Ivy Tech Community College Early Childhood and IUPUC Elementary Articulated K-6 Teacher Preparation Program

Standard I – Rationale

Overview

In response to Indiana Department of Education changes to rules governing teacher preparation and licensure, faculty and staff at IUPUC have redesigned the elementary program into three major curricular components.

Revised Program Structure:

1. General Education Core Coursework: 62-63 credit hours
2. Elementary K-6 Professional Coursework, Field Experiences, and Student Teaching: 44 credit hours
3. Content Concentration Areas: 18-24 credit hours

    Teacher Candidates select from:

    a. 4 dual licensure areas
    b. 7 content concentration areas
    c. 4 content concentration areas focused on preparation for middle school teaching (licensure by exam)

In addition, this redesign enabled a plan for articulation of the elementary preparation program with an Ivy Tech Community College A.S. Degree in Early Childhood Education. The articulation plan fits the three curricular components of the elementary program:

Elementary K-6 Program with licensure in Pre-K (P-6)

1. General Education Core Coursework: 18 credit hours taken at IUPUC, 44-45 taken at ITCC
2. Elementary K-6 Professional Coursework: 44 credit hours taken at IUPUC
3. Concentration Area: Early Childhood Professional Coursework taken at ITCC

Elementary Program Conceptual Framework: The undergraduate teacher education programs at IUPUC have as their foundation the six Principles of Teacher Education (**PTE**s) which are an integration of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards with the IUPUI Principles of Undergraduate Learning (**PUL**s). The six Principles of Teacher Education (conceptual understanding of core knowledge, reflective practice, teaching for understanding, passion for learning, understanding school in the context of society and culture, and professionalism) were developed by faculty and other stakeholders to provide a framework for the skills, knowledge and dispositions program completers should have as they prepare to teach in K-6 classrooms. The Principles of Teacher Education have been aligned to the Indiana Department of Professional Standards' K-12 content and developmental standards and to the Association for Childhood Education International standards for preparation of K-6 educators. The newly developed Indiana Standards for Educators have also been integrated into the coursework and program design and have been aligned with the ACEI standards and the Principles of Teacher Education. Program expectations and feedback to Teacher Candidates regarding performance on program benchmarks and other assessments are also presented in

the context of the PTEs. Discussions among Division of Education faculty and with faculty across content area disciplines at IUPUC are framed by the Principles of Teacher Education (See attachment: Program Conceptual Framework and Alignment).

Unit and Campus Conceptual Framework: The IUPUC/ IUPUI Principles of Undergraduate Learning were created and adopted by the Faculty Senate at IUPUI and are periodically revisited and revised by that governing body. IUPUC faculty are represented on the IUPUI Faculty Senate. As an academic unit of IUPUI, IUPUC also has the Principles of Undergraduate Learning as the conceptual framework for all undergraduate programs and academic disciplines, and the PULs are incorporated into IUPUC course syllabi. Because IUPUC students encounter the Principles of Undergraduate Learning as a conceptual framework in freshman and sophomore content area courses, faculty in the Division of Education at IUPUC feel that it is important for students to understand both the PUL and PTE frameworks and their interrelatedness.

Electronic Portfolios and Student Ownership of the Conceptual Framework at IUPUC: IUPUC is in the process of adopting a campus-wide electronic portfolio which will be framed by the Principles of Undergraduate Learning for use across disciplines. IUPUC Education majors will use the electronic portfolio system as part of the application process to the Teacher Education Program. As students select artifacts for the electronic portfolio they are guided in pre-professional education courses to address the Principles of Undergraduate Learning. Elementary Education majors are introduced to the ACEI content knowledge standards (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7) and their relationship to both the Principles of Teacher Education and the Principles of Undergraduate Learning. The electronic portfolio application for education majors is designed to facilitate student ownership of learning outcomes for content area knowledge. The ACEI standards are introduced in the freshman year to students enrolled in the freshman learning communities for elementary education majors and in the pre-professional education courses. Transitioning from an emphasis on the Principles of Undergraduate Learning to the Principles of Teacher Education takes place as students enter the professional program. The Principles of Teacher Education frame the program learning outcomes for the IUPUC Elementary Teacher Education Program. These learning outcomes are evident in the work produced by education majors and Teacher Candidates as they progress through the Teacher Education Program coursework and experiences.

Early Childhood Conceptual Framework: Many years ago, the Early Childhood Program Chairs, of the first four regions in the state to develop the child development associate degree program, articulated the original conceptual framework after consulting with other early childhood professionals and studying existing programs. Since that time the program has undergone many changes and has been regularly reassessed and updated based on current research, best practices in child and adult education, and workforce needs identified by the state of Indiana.

The number of programs in the state has grown from four to thirteen in the past ten years and that growth has ushered in many new changes: 1) the online distance education degree, 2) a number of transferable Associate of Science degrees to four year institutions across the state (and surrounding

states), and 3) a growing number of partnerships and dual-credit agreements with high school Family and Consumer Science Programs and Career Centers.

In 2003 the Program Chairs from across the state decided to base all future graduation portfolios on the newly approved NAEYC standards for Associate Degree programs. The entire early childhood education program was reexamined according to the NAEYC standards. Each syllabus was evaluated by committees organized through the statewide Early Childhood Education Curriculum Committee. After the objectives were examined and matched with the NAEYC standards, it was determined that current curriculums and courses aligned with the standards. Next, the course objectives were connected to course assignments that demonstrated the standards had been met.

The syllabi were rewritten to include the NAEYC standards in a chart form indicating which standards were met by each course. An attempt was made to operationally standardize the assignments across the state. Many of the regions already completed the same assignments, having evolved from the original four child development programs. In 2006 Program Chairs met to develop key assessments that would be completed by each program to meet the accreditation standards and assure all students across the state met the same benchmarks.

The curriculum for the associate degree has been implemented by the fourteen regions and developed collaboratively over the last fifteen years to help train an early childhood workforce. In 2006, Ivy Tech Community College, Columbus determined to become accredited and began the ground work to make explicit a conceptual framework that has been implicit since the beginning of the program in 2002. Faculty of the Early Childhood program, the Early Childhood Advisory Board, and students in the program helped to design the conceptual framework. Members of the community with an interest in early childhood and parents of young children have also had input into the process.

In was soon evident that different groups of stakeholders verbalized different types of expectations for our graduates: directors of programs listed skills and knowledge they expected graduates to learn, the faculty spoke more about attitudes and behaviors that were desirable, families spoke of attitudes and advocacy, and community leaders spoke of knowledge and advocacy. As the lists created by the groups were considered it seemed that the expectations could be divided in categories associated with different types of learning: cognitive, affective, and psychomotor (knowledge, attitude, and skills).

These different types of learning were then linked to the mission statement to articulate a conceptual framework based on and aligned with the NAEYC Standards. The conceptual framework of the early childhood program, committed to providing a safe and supportive learning environment for all students, includes the following:

- Knowledge that enables students to make informed decisions grounded in a sound philosophical and theoretical base, and construct clear linkage between practice and theory. Knowledge will include general knowledge needed to be an effective citizen, professional knowledge about child

development and the pedagogy of early childhood, knowledge of professional rules and standards, and behavioral knowledge needed to understand self and others.

- Attitudes that form the basis for behavior and include: perceptions of self and others as able life long learners, perception of self and others as worthy and due respect, commitment to habits of effective people, commitment to developmentally appropriate practice, commitment to service for others, commitment to ethical standards of the profession, and commitment to advocacy for self and children to enhance lives.

- Skills in writing; reflecting; observing; assessing; providing feedback; planning and implementing child centered interactive programming; communicating effectively with families, children, and colleagues; working cooperatively with others; caring for the physical health and safety of children; and using technology to enhance learning.

The Early Childhood Education Program of Ivy Tech Community College, Columbus, acknowledging the concept of *contiguity - teachers of young children should be taught the same way young children should be taught,* attempts to provide a student centered curriculum that facilitates the construction of knowledge in a physically and psychologically safe and supportive environment. The College, with an open admission policy and a stated mission to prepare *student to work in a diverse environment,* recruits and accommodates diverse learners. The Early Childhood Program, adhering to the percepts of andragogy, values students' differences as a reservoir of experiences that can be tapped as resources to enhance learning.

The conceptual framework of the Ivy Tech Community College Early Childhood Education Program is a work in progress and revision will be made by and shared with all stakeholders. The framework is a dynamic document that changes to reflect the needs of the community and new research on teaching and learning. The conceptual framework is used to

1) assess the effectiveness of each course and assignments.
2) assess the progress of students.
3) build on the strengths of the faculty.
4) guide teaching strategies of faculty.
5) guide development of partnerships in the community.

Standard II- Curriculum

Programs of Study

See attached Ivy Tech Community College Early Childhood A.S. Program of Study

See attached IUPUC Elementary and Early Childhood B.S. Program of Study (proposed)

See attached Program of Study Curriculum Map

See attached Curriculum Standards Grids for Indiana Standards for Educators (Content Standards Early Childhood Generalist, School Setting Early Childhood, Content Standards Elementary Generalist, School Setting Elementary)

Course Descriptions: IUPUC

EDUC–Q 200 Introduction to Scientific Inquiry (3 cr.) Provides the elementary education major with background in the science process skills needed to complete required science courses.

EDUC–E 345 Language Arts and Mathematics for Young Children (4 cr.) Methods of developing language, cognition, reading and mathematical readiness; mathematical thinking through play, the arts, and directed experiences; design of curriculum and appropriate teaching strategies for young children.

EDUC M 300 Teaching in a Pluralistic Society (3 cr.) B-I Introduces students to teaching as a profession. Students focus upon the "self as teacher," learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

EDUC- E 323 - Social Studies and Science for Elementary (3 cr.) Focuses on planning and managing appropriate science and social studies experiences with children who are 3 to 8 years of age. Opportunity for exploring, developing, experimenting, and evaluating instructional materials and their inherent possibilities for children's learning. Planning appropriate inquiry-oriented experiences will be stressed. (MATCHING IPFW)

EDUC –M 301 Laboratory/Field Experience (1 cr.) Laboratory or field experience for juniors.

EDUC –M 304 Laboratory/Field Experience (1 cr.) Laboratory or field experience.

EDUC- E334 Methods of developing mathematical and scientific thinking in the elementary classroom (3 cr.) Design of curriculum, appropriate teaching strategies, and formative and summative classroom assessment for grades K-6, with an emphasis on the curriculum in grades 3-6. (NEW COURSE)

EDUC–E 340 Methods of Teaching Reading I (3 cr.) Describes the methods, materials, and techniques employed in elementary school developmental reading programs.

EDUC–M 305 Laboratory/Field Experience (1 cr.) Laboratory or field experience.

EDUC M400 M 400 Laboratory /Field Experience (2 cr.) I Laboratory or field experience. Focus on integration of technology (MATCHING IUB)

EDUC –M 324 Teaching About the Arts (3 cr.) Introduction to the importance of the arts in elementary school curriculum. Students are given a foundation of methods and materials in art and music that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today.

EDUC –K 307 Methods for Teaching Students with Special Needs (3 cr.) This course prepares future teachers to work with students with diverse abilities in inclusive settings. Participants learn to use learning modalities, varied rates and complexity of instruction, and making use of individual interests and preferences. Additionally, differentiating and/or individualizing instruction for all learners and developing classroom management skills are emphasized.

EDUC –E 341 Methods of Teaching Reading II (3 cr.) Describes the methods, materials, and techniques employed in diagnosis and corrective instruction in elementary school reading programs.

EDUC –M 425 Student Teaching: Elementary (4 cr.) Full-time supervised student teaching in grades K-6 for a minimum of 8 weeks in an elementary school accredited by the state of Indiana, or in an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

EDUC –E 325 Social Studies in the Elementary Schools (3 cr.) Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making, and value analysis.

EDUC –H 340 Education and American Culture (3 cr.) The present educational system: its social impact and future implications viewed in historical, philosophical, and sociological perspective.

Course Descriptions: Ivy Tech Community College

ECED 100, Introduction to Early Childhood Education
PREREQ: None
Catalog Description: Entry level course for Early Care and Education teachers. It provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula and services available to young children. Opportunities to explore a variety of opportunities in the field through lecture, activities, and classroom observations.

ECED 103, Curriculum in Early Childhood Classroom
PREREQ: None
Catalog Description: Entry level course for Early Care and Education teachers. Examines Developmentally Appropriate environments and activities in various childcare settings. Explores the varying developmental levels and cultural backgrounds of children.

ECED 111, Environments for Infants and Toddlers
PREREQ: None
Catalog Description: Examines physical, human and time environmental factors essential for providing quality early care and education. Discovers and assesses the various settings for infants and toddlers from the perspectives of quality and family issues. Adult-child relationships and adult-adult

relationships within the environments are explored. Community resources and child advocacy efforts are examined.

ECED 120 Child Growth & Development
PREREQ: Dem Comp through appropriate assessment or earning a grade of "C" or better in ENGL 025 Intro to College Writing II and ENGL 032 Reading Strategies for College II
Catalog Description: Studies the physical, social, emotional, cognitive, and moral development of children from conception to age twelve. Theories of child development, biological and environmental foundations, prenatal development, the birth process, and the newborn baby are discussed. Influences of family, community, media, and culture are considered.

ECED 204, Families in Transition
PREREQ: ENGL 111 Eng Comp and SOCI 111 Intro to Sociology
Catalog Description: Examines the stages of the family life cycle and interpersonal relationships among family members. Recognizes the impact of context and culture on the family's ability to function.

ECED 230, The Exceptional Child
PREREQ: ECED 120 Child Growth & Dev and ENGL 111 Eng Comp
Catalog Description: Provides an Intro to caring for each exceptional child. Includes theories and practices for producing optimal developmental growth. Develops teaching techniques and explores public policy including legislative mandates. Explores the types of special needs and provides methods for assistance.

ECED 233, Emerging Literacy
PREREQ: ECED 103 Curriculum in Early Childhood Classroom and ENGL 111 Eng Comp
CAT DESC: Provides for understanding of the development of children's language arts behaviors, concepts, and skills that precede and can develop into literacy, which includes reading and writing skills. Provides understanding and skills on how the acquisition of language for young children develops into optimum literacy growth through the materials and the environments that are provided for the young children. Students will explore and evaluate literature for young children. The course introduces technology materials and techniques, which are utilized in early childhood programs. In the course the students will research, examine and evaluate various screening and assessment tools related to literacy in the early childhood.

ECED 235, Preschool Practicum
PREREQ: Program Chair approval
Catalog Description: Provides opportunity for practical experience through observation and supervised participation in early care and education setting with children ages 3-5. Students will develop and implement developmentally appropriate environments and activities.

ECED 243, Cognitive Curriculum
PREREQ: ECED 103 Curriculum in the ECE Classroom and ECED 120 Child Growth & Dev and Dem Comp through appropriate assessment or earning a grade of "C" or better in MAT 050 Basic Algebra
Catalog Description: Review cognitive theories of development in relation to the domains of early learning. Analyze appropriate problem solving, math, science, and social studies curriculum in early childhood settings. Create and implement curriculum in the domains of early learning with appropriate child outcomes assessment. Reflect upon implementation of activities and assessment with children.

ECED 260, Early Childhood Professional
PREREQ: Program Chair Approval
Catalog Description: Surveys and further examines early childhood philosophies, theories and theorist. Encourages students to form their own theories for learning, discipline, family involvement, and self-concept development. Guides students in the development of a professional graduation portfolio. This is a capstone course and requires program chair approval.

EDUC 201: Using Computers in Education
PREREQUISITES: EDUC 101, Introduction to Early Childhood Education
Catalogue description: Introduction to instructional computing and educational computing literature. Provides hands-on experience with educational software, utility packages, and commonly used microcomputer hardware.

Standard III – Clinical and Field-Based Experiences

IUPUC: Elementary Education majors and Teacher Candidates in the K-6 Teacher Preparation Program at IUPUC participate in three levels of classroom field experience/internship (see attached Table of Field Experiences). Prior to program admission in the junior year, majors participate in 45 hours of service-learning initiatives in after school programs in three content courses. Once admitted to the Teacher Education Program, Teacher Candidates spend 180 hours in 6 field experience placements across the four semesters of cohort Blocks I, II and III and IV. After successful application to student teaching, Student Teachers complete two eight-week student teaching placements of 40 days each, one at the primary level and one at the intermediate level. Student teaching takes place in the final 8 weeks of Block III and the final 8 weeks of Block IV.

As freshmen and sophomores, majors spend a total of 45 hours in service-learning initiatives working with K-6 learners in classrooms, in after school programs, or in summer programs. These engagements focus on science content, mathematics content, and child development content (ACEI 1, 2.2, 2.3). These experiences are designed to contextualize education majors' content knowledge learning and understanding of child development within K-6 learning environments. Course instructors collaborate with staff at the field experience sites and model as well as observe instruction. In Fall of 2008 an additional 15 hour field experience was added as a component of an expanded freshman seminar;

instructors now facilitate investigations into the nature of teaching and learning. Instructors accompany education majors as they begin to evaluate education as a career choice.

In both semesters of the junior year, Teacher Candidates participate in 60 hours of field experience each semester. For the 12 weeks of each field placement, students spend 2 days each week in each of two field placements: one in a primary grade classroom and one in an intermediate grade classroom. Records of placements are reviewed each semester as new placements are made to ensure that Teacher Candidates have 6 experiences at 6 different grade levels before they student teach. This provides Teacher Candidates with experiences in the full range of K-6 developmental levels (ACEI 1). The first semester of the junior year cohort Block I) field placement focuses on child development, learning differences, and literacy, numeracy, and social and natural sciences construct development in the primary grades (ACEI 1, 2.1, 2.3). Assignments in Block I courses are integrated with field experience work and Teacher Candidates maintain a field experience notebook as well as a Block I work portfolio. Block I course instructors supervise field placements and at least one of the university courses is taught on site in the partner school. In the second semester of junior year (cohort Block II) field placement focuses on literacy in the intermediate grades and on inquiry in science and mathematics in the intermediate grades (ACEI 1, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 4). Teacher Candidates continue to add to their Field Experience Notebooks. Assignments in Block II courses are integrated with field experience work and Block II course instructors supervise field placements. At the close of each of these two junior level semesters, block instructors and classroom mentor teachers evaluate Teacher Candidates in Block Assessment Meetings; Teacher Candidates are provided feedback about their progress each semester. If improvement plans are warranted they are written and shared at the close of each semester.

In the first semester of the senior year (cohort Block III) field placement focuses on individualizing instruction and reflective practice (ACEI 1, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2). Added to Teacher Candidates' field notebooks in Block III is a Reading Case Study that will focus on student learning. Course content is integrated with field experiences and course instructors supervise field placements. Students continue into 8 weeks of student teaching in their Block III field experience placement after successful completion of Benchmark III. In the final semester of the senior year (cohort Block IV) field placement focuses on professionalism, teaching and civic responsibility, and social studies teaching and learning. Teacher candidates again continue into 8 weeks of student teaching after 8 weeks of field placement in the same classroom. At least 90 hours of each student teaching placement must be spent providing instruction. Student Teachers maintain a log showing the number of hours spent observing/reflecting, preparing to teach, and teaching in each placement.

One senior placement takes place in a primary classroom and the second takes place in an intermediate classroom. Both take place during the final 8 weeks of each senior year (cohort Blocks III and IV) second semester. University Supervisors visit and observe at least bi-weekly during each placement and meet with the classroom mentor teacher to discuss Student Teacher professional development. At the mid-point and at the close of each student teaching placement both the University Supervisor and the Classroom Mentor Teacher evaluate the Student Teacher and share the evaluation report with the Student Teacher. The Student Teacher also completes a self-assessment at the mid-point of each

placement. During the both 8-week segments of student teaching, monthly student teaching seminars are held on campus by the University Supervisors and the Coordinator of Student Teaching. Topics covered in the seminars include classroom management, application process for state licensure, interviewing and mock interviews, and conferring with parents and colleagues; other topics are addressed as needed.

IVY TECH Community College: Field experiences for early childhood education students begin in the introductory courses. Their experiences include observations of children and classrooms, assessment of learning spaces and individual children, as well as implementation of planned activities with small groups of children. These experiences are part of traditional face-to face courses, hybrid courses, and online courses.

Before graduating with an *associate of applied* science degree in early childhood education, students are required to complete two practicum placements. For students already working in the field with young children, one placement is completed during their CDA Process course. Other students complete two placements of 144 hours for a total 288 hours in an infant/toddler, preschool, or school-aged classroom.

The students are placed in a number of different sites throughout the counties served: child care programs, child care homes, Head Start, private and public schools. A requirement for a practicum placement site is that it be accredited or have a mentoring teacher with an appropriate degree. Advisors and students discuss previous experiences and career goals before deciding on a practicum placement.

A generalist practicum, required by some *associate of science* degrees offered by the college, requires students complete their hours in a program that provides supportive services to young children. Students have fulfilled this requirement working in the local child care resource and referral program, in a children's museum, and this summer students will be working on the Literacy Express Bus taking literacy activities to areas of the county identified as having a high numbers of at risk children.

Practicum sites serve diverse populations and most have children and staff members representing a variety of ages and abilities. The racial and ethnic diversity reflects the communities' population and most small towns in southern Indiana. While early childhood classrooms in the counties served by the college have a growing population of linguistic diversity, there are few opportunities for placing students in classroom with teachers who are bilingual. There is limited visible religious diversity in the communities served and programs reflect the dominant Christian-Protestant creed.

The practicum experience is a three credit hour course that requires students complete a case study of an individual child, plan and implement ten "activities" that are loosely defined to accommodate the various settings, and create a parent's newsletter. Students are also required to write weekly reflection journals that relate their experiences and observations to what they know about child development and theory. Students are asked to recruit a resource person or plan and implement a fieldtrip, arrange a final celebration activity, and participate in the online discussion boards. Students are required to attend an orientation, meet with faculty three times, and are observed a minimum of three times by faculty at their

practicum site. At the end of their practicum students submit a notebook of their practicum experience that includes their mentoring teacher's mid-term and final assessment, as well as their case study, and the assignments listed above. Assignments are evaluated using rubrics based on the five NAEYC standards and supportive skills

Standard IV – Evaluation

IUPUC: The Division of Education at IUPUC views the preparation of teachers as a complex integration of coursework and field experiences that is greater than the sum of each separate learning opportunity. The knowledge, skills and dispositions necessary for effective teaching are not discrete abilities; Teacher Candidates must develop an understanding of teaching as a complex craft that is continuously reflective, requiring life-long professional development. To assess Teacher Candidates' development during the teacher preparation program, the Division of Education has established a series of benchmark assessments that measure performance on complex tasks that are the authentic work of teaching. In addition to course grades, benchmark assessments serve as indicators to Teacher Candidates that their professional development as a whole is progressing according to criteria established by program, unit, state, and professional guidelines. Each sequential benchmark is completed as part of a junior or senior semester block experience relevant to professional development within each of the four semester blocks of the teacher preparation program. Benchmark I provides feedback to Teacher Candidates regarding professionalism and disposition in the first semester as a formative assessment and is repeated again in the second semester to again provide formative assessment feedback. Program Assessment 6, *Assessment of Teaching Disposition and Professionalism: Field Experience Notebook*, is the summative assessment for these constructs. Benchmark II, *Core Text Lessons for Expository Texts*, is a second semester instructional design project focusing on Science, Social Studies, Math, and English/Language Arts (and is also Program Assessment 7). Benchmark III, the *Assessment of Teacher Candidate Impact on Student Learning: Teacher Work Sample with Video*, is the third semester benchmark, and the *Assessment of Student Teaching*, also Program Assessment 4, is Benchmark IV.

The Block Assessment Committee for each block reviews the benchmark performance and provides feedback to each Teacher Candidate at the end of the semester as a guide to personal professional development. If performance on a benchmark is found to be unacceptable, the Teacher Candidate meets with faculty to develop a plan for improvement as well as a plan for a follow-up to the benchmark performance. Benchmark performance together with other performance information reviewed by the Block Assessment Committees is used as evidence for program dismissal if indicated. Each Block Assessment Committee also reviews aggregated data from the benchmark assessment as part of the program and unit self-study process.

The IUPUC assessment system integrates ongoing program reviews with candidate performance reviews described above (see attached Data Flow Chart). Data from the four benchmark assessments are reviewed at the close of the semester by each Block Assessment Committee. Findings and recommendations from the Block Assessment Committees are shared for review by faculty as a whole

on a semester basis and with the Program Advisory Boards and the IUPUC Vice-Chancellor and Dean in the context of annual reports. An annual Division of Education faculty retreat provides the context for division-wide review and planning sessions organized around data from benchmarks, program assessments, and stakeholder feedback.

IVY TECH Community College: Having carefully reviewed the handbook for NAEYC Associate Degree Accreditation and compared the NAEYC guidelines with the Early Childhood Education Program at Ivy Tech Community College, Columbus, we believe we address the key elements of the five standards and the five supportive skills. Our key assessments are used across course sections taught by faculty in the Columbus Region. We recognize a quality improvement system is dynamic and continue to evaluate the key assessments and rubrics we have developed.

The Early Childhood Education Program at the Columbus Campus has been in operations for about seven years but has benefited from other regions' Early Childhood Education Programs that have been part of the Ivy Tech Community College's programming for over eighteen years. As a statewide system with a standard curriculum, we continue to work toward having uniform operational standards across the state as well as within each region. Each early childhood syllabus has the NAEYC standards listed and the statewide ECED Curriculum Committee has worked toward the development of operational standards for curriculum and key assessments.

The Columbus Region's key assessments reflect the program's conceptual framework and together assess the development of knowledge, skills, and attitudes. The Five Key Assessments were purposefully developed in distinct formats to accommodate students' diverse learning styles and provide multiple means for students to demonstrate what they know. The Five Key Assessments include written assignments, a group project, a verbal presentation, and hands-on activities. The Key Assessments include reflection, application, evaluation, and creation to scaffold thinking processes and enhance learning.

For *Standard 1: Promoting Child Development and Learning,* students complete a research paper and include personal experiences to connect prior experiences to new learning. Students demonstrate they meet *Standard 2: Building Family and Community Relationships* reflecting on a group project that, hopefully, fostered the development of relationships. To meet *Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families* children are observed and assessed using materials the students have created. *Standard 4: Teaching and Learning* is assessed with the field experience notebook students compile during their practicum experience. For their capstone class, to demonstrate they have met *Standard 5: Becoming a Professional,* students complete a Power Point presentation with artifacts and rationales addressing how they have met each of the sub-standards and how each has contributed to their professional development.

The Key Assessments demonstrate the students have met the NAEYC Standards as well as the Supportive Skills. Verbal and written communication skills are demonstrated. Key Assessments 1, 2, and 3 make evident their skills in *Identifying and Using Professional Resources* and skills in A*pplying*

Concepts from General Education. Reflective pieces of Key Assessment 1, 4, and 5 demonstrate skills in *Making Connections between Prior Knowledge/Experience and New Learning* and skills in *Self-Assessment and Self-Advocacy*.

During this 2007/2008 school year grading rubrics for key assessment were designed and we began collecting data for the assessments. The rubrics link assignments to the standards and supportive skills. The ratings are: exemplary, proficient, limited proficiency, and unacceptable. As with all rubrics the first application revealed the strengths and weaknesses of the design. The challenge is developing rubrics for each key assessment that is specific. We have made some changes this year and continue to work on improving the rubrics. By the time the peer review team visits we should have some data for each of the key assessment. 2008-2009 was the first year the program had different instructors teaching key assessment courses. That revealed the rubrics were helpful in defining assignments and grading consistently across the courses.

As a result of initial data gathered from key assessments last year more information on assessment was provided in the *Cognitive Curriculum* course. Students had also suggested it would be helpful to have an opportunity to practice presenting to a panel before the capstone course. This was implemented in this course and students received feedback on their presentation. These changes addressed students' requests and two weak areas: assessment and the supportive skills of written and verbal communication.

We have been collecting data from the key assessments on EXCEL spread sheets and have collected some data for each key assessment. The statewide Early Childhood Curriculum Committee is discussing purchasing an online database to store data and students' electronic portfolios. Our short term goal is to collect data on each of the key assessments for the year and improve our assessment of how students meet each of the key elements of the five standards.

Through their graduation portfolio students demonstrate they meet the five standards and each of the key elements before graduating from the program. Not all students who graduate this year will have completed all the key assessments because some may have taken the course with imbedded key assessment more than two years ago. At this time we are not requiring students to complete the key assessment but they must demonstrate they have met the standard. Students who matriculated last year or later will have completed the key assessment or will need to complete the key assessment by the time they graduate. Students who transfer into the program and receive credit for a course in which a key assessment is imbedded will need to complete the key assessment or the equivalent (decided by the Program Chair and student) in another course.

Standard V – Faculty

Table of IUPUC Faculty

Table of Ivy Tech Community College Faculty

Standard VI – Resources

Both programs are accredited through the NCATE process. Both are existing programs with established budgets and budget oversight processes. Both programs use the same library and Center for Teaching and Learning resources, which include a Curriculum Resource Lab.

Standard VII – Evidence of Prior Successful Teacher Preparation

Both Programs are accredited and have evidence that graduates meet Teacher Preparation standards

Standard VIII – Schedule

Program implementation will begin in Spring 2012. Graduates of the Ivy Tech Early Childhood Program in December 2011 would begin the IUPUC junior level courses in Spring 2012.