Trinity Washington University has been training teachers in Washington, DC, for more than 30 years. Trinity offers Early childhood education at the undergraduate (A.A and B.A.) and graduate level through a Master’s of Arts in Teaching (MAT) program. Trinity is centrally located in the District of Columbia, and the program is approved by the District’s Office of the State Superintendent of Education (OSSE). OSSE has adopted the NCATE/CAEP standards for program approval. Trinity’s education programs are in compliance with NCATE/CAEP and OSSE requirements and the Early childhood program is recognized by the National Association for the Education of Young Children (N.A.E.Y.C). Throughout the program, faculty collect data from specific courses to ensure all Trinity students leave the program with appropriate knowledge, skills, and experience that will meet the diverse needs of the young students they will encounter. Our goal is to ensure that the Trinity students become “intentional” educators.

**Key Assessment #1**

**Praxis II**

1. **A brief description of the assessment and its use in the program.**

Teacher candidates seeking licensure in Early Childhood Education in Washington, DC

are required to pass two sections of Praxis II: Early childhood: Content Knowledge (0022/5022) and Principles of Learning and Teaching: Early Childhood (0621/5621). Each test assesses candidates’ knowledge in the content area of early childhood pedagogy, as well as candidate knowledge in pedagogy: teaching and learning.

**2. A description of how this assessment specifically aligns with the standards it is**

**cited for in Section III.**

The Educational Testing Service (ETS) created and implements the Praxis II. ETS

designed the Education of Young Children (0021) test to align with NAEYC’s Standards

for Early Childhood Professional Preparation. The test covers the following topics:

Child development and foundations (NAEYC standard 1 and 4)

Curriculum and instruction (NAEYC standard 4 and 5)

Diversity (NAEYC standards 1a, 1b, 2a, 4b, )

Exceptional needs (NAEYC standards 1, 3,4a, 4b)

Supporting the learning environment (NAEYC standards 1, 4)

Relationships with families (NAEYC standard 2)

Relationships with the community (NAEYC standard 2)

Professionalism (NAEYC standard 6)

Assessment (NAEYC standard 3)

\* Content Knowledge (NAEYC standard 5)

**Key Assessment #2- Content Portfolio**

1. **Brief description of the assessment and its use in the program**.

The Content Portfolio will demonstrate mastery of the content knowledge you will be teaching in Science, Social Studies, Mathematics, Language Arts, Health, Physical Education, and the Arts. This portfolio will be composed of Unit plans and their associated lesson plans created for Science, Social Studies, Mathematics, and Language Arts, with accompanying essays explaining the relationship between the individual lessons and the larger structure of the discipline as explained below. There must be at least one lesson in each of the following subject areas: Physical Education, the Arts, Health, Science, Social Studies, and Language Arts. Physical Education integrated with Mathematics, the Arts with Social Studies, and Health with Science to meet these requirements.

**2. A description of how this assessment specifically aligns with the standards it is**

**cited for in Section III.**

**\***Child Development (NAEYC Standard 1)

\* Building family and community relationships (NAEYC standard 2)

\*Assessments (NAEYC standard 3)

\*Developmentally Effective Approaches (NAEYC standard 4)

\*Content Knowledge (NAEYC standard 5)

\*Becoming a Professional (NAEYC standard 6)

**Trinity Washington University**

**Teacher Education Programs**

**Content Portfolio Rubric (Overall)**

**Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standards****InTASC Standards 4&5****ACEI Standard 2****NAEYC Standard 5** | **Approaches (1)** | **Meets (2)** | **Exceeds (3)** |
| **Content Knowledge:**The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches. | Candidate makes content errors, does not correct errors of students or self, or lacks initiative to research content. Candidate displays basic content knowledge but cannot articulate connections with other parts of discipline. | Candidate displays solid content knowledge and makes connections between the lesson content and the discipline. Candidate may take initiative to deepen his/her content knowledge and ways of representing it for learners, but mostly relies on adopted curricular materials. | Candidate utilizes content knowledge, standards, and other resources to design, implement, and evaluate appropriate learning experiences. Candidate seeks to deepen his/her content knowledge and ways of representing it for learners beyond the adopted curricular materials. Candidate seeks to keep abreast of new ideas and understandings in the discipline.  |
| **Application of Content:**The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving. | Candidate does not design and implement engaging lessons, with connections between content areas. Candidate does not engage learners in applying content knowledge and skills in authentic contexts. | Candidate uses knowledge about students, concepts, and differing perspectives to engage students. Candidate engages learners in ways to apply content knowledge and skills in authentic contexts. | Candidate connects concepts and uses differing perspectives to engage all learners. Candidate constantly seeks and plans innovative ways to engage learners in the application of content in real world contexts.  |

**Comments:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Uses Content Knowledge to Build Meaningful Curriculum:**The teacher candidate uses own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every child. | Candidate does not demonstrate a solid understanding of curricular content. Candidate does not develop developmentally appropriate lessons. | Candidate uses own knowledge, standards, and adopted curricular materials to plan and implement developmentally appropriate lessons. | Candidate effectively uses own knowledge, appropriate learning standards, and multiple resources to design, implement, and evaluate developmentally meaningful and challenging curricula for children.   |
| **Presentation of Content in Lesson Plans:**The teacher candidate accurately and effectively communicates concepts and creates learning experiences that make the discipline accessible and meaningful for learners. | Candidate’s explanations of curricular content are not clear. Candidate does not provide a model and does not provide learners with guided practice to ensure learner’s achievement of content standards. | Candidate provides multiple representations and explanations of key ideas, with connections to varied learner background knowledge and experiences. Candidate guides learners in critiquing processes and conclusions using standards of evidence appropriate to the discipline.  | Candidate effectively communicates key concepts and ideas. Candidate uses a variety of methods to scaffold learner’s understanding of content. The candidate facilitates learner autonomy in examining new concepts in relationship to their growing base of content knowledge. |

**Comments:**

**Key Assessment #3- Unit Plan**

1. **A brief description of the assessment and its use in the program.**

In-depth units of study are used to assess students’ content knowledge, pedagogical and professional knowledge, skills, and dispositions. Students submit three (3) comprehensive units of study as a requirement for the Early Childhood program of study: EDTE 432. The same format is used in two additional courses: EDTE 430: Theory and Practice of Oral Language and Literacy and EDTE 436: Theory and Practice of Science and Math. Although each unit integrates all the content areas using Universal Backwards Design (UBD), each also takes an in-depth examination of a particular content area or subject to coincide with the specific content of the early childhood course..

1. **A description of how this assessment specifically aligns with the standards it is**

**cited for in Section III.**

The unit plan assessment aligns with NAEYC standards 1, 3, 4, and 5. The assessment requires the students to develop their own unit for students, grades Prek-third grade, based on educational theories and philosophies, research, developmentally appropriate standards and practices, and knowledge about learning domains. By completing this assignment, candidates learn about the importance of planning by using Backwards Design (UBD) and thematic webs and utilize these techniques to help with their planning to ensure all students have equal opportunities to develop in all learning domains and to gain appropriate content knowledge.

|  |  |  |  |
| --- | --- | --- | --- |
| Early Childhood Project Ages 3 to 5/5-8 | **Approaches (1)** | **Meets (2)** | **Exceeds(3)** |
| **Trinity Lesson Plan Rubric** will be used for each lesson.  |  |  |
| **Rationale** Provides an explanation of the reasons you are teaching this project including the importance for children of this age to learn this material. Developmentally appropriate practices discussed. Describes the instructional approaches and methods you will follow in presenting the material. It is well written and clearly articulates what will be done in the project. (Std. 6d) | One or more components missing OR one or more component ineffective, inappropriate. | All components included. All are discussed and are appropriate. | All components included. All are fully discussed and elaborated upon. |
| **Introduction/Research** **(Std. 1a and 6d)** | Just repeats information from other sources. No true distinctions between research and non-research articles. Main ideas are not distinguished form less important ideas. Simply gives a listing of what others have found, with no summative comments, no integration. There is an overuse of quotations from others, unable to capture main ideas in the student’s own words | Demonstrates an above average level of comprehension, application and analysis of research/information. Identifies patterns and themes in the sources reviewed. Focuses on the details and component parts, rather than the bigger picture of how these findings are interrelated.  | Demonstrates synthesis and evaluation of information. Integrates and combines ideas from multiple sources into a new whole. Is able to develop overarching themes even when data is in conflict. Multiple points of view are offered and the student’s bias is made clear. |
| **Outline of project- Backwards Design** – Using the Backwards Design format, candidates will outline their unit/project, identifying the different sections of the instructional project as well as the ways in which they connect (describe activities for transition from one part of the lesson to the next). (5c) | One or more components missing OR one or more component ineffective, inappropriate. | All components included. All are discussed and are appropriate. | All components included. All are fully discussed and elaborated upon. |
| **Pre Assessment/****Post Assessment** The pre-assessment is a developmentally appropriate assessment or a set of assessments designed to assess student knowledge and individual needs prior to the implementation of the instructional project. The post-assessment is also a an age appropriate assessment or a set of assessments which takes place at the end of the project in order to determine the extent to which a student has learned, has met the objectives of the project, and demonstrates the targeted learning outcomes.(Std. 3and and 3b) | .Both pre and post assessments are age appropriate and varied but incomplete. | Both pre and post assessments are age appropriate and varied.  | Both pre and post assessments are age appropriate and varied and reflect a deep understanding of appropriate assessments  |
| **Handouts – to be used with the intended age group** A variety of materials can be used as handouts and/or graphic organizers (ex. a photo of a bulletin board, a display, a poster, or another type of a graphic organizer which is used to act as a stimulus). The handouts are age and subject appropriate. (Std. 4b) | Handout, and/or graphic organizers are somewhat effective and age appropriate. One or more element is missing. | Handout, and/or graphic organizers are effective and age appropriate.  | Handout, and/or graphic organizers are very effective and age appropriate and exemplary. |
| **Lesson plans/ Hands-on-activities** This section gives a complete description of the learning activities that provide opportunities for cooperative learning and individual practice, are developmentally appropriate, are planned with respect to the various learning styles, and individual needs of students, are appropriate for culturally and linguistically diverse students and provide accommodations for children with exceptionalities. A sample of the major project incorporated within the project is also provided.(Std. 5c) | Activities provide for cooperative and individual practice. Respect learning styles and meet individual needs some of the timeDid not discuss the children’s books or cd. | Activities provide for cooperative and individual practice. Respect learning styles and meet individual needs.Children’s books and cd discussed | Activities provide for cooperative and individual practice. Respect learning styles and meet individual needs extensivelyFour children’s books and 1 cd discussed |
| **Reflection** Reflect on your video practice and on the approaches, methods, strategies, and techniques you used. Suggest other strategies and instructional practices you might have incorporated and might consider incorporating in the future to uphold high standards of competence. (Std. 6c) | Reflection is primarily indicates a superficial understanding of his/her practice. | Reflections indicate a good understanding of his/her practice and areas for improvement. | Reflections indicated and exceptionally thoughtful and nuanced understanding of his/her practice. APA format/cited/reference page |
| **Reference page/APA format** | Has several APA errors. Too many quotes. | A couple of APA errors, but is well written and organized. Above average level of paraphrasing | Has clarity, is well organized – meets the mechanics of writing. No APA mistakes |

**Key Assessment #4 – Student Teaching Evaluation**

1. A brief description of the assessment and its use in the program

Each Early Childhood candidate is required to complete a semester of student teaching/internship. Candidates are required to complete 420 hours of in-classroom time to fulfill this requirement. Candidates who are current teachers of record complete an internship, and the candidates who are not teachers of record complete a semester of student teaching in a public, private, or charter school in the DC metro area.

1. **A description of how this assessment specifically aligns with the standards it is**

**cited for in Section III.**

The student teaching/internship semester is an essential aspect of the Early Childhood program as it assesses candidates’ abilities to transform the content gathered during methods courses into a cohesive, high quality, developmentally appropriate teaching practice. During the student teaching semester, candidates are assigned a University Supervisor who is required to conduct four (4) scheduled observations for each candidate. During the observations, the University Supervisor rates each candidate based on the Interstate New Teacher Assessment and Support Consortium (InTASC) student teaching instrument developed by Phi Delta Kappa International & Ball State University (2000) standards. University Supervisors are also required to conduct a midterm assessment and a final assessment for each Early Childhood candidate based on the 2011 InTASC principles and NAEYC standards. The University supervisors visit the student teacher’s classroom setting regularly to assess the candidate’s teaching and to support the candidate in their professional growth.

**2. A description of how this assessment specifically aligns with the standards it is**

**cited for in Section III**

During the student teaching/internship semester, candidates will be evaluated four (4) times throughout the semester, as well as during the midterm and final part of the semester using the InTASC principles. The ten InTASC principles have been aligned with the NAEYC standards.

InTASC Principle 1: Learner Development NAEYC Standard 1 and 3

InTASC Principle 2: Learning Differences NAEYC Standard 3

InTASC Principle 3: Learning Environments NAEYC Standard 3 and 5

InTASC Principle 4: Content Knowledge NAEYC Standard 1 and 5

InTASC Principle 5: Application of Content NAEYC Standard 4 and 5

InTASC Principle 6: Assessment NAEYC Standard 3

InTASC Principle 7: Planning Instruction NAEYC Standard 4 and 5

InTASC Principle 8: Instructional Strategies NAEYC Standard 4

InTASC Principle 9: Professional learning NAEYC Standard 6

InTASC Principle 10: Leadership NAEYC Standard 2, 6, 7

**Key Assessment #5 – Tutoring Project**

1. **A brief description of the assessment and its use in the program.**

The purpose of the tutoring project assessment, conducted in EDTE 401: Classroom Assessment, is to document the teacher candidate’s ability to conduct pre-assessments, ongoing assessments, and post-assessments, in order to effectively and efficiently meet the developmental, individual, and cultural needs of the children they serve. This particular assessment requires teacher candidates to conduct an action research study where they are required to notice one specific child’s needs, gather background information about that child, conduct assessments, and implement various interventions. The teacher candidate continually assesses, reflects, and monitors progress throughout the entire semester. Data collection is on-going and treatment implementation and changes are documented over time**.** Each Early Childhood candidate is required to complete a minimum of 8 to 10 hours of documented contact time with their chosen child.

1. **A description of how this assessment specifically aligns with the standards it is**

**cited for in Section III.**

This assessment aligns with NAEYC standards 1, 2, 3, and 5 because students are asked to select a child who may not be thriving and who may be in danger of not succeeding. Candidates are required to gather background information about the chosen child, create developmentally appropriate assessment tools , and collect data so that true reflection can occur.

Child development (NAEYC Standard 1)

Family (NAEYC standard 2)

Assessment (NAEYC standard 3)\

Content Knowledge (NAEYC standard 5)

1. **Rubric for Tutoring Project (Key Assessment #5 ECE)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Approaches****6.5 7 7.5** | **Meets****8 8.5 9.0** | **Exceeds****9.5 10** |
| **Assessment for Instruction** | Many errors in administration or scoring. Or assessment information ignored or misinterpreted when selecting instructional materials or strategies. Or inappropriate assessments selected. Or no list provided. | Assessments administered correctly nearly all the time. Assessments scored and interpreted correctly nearly all the time. Uses and correctly interprets available school assessment data. Uses assessment information to guide instructional choices. Appropriate conclusions drawn from assessment data. Selection of assessments appropriate for student. Pre- and post-assessments given enabling measurement of growth. Mix of assessments used assists in pinpointing academic difficulties and their causes. A summary list provided. | In addition to “meets,” all assessments always correctly administered, scored, and interpreted. In addition 2 or more of the following: Unusually deep, insightful, & sophisticated analysis, creative & appropriate choice of add’l assessments, exceptional use of data to guide instructional choices. |
| **Instruction and Adaptation to Diverse Students**Will be found in summary narrative of work done as well as lesson plans, observations, and reflections | Instructional techniques not well-suited to student needs or justification for strategies missing, weak, or not evidence-based. Or uses fewer than 3 strategies, relies only upon commercial materials, or neglects to describe student response. Or, poor implementation of instruction. | Selects instructional strategies appropriate to needs of student, based upon interpretation of assessment data and observation. Provides reasons for selection of techniques. Describes the student’s responses to the strategies and provides logical explanations for whether or not they were effective. Accounts for at least 3 different techniques or strategies. Selects materials that are a reasonable match for the student’s interests and abilities. Implementation of instruction may not be perfect, but reasonable effective. | All of meets. In addition, exceptional match of student interest and needs and materials and strategies selected. Strategies exceptionally well implemented. |
| **Match to Development & Motivation**Will be found in summary narrative of work done as well as lesson plans, observations, and reflections | Frequent mismatches of techniques and materials to student’s developmental level. Many materials and techniques not engaging for student. | Instructional and materials choices demonstrate understanding of developmental level of student. Candidate selected materials and techniques that were usually motivating and engaging for the student. | Instructional and materials choices demonstrate exceptional understanding of developmental level of student. Candidate selected exceptionally motivating and engaging materials and techniques. |
| Results, student progress | Incomplete description of student progress or unsubstantiated assertions of student progress. Candidate shows no deepening of understanding over time.  | Discusses growth made by student with support for conclusions from assessments, work products, anecdotal notes & observations. Candidate discusses how her/his understanding of the student changed over time. Refers to logbook, work samples, and assessments to support conclusions. Provides work samples.  | Exceptionally thorough, well-written and insightful. Thorough description of student growth with clear, accurate examples from work with child supporting all assertions. Candidate demonstrates an exceptionally deep and nuanced understanding of student’s literacy problems. |
| **Impact on student learning** | No progress by student. | Student makes adequate progress. | Student makes exceptional progress for given time. |
| RecommendationsCommunicating w/ families and collaborating with other professionals | The candidate fails to match recommendations to the specific needs of the student or recommends activities beyond the capacity of the audience. | The candidate makes mostly appropriate recommendations, demonstrating sensitivity to the resources available to each audience.  | Recommends the most appropriate or effective strategies and activities for the student.  |
| **Reflection****Trinity Unit Goal****Counts Double****(Includes reflections written after each session and summary reflections in report.)** | Candidate’s evaluation of his or her own teaching fails to recognize true strengths and weaknesses. OrSuperficial; fails to provide support for assertions. ORMissing or incomplete | Reflections after each session document what happened and provide some reason for why parts went well or did not go well. In the report discusses the strengths and weaknesses of the work with this student. Accurately recognizes strengths and weaknesses of work. Makes appropriate suggestions of things to do differently if given a chance to do it over. Recognizes additional information that would be useful to in attaining a better understanding of the student | Reflections after each session demonstrate insight into the student as a learner; includes consideration of alternative explanations. In report, exceptionally thorough and insightful discussion of work with child. Supports all or nearly all assertions with clear, accurate work samples. |
| **Logbook** | Missing or incomplete | Contains records of all background information, tutoring sessions, and assessments. Work samples included. Evidence of at least 3 different instructional strategies or approaches. Evidence of use of a wide range of instructional materials and texts matched to the needs of the student. | Exceptionally thorough and well-organized.Complete documentation for work discussed in report. |

**Key Assessment #6- Video Lesson EDTE 436-Theory and Practice of Science and Math**

**A brief description of the assessment and its use in the program**

The video lesson project is an assessment that is conducted during EDTE 436: Theory and Practice of Science and Math. Students are required to videotape themselves teaching a lesson in science and teaching a lesson in math instruction with children in grades PreKindergarten-third. After candidates videotape each lesson, they are then required to reflect on the video and present the unit and the video to their peers.

1. **A description of how this assessment specifically aligns with the standards it is**

**cited for in Section III.**

This assignment allows the candidates to show understanding and skills in using technology, lesson planning, content knowledge, data collection, attention to environmental contexts, student engagement, classroom management, and reflection. Before candidates design their lesson, they must conduct a “Needs Assessment” evaluating the students’ learning needs. By completing the video lesson assignment, candidates gain experience with NAEYC standards 1, 2, 4.

**Video Lesson Rubric:**

**Rubric for Written Lesson Plans and Observation of Video**

**Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*\* Candidates will identify the specific standard under the major standard identified in the rubric*

|  |  |  |  |
| --- | --- | --- | --- |
| **Standards** | **Approaches (1)** | **Meets (2)** | **Exceeds (3)** |
| **Lesson Overview:** Identifying information such as subject area, grade level of students, topic of lesson, etc., content standard, goal(s), rationale, objective(s), purpose, outcomes, and advanced set-up information.(**list content standard)** | One or more components missing OR one or more component ineffective, or inappropriate for needs of students, or does not support goals and objectives of the lessons.**1 2 3 4 5** | All components included. All appropriate for goals and objectives of the lessons and meet needs of students. **6 7 8 9** | All components included. All appropriate for goals and objectives of the lesson and meet needs of students. In addition, evidence of expert attention to detail in planning such as use of technology or expert handling of diverse student needs.  **10**  |
| **Anticipatory Set (Lesson Introduction):**Scaffolding or bridging (personal connection), attention gained, objective(s) stated, and relevance and connections for students. | One or more components missing or does not meet student needs.**1 2 3 4 5** | Appropriate techniques used for directing student attention and scaffolding or bridging knowledge. Objective or goal of lesson and reason for learning given in a manner student will understand.**6 7 8 9** | All components included. Objective or goal of lesson and reason for learning given in a manner student will understand. Activity or scaffolding exceptional.  **10** |
| **Instruction:**These are the instructions the teacher gives, the explanation or modeling done. | Parts are confusing or illogically sequenced. Instructions are not sufficiently detailed, do not support goals and objectives of lesson, or do not meet needs of students.**2 4 6** | Clear, logically ordered, sufficiently detailed, supports goals and objectives of lesson, and meets needs of students.**8 10 12** | Clear, logically ordered and support goals and objectives of lesson. In addition, exceptionally engaging for students. **14 15** |
| **Guided Practice:**This is where the students practice what was just taught with teacher support. | Instructions confusing or activity does not support goals and objectives of lesson. Activity is not truly guided or does not meet students’ needs.**1 2 3 4 5** | Instructions clear. Activity supports goals and objectives of lesson and meets student needs. Teacher supports new learning.**6 7 8 9** | Instructions clear. Activity supports goals and objectives of lesson. Teacher supports new learning.Activity is exceptionally engaging.  **10** |
| **Independent Practice:**This is where the students independently practice what was taught. | Instructions confusing or activity does not support goals and objectives of lesson or activity is not truly independent.**1 2 3 4 5** | Instructions clear. Activity supports goals and objectives of lesson. Students work independently.**6 7 8 9** | Instructions clear. Activity supports goals and objectives of lesson. Students work independently.Activity is exceptionally engaging.  **10**  |
| **Closure:**  | Closure is missing or fails to draw together what students have learned.**1 2 3 4** | Closure activity successfully draws together what students have learned.**6 7 8 9**  | Closure activity is exceptionally strong.  **10** |
| **Assessment:** | Assessment is missing or poorly matched to goals and objectives or student needs.**1 2 3 4 5** | Assessment matches learning objectives and student needs and is consistent with instructional strategies used.**6 7 8 9** | Assessment matches learning objectives and student needs and is consistent with instructional strategies used. Assessment is exception­ally well designed, includes key or rubric and addresses higher level thinking skills.  **10** |
| **Accommodations:** | Accommodation missing or inappropriate.**1 2 3 4 5** | Appropriate accommodation provided for students who would need them for this lesson.**6 7 8 9** | More than one appropriate accommodation described for students who would need them for this lesson.  **10** |
| **Homework (Home school connections)**  | Does not support goals and objectives of lesson or activity does not meet student needs. **1 2**  | Appropriate for goals, objectives, and student needs. **3 4**  | Appropriate for goals, objectives, and student level. Activity is exceptionally engaging for students. **5** |
| **Mechanics**(Spelling, usage, punctuation.) | More than one or two errors or an egregious error. **1 2**  | One or two minor errors. **3 4**  | No errors. **5** |
| **Overall Cohesion**(How the entire lesson works as a whole.) | Components missing, not supportive of lesson goals and objectives, or does not meet student needs. **1 2**  | All necessary components included, relate to one another, and support goals and objectives of lesson. Duration appropriate. Activities meet student needs **3 4**  | All necessary components included, relate to one another, and support goals and objectives of lesson. Duration appropriate. Activities meet student needs. In addition, exceptionally well designed. **5** |

**Key Assessment #7- Portfolio**

**1. A brief description of the assessment and its use in the program.**

Teacher candidates are required to complete a professional portfolio that demonstrates content knowledge and knowledge about NAEYC’s standards aligned with the InTASC principles, as well as their knowledge, skill, and disposition to teaching.

The organization and construction of the professional portfolio is a major component of the Advanced Seminar in Student Teaching (EDTE 689) course. Candidates complete the portfolio during their last semester in the Early Childhood program.

**2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.**

Candidates prepare a professional portfolio that showcases many of the candidate’s teaching history and teaching skills, as well as their ability to conduct related research and reflect on the knowledge in order to meet the needs of their student population. Candidates are graded on relevant material included in eleven (11) sections of the portfolio (NAEYC Standards1, 2, 3, as well as being graded on organization.

In addition to the eleven (11) sections, the portfolio includes six (6) position papers (NAEYC Standard 6). These papers focus on: Philosophy, Accommodating Individual Needs, Learning Environments, Curriculum Strategies, School/Community Resources, and Professional Development.

**Portfolio Rubric- NAEYC**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Approaches | Meets | Exceeds |
| **Introduction** In this section of the portfolio, the teacher candidate introduces themselves as professionals. There is to be a, table of contents that aligns your professional standards to the INTASC standards. (Std. 6)  | Some organization is evident, introduction present and professional (few errors) standards are mostly aligned. | Organization is clear and professional standards are aligned to INTASC | Organization is exceptionally clear and professional standards are aligned to INTASC |
| Position Papers (6 papers total) 5%Paper #1 Philosophy Paper #2 Accommodating Individual NeedsPaper #3 Learning Environment Paper #4 Curriculum Strategies Paper #5 School/Community ResourcesPaper #6 Professional Development  | Papers are mostly well written and express views | Papers well written and express views clearly. | Papers are very well written and express views exceptionally well |
| **Standard 1:** 5%Knowledge of Subject Matter- Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard. (Std.1a, 5a) | Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable. | Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard. | Rationale for artifact is very well written and evidence overwhelmingly documents the standard |
| **Standard 2:** 5%Knowledge of Human Development and Learning- Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard. (Std. 1) | Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable. | Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard. | Rationale for artifact is very well written and evidence overwhelmingly documents the standard |
| **Standard 3:** 5%Adapting Instruction for Individual Needs- Rationale is included to link this standard to the SPA standards and document why the material included is reflective of your ability to document the standard. (Std. 3) | Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable. | Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard. | Rationale for artifact is very well written and evidence overwhelmingly documents the standard |
| **Standard 4:** 5%Multiple Instructional Strategies - Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard. (Std. 4b and 4c) | Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable. | Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard. | Rationale for artifact is very well written and evidence overwhelmingly documents the standard |
| **Standard 5** 5%Classroom Motivation and Management- Rationale is included to link this standard to the Spa standards and document why the material included is reflective of your ability to document the standard. (Std. 5c) | Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable. | Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard. | Rationale for artifact is very well written and evidence overwhelmingly documents the standard |
| **Standard 6** 5%Communication Skills- Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard. (Std. 6) | Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable. | Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard. | Rationale for artifact is very well written and evidence overwhelmingly documents the standard |
| **Standard 7** 5%Instructional Planning Skills- Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard. (Std. 4) | Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable. | Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard. | Rationale for artifact is very well written and evidence overwhelmingly documents the standard |
| **Standard 8** 5%Assessment of Student Learning- Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard. (Std. 3) | Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable. | Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard. | Rationale for artifact is very well written and evidence overwhelmingly documents the standard |
| **Standard 9** 5%Professional Commitment and Responsibility- Rationale is included to link this to your professional standards and document why the material included is reflective of your ability to document the standard. (Std. 6) | Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable. | Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard. | Rationale for artifact is very well written and evidence overwhelmingly documents the standard |
| **Standard 10** 5%Partnerships- Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard. (Std. 2b, 2c, 4a, 6c) | Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable. | Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard. | Rationale for artifact is very well written and evidence overwhelmingly documents the standard |
| **Portfolio Organization** Portfolio is clearly organized, neat, well written and reflects profession work of a beginning teacher. (Std. 6) | Materials are somewhat organized and is beginning to look like work of a beginning teacher | Materials are organized, well written and reflects professional work of a beginning teacher | Materials are very well organized and well written and reflects professional work of a highly qualified beginning teacher  |
| **Final Grade**  |  | Approaches | Meets | Exceeds |

**Key Assessment #8- Action Research**

**1. A brief description of the assessment and its use in the program.**

The Action Research Project is an assessment that is conducted during each candidate’s last semester at Trinity Washington University and is completed during the Advanced Seminar in Teaching (EDTE 689). This five-phase assignment requires candidates to identify an area of need for students in their classrooms. This may include behavior, reading skills, homework, or other academic and social/behavioral skills. They are asked to collect baseline data on the identified skill or behavior. Next, candidates are asked to establish clear learning goals and objectives. They are then asked to implement a research- based strategy aimed at improving that behavioral or academic skill. The candidates implement a set of lessons (this is determined based on skill or behavioral need) and assess students throughout the implementation of the lessons. They adjust lessons throughout the implementation based on that assessment. Finally, they plan a presentation using technology to present their project and findings from the project, including assessment data. In addition, they are asked to submit a 1-2 page reflective essay to reflect on their planning and student learning.

**2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.**

This assignment allows the candidates to show understanding and skills in data collection, attention to environmental contexts, planning an intervention, using research based strategies, assessment, and reflection. In addition, candidates work collaboratively with their cooperating teacher/mentor teacher, university supervisor, professor, and interested parties from their school to understand the area of need. This five-phase assignment requires candidates to identify an area of need for students in their classrooms. This may include behavior, reading skills, homework, or other academic and social/behavioral skills. They are asked to collect baseline data on the identified skill or behavior. Candidates establish clear learning goals and objectives. They implement a research- based strategy aimed at improving that behavioral or academic skill. The candidates implement a set of lessons (this is determined based on skill or behavioral need) and assess students throughout the implementation of the lessons. They adjust lessons throughout the implementation based on that assessment. Finally, they plan a presentation using technology to present their project and findings from the project, including assessment data. In addition, they are asked to submit a 1-2 page reflective essay to reflect on their planning and student learning.

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* Phase I: Introduction and statement of the problem (NAEYC Std.1); Learning Environments (NAEYC Standard 1, 1b, 1c )
* Phase II: Literature Review (NAEYC Std.1, 4, 5)
* Phase III: Assessment Plan and design (NAEYC Standard 3, 4b and 4c, 7a -Assessment); Assessment Design (NAEYC Standard 3-Assessment)
* Phase IV: Reflection- Interpretation, and Analysis of Student Learning (NAEYC Standard 3, 4d, 6d)
* Phase V: Presentation (NAEYC Std.1, 6c, 6d)

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* Phase V: Presentation (NAEYC Std.1, 6c, 6d)

**Impact on Student Learning Action Research Project**

**Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Major\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part A- NAEYC standards** | **Approaches**  | **Meets** | **Exceeds** |
| **Phase I Introduction of School and Class**Background information on the class is collected and results in the formation of a problem statement. Candidates identify needs of the class that they will work with for a semester project. Permission obtained in accordance with the school the student is attending. Data collection, including observations and work samples, takes place. Based on data collection, candidates create a problem statement to answer through the development of a research-based intervention plan that can be implemented. **(Std. 1)** | One or more components missing or one or more components ineffective, inappropriate. Problem statement is unclear or not articulated clearly. Observational data incomplete.**1 2 3 4 5** | All components included. Problem statement is clear and based on complete data **6 7 8 9** | All components complete. Evidence of expert attention to detail in stating the problem and collection of data.**10** |
| **Phase II Statement of the Problem**Research in the areas of need determined. Based on the problem statement (and assessment data collected), the candidates select appropriate methods, strategies, and techniques from those presented in class, textbooks, or peer-reviewed journals that could be used to assist the student in the area(s) of identified need. **(Std. 1, 3, 4 )** | Research does not show depth of understanding and strategies and techniques are not fully explained enough to develop listening, speaking, reading, and writing activities.**1 2 3 4 5** | Research shows candidate’s understanding and strategies and techniques necessary to develop listening, speaking, reading, and writing activities.**6 7 8 9** | Research shows evidence of high level of understanding. Strategies and techniques necessary to develop listening, speaking, reading, and writing activities are research based. **10** |
| **Phase III Assessments**Plan made to collect data and implement treatments. Once a strategy is articulated, candidates begin implementation of the plan. Data collection is ongoing. Treatment implementation and changes are documented.**(Std. 3)** | Plan documents show implementation has begun, data indicates methods and techniques to apply knowledge **1 14** | Plan documents show implementation has begun and indicates that methods and techniques to apply knowledge **15 23** | Plan documents show implementation has begun and indicates that, as the student progresses, methods and strategies to apply knowledge **24 30** |
| **Phase IV Discussions and Reflection**Treatment plan implementation with reflection. Key to successful treatment implementation is the reflection the candidates incorporate. As the treatment is implemented, new plans emerge which need to be implemented and reflected upon.**(Std. 4)** | Reflections incomplete and lack depth of understanding of techniques to apply knowledge **1 2 3 4 5** | Reflections complete and show understanding of techniques to apply knowledge 6 **7 8 9** | Reflections complete and show insight into issues that affect learning. techniques to apply knowledge**10** |
|  **Phase V Results**Termination of the implementation and final data collection. Data need to be interpreted and prepared for display in the final power point. This information may be shared with the teacher and/or school.**(Std. 4d )** | Data has been partially analyzed and charted using some technology. Data is partially explained and demonstrate an understanding of the purpose of assessment. **1 2 3 4** | Data has been analyzed, charted, and graphed using technology. Data has been explained and demonstrates an understanding of the purposes of assessment. **5 6 7 8** | Data has been fully analyzed and charted using technology effectively. Significance of data has been explained and demonstrates an understanding of the purposes of assessment. **9 10** |
| **Phase VI The Power Point Presentation**The final report will contain: **An Introduction** that includes the relevant background of the students in your class, mini **review of the literature** that supports your methodology, **assessments**,( pre and post, **plan**, reflection and **discussion**, and results as well as appendix with samples of materials,; **(Std. 6c)** | One or more components of the final project missing. Recommendations do not show depth of understanding to meet the l needs of the student.**1 4** | Final project is complete. Recommendations are adequate to meet the needs of the student.**5 14** | Final project is complete and in a very professional format. Recommendations reflect an in-depth analysis of data to help meet the needs of the student. **15 20** |
| **Power Point Quality**The power point is easily visible and readable. Data is clear and is charted correctly. Information on power point is not over crowded and is inviting**.** | Power Point is poorly designed and difficulty to read. Data chart is minimally effective.**1 2 3 4** | Power Point is well designed and easy to read, Data is correctly charted**5 6 7 8** | Power Point is exceptional. Easy to read and data id correctly charted in detail**9 10** |

**Comments:**

**Total:**