schedule (with pictures and analogue clock times) that includes the following within a preselected time frame: arrival, breakfast, small group instruction, large group instruction, play, math, reading, language arts, specials, lunch, snack-time, and departure.				
4. Environment Design – 30 points - design an early childhood environment based on the following criteria: safety, space, sound, equipment, mobility, attractiveness, and storage.				
5. TFPs & Topic Web – 20 points - terms, facts, and principles that coincide with theme with a topic web for activity consideration				
6. List of 12 books (above, on-level, below) – 20 points - a list of at least 12 books that coincide with the theme and that have various levels				
7. Field Trip Letter – 20 points - a letter describing an upcoming field trip (coinciding with theme) that addresses the following: the location, date/time, bus, admission cost, lunches, additional money/ snacks, weather consideration, bathroom breaks, permission, chaperones/volunteers, attendance, going-home plans.				
8. Reading Lesson Plan – 60 points * all lesson plans must contain the following: unit name, lesson title, grade level, state standard, prior knowledge, objective, materials, literature, technology, hook, TFPs, detailed learning activity, curricular domains addressed, assessment				
9. Language Arts Lesson Plan – 60 points				
10. Math Lesson Plan – 60 points				
11. Science Lesson Plan – 60 points				
12. Social Studies Lesson Plan – 60 points				
10. Additional Assessment – 30 points - KWL chart, anecdotal record, observation document, checklist				
12. Family Newsletter – 20 points - a communication tool to be distributed with a welcome message, teacher introduction, photograph, contact information, important dates, upcoming theme/projects				
13. Learning Center – 40 points - a learning center that coincides with your theme and presents a specific goal in mind. It must be age-appropriate (with state standard presented) and address either ELA, creative arts, social studies, science, math, fine/gross motor skills, and/or pretend play.				

Unit Criteria	Met (Pts.)	Did Not Meet (Pts.)
1-inch binder – 10 points		
Cover Page – 10 points		
Organized – 10 points		

Total Points: / 600
Thematic Unit Grade:

Additional Comments: