

California State University, Fresno (07-08)
Section A-1
Contextual Information

Masters Degree in Education or Advanced Specialist Certification
Early Childhood Education Emphasis

California State University, Fresno is one of twenty-three universities in the California State University system. Fresno State began as a normal school in 1911 and has a strong history of service and preparation of education professionals. The Dean of the Kremen School of Education and Human Development is the Unit Head that oversees 16 programs. Our last joint accreditation (NCATE/CCTC) visit was in March 2006. In 2007, The Advanced Program in ECE was awarded National Recognition by the National Association of Education for Young Children...and remains one of the few Nationally Recognized NAEYC programs in the state of California.

<u>Changes Since Commission Approval of Current Program Document</u>	<u>Date</u>
NAEYC National Recognition Achieved	2007
Assessments Improved and accepted via NAEYC post-approval commentary	2008

Introduction and Overview of the Program

The Early Childhood Education (ECE) Graduate Program is a university-approved graduate program in the Kremen School of Education and Human Development at California State University, Fresno. The ECE graduate program offers course work leading to: 1) the Master's of Arts in Education, ECE Option; and/or 2) California Early Childhood Specialist Credential approved by the Commission on Teacher Credentialing. The ECE Specialist Credential is an additional, advanced credential available only to those already holding a valid California teaching credential. While not required, virtually all ECE Specialist candidates also complete their MA degree during the program.

The "ECE Teacher Leader Specialization" was developed to meet the specific requirements for the ECE Specialist Credential. In addition to completing the 30 units of advanced ECE course work in the program (see below), ECE teachers must have two years of successful teaching experience at two ECE levels prior to applying for the for their ECE Specialist Credential.

The "ECE Program Leader Specialization" addresses the diversified needs of ECE professionals and allows greater flexibility in meeting requirements in a variety of settings beyond the traditional K-3 classroom.

The Master of Arts (MA) in Education with an option in Early Childhood Education (ECE) and the ECE Specialist Program provide specialized advanced preparation for professionals in a variety of settings involving work and leadership activities related to young children and/or their families. Graduates of these advanced programs are ECE

professionals prepared to advocate for the best interests of children and families as well as quality ECE programs because candidates: 1) know the content; 2) excel in research-based practices; 3) collaborate and give importance to relationships; 4) model professional ethics and 5) provide constructive leadership and focused advocacy.

Two years ago, the MA in Education graduate program eliminated prerequisite education course work. Until that time, the ECE program required 15 units of prerequisite course work in education or child development. With the new requirement that all candidates in NAEYC Advanced Program possess initial ECE certification, we are in the process of making this program change. The requirement will be stated in the catalogue as follows: Applicants “must meet qualifications for ECE Master Teacher Permit (BA/BS degree plus 12 units ECE or Child Development and 3 units supervised ECE fieldwork) or hold a valid teaching credential.”

The ECE Graduate Program provides students with relevant educational and professional experiences to advance in careers in ECE and related professions and to become leaders in the ECE profession at the local, state and national levels. The developmental emphasis of the ECE Graduate Program is birth through age eight. Students in the ECE Graduate Program represent a cross-section of the ECE field that includes: kindergarten-primary grade teachers, preschool teachers, head start teacher/supervisors, family ECE providers, center and program administrators, educators in human service agencies, infant/toddler caregivers, child life specialists, resource teachers, migrant program educators and others. International students enter the ECE masters or Specialist Program for advanced training because of its coherent philosophy, knowledge base and practice applicable to the education of children the world over.

Joyce M. Huggins Early Education Center (Huggins Center) – Marlene Fansler Infant and Toddler Program and D. Paul Fansler Preschool and The D. Paul Fansler Institute for Leadership in ECE.

Our ECE program is fortunate to have as resources the Huggins Center and Fansler Institute. It is the mission of the Huggins Center to be an exemplary model for best practices ECE. The Huggins Center offers leadership for local and state efforts to improve ECE and services to children and families in the following ways:

- Preparing teachers and others in human services professions
- Demonstrating innovative programs, curricula and resources
- Conducting relevant research

The Huggins Center is fully accredited by the National Association for the Education of Young Children. Accredited programs are committed to meeting national standards for quality in early education.

The Fansler Leadership Institute sponsors professional development initiatives for early ECE professionals. The Fansler Leadership Institute is dedicated to growing capable and active ECE leaders able to apply ECE theory, research and innovative approaches to

development of ECE programs for our region. A wide range of experiences is offered: seminars, tours, workshops, institutes and conferences. These programs are intended for early childhood educators at all levels of the career ladder—students, assistants, providers, teachers, specialists and administrators—who teach or work in a variety of settings that include: preschools, kindergartens, family child care homes, infant toddler programs, primary grades, organizations and agencies in the public and private sectors. Our graduate students attend many of these programs and these programs lead to successful recruitment of more students for the graduate program.

***ECE Graduate Programs: Master of Arts and Specialist Credential
Masters of Arts Degree in Education-ECE Option (30 units)***

Required ECE Core Courses (6 Units)

- LEE 235 Concept Development in ECE (3 units)
- LEE 241 Field Work in ECE (3 units)

Elective ECE Core Courses (12 units, Select 3 of 4 courses)

- LEE 171 Trends and Issues in ECE (3 units)
- LEE 232 Literacy in ECE (3 units)
- LEE 233 Curriculum and Assessment in ECE (3 units)
- LEE 271 Diversity and Inclusion in ECE (3 units)

Masters of Arts Degree Core Requirements (15 Units)

- ERF 153 Educational Statistics (Prerequisite for ERF 220)
- ERF 220 Research in Education (3 units)
- ERF 285 Seminar in Advanced Educational Psychology (3 units) or
- ERF 288 Educational Measurement and Program Evaluation (3 units)
- LEE 298B Project (4 units) or
- LEE 299 Thesis (4 units)

Other Electives

5 units of approved electives

Early Childhood Specialist Credential (30 units)

The ECE Specialist Credential Program is an advanced credential for those who already hold a valid California Multiple Subject Teaching Credential. For the Specialist Credential, two years of successful ECE teaching at two levels of ECE is required.

The ECE Specialist Program may be combined with the Master's program or taken separately. Master's candidates in the ECE Teacher Leader Specialization may use their course work to fulfill requirements for the ECE Specialist Credential. For the Specialist Credential only, a Thesis or Final Project is not required.

Required ECE Core Courses (6 Units)

- LEE 235 Concept Development in ECE (3 units)
- LEE 241 Field Work in ECE (3 units)

Elective ECE Core Courses (9 units, Select 3 of 4 courses)

LEE 171 Trends and Issues in ECE (3 units)

LEE 232 Literacy in ECE (3 units)

LEE 233 Curriculum and Assessment in ECE (3 units)

LEE 271 Diversity and Inclusion in ECE (3 units)

Other Electives

15 units approved electives

ECE Graduate Program Faculty

All ECE Graduate Program Faculty hold doctorates in ECE or closely related field, have previous teaching experience with young children, contribute to professional organizations and are accomplished scholars.

California State University, Fresno (07-08)

Section A-2

Candidate Assessment/Performance & Program Effectiveness Information

Masters Degree in Education or Advanced Specialists Certification

Early Childhood Education Emphasis

A. Candidate Assessments and Brief Descriptions

ASSESSMENT 1:

Project, Thesis or Paper

This Assignment Addresses These Specific Program Standards Affecting the Development of Both the Early Childhood Teacher Leader and The Early Childhood Education

NAEYC Standards 1,4, 5, ; Essential Tools 3,4,5,6,8,9

The Advanced Program (Masters in Education) in ECE offers students three options for Summative Assessment (MA, not specialist credential):

- 1a. Master's Final Project
- 1b. Master's Thesis
- 1c. Research Paper (ECE Specialist Credential, no MA)

ASSESSMENT #2:

ECE LEADER PORTFOLIO:

DOCUMENTATION OF ESSENTIAL ECE PROFESSIONAL TOOLS

LEE 241 - Field Work in Early childhood Education

This Assignment Addresses These Specific Program Standards Affecting the Development of

Both the ECE Leader and The ECE Program Leader:

NAEYC Standards 1, 2, 3, 4, 5; Essential Tools 1, 2, 3, 4, 5, 6, 7, 8, 9

Portfolios have been used as a cumulating activity in this course for several years. This year we have made some major changes in the portfolio assignment. We have clarified the role of the philosophy statement as an integral unifying component for analyzing and selecting evidence to document learning, and added reflection for each tool as a requirement. We have included sections for the scored Charter School rubrics from other courses. We have also developed a comprehensive portfolio rubric based on the NAEYC tools and our other required assignments (Charter school and Specialist field work). Because of these major changes, our rubric does not fit prior student portfolios.

Cumulative Portfolio:

A major requirement of the course is the development of an ECE professional portfolio. This evaluative portfolio provides cumulative evidence that the graduate student meets the standards of the National Council for Accreditation of Teacher Education (NCATE) for an ECE professional at the advanced level. The National Association for the Education of Young Children (NAEYC) is the professional organization charged with preparing these standards for NCATE. Candidates in advanced programs are expected to demonstrate competence in using each of the nine essential ECE professional tools, as these tools apply to their areas of specialization and professional roles.

**ASSESSMENT 3:
DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP)**

CHARTER SCHOOL – SEPARATE AND COMBINED ASSESSMENTS
Separate Assessments: LEE 171, 232, 233, 271; Combined Assessment: LEE 241

This assignment addresses these specific program standards affecting the professional growth of both the ECE Teacher Leader and The ECE Program Leader NAEYC Standards 1,2, 3,3; Essential tools 1,3,4,5,7,8

Charter schools are an innovative approach to educational reform. Because they are unencumbered by the restrictive regulations governing other public schools, charter schools provide choices for families with accountability for results. In a charter school, teachers, parents and children to have a commitment to a shared educational vision. A major assignment in the four ECE elective courses, the Charter School Project makes real the ideals of our field: developmentally and culturally appropriate practices (DAP) and a quality, comprehensive ECE program spanning birth through third grade.

Please note: While LEE 233 has used the DAP Charter School Assessment for two years, it was expanded to include the other 3 ECE elective courses in Fall, 2005.

ASSESSMENT 4:
LEE 241, ECE FIELDWORK
The ECE Leadership Activity

This Assignment Addresses These Specific Program Standards Affecting the Development of Both the ECE Teacher Leader and The ECE Program Leader; NAEYC Standards 1, 2, 5; Essential Tools 2, 3, 5, 7, 8, 9

ECE Leadership Activity: Design or participate in a leadership activity related to ECE specialization that enhances ECE quality. This activity is a critical demonstration of the candidate's ability to provide effective professional leadership grounded in research and best practice and be an advocate for children and families. The leadership activity rubric provides specific information on the three elements or phases of this activity:

ASSESSMENT 5:

Conceptualizing Leadership Activity, Planning Leadership Activity and Implementing and Evaluating Leadership Activity,

Action Research Project/Paper/Presentation *This Assignment Addresses These Specific Program Standards Affecting the Development of Both the Early Childhood Teacher Leader and The Early Childhood Program Leader; NAEYC Standards 1, 3, 4; Essential Tools 3, 4, 5, 6*

Every profession has a knowledge-base specific to the discipline. Early Childhood Education is no exception. Questions in ECE, are set in the context of research findings and/or previously established best practices.

ASSESSMENT #6:
ASSESSING PROFESSIONAL DISPOSITIONS

Form B Versions are Available for Post Tests
#6 (Required) Additional ECE Advanced Program Assessment
Ethics/Dispositions
At Admission and in LEE 171 (pre-tests)
LEE 241 (post-tests)
Standards 1, 2, 5; Essential Tools 2, 3, 5, 7, 8, 9
CTC Standard 2.1, 2.1.1

These measures assesses the candidate's professional, ethical dispositions (selected dispositions by the KSOEHD) collaboration, reflection, valuing diversity, critical thinking, ethical professionalism, & life long learning. These are administered a various intervals in the program.

Data Summary

MA Ed - Advanced Credential: Early Childhood Emphasis

Demographic Information

Ethnicity

Count	2005-2006	2006-2007	2007-2008	2008-2009
Black	2	2	1	1
Asian	1	2	1	3
Hispanic	10	8	5	5
White	13	14	9	10
Unknown	4	2	4	2
Grand Total	30	28	20	21

Gender

The ECE profession is overwhelmingly represented by females. Over the last three years in the ECE Advanced Program, male enrollment has remained consistent at less than one percent.

Advanced ECE Program

	2005-2006	2006-2007	2007-2008	Anticipated 2008-2009
Credentials Recommended	2	1	0	3
Masters Degrees Conferred	26	20	18	15
Grand total	28	21	18	18

Current ECE Advanced Program Status

Total applicants 2007-2008	10
Total admitted 2007-2008	8
Total enrollment 2007-2008	38
Total with classified standing 2008	17
Total advanced to candidacy 2008	11
Total completed the program 2007-2008	18

Section A-2

Candidate Assessment/Performance and Program Effectiveness Information

A. Candidate Assessments the program uses for recommending degrees and credentials:

List of Assessment Protocols

1. Project or Thesis or Research Paper
2. ECE Leader Portfolio
3. Charter School
4. ECE Leadership Activity in Fieldwork
5. Action Research
6. Professional Disposition

Teaching Graduates and Employer Surveys are also administered -1 yr following graduation.

B. For full descriptions of assessments and rubrics, please consult *Responses to Conditions* (approved 2007-2008).

DATA SUMMARY: ECE ADVANCED CANDIDATE PERFORMANCE ON PROGRAM ASSESSMENTS

ASSESSMENT ONE

Table 1. Candidate Product Quality: Thesis, Project or Research Paper

#1 Summative Assessment: Project, Thesis or Research Paper

1a. Masters Final Project Data

	EXPECTATIONS NOT YET MET	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
2006-2007 n= 7	0	3	4
2007-2008 n= 5	0	1	4

1b. Thesis Data: No theses for this report period.

1c. Specialist Research Paper: None for this period

ASSESSMENT TWO

Candidate Product Quality: ECE Leadership Portfolio
ECE Leader Portfolio

YEAR	EXPECTATIONS NOT YET MET	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
2006-2007 n = 12	0	7	5
2007-2008 n = 10	0	6	4

ASSESSMENT THREE

Candidate Product Quality: Charter School
 (Administered in 271)

Ethics Pre Test LEE 171	DOES NOT YET MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
2006-2007 n = 8	0	1	7
2007-2008 n=4	1	0	3

ASSESSMENT FOUR

Candidate Product Quality: ECE Leadership Activity in Fieldwork
 (Assessed in 241)

YEAR	DOES NOT YET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
2006-2007 n = 5	0	3	2
2007-2008 n = 6	0	5	1

ASSESSMENT FIVE

Candidate Product Quality: Action Research (Assessed in 285)

ECE Graduate Program Action Research

YEAR	EXPECTATIONS NOT YET MET	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
2006-2007 n=15	0	3	12
2007-2008 n=18	1	4	13

ASSESSMENT SIX

Candidate Product Quality: Professional Dispositions

(Assessed in 171* and 241**)

Ethics Pre Test LEE 171	DOES NOT YET MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
2006-2007	0	1	7
2007-2008	0	2	0

Ethics Post Test LEE 241	DOES NOT YET MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
2006-2007	0	1	10
2007-2008	0	2	7

*due to low numbers in LEE 171 for 2007, data was not reported

**LEE 285 served as the data source for this measure instead of 241 as planned

California State University, Fresno (07-08)
Section A-3
Analysis of Candidate Assessment Data

A. Candidate Assessments Used to Recommend Credential & Degree

- 1. Disposition Survey:** This assessment protocol has undergone and is undergoing scrutiny and change. We are evaluating the process itself and the point of sampling. We expect to have this resolved by the next report. Our efforts to put the pre-test on the ECE website were thwarted by a technological problem that is being addressed at the time of this report. However, it should be noted that professional ethics content and organized, related activity prevails ...from advanced program entry to program completion.

CSU System-wide Evaluation:

- 2. Exit Survey:** Semester after semester candidates have indicated overall satisfaction with their advanced ECE program experiences. Recently, the Kremen School has adopted a uniform measure.
- 3. Employer's Assessment (1 year)** This is newly adopted by the Kremen School. We have not received enough responses to report findings at this time.
- 4. Graduate Writing Requirement** The class in which this assessment takes place is LEE 235, Concept Development in Early Childhood Education. In the last two years, no candidate has received a 0 (unmet expectations). All candidates have met or exceeded expectations. Dr. Benninga who teaches this course notes, "In LEE 235 I had several students re-write assignments after they turned them in. I wanted to provide plenty of feedback. ...Students received explicit feedback and in some cases re-submitted written assignments as a result of my initial feedback."

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Section A-4

Use of Assessment Results to Improve Candidate & Program Performance

Advanced Program ECE Emphasis

Data Source	Data Focus	Action(s)	Contact Person	Timeline
Assessment #6 Dispositions	Systemization and Organization of assessment data	When disposition prompts are revised, pretest will be reposted on the ECE web page. Additionally, the dispositions assessments will be added to the program data base.	ECE Program Coordinators	2008
Data Collection in General	Across Program	A shared data base file will be created to make it easier for faculty to collect and enter scores on assessments at regular intervals	Coordinators	2008-2009
Specialist Data	Student Numbers	Recruitment of more students to complete the specialist credential.	Faculty Advisors	2008-Ongoing
Employers' Evaluations & Graduates' Evaluations	Candidates' knowledge, skills & dispositions	Comments submitted by employers and graduates will be brought to meetings for discussion and shared with all ECE faculty.	Program Coordinators	2008-Ongoing
Student Enrollment	Representation of students from different ethnic backgrounds and gender	The ECE faculty are actively recruiting under-represented professionals (males, especially) for the advanced program. Outreach to create a district-based cohort has begun.	All ECE Program Faculty	2007-Ongoing