

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

1. Contact Name:

Laura Herold
Associate Teaching 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: To be assessed in 2024/2025

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: Available student summative TESS data collected since this learning outcome was assessed in 2020-2021 were reviewed and can be seen below:

	Spring 2021 (N=4)	Spring 2022 (N=4)
Average TESS score	3.00	2.99
Range of TESS scores	2.95 - 3	2.9 – 3.15

In spring 2021 and 2022, the graduating interns enrolled in HDFS 4373 and 4383 were assessed using the TESS. 100% of students scored an average of 2.5 or higher on the TESS domains, with averages ranging from 2.95 - 3.15. The mean average of TESS scores in 2021 was a 3.00 (N=4) and in 2022 was a 2.99 (N=4).

Overall Recommendations

- Maintain support for BRKD students across domains throughout the program, striving to keep the average TESS scores in the 3-4 range.
- Implement changes in key courses to support student growth in the areas of discussion techniques, communication with families, and knowledge of resources, which were the items on which students tended to score lower.
- Discuss raising the “acceptable” and “ideal” targets, thereby further raising program standards

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: To be assessed in 2024/2025

Table 6*Schedule for Assessing BRKD Student Learning Outcomes*

Student Learning Outcomes (SLO)	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
<i>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.</i>		X			X	
<i>SLO 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.</i>	X			X		
<i>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.</i>			X			X
<i>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).</i>		X			X	

Supporting Attachments

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

GELO 6.1

University GELO 6.1 data was collected this year. 50% met the goal, while 50% were at the exceeds level and met the ideal (N=6).