

Mission: To prepare early childhood educators with the specialized knowledge, skills, and dispositions needed to support the learning and development of children from transitional kindergarten (TK) through grade 3, and to positively impact families, communities, and early learning environments.

Goals: The Early Childhood Program at the Mary Lou Fulton College for Teaching and Learning Innovation is committed to preparing effective educators for transitional kindergarten (TK) through third grade by integrating research-based theory with meaningful, developmentally appropriate practice. Through high-quality instruction and immersive clinical experiences in diverse early learning settings, candidates develop deep knowledge of early childhood development, curriculum, and pedagogy. Faculty actively contribute to and apply current educational research to ensure candidates are equipped to meet the academic, social, and emotional needs of young learners and to support families and communities.

Outcome 1

Graduates will apply knowledge of early childhood development to analyze learning environments for inclusive and equitable structures and experiences that support the diverse needs of TK–3 children through developmentally appropriate, engaging, and collaborative practices.

Concepts	Competencies
Graduates of the Early Childhood Education (California PK-3 Early Childhood Education Specialist Credential) MEd program will demonstrate an understanding of the foundational principles of effective early childhood learning environments.	Graduates of the Early Childhood Education (California PK-3 Early Childhood Education Specialist Credential) MEd program will be able to define and identify the principles of inclusive and equitable learning environments that support all TK–3 learners through developmentally appropriate practices, including individual and collaborative learning, high-leverage strategies, critical thinking, active

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	engagement, and attention to learner well-being.
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Measure 1 Students will complete the Inclusive, Safe, and Culturally Responsive Learning Environments common assessment in TEL 517: Creating Equitable Learning Environments. The assignment will be assessed using a faculty developed rubric to assess students' competency on evaluating classroom environments that are flexible, accessible, culturally responsive, ensuring student engagement, and safety.	Performance Criterion 1 At least 85% of students will demonstrate the ability to effectively evaluate inclusive, safe, and culturally responsive learning environments that promote equity and belonging, as measured by the Inclusive, Safe, and Culturally Responsive Learning Environments common assessment in TEL 517: Creating Equitable Learning Environments.
Measure 2 Students will complete the Learning Environment common assessment in their first professional experience course (students take ECD 514: Internship I or ECD 517: Apprentice Teaching I). The assignment will be assessed using a faculty developed rubric to assess the students' competency in analyzing learning environments for their attention to equity (e.g., individual and collaborative learning experiences, high leverage practices, critical thinking, active engagement, and learner well-being).	Performance Criterion 2 At least 85% of students will demonstrate proficiency in designing inclusive and developmentally appropriate learning environments that support the diverse needs of TK–3 children, as measured by the Learning Environment common assessment in ECD 514: Internship I or ECD 517: Apprentice Teaching I

Assessment Process: All students in the Early Childhood Education (California PK-3 Early Childhood Education Specialist Credential) program take TEL 517: Creating Equitable Learning Environments and one professional experience course (ECD 514: Internship I or ECD 517: Apprentice Teaching I) early in their program of study. Each of these foundational courses has a common assessment, one that cannot be modified by instructors, that assesses students' competency in demonstrating an understanding of the foundational principles of effective early childhood learning environments, including how classroom design, emotional climate, and culturally and linguistically responsive practices influence young children's development and learning. Instructors will use the faculty developed rubric for each common assessment and determine if the student met the Program Learning Outcome (PLO) DDM3: Equitable & Inclusive Learning Environments at the "Reinforced" (R) level. The MLFC Office of Data Strategy & Compliance will pull the data from Canvas to determine what percentage of students "met" the PLO.

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Measures Summary*

*new program applications only

(insert summary for all outcome 1 measures here. see [UOEEE website](#) or [Canvas site](#) for more info)

Outcome 2

Graduates will design developmentally appropriate learning experiences for TK–3 students that align with California’s Early Childhood Education standards, including the Preschool Learning Foundations and the California Common Core State Standards.

Concepts

Graduates of the Early Childhood Education (California PK-3 Early Childhood Education Specialist Credential) MEd program will demonstrate the ability to design learning experiences aligned to the appropriate content standards.

Competencies

Graduates of the Early Childhood Education (California PK-3 Early Childhood Education Specialist Credential) MEd program will be able to identify and interpret relevant content-level standards for TK–3 learners.

Measure 1

Students will complete a common assessment titled Planning Narrative for their second Professional Experience Course (ECD 515: Internship II or ECD 518 Apprentice Teaching II). The assignment will be assessed using a faculty developed rubric to determine the students’ competency in analyzing how well a

Performance Criterion 1

At least 85% of students will demonstrate the ability to effectively analyze learning plans that align with California TK–3 standards and support diverse learners, as measured by the Planning Narrative common assessment in ECD

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learning plan aligns with relevant TK-3 content standards.	515: Internship II or ECD 518: Apprentice Teaching II.
Measure 2 Students will complete a common assessment titled Applying Current State Standards in ECD 506: Early Childhood Curriculum. The assignment will be assessed using a faculty developed rubric to determine the students' competency in applying the CA early childhood standards to design a developmentally appropriate lesson.	Performance Criterion 2 At least 85% of students will demonstrate the ability to apply current California TK–3 content standards to the design of developmentally appropriate early childhood curriculum, as measured by the Applying Current State Standards common assessment in ECD 506: Early Childhood Curriculum.

Assessment Process: All students in the Early Childhood Education (California PK-3 Early Childhood Education Specialist Credential) program take ECD 507: Early Childhood Curriculum and one professional experience course (ECD 515: Internship II or ECD 518: Apprentice Teaching II). Each of these courses has a common assessment, one that cannot be modified by instructors, that assesses students' competency in designing developmentally appropriate learning experiences for TK–3 students that align with California's Early Childhood Education standards and ensuring support for foundational skill-building and alignment with early learning benchmarks. Instructors will use the faculty developed rubric for each common assessment and determine if the student met the Program Learning Outcome (PLO) DDM2: Pedagogical Content Knowledge at the "Reinforced" (R) level. The MLFC Office of Data Strategy & Compliance will pull the data from Canvas to determine what percentage of students "met" the PLO.

Measures Summary*

*new program applications only

(insert summary for all outcome 2 measures here. see [UOE website](#) or [Canvas site](#) for more info)

Outcome 3

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Graduates will be able to apply expectations of the profession including applicable codes of ethics, professional standards of practice, and relevant law and policy.

Concepts	Competencies
Graduates of the Early Childhood Education (California PK-3 Early Childhood Education Specialist Credential) MEd program will demonstrate knowledge of the expectations of the profession including applicable codes of ethics, professional standards of practice, and relevant law and policy.	Graduates of the Early Childhood Education (California PK-3 Early Childhood Education Specialist Credential) MEd program will examine educational situations through the expectations of the profession and apply expectations of the profession (e.g., code of ethics, standards of professionalism, relevant laws and policies) in their professional experience placement.

Measure 1 Students will be evaluated a minimum of three times on the Professional Standards indicator of the Performance Assessment Tool in their final Professional Experience course (ECD 516: Student Teaching or ECD 519: Apprentice Teaching III).	Performance Criterion 1 At least 85% of students will demonstrate the level of “applying” in the area of Professional Standards on their semester three progress reports in the final Professional Experience course (ECD 516: Student Teaching or ECD 519: Apprentice Teaching III).
Measure 2 Students will complete an Applied Project Final Presentation in ECD 593: Applied project.	Performance Criterion 2 At least 85% of students will demonstrate the ability to analyze educational situations by applying professional expectations—such as the code of ethics, standards of professionalism, and relevant laws and policies—to a real-world problem of practice in early childhood education.

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Assessment Process: All students in the Early Childhood Education (California PK-3 Early Childhood Education Specialist Credential) program take two required courses - one is their third and final professional experience course required by the California Commission on Teacher Credentialing (ECD 516: Student Teaching or ECD 519: Apprentice Teaching III). The other is their graduate capstone course ECD 593: Applied Project. Each of these courses has a common assessment, one that cannot be modified by instructors, that assesses students' ability to apply expectations of the profession including applicable codes of ethics, professional standards of practice, and relevant law and policy. Each of these courses has a common assessment, one that cannot be modified by instructors, that assesses students' ability to apply expectations of the profession including applicable codes of ethics, professional standards of practice, and relevant law and policy. Instructors will use the faculty developed rubric for each common assessment and determine if the student met the Program Learning Outcome (PLO) GLAE4: Personal & Professional Ethics at the assessed for mastery level. The MLFC Office of Data Strategy & Compliance will pull the data from Canvas to determine what percentage of students "met" the PLO.

Measures Summary*

*new program applications only

(insert summary for all outcome 3 measures here. see [UOEEE website](#) or [Canvas site](#) for more info)