

ANNUAL PROGRAM REPORT

College: Education and Allied Studies
Department: Teacher Education
Program: MS in Early Childhood Education and MS in Curriculum and Instruction
Reporting for Academic Year: 2022-2023
Last 5-Year Review 2018 (ECE) 2021 (C&I)
Next 5-Year Review 2023 (ECE) 2026 (C&I)
Department Chair: Lyn Scott
Author of Review: Valerie Helgren-Lempesis
Date Submitted: October 1, 2023

I. SELF-STUDY

A. Five-Year Review Planning Goals

Present your planning goals from your last 5-year plan.

1. Develop an in-depth understanding of contemporary issues in curriculum and instruction in an area of professional interest.
2. Utilize a variety of bibliographic tools to write a comprehensive review of the literature for a topic of professional interest.
3. Complete an action research project investigating a topic as it relates to the field of education.

B. Progress Toward Five-Year Review Planning Goal

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

Both the MS in Curriculum and Instruction and the MS in Early Childhood Education continued to focus on the research sequence as the primary means of measuring achievement towards the five-year planning goals. This sequence of classes prepares students to do a review of the literature on a topic of interest, write a research proposal, submit an on-campus IRB, conduct and implement a piece of action-research in an educational setting, and write up the results and implications of the study completed. Data is gathered for the goals from several sources. The first is a set of common assignments with rubrics found in the research sequence of classes. Because we employ the model of Teach/Submit/Provide Feedback or Re-teach/Submit we continue to find that the small differences in rubric scores tell us nothing since students can resubmit up to 3 times to receive the highest score for the assignment. While we collect these, we don't do anything with them. In fact, during the next 5-year report, we will consider no longer collecting them as a data point. The next data point is gathered during the accompanying seminars offered each semester where students complete surveys to assess their knowledge of each course's Student Learning Outcomes (SLOs) through a pre-test. At the end of the semester, they take the same measurement (as a post-test) to note their personal growth on the SLOs using a Likert Scale of 1-4 with one indicating little or no knowledge and 4 indicating mastery of the learning outcome. Included on this post-test for each class taken, they also note their Knowledge,

Skills and Dispositions (KSD) from each of the classes taken during the academic term. Students provide written feedback on the survey and also participate in an in-class discussion where they provide data regarding any concerns, successes, and questions they have regarding their education and the program. Lastly, during the final month of the semester they graduate, students participate in a 30-minute Exit Interview with the program coordinator to reflect on their growth as a student, which serves as a way to gather their thoughts when they complete a written statement on the program. They are encouraged to offer suggestions in the “Change, Keep, Consider” context. Data from the statements has consistently helped us make program modifications and this year remains no exception. Both the MS in Early Childhood Education and the MS in Curriculum and Instruction participated in the data collection for the 2022-23 academic year with the pre- and post-tests and the research sequence which services as the primary source for data collection to measure the 5-year planning goals.

We continue to gather our most important data during the end of program activities, including a written statement and a one-on-one interview.

Program Changes and Needs

Overview:

In January of 2023, an email was received asking about the delivery mode of both the MS in Curriculum and Instruction and the MS in Early Childhood Education. The email stated that both programs appeared to be out of compliance regarding their delivery. Both programs had been approved for the delivery method of hybrid, which meant that in the recent post elevation of both degrees, students were to receive instruction on-campus as well as online. However, Covid changed things and all classes were offered totally online. Post-Covid student attitude and preference changed as well, with students citing that they preferred online due to several factors including Bay Area traffic and time spent commuting, rising costs of elder and childcare and the simple convenience of taking a class in the comfort of their homes. So, we continued to offer more classes online, but this became a problem because these two programs had not fully been sanctioned to be totally online. In order to be in compliance with University and Chancellor’s office mandates, both programs applied and went through the process for approval through Curriculog. We also realized that the designation of a fully online program will enable us in 2023-24 to advertise our programs in the CalState Apply system and geography will not preclude anyone from enrolling in the program. We were pleased to learn that the final approval from President Sandeen was noted prior to the start of the 2023 Fall semester.

Near the end of the Fall semester of the 2022-23 academic year, instructors from both the MS in Curriculum and Instruction and Early Childhood Education were invited to meet with the program coordinator to discuss both the progress of the students and any program concerns. As a group, we noted that more students appeared to need additional time to complete assignments as well as much more encouragement to continue in the program. After much discussion, the group agreed that students need to be more cognizant that the research classes (TED 612 and TED 693) are a process, rather than a series of products to create. We concluded that not a single event or assignment can help better prepare students, but rather “the learning is in the learning, or doing the work” themselves. Further, deeply understanding content, takes time. We concluded that as professors, we want to fix/help our students and will do anything we can to be sure that they succeed. Perhaps we need to step back a bit and allow students to be more independent, or

provide them with the tools for communicating with us rather than solving the problem for them. In other words, we need to convey the message that the communication needs to be initiated by the student and not the professor in every instance.

With the idea that communication needs to be initiated by the students uppermost in our minds, we also noted that in the MS in Early Childhood Education, 4 students had not met the program requirement of receiving the academic grade of B- or better in a class, despite numerous contacts made by the professor. Because it is a cohort program and classes are only offered once during the four semesters, students would need to wait an entire year for the class to be offered again. Once again, the same faculty group struggled with the predicament of overdependence on the instructor. However, we also knew that this would add one additional year to the student's time to graduate and incur additional debt by taking the class again. In the end, the coordinator and instructors of the classes agreed to allow the students to take the class as an independent study and complete the requirements/missed assignments. While it was a burden for the 2 professors who did this (no extra pay), we know that it saved the students an additional financial burden and allowed them to graduate on time with their cohort. We also believe that we learned an important lesson for all future students in both cohorts. It taught us that we need to make students more cognizant of them communicating with the instructor and take more responsibility of their academic future. We need to stress that while we are flexible and exceptions can be made, they must bring the problem to the professor, rather than the professor asking and probing how they can help the student solve the problem.

In order to begin to solve the student-initiated communication, or provide students with solutions, over half of the students received personal interviews for the Fall, 2023-25 cohort. These were conducted from May to June of 2023. During the interview session, students were made aware of the academic demands of the program and were provided a schedule of classes for the 2-year commitment. During the most recent Fall orientation, students were encouraged to seek out professors if they have special needs or circumstances that may preclude them from fully participating in the program. Hopefully, they left with the idea that the faculty can be sensitive or make adjustments if we know in advance that exceptions need to be made. They also left understanding that they, as graduate students, must receive the grade of B- or better in the program, or the class must be repeated. And, finally, the conditions under which students may receive a grade of Incomplete for unplanned or unforeseen circumstances were fully discussed and are included on the syllabi.

Curriculum: Students from the MS in Curriculum and Instruction and the MS in Early Childhood Education indicated specific concerns about 2 areas of the program: inclusion of thinking about topic selection sooner in the program and IRB preparation and submission.

With respect to thinking about the research topic sooner, we now have the reference librarian conducting a session early during the first semester of Seminar 1: TED 601. This presentation teaches students how to use various academic search engines and find valuable resources. We also begin the formal articulation between the research instructor and the seminar instructor. For the purposes of accountability and articulation, the following form was created and is used by both the seminar and research instructors. It looks like this:

Clarifying and Articulation Research Document (CARD)

First Name	Last Name	Current Level, Age, Subject Taught	601 Journal Topics	1 st Draft Question	601 Topic Refinement	602 Topic Considerations	Final Topic Question

With respect to the concerns regarding the IRB submission and process, the coordinator and the instructor continued to build on the work of the 2020-21 academic year. During the 2021-22 academic year, the course instructor developed a new format for students to follow that was better aligned with current CAYUSE guidelines and added an extra step to include a final revision prior to submission. Students begin the rough draft of their IRB proposal as the last assignment in the Fall semester which allows them to use the feedback the instructor provides. This enables them to work on their IRB forms during the December break and submit it during the third week of the Spring semester, or the first week in February. We continue to look at IRB and ways to expedite the submission and preparation.

Cohort relationships remain an important part of both Masters' programs. During the 2022-23 academic year, the seminar instructor piloted a series of activities with the Early Childhood Education students where they engaged in problem-solving behaviors with a new partner each time. There were a total of four activities, thus providing ample pairings of students to get to know one another better. Students reported feeling more connected with their colleagues and an appreciation for the efforts of the university to build community. As a result of this data, the new cohorts coming in for the 2023-24 are already engaging in more small group activities to build community. Additionally, the ECE cohort is piloting more small group activities during seminar that deal with Diversity, Equity, and Inclusion concepts and practices. We will look at what the data indicates and make a decision for future seminars based on this pilot for both programs.

With respect to the online format, the graduate faculty for both programs met and agreed upon a centralized definition of online sessions:

A **synchronous session** uses Zoom for a live (real-time) class meeting. Professors use Zoom tools (break-out rooms, chat, polls, etc.) and other strategies (jamboard, padlet, ect.) to present and work with students during a set or prescribed time. Synchronous sessions are mindful of a human's ability to concentrate and focus for limited time periods and adjust activities accordingly.

An **asynchronous** session provides content to students through a variety of methods (readings, videos, screencasts, etc.) which allows them access to be able to appropriately respond or apply the new knowledge. An asynchronous session may also be used for students to work on a task independently or in small groups. Asynchronous sessions are planned for students to engage in learning and meet an outcome.

Lastly, we are committed to adding 2 additional units to the MS in Early Childhood Education. For the past 5 years we have piloted a 1-unit seminar during the Fall and Spring semester. Students continue to comment on its effectiveness as well as it allows them to take 8 units which qualifies them to receive financial aid. The class titles will be: ECE Social and Emotional Learning Part 1 and ECE Social and Emotional Learning Part 2.

Students:

In the Fall of 2021, 24 students began year one of the MS in Early Childhood Education and as of Spring of 2023, 23 students graduated. Of importance to note once again, is that this cohort of students represents the most culturally and race diverse (Non-White) group in the Department of Teacher Education. Additionally, CSU data indicate that 64% of the students in this program are first generation college graduates. The breakdown is as follows:

Breakdown of students in the Early Childhood Education program:

Asian	3
Black	2
Hawaiin Pacific Islander	0
International	1
LatinX	13
MultiRace	0
Unknown	1
White	3

As a graduate faculty, we continue to note that the student demographics in the Master’s in Curriculum and Instruction appear to be the same as our Single and Multiple Subject credential programs.

Students in the Curriculum and Instruction program:

Asian	3
Black	2
Hawaiin Pacific Islander	1
LatinX	8
MultiRace	1
Unknown	1
White	7

It should be noted that during the 2022-23 academic year, both programs were represented at the online graduate fair offered by the CSUEB graduate office. Unfortunately, attending the fair yielded neither appointments nor inquiries. We find that for the Curriculum and Instruction program, most of our students (75%) use the Change of Graduate Objective (COGO) and transition from the credential program directly into the Master’s program. For the ECE program,

about 15% of our students come directly from our Multiple Subject credential program and the rest of the students are from centers, schools, and private ECE institutions.

One thing we have become aware of is the rule regarding international students who apply for our graduate programs. Since it is our intention to use an online delivery format with both of our program for now and in the future, potential international students may not meet the visa requirements for entrance into the United States, since more than 50% of the program needs to be in-person, or on-campus. Therefore, we always tell international students this information during their initial inquiry regarding both programs that these programs are offered fully online. This was based on what was sent from the CSUEB administration:

*As the federal government has declared the end of the pandemic, US DHS announced on May 12, 2023 that special Covid-19 guidance for international students has been **rescinded**. This means that we **return to normal regulations** which require F-1 students in the United States to follow a program that is **primarily in-person**. Per federal regulations, SEVP (Student and Exchange Visitor Programs) approved schools are obligated to provide in-person instruction to international students who enter the United States on form I-20 for a duration of a normal cycle of studies.*

As faculty, we need to do a better job of advertising for the Master's in Curriculum and Instruction. The most recent cohort, which began Summer of 2023, accepted 20 students. However, only 14 students started the program. While we advertised the program through both the Alameda County Office of Education and the Contra Costa County office of Education, no follow-up inquiries were received. We are hoping to strategize better ways to recruit students for both programs from around the state and it will be an agenda item for our meetings.

Faculty: During the 2022-23 academic year, classes in the ECE and C & I programs were taught by tenured professors and long-time employed lecturers. Specifically, in the Curriculum and Instruction program, 45% of the classes were taught by tenured professors and 65% were taught by lecturers. The ethnicity of the instructors is 90% White and 10% Asian.

In the Early Childhood Education program, about 30% of the classes were taught by tenured faculty and 70% were taught by lecturers. The ethnicity of the faculty teaching the classes is 65% white and 35% Black.

There were no changes in the 2022-23 academic year and the faculty remained stable in both programs with no new hires. For 2023-24, there will be two new faculty members in Early Childhood Education program. Mentoring began in August and will continue throughout the academic year. In order to build trust and comfort with the ECE cohort around research, we decided to have the instructor of the research sequence teach the Language and Literacy class, which she is fully qualified to do, to the group. We are hypothesizing that she can teach some basic APA rules and methods of reading research within the context of Language and Literacy. We are thinking that this may be an additional way to have them start thinking about their topic earlier as well. We will debrief at the end of the program to consider the effects of this decision.

At the beginning of both Fall and Spring semesters, faculty from both programs attended a program specific meeting and debriefed about the special needs of some students, program

reminders regarding syllabi, university procedures, and collaborated on the matrix used to document meeting dates and their modality, readings for the week, and assignment due dates. This calendar continues to be initially distributed to all students and is a document that models and demonstrates to students the importance of articulation among professors for the benefit of students. Additionally, the coordinator checked in with instructors in both programs at least 4 times throughout the semester and remained available for consultation on any matter.

We believe that important to the program’s success, is the ability of the faculty to teach effectively online. We continue to encourage our faculty to attend CSUEB trainings and use the online resources available to them. All faculty appear to be successfully using the new university platform of Canvas and both programs finished the transition in Fall, 2023.

Staff: Staff continues to help monitor enrollment data, inform students regarding scholarship opportunities, and assist in completion of Graduate Check forms for Graduation.

Resources: No requests for additional resources are requested at this time.

Assessment: We propose the continuance of the practice of administering pre and post self-assessments including the KSD form for each class taken and the end of program exit interview and written statement. We will also continue to monitor assignments in terms of extreme scores. By that we mean, if there is a significant difference (+ or – 1.0) in the mean of the scores obtained in an assignment. Additionally, the program coordinator will send out a more formal written survey to note which, if any, students received a grade of less than B- in the class rather than doing it verbally through a phone call or email.

Other: Nothing more to report.

II. SUMMARY OF ASSESSMENT (*suggested length of 1-2 pages*)

A Program Learning Outcomes

1. Develop an in-depth understanding of contemporary issues in curriculum and instruction in an area of professional interest.
2. Utilize a variety of bibliographic tools to write a comprehensive review of the literature for a topic of professional interest.
3. Complete an action research project investigating a topic as it relates to the field of education.

Program Learning Outcomes (PLOs)	<i>ILO 1 Think & Reason</i>	<i>ILO 2 Communi- cation</i>	<i>ILO3 Diversity</i>	<i>ILO 4 Collabora- tion</i>	<i>ILO5 Sustain- ability</i>
Develop an in-depth understanding of contemporary issues in curriculum and instruction in an area of professional interest	X	X	X	X	X
Use a variety of bibliographic tools to write a comprehensive review of the literature	X	X	X	X	

Complete an action research project investigating a topic as it related to the field of Education	X	X	X	X	X
---	---	---	---	---	---

Institutional Learning Outcomes (ILOs)	PLO 1	PLO 2	PLO 3
Thinking and Reasoning: think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.	X	X	X
Communication: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.	X	X	X
Diversity: apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.	X	X	X
Collaboration: work collaboratively and respectfully as members and leaders of diverse teams and communities.	X	X	X
Sustainability: act responsibly and sustainably at local, national, and global levels.	X	X	

B. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

Instrument(s):

The PLOs are measured through the following assignments in the two Research classes: TED 612 and TED 693.

- A Written Review of the Literature
- Completion of a Research Proposal
- Submission of an IRB Proposal
- Final Write-Up of the Action Research

Rubrics

All of the assignments contain rubrics created and approved by the Graduate Faculty teaching the classes. Professors provide students extensive written feedback for each section submitted and students are encouraged to resubmit until mastery is achieved. Students typically resubmit up to 3 times to achieve master on their work.

Pre and Post Self-Assessment Survey

Using a Likert scale from 1-4 students reflect on where they are on a continuum of their personal knowledge of the Student Learning Outcomes (SLOs) for each class during the semester. They do this the first week of class and at the end of the semester for comparative purposes.

KSD Survey

KSD: Knowledge, Skills and Disposition Survey

In addition to the Pre and Post Self-Assessment of the SLOs, students complete the KSD part of the survey during finals week at the end of each term. Based on the class, they state their new knowledge, skills/strategies that they can now implement in their job, and how the class influenced or not, their general attitude towards the content presented in class. This informal assessment has been consistently used for the past 5 years. It also helps the student reflect how much they have learned. (See Appendix A for a sample)

Sampling Procedure: Students were provided the forms and asked to fill them out during the first (pre-test) and final week (post-test) of the semester in the seminar class.

Sample Characteristics: All graduate students enrolled in the program participate in the end of semester reflection and the aforementioned assessments.

Data Collection: Students post the signature assignments on Blackboard and professors used the prescribed rubrics to score the work. Note that students have submitted up to 3 times and the professor has reported the highest score received.

A google form was used for students to complete the pre-and post-test self-assessment on the SLOs for each course. On the post-tests, the KSD Survey was completed as well.

Data Analysis:

The quantitative data yielded information that everyone who took the class received the grade of B- or better in both TED 612 and TED 693 which indicates that all students passed the classes. The pre and post-tests indicated the student's self-analysis of their ability (Likert scale of 1-4) to meet the Student Learning Objectives for the classes before and after taking them. The qualitative data yielded by both the KSD form for each class was analyzed, noting patterns of knowledge, skills and dispositions. Important to note that all students (from both programs) rated themselves a 1 or 2 on all of the pre-test Student Learning Outcomes. Therefore, we analyzed the post-tests only.

Curriculum and Instruction

TED 612 Post Test

On a Likert scale of 1-4 with 1 being *little to no knowledge*, and 4 representing *an expert*:

80% of students rated themselves as a 3

20% of students rated themselves as a 4

Summation of Knowledge Gained:

Accurately find meaningful research relevant to the study
Complete a protocol
Understand the research process and what it means

Summation of Skills Gained:

Use the resources from EB's library
How to read an article for the information I need
How to use scholarly articles to benefit my students
How to collect data

Summation of Dispositions:

Felt more prepared to conduct a study
Enjoyed the feeling of excitement to do research

TED 693 Post Test

On a Likert scale of 1-4 with 1 being *little to no knowledge*, and 4 representing *an expert*:

65% of students rated themselves as a 3
35% of students rated themselves as a 4

Summation of Knowledge Gained:

Helped me understand my students better
I can use data to enhance my decision making about classroom practice
I can see the needs of my students better

Summation of Skills Gained:

When I see a problem in my classroom, I can find solutions
I can conduct research to fix things

Summation of Dispositions

Want to engage in future research with my students
Worth all of the work
I see the value of research

Early Childhood Education**TED 612 Post Test**

On a Likert scale of 1-4 with 1 being *little to no knowledge*, and 4 representing *an expert*:

71.4% of students rated themselves as a 3
17.9% of students rated themselves as a 4

Summation of Knowledge Gained:

Understood the research process

Read and better understand articles in order to conduct research
Understand theoretical basis from which knowledge is derived
How to use data

Summation of Skills Gained:

How to use the library to access articles
How to narrow a topic to create a question
Can think more critically and apply reasoning for curricular decisions

Summation of Dispositions

Realized the importance of Technology
Attitude towards research more positive

TED 693 Post Test

On a Likert scale of 1-4 with 1 being *little to no knowledge*, and 4 representing *an expert*:

68% of students rated themselves as a 3
28% of students rated themselves as a 4

Summation of Knowledge Gained:

Learned what a whole study and its parts entails
How to synthesize data
Analyze and apply quantitative and qualitative reasoning to solve problems

Summation of Skills Gained:

Importance of observing and charting pre- and post- test data to measure gains
Write components of a study: methods, data analysis, and conclusion of a research paper
Develop potential future studies

Summation of Dispositions

Content of this program is appropriate to development of skills in the research process and relevant to workplace
Professors attitude helped change ours
Technology is very important
Professor is very important to the process and she was helpful

C. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Main Findings:

Findings in both the MS in Curriculum and Instruction and MS in Early Childhood have been consistent with the findings from previous years.

While the personal student exit interviews can be lengthy and time-consuming, students consistently report their feelings of “being heard” and having “real impact” on a program for future students. Further they continue to provide important information and yield our most influential feedback from the student’s perspective. Students respond to the following open-ended prompts:

How has or will the degree influence(d) your journey as a teacher?

Tell us about your experiences in the program. What would you like us to consider for the next cohort taking the program? Keep? Change? Modify?

Thus, data was collected from the Curriculum and Instruction and Early Childhood Education cohorts at the end of the program. The following is a summation of the comments received and they seemed to be common for both programs. We categorized them into two categories: Appreciations and Considerations. If they are listed, it is because they appeared over 70% in the interviews and in the written feedback. They are as follows:

Appreciations

Delivery

Cohorts build lifelong friends and professional colleagues

Appreciated online format of classes: synchronous and asynchronous

Balance of the two online formats*

Program is conscious of working students and students with families

Appreciated the assignment schedule which included all assignments, date, readings, delivery (asynchronous or synchronous) for all classes for the whole semester

Helped organize and stay on task

Consistency of the days of the week for the whole program

Could easier buy child or eldercare or get family member to help

Professors

Constant show of respect towards students and “humanness”

Demonstrated flexibility of assignment due dates when needed

Personal knowledge and experience in the field

Availability and accessibility and quick response time when questions come up

Obvious articulation between instructors

Program

Gained so much new knowledge

Cutting edge/current materials

Helped me in my job, placement, life

Relevant

Challenging

Manageable

Recommend to friends and colleagues

*The **ECE** group noted that they would have preferred to have more synchronous sessions in TED 693—if only to be online and know that was a designated time to work on the assignments. They reported that they prefer more group time as it makes them feel more secure in their work time.

Considerations

Increase the preparation for the research topic during the first semester

Continue to provide samples of the assignments in the research classes

It takes far too long to receive approval from IRB and often times it cut the actual research time in half, so please look into this.

Recommendations for Program Improvement: Convene the graduate faculty to complete and consider the following agenda items:

1. Complete the 5-year self-study for the ECE program. This plan expired at the end of the academic 2022-23 academic year. One of the biggest questions will be which of the PLOs we should focus on to measure student and program success. While we have focused on the research component of the program for many years, we need to revisit this question to ascertain whether we should consider something new. During a preliminary meeting and in consultation with the Graduate Office on campus, we learned that if we believe our current plan is working, we can keep it. Thus far, the group is leaning towards keeping the same PLOs in the research sequence to measure student progress and success in the program.
2. During the 2023-24 academic year, provide each instructor with a copy of the pre and post-test results for each class they taught. The instructors will be charged with summarizing and reporting their findings to the group. They will analyze them to ascertain if there are common concerns/issues/factors between classes in the group so that they can be addressed. Report on the results in the 2023-24 CAPR report.
3. Instructors for each class will be asked to label their assignments with the Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs) which will be put next to the Student Learning Outcomes (SLOs).
4. We completed the revision of the form used for student satisfaction for year 1 of the MS in Early Childhood Education during 2023. We intend to administer it in the Spring of 2024 and report the results in the next CAPR report. Here is the link for the survey: <https://forms.gle/dAvma3q3AXDjVcG26>
5. Encourage more part-time lecturers to take advantage of East Bay's training for planning, teaching and delivering effective online classes using best practices as well as use the online office hours for all matters related to Canvas.
6. Create a better plan to advertise the MS in Curriculum and Instruction for 2023-24 and implement it.

7. Begin the formal process of adding the 2 Social and Emotional one-unit seminars to the MS in Early Childhood Education. The coordinator will take this through the appropriate committees on campus as well as work with Curriculog.
8. Continue trying new activities for all graduate students to build a stronger sense of community and to build interpersonal relationships with one another.
9. Convene a meeting with the Graduate Program office, Graduate Faculty, TED Department Chair and the head of the IRB to ascertain and make a final ruling on whether or not our graduate students need to go through IRB if they do not intend to neither publish their study, nor use the results in a public manner.
10. Check in with the instructors in the MS in ECE program to offer support and guidance during their first year of teaching a new class for them.

Next Step(s) for Closing the Loop:

Continue to have two meetings per semester of the Graduate Faculty to do the aforementioned tasks and any other items that are deemed appropriate. Continue to meet one on one with professors to check in throughout the semester.

B. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

The graduate faculty in Early Childhood Education are charged with creating the new 5-year program plan of self-study. The first meeting will take place during the first part of October, where faculty will look at what has been done for the past 5 years and propose the new plan. Preliminary discussions seem to indicate that the graduate faculty want to continue to use the research sequence of TED 612 and TED 693 to measure the program's successes and challenges since they are a culmination of all that is learned.

The graduate faculty in the Curriculum and Instruction will continue to collect data as it has been done in the past. We were informed that the 5-year self-study will be conducted during the 2025-26 academic year. In the meantime, we will pay attention to items 2, 3, 5, 6, 8, and 9 to determine if any changes are to be made. Of most importance will be the item dealing with advertising the program across the state.

Other Reflections: None noted at this time.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS (suggested length of 2 pages)

A. Discussion of Trends & Reflections Notable Trends;

With respect to trends in the MS in Curriculum and Instruction and the MS in Early Childhood Education, both programs recommend that East Bay continue to offer the program with an online delivery mode. They perceive the professors as helpful, accessible, and very knowledgeable.

We believe that with the proper advertising, the MS in Curriculum and Instruction should enjoy higher student enrollment the next time the program is offered in Summer, 2024. We also believe that due to the new PK-3 credential, more public-school teachers will seek to obtain the MS in Early Childhood Education degree for Fall, 2025.

Lastly, we think both programs attract students because of our commitment, flexibility and the idea that every year we pilot and/or try new methods and materials and model such practices for our students. They view us as faculty researchers within the context of their classes and we consistently share and invite comments and insights from them.

B. Request for Resources for the Upcoming Year

At this time, the MS in Early Childhood Education and the MS in Curriculum and Instruction programs request for a tenure line faculty member with an advanced degree and experience in Early Childhood Education.

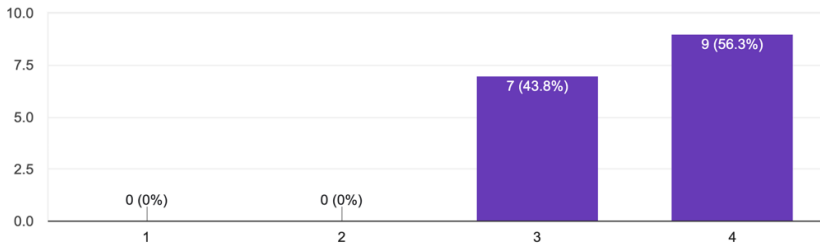
Sample Schedule for Students

Week 8	Assignment	Due Date
TED 630 Synchronous	Reading due <i>before 10/14</i> class: Otto Ch. 9 and Clay Ch. 1-4 Reading Response #3: Using Nursery Rhymes to Foster Phonological and Musical Processing Skills in Kindergarteners	10/20/23
TED 631	Observation of Math/Science Lessons (2)	10/12

Week 9	Assignment	Due Date
TED 600 Synchronous	Building Bridges #2 Journal Entry #3	10/19/23 10/24/23
TED 630 Synchronous	Reading due <i>before 10/14</i> class: Otto Ch. 10 and Clay Ch. 5-8 Tri-Fold Parent Brochure	10/27/23
TED 631	Reader Response #5	10/19

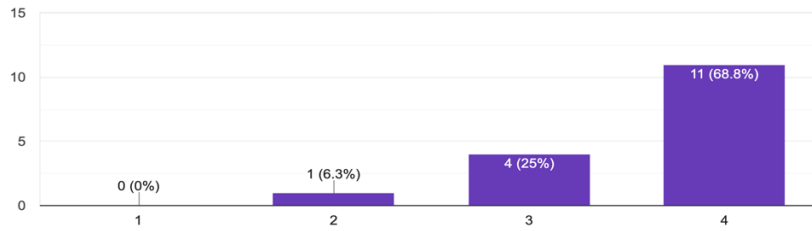
Here is an example of a post self-assessment on the SLOs from a graduate class taken in Spring, 2023. The chart shows students rating themselves on the SLO after the class has been taken. Lastly, students list what new knowledge, skills, and dispositions they gained from the class.

Develop an understanding of the current professional and public issues in American education.
16 responses



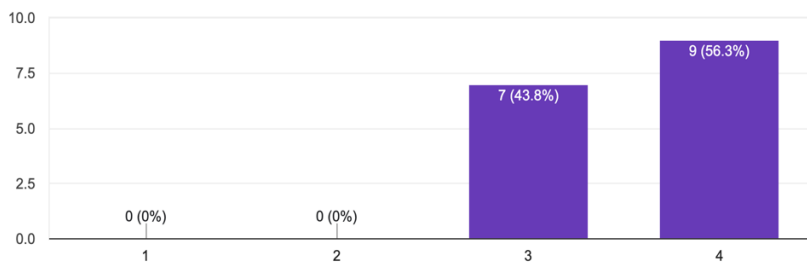
Utilize critical and creative thinking skills to explore all sides of an issue.

16 responses



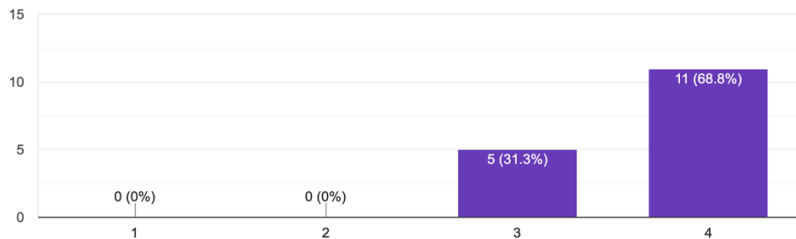
Develop a personal position on a factor of social justice in curriculum and instruction.

16 responses



Examine the trends and issues that affect curriculum and instruction.

16 responses



[Copy](#)

Post-Self Assessment for TED 644 Knowledge, Skills & Dispositions

What new Knowledge did you gain from this class?

*I learned that there are social justice standards.

*In this course, I learned how to develop an understanding of current professional and public issues in American education, utilize critical and creative thinking skills to explore all sides of an issue, examine trends and issues that affect curriculum and instruction, and develop a personal position on a factor of social justice in curriculum and instruction.

*I learned more about CRT and how to better integrate it into my daily teaching.

*I learned about the issues in curriculum, how to evaluate curriculum, social justice, and how to conduct research.

*How to define curriculum and instruction from a teacher's perspective beyond the basic definition and how to apply it to both my teaching and what will come in the future.

*Advanced knowledge of instructional design, curriculum development, and assessment practices.

*I learned a lot of new technology tools and how to integrate anti-racist teaching to the classroom.

*I learned how to chunk a reading assignment. She will always have us read a chunk of a reading and then put the main ideas in a shared Google slide. Then, we will present. I tried it with my students with a research project and it went very well. In addition, I learned more about classroom biases and racisms. I really learned a lot in this class.

*I learned that there is a need for schools to teach about racism in a way that students will understand, but in an age-appropriate way. Many teachers, including myself, are afraid to talk to about racism because of the fear that they will get negative reactions from the community.

*There are many issues and ideas within the field of education that I did not know about before. For example, I know more information about Critical Race Theory, social justice practices, and issues within curriculum and the process.

CRT, AsianCRT, LatCRT, Environmental Supplemental Lesson Plans

*I found ways critically analyze curriculum, and effectively utilize methods/strategies that could be useful in the classroom to improve my instruction.

*I learned how to conduct research.

What new Skills did you gain from this class that you can implement in your work situation?

*Great social justice, SEL tips to include into teaching activities. I learned about community schools and a little look into how district initiatives play into school goals.

*This class has motivated me to explore educational seminars to expand my skills and stay current with issues facing education.

*All the technology like Nearpod!!

*I learned how to use AI as a tool in my classroom.

*Through my research I learned more about PBL which I am implementing in my class now. I also learned more about humane education which I plan on using next school year in my grade 4 classroom.

*Communication is key and check ins and discussions both inform the teacher and the student.

*Understanding of the role of technology in education and how to integrate it effectively into instruction and curriculum.

*Lots of new tools and skills with technology that I didn't know before.

*I implemented almost everything I learned. The reading strategies she taught us. I also implemented some of the lessons she taught us with my peers, like the privilege inquiry.

*I learned that it is important to stand up and have your voice heard. This can help me in my work situation because the things that I have to say are important.

*I now have a deeper understanding of issues regarding the educational world. I know many perspectives of these issues and I know how to analyze these issues with various perspectives. This has helped me tremendously with being critical of my experience in education (curriculum, practices, administration...).

*Soapbox Activity, Engaging Nearpods

*Culturally Responsive Teaching, and how to implement it in my lessons to connect with my students.

*I can implement research and PBL.

What is your current Disposition regarding the content of this class, or how did this class change how you feel about the content presented?

*I feel good about the content and the discussions during class. It was all presented well.

*I enjoyed the self-evaluation on privilege.

*I have come to learn the importance of Positionality and the reflexive approach in research during this class.

*This newfound knowledge has allowed me to recognize and acknowledge my own internal biases, while also highlighting the significance of statements of positionality and their impact on research and data interpretation. Through this understanding, I have adopted a more reflexive and critical approach to research, consistently questioning my assumptions and biases. As a result, I have become a more self-aware and responsible researcher, which will undoubtedly benefit me in my future research endeavors.

*I gained so much knowledge of being an educator outside the classroom. I feel like there is so much for me to do.

*I thought this class was nice, kind of a check in on figuring out where we were throughout the program

*I very much enjoyed the variety of topics presented in this class and appreciated the clear format in which it was presented.

*The content in this program was extremely relevant to me.