

Annual Program Progress Report							
Year	2015						
School	School of Education						
Program	BA ECE-DUAL Credential program						
Modality	(Ground, Online, Site/Cohort)						
			% Achieving 2010-12	% Achieving 2011-12	% Ach2012- 13	% Achieving 2013-14	% Achieving 2014-15
	Learning Outcomes	1					
	PLO1.Reflect on student learning through a systematic study and reflection of one's own teaching pracic and shared knowledge	2	N/A	No Data	84.52%	88.00%	
	PLO2.Examine cross-cultural educational issues in order to determine instructional and assessment strategies that ehance student learning.	3	N/A	No Data	91.62%	92.62%	
	PLO 3: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural and multilingual, anti-bias approaches, and sexual orientation.	4	N/A	No Data	89.25%	91.39%	
	PLO 4: Apply school & classroom strategies after investigating the current research on special education,multiligualism,multicturalism, anti-bias approches, and sexual orientation in terms of global issues of immigration, poverty, distribution of resources, and power.	5	N/A	No Data	81.43%	85.18%	

	<p>PLO 5: Devise & implement a transformative plan that makes curricula (instructional approaches, practice, materials & assessments) accessible, equitable and just to an increasingly diverse population.</p>	6	N/A	No Data	82.23%	87.21%	
	<p>PLO6: Utilize technology in practicing the best in accomplished teaching and learning.</p>	7	N/A	No Data	100%	100%	
	<p>PLO7: Establish a community of practice that promotes global awareness & participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.</p>	8	N/A	No Data	94%	96.03%	
	<p>PLO 8: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.</p>	9	N/A	No Data	100%	100%	
	<p>PLO 9: Create and apply appropriate accountability systems for their personal and professional responsibilities.</p>	10	N/A	No Data	96%	93%	

	PLO10: Produce an ePortfolio that is the culmination of learning from the program.	11	N/A	No data	100%	100%	
NEW PLO'S	PLO1: Define early childhood national trends and recall theories and research-based educational and administrative practices in education, special education, and educational leadership.	1					96.67%
	PLO2: Conduct observations for typically and atypically developing children in an early childhood setting. Utilize various assessments tools and inquiry strategies to assess potential cultural bias and stereotypes.	2					96.91%
	PLO3: Generate, implement and evaluate educational curriculums for the cognitive, social, and emotional needs of students in an early childhood and special education environment.	3					98.55%
	PLO4: Design and implement outcome-based learning experiences using action research for the teaching and learning of students in an early childhood inclusion classroom.	4					96.83%

	<p>PLO5: Apply critical thinking and creative processes through an ethical and professional decision-making working with children, families, communities and educational leadership in the early childhood field.</p>	5					96.67%
	<p>PLO6: Examine and demonstrate research-based practices through the use of technology, instructional strategies, and standard-aligned curriculum to construct comprehensible subject-matter content for the teaching and learning of our diverse student populations, including students with mild/moderate disabilities.</p>	6					96.67%
	<p>PLO7: Identify, formulate, and apply formative and summative assessments to monitor and assess the learning of students through direct and indirect evidence.</p>	7					96.67%

	<p>PLO8: Examine and integrate a culturally responsive pedagogy through best practices for the connecting, engaging and supporting of students' cognitive, emotional, social, and physical aspect for the sustainment of educational equity with our diverse student populations, including students with mild/moderate disabilities.</p>	8					97.20%
	<p>PLO9: Design curricula and plan instruction through the immersion of a culture-centered learning framework utilizing the students' background knowledge to teach, adapt, and support the teaching and learning of all student learners, including students with mild/moderate disabilities.</p>	9					95.47%
	<p>PLO10: Demonstrate the use of effective strategies to create and maintaining effective environments to connect meaningful subject-matter and promote students' life experiences for teaching and learning of diverse student populations.</p>	10					96.67%

	<p>PLO11: Reflect and articulate through effective communication, collaboration, and engagement with parents/care-givers, teachers, administrators, and community members for the continued development as a professional educator.</p>	11					96.67%
	<p>PLO12: Articulate and recognize state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.</p>	12					96.67%
	<p>PLO13: Examine cross-cultural educational issues in order to determine instructional and assessment strategies that enhance learning of students with mild/moderate disabilities.</p>	13					96.67%
	<p>PLO14: Integrate research based best practices into instruction of students with mild/moderate disability.</p>	14					96.67%
	<p>PLO15: Communicate, collaborate and consult effectively with individuals with disabilities and their parents, general/special education teachers, related service personnel, and administrators.</p>	15					96.67%

	<p>PLO16: Demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in students with mild/moderate disabilities.</p>	<p>16</p>					<p>96.67%</p>
	<p>PLO17: Use effective methods for teaching of reading, speaking, listening, written language, and mathematics to insure access to general education and special education curriculum across settings.</p>	<p>17</p>					<p>97.07%</p>