

**Interdisciplinary Early Childhood Education (IECE) – Initial Preparation
Annual Program Report
Academic Year 2008-09
Draft Date: September 29, 2009**

1. Continuous Assessment Results

a. Admission Data

Table 1 provides the average admission test scores and average admission GPAs of Interdisciplinary Early Childhood Education candidates approved by the Professional Education Council (PEC) for admission into initial teacher preparation programs during the 2008-09 academic year. Before the Office of Teacher Services submits their names for review and approval by the PEC, candidates must meet minimum requirements established by the state and/or the WKU Professional Education Unit.

Table 1 Approved Candidate Test Score Averages by Program

Major Code	ACT		PPSTMath		PPSTRead		PPSTWrite		SAT		Admission GPA	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
131204 IECE	8	21							1	1140	14	3.19

b. Course Based Assessment Data

Table 2 provides the percentage of candidates scoring at each level of proficiency on critical performances within Interdisciplinary Early Childhood Education courses for the 2008-09 academic year. Proficiency levels are based on a scale of 1 – Standard Not Met, 2 – Standard Partially Met, 3 – At Standard, and 4 – Above Standard.

Table 2 CP Proficiency Level Percentages

COURSE	1	2	3	4
IECE 321			32%	68%
IECE 322	6%	17%	33%	44%
IECE 324			39%	61%
IECE 421			91%	9%
IECE 422			37%	63%
EDU 489			82%	18%
LTCY 310			50%	50%
LME 318			100%	
EXED 330			100%	
EXED 419				100%
EXED 422		4%	25%	71%
EXED 432			21%	79%

Table 3 indicates the level of Interdisciplinary Early Childhood Education candidate proficiency across critical performances related to the Kentucky Teacher Standards. Candidates receiving an overall rating of 3 or 4 on a CP are considered to have demonstrated proficiency on the standards

associated with the CP. Compared to the unit-wide results, Interdisciplinary Early Childhood Education candidates are typically performing as well or better than average.

Table 3 Percent of Interdisciplinary Early Childhood Education Candidates Scoring Proficient on CPs by Kentucky Teacher Standards

Program	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
IECE	100%	100%	96%	100%	100%	97%	96%	97%	94%	97%
Unit-Wide	94%	95%	95%	94%	94%	93%	96%	96%	95%	97%

Two Interdisciplinary Early Childhood Education candidates scored 2 or lower (below proficiency) on critical performances during the 2008-09 academic year.

c. Clinical Experiences Data

The Interdisciplinary Early Childhood Education program has identified the following courses and experiences to evaluate candidate dispositions: IECE 321, IECE 422, and IECE 490. The program has identified the following course and experiences where candidates report the diversity of their field experiences: IECE 421.

Table 4 reports how 2008-09 Interdisciplinary Early Childhood Education program candidates performed on dispositions as they entered and progressed through their program and during their student teaching experience. Students are considered “proficient” who average at 3 or higher on each disposition category.

Table 4 Interdisciplinary Early Childhood Education Proficiency Rates on Unit-Wide Dispositions

Period	WKU Professional Education Dispositions				
	Values Learning	Values Personal Integrity	Values Diversity	Values Collaboration	Values Professionalism
Prior to Student Teaching	100%	100%	100%	100%	100%
During Student Teaching*	100%	100%	100%	100%	100%

*Based on one student

The Interdisciplinary Early Childhood Education program identified IECE 421 as the course that assesses students’ diverse experiences data are included in the unit wide program assessment report.

d. Dispositions Data

The Interdisciplinary Early Childhood Education program collects data on student dispositions at admission to teacher education, prior to student teaching and upon program exit. The following tables compare IECE students at teacher admission and program exit to the overall unit.

Table 5 Proficiency Rates on Unit-Wide Dispositions Prior to Student Teaching

Program	WKU Professional Education Dispositions				
	Values Learning	Values Personal Integrity	Values Diversity	Values Collaboration	Values Professionalism
IECE	100%	100%	100%	100%	100%
Unit-Wide	100%	100%	100%	100%	100%

Table 6 Proficiency Rates on Unit-Wide Dispositions during Student Teaching

Program	WKU Professional Education Dispositions				
	Values Learning	Values Personal Integrity	Values Diversity	Values Collaboration	Values Professionalism
IECE	92%	100%	100%	100%	100%
Unit-Wide	96%	98%	99%	98%	98%

e. Culminating Assessment Data

As Component 4 of the WKU Professional Education Unit Continuous Assessment Plan (CAP) strategy, all initial preparation candidates complete a culminating assessment of professional and pedagogical knowledge and skills, the Teacher Work Sample (TWS). This assessment is also used to demonstrate candidates’ ability impact P-12 student learning. In particular, candidate performance on Assessment Planning and Analysis of Student Learning has been identified as key indicators of candidates’ ability related to student learning.

Although in spring 2008 the Professional Education Council agreed that candidates who score a holistic score of at least “2 – Developing” are able to exit the program, for program evaluation purposes our goal is that at least 80% of program candidates will achieve “3 – Proficient” or higher. Table 5 represents two-year proficiency rates for Interdisciplinary Early Childhood Education candidates.

Table 7 Initial Preparation TWS Proficiency Rates

Program Type	2008-09 Rate	2007-08 Rate
Interdisciplinary Early Childhood Ed	100%	100%
Unit-Wide	93%	86%

†Results are based on “independent scorers”; this and future reports will only include faculty scores.

During the fall of 2008, IECE program faculty scored the TWS at the indicator level, and we used this data to ascertain candidate success in meeting each component of the TWS. For program evaluation purposes, candidates are considered successful who average at least 2.5 on a three point scale (1 – Not Met, 2 – Partially Met, and 3 – Met) on indicators aligned to a standard. Table 5 depicts the percentage of Interdisciplinary Early Childhood Education candidates who averaged at least 2.5 on the indicators for each TWS Factor: CF – Contextual Factors, LG – Learning Goals, AP – Assessment Plan, DFI – Design for Instruction, IDM – Instructional Decision Making, ASL – Analysis of Student Learning, and RSE – Reflection and Self-Evaluation.

Table 8 Percentage of Candidates who passed Each TWS Component

Major	CF	LG	AP	DFI	IDM	ASL	RSE
IECE	92%	100%	67%	100%	83%	50%	58%
Total	86%	98%	78%	95%	82%	78%	75%

Because the TWS indicators have been aligned to Kentucky Teacher Standards, we can use these scores to ascertain candidate success in meeting each standard related to the TWS

Table 9 Percentage of Program Candidates “Passing” Each Kentucky Teacher Standard*

Major	1*	2	4	5	6	7	9
IECE	100%	100%	83%	75%	100%	58%	75%
Total	94%	93%	85%	77%	87%	76%	76%

*KTS Key: 1 – Content Knowledge, 2 – Designs/Plans Instruction, 4 – Implements/Manages Instruction, 5 – Assessment/Evaluation, 6 – Technology, 7 – Reflection, 9 – Professional Development

Student Teacher Evaluation Results

Additionally, all candidates are assessed during their student teaching experience using the Student Teaching Evaluation form. Although in years past this form has been somewhat standard aligned, a shortcoming of the form was that indicators for standards were not fully developed with the result that nearly all candidates received high marks. Two years ago the form was redesigned to align more clearly with the Kentucky Teacher Standards and the descriptive rubrics developed for these standards as part of the Kentucky Teacher Internship Program. These rubrics were developed by a state-wide Task Force under the direction of the Kentucky Education Professional Standards Board and, as a result, represent state-wide consensus on what “Not Met” “Partially Met” and “Met” levels of a standard look like. Where appropriate, the language from these rubrics was added to our new Student Teacher Evaluation. Table 10 reports the percentages of 2008-09 student teachers successful on each standard. For program evaluation purposes, candidates are considered successful who average at least 2.5 on a three-point scale (1 – Not Met, 2 – Partially Met, and 3 – Met) on indicators aligned to a standard.

Table 10 Student Teaching Evaluation Proficiency Rates by Kentucky Teacher Standards*

Program	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
IECE	92%	83%	75%	50%	58%	50%	58%	58%	75%	42%
Unit-Wide	96%	93%	95%	88%	88%	85%	88%	92%	93%	87%

*KTS Key: 1 – Content Knowledge, 2 – Designs/Plans Instruction, 3 – Maintains Learning Climate, 4 – Implements/Manages Instruction, 5 – Assessment/Evaluation, 6 – Technology, 7 – Reflection, 8 – Collaboration, 9 – Professional Development, 10 – Leadership

Once students are scored on individual performance indicators related to each KTS, an overall rating on each of the standards is giving. These data are included in the table below.

Table 11 Student Teaching Overall Standard Performance

Score Level	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
1							9%			9%
2					9%		9%	27%	18%	9%
3	36%	18%	27%	64%	45%	64%	27%	18%	9%	64%
4	64%	82%	73%	36%	45%	36%	55%	55%	73%	18%

1- Developing, 2 – Proficient, 3 – Developing, 4 – Beginning

f. Exit and Follow Up Data

During the fall of 2006, EPSB suspended the use of the IECE Specialty Exam, which had until that point been administered to all IECE students prior to certification. The EPSB formed a field panel of experts who designed a test and a standard setting study was completed during the summer of 2008. Beginning spring of 2009, the new test will be administered and new cut off scores determined.

Below are the results of the electronic WKU Teacher Survey sent to Interdisciplinary Early Childhood Education student teachers, of which 6 responded. Survey items requested the respondent’s perception of WKU preparation on each of the Kentucky Teacher Standards using a scale of 1 “Poor” 2 “Fair” 3 “Good” and 4 “Excellent.” Standards with average scores of 3 or better across items were considered to demonstrate acceptable program quality. Table 7 reports Interdisciplinary Early Childhood Education student teacher results.

Table 12 Average Scores on Teacher Standards Questions for IECE Candidates

Program	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
IECE N = 10	3.0	2.9	3.3	3.1	2.9	2.7	2.7	3.0	2.8	2.4
Unit-Wide	3.35	3.31	3.53	3.23	3.16	3.28	3.23	3.08	3.33	3.03

2. Summary of Results by Kentucky Teacher Standards

Overall, from the data collected pertaining to student performance on the KY Teacher Standards and the IECE Teacher Standards, the students in the IECE Undergraduate initial preparation program are performing very well. Graduates from our IECE program are qualified and eligible for certification for working with young children, both with and without disabilities and their families from birth through five years of age. Our students are sought after in the region’s school districts as well as by First Steps, Kentucky’s Early Intervention System for the state. WKU IECE graduates have a reputation of being well prepared. For example, 100% of our graduates from 2006-2007, 2007-2008, as well as 2008-2009 have secured positions in their chosen areas.

Our graduates are performing well on the critical performance indicators and program staff will continue to monitor and update those critically performance expectations to meet current research and best practices in the field of early childhood special education.

Table 13 below illustrates the relationship between the KY Teacher Standards and IECE Teacher Standards. IECE graduates are expected to demonstrate mastery of both the KY as well as the IECE Teacher Standards.

Table 13 Comparison of IECE and Kentucky Teacher Standards

IECE Teacher Standards	KY Teacher Standards
1. Designs and Plans Instruction	2
2. Creates Maintains Environments	3
3. Implements Instruction	4
4. Communicates Learning Results	5
5. Reflects Evaluates Professional Practices	7
6. Collaborates with Colleagues, Families, Others	8
7. Engages in Professional Development	9
8. Supports Families	
9. Demonstrates Implementation of Technology	6
10. Provides Leadership within School, Community, Profession	10

Referring back to Table 3, graduates from WKU's Interdisciplinary Early Childhood Education (IECE) initial preparation programs score proficient or higher on 4 out of 10 KY Teacher Standards, 97% on 3 standards, 96 % on 2 standards and 94% on 1 standard. When results from IECE students are compared unit wide, IECE graduates are performing at the same level or above on 9 out of 10 standards and 1% below on one standard related to professional development. IECE program faculty will continue to monitor assessment data and determine if changes are needed.

During the 2008 – 09 academic year, disposition data were collected on students prior to student teaching. 100% of IECE students demonstrated WKU professional education dispositions. During student teaching, students were evaluated again and all dispositions were demonstrated at proficiency.

By referring back to Table 7, 100% of IECE teacher candidates demonstrated proficiency on the TWS. Looking at individual components of the TWS provides information for IECE faculty. IECE candidates demonstrate proficiency levels equal or above the unit on 4 of the 7 components. Data indicate that IECE candidates perform below unit standards on 3 of the 7 components: assessment plan, analysis of student learning and reflection and self evaluation.

Reviewing data collected during student teaching on proficiency rates related to KTS, IECE student teachers received ratings between 42% – 92%. Looking at overall standard performance,

the majority of IECE candidates were rated as either developing or beginning on the KTS. Standards where candidates received lower scores were standards related to reflection, professional development, collaboration and leadership.

By referring back to Table 12 results from the teacher survey on standards, IECE graduates reported “good” preparation on 4/10 standards and “fair” preparation on the remaining 6 standards. Two standards were received rates of 2.9 (with a 3.0 receiving a good rating), one received a 2.8, two standards a 2.7 and one standard a 2.4. The standard with the lowest score was related to leadership.

Both the Student teaching evaluation and student teacher evaluation are written based on the Kentucky Teacher Standards. The IECE program is developed based on the Ky IECE teacher standards. The potential exists that scores are lower than expected because cooperating teachers along with students are asked to respond to a set of standards and indicators that they are not familiar with. IECE program faculty determined a correlation between the IECE standards and the Kentucky standards, but there is not a direct correlation. Faculty will discuss and determine if documents will be developed written to the IECE standards, data collected and then a faculty member can make the correlation to the KTS as opposed to the system that is currently in place.

3. Summary of Reporting and Dissemination Results

IECE program faculty meets on a regular basis during fall and spring semesters of each academic year to review and analyze program area assessment results. One faculty member has been responsible for undergraduate program area assessment and coordination of data within the program since 2008. This “Data Collection Coordinator” reports to the IECE faculty on issues pertaining to program assessment; needed changes; data required from each course; and on overall program assessment matters. In addition, the Data Collection Coordinator prepares the Unit Action Plan data and related NCATE documents. All reports are reviewed by IECE program faculty before submitting to the department head and other responsible parties within the college and university. Each year, program assessment data is reviewed and evaluated for information which warrants program changes and course modification.

Besides sharing of program assessment results within the IECE program, results are disseminated to the IECE advisory board. The IECE advisory board is comprised of faculty members who teach courses within the IECE program from related disciplines (e.g., Psychology, Communication Disorders, and Social Work) as well as field experts and parents of children with disabilities. Feedback is solicited from this advisory board in regard to additional modifications or changes to the IECE program.

4. Summary of Key Discussions and/or Decisions

A program wide assessment plan has been developed and the following changes implemented in regards to data collection:

- Designation of appropriate critical performances to address KY Teacher Standard 10: Leadership
- Designation of 3 courses; early, mid and advanced to collection data regarding candidate dispositions
- Designation of course to collect early clinical experiences summary information
- Designation of course to collect final clinical experience summary information
- Designation of experience to report KTS dispositions
- Designation of course to assess diverse experiences

As far as data reporting IECE program faculty will:

- Evaluate TWS by individual standard as well as determining an overall TWS score
 - Complete unit wide student teaching evaluation forms
- a. Describe any program curriculum or experience changes you have made/will make based on your assessment results.*

Review of assessment results for critical performances, the CEBS Teacher Disposition Rubric and Fieldwork Summary Form do not suggest needed changes. Due to the blended nature of the IECE graduate programs (both Early Childhood and Early Childhood Special Education) field work placements include children both with and without disabilities.

- b. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.*

When the PRAXIS II is required of all graduates that information will be documented each semester.