

2019 - 20 / ASSESSMENT PLAN

Promote scholarly inquiry and Professional Development

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Plan Item was last modified on 4/5/21, 4:33 PM

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Template:

Outcome

Outcome Number:

2

Title:

Promote scholarly inquiry and Professional Development

Research:

Yes,

Community/public service:

Yes,

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.:

ECDC provides scholarly inquiry, professional development, and experiential opportunities for College of Charleston students, faculty, staff.

Attached Files

There are no attachments.

2. Assessment Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures.:

Measure 1: ECDC provides employment and volunteer opportunities for College of Charleston students

Performance Target 1: ECDC employs a minimum of five Graduate Assistants and at least 20 hourly student employees as Teaching Assistants. ECDC hosts and mentors at least 50% of students or others who request volunteer placements.

Measure 2: ECDC meets or exceeds required orientation & professional development requirements for DSS and NAEYC

Performance Target 2a: Each new employee obtain a minimum of 3.0 South Carolina DSS training hours via orientation process or online CCCD ProSolutions Module training.

Performance Target 2b: Each new employee successfully completes First Aid, CPR, and Blood Borne Pathogens training.

Performance Target 2c: Each Master Teacher completes a minimum of 15 hours of DSS approved professional development. (Note: DSS training is reported by calendar year)

Performance Target 2d: Director completes a minimum of 20 hours of DSS approved professional development. (Note: DSS training is reported by calendar year)

Performance Target 2e: Each permanent employee documents progress, meets, or exceeds EPMS annual goals. (Note: EPMS system follows calendar year)

Measure 3: ECDC supports faculty and student research.

Performance Target 3: ECDC hosts at least two faculty/student research projects

Measure 4: ECDC provides practicum opportunities.

Performance target: ECDC hosts at least 400 observation hours annually for faculty and others who request placements

Attached Files

There are no attachments.

3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided. :

Measure 1: ECDC provides employment and volunteer opportunities for College of Charleston students

Performance Target 1:

Graduate Assistants N=10 (Fall 3 rehires, 2 new, Spring 4 rehire, 1 new)

Teacher Assistants N=26

Volunteers 100% placement N=4

Measure 2: ECDC meets or exceeds required orientation & professional development requirements for DSS and NAEYC

Performance Target 2a: 100% new staff, N=15 Employees attended orientation process, but received DSS training hours through college coursework and/or online DSS professional development trainings

Performance Target 2b: 100% all staff N=38 completed FA/CPR/BBP training

Performance Target 2c: 100% of Master teachers (N=4) had minimum of 15 hours for 2019, DSS allows credits to roll over year to year now

Performance Target 2d: Director accrued all required hours necessary for calendar year (2019=23.25) (2020=still in progress)

Performance Target 2e: All permanent employees completed the EPMS process for 2019 with ratings of "met or exceptional".

Measure 3: ECDC supports faculty and student research

Performance Target 3: Research Projects during 2019-20 = 2

TEDU: "*Early Childhood Play and Academics: What Are Parents' Perceptions?*" in collaboration with Director.

TEDU: "*ECDC Transitions Study*" in collaboration with Director.

Measure 4: ECDC provides practicum opportunities.

Year total observation/practicum hours 2019/20 = 575

ECDC hosted 9 CofC practicum students (EDEC 510 and FYSE 138) who completed 93 hours of practicum. ECDC hosted 482 hours of observation from student visitors.

4. Use of Assessment Results: Reflect on the data. What do the data mean for your unit? What changes/strategies were implemented based on the results? :

Outcome #2, Measure #1:

It isn't necessary for our program to increase the number of students hired each year, other than to ensure that all our classrooms are covered adequately to meet required teacher: child ratios. At our program, we always exceed those ratios as part of our mission to demonstrate best practices, so there is a minimum # of positions that need to be staffed, but the number of students on staff or hired in any given year can vary considerably relative to student scheduling availability. We do try to hire students who can presumably stay with the program for as long as possible.

Outcome #2, Measure #2

2a - d: These are requirements that really can't be "over-performed," as 100% is the expected result; so, our data-tracking for this measure simply serves to document we are in compliance with our state regulations and/or accreditation standards. If the results figure falls below 100% for any of these indicators, then this reflection would include proposed strategies to get it back to 100%. COVID-19 affected some changes to professional development opportunities for master teachers and influenced the ability to travel. The Director and Master teachers were anticipating on presenting and attending the CofC Early Childhood Summit in June 2020, but it was cancelled due to COVID.

2e: The same can be said for this measure as the other indicators in Measure #2, except that rather than the numerical target of 100%, the desired descriptor is "exceptional," which exceeds the rating the university requires for contract renewal.

Outcome #2, Measure #3 We use results of research facilitated by our program four ways. First, we look for ways to expand and improve the research opportunities and mentoring we provide others on our campus and in our community. Secondly, we want to use the results of research studies conducted at ECDC to improve our own pedagogy. Third, since the program is small and we have limited capability for conducting research, we want to screen/accept proposals most likely to add to the early childhood education knowledge base and/or contribute to program improvement. Lastly, we want to share research findings/results with others. Therefore, actions we took based on 2019-20 research activities conducted at ECDC included:

- Directors and Teachers reflected about our current emergent curriculum practices and ECDC parents' perceptions on play and academics in the study, "Early Childhood Play and Academics: What Are Parents' Perceptions?" The Director and Dr. Swart (TEDU) shared results with ECDC families and presented this research at the 2019 NAECTE conference and 2020 SCECA conference.
- The "ECDC Transitions Study" has led to implications for future research on ECDC practices, the ECDC philosophy, and how children transition from ECDC to more traditional school settings in elementary school. We implemented a more structured reading assessment approach in our Kindergarten classroom using Fountas and Pinnell and trained graduate assistants to understand the process.

Outcome #2, Measure #4:

Use of our program by visitors for observational learning, interactive practicum experiences, and collaborative service or curriculum projects is an integral and very important part of our program mission. The potential results as expressed in #'s of visitors are limited however, by the size of our building and the needs of very young children for privacy and rest, and our security protocols. We intentionally restrict the number of people who can be in the observation booths or building to 8 at a time (2 per booth), and we have set hours in the AM and PM that do not interfere with children's lunch and nap/rest time. Reported numbers for this indicator can also be misleading depending on what professors or other visitors we are working with and what kind of activities/experiences they want for their students. These findings were also affected by ECDC's school closure in March 2019.

5. Budget Changes:

Increase funding to support PD opportunities, registration fees, and travel for staff.

CofC Strategy 3: Employee Experience & Success As a demonstration preschool for research, observation, and practicum purposes our staff must be provided with ongoing professional development to grow in all areas to model best practices. In addition, staff are expected to maintain annual professional development credit hours for DSS regulations (15 credit hours for teachers, 20 credit hours for Director). Currently, professional development funding is shared by the staff from the ECDC Research and Development account. This account typically provides about \$2,292 annually that is shared by the six full time staff members to attend conferences, travel, or other professional development events.

Increase funding to support substitutes to maintain DSS ratios and appropriate staff coverage.

CofC Strategy 1: Employee Experience & Success The budget line for student employment has remained the same for the past 5+ years. However, the NAEYC standards and DSS regulations that require appropriate staff credentials and ratios have not. The student employment wage remains at \$10/hour and this creates a challenge to retain high quality student staff that are able to commit employment to the program long term.

Comments and Attachments:

Attached Files

[📎 Observers 1920.xlsx](#)

Start:

7/1/2019

End:

6/30/2020

Related Items

Supports (*Connected Up*):

Enhance co-curricular and extracurricular programs for the holistic education of students.
College of Charleston Strategic Initiative

Supported By (*Connected Down*):

No supported by items currently associated