

**Comprehensive Program Review Self-Study  
Ed.S. in Early Childhood Education**

**Columbus State University  
March 2013**

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## **EXECUTIVE SUMMARY FOR THE ED.S EARLY CHILDHOOD EDUCATION PROGRAM**

### **Major Findings of the Program Quality and Productivity**

#### **Program Quality: Very Strong**

In February 2013, a continuing approval review of the teacher education program in the College of Education and Health Professions was conducted by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (GAPSC). The 2008 NCATE and GAPSC Standards were used to assess the Unit and its program. The BOE judged all standards to be met for the unit and for all initial and advanced programs. There were no areas for improvement cited, and the team noted multiple areas of strength. Overall, the Ed.S. Early Childhood Education Program is strong and prepares highly qualified teachers who are able to use their enhanced knowledge and expertise in their schools, districts and state.

#### **Program Productivity: Satisfactory**

Enrollment in the Ed.S. Early Childhood program is small but has increased since 2007. Courses are offered on a one or two year cycle, some are cross-listed with Ed.D courses, and enrollment in courses is good. This helps to contribute to the cost-effectiveness of the department. The number of Ed.S. degrees conferred each year is small; however, most candidates in the Ed.S. program are full-time teachers and several may take longer to graduate. As the only USG institution within a 90 mile radius of Columbus that offers an education specialist degree in Early Childhood Education, CSU provides teachers in its service region an opportunity that they might not have otherwise, to gain expertise and leadership skills in Early Childhood Education.

#### **List of Recommendations for Improving Program Quality**

Though the program quality is very strong, we continue to look for ways to make improvements. Current initiatives include:

- aligning coursework with the Common Core which includes the CCGPS and PARCC Assessments in an effort to help prepare teachers to teach with the new standards;

#### **List of Recommendations for Improving Program Productivity**

The Early Childhood Education Program Advisory Committee oversees the Ed.S. program in Early Childhood and works to improve the curriculum, courses, and resources offered to teachers. Recommendations to improve program productivity are as follows:

- Create a plan to recruit and retain candidates in the program and support them through graduation.
- Closely monitor program trends to enable appropriate planning for all aspects of the program including scheduling of courses and securing faculty positions.
- Align coursework with the new Common Core Georgia Performance Standards in an effort to help prepare teachers to teach with the new standards. By responding to new initiatives, we hope to attract more teachers into the Ed.S. program.

### **Conclusion about the Program's Viability at CSU**

The Ed.S. Early Childhood Education Program at CSU is viable. As indicated by the evaluation of the NCATE/GAPSC Board of Examiners in February 2013, the quality of the program is very strong. All NCATE/GAPSC standards were judged to be met for all initial and advanced program with no areas for improvement cited and multiple areas of strength identified. In addition, program quality is enhanced by special opportunities available at CSU. Early Childhood Education majors have access to resources and professional development opportunities offered through the Columbus Regional Mathematics Collaborative (CRMC), Center for Assessment and Reading Education (CARE), the Center for Quality Teaching and Learning (CQTL), the Coca Cola Science Center, Oxbow Meadows Environmental Learning Center, and outreach program such as Summer Spectacular.

The viability of the program is also ensured by the collaborative relationship that exists between the College of Education and Health Professions and P-12 teachers, principals, and superintendents. Representatives from these groups work together to make improvements to the early childhood program at CSU and to positively impact early childhood education in our region. The Ed.S. program in early childhood is a valuable resource for elementary schools in our area.

Graduates of the Ed.S. Early Childhood Education program are also a valuable resource for our students in the undergraduate program. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our program in early childhood education have helped to create a cadre of leaders within our Partner School Network. Graduates often serve CSU as cooperating teachers in the field and serve on our advisory committees. The strength of the Partner School Network, the Principals' Round Table, the Educator Preparation Program Council, the ECE Advisory Committee, and the Educator Preparation Assembly is a testament to the support of our many stakeholders in the P-5 schools and community.

The number of Ed.S. degrees conferred in early childhood education is small but comparable to other USG state universities. The early childhood program at CSU is essential to preparing candidates to teach young children in this region.

### **Program Improvement Plan**

<b>Departmental Plans and Priorities</b>	<b>CPR Indicator</b>	<b>Projected Timeline</b>
1. Connect program curriculum with the P-5 Common Core and PARCC Assessments.	Quality	2013- Ongoing
2. Develop a plan for recruitment and retention for ECE candidates	Productivity Viability	2013-Ongoing
3. Develop a plan to infuse ideas related to teaching diverse learners throughout all program courses. Specifically, faculty will address the needs of English language learners (ELLs) and develop curriculum and field experiences for all ECE candidates.	Quality Productivity	2013 – Ongoing

The resources needed to accomplish these priorities should be minimal. Departmental resources will be allocated as necessary to accomplish these plans. The Early Childhood Program Coordinator will be provided one course release time each academic year to provide leadership to these tasks. The program coordinator will communicate additional resource requests as needed to the appropriate administrator within the College of Education and Health Professions at Columbus State University.

**Recommendation:** *Maintain the Program at the Current Level*

The program' quality is very strong, and the enrollment has increased since 2007. We will continue to work to improve the Ed.S. program in Early Childhood Education by responding to new initiatives (Common Core and PARCC Assessments) , improving the curriculum, providing support and resources for students, and intensifying recruitment efforts. By enhancing the quality of the program, we hope to continue attracting students to the Early Childhood Education Program.

## THE PROGRAM DELTAILED SELF-STUDY

### Section One – Program Background and Overview

#### I. Overview of Program

The mission of educator preparation programs at Columbus State University is to prepare highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. These three themes (i.e., excellence in teaching, scholarship, and professionalism) are the principles that undergird the Educator Preparation conceptual framework and encompass the principles and standards derived from the Interstate New Teacher Assessment and Support Consortium, the National Board of Professional Teaching Standards, and various specialty association guidelines. In line with the mission and conceptual framework of educator preparation, the initial preparation program in early childhood education prepare highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in grades P-5. In general education courses, related content courses, early childhood education courses, and various field experiences, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. They continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COEHP faculty guide individuals in this developmental process. The result of these efforts to achieve excellence in teaching, scholarship, and professionalism is improved student learning at the P-12 level and the university level.

The COEHP mission of *guiding* candidates is consistent with the philosophy of learning and teaching young children present in the current national guidelines for early childhood education. Focusing on growth toward skillful “whole” performance rather than incremental mastery of discrete skills, teacher preparation program emphasize that candidates move through stages to become professionals who demonstrate *excellence in teaching, scholarship, and professionalism*. Initial program candidates should display *proficiency*, while candidates in graduate program demonstrate *expertise* and *leadership* as they refine and enhance their knowledge and skills. The initial early childhood education program are closely aligned with national early childhood education standards as well as INTASC principles. These standards and principles are encompassed by the three broad themes of teaching, scholarship, and professionalism; and thus, are coherent with the Educator Preparation Conceptual Framework. As the basis for program design, implementation, and evaluation, the Conceptual Framework brings coherence to the early childhood education program as it is used to guide decisions related to curriculum, instruction, field experiences, clinical practice, and assessment. Program coherence is demonstrated in multiple ways. For example,

- Program standards are aligned with national and state standards and principles;
- professional and pedagogical studies provide candidates sequenced opportunities to develop the knowledge, skills, dispositions, and performances stated in national and state principles and standards; and thus, demonstrate excellence in teaching, scholarship, and professionalism; and
- program faculty guide individuals by modeling the dispositions and performances expected of candidates.

Creating opportunities for candidates to demonstrate excellence in *teaching, scholarship, and professionalism* is consistent with the Educator Preparation Conceptual Framework and is reflected in the learning outcomes of the early childhood education program listed below.

The Ed.S. program in Early Childhood Education prepares highly qualified early childhood teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in grades P-5. In early childhood content courses, early childhood education courses, and professional courses, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. Creating opportunities for candidates to demonstrate excellence in these three areas is consistent with the Educator Preparation Conceptual Framework and is reflected in the broad goals of the Early Childhood education program.

The Education Specialist (EdS) graduate program in Early Childhood Education is carefully designed to provide candidates with advanced knowledge, skills, and dispositions of:

- curriculum theory, models, and design appropriate for implementation in settings for young children (scholarship);
- developmentally appropriate instructional strategies appropriate for diverse young learners, their learning styles, and their environments (teaching);
- a self-selected area of professional interest conducive to assuming leadership roles within a school setting (scholarship & professionalism);
- methods, techniques, and instruments appropriate for assessment of young children and their programs, facilitators, and environments (teaching);
- problem solving resources, skills, and techniques necessary for sound decision making in early childhood environments (scholarship & professionalism);
- contemporary theory and research in cognition, social-emotional development, and physical growth as applied to diverse young children in multicultural societies (scholarship);
- technological resources for instruction, management, media development, and problem solving (teaching).

Excellence in teaching, scholarship and professionalism are embodied in the INTASC principles, which constitute the basis for teacher candidate instruction, mentoring and assessment. The early childhood education graduate program uses the graduate Model of Appropriate Practice (GMAP), which is aligned to the INTASC principles, to assess candidates as they proceed through the program. In addition to the MAP faculty use the Dispositions Evaluation to instruct, mentor, and assess all candidates' dispositions for effective teaching. Together, these evaluation instruments encompass the key themes of the conceptual framework, and assist faculty in assessing the preparation of early childhood teachers who can promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism.

The Ed.S. program in early childhood education helps CSU to accomplish its mission of serving the educational needs of a diverse region. By preparing highly qualified teachers, the program helps to improve the quality of education and the quality of life in the institution's service area.

Classrooms in the 21st century are more diverse than ever. Today's classrooms require teachers to use a variety of pedagogical approaches to meet the needs of students varying in culture, language, abilities and many other characteristics. A commitment to diversity is an important aspect of creating opportunities for excellence in early childhood education teaching and learning. Operating within communities of learning as peers, collaborators, mentors, and leaders who construct, critically examine, and reflect upon knowledge, early childhood teacher candidates seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives. Beginning with the educational foundation course, EDUC 2120 Exploring Socio-Cultural Contexts on Diversity in Educational Settings, and continuing through methods/practica and clinical practice, candidates develop an understanding of culture and its influence on learning, development, and pedagogy. During field experiences and clinical practice, they have opportunities to apply what they have learned as they work with diverse groups of students in grades P-5.

The early childhood programs have strong support from all stakeholders. The ECE Advisory Council made up of teachers and past candidates and the Principal's Roundtable are two advisory groups that consistently indicate a high level of satisfaction with our candidates and graduates.

## **II. Indicators of Program Quality**

In February 2013, a continuing approval review of the College of Education and Health Professions was conducted by a Board of Examiners (BOE) team consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The NCATE standards and GAPSC standards were used to assess the unit and its program. The BOE judged all standards to be met and found no areas for improvement for the unit and for all initial and advanced program. Following is a summary of the findings taken from the BOE final report.

### Appropriateness of Faculty Credentials

Unit faculty have doctorates in their areas of expertise. School faculty are licensed in the areas that they teach and supervise. Clinical faculty have recent professional experiences in schools. Evidence indicates that the unit uses best practices in teaching to improve student learning in diverse P-12 classrooms and at the university level.

Unit faculty are highly knowledgeable about the content areas in which they teach. Their instruction emphasizes contemporary research practices and is designed to develop candidate proficiencies in line with professional, state and institutional standards. Unit faculty model good teaching by integrating diversity throughout the curriculum, employing technology and addressing different learning styles. Teaching is regularly assessed at the unit level through student evaluations. Emphasis on teaching quality is a part of the annual review process for both full time and part-time faculty.

### Use of Part Time Faculty

Each semester, the unit calls on skilled practitioners to serve as part-time instructional faculty and/or university supervisors. The combination of full-time and part-time faculty creates a diverse and dynamic teaching staff that appropriately offers a balance between the pedagogical and practical challenges facing today's educators.

University supervisors and clinical faculty are qualified to supervise at the level and/or in the content field where they are assigned. These include a number of talented recent retirees from public schools (both classroom teachers and principals) employed specifically to work with student teachers and interns. All university supervisors, as well as full- and part-time faculty who supervise and evaluate teacher candidates during field experiences, have training in the consistent use of the Model of Appropriate Practice (MAP), the college's performance assessment instrument for initial teacher preparation program.

Part-time faculty are evaluated annually on teaching and professionalism. As requested in the offsite report, the unit provided examples of evaluation instruments used to evaluate part-time faculty. The unit has implemented a process for the systematic evaluation of part-time faculty. Since 2009, instructional evaluations demonstrate that all part-time faculty meet performance expectations.

Full time and part-time faculty engage in collaborative projects to improve candidate performance. This is evidenced by a freshman learning community which pairs education foundation courses with English courses designed to improve the level of writing.

### Diversity of Faculty

Candidates in educator preparation program at CSU participate in multiple learning communities that are diverse in terms of faculty, candidates, and P-12 students. Of the 271 full-time instructional faculty at CSU in fall 2011, 68 (25.1%) were minorities, 154 (56.8%) male, and 117 (43.2%) female. In the COEHP, there were 35 professional education instructional faculty (excluding the Dean and two Associate Deans) who regularly provide instruction for candidates in educator preparation program. Of those, seven were African-American (20%), one (3%) Hispanic, two (6%) Turkish, and one (3%) Japanese-American. Fourteen (40%) were male and 21 (60%) female. In the COEHP, every effort is made to recruit, hire, and maintain a faculty that is diverse in gender, ethnicity, and race and thus provide an opportunity for all candidates to experience and learn from divergent perspectives.

Data on the diversity of school faculty members who supervise candidates during field experiences and clinical practice were provided. A summary of the diversity of cooperating teachers and teacher demographic data for two partner school systems indicated that for the fall 2011, 59 of 96 (61.5 percent) and during the spring semester of 2012, 68 of 106 (64.2 percent) teachers completed and returned the forms. Out of these two groups, 13 of 127 (10.2 percent)



were minorities. Various interviews with faculty and candidates provided evidence of the knowledge and experiences faculty members have to help candidates understand and work with students from diverse groups, including ELL, and students with exceptionalities.

The unit has worked to increase the number of minority faculty. Diverse faculty members have increased as a result of efforts by the unit and university. Evidence provided indicated that candidates have the opportunity to work with diverse school, unit, and other faculty from diverse ethnic, racial, and gender groups. During the poster session it was noted that there were candidates and faculty members from several different minority groups.

### Opportunities for Faculty Development

Unit faculty participate actively in professional development which includes their own further development through workshops and conference participation as well as the facilitation of professional development for both school and other unit faculty. The unit provides sufficient funding to facilitate professional development of faculty and staff. In interviews, faculty consistently confirmed satisfaction with the availability of funding for travel to professional meetings.

The Faculty Center for the Enhancement of Teaching and Learning provides professional development opportunities for faculty. The Center for Quality Teaching and Learning serves as an outreach center offering technology workshops and individual sessions for educators from Preschool through University Faculty, as well as providing technology-training opportunities for community partners. The Distance Learning Design and Delivery Department provides training and support in the design, development, delivery and assessment of instruction via online and distance learning technologies.

- The importance of excellence in scholarship is evident in the degree program that provide strong content preparation (i.e., a major in the content area) as well as professional and pedagogical preparation designed specifically for math and science teachers.
- Professionalism is emphasized in the preparation of candidates to teach in diverse schools.

### Program Improvement Plans

A search has recently been completed for a new early childhood education faculty member. A new hire in early childhood education will allow us to use fewer part-time faculty and provide greater consistency in program delivery. The candidate hired is from a minority group and strengthens the diversity of faculty in the program.

## **II B. Quality of the Teaching**

### Indicators of Good Teaching

Faculty's utilization of best-practice methodology is a special emphasis in educator preparation program. Some faculty use as their basis for "best practice" the constructs delineated in *Methods That Matter* (Zemelman, Daniels, & Hyde; Heinemann, 2005). This work is a synthesis of recommendations of national professional organizations, including the National Council of Teachers of Mathematics. Other faculty take their cue from an array of scientifically-based methods consistent with No Child Left Behind legislation or constructivist learning theory. Although these views of best practice may differ substantively, the climate among faculty is one that stimulates individual professors to think seriously about their own practice in light of their personal (and emerging) understanding of teaching strategies best suited to both teacher candidates and learners in school systems served by CSU. *Perspectives in Learning*, the COEHP's professional journal, frequently publishes articles by faculty and students that highlight best-practice pedagogy.

Unit faculty are highly knowledgeable about the content areas in which they teach. Their instruction emphasizes contemporary research practices and is designed to develop candidate proficiencies in line with professional, state and institutional standards. Unit faculty model good teaching by integrating diversity throughout the curriculum, employing technology and addressing different learning styles. Teaching is regularly assessed at the unit level through student evaluations. Emphasis on teaching quality is a part of the annual review process for both full time and part-time faculty.

### Indicators of Good Advising

CSU's Graduate School and the COEHP Office of Graduate Studies oversee admission and orientation of graduate students. Professional Education Program Coordinators provide advisement to graduate students while the SAFE Office provides assistance with certification requirements.

Individuals with a clear renewable teaching certificate may apply for admission to the MEd, EdS, or EdD degree program. Once admitted to the university as a graduate student, a Graduate Orientation hold is placed on the student's account. The student must complete the online orientation, print the advising form at the end of the orientation and have his/her advisor sign the form after s/he has been advised, and submit the form to COEHP Coordinator of Graduate Records so that the hold can be removed. This must be completed before the student will be able to register for classes. Additional information about COEHP graduate degree program is available at <http://coeHP.columbusstate.edu/degrees.php>.

When a student completes the program of study for a degree, the student's advisor is asked to complete a degree progress sheet showing that the student has met all program requirements.

Faculty maintain an updated degree progress sheet for each advisee to ensure that all requirements are being met. Notes from advising sessions are included on the degree progress sheet. Electronic copies of degree progress sheets are kept on file on the P-drive so that the department chair may access these files as needed to assist students.

Advisors are familiar with important deadlines (registration, course withdrawal, graduation, etc.) and inform their advisees appropriately. They are also familiar with the university appeals process and assist advisees, as needed, in resolving disputes. Matters related to student conduct are handled through the Office of the Dean of Students. Academic appeals are handled at the department level. When necessary, department decisions may be appealed to the appropriate Dean and then to the Provost.

### Departmental Reward System

Full time unit faculty undergo an annual review of performance during which teaching, scholarship, and service are evaluated. Performance evaluations are intended to improve the performance of the faculty member under review and are also used in making decisions regarding merit pay.

In recognition of the competence and expertise of COEHP faculty, three new awards were created in fall 2007 to bring greater attention to excellence in teaching, scholarship, and service-based leadership. Every spring, there is a college-wide vote on nominated finalists. Annually, each award has at least three qualified candidates who are nominated by administrators, students, and colleagues for their competence and professional merit.

### Program Improvement Plans

Teaching and advising are strong components of the early childhood education program. When a new hire is made, a faculty mentor will be assigned to the person to help guide him or her in establishing good teaching and advising practices.

## **II C. Quality of Research and Scholarship**

### Opportunity for Student Research Projects

The Ed.S program in Early Childhood Education requires candidates to complete a culminating research project demonstrating that they are meeting national, state, and institutional standards as they synthesize and apply the knowledge and skills developed in their course of studies. Data from the Graduate Model of Accomplished Practice (GMAP), the college's performance assessment instrument for graduate students in teacher education, and culminating projects show that candidates understand and can apply theories related to student learning and that they analyze student, classroom, and school performance data and make data-driven decisions. In 2010-2011, all candidates met or exceeded expectations on all components of the GMAP, with 54% or more exceeding expectations.

Interviews with candidates and faculty confirmed that faculty regularly involve candidates in research which results in presentations at professional meetings and publications in refereed journals. Ed.S. candidates can also present their culminating research project at the Teacher Education Graduate Symposium held each semester.

#### Faculty Publications, Presentations, and Grants

CSU's professional education faculty is productive in terms of research, publications, and presentations. For example, in 2010-2011, COEHP professional education faculty published 1 book, 1 book chapter, 24 refereed journal articles, and 4 non-refereed journal articles. In addition, faculty wrote 23 major reports and produced 19 other types of scholarly work including grant proposals and manuscript reviews. Several faculty members are published in the COEHP peer reviewed journal, *Perspectives in Learning*. The editorial board for *Perspectives in Learning* includes four professional education faculty members with one serving as the journal's editor. The journal, which was first published in spring 2000, features scholarly contributions from faculty and from graduate and undergraduate students in collaboration with faculty, peers, and community partners. All publications relate to teaching and learning, and manuscripts may be submitted for review by authors both within and outside the university. See [Exhibit 5.3.d #9 \(i\)](#) for samples of faculty publications.

Much of the research generated by professional education faculty members is shared at professional conferences. Faculty present independently, collaboratively, and with their students at local, state, regional, and national/international conferences or meetings. During the 2010-2011 academic year, professional education faculty presented at 34 international/national conferences, 32 regional/state conferences, and 23 local conferences or meetings. See [Exhibit 5.3.d #9 \(ii\)](#) for samples of faculty presentations.

Faculty have also been successful in receiving external funding to support educator preparation. In 2010-2011, professional education faculty submitted 22 grant proposals with 13 being funded for annual awards totaling approximately \$564,393. Early in AY 2011-2012, CSU was awarded two large five-year grants ([UTeach Grant](#) worth \$1.4 million and [Robert Noyce Teacher Scholarship Grant](#) worth \$1.2 million) to support math and science teacher preparation. These two grants are a collaborative effort between professional education faculty in the COEHP and math and science faculty in the College of Letters and Sciences. See [Exhibit 5.3.d #9 \(i\)](#) for samples of faculty grant proposals.

Unit faculty actively engage in research. Interviews with candidates and faculty confirmed that faculty regularly involve candidates in research which results in presentations at professional meetings and publications in refereed journals. Unit faculty are successful in securing internal and external funding for their research including funding from the Ivey Foundation, UTeach Grant (\$1.4 million), and ARRA Early Head Start (\$2 million). The promotion and tenure

process values and rewards active scholarship as demonstrated in the Rubric for Annual Performance Review.

#### Program Improvement Plans

The early childhood education program has been successful in securing grants to support teacher preparation. We plan to look for other grants to enhance and further support our early childhood program.

### **II D. Quality of Service**

#### Activities to Enhance Program, Department, College, Institution, Community and/or Region

Unit faculty are actively engaged in service to the university, the profession and the community. Unit faculty serve in leadership roles in state and national professional associations and agencies.

CSU professional educator preparation faculty display extensive and distinguished service on campus, in the community, in the Georgia/Alabama region, and nationally. Such service is highly consistent with the unit's mission and with the Conceptual Framework, serving the greater purpose of positively affecting student achievement, whether the achievement of teacher candidates, counselors, and administrators or the achievement of children and adolescents. See [Exhibit 5.3.e](#) for examples of faculty service and collaborative activities.

#### Program Improvement Plans

Early childhood education faculty will continue to engage in service to the university, the profession, and the community.

### **II E. Quality of Faculty and Student Achievements**

#### Faculty Honors

In recognition of the competence and expertise of COEHP faculty, three new awards were created in fall 2007 to bring greater attention to excellence in teaching, scholarship, and service-based leadership. Although the award selection was originally designed to be the privilege of the Faculty Qualifications, Performance and Development committee, it became evident during the initial call for nominations that our college has many qualified and exemplary professionals based on the number of nominating letters. Every spring, there is a college-wide vote on nominated finalists. Annually, each award has at least three qualified candidates who are nominated by administrators, students, and colleagues for their competence and professional merit.

## Student Honors

Outstanding graduate students in each education program are honored annually at the CSU Honors Convocation and at the COEHP Awards Ceremony. From time to time, education students are honored with scholarship awards to support their continuing education.

Graduate Achievements (Licensure, Certification, Admission to Graduate School, Job Offers, etc.)

The Ed.S. leads to a certificate upgrade and subsequent pay raise for teachers completing the degree program. Teachers develop further expertise in early childhood education by completing the Ed.S. program of study.

## **II F. Quality of Curriculum**

### Relationship Between Program's Curriculum and Its Outcomes

The Ed.S. program in Early Childhood Education prepares highly qualified early childhood teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in grades P-5. In early childhood content courses, early childhood education courses, professional courses, and field experiences, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. Creating opportunities for candidates to demonstrate excellence in these three areas is consistent with the Educator Preparation Conceptual Framework and is reflected in the broad goals of the early childhood education program.

Candidates pursuing a Ed.S. degree in Early Childhood Education develop and demonstrate *expertise* as they progress through the program. Graduates of the program are prepared to apply their expert knowledge of teaching and learning in grade P-5 classrooms, thus helping to meet the demand for highly qualified early childhood teachers.

The Ed.S. program in Early Childhood Education is closely aligned with CSU's mission of achieving academic excellence and preparing individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others. Focusing on growth toward skillful "whole" performance rather than incremental mastery of discrete skills, candidates in the Early Childhood education graduate program demonstrate expertise as they develop, refine, and enhance their knowledge and skills to improve the learning of all students in grades P-5.

### Incorporation of Technology

Faculty have access to computer and printing resources, as well as to the most recent developments in technology including interactive boards, personal response systems (clickers), iPads, and classroom management software. Campus support services provide extensive library

and technology support services. New faculty and adjunct faculty have access to orientations and seminars in teaching and learning and technology. Campus support services provide extensive technological support for distance learning and online course delivery systems.

Faculty, candidates, and staff have access to state-of-the-art facilities, multimedia classrooms, and up to date technology, which is used to help them advance unit objectives. The unit has developed an innovative model for providing advanced graduate coursework exclusively through on-line technology. Existing technology and data management will be enhanced by the implementation of the new LiveText data management system.

#### Utilization of Multidisciplinary Approaches

Excellence in teaching embodies the use of best practices which include using multidisciplinary approaches to teaching. Integrating or connecting content areas in relevant and meaningful ways is an integral part of good teaching. An examination of course syllabi indicates that through readings, lectures and meaningful activities, faculty seek to help candidates learn and appreciate the relevance of how school subjects are interconnected and how each subject builds on the other.

#### Utilization of Multicultural Perspectives

The Educator Preparation Conceptual Framework clearly articulates the unit's commitment to diversity. Excellence in teaching embodies the use of best practices to improve student learning in diverse P-12 classrooms as well as at the university level. Excellence in scholarship embodies the seeking out and exploring of multiple viewpoints, embracing diversity as it enriches our intellectual lives and positively impacts our professional performances. Scholars engage in a life-long learning process, continually acquiring, integrating, and applying knowledge and skills to achieve excellence in teaching and to improve the learning of all students. Professionalism is demonstrated through in-depth knowledge of a field of study and an effort to meet the highest standards set forth by professional organizations. These standards include a commitment to diversity.

A commitment to diversity is also reflected in the 2011 InTASC Standards and NBPTS propositions upon which the Conceptual Framework is based. Curricula, instruction, field experiences, clinical practice, and assessments are aligned with these principles and standards and reflect a commitment to diversity in the following ways:

- All COEHP syllabi include a statement regarding our commitment to diversity.
- The diversity proficiencies initial candidates are expected to meet include the following dispositions: Interacts appropriately and positively with others; Treats others with courtesy, respect and open-mindedness; and Displays the ability to work with diverse individuals. ([Exhibit 1.3.e #1](#))

- The Model of Appropriate Practice (MAP) ([Exhibit 1.3.c.1 \(i\)](#)), the unit's performance assessment instrument used in all initial program, is aligned with the 2011 InTASC Standards ([Exhibit I.5.c #6](#)) and includes the following diversity proficiencies initial candidates are expected to meet: 1b: Demonstrating knowledge of students; 1c: Selecting instructional goals (i.e., suitability for diverse students); 1d: Demonstrating knowledge of resources (i.e., resources for students); 2a: Creating an environment of respect and rapport; 2b: Establishing a culture for learning; 3a: Communicating clearly and accurately; 3b: Using questioning and discussion techniques; 3c: Engaging students in learning; 3e: Demonstrating flexibility and responsiveness (i.e., response to students); and 4c: Communicating with families.
- The diversity proficiencies advanced candidates are expected to meet include: Interacts appropriately and positively with others, while appreciating and valuing human diversity; and Demonstrates the belief that all students can learn. ([Exhibit 1.3.e #2 Graduate Dispositions](#))
- The Graduate Model of Accomplished Practice (GMAP) ([Exhibit 1.3.c.2 \(i\)](#)), the unit's performance assessment instrument in advanced teacher preparation program, is aligned with NBPTS propositions ([Exhibit I.5.c #7](#)) and includes the following diversity proficiencies advanced candidates are expected to meet: 1a: Recognizes individual differences in students and adjusts teaching; 1b: Treats all students equitably; 1c: Designs lessons to match student abilities and foster interest; 1d: Provides evidence of teaching to develop multiple domains; 1e: Understands how students develop and learn; 2b: Presents lesson and content so that students learn in a variety of ways; 3b: Uses multiple strategies to meet goals; 3c: Motivates students to be engaged in learning; 3d: Creates an effective learning environment; 5b: Collaborates with parents; and 5c: Uses community resources.

In keeping with our commitment to diversity, the faculty designed curricula and experiences aimed at increasing all education candidates' knowledge of and sensitivity to the diverse nature of P-12 students ([Exhibit 4.3.b](#)). Educator preparation faculty believe teachers must be able to work successfully with a diverse population of colleagues and learners. Similarly, the faculty believe skillful beginning teachers are able to ensure that all adolescents with whom they work achieve significant academic growth.

At the graduate level, an analysis of syllabi provides evidence that faculty address diversity in M.Ed. and Ed.S. foundations and research courses as well as through major course requirements such as unit plans, case studies, and action research projects in school library media, school counseling, leadership, and an array of teaching fields. For example, in EDUF 6115 Educational Psychology, candidates examine the interrelationship between motivation, learning, and teaching with an emphasis on application to the needs of diverse learners. Other examples showing how candidates are prepared to work with diverse groups of students are provided in [Exhibit 4.3.b #2 & 3](#). At the graduate level, candidate performance is assessed in at least one required course



([Exhibit 2.3.d #3](#)) in each program using the GMAP and Graduate Dispositions. Candidates reflect on data from these evaluations and develop plans to improve their knowledge, skills, and dispositions for helping all students learn.

### **Program Improvement Plans**

The early childhood faculty will continue to find ways to address diversity in all courses. Addressing the needs of English language learners (ELLs) is a specific area in which faculty is working to develop curriculum and field experiences for all ECE candidates.

## **II G. Quality of Facilities and Equipment**

### Availability of Classroom and Laboratory Space

Candidates have access to [facilities](#) on main campus to support their development as professional educators. Facilities used for educator preparation include 18 multimedia classrooms, three computer labs, and a conference center with three sophisticated classroom/laboratories equipped with interactive white boards and advanced computers capable of digital media productions.

### Availability of Equipment

Facilities used for educator preparation include 18 multimedia classrooms, three computer labs, and a conference center with three sophisticated classroom/laboratories equipped with interactive white boards and advanced computers capable of digital media productions. Computers in specified classrooms also include a variety of math software (e.g., Geometer's Sketchpad, Geogebra, Tinkerplots) for use in instruction in mathematics education courses. Furthermore, candidates now have enhanced opportunities to work with state-of-the-art technology in P-12 schools due to technology resources and training provided for participating schools and teachers through a [DoDEA grant](#). Resources include Bretford Carts, tablet computers, iPod touches, SMARTboards, iPevo, digital microscopes and projectors, slates, and student response units. In addition, faculty and candidates have access to the Columbus Regional Mathematics Collaborative ([CRMC](#)) lending library and teacher resource center stocked with resources to enhance mathematics instruction.

### **Program Improvement Plans**

NCATE/ GAPSC Standard 6, Unit Governance and Resources was noted as an area of strength by the NCATE/GAPSC joint team. However, because technology is continuously changing, the early childhood program faculty will remain diligent in providing students with the most current technology to mirror what is available in P-12 schools. We will continue to seek grants to assist with this process.

### III. Summary Findings of the Program's Overall Productivity

#### Enrollment in the Ed.S. Early Childhood program

All of the required courses are offered every term or at least once a year, and enrollment in required courses is good. This helps to contribute to the cost-effectiveness of the department. The program has a diverse group of candidates from a range of age groups. Graduates of the program are in high demand.

#### III A. Enrollment of Students in the Program

*Table 3.1 Number of Declared Majors in the Ed.S. Program in Early Childhood*

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	5 Year Avg.
Full-Time	1	7	4	2	4	4
Part-Time	9	28	23	17	24	18
<i>Total</i>	10	25	27	19	28	22

Total enrollment in the Ed.S. program has been increasing since 2007. In 2011-2012, enrollment in the Ed.S. Early Childhood Education program increased from a total of 19 in 2010-11 to 28. Most candidates are part-time, which is understandable since most are full time teachers.

#### III B. Degrees Awarded Over Past 5 Years

*Table 3.2 Annual Degree Productivity for Ed.S. Programs*

Program	2007	2008	2009	2010	2011
<b>Early Childhood Education</b>	0	0	3	6	5
Middle Grades Education	2	4	8	3	12
Secondary Education	9	5	10	4	10

As indicated in Table 3.2, the number of Ed.S. degrees conferred each year in Early Childhood Education is small and ranks third among the Ed.S programs offered in the Department of Teacher Education. The low number of degrees awarded are indicative of the nature of the EdS program. Because students must complete the Ed.S. research project in order to graduate, this spreads the graduates out over a longer period of time, as each one proceeds with the project at a different rate. Efforts are underway to increase the enrollment and retention in the program.

### III C. Comparison with CSU and USG Programs

Table 3.3

Specialist Degrees Awarded in Early Childhood (Elementary) Education Programs at USG State Universities						
USG Institution	2006-07	2007-08	2008-09	2009-10	2010-11	5-Year Avg
Columbus State University	0	0	3	6	5	2.8
Georgia College & State University	7	13	11	8	10	9.8
Valdosta State University	9	2	4	4	0	3.8
<b>Total</b>	16	15	18	18	15	

Plans for improving the position of CSU's early childhood education program among comparable USG program include enhanced recruitment and retention efforts, improved services and support for early childhood education majors, and continued support for students and classroom teachers through a variety of professional development activities.

### III D. Retention Rates

Table 3.4 First-time , Full-time ECE Ed.S. Students Enrolled Fall Semester

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	# in cohort	Number returning in Fall 2007	# in cohort	Number returning in Fall 2008	# in cohort	Number returning in Fall 2009	# in cohort	Number returning in Fall 2010	# in cohort	Number returning in Fall 2011
Early Childhood	1	0(0%)	8	7(87.5%)	9	8(88.9%)	5	4(80%)	2	2(100%)
<b>Middle Grades</b>	-	-	8	8(100%)	7	6(85.7%)	4	3(75%)	4	4(100%)
Secondary Education	4	4(100%)	2	1(50%)	6	4(66.7%)	10	8(80%)	6	5(83.3%)

As compared to the other Ed.S. programs housed in the Department of Teacher Education, retention rates are comparable. We are consistently seeking ways to retain our graduate candidates and will continue to work on an improved retention plan.

### III E. Student Learning Indicators

Key assessments for Ed.S. candidates include the following:

- GPA
- Graduate Model of Accomplished Practice (GMAP), a teaching performance assessment
- Dispositions Assessment
- Ed.S. Project

#### GPA

Data indicate that Ed.S. candidates know the content they teach and can explain important principles and concepts. Average GPAs from 2007-2012 ranged from 3.47-3.86 with a five year average of 3.72. Candidates in the early childhood education program are assessed by their instructors in the content courses, general education courses, and early childhood education courses. Evaluations are based on varied assessments including homework assignments, projects, in-class presentations, labs, tests, reflective logs, peer and self-assessments, instructional units and lesson plans, and videos of their teaching. These evaluations are used to determine course grades that are reflected in a candidate's GPA. In addition, candidates must have a C or better in all required content coursework.

Candidates demonstrate an in-depth understanding of the content of their field and the theories related to pedagogy and learning. They select and use a broad range of strategies and technologies that promote student learning. Candidates are assessed by instructors in selected courses using the Graduate Model for Accomplished Practice (GMAP). Data from GMAP evaluations show that at program exit, all candidates met or exceeded expectations on all components of the GMAP. In addition, all candidates met or exceeded expectations on all components of the Dispositions Assessment.

All Ed.S. candidates are required to complete an in-depth Ed.S. research project for program completion.

### III F. Graduation Rate of Program

*Table 3.5 Three-Year Graduation Rate (\*)*

Ed.S.	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	# in cohort	Graduating by 2008	# in cohort	Graduating by 2009	# in cohort	Graduating by 2010	# in cohort	Graduating by 2011	# in cohort	Graduating by 2012
Early Childhood Education	3	1(33.3%)	1	0(0%)	8	6(75%)	11	6(54.5%)	5	3(60%)

\* The cohorts above are degree-seeking graduate students who entered a CSU graduate program in the fall (or previous summer) semester. Graduation rate calculated based on number of students completing program within three-year time period.

Over the last five years, three-year graduation rates for the Ed.S. program in early childhood education have ranged from 0% - 75%. These three year graduation rates are below the average rates of other Ed.S. programs housed in the Department of Teacher Education. Some Ed.S. early childhood candidates may take more than three years to complete their degree because of the research project requirement. Also, most Ed.S. degree candidates are part-time students who are teaching full-time. Their teaching schedules and other obligations may not allow them to complete all required coursework in three years.

More research is needed to determine why the Ed.S. three year graduation rates are lower than other Ed.S. programs in Teacher Education. The early childhood faculty is committed to developing a support plan for students to insure a timely graduation for Ed.S. candidates.

Providing a quality program in Early Childhood Education is the primary concern of the Early Childhood Education faculty. We will continue to make every effort to provide meaningful and relevant coursework that prepares teachers with the knowledge, skills and dispositions to help all students learn. Ongoing efforts to offer additional support and resources to teachers and Ed.S. candidates as they work on their Ed.S. degree should ensure that most students who enroll in the program are able to complete them.

### **III G. Cost Effectiveness of Instructional Delivery**

As shown below in Tables 3.9 and 3.10, the budget for the Department of Teacher Education represented approximately 6-7% of the total instructional costs for Columbus State University (CSU) from 2008 to 2010. In Fall 2011, 911 (11%) of the 8307 students enrolled at CSU were majoring in a program offered in the Department of Teacher Education. In addition, the department budget helps support undergraduate teacher education program (i.e., secondary education, foreign language, and fine arts) housed in other colleges. This suggests that teacher education program as a whole are cost effective.

From 2008 to 2012, the Department of Teacher Education budget was supplemented by grant funds ranging from approximately \$42,000 to \$132,000. During this time period, there was a 15% decrease in state funding for the department, even though the number of education majors and credit hour production increased.

*Table 3.6 Department of Teacher Education Budget*

	2008	2009	2010	2011	2012
State Funds	\$2,340,134	\$2,162,502	\$1,993,635	\$1,823,652	\$1,977,860
Grant Funds	\$41,841	\$61,223	\$131,963	\$129,421	\$102,877
<i>Total</i>	<i>\$2,381,975</i>	<i>\$2,223,725</i>	<i>\$2,125,598</i>	<i>\$1,953,073</i>	<i>\$2,080,737</i>

*Table 3.7 Early Childhood Education Credit Hour Production - Fall Semester*

	2008	2009	2010	2011	2012	5 Year Avg
<i>1000 Level Courses</i>	0	0	0	0	0	0
<i>2000 Level Courses</i>	0	0	0	0	0	0
<i>3000 Level Courses</i>	355	269	429	395	295	349
<i>4000 Level Courses</i>	830	603	695	384	437	590
<i>5000 Level Courses</i>	0	0	0	0	0	0
<i>6000 Level Courses</i>	216	336	243	222	234	250
<i>7000 Level Courses</i>	3	100	90	48	159	80
<i>Total</i>	1,404	1,308	1,457	1,049	1,125	1,268

*Table 3.8 Total Instructional Costs per Credit Hour and Headcount at CSU*

	2008	2009	2010
Instructional Costs	\$31,868,466	\$31,193,232	\$34,596,532
Total Credit Hours Generated	164,732	171,280	178,470
Total Headcount	7,590	7,953	8,179
Cost per Credit Hour	\$193	\$182	\$194
Cost per Headcount	\$4,199	\$3,922	\$4,230

*Table 3.9 Average Course Enrollment - Fall Semester*

	2007-08	2008-09	2009-10	2010-11	2011-12	5 Year Avg.
6000 Level Courses	24	21	27	25	26	25
7000 Level Courses	1	9	8	3	11	6
<i>Overall Average</i>	25	20	29	23	22	24

The five year enrollment average for 6000 level courses is 25 which contributes to the cost effectiveness of the program. We recently began a new doctoral program and are working on building enrollment in the 7000 level courses. Some Ed.S and Ed.D courses are cross-listed to be more cost effective. A Program Coordinator for the doctoral program was hired for fall of 2013. Part of his job will be to increase enrollment in the doctoral program.

*Table 3.13 Number of Faculty*

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
Full-Time Faculty	<b>6</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>6</b>
Part-Time Faculty	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>

## **Section Four - Program Viability**

### **IV A. Summary of Program's Viability**

The Ed.S. Early Childhood Education program at CSU is viable. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2013, the quality of the program is very strong. All NCATE/PSC standards were judged to be met for all initial and advanced program. There were no areas for improvement and multiple strengths were cited. In addition, program quality is enhanced by special opportunities available at CSU.

The viability of the program is also ensured by the sharing of resources among all Early Childhood programs at CSU. The Ed.S. program in early childhood is a valuable resource for teachers in our region who want to grow professionally and gain expertise in the field of early childhood education. Students in the Ed.S. program take what they learn and apply it in their own classrooms to help their students learn.

Graduates of the Ed.S. Early Childhood program are also a valuable resource for our undergraduate program in Early Childhood. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our graduate programs in Early Childhood have helped to create a cadre of leaders within our Partner School Network. Graduates often serve CSU as pre-student teaching cooperating teachers and cooperating teachers for student teaching. They are a valuable asset in assisting with the development of our undergraduates.

Though small, the number of Ed.S. Early Childhood degrees conferred by CSU has been fairly consistent over the past five years and is comparable to the number of degrees conferred by other USG state universities. As the only USG institution within a 90 mile radius of Columbus that offers and education specialist degree in Early Childhood Education, CSU provides early childhood teachers in its service region an opportunity to gain expertise in early childhood education. This is an opportunity they might not have if CSU did not offer this degree program. With the need for highly-qualified teachers, we need to provide every possible opportunity for teachers to grow professionally and enhance their knowledge and skills in early childhood education. The early childhood program at CSU is essential to preparing candidates to teach young children in this region.

<b>Departmental Plans and Priorities</b>	<b>CPR Indicator</b>	<b>Projected Timeline</b>
1. Connect program curriculum with the P-5 Common Core and PARCC Assessments.	Quality	2013- Ongoing
2. Develop a plan for recruitment and retention for ECE candidates	Productivity Viability	2013-Ongoing
3. Develop a plan to infuse ideas related to teaching diverse learners throughout all program courses.	Quality Productivity	2013 – Ongoing



Specifically, faculty will address the needs of English language learners (ELLs) and develop curriculum and field experiences for all ECE candidates.		
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**IV B. Summary of Program Improvement Plan**

The Early Childhood Program Advisory Council (PAC) oversees the program in early childhood education and works to improve the curriculum, courses, and resources offered to candidates.

Recommendations to improve program quality and productivity are as follows:

- Align all coursework with the new Common Core Georgia Performance Standards and forth-coming PARCC assessments for Early Childhood Education in an effort to help current teachers and prepare new teachers to teach with these standards and prepare P-5 students for the PARCC assessments.
- Develop a plan for recruitment and retention for ECE candidates. Provide additional support for ECE candidates through advising and mentoring..
- Develop a plan to infuse ideas related to teaching diverse learners throughout all program courses. Specifically, faculty will address the needs of English language learners (ELLs) and develop curriculum and field experiences for all ECE candidates. As our ELL population grows, it is imperative for candidates to have the skills and dispositions to work with ELL students.

The timetable for implementing the program improvement plan is on-going, beginning in the spring of 2013. The resources needed to accomplish these priorities should be minimal. Departmental resources will be allocated as necessary to accomplish these plans. The Early Childhood Program Coordinator will be provided one course release time each academic year to provide leadership to these activities. The Program Coordinator will communicate resource requests as needed to the appropriate administrator within the College of Education and Health Professions at Columbus State University.