**Early Childhood Education Assessment Summary**

**2013-2014**

It is the belief of the Education Department and the Early Childhood Education Program that no singular instrument, method, or approach can by itself provide a comprehensive or complete measure of student achievement. By placing value on multiple ways of assessing learning, we can gain more substantive knowledge about how both our candidates and our programs are progressing. Candidates are assessed throughout the Early Childhood Education program with varied opportunities for reflection and self-assessment. Student assessments and evaluations are based on multiple sources of data (portfolios, observed performance with birth to age 8 children and families, papers, exams, etc.). The assessment process is designed to ensure that students demonstrate skills and knowledge of the 4 C’s: communication, critical thinking, cultural knowledge, and citizenship, in addition to meeting the standards and outcomes of the Early Childhood AA and BS degrees.

For the 2013-2014 school year, assessment data from multiple sources were analyzed to determine student growth and progress, program strengths and challenges, and improvements that need to be made to enhance student learning. It was noted that all students reached appropriate levels of achievement as assessed through portfolios, GPA’s and critical assignments.

The following changes to the Early Childhood AA and BS degree programs will be made to enhance student learning and assist the department with the assessment and outcome process:

1. The TEP Portfolio, application and assessment process will fully implement the updated critical assignments to better distinguish student skill levels throughout all 3 TEP stages.
2. An Articulation agreement will be developed with at least one Montana TCU – this is a continuation from the 2012-2013 Annual Plan for the Education Division.
3. A Teacher Education Mentorship Program for Early Childhood students will continue to be implemented and evaluated to support candidates and provide information on skills needed for professional teaching careers.
4. A Big Sky Pathways will be developed with measureable goals and activities to support both the high school teachers and the early childhood program.
5. ECED TEP Programs’ critical assignments will be aligned with other SKC Education Division programs including Elementary, Secondary Science, and Secondary Mathematics.