Student Learning Outcome Assessment Report
BRKD - Birth through Kindergarten Teacher Licensure Program

1.   **Contact Name:**

Laura Herold
Teaching Associate Professor, Human Development and Family Sciences
Program Leader, Birth – Kindergarten Teacher Licensure Program
University of Arkansas
HOEC 118
Fayetteville, AR 72701
Phone: 479-575-5162
Fax: 479-575-7171

2.   **Department Mission**
The mission of the HDFS undergraduate program is to provide educational experiences that (1) provide students with accurate and evidence based knowledge of the bio-ecological context of human development, (2) develop students' appreciation for the diversity in the lived experiences of individuals and families, (3) give students the cognitive tools to critically evaluate theory and research in HDFS, (4) provide students with a cognitive framework to understand and affect positive change in the lives of individuals, families, and social systems, and (5) develop students' professional skills in regard to writing, making oral presentations, and evaluating social service programs and social contexts.

3.   **Program Goals**
The purpose of the Birth through Kindergarten (BRKD) program is to ensure that educators are prepared to teach infants, toddlers, preschoolers, and kindergarteners with and without disabilities. The Birth through Kindergarten program will prepare educators to work in settings that serve young children, including public schools, early intervention programs, child care and education centers, and residential placement centers. The BRKD program will meet the need for a teacher licensure program that leads to Arkansas' Integrated Birth through Kindergarten/Special Education teacher license. Our program goals are aligned with the four InTASC categories:

The Learner and Learning
1. Understand how learners grow and develop in early childhood, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

Content Knowledge
2. Understand the central concepts, tools of inquiry, and structures of early childhood education and create developmentally appropriate learning experiences that make the content accessible and meaningful for young children.

Instruction
3. Plan for, understand, and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility
   4. Understand the ethical dilemmas of the field and engage in professional learning to reflect on the effects of his/her choices and actions on others (learners, families, other professionals, and the community).

4. Assessment Measures

Student Learning Outcome 1: Students will understand how learners grow and develop in early childhood, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

A. Direct Measures: Scores on the PRAXIS content exam for the BRKD/SPED license (Interdisciplinary Early Childhood Education 5023), published by ETS, will be assessed using the Early Childhood Content Knowledge Rubric (ECCKR), developed by Birth – Kindergarten faculty. In this way, we will assess students' understanding of instruction, learning and development across the cognitive, linguistic, social, emotional, and physical domains for young learners with a range of abilities. Scores will be rated as 1 (unsatisfactory – 80% or lower, not passing) 2 (proficient – 80%-90% - passing), and 3 (distinguished – passing > 90%).

B. Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score a "proficient" (2) or higher on the rubric for PRAXIS exam 5023.

C. Key Personnel: Laura Herold, BRKD program leader

D. Summary of Findings: AS observed in available data for 2018-2019, 2019-2020, and 2020-2021 (see below) 100% of BRKD graduates who took the Praxis 5023 passed on the first attempt. When the below data are assessed using the Early Childhood Content Knowledge Rubric (ECCKR) developed by Birth – Kindergarten faculty, all three years of data are rated as 3 (distinguished – passing > 90%).

BRKD: Birth to Kindergarten w/SPED Integration, B-K
Praxis 5023: Interdisciplinary Early Childhood Education

Table 1: Mean, range, pass rates by percentage

	2018-2019	2019-2020	2020-2021
Number of test takers	4	2	3
EPP Mean Score	176.75	187.00	173.67
Range of EPP	166-186	181-187	168-179
Arkansas Qualifying Score	160	160	160
EPP Percent Passing Rate	100	100	100
State Percent Passing Rate	NA	96	NA
National Mean Score/National Range	178.96	178.69	177.02
	174-186	173-184	172-184

Table 2: Retake Data

	2018-2019	2019-2020	2020-2021
Number of test takers passing on initial attempt	4	2	3
Number of test takers passing on second attempt	0	0	0
Number of test takers passing with 3> attempts	0	0	0
Number of candidates yet to pass	0	0	0
Number of candidates with no attempts	2	2	0

Table 3: Category Scores

Category description | range of raw points:	Range of raw points	Category mean score by year		
		2018-2019 N=4	2019-2020 N=2	2020-2021 N=3
I. Growth and Development of Young Children across the Spectrum of Development	21-21	17.25	18.0	16.33
II. Educational and Service Requirements for Children with a Range of Abilities and Special Needs	18-18	12.75	13.50	14.33
III. Curriculum Instruction and Assessment for Young Children	20-20	15.50	17.5	15.33
IV. Play and Learning Environment for Young Children	20-20	18.0	18.50	17.67
V. Collaboration with Families and Colleagues	11-11	8.50	9.50	7.0
VI. Professionalism and Growth through Professional Development	10-10	7.75	8.50	7.0

Overall Recommendations

- Maintain support for BRKD students learning across category descriptions.
- Increased course content focus on assessment. This will be achieved with our new Developmental Assessment course, to be taught for the first time this coming fall.

Student Learning Outcome 2: Students will understand the central concepts, tools of inquiry, and structures of early childhood education and create developmentally appropriate learning experiences that make the content accessible and meaningful for young children.

A. Direct Measures: A lesson plan developed in HDFS 4213/4212L Math and Science for the Young Child/Lab and the associated evaluation/reflection will be scored using the Impact on Learning Pre-Post Assessment (ILPPA) rubric developed by the education program leaders at the University of Arkansas for the Office of Teacher Education. These documents will be rated across 7 items in 4 domains as ineffective (1) progressing (2) effective (3) and highly effective (4).

B. Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score and average of "effective" (3) or higher on the ILPPA.

C. Key Personnel: Instructor of HDFS 4213/4212L

D. Summary of Findings: To be assessed in year 2023/2024

Student Learning Outcome 3: Students will plan for, understand, and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

A. Direct Measures: Instruction based on a lesson plan developed for graduating seniors' internship placements will be assessed using the Arkansas Teacher Excellence Support System (TESS). This involves a pre-observation interview, an observation of the student's classroom instruction, and a post-observation conversation. Based on these conversations and observations, each student is scored by a trained evaluator using the TESS rubric, and rated on dimensions across four key domains as ineffective (1) progressing (2) effective (3) and highly effective (4).

B. Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score an average of 2.5 or higher on the TESS.

C. Key Personnel: Instructor of HDFS 4373 and HDFS 4383

D. Summary of Findings: To be assessed in year 2022/2023

Student Learning Outcome 4: Students will understand the ethical dilemmas of the field and engage in professional learning to reflect on the effects of his/her choices and actions on others (learners, families, other professionals, and the community).

A. Direct Measures: The statement on diversity and inclusion and the teaching philosophy sections of the capstone teaching portfolio assignment for HDFS 4383 will be assessed using the Ethical Reasoning Competency Rubric (ERCR) published by the Association of American Colleges and Universities (HESC 4342).

B. Acceptable and Ideal Targets: It is acceptable that 75% of all students and ideal that 85% or more of all students will score an average of 2.5 or higher on the assessment rubric.

C. Key Personnel: Instructor of HDFS 4383

D. Summary of Findings: In spring 2022, the statements on diversity and inclusion and the teaching philosophy sections of the capstone teaching portfolio assignment submitted by students in HDFS 4383 (N=3) were assessed using the ERCR.

Table 4: Mean ERCR scores by item

Students will be able to…	Mastering 4	Advancing 3	Developing 2	Beginning 1	*Mean*
Articulate Ethical Values		1	2		**2.33**
Evaluate Different Ethical Perspectives /Concepts		3			**3**
Discuss Ethical Issues		3			**3**

Results analyzed by student indicate a program score of "ideal," with 100% of students scoring an average of 2.5 or higher. Having said that, scores fell at the low end of this range: 2.77

Table 5: Student ERCR scores

Student	Average ERCR Score
Student 1	2.66
Student 2	3
Student 3	2.66
	Mean = 2.77

Overall Recommendations

- Clarify and formalize expectations for analytic thought and analysis of ethical issues in these portions of the capstone portfolios, especially the statement on diversity and inclusion.
- Increase program content on cultural competence. This will be achieved with our new program plan that adds HDFS 2493 Introduction to Cultural Competence as a program requirement.

Action Plan

BRKD faculty will continue to review and edit program learning outcomes to be able to proactively integrate assessment measures into class requirements as detailed above. They will also track student progress and ECE teacher preparation given the new program plan, which goes live in fall 2022 and should address program areas for improvement.

Table 6

Schedule for Assessing BRKD Student Learning Outcomes

Student Learning Outcomes (SLO)	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
SLO 1: Understand how learners grow and develop in early childhood, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.			X			X
SLO 2: Understand the central concepts, tools of inquiry, and structures of early childhood education and create		X			X	

developmentally appropriate learning experiences that make the content accessible and meaningful for young children.						
SLO 3: Plan for, understand, and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	X			X		
SLO 4: Understand the ethical dilemmas of the field and engage in professional learning to reflect on the effects of his/her choices and actions on others (learners, families, other professionals, and the community).			X			X

Supporting Attachments

See TESS, ILPPA, ERCR, and ECCKR rubrics in "AFLS 2022 Assessment Reports" Box folder.