



COLLEGE OF EDUCATION

DEPARTMENT OF TEACHER EDUCATION

**MASTER OF EARLY CHILDHOOD EDUCATION
INITIAL LICENSURE**

SUBMITTED MARCH, 2013

**FOR QUESTIONS ABOUT THIS REPORT, PLEASE EMAIL THE COE ASSESSMENT
COORDINATOR, DR. BRUCE SMITH, COE ASSOCIATE DEAN
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**Program Report for the
Preparation of Special Education Professionals
National Association for the Education Young Children**

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION
COVER SHEET**

Institution UNIVERSITY OF ARKANSAS AT LITTLE ROCK **State** Arkansas

Date submitted _____

Name of Preparer Anarella Cellitti & Anne Lindsay

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Program documented in this report:

Name of institution's program (s) Teacher Education – Early Childhood Education

Grade levels for which candidates are being prepared Pre-K thru 4th grade

Degree or award level Master of Education – Initial Licensure in Early Childhood Education

Is this program offered at more than one site? **Yes** **No**

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared

Early Childhood Education (Pre-K thru 4th grade)

Program report status:

Initial Review

State licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes **No**

SECTION I—CONTEXT

1. Description of any state or institutional policies that may influence the application of NAEYC standards.

The Arkansas State Department of Education requires National Association of Education of Young Children (NAEYC) accreditation for Colleges of Education that offer Master of Education programs that lead to Initial Teacher Licensure Pre-K through Grade 4. In addition, The State Department of Education also requires that the College of Education (COE) unit be NAEYC accredited and our program to be recognized by the National Association for the Education of Young Children (NAEYC.) through program review. Therefore, the UALR Master of Early Childhood Education with Initial Licensure was designed to meet professional association standards of the NAEYC. The program was begun in January 2009 and this report assesses the program for the year 2011.

The Master of Education - Initial Licensure in Early Childhood Education fits well within the Conceptual Framework of the College of Education, which is to develop “Leaders in Learning.” “Leaders in Learning” is understood as consisting of Specialized Expertise, Communication, Professional Development, and a Strong Commitment to Diversity in competencies, discipline and behavior. These four areas are embedded within the curricula and facilitate meeting the standards of the Arkansas Department of Education and NAEYC.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

The Master of Education - Initial Licensure in Early Childhood Education program recognizes the importance of field experience in pre-service training. The UALR graduate program includes one field experience, the first semester, and an internship to be completed during the last semester of study. The field experience is taken concurrently with course work on campus. The field experience and the internship involve different experiences in community schools. In addition, several courses have embedded field experiences for the candidates.

Course	Hrs.	Field/Clinical Experience	Age/Grade
ECED 7202 Field Exp. In ECE	14 days x 7 hrs. = 98	14 full days; Large group and small group activities, routine activities, storytelling, observing and demonstrating guidance strategies as taught in ECED 7302 Guiding Young Children and Connecting with Diverse Families and Communities; 1 hour sketching physical environment; 3 hours teaching activities planned by candidates; 3 hours observing teaching of other candidates	(Pre-K-K, 1st, 2nd, 3rd, or 4th grades)
SPED 7351 Assessment in Special Education or SPED 7341 Assessments	15 hrs.	Placement with local schools/programs that serve children with special needs children; complete case study.	(Pre-K-K)

and Interventions I			
ECED 7304 Early Childhood Education: Practicum/Internship	80 days x 7 hrs. = 560	16 full weeks Includes 3 weeks teaching with full responsibility for all assessing, planning, teaching, and communications with school, community, and parents under supervision of cooperating teacher and university supervisor.	K, 1st, 2nd, 3rd, or 4th grades

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

A. Admission to the program will only be considered if the student has completely met the following requirements:

1. Formal admission to UALR Graduate School
2. Baccalaureate degree from a regionally accredited institution, with a cumulative grade point average of at least 2.75.
3. Completion of the following courses or their equivalents with a grade of “C” or better RHET 1311 and 1312; MATH 1315 or MATH 1302 or comparable course
4. Submission of official Passing Praxis I scores to Licensure Advisor in DKSN 323
5. Submission of Application Form
6. FBI background Check. Appropriate forms must be submitted and notarized.

A candidate may be admitted conditionally with a GPA of no lower than 2.50 and a Graduate Record Exam of at least 370 on the Verbal scale, 440 on the Quantitative Scale and 4.5 on the Analytical Writing Scale. The final requirement is admission by program faculty.

B. Retention in the program

Once admitted, students are required to

1. Maintain a 3.0 in all courses
2. In addition, candidates’ professional skills and dispositions will be evaluated throughout the program
3. Candidates must conform to all aspects of the NAEYC Code of Ethics. Any violation of any of the terms of this code may result in removal from the program

Candidates’ GPAs are monitored each semester to assure proper progress. Should a candidate’s GPA fall below 3.0, the candidate has up to 12 credit hours to raise the GPA to the required level unless the candidate is within 12 hours of completion. In that case, the candidate will not be allowed to continue in the program. Candidates may require remedial assistance during the period when attempting to meet program retention standards

C. Completion of the Program

1. A GPA of 3.0 and completion of all courses on the degree plan
2. Passing scores on the Praxis II exams
3. Submission of all required artifacts into Chalk & Wire Electronic Portfolio
4. Graduation application completed on BOSS
5. Mandated Reporter Training (for the reporting of child abuse)

D. Recommendation for Teacher Licensure

1. A completed license application form
2. An official UALR transcript showing the date the degree was granted
3. Official transcripts from all other institutions attended (Must be in a sealed envelope)
4. Required Praxis II scores
5. State Police and FBI record check

4. **Description of the relationship of the program to the unit's conceptual framework:** The mission of the University of Arkansas at Little Rock College of Education is to promote and strengthen the professional development of individuals concerned with education and human resource development in a variety of settings such as schools, colleges and universities, private and corporate organizations, and government agencies. We strive to develop professionals who use state of the art methodologies and technologies.

The conceptual framework is: “Leaders in Learning demonstrate Communication, Specialized Expertise, Professional Development and a strong commitment to diversity in competency (knowledge), disposition and behavior (skills). The conceptual framework for the Early Childhood Education Program is the same as the conceptual framework for the college. This conceptual framework also aligns with the Arkansas Department of Education’s five standards for Teacher Licensure. (See below for the Arkansas Standards).

Specialized Expertise

The Master of Early Childhood Education-Initial Licensure program expects that its graduates will demonstrate a commitment to the education of young children. Graduates will possess knowledge and skills in teaching and learning, assessment and identification and instructional planning, including attention to different racial, linguistic, and cultural backgrounds. In addition, graduates will also demonstrate skills in the use of technology, working with families, collaboration, and advocacy. These skills are incorporated into all class work and experiences and are also integrated with the COE’s mission statement.

Communication skills

Candidates in the Master of Early Childhood Education- Initial Licensure program are expected to develop and maintain effective oral, written, and technological communication skills. Graduates will be able to use technology to communicate as well as teach. In addition, candidates are taught to adapt their communication approach to different families, and communities.

Professional Development

The Master of Early Childhood Education- Initial Licensure program expects that individuals completing the degree will continue to systematically advance their professional knowledge and skills in response to the changing needs of communities, families, and the children they serve. Therefore, the program develops skills and cultivates dispositions associated with reflection and continuous professional development based on ethical and professional guidelines.

Diversity: The College of Education has a strong commitment to a diverse society and prepares candidates to effectively and compassionately work with and for all individuals regardless of race, color, sex, marital status, religion, national origin, ancestry, age, disability, gender identification, sexual orientation, family structures, political affiliations, and socio-economic class. Diversity is a commitment that underlies every aspect of the early childhood program. Courses reflect attention to understanding, communicating, teaching, and serving diverse populations. The program incorporates field experiences that provide experiences with diverse populations.

Arkansas (AR) Standard One: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. This Arkansas standard corresponds to NAEYC Standard 5 Using Content Knowledge to Build Meaningful Curriculum

AR Standard Two: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. This standard corresponds with NAEYC Standard 1: Promoting Child Development and Learning and NAEYC Standard 4: Developmentally Effective Approaches

AR Standard Three: The teacher plans and conducts instruction effectively using knowledge of human growth and development and learning theory and responding to the needs of the students. This standard corresponds with NAEYC Standard 1: Promoting Child Development and Learning.

AR Standard Four: The teacher exhibits human relations skills that support the development of human potential. This standard corresponds to NAEYC Standard 4: Developmentally Effective Approaches and NAEYC Standard 6: Becoming a Professional.

AR Standard Five: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. It corresponds to NAEYC Standard 2: Building Family and Community Relationships and NAEYC Standard 6: Becoming a Professional.

5. Indication of whether the program has a unique set of program assessments and their relationship to the unit's assessment system.

The Master's Initial program has 8 assessments that are aligned with the COE's conceptual framework and the NAEYC Standards for P-4 teacher licensure. The Master's candidates upload key assessment artifacts into an electronic portfolio called Chalk & Wire (C&W) that are then scored by program faculty. Scored assessments are collected at 3 different program points: 1) Intermediate, 3) Professional and 4) Capstone. Reports are generated by C&W for analysis and evaluation of the program.

Program of Study: After passing the Praxis I tests, candidates may apply for admission to the Master of Early Childhood-Initial Licensure Program. The Early Childhood program of study for initial licensure (38 hours) is organized around four blocks of courses that candidates take in a prescribed order, and a "floating block" of courses that students complete as time allows.

Block I Intro to the Profession 9 hrs.	Block II Curriculum 11 hrs.	Block III Advanced Curriculum 6 hrs.
ECED 7302 Guiding Young Children and Connecting with Diverse Families and Communities ECED 7309 Field Experience in Early Childhood EDFN 7330 Human Development	ECED 7201 Teaching Physical Education, Health, Safety, & Nutrition ECED 7303 Integrated Methods in Social Studies and the Arts SPED 7351 Assessment in Special Education * READ 7350 Early Childhood Literacy Instruction and Assessment *Or candidates may take SPED 7341 Early Childhood Assessment & Intervention I	MCED 7328 Science Education ECED 7307 Teaching Mathematics in Early Childhood Education
Block V: Emerging Professional 6 hrs.	Floating Block 6 hrs.	
ECED 7308 Advanced Internship Seminar: Strategies, Assessment, Planning, Teaching & Professionalism ECED 7304 Early Childhood Education: Practicum/Internship READ 7351 Foundations of Teaching Reading	EDFN 7303 Introduction to Educational Research or SCED 7304 Action Research Project HIST 4355 History of Arkansas	Note: Technology skills and requirements are integrated throughout the entire program.

8. Candidate Information

Number of candidates and completers

Program: Master of Early Childhood Education-Initial Licensure		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers²
Spring 2009	0	0
Fall 2009	14	0

Program: Master of Early Childhood Education-Initial Licensure		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers¹
Spring 2010	8	0
Fall 2010	16	5

Program: Master of Early Childhood Education-Initial Licensure		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers³
Spring 2011	14	3
Fall 2011	12	7

Program: Master of Early Childhood Education-Initial Licensure		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers⁴
Spring 2012	9	11
Fall 2012	12	6

Program: Master of Early Childhood Education-Initial Licensure		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers⁵
Spring 2013	24	14

9. Faculty Information:

Faculty	Degree, Field, & University ⁶	Assign:	Faculty Rank	Tenure Track	Scholarship, Leadership in Professional Associations, & Service:	Prof. Exp. in P-12 schools ⁷
John Burgin	Ph.D Curriculum & Instruction, University of Arkansas at Fayetteville, Fayetteville, Arkansas	Faculty	Associate Professor	Yes	<p>Burgin, J. S., Bandre, P. E. & Hughes, G. D. (2009). Literacy Camp: An effective summer intervention. In J. Richards & C. Lassonde (Eds.), <i>Literacy tutoring that works: A look at successful in-school, after-school and summer programs</i>. Newark, DE: International Reading Association</p> <p>Burgin, J. S., & Hughes, G. D. (2009) Credibly assessing reading and writing abilities for both student and program assessment. <i>Assessing Writing: An International Journal</i>, 14, 25-47.</p> <p>Burgin, J. S. & Hughes, G. D. (2008). Measuring the effectiveness of a summer literacy program for low SES elementary students using writing samples. <i>Research in the Schools</i>, (15)2, 53-62.</p>	<p>Certifications: K-12 Read Specialist; K-6 Early Child Ed; Elementary Principal Director of K-4 Summer Literacy Program 2003-2008 Supervision of K-4 interns 2002- present K-3 Reading Specialist in public schools 1986-2002</p>
Anarella Cellitti	Ph.D Early Childhood Education. University of South Carolina. Columbia, South Carolina	Faculty	Associate Professor	Yes	<p>Chandan, P., Cellitti, A., Evans, R., Geiger, B., Firsing, S., & Smith, K.H. (2011). The Healthy Web- Access to Online Health Information for Individuals with Disabilities. <i>International Electronic Journal of Health Education</i>, 14, 93-100</p> <p>Cellitti, A. (2010). Working Effectively with Interpreters. <i>Dimensions</i>. 38(1), 31-35.</p> <p>Cellitti, A. & Smith, C. (2009). Steps towards bridging the language barrier. <i>Healthy CHILDCare</i>, 12, 1, 6-7.</p>	<p>Elementary and secondary teaching certificate</p> <p>5 years preschool teacher and 5 years high school teacher</p> <p>Clinical Supervision P-4 (2007-present)</p>
Leland, Katina M.	Ed.D. University of Mississippi in Curriculum and Instruction	Faculty	Assistant. Professor Early Childhood Education	Yes	<p>Leland, K. The Examination of Pre-Service Teachers' Perceptions and Knowledge of Emergent Literacy during an Early Literacy Course. Dissertation defense at The University of Mississippi (April 2009).</p>	<p>Certification: Elementary Teaching (K-8) Current</p> <p>Teaching/Professional Experience: 1 year as</p>

						<p>kindergarten teacher, 4 years as 1st grade teacher, 1 year as Literacy Coach</p> <p>Clinical Supervision (August 2011-present)</p>
Anne Lindsay	Ph.D. Language Arts (ECE), University of Victoria, Victoria, BC	Faculty	Associate Professor	Yes	<p>Blome, C., Long, K., & Lindsay, A. Finding time in the day for oral language. Paper presented at Arkansas Reading Recovery & K-8 Literacy Conference. Little Rock, AR, March, 2011.</p> <p>Lindsay, A. & Edrington, J. The PreK contribution to literacy: Two years on. Paper presented at Arkansas Reading Recovery & K-8 Literacy Conference. Little Rock, AR, October, 2011.</p> <p>Lindsay, A. Establishing an intense clinical preparation program. Paper presented at MSERA Conference, Oxford, MI, November, 2011.</p>	<p>Certifications: K-8 Elementary; Primary Specialist</p> <p>Clinical Supervision P-4 (2000-present)</p> <p>Inservice trainings P-4 (itinerant 2001 – present)</p>

SECTION II— LIST OF ASSESSMENTS

Name of Assessment		Type of Assessment	Timeline: Assessment Administered
1	Praxis II Content Knowledge Assessment	Standardized State Licensure Test	Completed in the last semester of the program
2	Content Knowledge Assessment	Course Grades from Selected Courses	Third semester of the four semester program. Done before beginning Internship.
3	Lesson Planning Unit	Project	Completed in the second semester as part of ECED 7303 Integrated Methods in Social Studies and the Arts
4	Internship Evaluation	Clinical Evaluation	Completed in the last semester of the program in ECED 7304 Practicum/Internship in ECED
5	Effects on Students' Learning	Project	Completed in the last semester of the program in READ 7351 Foundations of Teaching Reading
6	Professional Portfolio	Electronic Portfolio	Completed in the last semester of the program in ECED 7308 Advanced Internship Seminar
7	Child Case Study	Project	SPED 7351 Assessment in Special Education or SPED 7341 Assessments and Interventions I
8	Family Interviews and Observations	Project	Completed in the second semester of the program in SPED 4313/5313 Early Childhood Special Education or SPED 7342 Assessments and Interventions I Assessment

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

NAEYC STANDARD (Initial Teacher Preparation)	APPLICABLE ASSESSMENTS
CONTENT STANDARDS	
<p>1. Promoting Child Development and Learning. Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
<p>3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
<p>4. Developmentally Effective Approaches. Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.</p>	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>5. Using Content Knowledge To Build Meaningful Curriculum. Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>6. Becoming A Professional. Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

<p>7. Early Childhood Field Experiences. Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) <i>and</i> in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).</p>	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input type="checkbox"/> #3	<input type="checkbox"/> #4
	<input type="checkbox"/> #5	<input checked="" type="checkbox"/> #6	<input type="checkbox"/> #7	<input type="checkbox"/> #8

SECTION IV - EVIDENCE FOR MEETING STANDARDS

Assessment 1 (Licensure Assessment): Praxis II - Early Childhood: Content Knowledge #022

Although this assessment has components of NAEYC Standards 1, 2, 3, 4, 5 and 6, it has been indicated primarily as covering Standards 5 and 6.

1. Description of assessment

The Praxis II Early Childhood Content Knowledge Test (#022) is designed to assess the content knowledge early childhood teachers must have in order to support children’s learning in the content areas. The test consists of 120 multiple-choice questions, each of which pertains to one of 6 content areas: language and literacy (31%), mathematics (25%), social studies (13%), science (13%), health and physical education (9%), and creative and performing arts (9%). Questions assess whether the test taker knows the major concepts, skills, and tools of inquiry in the content areas, can apply knowledge of the content areas in the context of children’s learning, knows the structure of the content areas, and knows how the content areas are interrelated. The test does not emphasize knowledge of pedagogy, though some questions are framed in the context of children’s learning. Passing of this test is required for completion of the program. They must pass this exam after they complete all coursework but before their practicum. This test is required by the state for early childhood candidates.

2. Description of how this assessment aligns with standards cited in Section III

This test is a comprehensive assessment of NAEYC Standard 5 Using Content Knowledge to Build Meaningful Curriculum. The 6 content areas on this test, as listed above, are the same content areas specified in NAEYC Standard 5a. In addition, this assessment covers standard 6 particularly **6d**: Integrating knowledgeable, reflective, and critical perspectives on early education.

3. Brief analysis of the data findings

In the reporting period, 100% of our candidates have passed the Praxis II content test on the first attempt. Data also indicate that graduating candidates in from 2010 until 2011 were passing test items at approximately the same rate as candidates on both the state and national levels. (Data from 2012 will be added during spring 2013)

4. Interpretation of how data provide evidence for meeting standards

Our data demonstrate that all of our candidates are passing the Early Childhood Content Knowledge (#022) test. All candidates passed the test and 100% of candidates are passing the test, and almost all passed the test on the first attempt. As such, data indicate that our candidates are meeting the requirements of NAEYC standard 5.

5. Assessment Documentation

5 a) Assessment Tool

The assessment tool is the Praxis II (#022) test as described in section 1 of this assessment.

5 b) Scoring Guide

The data provide the % of items correct per section of the test and compares this institutional average with state and national averages. Please note that these scores are the aggregated % correct for each subsection of the test; they are not pass rates, which are 100% for each completing candidate in the program. All percentages represent an aggregate of two semesters of graduating candidates for this program. The cut score for passing the test is 157 and the total number of points is 200. The data confirm that UALR candidates' scores are higher than the national average but below the state average. Although they are below state average the difference is not statistically significant.

5 c) Candidate data Early Childhood Praxis II Content Knowledge

2010 Pass Rates for Candidates on Praxis II test #22

Year	N	Pass 1st Time	UALR Median
Spring-Fall 2010	10	100%	170.13

2011 Pass Rates for Candidates on Praxis II test #22

Year	N	Pass 1st Time	UALR Median
Spring-Fall 2011	10	100%	175.88

Assessment 2 (Content Knowledge): Content Knowledge Assessment

Although this assessment has components of NAEYC Standards 1, 2, 3, 4 and 5 it has been indicated primarily as covering Standards 4 and 5.

1. Description of assessment

Grades from content courses in the third semester of the program at the time candidates apply for an internship placement provide evidence of candidates' level of content mastery. The courses selected for this assessment are ECED 7303 Integrated Methods in Social Studies and the Arts, READ 7351 Foundations of Teaching Reading, ECED 7307 Teaching Mathematics in Early Childhood Education, SPED 7351 Assessment in Special Education / SPED 7341 Early Childhood Assessment & Intervention I, and MCED 7328 Science Education.

Integrated Methods in Social Studies and the Arts: Grades are based on the completion of a series of projects leading to the configuration of an integrated educational unit based on an artist. Projects consist of several components such as a power point and a Web quest to introduce the unit, a Brochure, a Newsletter to inform parents of the unit content and to offer home activities, and 20 integrated lesson plans. Finally this project includes a CD for demonstration of the unit that includes all components plus a diagram of the scope and sequence of the lessons; chart with standards for each lesson, suggested materials for teachers, and a list of resources to expand the unit with parents and children.

Teaching Mathematics in Early Childhood Education: Grades are based on completion of homework assignments, classroom discussions, personal journal reflections, and lesson plans.

Early Childhood Special Education Assessment/ Early Childhood Assessment & Intervention I: Grades are based on the results of one test, projects, case study, and parental interviews. Projects are a research paper, an interview with parent of a child with a disability,

field visit summaries, a low- incidence disability presentation, and an annotated bibliography of an area of interest from news articles, children’s literature, and movies.

Early Childhood Literacy Instruction and Assessment: Grades are based on the completion of a reflection journal, a change over time paper, a research presentation, and library search matrix and reflection. All assignments are focused around literacy development of children and require observations with children.

Science Education: Grades are based on traditional academic tests, higher-level application tests, group and individual presentations, a resource portfolio, and classroom participation.

These courses represent all the curriculum courses and represent our candidates’ understanding of content areas. These courses include objectives for developing the candidates’ knowledge base in that area. All content coursework requires planning, teaching, assessing lessons, and differentiating instruction for a diverse group of children. With the exception of READ 7351 Foundations of Teaching Reading, all courses need to be completed before beginning internship. The reading course can be taken with the internship.

2. Description of how this assessment aligns with standards cited in Section III

The chart below summarizes the alignment of the courses to the four subsections of standard 4, Teaching and Learning.

Course Name & Number	NAEYC Standards Addressed	Brief Description of How the Course Meets Cited Standards
ECED 7303 Integrated Methods in Social Studies and the Arts	4c , 5a, 5b, 5c (for the arts)	Coursework includes content knowledge of art and social studies with curriculum integration for teaching all types of learners.
READ 7351 Foundations of Teaching Reading	4b, 4c, 5a, 5b, (for language and literacy),	Coursework includes content knowledge of language, literacy, and literature and teaching approaches and assessment techniques.
ECED 7307 Teaching Mathematics in Early Childhood Education	4c, 5a, 5b, 5c (for mathematics)	Coursework includes content knowledge of math and various strategies for teaching math concepts.
SPED 7351 Assessment in Special Education / SPED 7341 Early Childhood Assessment & Intervention I	3a, 3b, 3c, 3d	Coursework includes understanding how to adapt teaching approaches across various content areas to meet developmental learning needs.
MCED 7328 Science Education	5a, 4c , 5a, 5b, 5c (for science)	Coursework includes integrated and multiple teaching approaches for science.

3. Brief analysis of the data findings

The grading policy of the institution is 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, and below 60 is an F. All candidates are required to achieve a C or better in these courses. For purposes of this assessment the letter grades were converted to a 4 point rubric

on which A=4, B=3, C=2, D=1, and F=0. All candidates (100%) have met the expectations of their content coursework for the reporting period.

4. Interpretation of how data provide evidence for meeting standards

The data from this assessment, the content coursework grades, indicate that all our candidates have been meeting expectations specified in the 4 subsections of NAEYC standard 4 during the reporting period.

5. Assessment Documentation

5 a) Assessment Tool

The assessment tool is the set of assignments described above in section 1.

5 b) Scoring Guide for Content Knowledge Assessment

The Scoring Guide is based on the University grading system of A= 90-100, B= 80-89, C=70-79, and D=60-69.

5 c) Candidate Data

Class	Candidates 2010-2012 (N=37)	
	Mean Course grade (Range)*	% Meeting expectations
ECED 7303 Integrated Methods in Social Studies and the Arts	3.65	100%
READ 7351 Foundations of Teaching Reading	3.87	100%
ECED 7307 Teaching Mathematics in Early Childhood Education	3.97	100%
SPED 7351 Assessment in Special Education or SPED 7341 Early Childhood Assessment & Intervention I	3.91	100%
MCED 7328 Science Education	4.0	100%

Assessment 3 (Plan Appropriate Teaching and Learning Experiences):

Although this assessment has components of NAEYC Standards 1, 2, 3, and 4; it has been indicated primarily as covering standards 1 and 4.

1. Description of the Assessment and Use in the Program

This assignment is completed as part of the requirements for ECED 7303 Integrated Methods in Social Studies and the Arts. The course provides candidates with multiple opportunities to understand and apply integrated curriculum designs. The primary goal is to have candidates understand and develop an integrated curriculum unit using visual arts, social studies, and other content areas for prekindergarten children to 4th grade. It is expected that the candidates demonstrate their knowledge of technology in the planning of experiences for children. Candidates will work in small groups to design developmentally appropriate ways to teach children central concepts of social studies and arts and other content areas. Candidates will describe specific strategies they will use as part of the instruction, describe specific strategies they will include across the content areas to support the unit, develop appropriate observational and other authentic assessments for the unit, describe how they will involve families and incorporate play and technology into their strategies, and describe how they will adapt their classroom environments to support the unit. In addition, candidates will create instructional materials that may be used to make a professional presentation to their colleagues. As a part of the program evaluation system the candidates are given the opportunity to revise their units and to make revisions after receiving feedback from instructors and peers before a final submission of the unit.

2. Description of how this assessment aligns with standards cited in Section III

This assignment aligns with all subsections of NAEYC Standard 5, Using Content Knowledge to Build Meaningful Curriculum. It involves candidates knowing, understanding, and using positive relationships and supportive interactions (NAEYC 4a) and knowing, understanding, and using developmentally effective approaches, strategies, and tools for early education including the use of play and technology (NAEYC 4b). The assignment also addresses candidates' knowledge and understanding of central concepts, inquiry tools, and structures of content areas or academic disciplines particularly social studies and arts (NAEYC 4c). This assessment also aligns with NAEYC Standard 1, Promoting Child Development and Learning. Planning requires knowledge and understanding of children's characteristics and needs (NAEYC 1a). It also requires knowledge and understanding of multiple influences on development and learning (NAEYC 1b). Planning is required to demonstrate how candidates will create healthy, respectful, supportive and challenging environments (NAEYC 1c). Finally, the assignment reflects their ability to build meaningful integrated curriculum using their own knowledge and other resources to design challenging curriculum to promote positive outcomes (NAEYC 4d).

3. Brief analysis of the data findings

Candidates' scores are recorded for each item of the rubric on a scale of 1 through 6. A grade of 1 and 2 is below expectations, 3 is meeting expectations, 4 and 5 indicates grading above expectations and 6 is exceeding expectations. The units are evaluated twice, the first draft and the final draft. Candidates are given the opportunity to revise their units and to make revisions after receiving feedback from instructors and peers before a final submission of the unit. Means for the draft and final units are submitted in this report for the years 2010, 2011, and 2012.

4. Interpretation of how data provide evidence for meeting standards

The data from this assessment indicate that all our candidates have been meeting expectations (for the final units) specified in the 4 subsections of NAEYC standard 4 during the reporting period.

5 a) Assessment Tool

This assignment should reflect your understanding of NAEYC Standard 4, Teaching and Learning. Throughout the early childhood program you have been immersed in the concept of teaching and learning. You know that quality teaching and learning involves constructing integrated curriculum from multiple sources in a collaborative manner. In addition, teaching and learning also involve many different components including connecting with children and families. In order to do so you must be able to know, understand, and use positive relationships and supportive interactions (NAEYC 4a) and to know, understand, and use developmentally effective approaches, strategies, and tools for early education (NAEYC 4b). As well, being a highly qualified teacher involves understanding content knowledge in early education and knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines (NAEYC 5b). As well, you are expected to be able to build meaningful curriculum using your own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes (NAEYC 5c). This assignment also requires you to provide evidence of your understanding of NAEYC Standard 1, Promoting Child Development. It requires you to incorporate understanding of your children's characteristics and needs (NAEYC 1a), your understanding of multiple influences on their development and learning (NAEYC 1b), and your ability to create healthy, respectful, supportive and challenging learning environments (NAEYC 1c). This assignment provides you the opportunity to compile a planning project that reflects the above mentioned qualities of you as a teacher.

The project consists of creating an integrated unit for a particular age group using the Arkansas frameworks. You will develop a set of lesson plans, a power point, a Web quest, a list of materials, and parental activities to support your unit. The entire project will be uploaded into Chalk and Wire twice, your original unit and your final draft. The maximum score for this project is 60 points and will be assessed using the attached scoring guide. Candidates must obtain a score of 40 or greater in order to pass. Candidates will have the opportunity to revise their original draft after feedback from the instructors and peers. Candidates can make revisions of the unit until the final due date.

5 b) Scoring Guide for Plan Appropriate Teaching and Learning Experiences

The Scoring Guide is based on the University grading system of A= 90-100, B= 80-89, C=70-79, and D=60-69. A rubric is used and is given to candidates for evaluation of their unit. This artifact is loaded in Chalk & Wire by the candidates twice, the original draft and the final draft of their unit.

Assignment #3

B: Scoring Guide

ECED 7303 Integrated Methods in Social Studies and the Arts: Integrated Curriculum Unit

Assignment #3B Scoring Guide

NAEYC Standards 1&4

**ECED 7303 Integrated Methods in Social Studies and the Arts
Integrated Curriculum Unit**

Assignment Component	Standard Not Met 2	3	Meets Standard 4	5	Exceeds Standard 6
NAEYC Standard 4. Developmentally Effective Approaches	Unit does not contain any developmentally appropriate activities to help P - 4th grade children learn about social studies and arts		Unit contains one to five developmentally appropriate activities to help P - 4th grade children learn about social studies and arts.		Unit contains <i>six</i> or more developmentally appropriate activities that actively engage P - 4th grade children learn about social studies and arts
NAEYC Standard 4. Developmentally Effective Approaches	Includes three or less developmentally appropriate strategies to support P - 4th grade children's cognitive development. Strategies are not chosen across multiple domains of social studies and arts. They are not clearly described and/or fail to adequately explain the specific areas of social studies and arts students would be learning.		Includes four developmentally appropriate strategies to support P - 4th grade children's cognitive development. Strategies reflect at least two social studies areas and two from across art domains. Some of the strategies are described.		Includes five or more developmentally appropriate strategies to support P - 4th grade children's cognitive development. Strategies reflect three or more of social studies areas, three or more from across art domains and include other curriculum areas. Each strategy is thoroughly and clearly described in set of plans for the week.
NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum NAEYC Standard 4. Developmentally Effective Approaches	Unit does not include a week's worth of lesson plans that represent social studies and art curriculum areas. Few activities are DAP for P - 4th grade children. Less than 5 lesson plans developed in total and/or fail to incorporate both content areas in at least 2 of the plans. Lesson plans do not include required components.		Unit includes a week's worth of lesson plans and do represent both curriculum areas. Some activities are DAP for P - 4th grade children. Five lesson plans were developed and both content areas were represented in at least 4 different lessons.		Unit includes a week's worth of lesson plans that represent the two content areas in addition to other curriculum areas (math, science, PE, and health). All planned activities are DAP for P - 4th grade children. Five lesson plans or more are developed and incorporate each content area in all of the plans. Each lesson includes objectives, standards, procedures, and assessments
Standard 1. Promoting Child Development And Learning	Strategies selected to teach and demonstrate curriculum integration in both content areas, fail to include at		Strategies selected to teach and demonstrate curriculum integration in both		Strategies selected to teach and demonstrate curriculum integration in both content areas, include at least two <i>play</i> activities and two student use of

NAEYC Standard 4. Developmentally Effective Approaches (Incorporation of play and technology)	least one <i>play</i> activity and one student use of <i>technology</i> .	content areas, include at least two <i>play</i> activities and two student use of <i>technology but not both</i> Some description of the strategies is included.	<i>technology</i> . These strategies are clearly described.
NAEYC Standard 3. Observing, Documenting, And Assessing to Support Young Children And Families (Assessments and Assessment Rubric)	Assessments used are not performance based or observational. Fewer than 2 different assessments are included. Assessment rubric for one of the assessments is absent or not clearly described with less than 3 levels of performance stated	Some but not all assessments are performance-based, and observational. Three assessments are included, with 3 levels of performance. Rubric is not all with well described	Assessments used are authentic, performance-based and observational. At least 3 assessments are included, with 3 levels of performance and rubrics that are thoroughly described.
Standard 1. Promoting Child Development And Learning NAEYC Standard 4. Developmentally Effective Approaches (Adaptations for diverse learners)	No plan for physical or academic adaptations for diverse learners.	At least 3 activities in the lesson plan include physical or academic adaptations for diverse learners but not both.	At least 5 activities in the lesson plan include physical and academic adaptations for diverse learners. Adaptations are fully explained.
NAEYC Standard 2. Building Family and Community Relationships (Strategies to Include Families)	One DAP strategy is adequately described to actively involve families in instruction of this unit. Materials/Handouts for parental involvement are not present. Materials and activities are present but they are confusing and/or inappropriate. Materials for parents are not organized, not legible and/or unclear.	Three DAP strategies are adequately described to actively involve families in the instruction of this unit. Materials/ Handouts for parental involvement are present but only for a few activities. Most components of materials and activities are appropriate. Materials for parents are organized, legible and clear.	More than three DAP strategies are adequately described to actively involve families in the instruction of this unit. Materials/Handouts include weekly planning form with activities clearly identified, website information related to unit, brief activities for at least 3-4 things parents can do at home. Materials/Handouts include brief summaries of objectives for children. Adaptations for at home activities are included as well as information in other languages. Materials/Handouts are organized, legible, and clear enough to be understood and implemented by most parents. Information in other languages is included
NAEYC Standard 6. Becoming a Professional (Resource Handout for Training Teachers)	Materials/Handouts for teacher training are not present. Materials and activities are present but they are confusing and/or inappropriate.	Materials/ Handout for teacher training are present but only for few activities. Most components of materials and activities are appropriate.	Materials/Handout includes weekly planning form with activities clearly identified, website information related to unit, brief activities for at least 3-4 things teachers can implement. Materials/Handouts include brief summaries of objectives for children. Adaptations for activities are included as well as information in other languages.

	Materials for teachers are not organized, not legible and/or unclear.		Materials for teacher training are organized, legible, and clear		Materials/Handouts are organized, legible, and clear enough to be understood and implemented by practicing teachers.
NAEYC Standard 6. Becoming a Professional (Professional Presentation)	<p>Presentation lacks organization and members are not included equally.</p> <p>CD unit presentation is done without intro and closing activities.</p> <p>Presentation is not cohesive and /or meaningful.</p> <p>No Technology is used</p>		<p>Presentation is organized and members are included equally.</p> <p>CD unit presentation has an introduction and closing activities.</p> <p>Presentation is cohesive and meaningful.</p> <p>At least one Technology media is used.</p>		<p>Presentation is organized and members are included equally.</p> <p>Unit presentation has an introduction and closing activities.</p> <p>Presentation is cohesive and meaningful.</p> <p>More than 3 Technology media are used.</p>
NAEYC Standard 6. Becoming a Professional (Self-Reflection)	No inclusion of reflection statement is found.		Possible issues that this unit may raise are included.		Possible issues that this unit may raise are included with possible solutions for substitution of materials and/or activities.
Totals	20		40		60

5 c) Candidate Data

Year	N	Range	Original Draft Mean	Final Draft Mean
Spring/Summer 2010	10	2-6	2.0	4.1
Spring/Summer 2011	10	2-6	2.0	4.2
Spring/Summer 2012	17	2-6	2.0	4.8

Assessment 4 (Student Teaching or Internship): Internship Evaluation

Although this assessment has components of NAEYC Standards 1, 2, 3, 4 and 5; it has been indicated primarily as covering Standards 1, 4, and 5.

1. Description of the Assessment

This assessment is used as part of the requirements for the culminating course in the Early Childhood Program, ECED 7304 Early Childhood Education: Practicum/Internship. At the end of the course, after candidates have completed their 560 hours of fieldwork (80 days x 7 hours for 16 weeks) in P – 4th grade classrooms in which they implement curriculum with young children, the cooperating teacher at the school site and the college supervisor meet to reach consensus on their assessment of the knowledge, skills, and dispositions that each candidate has demonstrated throughout the practicum experience. This assessment is designed to address NAEYC standards 1, 4, and 5 support the conceptual framework of the unit. Candidates are required to plan multiple lessons in all content areas and their planning is aligned with the Pathwise Evaluation Instrument. This instrument is based on Charlotte Danielson’s (2007) work. This instrument requires candidates to document their planning for guidance, teaching, and learning in addition to their reflection upon the success of the lesson. Aggregated data from the spring and fall 2011 semesters are presented in Section 5 of this assessment.

2. Description of how this assessment aligns with standards cited in Section III

This assessment aligns with all subsections of NAEYC Standard 4, Developmentally Effective Approaches. It involves candidates’ knowing, understanding, and using positive relationships and supportive interactions (NAEYC 4a) and knowing, understanding, and using developmentally effective approaches, strategies, and tools for early education including appropriate uses of technology (NAEYC 4b). The assignment also addresses candidates’ ability to use a broad repertoire of developmentally appropriate teaching /learning approaches (NAEYC 4c). The assignment also addresses standard 5 Using Content Knowledge to Build Meaningful Curriculum. During this internship experience candidates need to use their knowledge and understanding of content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies (NAEYC 5a) and also know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines (NAEYC 5b) and design, implement, and evaluate developmentally meaningful and challenging curriculum for each child (NAEYC 5c).

This assessment also aligns with Standard 1, Promoting Child Development and Learning. Planning requires knowledge and understanding of children’s characteristics and needs (NAEYC 1a). It also requires knowledge and understanding of multiple influences on development and learning (1b). Planning is required to demonstrate how candidates will create healthy, respectful, supportive and challenging environments (NAEYC 1c). Finally, the candidate’s assignment reflects his/her ability to use his/her own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes (NAEYC 4d).

In addition, this assessment includes Standard 6, Becoming a Professional. Candidates are required to demonstrate professional behaviors by adhering to ethical and professional standards (NAEYC 6b), show commitment to ongoing learning (NAEYC 6c), and demonstrate the ability to integrate knowledge and critical perspectives into reflective practice (NAEYC 6d).

There are several elements in the scoring guide that address sections of NAEYC Standards 2 and 3. However, these are relatively minor parts of the assignment. They are indicated on the scoring guide but not checked in Section III of this report.

3. Brief analysis of the data findings

Candidates' scores are recorded for each item (A.1, A.2, A.3 etc.) under each domain, and the mean score across all candidates for each item was calculated for the reporting. Data indicate that mean scores across all items in all four domains are above a score of 3, or greater than "Meets Expectations" for the majority of the items through all reporting period.

4. Interpretation of how data provide evidence for meeting standards

Data indicate that candidates have met and exceeded expectations for their use of knowledge of children, multiple influences on development and learning, and developmentally appropriate practice (NAEYC 1a, 1b, 1c) during their internship. Candidates' understanding of the diverse array of children's families and communities (NAEYC 2a) is also evident in the data collected on planning and teaching, as is their knowledge of communicating with families about children's learning and development (NAEYC 2b, 2c). Candidates' abilities to connect with children and families and to use developmentally appropriate teaching and guidance strategies also are meeting and exceeding expectations as specified by NAEYC standard 4a, 4b, 5a, 5b, and 5c. Data from evaluation of their content knowledge and of their ability to build meaningful curriculum also demonstrate candidates are meeting and exceeding the requirements as specified by NAEYC for standard 4c and 5a. Finally, data indicate that candidates are adhering to ethical and professional standards (NAEYC 6b), are committed to ongoing learning (NAEYC 6c), and have the ability to integrate knowledge and critical perspectives into reflective practice (NAEYC 6d).

5. Assessment Documentation

5 a) Assessment Tool and

5 b) Scoring Guide

Internship Performance Evaluation

The Conceptual framework for programs in the college of Education is Leadership in Learning as demonstrated through Communication (C), Specialized Expertise (SE), Professional Development (PD), and a strong commitment to Diversity (D).

Arkansas (AR) Standard One (**AR1**): Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, & can create experiences that make these aspects of subject matter meaningful for candidates and can link the discipline(s) to other subjects.

AR Standard Two (**AR2**): Candidate plans curriculum appropriate to the children, to the content, and to the course objectives.

AR Standard Three (**AR3**): Plans & conducts instruction using knowledge of human growth & development learning theory responding to the needs of the children.

AR Standard Four (**AR4**): Candidate exhibits human relations skills that support the development of human potential

AR Standard Five (**AR5**): Candidate works collaboratively with school colleagues, parents/guardians, & the community to support children's learning and well-being.

NAEYC Standard 1 (**S1**): Promoting Child Development & Learning

NAEYC Standard 2 (**S2**): Building Family and Community Relationships

NAEYC Standard 4 (**S4**): Teaching and Learning

NAEYC Standard 5 (**S5**): Becoming a Professional

Directions: Read the descriptions of behavior for each domain (A-D) & criteria (A.1, A2, etc.). Circle the description that best fits the candidate's performance: 1 = Doesn't meet expectations, 3 = Meets expectations, 5 = Exceeds expectations. **Or** check the box associated with a score of a 2 "Above level one but below level three,) or a score of 4 "Above level three but below a level five.

Enter the numerical score (1-5) in the box on the far left corner under "Score." Write a short paragraph summarizing the candidate's strengths & weaknesses, & sign/date the form on the last page.*

5	Exceeds Expectations for an candidate
4	Above level three but below level five
3	Meets Expectations for an candidate
2	Above level one but below level three
1	Does Not Meet Expectations for an Candidate
NA	Not applicable
NO	No opportunity to observe

***IMPORTANT NOTE:** Candidates who score a "1" in ANY area cannot make above a "B" for a final grade. Scoring a "1" or "2" in multiple areas will result in a final grade of a "C" or lower & will require a professional development conference.

Domain A: Planning

Stand	Criteria	1. Does Not Meet Expectations	2	3. Meets Expectations	4	5. Exceeds Expectations
1b	A1. Plans using knowledge of multiple influences on all aspects of children's background & learning	Candidate makes no attempts to acquire knowledge of children's development, background, skills, & interests & does not use this knowledge to plan for groups of children		Candidate demonstrates knowledge of children's development, background, skills, interests, & attempts to use this knowledge to plan for groups of children		Candidate demonstrates an extensive knowledge of children's development, background, skills, interests, & uses this knowledge to plan for groups of children
4d, 1c	A2. Plans state clear developmentally appropriate objectives	Candidate cannot articulate objectives that are developmentally appropriate for most of their children. Adaptations are often not considered for students with special needs		Candidate can articulate objectives that are developmentally appropriate for most of their children. Adaptations are considered for children with special needs		Candidate consistently articulates objectives that are developmentally appropriate for most of their children. Adaptations are made for children with special needs
4d	A3. Plans connect previously learned content with new learning	Candidate's plans do not demonstrate an understanding of the need to connect new learning to previous knowledge. Plans fail to connect to future content concepts		Candidate's plans demonstrate an understanding of the need to connect new learning to previous knowledge. Plans usually connect to future content concepts		Candidate demonstrates a solid understanding of the need to connect new learning to previous knowledge. Plans clearly lay the groundwork for future content concepts
4b	A4. Plans based on a wide array of effective approaches, strategies, & tools	Candidate chooses methods, activities or materials that are unrelated to the goals of the lesson		The candidate creates instructional plans that support the stated instructional objectives, & engage students in meaningful learning. Plans call for a variety of methods, materials, & activities that are appropriate to children		The candidate creates instructional plans that support the stated instructional objectives, & engage children in meaningful learning. Plans call for a variety of methods, materials, & activities that are matched to the level of understanding that is required by the subject & allow a differential learning experience for individuals or groups
	A5. Plans reflect alignment of objectives with approaches & assessments	Objectives, approaches, & assessments are often not aligned		Objectives, approaches, & assessments are all aligned		Objectives, approaches, & assessments are systematically aligned
4d, 1a	A6. Plans assessment that is organized but flexible to adapt to needs of children	The candidate does not consistently plan for evaluating children's learning		Candidate plans for evaluating children's learning		Candidate consistently plans for evaluating children's learning
4d, 1a	A7 Changes plans as necessary. based on daily observation & reflection	Reflections are rarely taken into account when planning		Reflections are considered when planning		Reflections are systematically used to plan
5c	A8. Plans help create healthy, respectful, supportive challenging environments & expectations	Learning environment & expectations lack appropriate qualities		Learning environment & expectations are appropriate for children		Learning environment & expectations always reflect developmentally appropriate practice
4d, 1a	A9. Plans meaningful challenging curriculum that is organized yet flexible to adapt to needs of children	Curriculum is not relevant to children, is not very challenging, lacks organization, & lacks flexibility		Curriculum is relevant to children, has potential to challenge them, is organized & has potential to be adapted as necessary		Curriculum shows much potential to challenge children, is extremely relevant to them, is well organized & has much potential for adaptation
5a	A10. Plans integrate content knowledge across subjects	Candidate's lessons plans do not reflect integration of curriculum content area		Candidate's lessons plans often integrate curriculum content areas		Candidate's lessons plans reflect multiple integrations of curriculum content areas. Connections between content areas are referred to throughout the day

Domain B: Learning Environment & Guidance Strategies

Stand	Criteria	1. Does Not Meet Expectations	2	3. Meets Expectations	4	5. Exceeds Expectations
4a	B1. Creates climate that promotes fairness	Candidate is unfair in the treatment of children & doesn't respond to inappropriate interactions among children		Candidate is fair in treatment of children		Candidate is fair in treatment of children, does not tolerate obviously unfair behavior among children & responds constructively to problem situations
4a	B2. Models positive supportive interactions that establish rapport	Interactions in the candidate's classroom between the candidate & children & among children are negative & are characterized by sarcasm, insults or conflict		Candidate is usually successful in establishing rapport		Candidate successfully establishes rapport
4a	B3. Builds relationships that prevent problems developing	Little evidence of supportive relationships		Supportive relationships are developed		Relationships are of an exceptionally high quality
4a	B4. Maintains consistent & equitable standards of behavior using guidance skills	Guidance is consistently poor. Candidate has established no clear expectations. Little monitoring of children's behavior is evident & responses to mistaken behavior are often inappropriate		Guidance is usually consistent. Candidate is aware of children's behavior, has established clear standards of conduct, & responds to mistaken behavior in ways that are appropriate & respectful of the child		Guidance is consistent. Candidate monitors children's behavior in subtle & preventative ways. Candidate's response to mistaken behavior is sensitive to individual children's need
4b	B5. Encourages children's growth towards self-control	Little evidence of encouragement towards self control		Candidate consistently encourages children towards self control		Candidate demonstrates strong commitment to encouragement of children towards self-control
4b	B6. Encourages children's growth towards respect for others	Little evidence of encouragement for respect for others		Candidate consistently encourages children to respect others		Candidate demonstrates commitment to encouragement of children to respect others
4b	B7. Addresses children's challenging behaviors by using a repertoire of guidance approaches to meet individual needs	Limited repertoire of approaches lack of effectiveness		Displays a repertoire of generally effective approaches		Displays a wide array of highly effective approaches
2b	B8. Manages safe & confident transitions from home to school at the beginning & end of each day	Little effort to make transitions safe & confident for either children or families		Helps children & families make safe & confident transitions between home & school		Displays strong commitment to making safe & confident transitions between home & school for children & families
4a	B9. Manages safe & confident transitions throughout the day	Transitions are generally weak		Transitions are made smoothly with few problems		Transitions are consistently safe & confident for all children
2b	B10. Communicates with & builds relationships with families that are respectful & adaptable	Demonstrates little attempt to communicate with & build relationships with families		Candidate communicates with & builds respectful relationships with families adapting the approach as appropriate		Candidate demonstrates strong commitment to communicating with & building respectful relationships with families in different ways as appropriate
2a	B11. Demonstrates knowledge & understanding of the communities in which children live	Demonstrates little & understanding of children's communities		Understands children's communities		Candidate demonstrates detailed knowledge & understanding of children's communities
2c	B12. Demonstrates knowledge of various ways to involve families in children's learning	Demonstrates little insight into how to involve families in children's learning		Demonstrates varied ideas for involving families in children's learning		Demonstrates exceptional insight into how to involve families in children's learning
2b	B13. Communicates with parents about children's learning.	Candidate provides little or no information to families. Candidate does not respond or responds inappropriately to parents' concerns about children		Candidate communicates information about children's learning to families		Candidate communicates frequently with families. A variety of different communication techniques are employed
2b	B14. Advocates for children &/or families	Little attempt to advocate for children &/or families		Attempts to advocate for children &/or families		Demonstrates commitment to advocacy for children &/or families

Domain C Teaching Strategies & Content Knowledge

Stand	Criteria	1. Does Not Meet Expectations	2	3. Meets Expectations	4	5. Exceeds Expectations
4c	C1. Makes learning objectives & procedures clear to children	Candidate provides children with no information, confusing information, or inaccurate information about the learning objectives or instructional procedures for the lesson		Candidate makes learning objectives & procedures clear to children & most of the children carry out instructional procedures		Candidate communicates clearly & accurately appropriate learning goals to all children, making accommodations for diverse learners. Children carry out instructional procedures quickly w/o hesitation
4b	C2. Uses relationships & varied strategies to positively influence children's learning	Children's learning is not progressing satisfactorily		Children's learning is progressing satisfactorily		Children's learning is progressing significantly
5c	C3. Encourages children to extend their thinking by engaging them in conversation, asking thought-provoking questions, & providing additional materials & resources	C3. Candidate discourages children from thinking independently, creatively, or critically		C3. Candidate encourages most children to think independently, creatively, or critically in the context of the content being studied		All children are challenged to compare & contrast, support answers, create examples, & provide varied ideas
3d	C4. Uses observation, documentation, & other forms of assessment to monitor children's progress	Little monitoring of children's progress		Various approaches are used to monitor children's progress		Monitoring of children's progress is intensive
4c	C5. Uses class time effectively & efficiently	Time is wasted with meaningless activities. Groups & transitions are not managed appropriately		Structure & pacing of lesson are suitable. Routines & procedures are followed. Transitions & groups are managed appropriately. Non-instructional procedural matters do not occupy an excessive amount of time		Candidate provides children with activities of instructional value for the entire instructional period & paces them appropriately. Transitions & groups are managed in a way that maximizes instructional time. Any necessary non-instructional procedures are performed efficiently. Candidate has meaningful activities for children who finish their assignments faster than others
4b	C6. Uses spontaneous opportunities to integrate curriculum	Does not make use of spontaneous opportunities to integrate curriculum		Takes advantage of spontaneous opportunities to integrate curriculum		Makes excellent use of spontaneous opportunities to integrate curriculum
5a	C7. Demonstrates content knowledge & teaching strategies for language, literacy, & literature	Content knowledge &/or teaching strategies are weak		Content knowledge & teaching strategies are satisfactory		Content knowledge & teaching strategies are exceptional
5a	C8. Demonstrates content knowledge & teaching strategies for ELL learners a home languages	Content knowledge &/or teaching strategies are weak		Content knowledge & teaching strategies are satisfactory		Content knowledge & teaching strategies are exceptional
5a	C9. Demonstrates content knowledge & teaching strategies for the arts	Content knowledge &/or teaching strategies are weak		Content knowledge & teaching strategies are satisfactory		Content knowledge & teaching strategies are exceptional
5a	C10. Demonstrates content knowledge & teaching strategies for mathematics	Content knowledge &/or teaching strategies are weak		Content knowledge & teaching strategies are satisfactory		Content knowledge & teaching strategies are exceptional
5a	C11. Demonstrates content knowledge & teaching strategies for science	Content knowledge &/or teaching strategies are weak		Content knowledge & teaching strategies are satisfactory		Content knowledge & teaching strategies are exceptional
5a	C12. Demonstrates content knowledge & teaching strategies for social studies	Content knowledge &/or teaching strategies are weak		Content knowledge & teaching strategies are satisfactory		Content knowledge & teaching strategies are exceptional
4b	C13. Embeds teaching in a context of rich oral language communication	Oral language communication is limited & simple		Oral language communication is used throughout all aspects of the program		Oral language communication is used throughout all aspects of the program & is rich & challenging
1a	C14. Models engagement & enthusiasm	Candidate does not display much evidence of engagement or enthusiasm in teaching		Candidate displays both engagement & enthusiasm in teaching most of the time		Candidates displays engagement & enthusiasm in teaching all of the time
3c	C15. Uses monitoring as base for providing further intervention with	Candidate makes no attempt to determine whether children are understanding & gives		C4. Candidate monitors progress & provides feedback		Candidate's feedback to children's is frequent & timely. Feedback is meaningful, & fosters children's learning.

	children	them no feedback			Children are encouraged to seek feedback from peers. Candidate is highly responsive to children's questions & makes major adjustments if needed to meet children's needs
4a	C16. Provides feedback to children that helps build their confidence as learners	Provides little feedback that contributes to building children's confidence as learners		Provides feedback that contributes to building children's confidence as learners	Provides feedback that strongly contributes to building of children's confidence as learners

Domain D: Professionalism

Stand	Criteria	1. Does Not Meet Expectations	2	3. Meets Expectations	4	5. Exceeds Expectations
6d	D1. Demonstrates reflective practices	Candidate cannot accurately identify strengths & weaknesses of the lesson in relation to the learning goals		Candidate accurately describes the strengths & weaknesses of the lesson in relation to the learning goals & describes in general terms how they could use the experience in future lesson.		Candidate accurately describes the strengths & weaknesses of the lesson in relation to the learning goals & describes specific terms they will use the experience in future lessons
6c	D2. Develops knowledge of resources available through consultation with colleagues	Candidate demonstrates no knowledge of resources available through colleagues in the school or district		Candidate demonstrates knowledge of resources & consults with colleagues on matters related to learning & instruction		Candidate demonstrates knowledge of resources & proactively solicits colleagues' & curriculum specialists' input on matters related to learning & instruction
6c	D3. Develops collaborative relationships with other school personnel	Candidate's relationships with colleagues are negative or self-serving		Candidate's relationships with colleagues are collaborative		Candidate's relationships with colleagues are extensive & collaborative
6c	D4. Participates in school &/or district projects	Candidate avoids being involved in school &/or district projects		Candidate participates in school &/or district projects		Candidate actively participates in school &/or district projects
2c	D5. Communicates with parents about children's learning & advocates for children & families	Candidate provides little or no information to families, makes no attempt to engage them, & does not respond or responds inappropriately to parents' concerns		Candidate communicates with families, & attempts to engage them in their children's learning & advocates for children's learning		Candidate communicates frequently with families engaging them in children's learning & advocating for children using various communication techniques
4d	D6. Demonstrates influence of own reflection in changes in practice	Does not use own reflection to change teaching practice		Makes effective use of own reflection to change practice		Makes extensive & effective use of own reflection to change practice
6b	D7. Demonstrates application of code of ethics in professional setting	No evidence of understanding how to apply code in practice		Demonstrates understanding of how to apply code in practice		Demonstrates exceptional understanding of how to apply code in practice
6b	D8. Upholds guidelines for dress	Candidate's grooming & dress are frequently inappropriate		Candidate's grooming & dress are usually appropriate		Candidate's grooming & dress are always appropriate
6b	D9. Uses appropriate spoken written language	Candidate often uses inappropriate &/or incorrect spoken & written language		Candidate almost always uses appropriate correct spoken & written language		Candidate always uses appropriate spoken & written language
6c	D10. Upholds guidelines regarding accepting using constructive criticism	Candidate does not respond well to constructive criticism & seems to ignore advice		Candidate responds well to constructive criticism & uses the information to improve his/her performance		Candidate asks for constructive criticism & uses the information to improve his/her performance
6c	D11. Upholds guidelines for attendance & punctuality	Candidate does not adhere to attendance policies, has multiple absences & is often tardy		Candidate adheres to attendance policies, & has few absences or late arrivals		Candidate adheres to attendance policies, has very few absences & is rarely tardy

Summary Comments of Observer

Signature of Intern _____

Signature of Cooperating Teacher _____

Signature of Faculty Supervisor _____

5 c) Candidate Data

Internship Evaluation for Spring 2010 - Fall 2010

NAEYC Stand	Domain A: Planning	Spring 10 N = 5	Range Spring 11	Fall 10 N = 5	Range Fall 10
1b	A1. Plans using knowledge of multiple influences on all aspects of children's background & learning	3.6	2-5	4.3	3-5
4d, 1c	A2. Plans state clear developmentally appropriate objectives	3.6	3-5	4.5	3-5
4d	A3. Plans connect previously learned content with new learning	3.8	3-5	4.6	3-5
4b	A4. Plans based on a wide array of effective approaches, strategies, & tools	4	3-5	4.6	3-5
	A5. Plans reflect alignment of objectives with approaches & assessments	3.6	3-5	4.2	3-5
4d, 1a	A6. Plans assessment that is organized but flexible to adapt to needs of children	3.8	3-5	4	3-5
4d, 1a	A7. Changes plans as necessary, based on daily observation & reflection	4	3-5	4.3	3-5
5c	A8. Plans help create healthy, respectful, supportive challenging environments & expectations	3.6	3-5	4.5	3-5
4d, 1a	A9. Plans meaningful challenging curriculum that is organized yet flexible to adapt to needs of children	3.6	3-5	4.4	3-5
5a	A10. Plans integrate content knowledge across subjects	3.6	3-5	4.5	3-5

NAEYC Stand	Domain B: Learning Environment & Guidance Strategies	Spring 10 N = 5	Range Spring 11	Fall 10 N = 5	Range Fall 12
4a	B1. Creates climate that promotes fairness	4	3-5	4.5	3-5
4a	B2. Models positive supportive interactions that establish rapport	4.6	3-5	4.5	3-5
4a	B3. Builds relationships that prevent problems developing	3.6	3-5	4.1	3-5
4a	B4. Maintains consistent & equitable standards of behavior using guidance skills	3.4	3-5	4.3	3-5
4b	B5. Encourages children's growth towards self-control	3.8	3-5	4.4	3-5
4b	B6. Encourages children's growth towards respect for others	4.2	3-5	4.1	3-5
4b	B7. Addresses children's challenging behaviors by using a repertoire of guidance approaches to meet individual needs	3.6	3-5	4.1	3-5
2b	B8. Manages safe & confident transitions from home to school at the beginning & end of each day	3.6	3-5	4.5	3-5
4a	B9. Manages safe & confident transitions throughout the day	3.4	3-5	4.3	3-5
2b	B10. Communicates with & builds relationships with families that are respectful & adaptable	3.6	3-5	4.4	3-5
2a	B11. Demonstrates knowledge & understanding of the communities in which children live	3.6	3-5	4.4	3-5
2c	B12. Demonstrates knowledge of various ways to involve families in children's learning	3.6	3-5	4.2	3-5
2b	B13. Communicates with parents about children's learning.	3.25	3-5	4	3-5

2b	B14. Advocates for children &/or families	3.5	3-5	4.6	3-5
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NAEYC Stand	Domain C Teaching Strategies & Content Knowledge	Spring 10 N = 5	Range Spring 11	Fall 10 N = 5	Range Fall 12
4c	C1. Makes learning objectives & procedures clear to children	3.8	2-5	4.6	3-5
4b	C2. Uses relationships & varied strategies to positively influence children's learning	3.6	3-5	4.3	3-5
5c	C3. Encourages children to extend their thinking by engaging them in conversation, asking thought-provoking questions, & providing additional materials & resources	3.8	3-5	4.3	3-5
3d	C4. Uses observation, documentation, & other forms of assessment to monitor children's progress	4.2	3-5	4	3-5
4c	C5. Uses class time effectively & efficiently	3.4	3-5	4.3	2-5
4b	C6. Uses spontaneous opportunities to integrate curriculum	3.8	3-5	4	3-5
5a	C7. Demonstrates content knowledge & teaching strategies for language, literacy, & literature	3.6	3-5	4.5	3-5
5a	C8. Demonstrates content knowledge & teaching strategies for ELL learners' home languages	3.4	3-5	4	3-5
5a	C9. Demonstrates content knowledge & teaching strategies for the arts	3.6	3-5	4	3-5
5a	C10. Demonstrates content knowledge & teaching strategies for mathematics	3.5	3-5	4.3	3-5
5a	C11. Demonstrates content knowledge & teaching strategies for science	4	3-5	4.3	3-5
5a	C12. Demonstrates content knowledge & teaching strategies for social studies	4	3-5	4.3	3-5
4b	C13. Embeds teaching in a context of rich oral language communication	3.6	3-5	4.5	3-5
1a	C14. Models engagement & enthusiasm	3.8	3-5	4	3-5
3c	C15. Uses monitoring as base for providing further intervention with children	4.2	3-5	4.1	3-5
4a	C16. Provides feedback to children that helps build their confidence as learners	3.60	3-5	4.2	3-5

NAEYC Stand	Domain D: Professionalism	Spring 10 N = 5	Range Spring 11	Fall 10 N = 5	Range Fall 12
6d	D1. Demonstrates reflective practices	3.6	3-5	4.3	3-5
6c	D2. Develops knowledge of resources available through consultation with colleagues	3.8	3-5	4.3	3-5
6c	D3. Develops collaborative relationships with other school personnel	4	3-5	4.3	3-5
6c	D4. Participates in school &/or district projects	3.5	3-5	4.4	3-5
2c	D5. Communicates with parents about children's learning & advocates for children & families	3.3	3-5	4	3-5
4d	D6. Demonstrates influence of own reflection in changes in practice	3.6	3-5	4.6	3-5
6b	D7. Demonstrates application of code of ethics in professional setting	4	3-5	4.6	3-5
6b	D8. Upholds guidelines for dress	4.6	3-5	4.6	3-5
6b	D9. Uses appropriate spoken and written language	4.6	3-5	4.5	3-5

6c	D10. Upholds guidelines regarding accepting and using constructive criticism	3.8	3-5	4.8	3-5
6c	D11. Upholds guidelines for attendance & punctuality	4.2	2-5	4.6	3-5

Internship Evaluation for Spring 2011 - Fall 2011

NAEYC Stand	Domain A: Planning	Spring 11 N = 3	Range Spring 11	Fall 11 N = 7	Range Fall 11
1b	A1. Plans using knowledge of multiple influences on all aspects of children's background & learning	3.7	3-5	3.50	3-5
4d, 1c	A2. Plans state clear developmentally appropriate objectives	4	3-5	4.33	3-5
4d	A3. Plans connect previously learned content with new learning	4	3-5	4.50	4-5
4b	A4. Plans based on a wide array of effective approaches, strategies, & tools	4	3-5	3.83	3-5
	A5. Plans reflect alignment of objectives with approaches & assessments	4	3-5	4.00	3-5
4d, 1a	A6. Plans assessment that is organized but flexible to adapt to needs of children	4	3-5	4.17	3-5
4d, 1a	A7. Changes plans as necessary, based on daily observation & reflection	3.33	3-5	4.17	3-5
5c	A8. Plans help create healthy, respectful, supportive challenging environments & expectations	4	3-5	4.17	3-5
4d, 1a	A9. Plans meaningful challenging curriculum that is organized yet flexible to adapt to needs of children	4	3-5	3.83	3-5
5a	A10. Plans integrate content knowledge across subjects	4	3-5	3.67	3-5

NAEYC Stand	Domain B: Learning Environment & Guidance Strategies	Spring 11 N = 3	Range Spring 11	Fall 11 N = 7	Range Fall 11
4a	B1. Creates climate that promotes fairness	4	3-5	4.50	3-5
4a	B2. Models positive supportive interactions that establish rapport	4.3	4-5	4.17	2-5
4a	B3. Builds relationships that prevent problems developing	4	3-5	4.33	3-5
4a	B4. Maintains consistent & equitable standards of behavior using guidance skills	3.7	3-5	4.33	3-5
4b	B5. Encourages children's growth towards self-control	3.7	3-5	4.50	3-5
4b	B6. Encourages children's growth towards respect for others	3.7	3-5	4.33	3-5
4b	B7. Addresses children's challenging behaviors by using a repertoire of guidance approaches to meet individual needs	4	3-5	3.83	2-5
2b	B8. Manages safe & confident transitions from home to school at the beginning & end of each day	4	3-5	4.50	4-5
4a	B9. Manages safe & confident transitions throughout the day	4	3-5	4.17	3-5
2b	B10. Communicates with & builds relationships with families that are respectful & adaptable	4	3-5	4.33	3-5
2a	B11. Demonstrates knowledge & understanding of the communities in which children live	4	3-5	3.83	3-5
2c	B12. Demonstrates knowledge of various ways to involve families in children's learning	4	3-5	3.67	3-5
2b	B13. Communicates with parents about children's learning.	3.67	3-5	3.83	3-5

2b	B14. Advocates for children &/or families	3.67	3-5	4.33	3-5
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NAEYC Stand	Domain C Teaching Strategies & Content Knowledge	Spring 11 N = 3	Range Spring 11	Fall 11 N = 7	Range Fall 10
4c	C1. Makes learning objectives & procedures clear to children	3.7	3-4	3.67	2-5
4b	C2. Uses relationships & varied strategies to positively influence children's learning	3.7	3-5	4.17	3-5
5c	C3. Encourages children to extend their thinking by engaging them in conversation, asking thought-provoking questions, & providing additional materials & resources	4	3-5	4.00	3-5
3d	C4. Uses observation, documentation, & other forms of assessment to monitor children's progress	4	3-5	4.00	3-5
4c	C5. Uses class time effectively & efficiently	3.7	3-5	3.83	2-5
4b	C6. Uses spontaneous opportunities to integrate curriculum	3.7	3-5	4.00	3-5
5a	C7. Demonstrates content knowledge & teaching strategies for language, literacy, & literature	3.7	3-5	3.83	2-5
5a	C8. Demonstrates content knowledge & teaching strategies for ELL learners' home languages	3	3	3.50	3-5
5a	C9. Demonstrates content knowledge & teaching strategies for the arts	3.7	3-5	3.40	3-5
5a	C10. Demonstrates content knowledge & teaching strategies for mathematics	3.67	3-5	4.33	3-5
5a	C11. Demonstrates content knowledge & teaching strategies for science	3.3	3-4	4.17	3-5
5a	C12. Demonstrates content knowledge & teaching strategies for social studies	3.67	3-5	4.33	3-5
4b	C13. Embeds teaching in a context of rich oral language communication	3.67	3-5	4.83	4-5
1a	C14. Models engagement & enthusiasm	4	3-5	4.67	4-5
3c	C15. Uses monitoring as base for providing further intervention with children	4	3-5	4.00	3-5
4a	C16. Provides feedback to children that helps build their confidence as learners	4	3-5	4.67	4-5

NAEYC Stand	Domain D: Professionalism	Spring 11 N = 3	Range Spring 11	Fall 11 N = 7	Range Fall 11
6d	D1. Demonstrates reflective practices	4	3-5	4.33	3-5
6c	D2. Develops knowledge of resources available through consultation with colleagues	4	3-5	4.67	4-5
6c	D3. Develops collaborative relationships with other school personnel	4	3-5	4.50	4-5
6c	D4. Participates in school &/or district projects	4	3-5	4.33	3-5
2c	D5. Communicates with parents about children's learning & advocates for children & families	3.7	3-5	4.33	3-5
4d	D6. Demonstrates influence of own reflection in changes in practice	4	3-5	3.83	3-5
6b	D7. Demonstrates application of code of ethics in professional setting	4	3-5	4.33	3-5
6b	D8. Upholds guidelines for dress	4	3-5	4.83	4-5
6b	D9. Uses appropriate spoken and written language	4	3-5	4.83	4-5

6c	D10. Upholds guidelines regarding accepting and using constructive criticism	3.67	2-5	5.00	5
6c	D11. Upholds guidelines for attendance & punctuality	2.7	2-4	4.83	4-5

Internship Evaluation for Spring 2012 - Fall 2012

NAEYC Stand	Domain A: Planning	Spring 12 N = 11	Range Spring 11	Fall 12 N = 6	Range Fall 12
1b	A1. Plans using knowledge of multiple influences on all aspects of children's background & learning	3.6	3-5	3.8	3-5
4d, 1c	A2. Plans state clear developmentally appropriate objectives	3.3	1-5	4.3	4-5
4d	A3. Plans connect previously learned content with new learning	3.7	3-5	3.8	3-5
4b	A4. Plans based on a wide array of effective approaches, strategies, & tools	3.5	1-5	4	3-5
	A5. Plans reflect alignment of objectives with approaches & assessments	3.4	1-5	3.6	3-5
4d, 1a	A6. Plans assessment that is organized but flexible to adapt to needs of children	3.8	3-5	3.6	3-5
4d, 1a	A7. Changes plans as necessary, based on daily observation & reflection	3.5	1-5	3.6	3-5
5c	A8. Plans help create healthy, respectful, supportive challenging environments & expectations	3.4	2-5	4	3-5
4d, 1a	A9. Plans meaningful challenging curriculum that is organized yet flexible to adapt to needs of children	3.4	2-5	4.2	3-5
5a	A10. Plans integrate content knowledge across subjects	3.6	3-5	4.3	3-5

NAEYC Stand	Domain B: Learning Environment & Guidance Strategies	Spring 12 N = 11	Range Spring 11	Fall 12 N = 6	Range Fall 12
4a	B1. Creates climate that promotes fairness	3.1	2-5	4.5	4-5
4a	B2. Models positive supportive interactions that establish rapport	3.1	2-5	4.5	4-5
4a	B3. Builds relationships that prevent problems developing	3.0	1-5	4.3	4-5
4a	B4. Maintains consistent & equitable standards of behavior using guidance skills	3.0	1-5	4.1	3-5
4b	B5. Encourages children's growth towards self-control	3.0	1-5	4.1	3-5
4b	B6. Encourages children's growth towards respect for others	3.1	2-5	4.3	4-5
4b	B7. Addresses children's challenging behaviors by using a repertoire of guidance approaches to meet individual needs	3.1	2-5	3.6	4-5
2b	B8. Manages safe & confident transitions from home to school at the beginning & end of each day	3.7	3-5	4.4	4-5
4a	B9. Manages safe & confident transitions throughout the day	3.0	1-5	4.4	3-5
2b	B10. Communicates with & builds relationships with families that are respectful & adaptable	3.6	3-5	4	3-5
2a	B11. Demonstrates knowledge & understanding of the communities in which children live	3.1	2-5	3.8	3-5
2c	B12. Demonstrates knowledge of various ways to involve families in children's learning	5	5	4	3-5
2b	B13. Communicates with parents about children's learning.	5	5	4	3-5

2b	B14. Advocates for children &/or families	3.5	3-5	4.3	3-5
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NAEYC Stand	Domain C Teaching Strategies & Content Knowledge	Spring 12 N = 11	Range Spring 11	Fall 12 N = 6	Range Fall 12
4c	C1. Makes learning objectives & procedures clear to children	3.5	1-5	3.6	3-5
4b	C2. Uses relationships & varied strategies to positively influence children's learning	3.6	2-5	3.8	3-5
5c	C3. Encourages children to extend their thinking by engaging them in conversation, asking thought-provoking questions, & providing additional materials & resources	3.5	2-5	3.8	3-5
3d	C4. Uses observation, documentation, & other forms of assessment to monitor children's progress	3.5	2-5	3.6	3-5
4c	C5. Uses class time effectively & efficiently	3.3	1-5	3.8	2-5
4b	C6. Uses spontaneous opportunities to integrate curriculum	3.6	2-5	4	3-5
5a	C7. Demonstrates content knowledge & teaching strategies for language, literacy, & literature	3.5	1-5	3.8	3-5
5a	C8. Demonstrates content knowledge & teaching strategies for ELL learners' home languages	4	4-5	3.6	3-5
5a	C9. Demonstrates content knowledge & teaching strategies for the arts	3.7	3-5	3.6	3-5
5a	C10. Demonstrates content knowledge & teaching strategies for mathematics	3.5	1-5	3.8	3-5
5a	C11. Demonstrates content knowledge & teaching strategies for science	3.6	3-5	3.6	3-5
5a	C12. Demonstrates content knowledge & teaching strategies for social studies	3.7	3-5	3.6	3-5
4b	C13. Embeds teaching in a context of rich oral language communication	3.5	1-5	4	3-5
1a	C14. Models engagement & enthusiasm	3.7	3-5	4.1	3-5
3c	C15. Uses monitoring as base for providing further intervention with children	3.5	1-5	3.8	3-5
4a	C16. Provides feedback to children that helps build their confidence as learners	3.6	2-5	3.8	3-5

NAEYC Stand	Domain D: Professionalism	Spring 12 N = 11	Range Spring 11	Fall 12 N = 6	Range Fall 12
6d	D1. Demonstrates reflective practices	3.7	3-5	3.6	3-5
6c	D2. Develops knowledge of resources available through consultation with colleagues	3.7	3-5	4	3-5
6c	D3. Develops collaborative relationships with other school personnel	4	3-5	4.1	3-5
6c	D4. Participates in school &/or district projects	3.7	3-5	4.3	3-5
2c	D5. Communicates with parents about children's learning & advocates for children & families	3.8	3-5	4	3-5
4d	D6. Demonstrates influence of own reflection in changes in practice	3.7	3-5	3.8	3-5
6b	D7. Demonstrates application of code of ethics in professional setting	3.8	3-5	4.1	3-5
6b	D8. Upholds guidelines for dress	3.8	3-5	4.1	3-5
6b	D9. Uses appropriate spoken and written language	3.8	3-5	4.5	3-5

6c	D10. Upholds guidelines regarding accepting and using constructive criticism	3.5	1-5	4.1	3-5
6c	D11. Upholds guidelines for attendance & punctuality	3.8	3-5	4.5	3-5

Assessment #5 (Effects on Students’ Learning): Change Over Time Paper

Although this assessment has components of NAEYC Standards 1 and 4, it primarily covers standards 3 and 5.

1. Description of the Assessment and Use in the Program

This assessment is used as part of the requirements for a class, READ 7351 Foundations of Teaching Reading, in the Master of Early Childhood- Initial License. Candidates must provide evidence that they can design instruction based upon assessment and use assessment to assure appropriate progress toward learning objectives. To that end, candidates develop instructional plans to meet individualized learning needs. This case study is used to determine if candidates can identify and address specific concerns related to children’s learning and intervene appropriately. The assignment calls for candidates to address individual learning differences in reading and writing, plan and deliver instruction, identify effective instructional strategies, and assess the learning interventions. Since this class is offered through the Reading Program the content is also aligned with IRA standards. This assessment is designed to address NAEYC Standards 3 and 5.

2. Description of how this assessment aligns with standards cited in Section III

This assignment aligns with all subsections of NAEYC Standard 5, Using Content Knowledge to Build Meaningful Curriculum. It involves candidates knowing, understanding, and using positive relationships and supportive interactions (NAEYC 4a) and understanding content knowledge and resources in academic disciplines (NAEYC 5a). The assignment also addresses candidates’ knowledge and understanding of central concepts, inquiry tools, and structures of content areas or academic disciplines (NAEYC 5b). In addition, candidates will use their own knowledge to design, implement, and evaluate developmentally meaningful and challenging literacy experiences for children (NAEYC 5c). This assessment also aligns with NAEYC Standard 3, since it also requires that candidates understand goals and uses of assessment (NAEYC 3a), know about and use observations, documentation & appropriate assessment tools (NAEYC 3b) and that candidates are able to practice responsible assessment (NAEYC 3c).

3. Brief analysis of the data findings

In the reporting period, there were problems with the collection of the data. This was due to changes in faculty members that were teaching the courses. Data was reported only for fall 10 and fall 11. For the rest of the semesters during the reporting period this assessment was not reported in Chalk and Wire and/or was not requested of the candidates.

4. Interpretation of how data provide evidence for meeting standards

Our data demonstrate that when data was reported all of our candidates (100%) were either proficient or exceptional in passing the required assessment. As such, data indicate that our candidates are meeting the requirements of NAEYC Standards 3 & 5.

5. Assessment Documentation

5a) Assessment Tool

This project focuses on the reading and writing development of a learner over time and the shifts in teacher instruction based on assessment and observation of children's performance. You will also discuss the relationship between teacher dispositions and student achievement in literacy. In order to complete this project, you will need to identify three children of varying reading abilities in your classroom and collect and analyze data regarding their reading and writing performance (reading interest and attitude surveys, running records/metalinguistic interviews, writing samples, and anecdotal notes) over the course of 8 weeks. The data will be presented in a paper and shared with classmates. The following steps should be taken:

1. The first week of the project give each child the Garfield Reading Motivation Survey and the Gambrell Motivation to Read Survey in order to find out how they feel about reading at school and at home.
2. During the second through seventh weeks of the project, take a weekly running record of each study child's oral reading performance and collect a sample of his/her writing. Score these adhering to the guidelines discussed in class, summarize the results, and analyze your findings for each assessment. As you build knowledge about literacy teaching and learning, focus on implementing the strategies learned in class with these children, making sure to use assessment to guide instruction. Document these strategies and /instructional methods for future reference in your final paper. The running record score sheets, a copy of the writing samples (children's names removed), and a one page summary/analysis of the children's scores will be compiled and submitted to the professor each week. Each week in class, candidates will share and discuss data in an effort to mentor one another through the change over time process. **(IRA 3.2, 3.3, 3.4 NAEYC 3.a, 3b, 3c, 5a, 5b, 5d)**
3. During the eighth week of the project, administer the Garfield Survey and Motivation to Read Survey again.
4. Finally, revisit the running records, writing samples, and score summary sheets in order to see the children's change over time. Consider the relationship between your literacy instruction and the children's reading/writing growth. Write a paper referencing class readings and utilizing the vocabulary of the field in order to discuss the changes over time observed in the children's reading and writing, as well as in your teaching of reading and writing in order to meet the needs of the children. Use the following headings to construct the paper:

Introduction (NAEYC 3.a, 3b)

Child:

- A. Name
- B. Date of birth
- C. Gender, ethnicity, primary language, socioeconomic status
- D. Grade placement in school – retentions?
- E. Special services received
- F. Home literacy practice – parental attitudes

- G. Reason for selecting the children to participate in the project
- H. Environment in which data samples were collected and instruction occurred
- I. Child's attitude / behavior during project
- J. Rapport with children

Change Over Time (NAEYC 3a,3b,3c,5b,5a,5c)

- A. **Change over time – Reading:** What behaviors/strategies were observed at the beginning of data collection? Provide specific assessment and observational data to document the children's reading development at the beginning of the study. What did you notice about the children's progress over time? What behaviors/strategies were observed at the end of data collection? Provide specific assessment and observational data to document the children's literacy development at the end of the study. What reading growth was demonstrated in your data? Situate your children's development on a literacy processing continuum.
- B. **Change over time – Writing:** What behaviors/strategies were observed at the beginning of data collection? Provide specific assessment and observational data to document the children's writing development at the beginning of the study. What did you notice about the children's progress over time? What behaviors/strategies were observed at the end of data collection? Provide specific assessment and observational data to document the children's literacy development at the end of the study. What writing growth was demonstrated in your data? Situate your children's development on a literacy processing continuum.
- C. **Recommendations for future instruction:** Using your data, write specific, detailed recommendations for future instruction. Include the following:
 - Discuss the strategies and skills that need to be further developed.
 - Provide specific instructional methods and materials required to accomplish these goals.
 Cite specific examples from the data to inform your recommendations and support these recommendations with research and theory.
- D. **Reflection and Synthesis: Instructional changes made based upon student performance** – How did you adjust your instruction in order to meet children's needs? What instructional shifts did you make and how did those shifts impact children's learning? Reflect upon your teaching and discuss how your knowledge of the reading/writing processing system influenced children's progress in literacy learning. In addition, discuss how your dispositions toward reading and writing influenced children's literacy achievement and attitude toward literacy learning.

Change Over Time Paper Organization:

1. Introduction of child #1
2. Change over time – reading for child #1

3. Change over time – writing for child #1
4. Recommendations for future instruction child #1
5. Instructional changes made for child #1
6. Weekly data for child #1
7. Introduction, change over time in reading/writing, recommendations, and instructional changes for child #2
8. Weekly data for child #2
9. Introduction, change over time in reading/writing, recommendations, and instructional changes for student #3
10. Weekly data for child #3
11. Reference page in APA format – 6th edition

5b) Scoring Guide

Final Project Rubric

100 points total	Exceptional	Proficient	Satisfactory (Basic)	Unsatisfactory	Points/Comments
<p>Project Components: The candidate includes all of the project components: introduction, summary and analysis of children’s progress in reading and writing, recommendations for future instruction, weekly assessment data, teacher’s instructional shifts, and a reference page.</p>	<p>All of the components and subparts of the Change Over Time Project are included and complete. The document is organized according to the specified format. Writing is clear and in the objective case. There are no errors in grammar, spelling, or conventions.</p> <p>9-10 pts.</p>	<p>All of the components and subparts of the Change Over Time Project are included and complete. The document is organized according to the specified format. For the most part, writing is clear and in the objective case. There are five or fewer errors in grammar, spelling, or conventions.</p> <p>8-8.5 pts.</p>	<p>All of the components of the Change Over Time Project are included and two or fewer may be incomplete. Some of the subparts may be missing. The document is partially organized according to the specified format. For the most part, writing is clear and in the objective case. There are six to ten errors in grammar, spelling, or conventions.</p> <p>7-7.5 pts.</p>	<p>One or more of the components of the Change Over Time Project are missing. Of those present, more than two are incomplete. Some of the subparts are missing. The document is not organized according to the specified format. The writing lacks clarity and is not written in the objective case. There are more than ten errors in grammar, spelling, or conventions.</p> <p>6.5 or fewer pts.</p>	
<p>Introduction: The candidate followed the</p>	<p>The Change Over Time Project introduction is</p>	<p>The Change Over Time Project introduction is</p>	<p>The Change Over Time Project introduction</p>	<p>The Change Over Time Project introduction lacks organization</p>	

standard format for organizing and developing a Change Over Time Project introduction. The heading data, children's information, and community / school information are all included and organized according to specified format. (IRA 3.3, NAEYC 3a, 3b)	well organized, written clearly, and includes all of the necessary information in detail. 9 -10 pts.	well organized, written clearly, and includes all of the necessary information. Detail is lacking in one or two areas. 8-8.5 pts.	lacks some organization and clarity. At least 9 of the required pieces of information are present but may lack detail. 7-7.5 pts.	and clarity. More than 6 of the required pieces of information are missing. Areas included lack detail. 6.5 or fewer pts.	
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	Exceptional	Proficient	Satisfactory (Basic)	Unsatisfactory	Points/Comments
Summary and Analysis of Student Progress -Reading: The reading progress of the children is summarized and analyzed. Links between children's progress and classroom instruction are outlined. (IRA 1.4, 3.1, 3.2, 3.3, 3.4, 4.3, 4.4 NAEYC 5a, 5b, 5d)	The reading progress of children is summarized and analyzed clearly and in detail. Change over time is discussed as it relates to the children's abilities and attitudes toward reading. Links between children's progress and classroom instruction are clearly defined. Thoughts are well supported with references. 4.5-5 pts. per student 13.5-15 pts. total	The reading progress of the children is summarized and analyzed clearly and with some detail. Change over time is discussed as it relates to the children's abilities and attitudes toward reading. Links between children's progress and classroom instruction are defined. Thoughts are supported with references. 4 pts. per student 12 pts. total	The reading progress of the children is summarized and analyzed. Change over time is discussed as it relates to the children's abilities and attitudes toward reading. Links between children's progress and classroom instruction are present, but not made obvious. Thoughts are partially supported with references. 3.5 pts. per student 10.5 pts. total	The reading progress of the children is not effectively summarized and analyzed. Change over time is not clearly discussed as it relates to the children's abilities and attitudes toward reading. Links between children's progress and classroom instruction are missing or not outlined. Thoughts are not supported with references. Less than 3.5 pts. per student: less than 10.5 total	
Summary and Analysis of Student Progress -Writing: The writing progress of children is summarized	The writing progress of children is summarized and analyzed clearly and in detail. Change over time is discussed	The writing progress of children is summarized and analyzed clearly and with some detail. Change over time is	The writing progress of children is summarized and analyzed. Change over time is discussed as it relates to the	The writing progress of children is not effectively summarized and analyzed. Change over time is not clearly	

and analyzed. Links between children's progress and classroom instruction are outlined. (IRA 1.4, 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, NAEYC 5a, 5b, 5d)	as it relates to the children's abilities and attitudes toward writing. Links between children's progress and classroom instruction are clearly defined. Thoughts are well supported with references.	discussed as it relates to the children's abilities and attitudes toward writing. Links between children's progress and classroom instruction are defined. Thoughts are supported with references.	children's abilities and attitudes toward writing. Links between children's progress and classroom instruction are present, but not made obvious. Thoughts are partially supported with references.	discussed as it relates to the children's abilities and attitudes toward writing. Links between children's progress and classroom instruction are missing or not outlined. Thoughts are not supported with references.	
	4.5-5 pts. per student 13.5-15 pts. total	4 pts. per student 12 pts. total	3.5 pts. per student 10.5 pts. total	Less than 3.5 pts. per student: less than 10.5 total	

	Exceptional	Proficient	Satisfactory (Basic)	Unsatisfactory	Points/Comments
Student Achievement –Reading: The candidate's instruction positively impacted the children's achievement in reading. (IRA 2.1, 2.2, 2.3 NAEYC 3b, 3c, 5b, 5a)	The candidate adjusted his/her instruction to meet the needs of children. The candidate documented children's growth in reading achievement.			It is not clear that the candidate adjusted his/her instruction to meet the needs of children. Children's growth in reading achievement is not documented.	
Student Achievement –Writing: The candidate's instruction positively impacted the children's achievement in writing. (IRA 2.1, 2.2, 2.3, NAEYC 3b, 3c, 5b, 5a)	The candidate adjusted his/her instruction to meet the needs of children. The candidate documented children's growth in writing achievement.			It is not clear that the candidate adjusted his/her instruction to meet the needs of children. Children's growth in writing achievement is not documented.	
Weekly Running Records, Writing Samples, and Summaries/Analysis (IRA 1.4, 3.1, 3.2, 3.3, 3.4, NAEYC 3a, 3b, 3c, 5b, 5a)	4.5-5 pts. per week 36-40 pts. total	4 pts. per week 32 pts. total	3.5 pts. per week 28 pts. total	less than 3.5 points per week Less than 28 pts. total	

<p>Reflection and Synthesis: The final portion of the paper provides closure by discussing what was learned regarding modifying instruction to meet children’s needs. Professional dispositions toward reading and writing and their influence over children’s performance are discussed. (IRA 4.4, 5.1, 5.3, NAEYC 5a, 5b, 5c)</p>	<p>Candidate demonstrates an exceptional understanding of the need to use children’s performance to guide instruction. Professional dispositions and their relation to children’s learning are recognized and clearly discussed.</p> <p>9 - 10 pts.</p>	<p>Candidate demonstrates a proficient understanding of the need to use children’s performance to guide instruction. Professional dispositions and their relation to children’s learning are recognized and discussed.</p> <p>8 – 8.5 pts.</p>	<p>Candidate demonstrates a basic understanding of the need to use children’s performance to guide instruction. Professional dispositions and their relation to children’s learning are not fully discussed. The relationship between dispositions and children’s learning is not fully recognized.</p> <p>7 – 7.5 pts.</p>	<p>Candidate demonstrates a lack of understanding of the need to use children’s performance to guide instruction. Professional dispositions and their relation to children’s learning are not discussed.</p> <p>6.5 or fewer pts.</p>	
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5 c) Candidate Data

Data of Candidates for Change Over Time Paper

Year	N	Proficient Level Percentage	Excel Level Percentage	Meeting Criteria
Fall 2010	10	10	100%	100%
Spring 2011	3	No Data Available		
Fall 2011	7	71%	29%	100%
Spring 2012	11	No Data Available		
Fall 2012	6			

Assessment 6 (NAEYC Preparation Standards): Professional Portfolio

Although this assessment has components of other NAEYC Standards it has been indicated primarily as covering standards 6 and 7.

1. Description of the Assessment and Use in the Program

Candidates co-enroll in ECED 7304 Early Childhood Education: Practicum/Internship, and ECED 7308 Advanced Internship Seminar: Strategies, Assessment, Planning, and Teaching & Professionalism in their last semester. During these classes candidates construct a professional portfolio and complete materials for application for licensure and graduation. They also complete the submission of data to Chalk & Wire. The elements of the portfolio are an autobiography, a philosophy statement, a resume, a reference list, a list of experiences in field placements, transcripts, Praxis II scores, evaluations from cooperating teachers, professional development plan, and a reference for the reporting of suspected child abuse as legislated by the state of Arkansas.

2. Description of how the assessment aligns with the standards cited in Section III

This assignment aligns with all subsections of NAEYC Standard 6, Becoming a Professional. Candidates write their autobiographies along with their philosophy statements. In this document they are instructed to explain the connections between their own lives and their involvement with the early childhood field as early childhood professional (NAEYC 6a). The section on Professional Standards requires them to compile a collection of these standards in one place for READY access and also to explain how they will use these standards in professional practice (NAEYC 6b). The Mandating Reporting Reference for the reporting of suspected child abuse also addresses NAEYC Standard 6b as part of their Philosophy Statement. The Professional Development Plan addresses NAEYC Standard 6d. The Philosophy Statement which requires that they integrate their understanding of their own beliefs with theory and practice including advocacy aligns with NAEYC Standard 6e and the portfolio is also graded on correct use of written language (NAEYC 6b). (Arkansas Teacher Preparation Standards include specifications for use of written and spoken language.) Lastly, one component of the portfolio this assessment aligns with standard 7 Early Childhood Field Experiences. Candidates are expected to reflect in their preparation, skills, and dispositions necessary to adequately create educational environments and developmentally appropriate curricula for their observations and their practices in the two age group placements in their educational training (NAEYC 7a).

3. Brief analysis of the data findings

The data from the reporting period indicate that all candidates are scoring at the level of “Meets Expectations” (3) or higher on most elements of the portfolio.

4. Interpretation of how data provide evidence for meeting standards

The data provide evidence that the candidates’ performances are meeting NAEYC Standard 6. Scores on the autobiography are high indicating that candidates are identifying themselves and their experiences with the profession (NAEYC 6a). Also, their knowledge of

professional standards and application of knowledge to practice are higher than just meeting standards (NAEYC 6b). The scores of the philosophy statement (NAEYC 6b, 6d, 6e) are meeting the required expectations. Scores of the Professional Development Plan (NAEYC 6c) and Reflections of Field Experience and Reporting Child Abuse indicate that candidates' performance on this element of the standard is more than suitable.

5. Assessment Documentation

5a) Assessment Tool

This assignment will reflect your understanding on a large part of the NAEYC Standard 6, Becoming a Professional. Throughout your program you have been immersed in the concept of becoming a professional. You know that being a professional involves many different aspects of daily practice and interaction in and out of schools. You also understand that the nature of a professional (NAEYC 6a) is about handling yourself and all your actions and interactions in a professional way. It requires that you understand how to draw on various resources to create the most positive learning environments for children (NAEYC 6a). You also know your responsibilities and the accountability you have to different standards, professional positions, and the knowledge base of the field (NAEYC 6b, 6d) and that all decisions are made based on these foundations. Similarly, being an early childhood professional means understanding how to advocate for diverse children and families (NAEYC 6e). You also know it involves reflective and collaborative planning for your ongoing growth as a professional (NAEYC 6c, 6d). Finally, you are expected to be able to clearly and succinctly explain, demonstrate, or provide key components of your professional identity.

This assignment provides you the opportunity to compile a number of documents that reflect these qualities of you as a professional into a single portfolio. The portfolio will also provide you with a useful resource in your search for your first job as a professional and also as a ready resource for key components of your professional responsibilities in your first years as a teacher. You already have some of these documents. Others will be constructed in the context of this assignment. The documents are of 4 kinds: Personal Information, Professional Information, Professional Documentation, and Performance Documentation. Once these documents are all collected you will be constructing an electronic portfolio and entering the documents into it.

Directions

1. Use the descriptions below to collect and construct your set of documents.

Personal Information

Autobiography: Write a simple autobiography of 1-2 pages. Although this should be the first item in your portfolio, you should write this either after you have written your philosophy statement or at the same time. The autobiography should provide the background experiences that have developed in you the kinds of values and beliefs that are the foundation of your philosophy statement and of your identification as an early childhood professional. This information will help convince the reader of your convictions as they see their origins. Experiences related in the autobiography should provide a background to your Views on the Nature of Humans and Goals for Humans in your philosophy statement. Possible types of experiences could include values you learned as a child, significant experiences you have had with others, views on global issues etc. (6a).

Professional Information

Professional Standards: Construct a document that includes all the professional standards which guide your practice and also to which you are held accountable. These include NAEYC standards, the Statement of Commitment from the NAEYC Code of Ethics, the websites for the Arkansas Benchmarks for K-4 and the Arkansas Frameworks for PreK. Common Cores describe briefly how you will use these standards as a practitioner (NAEYC 6b).

Resource Guide for Related Professionals and Agencies: You already are familiar with some other types or groups of professionals and agencies that you can use as a resource or to which you can refer a colleague or a family. You should spend some time as you finish up internship adding to this collection by making inquiries in the school and following up with phone calls to other community contacts. You may also find websites that you could add to your guide. These guides will differ across candidates as you will want to compile them specifically for the community in which you plan on teaching although there will be some that are state wide or possibly regional or national. For example you would all want to include the websites for NAEYC and the Arkansas Division of Child Care (NAEYC 6a).

Quick Reference for Suspected Child Abuse Reporting: Include in this component the definition of a mandated reporter, the DOs and DON'Ts for when a child discloses abuse, and the Arkansas Child Abuse Hotline Number. This information is all in the handout you receive in the course during the workshop on this topic. Write a brief description of indicators of suspected child abuse and a plan for your actions if any of these are identified (NAEYC 6b, 6e).

Professional Documentation

Professional Resume: Choose a format for a resume. Professional Resume Format provided by MS Word is one such format. It must include educational background and any work experience with details of length of time employed and responsibilities. Formatting should use formatting features such as headings, bold, and font size to support the clarity of information for the reader. Multiple font styles are not likely to be a good feature. Simplicity is a good guide.

Philosophy Statement: In class we will be spending time discussing the various components of a philosophy statement and helping you articulate your beliefs and understandings for each component and how to construct the overall document. The components are: Views of Human Nature, Views of Goals for Humans, Goals for Education, Teaching Methods, Curriculum, and A Summary of Ethical Guidelines for Practice and a Summary of Approaches for Advocacy. The first 2 sections should connect back to your autobiography at least in part. All sections need to connect to each other. For example your goals for humans should be reflected in your goals for education (NAEYC 6b, 6d, 6e).

Transcripts: Scan copies of all your transcripts from every institution you have attended to make up a transcript document. Make sure the scans are oriented appropriately and are in the appropriate size such that the reader does not have to make various adjustments in order to view them.

Praxis Scores: Scan in all your Praxis I and II scores. Again check for orientation and magnification.

School/Classroom Field Placements Reflection: Construct a chart detailing each classroom and each of level experience. The reflection should include differences and similarities in child development, guidance strategies that are needed for each grade level, teaching and planning skills that are necessary

for each group. In addition, differences in assessments, approaches, and differentiation of instruction needed for each age group are to be included. (NAEYC 7a).

Professional Development Plan: Use the format and scoring guide provided in class to construct your plan. We will spend time in class discussing each section. The components are: Sources of Feedback about Performance, Strengths and Areas for Improvement, Plan for Improvement, and Sources for Further Feedback about your Improvement (NAEYC 6c).

Reference List: List 3 professional references providing name, position, address, phone # and email contact FOR EACH.

Performance Documentation

Evaluations by Cooperating Teachers and Faculty Supervisors from Internship I and II: Scan these evaluations into a document checking for orientation and magnification.

You can go to EAST lab and start entering your documents into your electronic portfolio. Once that is complete, use the scoring guide to check that the portfolio meets the expected standards. Note that the scoring guide provides standards for all documents in the portfolio and additional specific standards for the autobiography, resource guide, quick reference, philosophy statement and the professional development plan.

b) Scoring Guide

Scoring Guide for Professional Portfolio

	2 Does Not Meet Expectations	3	4 Meets Expectations	5	6 Exceeds Expectations
Professional Quality of Portfolio					
Comprehensiveness	More than 1 document is missing &/or placed in the incorrect section &/or incomplete		1 document is missing or in the incorrect section &/or is incomplete		All documents are present in correct sections & complete
Formatting of Documents	Documents make little use of bullets &/or headings &/ or other formatting to display information		Documents make some use of bullets &/or headings &/ or other formatting to display information		Documents make effective use of bullets &/or headings &/ or other formatting to display information clearly

Writing Mechanics	More than 9 spelling &/or grammar errors		3-6 spelling &/or grammar errors		No spelling or grammar errors
Navigation	More than 6 problems navigating &/or reading the portfolio		3 problems navigating &/or reading documents in the portfolio		Links are clearly visible & all correctly linked. Reader does not need to search for any item. Items are all readable without adjustment & correctly oriented.
Presentation	Formatting is inconsistent throughout the documents and distracts from the clarity of the information		Formatting is generally consistent &/or generally adds to clarity of the information		Formatting is consistent and adds to the clarity of the documents
Autobiography (NAEYC 5a)					
Content (NAEYC 6a)	No descriptions of experiences ground candidate's identity as an early childhood professional		Most descriptions of experiences ground candidate's identity as an early childhood professional		All descriptions of experiences ground candidate's identity as an early childhood professional
Professional Standards (NAEYC 5b)					
Content (NAEYC 6b)	Candidate shows no evidence of how standards translate into practice		Candidate generally shows evidence of understanding how these translate into practice		Candidate shows exceptional evidence of understanding how standards translate into practice
Resource Guide (NAEYC 5a)					
Content (NAEYC 5a)	Guide is inadequate as a		Guide provides multiple		Guide provides a very

	resource		resources		detailed resource
Quick Reference for Suspected Child Abuse (NAEYC 5b, 5e)					
Content (NAEYC 6b)	Candidate demonstrates lack of understanding of how to apply knowledge in practice		Candidate demonstrates understanding of how to apply knowledge in practice		Candidate demonstrates exceptional understanding of how to apply knowledge in practice
Philosophy Statement (NAEYC 5b, 5d, 5e)					
Content (NAEYC 6b, 6e)	More than 4 elements of the philosophy statement are missing		Two elements of the philosophy statement are missing		All 7 elements of the philosophy statement are discussed
Accuracy of Information (NAEYC 6d)	Some theories & concepts represent misconceptions		All theories & concepts are represented clearly		All theories & concepts are represented exceptionally clearly
Comprehensiveness (NAEYC 6b, 6d, 6e)	Elements are generally not well developed		Most elements are well developed		Elements are all exceptionally well developed
Coherence – Internal (NAEYC 6b)	Less than 3 elements are logically connected to others		5 elements are logically connected to others		All elements are logically connected to others
Coherence – External (NAEYC 6b)	No logical connections to the autobiography are made		Logical connections to the autobiography are made		Logical connections to the autobiography are exceptionally clear
Professional Development Plan (NAEYC 5c)					
Content (NAEYC 6c)	More than 1 section of the plan is missing		1 section of the plan is missing		All sections of plan are addressed

Comprehensiveness (NAEYC 6c)	More than 1 section is not well developed		1 section is not well developed		All sections are well developed
Coherence (NAEYC 6c)	Areas for improvement are not connected to the plan for improvement		Areas for improvement are not completely linked to the plan for improvement		Areas for improvement are linked to the plan for improvement
Field/internship Reflection (NAEYC 7a)	Candidate demonstrates lack of understanding of preparation, skills and strategies of working with different age children		Candidate demonstrates some understanding in one or two areas (preparation, skills and strategies) of working with different age children		Candidate demonstrates understanding in all areas (preparation, skills and strategies) of working with different age children

5 c) Candidate Data

Candidate Data for the Professional Portfolio – Spring - Fall 2010 N= 10

	NAEYC Std.	Mean	SD	Range
Professional Quality of Portfolio:				
Comprehensiveness	6b	5	1.0	3-5
Formatting of Documents	6b	5	1.0	3-5
Writing Mechanics	6b	5	1.0	3-5
Presentation	6b	5	1.0	3-5
Autobiography: Content	6a	5	1.0	3-5
Professional Standards: Content	6b	5	1.0	3-5
Resource Guide: Reference for Reporting Child Abuse	6a	5	1.0	3-5
Philosophy Statement:				
Content	6b, 6e	5	1.0	3-5
Accuracy of Information	6d	5	1.0	3-5
Comprehensiveness	6b, 6d, 6e	5	1.0	3-5
Coherence - Internal	6b	5	1.0	3-5

Coherence - External	6b	5	1.0	3-5
Professional Development Plan				
Comprehensiveness	6c	5	1.0	3-5

Candidate Data for the Professional Portfolio – Spring - Fall 2011 N=10

	NAEYC Std.	Mean	SD	Range
Professional Quality of Portfolio:				
Comprehensiveness	6b	4.1	1.0	3-5
Formatting of Documents	6b	4.1	1.0	3-5
Writing Mechanics	6b	4.2	1.0	3-5
Presentation	6b	4.2	1.0	3-5
Autobiography: Content	6a	3.9	1.0	3-5
Professional Standards: Content	6b	4.1	1.0	3-5
Resource Guide: Reference for Reporting Child Abuse	6a	5.0	1.0	3-5
Philosophy Statement:				
Content	6b, 6e	3.9	1.0	3-5
Accuracy of Information	6d	4.1	1.0	3-5
Comprehensiveness	6b, 6d, 6e	4.1	1.0	3-5
Coherence - Internal	6b	3.9	1.0	3-5
Coherence - External	6b	3.8	1.0	3-5
Professional Development Plan				
Comprehensiveness	6c	4.1	1.0	3-5

Candidate Data for the Professional Portfolio – Spring - Fall 2012 N= 17

	NAEYC Std.	Mean	SD	Range
Professional Quality of Portfolio:				
Comprehensiveness	6b	4.4	1.1	3-5
Formatting of Documents	6b	4.4	1.1	3-5
Writing Mechanics	6b	4.4	1.1	3-5
Presentation	6b	4.3	1.2	3-5
Autobiography: Content	6a	4.3	1.2	3-5
Professional Standards: Content	6b	4.3	1.2	3-5

Resource Guide: Reference for Reporting Child Abuse	6a	4.3	1.2	3-5
Philosophy Statement:				
Content	6b, 6e	4.4	1.1	3-5
Accuracy of Information	6d	4.3	1.2	3-5
Comprehensiveness	6b, 6d, 6e	4.3	1.2	3-5
Coherence - Internal	6b	4.3	1.2	3-5
Coherence - External	6b	4.3	1.2	3-5
Professional Development Plan				
Comprehensiveness	6c	4.3	1.2	3-5
Field/internship Reflection	7a	4.4	1.1	3-5

Assessment #7: Child Study

Although this assessment covers some parts of NAEYC standards 4 and 6 it is used primarily to assess standards 1 and 3.

1. Description of the Assessment and Use in the Program

This assessment is used as part of the requirements for SPED 7351 Assessment in Special Education or SPED 7341 Assessments and Interventions I. It is an assignment designed to provide each candidate the opportunity to critically analyze and evaluate a variety of contextual and developmental variables in the life of children. In this assignment candidates make multiple observations of a child with exceptionalities who is placed in a special needs center and document these observations. It also involves planning activities for the child based on the documented observations and creating a professional presentation of the child study. The child study also requires the candidates to demonstrate their knowledge of ethical and legal issues.

2. Description of how this assessment aligns with standards cited in Section III

This assignment aligns with all subsections of NAEYC Standard 3, Observing, Documenting, and Assessing and Standard 1, Promoting Child Development and Learning. Candidates must demonstrate their understanding of the goals, benefits, and uses of assessment (NAEYC 3a) and observation, documentation, and other appropriate assessment tools and approaches (NAEYC 3b) to make educated decisions. In addition to these skills, candidates must demonstrate their understanding and ability to practice responsible assessment (NAEYC 3c) by following ethical guidelines, and (NAEYC 3d) in partnership with families and other professionals, to support children's development and learning. They

demonstrate their understanding of developmentally appropriate practice (NAEYC 1c) and understanding of children's characteristics and needs (NAEYC 1a) through assessment and observations of children. This assessment also requires knowledge and understanding of multiple influences on development and learning (NAEYC 1b) and demonstration of candidates' understanding of developmentally appropriate practice (NAEYC 1c) through planning of activities (NAEYC 4d and 5c). The recommendations part of this assessment requires candidates to demonstrate how they create healthy, respectful, supportive and challenging environments for children (NAEYC 1c). Finally candidates will demonstrate their professionalism by presenting their Child Studies in a meaningful and organized manner with few grammatical errors (NAEYC 6b). (Arkansas Teacher Preparation Standards include specifications for use of written and spoken language.) Their presentations also reflect collaboration with other professionals (NAEYC 6c). Candidates are expected to maintain confidentiality in all aspects of this assignment. Failure to maintain confidentiality as agreed upon on the Confidentiality Agreement would result in a zero, which would in turn result in him or her failing the class (NAEYC 6b).

3. Brief analysis of the data findings

Only data for the spring and fall of 2010 was collected. No data was entered during the rest of the reporting period. Please see Section V for explanation.

4. Interpretation of how data provide evidence for meeting standards

The data of 2010 for this assessment indicated that all candidates were meeting expectations for this assessment and covering the standards associated with the assessment. As no data was collected, no interpretations can be made for the other semesters in the reporting period.

5. Assessment Documentation

5 a) Assessment Tool

Throughout the early childhood program you have been immersed in the concept of teaching and learning. You will complete this child study with a child with a diagnosed disability. This assignment will reflect your understanding on a large part of the NAEYC Standard 1 Promoting Child Development and Learning, NAEYC Standard 2 Building Family and Community Relationships, and NAEYC Standard 3 Observing, Documenting, and Assessing to Support Young Children. Through previous coursework and field experience, you know that in order to effectively teach and individualize instruction for a child and establish a strong rapport with children, you must know and understand young children's characteristics and needs (NAEYC 1a), the multiple influences on development and learning (NAEYC 1b), and the child's family and community characteristics (NAEYC 2a). Also, this knowledge is necessary in order to support and empower families and communities through respectful, reciprocal relationships (NAEYC 2b). Effective teaching also requires that you understand the goals, benefits, and uses of assessment (NAEYC 3a) and the use of observation, documentation, and other appropriate assessment tools and approaches (NAEYC 3b) to make educated decisions. Finally, you are expected to be able to clearly and succinctly explain, demonstrate, or provide key components of these standards in the child study. It is our privilege to have the opportunity to work closely with "someone's child" on this in-depth assignment and your knowledge about and upholding of ethical standards and other professional guidelines (6b from NAEYC Standard 6-Growing as a Professional) is imperative to your success as a professional.

This assignment provides you the opportunity to compile a number of documents that reflect the above mentioned qualities into a child study. The child study will provide you the opportunity to spend a substantial amount of time working extensively with a child with a disability. Your time will be spent observing, compiling meaningful information about the child and his/her educational setting, interviewing/collaborating with the parent(s)/guardian(s), working with professionals in and out of the educational setting, conducting activities with the child, and then compiling this wealth of information into an in-depth paper and professional presentation which will be presented to your peers via PowerPoint.

This project will be completed over the course of the semester and submitted in a 1” binder with dividers as indicated on the checklist which will be uploaded into Chalk and Wire and submitted to your SPED 7351/7341 instructor. The Parent Interview (which is completed earlier in the semester) should also be included, but is NOT part of this assignment or grade. The maximum score for this project is 100 points and will be assessed using the attached rubric. Candidates must obtain a score of 75 or greater in order to pass. If the candidate scores less than 75 points, he/she will meet with the course instructor and discuss the strengths and weaknesses and develop a plan of action to make needed revisions.

Directions

Use the descriptions below to collect and construct your set of documents.

Required Documents/Items

Some of the items required in the child study are simply yes or no items (you have them or you do not). These items do not add points to the child study, but points may be deducted if they are not included. A detailed checklist will be provided, some of which includes a 1” binder with dividers, consent form, time log, artwork (if applicable), copy of the cooperating teacher’s lesson plans, the parent interview completed earlier in the semester, and photographs of the child (if allowed). If possible, attach photographs of your child that were given by the parent/guardian or that you took (with permission). You will not be penalized if consent is not given to include pictures. If the child is able, ask them to “write a story” about their work (artwork).

Introduction (15 points)

Write an introduction of 2-3 pages. Although this should be the first item in your portfolio you should write this after you have completed the child profile, classroom profile, and have read the child’s IEP/IFSP. The introduction should describe the child’s system influences (family information) and school/classroom characteristics including student population (race, family dynamic, native language, socioeconomic level) and physical description, staff that enter the room during the week to provide services, etc. In this section, you should submit your 2-3 pages in addition to the attached Child Profile, Classroom Profile, and notes from the child’s IEP/IFSP if document is not allowed. This information should help the reader get an idea of what type of background the child is coming from.

Observation, Documentation, and Interviews (30 points)

A packet of information will guide you through the Arkansas Early Childhood Education Framework Handbook Developmental Rating Scale, 2004. You may handwrite directly on this detailed form. Take extensive notes with clear descriptions each time you visit the school and/or speak with someone about your child. You will not observe every component, but much information may be obtained from the parent/guardian or professional working with the child. This document will serve as the basis for your summary of findings and must be VERY thorough!!! In this section of the child study, you should

include information from the Developmental Rating Scale, the parent interview, cooperating teacher interview, and all other types of documentation you may have obtained.

Teaching and Planning (25 points)

In this section of the child study, you should include a copy of your CT’s lesson plans, two detailed lesson plans individualized for your child (in UALR Format based on Pathwise), two activities written in paragraph form that you have obtained from a website or other source, and the metacognitive activity (more information given in the detailed assignment description). Each teacher uses some consistent format for planning daily and weekly lessons; the school may require that a specific format be used. Ask the CT if you can see the format he/she uses for planning, and ask to copy one example to include in your Child Study. Some schools will not copy their lesson plans. Please do not take this personally. Are the plans modified for your child?

UALR Detailed Lesson Plan: In addition to the CT’s lesson plans, you must write two lesson plans of your own that make appropriate modifications for your child. Use the Pathwise Format found on the ECE Webpage. Include Frameworks. Include two activities that you designed or borrowed from the web or another source. You may type these brief descriptions in paragraph form. More information about this portion of the child study is included in the detailed assignment description. Questions/script must be typewritten. Responses may be handwritten. If your child is non-verbal, indicate this on grade sheet and choose your own activity.

Summary of Findings (20 points)

Use the interview with the CT and information collected in other observations and the Developmental Rating Scale to complete an overall summary of your opinions and findings. Each of the five areas addressed in the Developmental Rating Scale should be sufficiently addressed and summarized. Paper should be about 4-7 typewritten pages, APA Style. Also include information obtained from Parent/Guardian Interview.

Professional Presentation (10 points)

You will present your child to the class using a PowerPoint Presentation (7-10 Minutes). You should dress professionally, be prepared and make the presentation interesting and informative. Include a printed copy of your PowerPoint in the child study and a CD copy. You should articulate information in a creative, meaningful way which addresses each of the sections above. You should present the information in a manner that enables the audience to “visualize” the child. Power Point Presentation should be thorough, creative, and meaningful.

**Assessment 7-Child Study Rubric
NAEYC Standards 2, 3, 4, 5 (Primarily 3)**

Worth 100 Points: Earned _____/100

Item	Exceeds Expectation 5	4	Meets Expectation 3	2	Does Not Meet Expectation 1
Introduction-15 Points					
	An especially clear, pertinent, and		Appropriate information about the		Information summary is inadequate,

(NAEYC 2) 2a	meaningful summary about the student(s) with exceptionalities and the educational situation, which exceptionally sets up the observation data and demonstrates knowledge and understanding of the child's family and community characteristics. Exemplary observation methods are used and legal and ethical issues, especially those involving confidentiality, are highly maintained and explained.	student(s) with exceptionalities and the educational situation sets up the observation data and demonstrates knowledge and understanding of the child's family and community characteristics. Appropriate observation methods are used and legal and ethical issues, especially those involving confidentiality, are upheld.	unnecessary, and/or inappropriate and does not adequately set up the observation data nor demonstrate knowledge and understanding of the child's family and community characteristics. Inappropriate observation methods are used and legal and ethical issues, especially those involving confidentiality, are not upheld.
Observation Data-30 Points			
(NAEYC 3- See below) 3a	Raw observation data and data from Developmental Rating Scale is exceptionally presented (as described in the assignment sheet) and the observation narrative is a highly readable, descriptive picture of the student(s), places, and events. Narrative makes good holistic sense and provides exceptionally pertinent information for a good, meaningful understanding of the people and the program and the events observed. The narrative is exceptionally presented either chronologically or thematically (or both), and presents a good, meaningful, and realistic portrayal of the student(s) and the educational program. If interpretations are made, they are clearly marked or worded as the observer's interpretation. Meanings and interpretations are exceptionally in-line with the professional knowledge base.	Raw observation data and data from Developmental Rating Scale is presented (as described in the assignment sheet) and the observation narrative is a readable, descriptive picture of the student(s), places, and events. Narrative makes sense and provides enough information to adequately understand the people and the program and the events observed. The narrative is presented either chronologically or thematically (or both), but presents a realistic portrayal of the student(s) and the educational program. If interpretations are made, they are marked or worded as the observer's interpretation. Meanings and interpretations are in line with the professional knowledge base.	Raw observation data and data from Developmental Rating Scale is either not presented or it is incomplete, inadequate or not understandable. Observation narrative is inadequate, inappropriate, unrealistic, or not readable or understandable. The narrative does not make sense or does not provide enough information to understand people, places, or events. Interpretations made are not clearly marked as coming from the observer. Meanings and interpretations are inappropriate or unprofessional and not in line with the professional knowledge base.
3c	Legal and ethical issues, especially those involving confidentiality are strictly upheld and candidate consistently practices responsible assessment.	Legal and ethical issues, especially those involving confidentiality are upheld and candidate practices responsible assessment.	Legal and ethical issues are not upheld and candidate shows little evidence of responsible assessment.

3d	Consistently establishes and maintains assessment/observations with sensitivity and sound knowledge that contributes positively to the understanding of the child and exhibits core skills in communicating with families and colleagues.		Most times establishes and maintains assessment/observations with sensitivity and sound knowledge that contributes positively to the understanding of the child and exhibits core skills in communicating with families and colleagues.		Seldom establishes and maintains assessment/observations with sensitivity and sound knowledge that contributes positively to the understanding of the child and exhibits core skills in communicating with families and colleagues.
Teaching and Planning-25 Points					
(NAEYC 4)	All lessons and activities were individualized and developmentally appropriate and thoroughly met each of the Pathwise Domains A-Planning, B-Learning Environment and Guidance Strategies, and C-Teaching for Student Learning includes changes that candidate would make next time the lesson is taught.		Most lessons and activities were individualized and developmentally appropriate and met each of the Pathwise Domains A-Planning, B-Learning Environment and Guidance Strategies, and C-Teaching for Student Learning includes changes that candidate would make next time the lesson is taught.		Lessons and activities were not individualized and developmentally appropriate and did not meet the Pathwise Domains A-Planning, B-Learning Environment and Guidance Strategies, and C-Teaching for Student Learning did not include changes that candidate would make next time the lesson is taught.
4a, 4b	Plans and activities consistently show connections with children and families, reflecting candidate's knowledge, understanding, and using positive relationships and supportive interactions.		Most plans and activities show connections with children and families, reflecting candidate's knowledge, understanding, and using positive relationships and supportive interactions.		Plans and activities show few connections with children and families, reflecting minimal candidate's knowledge, understanding, and using positive relationships and supportive interactions.
4c	Plans and activities consistently reflect the candidate's understanding of content knowledge in early education, knowledge and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.		Most plans and activities reflect candidate's understanding of content knowledge in early education, knowledge and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.		Few plans or activities reflect candidate's understanding of content knowledge in early education, knowledge and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.
4d	Plans and activities consistently utilized meaningful curriculum by using candidate's own knowledge and other resources to		Most plans and activities consistently utilized meaningful curriculum by using candidate's own knowledge		Plans or activities seldom utilized meaningful curriculum by using candidate's own knowledge and other

	design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.		and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.		resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.
Summary of Findings-20 points					
(NAEYC 3) 3a	Highly salient, relevant, and understandable connections with the observations. Meanings and explanations of what took place flow exceptionally well with the explanations and reflective statements of possible teaching and management methods to be used in the future based on the observations and interpretations.		Relevant and understandable connections with the observations. Meanings and explanations of what took place flow with the statements of possible teaching and management methods to be used in the future based on responses.		Statements do not connect with the observations. Meanings and explanations of what took place do not flow with the statements of possible teaching and management methods to be used in the future.
3b	Meanings and interpretations are an exceptional attempt to understand people and events in a highly meaningful way.		Meanings and interpretations adequately attempt to understand people and events in a meaningful way.		Meanings and interpretations do not attempt to understand people and events in a meaningful way.
3c	These methods represent best practices in the professional knowledge base and are well-connected to accepted professional theories.		These methods represent best practices in the professional knowledge base and are connected to accepted professional theories.		The statements do not represent best practices in the professional knowledge base and are not connected to accepted professional theories.
	Exemplary use of conventions of English, unless “errors” are part of natural observation		A few word choice, grammar and punctuation errors which are not from observation.		Numerous word choice, grammar and punctuation errors which are not from observation.
Professional Presentation-10 Points					

(NAEYC 6) 6b	Exemplary overall presentation. Candidate dressed professionally, articulated information in a creative, meaningful way which held the class' attention. Presented information in a manner that audience was able to "visualize" the child.		Average overall presentation. Candidate dressed appropriately and articulated information in a way in which audience was able to understand the child.		Overall presentation to the class did not meet standard. Candidate did not appear in a professional manner and was unable to articulate information in a meaningful or organized manner.
6c	Power Point Presentation was thorough, creative, and meaningful. Candidate was prepared and organized, including being on time for class. Presentation demonstrated that candidate consistently collaborated with others to gain knowledge and understanding of candidate's child.		Power Point Presentation met criteria, but did not exceed expectation. Candidate was prepared and organized, including being on time for class. Presentation demonstrated that candidate collaborated adequately with others to gain knowledge and understanding of candidate's child.		Power Point Presentation was poorly organized and the class was left with an unclear understanding of the child. Candidate may have been late for class. Presentation did not demonstrate that candidate collaborated with others to gain knowledge and understanding of candidate's child.
TOTAL					

5 c) Candidate Data

Candidate Data for Case Study – Spring - Fall 2010 N=10

	NAEYC	Mean	Range

	Std.		
Reasons for Referral	3b	3	1-6
Background Information	3b	3	1-6
Educational Information	3b	3	1-6
Classroom Observations	3a, 1a, 3c, 3d	3	1-6
Test Administration	3a, 1a, 3c, 3d	3	1-6
Tests Results	3a, 1a, 3c, 3d	3	1-6
Assessments Observations	4c, 4d, 4b, 1a, 1c, 3a, 3b, 3c	3	1-6
Summary	4c, 4d, 4b, 1a, 1c, 3a, 3b, 3c	3	1-6
Recommendations 1	4c, 4d, 4b, 1a, 1c, 3a, 3b, 3c	3	1-6
Recommendations 2	4c, 4d, 4b, 1a, 1c, 3a, 3b, 3c	3	1-6
Standard English Format	4c, 4d, 4b, 1a, 1c, 3a, 3b, 3c	3	1-6
Professional Presentation	6b, 6c	3	1-6

Assessment 8 (Optional): Family Observations and Interviews
NAEYC Standards # 1 and 2

1. Description of the Assessment and Use in the Program

Candidates must provide evidence that they can observe, interview and establish positive relationships with parents. To that end, candidates observe and interview parents to gather information that can be of use to explain the family's and the child's levels of functioning. This assignment is used to determine whether candidates can identify and address specific concerns related to the family's level of functioning and its influence on their child and/or children. The assignment requires candidates to identify family characteristics and to create strategies to increase parental involvement based on those characteristics. It is emphasized to the candidates that communication must be reciprocal between them and the child's family. In addition, items of the interview reflect emphasis in multicultural values and perceptions.

2. Description of how this assessment aligns with standards cited in Section III

This assessment aligns strongly with NAEYC Standard 2, Building Family and Community Relationships and also with NAEYC Standard 1, Promoting Child Development. The assignment is grounded in the candidate's ability to understand young children's characteristics (NAEYC 1a) and influences on their development (NAEYC 1b). It also requires the candidate to apply his/her knowledge of developmentally appropriate practice (NAEYC 1c). It reflects candidate's competencies in obtaining knowledge and understanding of the family and community (NAEYC 2a). It also demonstrates his/her ability to support and empower families (NAEYC 2b) and his/her understanding of how communities can help parents, through respectful reciprocal relationships, in providing for their children's needs (NAEYC 2b). In addition, it provides the candidate the opportunity to demonstrate his or her ability in working with parents in order to facilitate their children's development and learning (NAEYC 2c). Two items scored on the scoring guide align with NAEYC Standard 6b. These items evaluate the upholding of other professional guidelines. (Arkansas Teacher Preparation Standards include specifications for use

of written and spoken language.) These items are a small part of the assignment therefore Standard 6 is not checked in Section III of this report.

3. Brief analysis of the data findings

The data from the reporting period indicate that all candidates are scoring at the level of “Meets Expectations” (3) or higher on all elements of the parental interview.

4. Interpretation of how data provide evidence for meeting standards

The data provide evidence that the candidates’ performances are meeting NAEYC Standard 1 and 2.

5. Assessment Documentation

5 a) Assessment Tool

This assignment will reflect your understanding of the NAEYC Standard 2, Building Family and Community Relationships. Throughout your program you have been immersed in the concept of the importance of collaborating with and building relationships with the child’s family and community. You know that being a professional involves many different aspects of daily practice and interaction in and out of schools. You also understand that in order to be an effective teacher, you must obtain knowledge and understanding of the family and community (NAEYC 2a, 1a, 1b), support and empower this family and community through respectful reciprocal relationships (2b), and then involve them in their children’s development and learning (NAEYC 2c, 1a, 1b, 1c). You have spent time in the field and completed assignments that required you to work with families.

In this class SPED 7351 Assessment in Special Education or SPED 7341 Assessments and Interventions I, you are expected to be able to communicate and establish rapport with families. In addition, professionalism must be demonstrated when interviewing the parent/guardian of the child. This assignment will be completed and graded independently PRIOR to the completion of the Child Study, but the graded interview must be included in the Child Study Binder to provide additional information about the child. This interview provides you the opportunity to “walk a mile in the parent/guardian’s shoes” and obtain a more extensive perspective of the child and family. Remember to use this experience to learn ALL that you can from the parent/guardian to better help you teach children in the future. The information obtained is invaluable, so take your time and make this a meaningful learning experience!

This project will be completed and uploaded into Chalk and Wire, and submitted to your SPED 7351 Assessment in Special Education or SPED 7341 Assessments and Interventions I instructor. This interview is worth 80 points and will be assessed using the scoring guide. Failure to uphold legal and ethical issues will result in a zero for the assignment and failure of the course. Also remember that this assignment is graded on your ability to uphold other professional guidelines such as using proper Standard English (NAEYC 6b).

Directions

Conduct an interview with the parent/guardian of the child you are working with in your Child Study. You must have a signed Consent/Confidentiality Form PRIOR to speaking with the parent/guardian. This form was obtained from the school when you were assigned the child you are working with for your Child Study. This assignment consists of four parts: 1. Introduction, 2. Typewritten Interview, 3. Recommendations, and 4. Reflection.

Part 1: INTRODUCTION: The Interview must include an introduction which summarizes pertinent case information about the child and family. The introduction should provide a meaningful overview about the child, family, and circumstances that could impact the child's success.

Part 2: TYPEWRITTEN INTERVIEW: Use the attached format to complete the interview process. Be sure to ask and record all responses according to criteria discussed in class. If interpretations of the person's words must be made due to ambiguous or inarticulate responses, clearly mark as the interviewer's interpretation. Make attempts at probing, following-up, and clarifying information. Ask extra questions that may add important data. You can write directly on the form and/or record the interview, but submit typewritten responses.

Part 3: RECOMMENDATION FOR FUTURE APPLICATION: You must include recommendations for future application that assist the child's development and learning. In essence, you will recommend strategies, services, and resources that you would offer the family or suggest to the school if this child was in your classroom. Meanings and explanations of what was said in the interview should guide possible teaching and guidance methods. These methods must represent best practices in the professional knowledge base and relate to professional theories.

Did you recognize any gaps in services? If so, what recommendations did you make for the family or school? These recommendations will not be shared with the parent or school, but written as a possible plan of action. Again, these recommendations must represent best practices and professional knowledge.

What additional resources do you feel could be provided for the family? What is the parent/guardian's role as the child's primary teacher and how could you go beyond what they are currently doing in the school to engage the family in planning, assessing, and planning transitions for the child? What (if any) approaches to family connections are ineffective and how could you improve these?

Part 4: REFLECTION: You must include a reflection in which you explain how this interview process assisted you in understanding the child and the family. This reflection should make understandable connections with the interviewee's responses and situation. You should describe your previous perception of the family and how it changed throughout the interview process.

This reflection should include insightful information that explains behaviors that were not previously understood. State things that surprised you, made you "think", or heighten your sensitivity to family conditions such as their social, emotional, legal, or economic status. How could these circumstances mold your future approach to teaching and communicating with families?

In addition to the above mentioned information, include how you feel that the teacher/school could build a more positive relationship with the family and show more respect for the family strengths, expectations, and values.

Assessment 8 INTERVIEW WITH PARENT/GUARDIAN

NAEYC Standard 2a: Knowing about and understanding family and community characteristics

1. What is your name and your relationship to the child?
2. How old is your child and what school/grade/classroom is he/she in?
3. Who lives in your household and what are their relationships to the child?
4. If there are other children in the household, explain how they relate to each other.
5. What significant changes have occurred in the household that might impact the child's learning? For examples divorce, death, etc.
6. Could you give me a little background information about your family, such as home language, cultural values, and ethnicity?
7. When your child exhibits mistaken or inappropriate behavior, how do you expect it to be handled?
8. How does your culture perceive children with disabilities?
9. What, if any, cultural challenges have you faced in dealing with your child's disability?
10. How long has your child been receiving special education services?
11. What is your child's identified disability and how was it identified?
12. How has this news impacted your family?
13. Do you have any cultural or religious beliefs that should be considered when offering services to you and your family?

NAEYC Standard 2b: Supporting and empowering families and communities through respectful, reciprocal relationships

14. What are some of the community resources that your family utilizes?
15. What was it like when you first received formal notice that your child may need special education services?
16. What was your first special education conference like? What do you especially remember?
17. What do you remember about it that was positive?
18. What do you remember about it that was negative?
19. How have the other conferences been the same?...different?
20. Do you feel like you have had input as an IEP/IPP/IFSP team member? Have you been listened to and treated with respect? Please elaborate.
21. Do you feel that family and friends included in the IEP/IPP/IFSP meeting were listened to and treated with respect? Please elaborate.
22. Were these meetings conducted in your native language?
23. Could all parties in the meeting understand the language? Please elaborate.
24. Did the others use terms or language that you did not understand? If so, what did you do about that?
25. Do you feel the school advocates for your child? If so, how?
26. What would you like to have different at a conference?
27. How do you prefer to communicate with your child's teacher regarding your ideas in how to enhance your child's education?
28. How did your child's teacher communicate with you about your child's needs? (informal communication, formal, letters, brochures, phone calls, emails, etc.)

29. Did the school suggest community support services for the child and family? (For example, free clinics, parent centers, legal services, parent advocates, etc.)
30. What is your child's transitional plan?
31. How was your child's transitional plan communicated to you?
32. Were family members and other people who are involved in your child's life involved in the transitional plan?
33. How does your child's team demonstrate respect for your values, beliefs, and expectations of services?

NAEYC Standard 2c: Involving families and communities in their children's development and learning

34. What is your impression of the necessary paperwork completed in the team meeting?
35. Were family members, friends, and professionals who play a significant role in your child's life included in the first special education meeting?
36. As a future teacher, what advice would you give me in terms of dealing with parents of children with disabilities?
37. How do you feel that we could better involve families/communities in children's education?
38. What input did family members, friends, professionals who play a significant role in your child's life provide on how to better involve them in his/her education?
39. Can you think of ways that you feel the school could better support your family?

5 b) Scoring Guide

Parent Interview Scoring Guide

Worth 80 Points: Earned _____/80

NAEYC Standard	DOES NOT MEET 1	2	MEETS EXPECTATIONS 3	4	EXCEEDS EXPECTATIONS 5
Introduction-20 Points					
2a	Overview of the child, family, and circumstances is inadequate, unnecessary, and/or inappropriate.		Adequate overview of the child, family, and circumstances.		An especially clear, pertinent, and meaningful overview about the child, family, and their circumstances.
2a, 1a, 1b	Expresses minimal knowledge and understanding of characteristics of child, family structure, and community resources utilized.		Expresses adequate knowledge and understanding of characteristics of the child, family structure, and community resources utilized.		Expresses in-depth knowledge and understanding of characteristics of the child, family structure, and community resources utilized.
5b	Legal and ethical issues, especially those involving confidentiality, are not upheld.		Legal and ethical issues, especially those involving confidentiality, are upheld.		Legal and ethical issues, especially those involving confidentiality, are very well maintained and explained.
2c	Minimal effort was made to draw on parental feedback and the value of the role of parents to engage the family in the interview process.		Adequate effort was made to draw on parental feedback and the value of the role of parents to engage the family in the interview process.		Maximum effort was made to draw on parental feedback and the value of the role of parents to engage the family in the interview process.
Typewritten Interview - 25 Points					
2a	Questions were not asked or recorded appropriately with no summaries, paraphrasing, or corrections made.		All questions were asked and all responses were recorded appropriately, with no summaries, paraphrasing, or corrections made.		All questions were asked and all responses were recorded appropriately, with summaries, paraphrasing, or corrections made.
2a	If interpretations were made of ambiguous or inarticulate responses, they were not marked or worded as interviewer's interpretations.		If interpretations were made of ambiguous or inarticulate responses, they were marked or worded as interviewer's interpretations.		No interpretations were made of ambiguous or inarticulate responses, or they were clearly marked or worded as interviewer's interpretations.
2c	No attempts were made at probing or following-up to obtain appropriate responses to questions.		There were some attempts at probing or following-up to obtain appropriate responses to questions.		Exceptional attempts at probing or following-up to obtain appropriate responses to questions.
2a	No extra questions were asked.		Some extra questions were asked that were appropriate and followed interview content and added data.		Many extra questions were asked that were extremely appropriate and followed interview content and added important data.
2b	Evidence indicated no effort in building a positive relationship with the family to gain knowledge about the child.		Evidence indicated some effort in building a positive relationship with the family to gain knowledge about the child.		Evidence indicated great effort in building a positive relationship with the family to gain knowledge about the child.
Recommendation for Future Application- 20 points					
2b, 1c	Included no recommendations to assist		Included some recommendations to		Included many recommendations to assist

	in the child’s development and learning. If recommendations are present, they do not represent best practices and are not connected to accepted professional theories.		assist in the child’s development and learning. Recommendations represent best practices and are connected to accepted professional theories.		in the child’s development and learning. These recommendations represent best practices and are well-connected to accepted professional theories.
2b	Included no strategies to support and empower families. If recommendations are present, they do not represent best practices and are potentially detrimental.		Included some strategies to support and empower families. These recommendations represent best practices and are connected to accepted professional theories.		Included many strategies to support and empower families. These recommendations represent best practices and are well-connected to accepted professional theories.
2c	Included no services or resources to involve the family and the community in the child’s development and learning. Recommendations do not represent best practices and are not connected to accepted professional theories.		Included some services and resources to involve the family and the community in the child’s development and learning. These recommendations represent best practices and are connected to accepted professional theories.		Included many services and resources to involve the family and the community in the child’s development and learning. These recommendations represent best practices and are well-connected to accepted professional theories.
2b	Recommendations do not reflect respect for families nor promote reciprocal relationships with parents/guardians.		Most recommendations reflect respect for families and promote reciprocal relationships with parents/guardians.		All recommendations reflect respect for families and promote reciprocal relationships with parents/guardians.
Reflection- 15 points					
2a	No statement or connections made with the parent/guardian’s responses or circumstances.		Relevant and understandable connections with the parent/guardian’s responses and circumstances.		Highly salient, relevant, and understandable connections with the parent/guardian’s responses and circumstances.
2a, 1a,1b	No explanation of how this interview process assists in understanding children and families.		Limited explanation of how this interview process assists in understanding children and families.		Strong explanation of how this interview process assists in understanding children and families.
2b	Evidence exhibits minimal effort to find out about resources/services the child receives.		Evidence exhibits adequate effort to find out about resources/services the child receives.		Evidence exhibits extraordinary effort to find out about resources/services the child receives.
Standard English and Format-Up to 5 points may be deducted					
6b	Numerous word choice, grammar and punctuation errors which are not from interviewee. Typewritten or handwritten copy missing or is not neatly presented.		A few word choice, grammar and punctuation errors which are not from interviewee.		Exemplary use of conventions of English, unless “errors” are part of interviewee’s natural responses.

5 c) Candidate Data

Parent Interview Project Spring - Fall 2010

Item	NAEYC Standard	Mean	Range	N
<u>Introduction</u>				
Overview of child, family, and circumstances	2a	5	1-5	10
Understanding of characteristics of child, family structure, and community resources	2a,1a,1b	5	1-5	10
Legal and ethical issues	5b	5	1-5	10
Inclusion of value of parents	2c	5	1-5	10
<u>Interview Data</u>				
Adequacy of questions	2a	5	1-5	10
Adequacy of interpretations	2a	5	1-5	10
Probing and/or follow-up questions to responses	2c	5	1-5	10
Adequacy of candidate generated extra questions	2a	5	1-5	10
Attempts to build positive relationships	2b	5	1-5	10
<u>Recommendation for Future Application</u>				
Appropriateness of recommendations for practices	2b, 1c	5	1-5	10
Appropriateness of recommendations for supporting and empowering parents	2b	5	1-5	10
Appropriateness of recommendations for involving parents and communities	2c	5	1-5	10
Respect for families and the promotion of reciprocal relationships	2b	5	1-5	10
<u>Reflection</u>				
Relevancy to parent responses and circumstances	2a	5	1-5	10

Explanation of how the process assisted understandings	2a,1a,1b	5	1-5	10
Effort in learning about available resources/services for child	2b	5	1-5	10
<u>Professionalism</u> Upholding other professional guidelines	6b	5	1-5	10

Parent Interview Project Spring - Fall 2011

Item	NAEYC Standard	Mean	Range	N
<u>Introduction</u>				
Overview of child, family, and circumstances	2a	3.7	1-5	11
Understanding of characteristics of child, family structure, and community resources	2a,1a,1b	3.7	1-5	11
Legal and ethical issues	5b	3.7	1-5	11
Inclusion of value of parents	2c	3.7	1-5	11
<u>Interview Data</u>				
Adequacy of questions	2a	3.7	1-5	11
Adequacy of interpretations	2a	3.7	1-5	11
Probing and/or follow-up questions to responses	2c	3.7	1-5	11
Adequacy of candidate generated extra questions	2a	3.7	1-5	11
Attempts to build positive relationships	2b	3.7	1-5	11
<u>Recommendation for Future Application</u>				
Appropriateness of recommendations for practices	2b, 1c	5	1-5	11
Appropriateness of recommendations for supporting and empowering parents	2b	3.7	1-5	11

Appropriateness of recommendations for involving parents and communities	2c	3.4	1-5	11
Respect for families and the promotion of reciprocal relationships	2b	3.4	1-5	11
Reflection				
Relevancy to parent responses and circumstances	2a	3.2	1-5	11
Explanation of how the process assisted understandings	2a,1a,1b	3.4	1-5	11
Effort in learning about available resources/services for child	2b	3.7	1-5	11
Professionalism				
Upholding other professional guidelines	6b	3.7	1-5	11

Parent Interview Project Spring - Fall 2012

Item	NAEYC Standard	Mean	Range	N
Introduction				
Overview of child, family, and circumstances	2a	4.6	1-5	19
Understanding of characteristics of child, family structure, and community resources	2a,1a,1b	4.6	1-5	19
Legal and ethical issues	5b	4.7	1-5	23
Inclusion of value of parents	2c	4.7	1-5	23
Interview Data				
Adequacy of questions	2a	4.6	1-5	23
Adequacy of interpretations	2a	4.4	1-5	23
Probing and/or follow-up questions to responses	2c	4.3	1-5	23

Adequacy of candidate generated extra questions	2a	4.4	1-5	23
Attempts to build positive relationships	2b	4.7	1-5	23
<u>Recommendation for Future Application</u>				
Appropriateness of recommendations for practices	2b, 1c	4	1-5	23
Appropriateness of recommendations for supporting and empowering parents	2b	4	1-5	23
Appropriateness of recommendations for involving parents and communities	2c	4	1-5	23
Respect for families and the promotion of reciprocal relationships	2b	4.2	1-5	23
<u>Reflection</u>				
Relevancy to parent responses and circumstances	2a	4.2	1-5	23
Explanation of how the process assisted understandings	2a,1a,1b	4.2	1-5	23
Effort in learning about available resources/services for child	2b	4.	1-5	23
<u>Professionalism</u>				
Upholding other professional guidelines	6b	4.6	1-5	23

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning. (Response limited to 12,000 characters)

During the reporting two problems surfaced. In this section descriptions of the problems and solutions will be presented.

Issue 1: Case Study Assessment. It was discovered that data reporting for this assessment was problematic and no data were entered for the reporting period. The instructor (an adjunct) either did not require the case study or did not require the candidates to load the assessment in Chalk and Wire.

Solution: ECED and SPED faculty have met and this situation has been brought to the attention of the coordinator which in turn reaffirmed that in the future instructors will be advised of the need for the assessment, the loading of it in Chalk and Wire and the need for the instructor to assess the artifact.

Issue 2: Change Over Time paper. It was discovered that data reporting for this assessment was problematic and no data were entered for the reporting period. The new faculty either did not require this particular assignment or did not require the candidates to load the assessment in Chalk and Wire.

Solution: ECED and RED faculty have met and the reading courses are being restructured and a new assessment is going to be implemented in fall 2013. The new assessment will be meeting all expected NAEYC standards and will be required to be evaluated in Chalk and Wire and the instructor will assess the artifact.

Issue 3: Candidates are expected to reflect in the preparation, skills, and dispositions necessary to adequately create educational environments and developmentally appropriate curricula for the observations and their practices in the two age groups placements in their educational training (NAEYC 7a). This is only assessed in the portfolio and a more substantial reflection is necessary in order to cover the standard 7 Early Childhood Field Experiences.

Solution: Discussions with the ECED faculty have begun to address this concern.