### Early Childhood Education BS - School of Education, Health and Human Performance

<table>
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<th>Outcome</th>
<th>Assessment Method</th>
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| **SLO1: Teacher candidates design and implement an effective unit of instruction, and then evaluate and reflect on the impact that instruction had on students.** | **Measure 1:** Teacher candidates are assessed via the Candidate Work Sample which is completed in clinical practice during the candidate's final semester in the program. This assignment is evaluated by the clinical supervisor. See attached rubric for evaluation criteria. Candidates must "meet" or "exceed expectations" to pass. Candidates' performance on Sections III (Unit Plan) and IV (Analysis of Student Learning) is most relevant for evaluating this program outcome.  
**Performance Target 1:** Over 85% of teacher candidates will score at the "meets target" level or better on criteria for Sections III and IV of the attached rubric.  
**Measure 2:** Teacher candidates are assessed via performance on the South Carolina Teaching Standards 4.0 rubric which is used in clinical practice. Candidates are rated on a 4-point scale from "emerging" to "exemplary."  
**Performance Target:** Over 85% of students will achieve a score of "approaching proficient" or better on the planning and assessment indicators. |
| **SLO2: Early Childhood Teacher Education Candidates will plan and teach effective lessons, with attention to accuracy and appropriateness of content. Candidates will integrate content from multiple disciplines, and/or integrate academic content with technology, fine art, and/or movement/health.** | **Measure 1:** The Field Notebook assignment is completed in the third and final field course (EDEE 488) prior to clinical practice. Candidates are given the opportunity to plan and teach a series of 8 lessons across two semesters. For each lesson, the notebook includes their original lesson plan, a completed ADEPT evaluation and 1-2 page reflection on their teaching. Candidates then write a final reflection in which they assess their own growth in each content area and make a plan for improvement. See attached rubric for evaluation criteria. This assignment is evaluated by the course instructor. Candidates must "meet" or "exceed target" on all criteria in order to pass.  
**Performance Target:** Over 85% of students will "meet" or "exceed target" on all criteria in the attached rubric.  
**Measure 2:** Teacher candidates are assessed via performance on the South Carolina Teaching Standards 4.0 rubric which is used in clinical practice. Candidates are rated on a 4-point scale from "emerging" to "exemplary."  
**Performance Target:** Over 85% of students will achieve a score of "approaching proficient" or better on three indicators: standards & objectives, presenting instructional content, and teacher content knowledge. |
| **SLO3: Teacher candidates demonstrate knowledge of key principles of child development, including the influence of family.** | **Measure 1:** Teacher candidates complete the Developmental Case Study in EDEE 488. The assignment is evaluated by the course instructor. See attached rubric for evaluation criteria. Candidates must "meet" or "exceed target" on Sections A and B in order to pass.  
**Performance Target 1:** Over 85% of candidates will "meet" or "exceed target" on Sections A and B in the attached rubric.  
**Measure 2:** Teacher candidates complete the Family Involvement Project in clinical practice. The assignment is evaluated by the college supervisor. See attached rubric for evaluation criteria.  
**Performance Target 2:** Over 85% of candidates will "meet" or "exceed target" on all criteria in the attached rubric. |