

Program Report for the Initial Preparation of Early Childhood Teachers National Association for the Education of Young Children (NAEYC) 2010 Standards - Option A

NOTE: This form uses the NAEYC standards approved by NCATE in 2010. Programs have the option to use either the 2002 or 2010 programs submitting reports through Spring 2012. Beginning in Fall 2012 ALL programs must use the new standards. NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

TRINITY WASHINGTON UNIVERSITY

2. State

WASHINGTON, DC

3. Date submitted

MM DD YYYY

03 / 09 / 2015

4. Report Preparer's Information:

Name of Preparer:

BWEIKIA STEEN, Ed.D.

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5. NCATE Coordinator's Information:

Name:

LYNN JOHNSON

Phone: Ext.

(202) 884-9560

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JOHNSONLY@TRINITYDC.EDU

6. Name of institution's program:

EARLY CHILDHOOD EDUCATION

7. NCATE Category

Early Childhood Education-First Teaching License

8. Grade levels⁽¹⁾ for which candidates are being prepared

PK-3

(1) e.g. Birth to Grade 3, P-3

9. Program Type

First Teaching License

10. Degree or award level

Baccalaureate

Post Baccalaureate

Master's

11. Is this program offered at more than one site?

- Yes
 No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

EARLY CHILDHOOD EDUCATOR

14. Program report status:

- Initial Review
 Response to One of the Following Decisions: Further Development Required or Recognition with Probation
 Response to National Recognition With Conditions

15. Is your unit seeking

- NCATE accreditation for the first time (initial accreditation)
 Continuing NCATE accreditation

16. 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 IV. 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. (Response limited to 4,000 characters)

Trinity Washington University has been training teachers in Washington, DC, for more than 30 years. Trinity offers Early Childhood Education at the graduate level through a Master's of Arts in Teaching (MAT) program. The MAT is tailored to the needs of candidates who seek first-time teaching licensure and to be certified in Early Childhood Education. Candidates take 36 credit hours and qualify for teaching certification in grades Pre-K-3.

Due to the high demand for Early Childhood teachers in the District of Columbia (DC) and its surrounding areas, many of the candidates in our MAT program are already employed as teachers or become employed prior to completing the program. Consequently, their student teaching experiences occur at the schools where they are employed. They are supported by university supervisors and mentors within their schools. The program is organized to be as supportive as possible to candidates who are working full-time.

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.

Candidates graduating from Trinity's program, who wish to obtain certification in DC or Maryland, must take Praxis II in Early Childhood Education. Although Praxis II is a requirement for certification, Trinity does not require candidates to pass this exam as a graduation requirement.

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. NOTE: Description of the field and clinical experiences required for the program should explain how the program ensures high quality field experiences. Quality field experiences support candidates to understand and apply the competencies reflected in the NAEYC standards as they observe, implement and receive constructive feedback in real world early learning settings. Programs are encouraged to consider the "indicators of strength" listed in the Supporting Explanation of Standard 7 when writing this narrative.

(Response limited to 8,000 characters)

Candidates are required to complete a number of field experiences prior to their student teaching assignments. These experiences are embedded within their program and are completed in PK-3 classroom settings that are based on varying philosophical backgrounds and utilize various curriculum strategies. Candidates reflect on each field experience by comparing and contrasting these experiences to related research about child development, Early Childhood theories and philosophies, individual and developmentally appropriate practices, and the

NAEYC position statements.

Faculty have defined "highly qualified" settings as those having positive school environments, a clearly identified philosophy and curriculum, and that appropriately meet the needs of their students and the families they serve. Faculty visits and approves each setting before the candidate is allowed to complete the assignment. Candidates are provided a list of school settings with names of teachers who have been selected and visited by the faculty and have been approved as "highly qualified." These settings are often NAEYC accredited school settings or public school, charter school, and private school settings. Also, faculty seek feedback from candidates about their field experiences and the need to revisit particular school settings or schedule new visits to additional schools.

"Highly qualified" teachers are those who have been teaching in Early Childhood education for more than three years, have acquired a Master's degree in Early Childhood/Elementary Education, have been deemed intentional educators by their principals and/or school district, and who understand the relationship between positive classroom environment, classroom management, classroom instruction, and parental involvement.

Required Field Experiences

Child Development: Candidates study and research developmental issues to include how an individual's age and cultural identity affects learning. Candidates tape an interview with the family of a young child and develop a plan to help parents relate to their child. The plan must be theory and research based and must include the physical, cognitive, cultural, and social/emotional development issues influencing the young child. Candidates provide a copy of the plan to parents. EDCC 510, 10 hours.

Observation of Two Teachers: Candidates observe and interview two teachers in Early Childhood education, noting the physical environment and how it affects instruction. Candidates note ways in which each teacher conveys the objectives of the lesson, the activities that engage students in authentic learning, the instructional strategies used, and how the teacher creates and maintains an environment that supports student learning. EDCC 541, 15 hours.

Observation-Classroom Management Plan: Candidates observe two Early Childhood teachers in order to identify instructional and classroom management techniques appropriate for young children. Candidates note the physical environment and how it affects instruction and the ways in which each teacher conveys the objectives of the lesson, the activities that engage students in authentic learning, how the teacher manages student behavior, and how the teacher creates and maintains an environment that supports students learning. Candidates develop their own classroom management plan which includes a computer generated classroom arrangement. EDCC 541, 15 hours.

Observation of Classes with CLD and Exceptional Students: Candidates make three visits to educational centers and one visit to an organization serving as an advocate for individuals identified as having special needs. They observe classes at an education setting, facility, camp, or other educational program that involves special needs and/or gifted and talented students. Candidates learn about placement options and the curriculum and programs being used, noting adaptations and/or modifications of activities and lessons as they apply to young children who may or may not be identified as having special educational needs. EDCC 530, 15 hours.

Literacy Interview: Candidates interview a parent, family member, or guardian of a young child about experiences with literacy practices (reading and writing) in school and at home. Candidates write a report about this interview presenting their findings and reflections from this activity. EDTE 611, 4 hours.

Video Lesson Plan: Candidates deliver and videotape a lesson in an Early Childhood setting. The purpose of this assignment is to reflect and evaluate teaching style, practices, skills, and competencies. EDTE 612, 15 hours.

Working in a Classroom: Candidates spend time in a highly qualified teacher's classroom. They observe the teacher twice and collaboratively plan lessons. This field experience demonstrates knowledge of subject matter, skill in teaching, and dispositions toward teaching children and learning from children. EDTE 612 and EDTB 613, 20 hours.

Tutoring Project: Candidates practice assessing and instructing a student experiencing difficulty mastering a specific skill. Candidates assess and tutor the student in weekly or twice weekly sessions for a total of 10-12 hours. Candidates are expected to spend at least as much time planning and reflecting as they spend in direct contact with the student. Candidates document where the strategies they use come from. They observe, reflect, assess, analyze, and report the results. EDTE 614, 10-12 hours.

Student Teaching: During their last semester and after the completion of all other requirements, candidates complete EDTE 671, a 14-week, 3 credit hour teaching practicum. Concurrently, candidates attend a weekly student seminar course, EDTE 689. Throughout the practicum, candidates work with a certified educator and a university supervisor. The classroom cooperating teacher and the university supervisor share responsibility for supervising the candidate. Student teaching is evaluated using the Interstate New Teacher Assessment and Support Consortium (InTASC) student teaching instrument developed by Phi Delta Kappa International & Ball State University (2011). During internship, candidates complete portfolios, impact on student learning projects, additional videos, all of which are presented at the end of the seminar.

By candidates' last semester, each is intentional in promoting positive early learning experiences by utilizing the strategies and resources they have acquired. Candidates should understand the important role of knowing each child's individual, cultural, and developmental needs and how this is essential in promoting success. Candidates capitalize on the knowledge and resources gained from field experiences in order to meet each child's needs and have the opportunity to reflect on each field experience in order to understand that these are not embedded as a burden, but are valuable lessons and experiences that will have a lasting impact.

Plans for Program Improvement

Candidates will be required to observe in early education settings during EDTE 610 and EDTE 614, addressing specific topics: EDTE 610- Social studies instruction and pedagogy strategies, EDTE 614- Observe at least two different types of assessments conducted.

Candidates will be required to keep a field experience logbook documenting information about the educational settings, teachers observed and interviewed, and a brief reflection about the experience. Candidates will be required to keep the logbook throughout their program. Faculty members will collect the information from the logbook midway through each semester to ensure that candidates are visiting different classrooms and different types of schools.

Faculty will incorporate videos showcasing different types of classrooms to ensure that candidates have the opportunity to reflect on settings that may not readily be available in the DC area. This will afford candidates the opportunity to reflect on the practices that are presented in the videotapes.

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

EARLY CHILDHOOD EDUCATION Program of Study.pdf

See Attachment panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2014	16	17
2013	14	21
2012	20	7

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	ANDRUSIK, KATRYNA
Highest Degree, Field, & University ⁽³⁾	Ph.D., Special Education: Learning Disabilities; University of Maryland College Park; College Park, MD
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty
Faculty Rank ⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Member: IRA/ILA, CEC, ASCD McMackin, M.C., Rauchwerk, S., Cambone, J., Curtis, M.C., Andrusik, K., & Brown, D.N. (2013, April). Preparing urban teachers: Working outside the box. Phi Delta Kappan, 94 (7), 25. Andrusik, K.N. & Samuelsen, K.A. (2014, December). Academic discourse as pre-writing strategy: The efficacy of student talk on argument writing in an urban high school English class. Literary Research Association, Annual Conference, Marco Island, FL. Andrusik, K.N. & Montanaro, E. (2013, November). Preparing special educators in alternative programs: Cohort support, coaching, and clinical experiences. Council for Exceptional Children: Teacher Education Division, Annual Conference, Fort Lauderdale, FL. Lecture: Special Education Policy. Department of Teaching and Learning, Policy, and Leadership, University of Maryland, November 2012, 2013.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Capital City Public Charter School, Instructional Coach and Curriculum Coordinator Baltimore City Public Schools, Reading Specialist, Inclusion Specialist, 6-12 English Teacher

Faculty Member Name	BOLDEN, MARK
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Highest Degree, Field, & University⁽³⁾	Ph.D., Counseling Psychology; Howard University, Washington, DC.
Assignment: Indicate the role of the faculty member⁽⁴⁾	Full-time Faculty
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	President, Washington, DC, Association of Black Psychologists, 2009, 2011-2012 Keynote Presentation: Trauma Prevention and Coping with Crisis: An African Caribbean-Informed Model for Parents, Administrators, and Children. Northern Caribbean University Psychology Department, Kingston, Jamaica 2012. Workshop series for School and Government Personnel related to suicides associated with Jamaican students' test-taking: Mindful Management of Anxiety and Stress: High-Stakes Test-Taking Strategies for Jamaican Student Success. 2012.
Teaching or other professional experience in P-12 schools⁽⁹⁾	

Faculty Member Name	COSIER, MEGHAN
Highest Degree, Field, & University⁽³⁾	Ph.D., Special Education; Syracuse University; Syracuse, NY
Assignment: Indicate the role of the faculty member⁽⁴⁾	Full-Time Faculty
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, Board of Directors, The Children's Guild District of Columbia Public Charter School Cosier, M. (2014). Using "narrative and numbers" to drive inclusive school reform: A case study. In S. Danforth (Ed.). Teaching in the shape of Justice: Becoming an inclusive educator. New York, NY: Peter Lang. Cosier, M., Gomez, A., Maghzi, K., & McKee, A. (2013). Smart phones permitted: How teachers use text messaging to collaborate in inclusive schools. Education and Information Technologies (Online First). doi: 10.1007/s10639-013-9288-2. Cosier, M., McKee, A., Gomez, A., & Derderian, C. (December, 2014). Making the common core state standards accessible to students with significant disabilities. Presentation. TASH Annual Conference, Washington, DC. Member, AERA, TASH (The Association for Persons with Severe Handicaps), CAL-TASH, VA-Tash
Teaching or other professional experience in P-12 schools⁽⁹⁾	San Diego Unified School District, Rosa Parks Elementary School: Special Education teacher, grades 2-3; Resource Specialist, grades 1-5 Albuquerque Public Schools, Kit Carson Elementary School: General Education teacher, grade 1

Faculty Member Name	DAWKINS, BETH KARA
Highest Degree, Field, & University⁽³⁾	Ph.D., Education – Early Childhood, Families and Literacy; University of North Carolina at Chapel Hill; Chapel Hill, NC
Assignment: Indicate the role of the faculty member⁽⁴⁾	Full-Time Faculty
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, NAEYC, Head Start Association Publications Reading Selection Strategies of Lower Income, Minority Students, November 2014 Reading Selection Strategies and Reading Achievement of Economically Disadvantaged, October 2014
Teaching or other professional experience in P-12 schools⁽⁹⁾	Licenses Birth thru Kindergarten, State of North Carolina Early Childhood, State of North Carolina Pre-K Teacher, Charlotte-Mecklenburg Schools Pre-K Teacher, American School Foundation of Guadalajara

Faculty Member Name	FANG-PAN, JENNIFER
Highest Degree, Field, & University⁽³⁾	M.S., Family Science/Couple and Family Therapy; University of Maryland; College Park, MD
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Pre-clinical Fellow, American Association of Marriage and Family Therapy Introduction to Couple's Therapy; Guest Lecture at University of Maryland, Baltimore; December 2013
Teaching or other professional experience in P-12 schools⁽⁹⁾	

Faculty Member Name	FITZMEYER, SCOTT
Highest Degree, Field, & University⁽³⁾	MAT, Early Childhood Education, Trinity Washington University, Washington, DC
Assignment: Indicate the role of the	

faculty member ⁽⁴⁾	Adjunct Faculty
Faculty Rank ⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Dc Teaching License, DC Office of the State Superintendent of Education DC Public Schools, classroom teacher

Faculty Member Name	GREER, CYNTHIA
Highest Degree, Field, & University ⁽³⁾	Ph.D., Higher Education Administration; Florida State University; Tallahassee, FL
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Full-Time Faculty
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Member, American Counseling Association; DC Counseling Association; National Association of Student Personnel Administrators; Southern Poverty Law Association Publications I Love Being Me – Be the Author of Your own Story. Chapter in Expressive Arts Interventions for School Counselors. Fall 2014 Doris and the Dolls – Little Patuxent Literary Review. June 2014 Presentations Problem Gambling Treatment and Post-Traumatic Growth Opportunities for Culturally Diverse Persons, Families and Communities. Co-Presenter, Maryland Center of Excellence on Problem Gambling. March 2014 Social Injustice and Trauma – The use of Post-Traumatic Growth and the Positive Power of the Human Spirit. Howard University Counseling Conference and Maryland Counseling and Development Conference. 2012
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Middle School Teacher, Math, Science and Health; Scotland County Public Schools, North Carolina

Faculty Member Name	JOHNSON, LYNN
Highest Degree, Field, & University ⁽³⁾	MA, English Education, Hunter College CUNY; New York, NY
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Administrator
Faculty Rank ⁽⁵⁾	Associate Dean
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Member, National Council of Teachers of English Member, Council on English Education Member, National Business Education Association Member, Eastern Business Education Association Member, NCATE Board of Examiners Member, NCATE Board of Program Reviewers Member, DC Board of Examiners Reader, SAHE Teacher Quality Grant proposals Reader, AACTE Conference presentation proposals
Teaching or other professional experience in P-12 schools ⁽⁹⁾	New York State certification, English 7-12

Faculty Member Name	KAYNE, KATHRYN
Highest Degree, Field, & University ⁽³⁾	M.Ed., Reading; Liberty University; Lynchburg, VA
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty
Faculty Rank ⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Member, Reading Recovery Council of North America Member, International Literacy Association
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Certificate/License Postgraduate Professional License; Elementary Education K-6, Reading Specialist, Specific Learning Disabilities K-12; Commonwealth of Virginia Teaching License; Reading K-12, Elementary Education 1-6, Categorical Special Education (NC, SLD, K-12 District of Columbia Public Schools, Reading Specialist Prince William County Public Schools, SLD teacher, General Education teacher, Title I Reading teacher, Reading Recovery/Reading Specialist

Faculty Member Name	LITT, DEBORAH
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum and Instruction; University of Maryland; College Park, Maryland
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Full-Time Faculty
Faculty Rank ⁽⁵⁾	Associate Professor

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Proposal reviewer, conference submissions, Literacy Research Association Field council representative, Literacy Research Association International Literacy Association (formerly IRA) representative to the National Joint Council on Learning Disabilities Member, Literacy Research Association, ILA, Society for the Scientific Study of Reading, NCTE, Reading Recovery Association of North America Publications and Presentations Literacy Teacher Education: Principles and Effective Practices. With Martin, S., & Place, N. Gullford Press. 2014 Can They Read This? Word Sorts for Teachers. Presentation at the Literacy Research Association Conference, Marco Island, FL December 2014 Promising Practices in Literacy Teacher Education. Session Discusssant at the Literacy Research Association Conference. Marco Island, FL December 2014
Teaching or other professional experience in P-12 schools⁽⁹⁾	Advanced Professional Certificate, Elementary 1-6 and Middle School; Maryland State Department of Education Prince George's County Public Schools, Reading Specialist/Reading Recovery Teacher

Faculty Member Name	LOJKOVIC, DAVID
Highest Degree, Field, & University⁽³⁾	M.Ed., Special Education; Ohio University; Athens, Ohio
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	President, Washington DC Unit of Council for Exceptional Children Member of elections standing committee, Council for Exceptional Children Izen, C. & Lojkovic, D. (2014). Entries in C.R. Reynolds & E. Fletcher-Janzen (Eds.), Encyclopedia of Special Education: A Reference for the Education of Children, Adolescents, and Adults with Disabilities and Other Exceptional Individuals (4th ED.). NY: John Wiley and Sons Bohnstedt, K.D., Kinas Jerome, M., Lojkovic, D.A., Brigham, F.J. & Behrmann, M. (2013). Instructor Interaction and Immediacy Behaviors in a Multi-Point Distance Educational Environment: Using Technology to Improve Low-Incidence Teacher Preparation. Journal of Special Education Technology. 28(4), 27-41. Lojkovic, D. (2012), Application I: Matching Apps for Students with Low-Incidence Disabilities (PP. 33-36). In M. Ault and M. Bausch (Eds.), Apps for All Students: A Teacher's Desktop Guide, Alexandria, VA: Arlington, VA: Technology and Media Division of The Council for Exceptional Children (TAM).
Teaching or other professional experience in P-12 schools⁽⁹⁾	NYC Department of Education, Special Education Teacher Certificates/Licenses Categorical Special Education, Mental Retardation, K-12; District of Columbia Public Schools Categorical Special Education, Specific Learning Disabilities, K-12; District of Columbia Public Schools Non-Categorical Special Education, K-12; District of Columbia Public Schools Students with Disabilities Generalist, 5-9; District of Columbia Public Schools Students with Disabilities 1-6, Childhood Education; District of Columbia Public Schools

Faculty Member Name	MOLLER, MARY CLARE
Highest Degree, Field, & University⁽³⁾	M.S., Reading Specialist; Wheelock College; Boston, MA
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, RRCNA Member, IRA Reading Recovery Presentation at the National Conference in Columbus, OH; February 2012 Ongoing presentations at the Building and County Level
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificates/Licenses Reading specialist, PK-12; State of Virginia Elementary Education, K-6; State of Virginia Carlin Springs ES, Arlington, VA, Public Schools; Literacy Coach, Reading Recovery Teacher, Reading Specialist Long Branch ES, Arlington, VA, Public Schools; 2nd grade classroom teacher The River School, Washington, DC; 1st and 2nd grade classroom teacher Driscoll ES, Reading Specialist Aide

Faculty Member Name	MOORE, KELVIN
Highest Degree, Field, & University⁽³⁾	M.S., Education Leadership; NOVA Southeastern University; Ft. Lauderdale, FL
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Building Capacity; presented at ASCH Summer Conference, July 2012
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License Admin 1 and 2; Maryland State Department of Education Orange County Schools, Florida; Behavior Specialist Orange County Schools, Florida; Special Education teacher

Faculty Member Name	MORANT, TAMYKA
Highest Degree, Field, & University⁽³⁾	MAT, Teaching; Johns Hopkins University; Baltimore, MD

Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, NCTM, NWSA, AERA Consortium of Race, Class, Gender, Ethnicity Interdisciplinary Scholar-Fellow NWSA Women of Color Leadership Project-Fellow Publications/Presentations AERA: Towards a Portable Family Pedagogy. April 2014 NWSA Conference: Understanding the Multidimensionality of Mentorship for Underrepresented Scholars: A Labor of Love. November 2014
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License MD Educator Advanced Professional Certificate; Maryland State Department of Education DC Public Schools, Instructional Coach Manager Community Academy Public Charter Schools, Instructional Coach Community Academy Public Charter Schools, Elementary Teacher Baltimore City Public Schools, Elementary Teacher

Faculty Member Name	NERO, CANDACE
Highest Degree, Field, & University⁽³⁾	M.Ed., Curriculum and Instruction, Reading; Trinity Washington University; Washington, DC
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Team Leader Test Coordinator Core team member Instructional leadership team member MCPS PLCI Reading PLC Leader
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License Reading Specialist Advanced Professional Highly Qualified; Maryland State Department of Education Early Childhood Advanced Professional Highly Qualified; Maryland State Department of Education Montgomery County Public Schools, Reading Specialist Montgomery County Public Schools, 1st grade teacher Montgomery County Public Schools, Kindergarten teacher

Faculty Member Name	O'NEIL, TODD
Highest Degree, Field, & University⁽³⁾	M.Ed., Reading; Trinity Washington University; Washington, DC
Assignment: Indicate the role of the faculty member⁽⁴⁾	
Faculty Rank⁽⁵⁾	Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	
Teaching or other professional experience in P-12 schools⁽⁹⁾	DC Public Schools, General Education teacher

Faculty Member Name	STEEN, BWEIKIA
Highest Degree, Field, & University⁽³⁾	Ed.D., International Multicultural Education; University of San Francisco; San Francisco, CA
Assignment: Indicate the role of the faculty member⁽⁴⁾	Full-time Faculty
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Committee member, NAEYC Council for Accreditation Member, Appeals panel, NAEYC Presentations Oral Language Development in Pre-K, Oh my!; November 2014 Hear Our Voices; ACEI; March 2014 Publications Starting Young: Counting the PreK to Prison Pipeline. Journal of Black Psychologists. 2014
Teaching or other professional experience in P-12 schools⁽⁹⁾	New Haven Unified School District; grades K-2

Faculty Member Name	STEINBERG, JILL
Highest Degree, Field, & University⁽³⁾	MAT, Special Education; Trinity Washington University; Washington, DC
Assignment: Indicate the role of the faculty member⁽⁴⁾	
Faculty Rank⁽⁵⁾	Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES

Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	
Teaching or other professional experience in P-12 schools⁽⁹⁾	Licenses/Certificates National Board Certification, NBPTS Montgomery County Public Schools, Science and Special Education, High School

Faculty Member Name	STOCKS, JANET
Highest Degree, Field, & University⁽³⁾	Ph.D., Sociology; University of Pittsburgh; Pittsburgh, PA
Assignment: Indicate the role of the faculty member⁽⁴⁾	Administrator
Faculty Rank⁽⁵⁾	Dean
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, Council on Undergraduate Research Member, American Educational Research Association Member, American Sociological Association Member, AAAS Science and Human Rights Coalition Chair, Board of Governors, National Conferences on Undergraduate Research 2006-2008 Anselm Strauss Award, for Nyman, Reinikainen & Stocks, 2013, awarded by the Qualitative Family Research Network, Research and Theory Section, National Council on Family Relations to recognize significant work in the area of family theory, methods, and research that comes from a qualitative tradition. November 2014 Charlott Nyman, Lasse Reinikainen & Janet Stocks, 2013, Reflections on a cross-national qualitative study of within-household finances. Journal of Marriage and Family 75 (June): 640-650. June 2013 Janet Stocks, 2012, Characteristics of Excellence in Undergraduate Research at Different Institutions, in Undergraduate Research, Washington DC: Council on Undergraduate Research. 2012.
Teaching or other professional experience in P-12 schools⁽⁹⁾	

Faculty Member Name	WILLIAMS-HORTON, INGRID
Highest Degree, Field, & University⁽³⁾	Ed.D., Administration; Bowie State University; Bowie, MD
Assignment: Indicate the role of the faculty member⁽⁴⁾	
Faculty Rank⁽⁵⁾	Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License MD Teaching Certificate; Maryland State Department of Education Fairfax County Public Schools, Teacher Prince George's County Public Schools, Teacher Prince George's County Public Schools, HR Specialist Prince George's County Public Schools, Assistant Principal Prince George's County Public Schools, Principal

Faculty Member Name	WILSON, ELNORA
Highest Degree, Field, & University⁽³⁾	M.S., Secondary School Administration/Supervision; Bowie State University; Bowie, MD
Assignment: Indicate the role of the faculty member⁽⁴⁾	
Faculty Rank⁽⁵⁾	Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Publications Business Writing Teacher, 2009-present Writing Center Tutor, 2013-present
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License Pupil Personnel Worker, Maryland State Department of Education English/Language Arts, 5-12; Maryland State Department of Education Art Education, 5-12; Maryland State Department of Education Prince George's County Public Schools, Elementary School Principal Prince George's County Public Schools, Assistant Principal Prince George's County Public Schools, English/Language Arts Teacher Prince George's County Public Schools, Art Teacher

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NAEYC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment ⁽¹⁰⁾	Type or Form of Assessment ⁽¹¹⁾	When the Assessment Is Administered ⁽¹²⁾
Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS II	LICENSURE ASSESSMENT	PRIOR TO LICENSURE
Assessment #2: Content knowledge in early childhood education (required)	INTERNSHIP READINESS ASSESSMENT/ COMPREHENSIVE EXAM	COMPREHENSIVE EXAM	PRIOR TO STUDENT TEACHING
Assessment #3: Candidate ability to plan appropriate teaching and learning experiences (required)	UNIT PLAN	INSTRUCTIONAL UNIT	EDTE 611 LITERACY DEVELOPMENT ACROSS THE CURRICULUM EDTE 612 CONSTRUCTING AND INTEGRATING THE EARLY CHILDHOOD CURRICULUM EDTE 613 DEVELOPING CONCEPTS IN EARLY CHILDHOOD MATHEMATICS AND SCIENCE FOR DIVERSE LEARNERS
Assessment #4: Student teaching or Internship (required)	STUDENT TEACHING EVALUATION	PRACTICUM EVALUATION	EDTE 671 STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION
Assessment #5: Candidate effect on student learning (required)	TUTORING PROJECT	PROJECT	EDTE 614 ASSESSMENT IN EARLY CHILDHOOD FOR DIVERSE LEARNERS
Assessment #6: Additional assessment that addresses NAEYC standards (required)	VIDEO LESSON	LESSON PLAN REFLECTION	

goals, curriculum, and teaching strategies for young children									
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.									
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.									

4. Standard 4: 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.

	#1	#2	#3	#4	#5	#6	#7	#8
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children								
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches								
4d: Reflecting on own practice to promote positive outcomes for each child.								

5. Standard 5: 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.

	#1	#2	#3	#4	#5	#6	#7	#8
5a: Understanding 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.								
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.								

6. Standard 6: 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.

	#1	#2	#3	#4	#5	#6	#7	#8
6a: Identifying and involving oneself with the early childhood field								
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines								
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6d: Integrating knowledgeable, reflective, and critical perspectives on early education								
6e: Engaging in informed advocacy for young children and the early childhood profession.								

7. Standard 7: FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

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) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Information should be provided in Section 1 (Context), question 2, to address this standard.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section 11 must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all

candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. NAEYC standards addressed in this entry could include Standards 1-6. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 1 Praxis II.pdf

See Attachment panel below.

2. Assessment of content knowledge⁽¹³⁾ in early childhood education. NAEYC standards addressed in this entry could include but are not limited to Standards 1, 2, and 5. Examples of assessments include comprehensive examinations, GPAs or grades⁽¹⁴⁾, and portfolio tasks⁽¹⁵⁾. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 2 Comprehensive Exam pt 1.pdf	Assessment 2 Comprehensive Exam pt 2.pdf
Assessment 2 Comprehensive Exam pt 3.pdf	

See Attachment panel below.

⁽¹³⁾ Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

⁽¹⁴⁾ If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. NAEYC standards that could be addressed in this assessment include but are not limited to Standard 4. Assessments might emphasize features such as (a) adaptations to individual, developmental, cultural and linguistic differences; (b) knowledgeable and developmentally appropriate application of subject matter knowledge; (c) use of effective and appropriate teaching strategies for young children; and (d) attention to effects on children's learning. These assessments are often included in a candidate's portfolios or in student teaching evaluations. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 3 Unit Plan.pdf

See Attachment panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NAEYC standards that could be addressed in this assessment include Standards 1-6. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 4 Student Teaching.pdf

See Attachment panel below.

5. Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include but are not limited to Standards 1, 3, and 4. Examples of assessments include those based on samples of children's work, portfolio tasks, case studies, follow-up studies, and employer surveys. They might include follow-up studies of graduates of the ECE program, as they relate to the NAEYC standards and as they document graduates' effectiveness in professional positions where they have an impact on young children's development and learning. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 5 Tutoring Project.pdf

See Attachment panel below.

6. Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 6 Video Lesson.pdf

See Attachment panel below.

7. Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Optional)

Provide assessment information as outlined in the directions for Section IV

Assessment 7 Portfolio.pdf

See Attachment panel below.

by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Optional)

Provide assessment information as outlined in the directions for Section IV

Assessment 8 Action Research Case Study.pdf

See Attachment panel below.

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)

In spring 2014 the Early Childhood (EC) faculty began holding meetings twice each semester, including full-time faculty and adjuncts teaching EC courses, to reflect on collected data and collaborate about areas of the EC program: curriculum, course objectives, textbooks, key assessments, and next steps to ensure program quality improvement and that our EC educators are intentional educators. Faculty's goal is to collaborate and strategize, in order to effectively and efficiently meet the needs of candidates who are teaching the young children.

Content knowledge

Faculty disaggregated data according to NAEYC standards, focusing on the key assessments in which the candidates did not meet or exceed the standard. NAEYC standard 5, Using Content Knowledge to Build Meaningful Curriculum, addresses content knowledge. Data showed that candidates approached standard five in three of the eight key assessments. Based on this, faculty reflected on and strategized about ways to incorporate appropriate academic content throughout the EC program. Candidates must demonstrate strong academic knowledge and background in order to effectively and intentionally meet the needs of the children they teach. During previous semesters, candidates developed unit and lesson plans and presented at least one lesson to their peers at the end of the semester. However, faculty realized that this method was not appropriately ensuring that candidates had acquired and retained the specific course content early enough. Therefore, during summer 2014, faculty began to require candidates to conduct at least two different types of lessons they had developed to their peers midway through the semester. During this presentation, candidates provide a rationale for their lesson, discuss related research about the content area, and provide an explanation as to where the lesson fits on the spectrum of that particular content. Research states that the person who does the teaching, retains the information. Therefore, faculty want to ensure that candidates have an opportunity to learn about the content, but also teach the content to their class, in order to ensure that they demonstrate an understanding of the content. In addition, incorporating a midterm presentation allows the faculty members to intervene, scaffold, and possibly reteach content that may still be unclear. Thus, working towards all candidates meeting or exceeding the standards for all key assessments. Further, EC faculty reflected on their own teaching and found that they, too, needed to be more intentional when discussing academic content. Faculty have begun to ensure that the major components of each content area are discussed and that related strategies are modeled; ensuring that candidates have opportunities throughout the EC program to discuss, explore, have an opportunity to reteach, explain, and reflect upon specific academic content knowledge gained from the courses.

In addition to adding a mid-semester presentation, faculty collaborated to adopt current textbooks that incorporated common core standards. We felt it was important that EC candidates, regardless of the age and grade level they were teaching, have an understanding of the history and background of common core standards and understand the content expectations for K-3 in order to meet, challenge, and scaffold instruction for their students.

Professional and pedagogical knowledge, skill, and dispositions

NAEYC Standard 6, Becoming a Professional, addresses professional and pedagogical knowledge, skill, and dispositions. According to disaggregated data, EC candidates approached standard 6 in three of the eight key assessments over the three years. Our goal is to ensure that all candidates meet or exceed this standard for all key assessments. Therefore, faculty reflected upon the data and discussed three ways to ensure professional and pedagogical knowledge:

Faculty noticed that while candidates developed unit plans, videotaped at least one lesson, and presented the findings, the videotape, reflection, and presentation were all conducted at the end of the semester. Often, presenting at the end of the semester did not allow time for faculty to address and provide the scaffolding and resources needed to remediate inefficient professional and pedagogical skill and disposition. After reviewing the data, faculty have revamped the assignments that are completed in EDTE 611, EDTE 612, and EDTE 613. Candidates now present a lesson to their peers midway through the semester. In addition, candidates will be required to share a videotaped lesson with a specific age group midway through the semester. Often, videotaped lessons demonstrate professional and pedagogical knowledge, or lack thereof, and any disposition issues clearer than a presentation. By candidates presenting and sharing a videotape during the middle of the semester, faculty are able to effectively address any professional, pedagogical, and/or disposition concerns, and candidates

will have time to reflect and improve upon those areas of concern.

Faculty want to provide ample opportunities for candidates to reflect on the knowledge they have acquired, their planning, their teaching, and their disposition. Candidates are now required to reflect on various aspects of what it takes to be an intentional teacher throughout the EC program. Because faculty want to incorporate more technology into the program, candidates complete a forum online, participate in chat rooms, evaluate videos and case studies discussing developmentally appropriate classroom environments and teaching, and keep course specific journals utilizing various technological resources to aid in participating in ongoing reflection.

During the candidates' last semester, they student teach/intern in a classroom setting for an entire semester. Faculty collaborated to revamp the lesson plan format and the student teaching/internship forms in order to ensure candidates are intentional in their planning and reflecting on NAEYC standards to ensure positive early learning experiences for young children.

Student learning

After analyzing disaggregated data, for NAEYC Standard 1, Promoting Child Development and Learning, and NAEYC Standard 4, Using Developmentally Effective Approaches, faculty noticed that while candidates met or exceeded the two NAEYC standards for five key assessments, our goal is to have candidates meet or exceed the standard for all key assessments. It is imperative that candidates understand, retain, and appropriately use the knowledge gained to ensure they meet the developmental and academic needs of young children.

Not only do we believe the candidates need to know and understand content knowledge, they should also gain, retain, and understand knowledge about child development. Faculty have begun to incorporate more related research about early child development, developmental milestone expectations, brain research, and theories into courses: EDTE 611, EDTE 612, EDTE 613, and EDTE 614. Incorporating more hands-on experiences and engaging activities related to EC, child development, brain research, and learning will model developmentally appropriate pedagogy, as well as provide opportunities for candidates to attain needed the information. Also, faculty are making sure that candidates are doing more of the teaching in the EC courses based on the knowledge gained from related research and course readings.

Lesson planning- After analyzing the data, faculty realized that the lesson plan format used prior to 2014 did not require candidates to thoroughly and appropriately think through each lesson and the required components. Faculty revamped the template to include rationale, learning standards, objectives, accommodations, and assessments. Because the lesson plan format is used in seven of the twelve required courses, faculty realized that there is a need to notice candidates who are or may be struggling with developing curriculum and lesson plans in order to provide necessary support and resources to candidates who may need them.

Observations- Candidates will now be required to choose a grade level, K-3, and an early education setting to address specific topics that will aid in student learning in the following courses: EDTE 610, EDTE 612, and EDTE 614.

In EDTE 610, candidates will be required to observe a social studies lesson in a K-3 classroom and interview the teacher about her/his social studies planning and instruction practices. Faculty noticed that more social studies instruction needed to be embedded into the program. This assignment will serve as another way to promote student learning, specifically aligned to social studies content and instruction, because candidates will have the opportunity to observe, learn from an experienced and intentional EC educator, and reflect upon the experience.

In EDTE 612, candidates are currently required to observe in two different EC settings, PK-3, using different curricula and/or based on different theories. After reflecting on the assignment, faculty noticed a need for candidates to also dialogue with the teacher(s) about the theory/curricula utilized in their school setting in order to gain more knowledge about the curriculum and content. Candidates will compare and contrast the curricula expectations and will reflect on the dialogues, thinking about their own knowledge and pedagogy.

In EDTE 614, faculty added an assignment, which will require candidates to observe at least two different assessments conducted in EC settings, PK-3, and to reflect on the assessment used, the teacher's method of conducting the assessment, and the child's reaction to the assessment. After each observation, candidates will be required to share their experiences with peers and to collaborate to discuss developmentally effective assessment practices.

After analyzing the data and course content, faculty noticed a need to incorporate information about inclusion, including knowledge and resources about children with special needs, more information about children with social-emotional disabilities, and information and resources about positive behavior modification strategies. Faculty are working on creating another assessment course that will specifically discuss special education and the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP) process. The goal is to have designed the course during the summer 2015 in order to add it to the program of study beginning in the Fall 2015 academic semester.

Using data, faculty reflected upon program improvement and needs, course content, course textbooks, and faculty teaching strategies. Across three years, data shows that the program excels in NAEYC Standards 2 and 7; however, more work and changes continue to be implemented for NAEYC Standards 1, 3, 4, 5, and 6 to ensure that candidates meet or exceed the standard for all eight key assessments. Overall, three main topics emerged from the meetings as areas to continue to improve upon in all NAEYC standards and improve in all key assessments: ensuring candidates have appropriate developmental and academic knowledge and that they are able to incorporate that information into their teaching and planning; requiring candidates to present and reflect midway in the semester; and incorporating and embedding more technology throughout the program. Ultimately, faculty want to model reflection, assessment, curriculum, and collaboration. We want candidates to experience their professors demonstrating what we expect them to do, which is to use data to inform and improve upon knowledge and pedagogy. Positive early learning will occur when educators have appropriate background knowledge in developmental and academic content, understand and utilize appropriate assessments to inform instruction, and collaborate to ensure each individual child's needs are met.

original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.



Trinity

SCHOOL OF EDUCATION MASTERS OF ARTS IN TEACHING - EARLY CHILDHOOD EDUCATION PROGRAM OF STUDY rev. May 7, 2012; June 15, 2012

Student Name:	Student ID	Advisor:	
Email:	Admission Date:		
*PRAXIS I, ACT, SAT, GRE: (Specify test; check OSSE score requirement)	Reading (test:)	Writing (test:)	Mathematics (test:)
	Score:	Score:	Score:
Praxis II: Key Assessment #1	ECE content 0022:	Content 0014 (needed to be highly qualified and able to teach above pre-school):	

All candidates must successfully complete Praxis I or OSSE-identified alternative prior to admission

COURSE #	COURSE NAME	Prerequisite	Grade Req'd	Plan	Notes/Approved Change	Key Assessment
EDCC 601	Orientation: Tools for Graduate School		AU			
EDCC 511	Introduction to Professional Writing					
EDCC 510	Human Growth and Development					
EDCC 530	Education of Exceptional Children/Youth					
EDCC 541	Foundations of Education: The Art of Teaching & Learning					
EDCC 600	Research in Education					
EDTE 610	Early Childhood Development in Family and Culture	EDCC 510 EDCC 541 [EDCC 530 pre- or co-requisite]	B	Fall		
EDTE 611	Literacy Development Across the Curriculum	[EDCC 530 pre- or co-requisite]	B	Summer		Key Assessment: Video
EDTE 612	Constructing and Integrating the Early Childhood Curriculum	EDCC 510 [EDCC 530]	B	Spring		Key Assessment: Unit
EDTE 613	Developing Concepts in Early Childhood Mathematics and Science for Diverse Learners	EDCC 510 [EDCC 530] EDCC 541	B	Summer		Key Assessment: Unit
EDTE 614	Assessment in Early Childhood for Diverse Learners	EDCC 510 [EDCC 530] EDCC 541	B	Spring		Key #4 Tutoring
EDTE 627	Literacy Assessment & Instruction for Early & Emergent Readers	EDCC 510 [EDCC 530] EDCC 541	B	Fall		
KEY ASSESSMENT: INTERNSHIP READINESS ASSESSMENT						
EDTE 671**	Student Teaching in Early Childhood Education	All EDCC & EDTE courses; All Gen Ed	B			Key Assessment: Teaching
EDTE 689	Advanced Seminar in Teaching	Taken w/ Internship	B			Key Assessment: Portfolio/ Impact
					36 CREDITS	

****Completion of all core & specialization courses is required prior to student teaching. Any change in this schedule may result in additional time in school. Application for Internship is due a semester prior to experience. All placements must be approved by the Program Director for Teacher Education.**

This acknowledges the candidate has had the program of study explained and understands all program requirements.

Date: _____ Gen Ed: _____

Advisor: _____ Student: _____

Notes: _____ **Key Assessment: Internship Readiness Assessment (Date: _____)**
Approaches Meets Exceeds

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) with a qualifying score of at least 165 and Principles of Learning and Teaching: Early Childhood (0621/5621) with a qualifying score of at least 157. The Content Knowledge exam assesses candidates' knowledge in the content area of Early Childhood Education.

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. The Early Childhood: Content Knowledge test is a two-hour timed test comprised of 120 questions pertaining to six (6) content areas: language and literacy, mathematics, social studies, science, health and physical education, and creative and performing arts. The questions assess whether the candidate can:

1. Demonstrate understanding of central concepts, skills, and tools of inquiry in the content area (NAEYC standard 4b, 4c, 5b);
2. Apply that knowledge in the context of children's learning (NAEYC standard 1b, 4c, 5a);
3. Demonstrate understanding of the structure of the content areas (NAEYC standard 5); and
4. Demonstrate understanding of the ways in which the content areas are interrelated (NAEYC standard 5).

3. A brief analysis of the data findings.

During Spring 2013, Fall 2013, and Spring 2014, 100 percent of the Early Childhood candidates took and passed both sections of the Praxis II. This data shows that all Early Childhood candidates have acquired content knowledge appropriate for young children, PreK-third grade. The data presented demonstrates that the candidates understand the importance of knowing content knowledge and are able to meet the needs of young children by integrating content knowledge with developmentally appropriate pedagogy.

4. An interpretation of how these data provide evidence for meeting standards.

The data demonstrates that the Early Childhood candidates have acquired the required content knowledge in order to meet the diverse needs of the young children they encounter. Over the span of the three semesters, 100 percent of the candidates took and successfully passed the Praxis II exam. The data demonstrates that the Early Childhood candidates have background knowledge in child development, understand the role families and communities play in a child's life, understand the role and goals of assessments, have acquired appropriate content knowledge

and pedagogy, and understand the role they play in ensuring all children have equal opportunities to socially, emotionally, and academically succeed.

ASSESSMENT 1				
Content Knowledge	NAEYC Standards 1-6			
	Spring 2013	Fall 2013	Spring 2014	
# candidates who took Praxis II	7	11	5	
% of candidates who passed	100%	100%	100%	

Assessment #2- Internship Readiness Assessment (IRA) – Comprehensive Exam

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

The Internship Readiness Assessment (Comprehensive Exam) was designed to align specifically with NAEYC's content standard 5- Content Knowledge to Build Meaningful Curriculum and NAEYC standard 4- Using Developmentally Effective Approaches to connect with Children and Families.

The exam was designed to ensure that candidates are able to demonstrate competency in all content areas: Mathematics, Science, Social Studies, Health and Physical Education, the Arts, and Language Arts. The exam is composed of one-hundred (100) multiple choice questions divided in the following way: fifteen (15) percent of the questions cover Language Arts, fifteen (15) percent cover Science, fifteen (15) percent cover Mathematics, and fifteen (15) percent cover Social Studies. Within each content area, the specific elements of the standard have been identified and a portion of the questions go to each element of the standard. The arts, health education, physical education, and connections across the curriculum each received ten (10) percent of the remaining questions.

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

This alignment was made by the Early Childhood education faculty. Faculty consulted a variety of resources from course textbooks to test prep materials. Five of the six content area sections require candidates to answer content related questions:

1. *Science*- Candidates are asked an array of questions that demonstrate their knowledge of the fundamental concepts of physical, life, and earth/space *science* (NAEYC standard 5a and 5b).

2. *Mathematics*- (NAEYC standard 5a and 5b), candidates answer questions about the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis.

3. *Social Studies* -The major concepts and modes of inquiry are explored in the test questions for *social studies* (NAEYC standard 5a and 5b) where history, geography, economics, and social relations/civics are examined.

4. *The Arts*- Candidate knowledge and understanding of the content, functions, and achievement of *the arts* (music, creative movement, dance, drama, visual arts) (NAEYC standard 5a and 5b) are also assessed.

5. *Health/P.E*- In the section addressing health education, candidates are evaluated on their knowledge of health issues and ways to create healthy opportunities for students. Finally, candidates demonstrate their knowledge of human movement and physical activity by answering questions relating to *physical education* (NAEYC standard 5a and 5b). The importance of being physically fit as it contributes to good health and well-being is reinforced.

6. *Language arts and literacy* (NAEYC Std. 4b, 4c, 5a, 5b) questions were designed to allow candidates to demonstrate that they know and understand how to teach reading, writing, speaking, viewing, listening, and thinking skills in developmentally appropriate ways.

In addition to the exam, Trinity conducts a General Education review with each teacher candidate during the first advising session after being admitted to the program. This review is designed to determine whether the candidates have had sufficient exposure to appropriate content area subjects and is the first step in helping to determine whether more coursework at the content level is necessary. This review ensures that our Early Childhood candidates are prepared to teach basic content area information in all content areas.

2. A brief analysis of the data findings.

The data provided show that 100 percent of the candidates either met or exceeded standards during Spring 2014 and Spring 2013. During the Fall 2013, one candidate approached the standard, but was allowed to retake the exam. The data show that once the candidate retook the exam, the candidate excelled.

3. An interpretation of how these data provide evidence for meeting standards.

The data demonstrate that 100 percent of the candidates either met or exceeded the standards related to NAEYC Standard 4: Developmentally effective approaches (4b and 4c) and/or NAEYC Standard 5: Using Content knowledge to build meaningful curriculum (5a and 5b). The data show that the Early Childhood candidates have acquired basic knowledge of academic disciplines, content, and pedagogy and understand how to use that knowledge to integrate content, utilize effective strategies and tools, and implement the content appropriately. One-hundred percent (100 %) of the candidates are effectively and efficiently able to teach academic content to young children to promote successful early learning experiences. In addition, the data prove that the EC candidates understand the “what” young children need to know and the “why” young children need to learn specific academic content.

Physical Education

Question 1

Physical Education on the playground or in the classroom presents opportunities for integration with other subjects, for example:

Select one:

- a. appreciation of other cultures through learning dances and games from other cultures
- b. vocabulary development as new games introduce new terms
- c. math skills advancement through score keeping
- d. all of these

Question 2

Of the following, which test does NOT measure muscular strength and endurance?

Select one:

- a. pull-ups
- b. flexed arm hang
- c. grip strength test
- d. sit-and-reach test

Question 3

Physical Education is an important part of a child's education because

Select one:

- a. Lack of physical activity can lead to weak muscles.
- b. Lack of exercise can lead to a weak heart and lungs.
- c. Type 2 diabetes is more common in people who do not exercise regularly.
- d. all of these

Question 4

When you increase your physical activity you may accomplish which of the following?

Select one:

- a. improve heart function and circulation
- b. improve appearance and increase range of motion
- c. improve respiratory function and overall strength and endurance
- d. all of these

Question 5

For Elementary students who are at least seven years old, some team sports have a place in a successful physical education curriculum. The carryover value is important. However, not all sports are appropriate. Which set of team sports is NOT appropriate for this age group?

Select one:

- a. volleyball and basketball
- b. football and lacrosse
- c. kickball and soccer
- d. flag football and floor hockey

Question 6

Which of the following most accurately describes principles that elementary classroom teachers and physical education teachers should use in organizing activities for children of various age groups?

Select one:

- a. Games or dances can be used to convey subject matter.
- b. Recess is not physical education.
- c. Students need to have physical activity daily.
- d. All of these

Question 7

Third through sixth graders burst into sprints as they race across the playground, jump quickly over rotating ropes, engage in intricate hopscotch patterns, kick and dribble soccer balls, bat at balls pitched at them, and walk heel-to-toe across narrow ledges. These skills reflect gains in four basic motor capacities, including

Select one:

- a. speed, power, grace, and posture
- b. flexibility, balance, agility, and force
- c. aim, speed, strength and fine motor
- d. gross motor, fine motor, grace and aim

Question 8

Training in competitive sports is unlikely to reach the least physically fit youngsters. These youngsters avoid these activities because one of the following overwhelmingly affects their participation. Select the predominant factor:

Select one:

- a. demand for team spirit
- b. demand for team sharing
- c. demand for a high level of skill
- d. demand for a high level of sportsmanship

Question 9

Brain development is important and aids in the development of balance and control of body movement. Select the area of the brain that has this job.

Select one:

- a. cerebral cortex
- b. cerebellum
- c. hippocampus
- d. reticular formation

Question 10

Select the response that correctly identifies a major milestone of gross-and fine-motor development as young children move to elementary school.

Select one:

- a. Sex differences favor girls in skills requiring strength and boys in skills requiring speed.
- b. Sex differences favor boys in skills requiring force and power and girls in skills requiring balance and fine movements.
- c. Sex differences favor boys in sports that are outside and girls in sports that are inside.
- d. Sex differences favor girls in sports that require gross motor types of activities and boys in sports that require fine motor skills.

Question 11

Which of the following is most strongly supported by research on recess?

Select one:

- a. Early Elementary school age children need recess at least 2 times a day.
- b. Elementary school children do not need recess during school.

- c. Half of the third grade students in the United States do not have recess.
- d. Elementary school children are more attentive in the classroom after recess than before it.

Question 12

When working with young children (below age 9) the major emphasis is

Select one:

- a. emphasizing skills such as kicking, throwing, and batting and simplified games that allow all to participate.
- b. developing skills that require refined aim at a specific target
- c. learning all of the rules and how to apply them in whatever sport they are playing
- d. experiencing all-star games and championship ceremonies that recognize individuals

The Arts

Question 1

Which of the following would fall under the category of performing arts?

Select one:

- a. puppetry
- b. dance
- c. theatre
- d. all of these

Question 2

If your elementary students are going to use tempera paints, they will be able to create all the colors and shades they want as long as you supply:

Select one:

- a. red, blue, green, white, black
- b. red, blue, yellow, white, black
- c. red, yellow, white, brown, black
- d. red, blue, orange, white, black, green

Question 3

Choreography refers to compositions of:

Select one:

- a. music
- b. dance
- c. writing
- d. painting

Question 4

A full length theatrical production that typically includes dancing, singing and speaking is a:

Select one:

- a. symphony
- b. musical
- c. ballet
- d. None of these

Question 5

Which of the following are considered the basic elements of art?

Select one:

- a. dimension, visualization, sonorousness, activity
- b. line, shape, form, space, texture, value, color
- c. music, singing, performance, painting, sculpture, and graphics
- d. balance, dynamic, composition, structure, effect, media

Question 6

Which of the following is **not** a visual arts medium?

Select one:

- a. stand-up comedy
- b. sculpture
- c. watercolor
- d. collage

Question 7

Role-playing is a form of drama that is useful to remember because
Select one:

- a. it doesn't require elaborate costumes or much rehearsal time
- b. it can deepen student understanding of people who lived long ago
- c. it can help students practice resolving conflicts
- d. All of the above

Question 8

A distinctive feature of the waltz is that
Select one:

- a. the time signature is 3/4.
- b. it is a very fast dance.
- c. it has a syncopated beat.
- d. it originated in Latin America.

Question 9

Monumental pyramids were built by which two groups of people?
Select one:

- a. the Ancient Egyptians and the Ancient peoples of what is now Mexico
- b. the Ancient Greeks and the Ancient peoples of what is now Mexico
- c. the Ancient Egyptians and Medieval Europeans
- d. the Ancient Greeks and Medieval Europeans

Question 10

Second grade children have just completed an author/illustrator study of Leo Lionni. The most suitable follow-up activity that included the visual arts would be for the children to
Select one:

- a. copy a Leo Lionni illustration selected by their teacher using pen and watercolor
- b. write an original story and create a collage with tissue paper to illustrate it
- c. write an original story and make illustrations with crayon or marker
- d. cut out shapes drawn by the teacher and paste them onto a piece of manila paper to recreate one of the children's favorite Lionni illustrations

Question 11

Identify which pair does **not** represent elements of music

Select one:

- a. rhythm and harmony
- b. melody and form
- c. spectacle and tint
- d. dynamics and tempo

Question 12

Which of the following is **LEAST** likely to exemplify arts integration?

Select one:

- a. Use of the artsedge website to locate multimedia to use within a social studies lesson.
- b. Use of the hexsigns website to download Hex patterns for students to color.
- c. Use of the Annenberg website to locate and download artistic representations of concepts being learned in the classroom.
- d. Use of a museum website to take students on a virtual field trip.

Health

Question 1

BMI represents

Select one:

- a. Body Movement Index
- b. Body Mass Index
- c. Body Maturational Index
- d. Body Max Index

Question 2

Which of the following is high in fiber?

Select one:

- a. white bread
- b. tuna fish
- c. Swiss cheese

- d. a pear

Question 3

Children in the third or fourth grade should be able to demonstrate that they are able to make health related decisions. Teachers should encourage the following:

Select one:

- a. avoid alcohol, tobacco, stimulants and narcotics
- b. get plenty of sleep and exercise and eat a well-balanced diet
- c. receive proper immunizations and avoid sharing personal grooming products
- d. All of these

Question 4

On average, children between the ages of 3-10 should get how many hours of sleep each night?

Select one:

- a. 8 hours
- b. 13-14 hours
- c. 10-12 hours
- d. Children will fall asleep if they are tired and they will wake up when they have slept enough so there is no ideal average.

Question 5

This form of exercise emphasizes breathing techniques, stretching and relaxation.

Select one:

- a. yoga
- b. aerobic conditioning
- c. spinning
- d. swimming

Question 6

The most frequent cause of children's absences and subsequent hospitalizations is

Select one:

- a. influenza
- b. broken bones
- c. bacterial Infection

- d. asthma

Question 7

Which of the following is supported by research on childhood obesity?

Select one:

- a. most children outgrow it
- b. all children are equally at risk for obesity
- c. a child's genes are the primary determinant of obesity
- d. most overweight children have overweight parents

Question 8

Which of the following is true about the consequences of smoking during pregnancy?

Select one:

- a. Fetal development will be normal.
- b. Smoking will increase the likelihood of miscarriage, infant death, and childhood cancer.
- c. Smoking is an inconsequential factor in pregnancy except for its potential effects on birth weight, which can lead to other problems.
- d. Smoking by individuals other than the mother is not factor in pregnancy.

Question 9

Research shows that young children need at least _____ of free play each day

Select one:

- a. 30 minutes
- b. 60 minutes
- c. 45 minutes
- d. 20 minutes

Question 10

Research indicates that teenagers need about _____ hours of sleep each night

Select one:

- a. 6
- b. 8
- c. 9

d. 11

Question 11

Vitamin C is important to a child's diet because it
Select one:

- a. Prevents anemia
- b. Facilitates iron absorption and wound healing
- c. Supports healthy bones and teeth
- d. Helps maintain general good health

Question 12

Children experience more illnesses during the first two years of elementary school than later
because

Select one:

- a. of exposure to sick children and an immature immune system
- b. of exposure to germs and surfaces that are not as clean as home
- c. of poor hand washing habits and general lack of ability to care for themselves
- d. none of the above

Language Arts

Question 1

Which is the most accurate representation of the relationship between reading comprehension
and background knowledge?

I. Typically individuals will comprehend a text more easily and more thoroughly if they already
have some background knowledge on the subject.

II. If an individual has background information on a topic that is incorrect, the background
knowledge can interfere with accurate comprehension.

III. It makes no difference to the quality of comprehension whether students have any
background knowledge on the topic they are reading about.

Select one:

- a. I only
- b. II only

- c. III only
- d. I and II

Question 2

Which of the following activities would be best to foster reading fluency in Second or Third Grade?

Select one:

- a. completing phonics puzzles
- b. reading a series of easy books
- c. following along as the teacher reads aloud
- d. reading a challenging book to another student

Question 3

Oscar has just moved to a new neighborhood. He joined Ms. Young's second grade class. In order to get to know Oscar as a reader Ms. Young asked Oscar to select from several books and read one of them to her. She provided books at a range of difficulty from mid-first grade through third grade level. He selected a Curious George book. He read at a moderate pace, partly monotonic, but with some phrasing. Whenever he came to a word he didn't know he stopped and did not continue until Ms. Young told him the word. To help Oscar read with more phrasing and expression, the LEAST effective choice for Ms. Young would be to

- I. model how to read with phrasing and then have Oscar echo her.
- II. read along with a taped version of a book.
- III. have Oscar work on phonics worksheets with a more advanced ELL peer, to improve Oscar's decoding.
- IV. have Oscar join a group of children practicing to perform a Reader's Theater piece.

Select one:

- a. I
- b. II
- c. III
- d. IV

Question 4

The teacher works with a group of children to write a short message on chart paper. Both the teacher and the children write on the paper. The teacher assists when a child needs help spelling a word or forming a letter. This instructional practice is known as

Select one:

- a. language experience
- b. guided writing
- c. writing workshop
- d. interactive writing

Question 5

Which literary device did the author use in the following poem?

Two Sunflowers Move in the Yellow Room by William Blake

Ah, William, we're weary of weather,"
 said the sunflowers, shining with dew.
"Our traveling habits have tired us.
 Can you give us a room with a view?"
They arranged themselves at the window
 and counted the steps of the sun,
and they both took root in the carpet
 where the topaz tortoises run.

Select one:

- a. simile
- b. personification
- c. onomatopoeia
- d. metaphor

Question 6

The father of one of your three year old students asks you how he can support his son's literacy development outside of school. Which of the following responses would be appropriate advice?

Select one:

- a. Expose him to various types of print such as magazines, picture books, newspapers and handwritten notes.

- b. Point out signs, labels, and logos that you and your son encounter in public.
- c. Talk to your son and let him practice his oral vocabulary by talking with you.
- d. all of the above

Question 7

Which of the stories below is an example of a tall tale?

Select one:

- a. Cinderella
- b. The Princess and The Pea
- c. Johnny Appleseed
- d. Pandora's Box

Question 8

A first grader who cannot tell when words begin with the same sound has difficulty with

Select one:

- a. alphabetics
- b. phonics
- c. phonological awareness
- d. all of the above

Question 9

Which of the following statements is correct with respect to young children and spelling?

Select one:

- a. It is important to correct children's spelling mistakes as soon as you notice them.
- b. Research shows that children who use invented spelling become better spellers later on than children who are pressured to be "correct" from the start.
- c. When children consistently misspell a word the best way to help them learn how to spell it is to have them write it over and over again several times.
- d. Spelling strategies are best learned through fun worksheets and colorful workbooks.

Question 10

In *The Carrot Seed* by Ruth Krauss, a little boy continues to water and weed around the seed he planted even though all the people around him tell him that the plant won't come up. "Why did the little boy continue to care for his seed?" would be an example of

Select one:

- a. An inferential question
- b. A literal question.
- c. A text independent question.
- d. None of the above.

Question 11

Which of the following prompts encourages a child to self-monitor?

Select one:

- a. Get your mouth ready.
- b. Do you see a part that you know?
- c. Go back and read it again.
- d. Does this make sense?

Question 12

Dramatic play supports literacy development in which of the following ways?

Select one:

- a. Young children use the same process when using symbols in play as they do in reading.
- b. Children practice and extend their vocabulary during dramatic play.
- c. The skills used in high levels of dramatic play are similar to the skills needed for reading and writing.
- d. all of the above

Question 13

Determine if the following sentences correctly follow the accepted rules for Standard English punctuation and usage.

The students in Mr. Greens class was waiting for the cafeteria to open.

The sentence should be corrected to:

Select one:

- a. The student's in Mr. Greens class was waiting for the cafeteria to open.
- b. The students in Mr. Green's class was waiting for the cafeteria to open.
- c. The students in Mr. Green's class were waiting for the cafeteria to open.
- d. The student's in Mr. Green's class were waiting for the cafeteria to open.

Question 14

For first graders, which type of vocabulary would you expect to be the largest?

Select one:

- a. reading
- b. sight word
- c. receptive
- d. expressive

Question 15

How many lines are in a Haiku?

Select one:

- a. 3
- b. 5
- c. 7
- d. 4

Question 16

A third grade teacher selects a story with interesting dialogue. He then creates a script directly from the text. The students practice using their voice to depict characters from texts. Through this activity, students have the opportunity to develop fluency and further enhance comprehension of what they are reading. What instructional practice is the teacher using?

Select one:

- a. choral reading
- b. guided reading
- c. readers theatre
- d. oral recitation

Question 17

What are three guidelines for an "exemplary phonics instruction"? Instruction should...

Select one:

- a. build on a foundation of sound awareness, include the study of beginning sounds and ending sounds, and develop word recognition strategies by focusing on the internal structure of words
- b. build on strong literature, convey teacher knowledge of phonics, follow the curriculum
- c. build on an explicit skills program, incorporate standardized testing, stop in the second grade
- d. incorporate workbooks exclusively, include ongoing assessments that inform teaching, be clear and direct

Question 18

When a student does not comprehend a passage it could be because

Select one:

- a. the student's mind wandered while she was reading
- b. the student could not decode many of the words
- c. it was on a topic unfamiliar to the student
- d. all of the above

Question 19

The text structure best suited to using a Venn diagram as a graphic organizer is

Select one:

- a. time sequence
- b. cause/effect
- c. compare/contrast
- d. description/enumeration

Question 20

Hector drew a picture of a boy on a bicycle and wrote: **I RD Mi BK**. He is most likely operating at the spelling stage described as

Select one:

- a. preliterate
- b. letter-name alphabetic

- c. within word
- d. conventional

Question 21

Read alouds provide an opportunity to
Select one:

- a. expand students' background knowledge
- b. expand students' word knowledge
- c. practice accountable talk
- d. all of the above

Question 22

Which of the following statements is **NOT TRUE** regarding oral language in the classroom?
Select one:

- a. Direct instruction in listening comprehension helps many students improve their listening and reading comprehension
- b. Providing a specific purpose for listening fosters listening skills
- c. In the intermediate grades it is no longer necessary to foster oral language development
- d. If a beginning ELL makes a grammatical error it is best not to correct it, but respond to the intended meaning

Question 23

Guillaume and his French-speaking family recently moved to the U.S. from the Ivory Coast. Even though Mr. Hughes has tried to be as welcoming and supportive as possible Guillaume has hardly said a word in two months. The **most likely** explanation for Guillaume's behavior is
Select one:

- a. he is naturally shy
- b. he is probably in the silent phase which is typical when children learn a new language
- c. he is suffering post-traumatic stress disorder as there has been dangerous fighting in the Ivory Coast
- d. he comes from a culture in which children are expected to be quiet in front of adults

Question 24

After reading aloud to a first grade class which of the following follow-up activities is the best choice for fostering language development for all of the children and English language acquisition among ELLs?

Select one:

- a. Have the children draw a picture of their favorite part
- b. Have the children act out the story in small groups
- c. Have the children write a new ending to the story
- d. Have the children complete the vocabulary worksheet provided with the basal series

Question 25

The word *impossible* contains ____ syllables.

Select one:

- a. one
- b. two
- c. three
- d. four

Question 26

In the word *crash* the letters that comprise the rime are:

Select one:

- a. cr
- b. ash
- c. sh
- d. the whole word

Question 27

The word *house* contains _____ phonemes.

Select one:

- a. one
- b. two
- c. three
- d. four

Question 28

What element is taught first in most phonics programs?

Select one:

- a. short vowels
- b. long vowels
- c. consonants
- d. consonant digraphs

Question 29

Most new words are learned

Select one:

- a. independently through oral or written context
- b. in a planned, systematic program
- c. with the help of a teacher or parent
- d. through content area subjects

Question 30

Dr. Black wrote a letter to the editor in support of maintaining the existing class size in the local schools. This type of writing is best described as

Select one:

- a. writing to inform
- b. writing to entertain
- c. writing to persuade
- d. writing for personal expression

Math

Question 1

What is the greatest common divisor of 120 and 252?

Select one:

- a. 2
- b. 3
- c. 6
- d. 12

Question 2

The daily high temperatures in Bangor, Maine for one week in January were as follows:

- Sunday: -2°F
- Monday: 3°F
- Tuesday: 0°F
- Wednesday: -4°F
- Thursday: -5°F
- Friday: -1°F
- Saturday: 2°F

What was the mean daily high temperature for that week?

Select one:

- a. 7
- b. -7
- c. -1
- d. 1

Question 3

In the number 72104.58, what is the place value of the 2?

Select one:

- a. Thousands
- b. Millions
- c. Ten thousands
- d. Tenths

Question 4

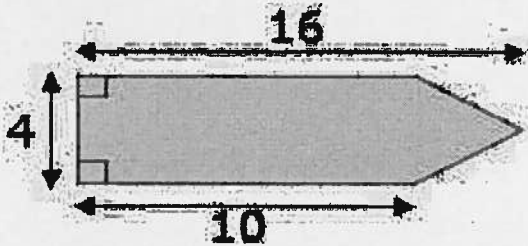
Round the following number to the nearest hundredths place: 287.416.

Select one:

- a. 300
- b. 290
- c. 287.42
- d. 287.4139

Question 5

The area of the shaded region is:

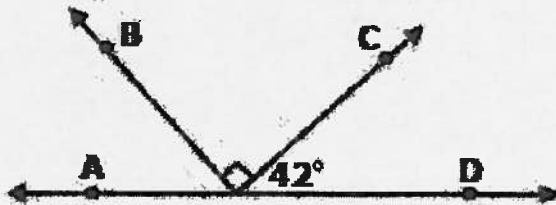


Select one:

- a. 30
- b. 52
- c. 64
- d. 116

Question 6

In the given figure, assume that AD is a line. What is the measure of angle AB?

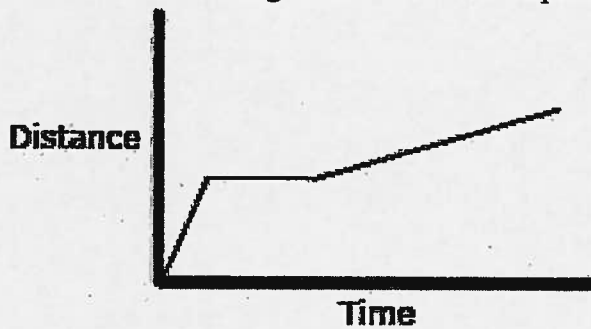


Select one:

- a. 48 degrees
- b. 90 degrees
- c. 42 degrees
- d. There is not enough information given to answer the question

Question 7

Which of the following scenarios could be represented by the graph shown below?



Select one:

- a. A car traveled at one speed for a while, stopped at a store, and then continued to travel at a faster speed.
- b. A car traveled at one speed then increased its speed by 75%.
- c. A car traveled at one speed for a while, stopped at a store, and then continued to travel but at a slower speed.
- d. A car traveled at one speed for a while, stopped at a store, and resumed travel at its previous speed.

Question 8

Solve for X in the following equation.

$$\frac{x}{3} - 9 = 15$$

Select one:

- a. $x = 18$

- b. $x = 8$
- c. $x = 36$
- d. $x = 72$

Question 9

Find the median of this set of data:

52, 45, 34, 67, 21, 54, 67, 34, 89, 43, 50, 31.

Select one:

- a. 37.6
- b. 47.5
- c. 48.9
- d. 60

Question 10

A bag contains 8 red marbles, 12 blue marbles, and 17 green marbles. If one marble is randomly selected from the bag, what is the probability that the marble is red or green?

Select one:

- a. $18/7$
- b. $25/12$
- c. $25/37$
- d. $20/37$

Question 11

The scores for a statistics test are shown below.

84 93 67 84 53 73 73 67 95 84 72 85 78 71 87 90 64

Find the range and the mode for the test scores.

Select one:

- a. Range = 42; Mode = 84
- b. Range = 40; Mode = 73
- c. Range = 67; Mode = 84
- d. Range = 84; Mode = 73

Question 12

Which of the following numbers completes this pattern?

4, 6, 10, 16, 24, ____

Select one:

- a. 26
- b. 28
- c. 34
- d. 38

Question 13

A blueprint of a room indicates 1 inch: 3 feet. If the width of the room on the blueprint is 4.5 inches, then how wide is the room?

Select one:

- a. 13.5 feet
- b. 7.5 feet
- c. 18 feet
- d. 4.5 feet

Question 14

For real numbers a , b , and c , which of the following must be true?

- I. $a \div b \div c = b \div a \div c$
- II. $a(b \div c) = ab \div ac$
- III. $(a \div b) \div c = a \div (b \div c)$

Select one:

- a. I only
- b. II only
- c. III only
- d. None of the statements are valid.

Question 15

If a , b , and c are integers, which is an appropriate generalization?

Select one:

- a. a, b, and c are all positive
- b. $(a + b) / c$ is an integer value
- c. $a + b > a + c$
- d. $a + b + c$ is an integer value

Question 16

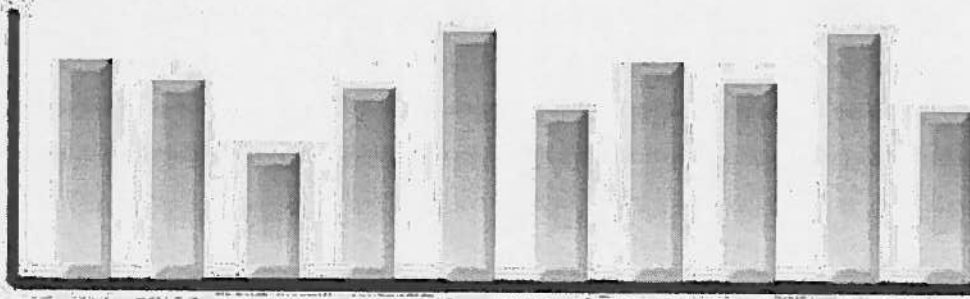
Attending the school's Music Club are 40 students in 9th grade, 20 in 10th grade, 18 in 11th grade, and 14 in 12th grade. Approximately what percent of the students in the Music Club are in 9th grade?

Select one:

- a. 23%
- b. 43%
- c. 46%
- d. 76%

Question 17

Properly labeled, a bar graph such as the following could be used by a teacher in the classroom to represent or calculate which of these?



Select one:

- a. The amount of water used daily by the classroom pet guinea pig.
- b. The total amount of money raised by the class for its field trip over a period of days.
- c. The survey results of students' preference among different books.
- d. All of the above

Question 18

Which two formulas would be most applicable to helping students approximate how many round paper plates would fit on a school bulletin board?

A. $\frac{1}{2}b*h$ and $\frac{1}{3}\pi r^2*h$
B. $\frac{1}{2}b*h$ and s^2
C. $\frac{1}{3}b*h$ and $\frac{1}{2}b*h$
D. $l*w$ and πr^2

Select one:

- a. Formulas A
- b. Formulas B
- c. Formulas C
- d. Formulas D

Science

Question 1

_____ is defined as the ability to do work

Select one:

- a. Force
- b. Energy
- c. Speed
- d. Distance

Question 2

An acidic solution can have a pH of

Select one:

- a. 20
- b. 10
- c. 8
- d. 5

Question 3

Human body temperature regulation via the skin involves

Select one:

- a. respiration
- b. transpiration
- c. perspiration
- d. sensation

Question 4

Which cellular component is responsible for the regulation of exchanges of substances between a cell and its environment?

Select one:

- a. the endoplasmic reticulum
- b. the cell nucleus
- c. the cytoplasm
- d. the cell membrane

Question 5

In descending order of abundance, three major components of the Earth's atmosphere are:

Select one:

- a. oxygen, nitrogen, carbon dioxide
- b. nitrogen, oxygen, carbon dioxide
- c. carbon dioxide, nitrogen, oxygen
- d. carbon dioxide, oxygen, nitrogen

Question 6

The intensity of an earthquake is measured by
Select one:

- a. a thermograph
- b. a seismograph
- c. a telegraph
- d. an odometer

Question 7

In relation to plants, what does germinate mean?
Select one:

- a. to start to grow
- b. to plant
- c. to die
- d. to produce fruit

Question 8

What is the largest organ of the human body?
Select one:

- a. the heart
- b. the skin
- c. the small intestine
- d. the lungs

Question 9

Metamorphic rocks are
Select one:

- a. derived from other types of rocks
- b. produced when magma cools
- c. a type of sedimentary rock
- d. found only on the ocean floor

Question 10

Which of the following is a phenomenon involving the physical properties of a substance?
Select one:

- a. corrosion of iron
- b. burning of wood
- c. ignition of a rocket engine
- d. melting of ice

Question 11

Oxygenated blood travels to cells in the body via

Select one:

- a. veins and capillaries
- b. arteries and capillaries
- c. arteries and veins
- d. arteries and ventricles

Question 12

Which of the following statements about spiders is NOT true?
Select one:

- a. spiders have eight legs
- b. spiders are insects
- c. spiders are arthropods
- d. spiders kill their prey by injecting them with poison

Question 13

Materials can exist in different states. Which of the following is not a state of matter?
Select one:

- a. liquid
- b. solid
- c. gel
- d. gas

Question 14

Household goods such as toys and flashlights typically use this type of battery:

Select one:

- a. dry cell
- b. wet cell
- c. high cell
- d. low cell

Question 15

Which of the following is the oldest form of life on Earth?

Select one:

- a. fungi
- b. dinosaurs
- c. bacteria
- d. jellyfish

Question 16

Which of the following is true?

Select one:

- a. Because they break down wastes and dead organisms, viruses are called decomposers.
- b. Viruses are the only organisms that lack a nucleus.
- c. Some viruses create their own food.
- d. Viruses cannot perform their life functions independently; they insert themselves into a host cell.

Question 17

When we see a full moon here in Washington DC, people in Australia will see

Select one:

- a. a half moon
- b. a new moon
- c. a full moon
- d. a crescent moon

Question 18

The Earth's magnetic field is:

Select one:

- a. concentrated at the poles
- b. concentrated at the equator
- c. concentrated along the Prime Meridian
- d. evenly distributed

Question 19

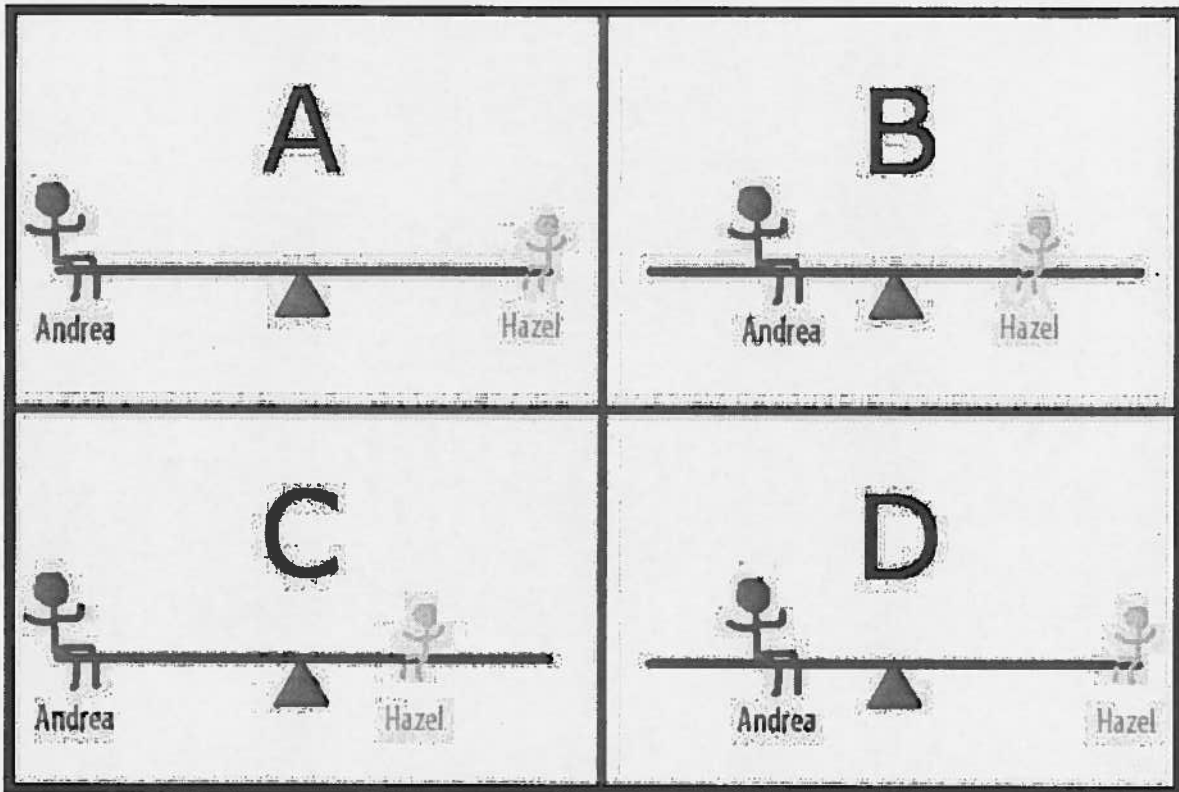
Sound is produced by

Select one:

- a. the movement of energy from one place to another through a medium such as air
- b. the movement of energy in a vacuum
- c. molecules that travel through the air
- d. the absorption of wavelengths by solid objects

Question 20

Andrea weighs 80 pounds. Her little sister Hazel weighs 40 pounds. At the playground Hazel wanted to balance on the see-saw with Andrea. If the total length of the see-saw is 30 feet, which picture shows approximately where they should sit to balance?



Select one:

- a. Diagram A
- b. Diagram B
- c. Diagram C
- d. Diagram D

Social Studies

Question 1

Which of the following is NOT true of the Louisiana Purchase of 1803?

Select one:

- a. While President, Jefferson arranged for the purchase from France.
- b. Subsequent to the Louisiana Purchase, Lewis and Clark were sent to explore the lands acquired and the territory northwest.
- c. The significant waterway associated with the Purchase was the Missouri River.
- d. The area of the Louisiana Purchase doubled the area of the United States.

Question 2

Which of the following mountain ranges is the oldest in North America?

Select one:

- a. The Sierra Nevada
- b. The Alps
- c. The Appalachians
- d. The Cascades

Question 3

The United States economy is a form of:

Select one:

- a. Capitalism
- b. Socialism
- c. Nationalism
- d. Communism

Question 4

The United States and its allies fought in a war that encompassed parts of Africa, Asia and Europe. This war became known as World War II. If the phrase "U.S. and World War II" was at the center of a "word web" which of the following words would NOT be included?

Select one:

- a. Segregation of African-American troops within the U.S. armed services
- b. American nuclear bombing of Hiroshima and Nagasaki
- c. Senator Joseph McCarthy's Anti-Communist Subcommittee investigations
- d. U.S. internment of Japanese-Americans

Question 5

In what year did women win the right to vote in the United States?

Select one:

- a. 1920
- b. 1950
- c. 1900
- d. 1890

Question 6

The United States Constitution divides power among three branches of government. This is a form of checks and balances within the democratic republic. Which one is NOT the responsibility of the Executive Branch?

Select one:

- a. decides whether or not a law is constitutional
- b. makes treaties
- c. heads the armed forces
- d. manages the government

Question 7

The Ancient Egyptian civilization is known for all of the following EXCEPT:

Select one:

- a. pyramids
- b. papyrus
- c. firecrackers
- d. embalming

Question 8

Which one of the following statements concerning U.S. history is NOT accurate?

Select one:

- a. While President during the Civil War, Lincoln issued the Emancipation Proclamation, to free slaves in the Confederate States.
- b. The Abolitionist Movement in the United States is primarily associated with the 1800's.
- c. Freed slaves in the Union States did not necessarily have rights as citizens.
- d. The "non-violent" and "non-political" form of Abolitionism is associated with William Lloyd Garrison and John Brown.

Question 9

Afghanistan can be found on which continent?

Select one:

- a. Europe
- b. Asia
- c. Africa

- d. South America

Question 10

Which of the following religions is NOT monotheistic?

Select one:

- a. Hinduism
 b. Islam
 c. Judaism
 d. Christianity

Question 11

Before the Age of Discovery, Europeans would have eaten only one of the following foods. Which one was it?

Select one:

- a. chocolate
 b. potatoes
 c. barley
 d. corn

Question 12

Even though they are growing different crops, what is something that farmers in mountainous regions of India, Bali, and Peru have in common?

Select one:

- a. They build terraces for their crops.
 b. They use drip irrigation.
 c. They use cow manure for fertilizer.
 d. They use oxen to plow the fields.

Question 13

Which institution was founded after World War I with the aim of preventing future wars?

Select one:

- a. The United Nations
 b. The Council on Foreign Relations

- c. The North American Treaty Organization (NATO)
- d. The League of Nations

Question 14

In Islam, the Haj refers to
Select one:

- a. a pilgrimage
- b. a head-covering for women
- c. a call to prayer
- d. a period of fasting

Question 15

The Constitution of the United States sets forth a means for amending it. An amendment to the Constitution requires

Select one:

- a. a new Constitutional Convention which will approve the amendment
- b. a vote of approval by at least two-thirds of the members of the House of Representatives and a vote of approval by at least two-thirds of the Senators
- c. a vote of approval by at least two-thirds of the members of the House of Representatives and a vote of approval by at least two-thirds of the Senators and approval by three-quarters of state legislatures
- d. A vote of approval by three-quarters of state legislatures

Question 16

When ethanol began being added to gasoline, corn prices rose. Use economic principles to select the best explanation for this event.

Select one:

- a. Corn and gasoline are unrelated commodities; this event demonstrates coincidence within an economic system.
- b. Ethanol is produced from corn. With a substantial amount of corn going to produce ethanol, there is less corn available for food, and corn prices rise.
- c. Ethanol improves the quality of gasoline, so companies can charge more for a better product.
- d. Corn is used to feed cattle. As the demand for meat rises, the cost of corn also rises.

Question 17

The colonists who desired independence from England had grown increasingly resentful of British attempts to raise revenue from them. Which of the following was NOT an item the British tried to tax?

Select one:

- a. sugar
- b. legal documents
- c. tea
- d. lumber

Question 18

Which of the following occurred while Franklin Delano Roosevelt was President?

Select one:

- a. Social Security was established
- b. The Constitution was amended to allow the President to serve for only two terms
- c. The atomic bomb was dropped on Hiroshima and Nagasaki
- d. The stock market crashed

Question 19

What best describes a body of water that connects two larger bodies of water?

Select one:

- a. bay
- b. isthmus
- c. channel
- d. lagoon

Question 20

The earliest European settlements in North America were in what is now

Select one:

- a. Virginia
- b. Massachusetts
- c. Mexico
- d. California

Key Assessment #3- Unit Plans

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

In-depth units of study are used to assess candidates' content knowledge, pedagogical and professional knowledge, skills, and dispositions. Candidates submit three (3) comprehensive units of study as a requirement for the Early Childhood program of study from three different courses: EDTE 611 (Literacy Development Across the Curriculum), EDTE 612 (Constructing and Integrating the Early Childhood Curriculum), and EDTE 613 (Developing Concepts in Early Childhood Mathematics and Science for Diverse Learners). 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. Two of the courses are offered during the summer, EDTE 611 and EDTE 613, and EDTE 612 is offered during the Spring Semester.

EDTE 611 (Literacy Development Across the Curriculum)- Candidates are required to choose an age group, PreK-third grade, and a theme, in order to develop an integrated Morning Meeting unit plan that includes four (4) lesson plans using Universal Backwards Design. Morning meeting was chosen because research continues to prove that social-emotional development is equally as important as academic/cognitive development. By requiring candidates to complete a morning meeting unit plan, they experience, first hand, the importance of building classroom community, integrating content areas, and utilizing varied, yet, developmentally appropriate strategies to meet the needs of each child. This is a three-part assignment:

Part 1: Candidates create an original morning meeting unit plan integrating language and literacy activities with instruction in other content areas: science, math, social studies, art, and physical education. The unit must contain the following components:

Mini Backwards Design- (NAEYC Std.1, 5)

- o Stage 1: Standards for each content area- emphasis on language arts (NAEYC Std.5c)
 - a. Objectives for the overall morning meeting (NAEYC Std.5c)
- o Stage 2: Assessments (NAEYC Std. 3)
- o Stage 3: A thematic web showing how the different subject areas will be related to the selected topic/theme (NAEYC Std. 4)
 - a. Materials: 4 Books, 1 music selection, etc...(NAEYC 4b)
- o Stage 4: 4 Morning meeting lesson plans including the following (NAEYC Std. 1, 4, 5, 7a):
 - a. Good morning -(CPS) chant, poem, or song
 - b. Morning message
 - c. Calendar
 - d. Big book- read aloud (teacher made)
 - e. Transitional activity- get the students moving
 - f. Sharing

Part 2: Videotape (NAEYC Std. 1, 3a,, 4d, 6c, 6d, 7a)- Morning Meeting -Candidates are required to videotape one of the four lessons in a classroom setting. Then, candidates are required to review their videotape and write a reflection paper. This 4-5 page paper includes an introduction which discusses the rationale for choosing the theme and age group. Candidates

then discuss the strengths and weaknesses of the lesson and changes they would make to the lesson.

Part 3: (NAEYC Std. 1, 3a,4d, 6c, 6d) Candidates are required to present their Integrated Morning meeting unit to the class.

EDTE 611 Rubric for Integrated Morning Meeting Plan Part I

Theme _____

Age/grade _____

Component	Approaches	Meets	Exceeds	Comments
<p>Backwards Design (NAEYC Std. 1,5) Stages 1 and 2: Overview and Assessments (NAEYC Std. 3)</p>	<p>Candidate missed one or more steps and/or didn't fully complete this section of the assignment.</p>	<p>Candidate chose appropriate standards for most of the content areas, developed overall unit objectives and included assessments for most of the unit.</p>	<p>It is clear that the candidate thoroughly thought about the chosen theme, found appropriate standards for all of the content areas- thinking specifically about literacy, and designed appropriate overall unit objectives related to the theme and thinking about the different components of a morning meeting. The candidate chose DAP assessments that would allow for reflection and intervention.</p>	
<p>Stage 3: Thematic Web and Materials (NAEYC Std. 4)</p>	<p>Missing or doesn't show logical relationships or only includes 2 or 3 content areas. None or few materials are listed.</p>	<p>Included all content areas. Demonstrates logical links between topic and nearly all content areas. Most materials including text and assistive technology are listed.</p>	<p>Detailed. Includes all content areas. It is clear that the candidate thought about the theme and designed a web to ensure that the objectives would be met. All materials including texts and technology are listed.</p>	

Component	Approaches	Meets	Exceeds	Comments
<p>4 Lesson plans: *Good morning *Morning message *Calendar *Big book/read aloud *transitional activity *Sharing</p> <p>(NAEYC Std. 1,4, 5,7a)</p>	<p>Missing two or more components or skimpy. Lesson plans not relevant to topic/theme. Unclear whether the candidate used the backwards design to help plan the lesson plans.</p>	<p>Missing one component; however, candidate used the backwards design and web to help design the lesson plans. Assessments match the objectives for each of the lesson. Theme is evident.</p>	<p>All components included. Especially creative and/or thoughtful lesson plans. It is clear that the candidate used the Backwards design and thematic web to design the lesson plans. Assessments match the objectives for all components.</p>	
<p>Reflection Reflect on your video practice and on the approaches, Methods, strategies, and instructional practices.</p> <p>(NAEYC Std. 6d)</p>	<p>Reflections primarily indicate a superficial understanding of practice. Missing more than one requirement.</p>	<p>Reflection indicates a good understanding of practice and areas for improvement. Most all components discussed: Strengths (glows) and weaknesses (grows) and next steps. APA Citations mostly correct. Reference page included.</p>	<p>Candidate clearly reflects on all components of the lesson: strengths (glows), weaknesses (grows), and next steps. Reflections indicate an exceptionally thoughtful and nuanced understanding of practice. Cited articles and readings from class to support reflection. APA correct. Reference page included.</p>	
<p>Overall coherence and age appropriateness</p> <p>(NAEYC Std. 1,6)</p>	<p>Inappropriate activities and/or materials. Unrelated or illogically related components. Important connections/opportunities missed.</p>	<p>Mostly age-appropriate and mostly coherent, mostly logical connections between components. Possibly some missed opportunities. Written content clear and organized.</p>	<p>Thoroughly age-appropriate and coherent. No unrelated components. Overall outstanding. Written content clear and organized.</p>	

Rubric for Videotape and Reflection on Morning Meeting Part 2
(NAEYC Std. 1, 3a, 4d,6c, 6d, 7a)

Area	Approaches	Meets	Exceeds	
Written Content	Many errors. Missing components. Didn't cite/ or cite correctly. Didn't discuss literacy elements. Less than 3 pages.	Few errors. All components included. Cited readings, NAEYC, and articles. Discussed literacy elements covered in the lessons. 3-5 pages.	.No errors. APA correct- citations, reference page are correct and included. Cited readings, NAEYC, and articles to support reflection. Discussed literacy elements that were covered in the lessons. All components included and thoroughly discussed strengths, weaknesses, and suggestions. 5 pages	
Strengths and Weaknesses	Candidate failed to recognize strengths or misidentified strengths and weaknesses.	Candidate identified nearly all strengths and weaknesses.	Candidate accurately identified all strengths and weaknesses.	
Literacy elements	Candidate failed to identify the literacy elements addressed. Did not cite.	Candidate identified nearly all the literacy elements addressed in the lesson plans. Cited research to support.	Candidate accurately outlined the literacy elements addressed in the lesson plans. Cited research to support.	
Suggestions for improvement and reflection on learning	Candidate made no suggestions for improvement when improvement needed or made inappropriate suggestions. Discussion of what was learned was missing or superficial.	Candidate made appropriate suggestions for improvement and what was learned.	Candidate made excellent suggestions for improvement. Discussion of what was learned was highly perceptive and thoughtful.	
Organization	Paper is unorganized. Did not complete the assigned assignment.	Most components were included. The paper was organized.	Candidate included an introduction- discussing the rationale for choosing the theme, literacy elements addressed, and sets the stage for the rest of the paper. Paper is clearly organized according to topics: Strengths, weaknesses, literacy elements. Includes a conclusion paragraph.	

Morning Meeting Part 3 (Std. 1, 3a, 4d,6c, 6d)

Category	Approaches	Meets	Exceeds
Videotape	Candidate wasn't prepared and did not engage students. Either too much or too little interaction. Candidate did not anticipate children's confusion or provided inaccurate information.	Candidate was prepared and followed the written lesson plan. Candidate provided necessary (and accurate) explanations, anticipated children's confusions, allowed children to react, ask questions, etc. Instructional techniques and strategies effective for lessons and DAP for learners. Makes some accommodations and thinks about timing/duration appropriate.	Candidate was enthusiastic and engaged all students. It was clear that the candidate followed the lesson plan and was prepared. Outstanding anticipation of children's confusions; expertly handled interaction. Instructional techniques and strategies represent best practices and are DAP: meet the needs of students, highly engaging, foster higher order thinking. Skilled adaptations and accommodations for all students, thinking about appropriate timing/duration appropriate.
Accuracy	Multiple mispronounced words or a common word mispronounced.	Words pronounced accurately for Standard English with minimal exceptions.	All words pronounced properly.
Audibility	Low volume, indistinct enunciation, or rate of speech interferes with audience ability to understand.	Volume loud enough (including at end of sentences), and words pronounced distinctly enough so that children can hear without strain nearly all of the time.	Volume loud enough (including at end of sentences), and words pronounced distinctly enough so that children can hear without strain all of the time.
Presentation	Presentation was unorganized. Candidate was unprepared	Presentation was engaging, candidate was prepared and organized. Candidate reflected on videotape.	Presentation was engaging and creatively executed. Candidate incorporated technology to enhance presentation. Candidate was organized and prepared- ensuring to discuss all related components for this section of the project

**Morning Meeting Lesson plan rubric
School of Education**

	Approaches	Meets	Exceeds
Lesson Overview: Identifying information such as: unit theme topic, age group/grade, name, date, subject/class (NAEYC Std. 1)	More than one component missing.	One component missing.	All components included.
Standards: Common core or State Standards/Early learning (NAEYC Std. 1, 5)	Objectives are not written in measurable language (including conditions, performance, criteria). Do not align with the standard and the overall unit.	Content standards are specifically addressed. Some standards that are not clearly related to the lesson are chosen. Standards are mostly aligned with the lessons. The chosen standards align with the overall unit.	All content standards are specifically addressed. Only standards that clearly relate to the lesson are chosen. Standards are aligned with the objectives of the unit.
Lesson objectives: (NAEYC Std. 1, 5)	Objectives are not written in measurable language. Do not align with the standards and lesson.	Objectives are mostly written in measurable language. Mostly align with the standards and lessons. The lessons relate to the overall theme.	Objectives are written in measurable language and align with the standards and lesson. It is clear how the lessons relate to the overall theme.
Materials: (NAEYC Std. 4)	None or few materials are listed. Accommodations and differentiation are not explained.	Most materials including text and assistive technology are listed. Accommodations and differentiation are explained.	All materials including texts and assisted technology are listed. Accommodations and differentiation are explained.
Morning meeting components: Good morning (CPS) Morning message Calendar Big book/read aloud Transitional activity Sharing (NAEYC Std. 4 and 5)	Missing more than one component. Unclear how standards and objectives align with the components.	Missing one component. Standards and objectives align with the components.	All components included. It is clear how the standards and objectives align with the components.

	Approaches	Meets	Exceeds
Core Instruction/Activities (NAEYC Std. 4 and 5)	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.	Mostly clear, logically ordered. Supports goals and objectives of lesson, and meets needs of students. Instructions are clear and detailed. Core activities include demonstration and assessment/evaluation.	Clear, logically ordered and support goals and objectives of lesson. Instructions are sufficiently detailed. In addition, exceptionally engaging for students. Core activities include demonstration or modeling, and assessment/evaluation.
Closure/wrap-up: (NAEYC Std. 1, 4, 5)	Closure is missing or fails to transition to the next activity.	Closure activity successfully draws together the theme students are learning and transitions to the next activity.	Closure is strong. Teacher helps students recall the theme and transitions to the next activity.
Assessment: (NAEYC Std. 3)	Assessment is missing or poorly matched to the overall unit goals and objectives or student needs.	Assessment matches the overall unit goals and objectives and student needs and is consistent with instructional strategies used.	Assessments clearly matches overall unit learning objectives and students needs and is consistent with instructional strategies used. It is clear how the candidate will assess students throughout the morning meeting.
Accommodations: (NAEYC Std. 3)	Accommodations missing or inappropriate.	Appropriate accommodation provided for students.	More than one appropriate accommodation described to challenge the students who are performing at a higher level, students who are at grade level, and students who need more assistance.

EDTE 612 (Constructing and Integrating the Early Childhood Curriculum)— Candidates are required to design two (2) unit plans, one for three to five (3-5) year olds and one for five to eight (5-8) year olds using Universal Backwards Design centered around a chosen theme. This assignment includes five parts:

1. Rationale- Candidates must demonstrate their understanding of child development and meeting the needs of each child by explaining why they chose the theme for that particular age group.(NAEYC Std. 1,5,6d)
2. Literature Review- Candidates choose an academic content area and conduct a research study based on the chosen academic content area.(NAEYC Std. 1a, 6d)
3. Universal Backwards Design (UBD)- Candidates complete all stages of UBD to help plan their unit of study (NAEYC Std. 1,5)
4. Video and Reflection – Candidates are required to videotape one of the morning meeting lessons, watch the tape, and reflect on the videotaped lesson. (NAEYC Std. 1, 3a, 6c, 6d, 7a)
5. Presentation -Candidates present components 1, 2, 3, 4, and 5 to their peers. (NAEYC Std. 1, 1a, 1b, 4b, 4c, 5a, 5c,6c, 6d, 7a)

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. (NAEYC Std. 1,5,6d)	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. Research cited to support rationale.
Introduction/Research (NAEYC Std. 1a and 6d)	Repeats information from other sources. No true distinctions between research, non-research articles. Main ideas are not distinguished from less important ideas. Gives a listing of what others have found, with no summative comments, no integration. Quotations from others, unable to capture main ideas in the student's own words.	Demonstrates an 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 an above average ability to synthesize and evaluate information. Integrates and combines ideas from multiple sources into a new whole. Is able to develop overarching themes even when data is in conflict Paper is well-organized, themes are clear and supported by research: articles, textbooks, NAEYC standards, etc.

Early Childhood Project Ages 3 to 5/5-8	Approaches (1)	Meets (2)	Exceeds(3)
<p>Outline of project- Backwards Design –</p> <p>(NAEYC Std. 1, 5)</p>			
<p>Stage 1: Standards, objectives, key terms, key understandings, essential questions. In this section think about why you are asking your students to participate in this unit. Think about the “so what?” By the end of this unit, what should students know, understand, and be able to do?</p> <p>(NAEYC Std. 5)</p>	<p>Missed more than 1 required section.</p>	<p>Included standards for each content area. Provided objectives, key understandings, and essential questions. Missed no more than 1 area.</p>	<p>Included standards for each content area: science, social studies, math, language arts, art for the targeted age group and exceeded expectations by including standards for the grade below and/or the grade above. Provided detailed objectives, key understandings, and essential questions: all necessary parts</p>
<p>Stage 2: Pre Assessment/ Post Assessment- ongoing 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 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. ASSESSMENTS SHOULD MATCH OVERALL OBJECTIVES and KEY UNDERSTANDINGS!</p> <p>(NAEYC Std. 3a, 3b, 3c)</p>	<p>Both pre and post assessments are age appropriate and varied but incomplete.</p>	<p>Both pre and post assessments are age appropriate and varied.</p>	<p>Both pre and post assessments are age appropriate and varied and reflect a deep understanding of appropriate assessments. Formative and Summative</p>
<p>Stage 3- Materials</p> <p>(NAEYC Std. 4b,4c, 5b)</p>	<p>Did not discuss the children’s books or cd. Did not include additional materials.</p>	<p>Children’s related books and cd discussed and explained. Missing some explanation and/or only discussed 3 books. Additional materials also discussed.</p>	<p>Four children’s books and 1 cd discussed: relevance to the theme, content area, how they knew they were “quality.” Additional materials were included and explained: art materials, supplies, etc.</p>

Thematic web (Std. 4c)	Did not include a thematic web or some parts are missing. Not thought through or clear to understand	A thematic web is included. The thematic web includes the theme, and discusses 3 activities for each of the content areas.	A complete and through thematic web is included. The thematic web includes the theme and discusses at least 4 activities for each of the content areas and developmental domains
Stage 4: 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. (Std. 1,4, 5, 7a,) NAEYC Std. 4b and 4d)	Activities provide for cooperative and individual practice. Respect learning styles and meet individual needs some of the time. Did not seem to incorporate stage 1, 2, or stage 3.	Activities provide for cooperative and individual practice. Respect learning styles and meet individual needs. Incorporated stage 1 and 2. Children's books and c.d/stage 3 were also incorporated.	Activities provide for cooperative and individual practice. Respect learning styles and meet individual needs extensively. Clearly used stage 1 and 2 and 3 to help plan lessons. Incorporated children's books and cd/stage 3.
Reflection Reflect on your practice, the video 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 and 6d)	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 (NAEYC Std. 5)	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.
Presentation (NAEYC Std. 1, 1a, 1b, 4b, 4c, 5a, 5c, 6c, 6d, 7a)	Missing more than one of the required component. Did not discuss reflection or reflection is primarily indicates a superficial understanding of his/her practice.	Discussed the project and shared reflection. Reflections indicate a good understanding of his/her practice and areas for improvement. Most components included. Presentation was engaging and creative.	Discussed project and the reflections. Reflections indicated and exceptionally thoughtful and nuanced understanding of his/her practice. Presentation was exceptionally creative, included all components, and engaging.

Overall Coherence (NAEYC Std. 1 and 6)	Missing components. Unclear how the components work together.	Mostly age-appropriate and coherent. All components work together and are clear. Written content clear and organized.	Thoroughly age-appropriate and coherent. No unrelated components. Overall outstanding. Written content clear and organized.
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EDTE 613 (Developing Concepts in Early Childhood Mathematics and Science for Diverse Learners) - Candidates are required to complete an in-depth unit of study centered around a chosen theme and age group, PreK- third grade, that focuses on math and science, but integrates all academic content areas using Universal Backwards Design. The unit plan is comprised of six (6) lesson plans. Three of the lesson plans are focused on math concepts and the other three lesson plans are focused on science concepts.

Candidates complete three parts:

Part 1- Candidates are required to write a 3-page literature review discussing the importance of mathematics and science in Early Childhood education. (NAEYC Std. 1, 5,6d)

Part 1 also includes the following:

- 1. Candidates are required to complete a unit plan using Universal Backwards Design. (NAEYC Std. 1 and 5)**
- 2. Blueprint for Science Center and Math Center (NAEYC Std. 1a, 1c, 4a)**
- 3. Dramatic play (NAEYC Std. 1c, 4b, 4c)**
- 4. Materials/C.D. – music related to theme that incorporates science and/or math concepts (NAEYC Std.4b, 4c, 5b,**
- 5. Technology- websites, games, etc. (NAEYC Std.4b)**
- 6. Two science pack kits and two math pack kits (NAEYC Std. 2, 4b)**
- 7. Two Field Trip summaries (NAEYC Std. 5a)**

Part 2- Candidates are required to videotape a science lesson with their chosen age group in a classroom setting and then reflect on the lesson. (NAEYC Std. 1, 3a, 6c, 6d, 7a)

Part 3- Candidates are required to present the first two parts of the assignment to their peers. (Std. 1, 1a, 1b, 4b, 4c, 5a, 5c, 6c, 6d, 7a).

Trinity Washington University
School of Education

Key Assessment #3 Integrated Content Unit (NAEYC Std. 1, 2, 3, 4, 5, 6c, 6d and 7a)

Teacher Candidate: _____

Theme _____

Age group _____

Early Childhood Unit Ages 3 -5 and 5-8	Approaches (1)	Meets (2)	Exceeds (3)
Trinity Unit Plan Rubric will be used for each unit of study.			
<p>Rationale/Literature review- Provides an explanation of the reasons for teaching this unit, including the importance for children of this age to learn this material. Discusses two themes which emerged from the readings.</p> <p>(NAEYC Standard 1, 5, 6d)</p>	<p>One or more components missing OR one or more component ineffective, inappropriate. Many APA mistakes</p>	<p>All components included. All are discussed and are appropriate. Discusses rationale and two themes which emerged from the readings. Minor mistakes related to APA.</p>	<p>All components included. All are fully discussed and elaborated upon. Included an introductory paragraph that clearly discusses the rationale for the theme and outlined two themes which emerged from the readings. The literature review clearly discusses the two themes and ends with a conclusion paragraph. Correct APA used- in-text citations and reference page.</p>
<p>Backwards Design- Stage 1- Standards, Objectives, Key terms,</p> <p>(NAEYC Std. 1 and 5)</p>	<p>One or more components missing OR one or more component ineffective, inappropriate.</p>	<p>All components included. All are discussed and are appropriate.</p>	<p>All components included. All are fully discussed and elaborated upon.</p>
<p>Stage 2- Pre Assessment/Post Assessment and Ongoing- The pre-assessment is developmentally appropriate to assess student knowledge and individual needs prior to the implementation of the instructional unit. The post-assessment is age appropriate and takes place at the end of the unit in order to determine the extent to which a student has learned, has met the objectives of the unit, and demonstrates the targeted learning outcomes.</p> <p>(NAEYC Standard 3a, 3b, 3c)</p>	<p>Both assessments are age appropriate and varied but incomplete.</p>	<p>Assessments are age appropriate, individually appropriate and varied.</p>	<p>Assessments are age appropriate and varied and reflect a deep understanding of developmentally appropriate assessments that will aide the candidate to meeting the needs of all his/her students. All assessments relate back to Stage 1</p>

<p>Stage 3- Materials- Children's books (6 total), blueprint for science and math centers, summary ideas for dramatic play area, two science pack kits and math pack kits, two field trip summaries, a description of the music used during the unit, description/explanation of any technology used during the unit</p> <p>(NAEYC Std. 4b, 4c, 5b)</p>	<p>Did not choose developmentally appropriate books. Did not include correct number of books or summary.</p>	<p>6 books chosen to compliment the overall theme and objectives of the unit: including nonfiction and fiction "quality" text. Books were developmentally appropriate for the chosen age group. Included a summary.</p>	<p>It is clear how the chosen books relate to the overall theme of the unit and objectives of the unit. High "quality" children's books that are engaging are chosen. An equal selection of both fiction and nonfiction are chosen. 3 quality children's books were chosen for math and 3 quality children's books were chosen to help extend science learning and are used in the unit. All books were developmentally appropriate for chosen age group. Included a brief summary about the books and how the books would be used.</p>
<p>Science and Math Blueprints</p> <p>(NAEYC Std. 1a, 1c, 4a)</p>	<p>The learning objectives are difficult to understand. The connection between the center and children's learning is weak. It is difficult to determine what children's participation might involve in such a center. There are multiple grammatical/writing errors.</p>	<p>The learning objectives are clearly stated. The description leaves the reader with ideas of what children's participation in the center will involve and how such participation supports children's development and learning. There are few grammatical/writing errors.</p>	<p>Two center descriptions included. The learning objectives are well articulated. The description leaves readers with a strong sense of what children's participation in the center will involve while also being succinct. The ways in which participation in the center supports children's development and learning are expertly communicated. The description is free of all writing errors.</p>
<p>Dramatic play</p> <p>(NAEYC Std. 1c, 4b, 4c)</p>	<p>Omitted or limited opportunities for socio-dramatic play or not open-ended or inappropriate or insufficient props.</p>	<p>Props sufficient and will encourage open-ended play related to unit topic. Literacy fostering component included.</p>	<p>Included a clear explanation describing the dramatic play area. Especially clear conception, highly engaging props, strong encouragement of literacy fostering activities. The theme is well executed.</p>

<p>Field Trip (NAEYC Std. 5a)</p>	<p>Insufficient number, poorly described or poorly chosen, not developmentally appropriate, weak connection to theme.</p>	<p>Sufficient number, well described, well chosen and developmentally appropriate. The selected sites are related to the theme</p>	<p>Sites are very well chosen. The description is exemplary. Sites are ideal places for young children to explore the chosen theme and are especially likely to captivate children's interest and extend their learning. Includes a brief intro, discusses the field trips, and a conclusion.</p>
<p>Two Science Pack kits/ Two math pack kits (NAEYC Std. 2, 4b)</p>	<p>The pack kits are missing more than two items.</p>	<p>The pack kits are missing one or two items.</p>	<p>Pack kits include: key terms, related poem, instructions for completing the activity, a journal, all related materials.</p>
<p>Stage 4- Thematic web and lesson plans Thematic web- This can be a graphic organizer (web) identifying the different sections of the instructional unit (following the Trinity Lesson Plan Format) as well as the ways in which they connect (NAEYC Std. 4c)</p>	<p>A thematic web is included, but is unclear and doesn't include at least three activities for each content area.</p>	<p>A clear thematic web is included that integrates content areas. At least two activities included for each content area.</p>	<p>A clear thematic web is included that clearly integrates the theme addressed, standards, content areas, and at least three related activities for each content area.</p>
<p>Lesson plans- (3 math lesson and 3 science lessons) (NAEYC Std. 1,4, 5, 7a)</p>	<p>Unclear- Missing components or failure in linkage or lesson as described, appears unlikely to work. Did not include the correct number of lesson plans</p>	<p>All required components included. All components link properly, i.e., the objective falls within the Content Standard and the activity chosen supports the objective. 6 total lessons included with appropriate emphasis for each</p>	<p>Exceptionally engaging activity and/or especially powerful method of attaining the objective. It is exceptionally clear how stage 1 and stage 2 of backwards design both contributed to stage 3- the lesson plans (all components are related to one another) 6 total integrated lessons included- with appropriate emphasis for each.</p>
<p>Reflection Reflect on your video practice and on the approaches, methods, strategies, and techniques used. Suggest other strategies and instructional practices to uphold high standards of competence and integrity. (NAEYC Standard 1,3a,6c,6d,7a)</p>	<p>Reflections primarily indicate a superficial understanding of practice.</p>	<p>Reflections indicate a good understanding of practice and areas for improvement. Citations mostly correct. Reference page included</p>	<p>Reflections indicate an exceptionally thoughtful and nuanced understanding of practice. Cited articles and readings from class to support reflection. APA correct Reference page included.</p>

<p>Presentation (NAEYC Std. 1, 1a, 1b, 4b, 4c, 5a, 5c, 6c, 6d, 7a)</p>	<p>The presentation lacks organization, structure, and clarity. The audience has difficulty following the flow of the presentation and identifying the main objective.</p>	<p>The presentation is somewhat organized but lack an understandable structure and clarity. The audience has some difficulty following the flow of the presentation and identifying the main objective.</p>	<p>The presentation is well organized and follows an understandable and clear structure. The audience understands the main objective of the presentation and the materials used (handouts, overheads, PowerPoint, posters) strongly support the content of the presentation.</p>
<p>Overall Coherence (NAEYC Std. 1 and 6)</p>	<p>Experiences are not meaningful or related to student's understanding of concepts presented. Unit is not developmentally or culturally appropriate for students participating in the learning community. Lessons do not reflect the principles and practices of emergent literacy.</p>	<p>Applies knowledge of human growth, development and learning theory. Develops an effective integrated unit of study within the context of developmentally appropriate curriculum and assessment strategies.</p>	<p>Effectively uses a curricular framework to develop students' inquiry and critical thinking skills. Creates meaningful learning experiences that promote understanding of subject matter based on individual student knowledge, skills, understanding, and disposition.</p>

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

The unit plan assessments align with all of NAEYC's standards, 1-7. All three of the assessments require the candidates 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, as well as what is known about each child, the family and the community, and include knowledge about the importance of conducting pre/post and ongoing assessments. Candidates learn about the importance of planning using Universal Backwards Design (UBD) and thematic webs in the three courses and utilize these techniques to help with their planning curriculum to ensure all students have equal opportunities to develop in all learning domains and to gain content knowledge. The candidates learn that in order to meet the needs of their students, they must make learning relevant, developmentally and individually appropriate, and engaging.

The assessments align with:

- Standard 1- Promoting Child Development and Learning
- Standard 2- Family and Community Relationships
- Standard 3- Observing, Documenting, and Assessing to support young children and Families
- Standard 4- Using Developmentally Effective Approaches
- Standard 5- Using Content Knowledge to Build meaningful Curriculum
- Standard 6- Becoming a Professional
- Standard 7- Early Childhood Field Experiences

3. A brief analysis of the data findings

The data demonstrate that during 2012, in course EDTE 611, one student, 8 percent, did not meet or exceed the standards. For course, EDTE 612, the data show that one student, 8 percent, did not meet or exceed the standards during 2012. For course, EDTE 613, the data show that during Summer 2012, one student, 8 percent did not meet or exceed the standard, and that during Summer 2013, two students, 22 percent, did not meet or exceed the standards. However, during the Summer 2014, 100 percent of the students either met or exceeded the standards. The candidates who did not meet or exceed the standards were provided additional support to discuss topics such as time management, organization, and assignment clarity.

4. An interpretation of how these data provide evidence for meeting standards

By the end of each of the three courses, candidates are expected to understand the importance of meeting each individual child where he/she is physically, cognitively, and social-emotionally. In each of the three courses, candidates learn about theories and philosophies that have shaped the Early Childhood profession and how those theories influence pedagogy, curriculum, and teacher beliefs. The data show that, overall, the majority of the students meet or exceed the standards.

After reviewing the data from 2011, 2012 and 2013, to ensure that 100 percent of the candidates met or exceeded the standards, the EC faculty adopted current textbooks that included

information about theory, brain research, and intentional teaching. In addition, we realized that many of our candidates planned a lesson based on their interest or a theme without having a clear goal in mind. In each of the courses, faculty began to ensure candidates grasped a clear understanding about Universal Backwards Design (UBD) by providing additional resources and by providing additional support to the candidates. Since implementing the additional support for candidates, the data show that during 2014, 100 percent of the candidates either met or exceeded the standards for all three key assessments. During 2014, for all three key assessments, 100 percent of our candidates understood the connection between theories, assessments, curriculum, and meeting the needs of each child.

Key Assessment #4-Student Teaching- EDTE 671

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.

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, rev 2011). 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 her or his 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, as follows:

InTASC Principle 1, Learner Development	NAEYC Standards 1 and 3
InTASC Principle 2, Learning Differences	NAEYC Standard 3
InTASC Principle 3, Learning Environments	NAEYC Standards 3 and 5
InTASC Principle 4, Content Knowledge	NAEYC Standards 1 and 5
InTASC Principle 5, Application of Content	NAEYC Standards 4 and 5
InTASC Principle 6, Assessment	NAEYC Standard 3
InTASC Principle 7, Planning Instruction	NAEYC Standards 4 and 5
InTASC Principle 8, Instructional Strategies	NAEYC Standard 4
InTASC Principle 9, Professional Learning	NAEYC Standard 6
InTASC Principle 10, Leadership	NAEYC Standards 2, 6, and 7

EDTE 671 Rubric

Observation # _____

Date _____

	Approaches	Meets	Exceeds
<p>InTASC Principle 1- Learner Development (NAEYC Std. 1 and 3)</p>	<p>The candidate does not demonstrate an understanding about child development and the learning domains. Candidate does not implement developmentally appropriate and challenging learning experiences for all children.</p>	<p>The candidate demonstrates basic understanding of how young children grow and develop. Candidate demonstrates the ability to recognize patterns of learning and child development across learning domains. Candidate utilizes developmentally appropriate learning experiences.</p>	<p>Candidate clearly demonstrates an understanding of how young children grow and develop, recognizing patterns of learning and development may vary individually and across the cognitive, linguistic, social, emotional, and physical areas, and effortlessly designs and implements developmentally appropriate and challenging learning experiences for all young children.</p>
<p>InTASC Principle 2- Learning Differences (NAEYC Std. 3)</p>	<p>The candidate does not understand about individual and cultural differences. Does not utilize this knowledge to differentiate and enable all children to succeed.</p>	<p>The candidate uses understanding about individual, cultural differences, as well as developmentally appropriate practices to ensure all children have equal opportunities to early learning experiences. It is obvious that the candidate knows each child and differentiates for each child, enabling each child to meet high standards.</p>	<p>The candidate clearly uses understanding about individual, cultural differences, as well as developmentally appropriate practices to ensure all children have equal opportunities to early learning experiences. Candidate clearly knows each child and differentiates for each child, enabling each child to meet high standards.</p>

<p>InTASC Principle 3- Learning Environments</p> <p>(NAEYC Std. 3 and 5)</p>	<p>It is not obvious that the teacher candidate has created a classroom community and a collaborative learning environment.</p>	<p>The teacher candidate creates and organizes the environment to support individual and collaborative learning experiences for all young children based on the knowledge about each child and his/her needs. The candidate has built some classroom community and encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>The teacher candidate clearly creates and organizes the environment to support individual and collaborative learning experiences for all young children based on the knowledge about each child and his/her needs. It is evident that the candidate has built classroom community and encourages positive social interaction, active engagement in learning, and self-motivation.</p>
<p>InTASC Principle 4- Content Knowledge</p> <p>(NAEYC Std. 1 and 5)</p>	<p>Teacher candidate does not demonstrate an understanding of the various ways to create appropriate learning experiences for all young learners.</p>	<p>Teacher candidate demonstrates an understanding of central concepts, tools of inquiry, and structures of discipline to create learning experiences that are engaging, developmentally and individually appropriate, hands-on and meaningful for all early learners.</p>	<p>It is clear that the teacher candidate understands the central concepts, tools of inquiry, and structures of discipline to create learning experiences that are engaging, developmentally and individually appropriate, hands-on and meaningful for all early learners.</p>

<p>InTASC Principle 5- Application of Content</p> <p>(NAEYC Std. 4 and 5)</p>	<p>The teacher candidate is unable to connect concepts to the real world.</p>	<p>The teacher candidate is able to engage learners in appropriately connecting early childhood concepts, curriculum, expectations to the real world.</p>	<p>The teacher candidate clearly understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to appropriate early childhood curriculum and expectations to the real world. Candidate effortlessly makes learning relevant.</p>
<p>InTASC Principle 6- Assessment</p> <p>(NAEYC Std. 3)</p>	<p>The teacher candidate does not use various forms of assessment to inform instruction.</p>	<p>The teacher candidate understands the importance of ongoing assessments and uses various appropriate methods of assessment to engage all young learners in their own growth, to monitor progress, and to guide teacher and learner's decision making regarding instruction.</p>	<p>The teacher candidate clearly understands the importance of ongoing assessments and uses multiple appropriate methods of assessment throughout the school year, to engage all young learners in their own growth, to monitor progress, and to guide teacher and learner's decision making regarding instruction.</p>

<p>InTASC Principle 7- Planning Instruction (NAEYC Std. 4 and 5)</p>	<p>It is not evident that the teacher candidate plans instruction that is developmentally, individually, and culturally appropriate in order to meet each child's needs.</p>	<p>The candidate plans developmentally appropriate instruction that supports every young learner in developmental and individual learning goals by drawing upon knowledge of content areas, integrating content, and utilizing various appropriate pedagogical strategies.</p>	<p>It is evident that the teacher candidate plans developmentally appropriate instruction that supports every young learner in developmental and individual learning goals by drawing upon knowledge of content areas, integrating content, and utilizing various appropriate pedagogical strategies.</p>
<p>InTASC Principle 8- Instructional Strategies (NAEYC Std. 4)</p>	<p>The teacher does not use a variety of teaching strategies. Strategies are not appropriate and do not promote early learning.</p>	<p>The teacher understands and uses a variety of developmentally and culturally appropriate instructional strategies to encourage early learners to grow in all learning domains and to develop deep understanding of content areas and their connections, and builds skills to apply knowledge in meaningful and appropriate ways.</p>	<p>The teacher clearly understands and uses a variety of developmentally and culturally appropriate instructional strategies to encourage early learners to grow in all learning domains and to develop deep understanding of content areas and their connections, and builds skills to apply knowledge in meaningful and appropriate ways.</p>
<p>InTASC Principle 9- Professional Learning and Ethical Practice (NAEYC Std. 6)</p>	<p>It is obvious that the teacher candidate does not engage in ongoing professional learning opportunities.</p>	<p>The teacher candidate engages in ongoing professional learning opportunities and uses the information to meet the needs of young learners.</p>	<p>It is evident that the teacher candidate continually engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, and adapts curriculum and practice to meet the needs of each young learner.</p>

<p>InTASC Principle 10- Leadership and Collaboration</p> <p>(NAEYC Std. 2, 6, 7)</p>	<p>The teacher candidate does not seek leadership opportunities. Candidate does not collaborate with others.</p>	<p>The teacher candidate seeks appropriate leadership roles to promote student learning. Teacher collaborates with families, learners, colleagues, and community members to ensure learner growth.</p>	<p>It is evident that the teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>
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3. A brief analysis of the data findings

The data show that 100 percent of the candidates met or exceeded the standards during Spring 2013, Fall 2013, and Spring 2014. This demonstrates that during their last semester, the Early Childhood candidates have demonstrated understanding, knowledge, and application in all seven NAEYC standards. The data demonstrate that each candidate has gained the competence needed to support learning and development in young, diverse children and to support and advocate for the families they encounter.

4. An interpretation of how these data provide evidence for meeting standards

Over the course of three semesters, 100 percent of the candidates met or exceeded NAEYC Standards 1-7. This assignment is completed during the candidate's last semester; thus, this is a culminating assignment. The data show that the Early Childhood candidates understand how to align child development, assessments, content and curriculum in order to promote positive early learning for each of the young children they encounter. In addition, the data show that 100 percent of the candidates understand the role each child's family and community play, and the role *they* play, as an Early Childhood educator, in meeting the diverse needs of the children they serve.

ASSESSMENT 4 STUDENT TEACHING EVALUATION	5		11		6	
	Spring 2014- 5 students		Fall 2013- 11 students		Spring 2013- 6 students	
	#	%	#	%	#	%
NAEYC STANDARD						
1, 3	0	0%	3	60%	0	0%
2	0	0%	3	60%	0	0%
3	0	0%	3	60%	0	0%
3, 5	0	0%	3	60%	0	0%
1, 5	0	0%	3	60%	0	0%
4, 5	0	0%	3	60%	0	0%
3	0	0%	3	60%	0	0%
4, 5	0	0%	3	60%	0	0%
4	0	0%	3	60%	0	0%
6	0	0%	3	60%	0	0%
2, 6, 7	0	0%	3	60%	0	0%
INTASC PRINCIPLE						
1	0	0%	3	73%	0	0%
2	0	0%	3	73%	0	0%
3	0	0%	3	73%	0	0%
4	0	0%	3	73%	0	0%
5	0	0%	3	73%	0	0%
6	0	0%	3	73%	0	0%
7	0	0%	3	73%	0	0%
8	0	0%	3	73%	0	0%
9	0	0%	3	73%	0	0%
10	0	0%	3	73%	0	0%
Exceeds	#	%	#	%	#	%
	0	0%	0	0%	0	0%
Meets	2	40%	8	73%	5	83%
Approaches	2	40%	8	73%	5	83%
Exceeds	0	0%	0	0%	0	0%

Assessment #5- Tutoring Project

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

The purpose of the assessment, conducted in EDTE 614: Assessment in Early Childhood for Diverse Learners, 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 ongoing 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. This is a three-part assignment:

Part 1- The Child Study and Assessments: asks candidates to select a student(s) in their classroom 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(ren), create developmentally appropriate assessment tools that can be used by both the teacher candidate and the student(s), develop an efficient way to organize all data collected so that true reflection can occur, and effectively communicate with all parties involved in the child's life. (NAEYC Std. 2, 3, 4b, 4c, 5, 6b, 6c, 7a)

Teacher/Specialist/Principal/Parent Interviews - Interview 1 or 2 of the child's previous teachers, specialists, principals, and/or parents. (NAEYC Std. 3b)

1. Create a logbook- The logbook will include:
 - 1. The date the assessment took place
 - 2- The time the assessment started and ended
 - 3- The activity/activities in which the child was involved
 - 4- Notes- Objective notes describing the child's involvement in the activity
 - 5- The logbook will include a site verification form that needs to be signed by the site director/supervisor before each observation (provided by instructor)

Each logbook entry must include: (NAEYC Std. 3c)

- Date
- Time
- Student
- Location
- Intervention/assessment
- Results
- Next steps

2. Create three (3) different instruments for documenting, recording, and reporting information to support curriculum planning and assessment of project work done in mini action research (teacher use).

✓ **NOTE:** Submit 3 blank forms and 3 completed forms to support case study/mini action research.

- Create three (3) assessment instruments to be used by children. (NAEYC Std. 3c)
- Parent /Specialist communications (2 letters)- Design one letter for the parent/family member of the child discussing the child's strengths, goals, and next steps and design one letter to the specialist involved in the child's life discussing strengths, goals, and next steps that will ensure collaboration among all interested parties. (NAEYC Std. 2, 3b, and 3d)

Part 2- The Child Study: After collecting information from interested parties, the teacher candidate is required to create a goal statement that he/she hopes to answer through the development of a research based intervention plan that can be implemented. (NAEYC Standards 1, 2c, 3a, 3b, 3c, 4a, 4c, 5, 6b, 6c, 7a)

Based on the goal statement, the teacher candidate conducts a review of current literature (minimum 5 related research articles/books) to determine methods, developmentally appropriate strategies and techniques, that could be used to assist the student in meeting the set goal. (NAEYC Std. 1a, 1b, 3a)

1. Throughout the semester, the candidate will conduct pre, ongoing, and a post assessment, as well as observations. Throughout the process, the candidate will continually reflect on what he/she has learned about the student, thinking about what it means to be a moral professional striving for authentic accountability, meeting the needs of individual children, and ensuring that he/she is culturally-responsive and providing equitable teaching. (NAEYC Std. 1c, 3, 7a)
2. Teacher candidate will design a logbook documenting all assessments, observations, interventions.(NAEYC Std. 3b,3c)
3. The pre and ongoing assessments will help the candidate to prepare an action plan. The action plan will require the candidate to think about the related research, and developmentally appropriate assessments that will aid in the interventions that will help the student. (NAEYC Std. 3)
4. Devise an action plan and begin implementation of that plan. Data collection is on-going. The teacher candidate uses reflective practices that assess strategies implemented and make improvements as needed. (NAEYC Std. 3, 4a, 4c, 5)
5. Data need to be analyzed and presented in the final report. This information may be shared with the teacher and/or family and specialist in the form of a letter. (NAEYC Std. 2c, 3b, 3d, 6b, 6c)

Part 3-Mini Action Research (Child Study) Presentation

At the end of the semester, teacher candidate will use technology to present his/her findings and reflect on his/her work. (NAEYC Std. 6b, 6c, 6e)

2. 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, 2c, 3, 4a, 4c, 5, 6, 7a.

NAEYC Standard 1: Promoting Child Development and Learning- By completing this assignment, candidates demonstrate an understanding and knowledge about child development and its role in meeting the needs of each child. Candidates continue to explore Early Childhood theories and philosophies, brain development, and related research about child development and how the acquired knowledge plays a role in meeting the individual, developmental, and cultural needs of each child.

NAEYC Standard 2: Building Family and Community Relationships- The tutoring project requires candidates to speak with all parties interested in the chosen child's developmental and academic success: Family members, community members, specialists, past teachers, etc. This project specifically aligns with NAEYC Std. 2c- Involving families and communities in young children's development and learning, because by completing this assignment, candidates demonstrate an understanding about the important role collaboration plays in meeting the needs of each child.

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families- The tutoring project meets standard 3 because candidates are required to explore the role assessments play in their classrooms and schools, reflect on the benefits of conducting ongoing assessments and use various methods to collect data, set goals and action steps/interventions for individual children, and collaborate with families and interested parties in order to promote learning and development for each child.

NAEYC Standard 4a and 4c: A major component of this assignment requires candidates to reflect on their beliefs and assumptions, reflect on their thoughts about assessments and the appropriate way to use and implement assessments, and to reflect on the teaching strategies used for each child. In addition, candidates are required to understand the role collaboration plays in meeting the needs of all children and the role differentiation and utilizing various teaching strategies play.

NAEYC Standard 5: This assignment aligns with Standard 5 because candidates are required to use the academic content knowledge they have acquired, and use the assessments to inform instruction: set goals for each child based on the developmental needs and the child's individual needs; devise an action plan based on the needs of the child, research, and curriculum; and to continuously reflect on teaching practices and conduct ongoing assessments in order to reach and teach each child. Candidates apply knowledge about each child and child development and utilize various teaching strategies and resources to differentiate instruction for all children.

NAEYC Standard 6: By completing this course and this assignment, candidates demonstrate a clear understanding about the role reflection and collaboration play in meeting the unique needs of each child. They understand that, when working together with all interested parties: families, specialists, past teachers, and principals, they can better understand the child, the child's needs,

and how to plan and differentiate curriculum. In addition, candidates learn that true assessment is cyclical; it is ongoing, and one major component of the assessment cycle is reflection. Candidates are asked to constantly reflect about their beliefs, related research, curriculum strategies, and how all influence and inform their teaching.

NAEYC Standard 7a: Opportunities to observe and practice in at least two of the three early childhood age groups. This assignment requires candidates to choose a student, PreK-third grade, to continuously observe, assess, reflect, and strategize instruction for one semester.

3. A brief analysis of the data findings.

The data show that there was one student who did not meet the standards during the Spring 2012, 6 percent, and one student, 13 percent, who did not meet the standards during Spring 2013. After reflecting on Spring 2012 and Spring 2013, changes were made to the course to ensure that all students meet or exceed the standards. Course textbooks were changed, the course assignment was rewritten for clarity, and ongoing checkpoints were embedded into the course schedule to provide ongoing support and emphasize the need for ongoing reflection. In addition, the candidates who did not meet the standard were provided additional one-on-one support by the professor to discuss: time management, organization skills, and specific assignment expectations. During Spring 2014, 100 percent of the candidates met or exceeded the standards.

4. An interpretation of how these data provide evidence for meeting standards

The data demonstrate that over the course of the three years, 3 percent of the candidates did not meet or exceed the standards. However, 97 percent of the candidates met or exceeded the identified NAEYC standards. This proves that the majority of the candidates understand the goal of this action research project, which is to ensure that they continually use responsible and appropriate assessment, monitor, reflect, apply research and theory-based knowledge, and evaluate their teaching practices. After reflecting on Spring 2012 and Spring 2013, changes were made to the course to ensure that all students met or exceeded the standards. For example, a greater emphasis was put on the need for ongoing assessment, true reflection, and collaboration.

The data demonstrate that the assignment is effective in helping Early Childhood candidates understand the important role ongoing assessment and reflection play in meeting the developmental and individual needs of each child by informing instruction.

EDTE 614 Rubric

Tutoring Project

Part 1- (NAEYC Std. 2, 3, 4b, 4c, 5, 6b, 6c, 7a)

Part 1-	Approaches the standards	Meets the standard	Exceeds the standard
The Child Study and Assessments	More than one document is missing. Disorganized	Missing one of the necessary documents are submitted. All documents submitted are submitted in a clear and organized manner.	All of the necessary documents are submitted and are well-written clearly presented. <ol style="list-style-type: none">1. Teacher/Specialist/Parent Interviews2. Created a clear and organized logbook that included date, time, activity, assessment, next steps3. Created 3 different assessment instruments and 3 assessments that children can use4. Created two informative and collaborative Parent /community communications/ Specialist communication letters5. Systematic Reflection and Self Assessment Process

Part 2- The Child Study- NAEYC Standards 1, 2c, 3a, 3b, 3c, 4a, 4c, 5, 6b, 6c, 7a)

	<i>Approaches</i>	<i>Meets</i>	<i>Exceeds</i>
<p>Background information on the student is collected and results in the formation of a problem statement. Teacher candidate identifies a student or a group of students that he/she will work with for a semester project, permission obtained in accordance with the school the child/children is/are attending</p> <p>(NAEYC Standard 6b).</p> <p>Data collection to include observation, documentation, as well as work samples takes place at this time</p> <p>(NAEYC Standard 3).</p> <p>Based on data collection, the teacher candidate creates a problem statement and goals that he/she hopes to answer through the development of a research based intervention plan that can be implemented</p> <p>(NAEYC Standard 3a and 3b).</p>	<p>One or more components missing. One or more components ineffective, inappropriate. Problems and goal statement is unclear or not articulated clearly. Observational data incomplete.</p>	<p>All components included. Problems statements is clear and based on complete observational data. Goal statement is developmentally and individually appropriate.</p>	<p>All components complete. Evidence of expert attention to detail in stating the problem and collection of data. Goal statement is clear, developmentally and individually appropriate, and attainable.</p>

<p>Assessments-</p> <p>NAEYC standard 3a and 3b</p>	<p>Did not choose developmentally and individually appropriate assessments. Unclear how assessments were used to inform instruction and practice</p>	<p>Choose developmentally, culturally, and individually appropriate assessments. Some lack of clarity about how assessments were used to inform instruction and practice.</p>	<p>Choose developmentally, culturally, and individually appropriate assessments. It is clear how the assessments were used to inform instruction and practice. Clear how each assessment was used: ongoing, pre, post</p>
<p>Action Plan/Next steps-</p> <p>NAEYC standard 4c, 4d, 5</p>	<p>Unclear how action plan and next steps were devised and how they relate to the goals for the child.</p>	<p>Action plans are clear and understandable. Relate to the goals for the child.</p>	<p>Clearly understandable how action plan/next steps relate to the goals. It is clear that ongoing reflection helped drive the action plan and next steps. Goals, assessments, and action plan are all connected.</p>
<p>Review of Literature Introduction/Literature Review for Mini Action Research- After reading all five articles, write a 4-5 page synthesis, which will serve as the Introduction/Literature Review section of your tutoring project. The Introduction should also include material from the course textbooks, as well as NAEYC. Discuss the following:</p> <ul style="list-style-type: none"> • Define the research topic • Discuss two themes from the readings • Application- whether or not you could use ideas from the articles (and explain why you would or would not). <p>NAEYC standard 1b</p>	<p>Less than 5 related research articles/books. Research does not show depth of understanding. Did not synthesize. Did not include more than one component.</p>	<p>At least 5 related articles/books. Research shows understanding. Synthesized readings. Missed one component.</p>	<p>5 or more related research articles/books. Research shows evidence of high level of understanding and synthesis. All components included: research topic, two themes, application, conclusion.</p>

<p>Plan made to collect data and implement new and/or improved educational practices. Once a strategy is articulated, the teacher candidate can begin implementation of the plan. Data collection is on going and plan implementation, changes, and modification are documented. Logbook included and clear.</p> <p>(NAEYC Standards 1a, 1b, 2c, 3a, 3b, 4a, 4b, 4c, 5, 6c,7a).</p>	<p>Plan documents show implementation has begun, data indicates methods and techniques may not be effective. On-going assessment and reflection is not obvious.</p>	<p>Plan documents show implementation has begun and indicates that methods and techniques are working. On-going assessment and reflection is obvious.</p>	<p>Plan documents show implementation has begun and indicates that as the student progresses methods and strategies are augmented to promote further learning. On-going assessment and reflection is evident.</p>
<p>Educational plan implementation with reflection Key to successful implementation of an educational plan is the reflection the teacher candidate incorporates. As the educational plan is implemented new ideas and needs emerge which need to be implemented and reflected upon.</p> <p>(NAEYC Standards 1a, 1b, 4a, 4c, 4d, 5, 6c).</p>	<p>Unclear how all components work together to ensure the needs of the child are being met.</p>	<p>Some confusion but mostly clear that the candidate uses the ongoing assessment and reflection to meet the individual and developmental needs/goals set for the child.</p>	<p>It is evident that the candidate is participating in ongoing reflection and assessment to ensure that the individual needs of the child are being met and the instruction/intervention developmentally meet those needs and goals for the child.</p>

<p>The Report The final report will contain:</p> <ul style="list-style-type: none"> • An Introduction that includes a description of the student's/students' relevant background information to cover health, developmental milestones, educational background, family history, social and emotional issues (NAEYC Standards 1a, 1b, 2c, 3a, 3b, 5). • Review of literature- at least five related articles, NAEYC standards, and class text • A Summary of all formal and informal measures and assessment tools used. (NAEYC Standard 3). A Summary of the Instructional Practices and Educational Interventions, Tutoring and Tutoring Log (if applicable), Work Samples, Conclusions drawn from the Action Research, Recommendations for future and continuing intervention, and Suggestions for further Action Research. (NAEYC Standards 4, 5, 6c, 6e). 	<p>One or more components of the final project missing. Recommendations do not show depth of understanding.</p>	<p>Final project is complete. Recommendations are adequate. Missing one component.</p>	<p>Final project is complete and in a very professional format. Recommendations reflect an in depth analysis of data. All components included and are exceptional.</p>
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Part 3- Mini Action Research Presentation (Child Study) Rubric (NAEYC Std. 6b, 6c, 6e)

Criteria	Approaches the Standard	Meets the Standard	Exceeds the Standard
Clarity of ideas	The presentation lacks organization, structure, and clarity. The audience has difficulty following the flow of the presentation and identifying the main objective. Materials used do not support the content of the presentation.	The presentation is somewhat organized but lacks an understandable structure and clarity. The audience has some difficulty following the flow of the presentation and identifying the main objective. Materials were moderately used and supportive of the content.	The presentation is well organized and follows an understandable and clear structure. The audience understands the main objective of the presentation and the materials used (handouts, overheads, PowerPoint, posters) strongly support the content of the presentation. The topic of discussion is clear and consistent throughout the entire presentation.
Materials Presented	The presenter did not discuss most of the required components. Did not conduct an assessment with the class.	The presenter discussed most of the required components and conducted one of the assessments with the class.	The presenter discussed the child, his/her strengths/weaknesses, the problem/concern, topic of interest, the goal, the review of literature, the assessments used, showed samples, conducted one assessment with the class, and shared the results and his/her reflections.
Class involvement and engagement	The presenter has difficulty keeping the audience involved and engaged in the presentation. Activities and exercises are not used and interactive discussion with the audience is not encouraged.	The presenter does an adequate job of keeping the audience involved and engaged in the presentation. Activities and exercises do not always reflect the main objective of the presentation. More lecture and less interactive discussion is used.	The presenter does an excellent job of keeping the audience involved and engaged in the presentation. Activities exercises and/or interactive discussions are used to appropriately reflect the main objective of the presentation.

Enthusiasm and presentation style	Presenter lacks enthusiasm and energy in his/her topic. Presenter shows a substantial lack of comfort in his/her presentation style. Eye contact and appropriate movement and voice tone are not displayed.	Presenter is somewhat enthusiastic about his/her topic, but show lower energy in his/her presentation. Presenter displays some lack of comfort in his/her presentation style. Eye contact and appropriate movement and voice tone are not consistently displayed.	Presenter is enthusiastic about his/her topic and is energetic in his/her presentation. Presenter displays both comfort and confidence in his/her presentation style. He/she uses good eye contact, a strong voice tone and appropriate movement.
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ASSESSMENT 5 TUTORING PROJECT NAEYC STANDARD	Spring 2014 (6 students)			6			Spring 2013 (8 students)			8			Spring 2012 (17 students)			17		
	#	%	Meets	#	%	Meets	#	%	Meets	#	%	Meets	#	%	Meets	#	%	Meets
3, 7a	0	0%	2	33%	4	67%	1	13%	5	63%	2	25%	1	6%	11	65%	4	24%
5c, 1, 3	0	0%	2	33%	4	67%	1	13%	5	63%	2	25%	1	6%	11	65%	4	24%
6c, 5c, 6d, 3, 4d, 1	0	0%	2	33%	4	67%	1	13%	5	63%	2	25%	1	6%	11	65%	4	24%

Key Assessment 6- Video Lesson: EDTE 611, EDTE 612, EDTE 613

The video lesson project is an assessment that is conducted during three different Early Childhood courses: EDTE 611-Literacy Development Across the Curriculum, EDTE 612- Constructing and Integrating the EC curriculum, and EDTE 613- Developing concepts in EC Math and Science. During each of the major project assignments, candidates are required to videotape themselves teaching a lesson from their integrated unit with children, Prekindergarten-third grade. After candidates videotape each lesson, they are then required to reflect on the video and present the unit and the video to their peers.

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.

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

By completing the video lesson assignment, candidates gain experience with NAEYC standards 1, 1a, 1c, 2, 2a, 4, 4a, 4c, 4d, 3a, 3b, 5, and 7a in the following ways:

NAEYC standard 1- This assignment requires candidates to acquire knowledge about child development, theories, and practice. In addition, candidates have the opportunity to align theory and practice by teaching a lesson to children in three different early childhood classes, related to three different early childhood content areas. In addition, many of the candidates conduct each video lesson in different early childhood educational settings.

NAEYC Standard 2a- One of the goals of this assignment is to ensure that candidates understand the role cultural competence plays in planning instruction. It is imperative that the EC candidates understand the value of truly knowing about each individual child, in order to differentiate and meet the developmental and academic needs of each child.

NAEYC Standard 3a and 3b- By completing this assignment, candidates demonstrate an understanding about the importance of utilizing different types of assessments to inform instruction, and plan meaningful and appropriate instruction.

NAEYC Standard 4- The videotaped assignments require candidates to utilize knowledge about child development, knowledge about each child and his/her family, and various types of assessments to inform instruction and meet the individual, cultural, and developmental needs of each child and to be able to reflect on their practice to improve teaching experiences.

NAEYC Standard 5- It is imperative that the EC candidates have acquired content knowledge in all academic content areas and knowledge in the developmental domains in order to effectively and efficiently reach and teach all children.

NAEYC Standard 6d- Candidates are expected to reflect on each videotaped lesson to identify strengths and areas for improvement.

NAEYC Standard 7a- By completing this assignment in three different Early Childhood courses, candidates gain valuable experiences teaching a lesson to PreK-third grade children in various educational settings and reflecting and learning from those experiences.

3. Analysis of the Data Findings

The data demonstrate that during 2014 and 2012, 100 percent of the candidates met or exceeded the standards. However, during 2013, two students, 11 percent, approached the standards. The data show that during 2013, two candidates had a difficult time grasping NAEYC standard 1 and NAEYC Standard 5. The candidates who did not meet or exceed the standard were provided additional one-on-one support by the professor. These candidates met with the professor once a week to discuss: time management skills and organization skills, as well as to clarify related questions for the assignment. Overall, candidates met or exceeded all other standards identified in completing the videotape lessons.

4. An interpretation of how the data provides evidence for meeting standards

The data prove that over the three year span, 89 percent of students met or exceeded the standards. This demonstrates that the Early Childhood candidates have acquired knowledge in child development, theories, and related research and are able to effectively use that knowledge to inform practice. In addition, the data prove that by completing this assignment in three different courses, candidates gain valuable experiences working with young children, assessing and planning instruction, and reflecting on their practices.

Trinity Washington University School of Education
Rubric for Written Lesson Plans and Videotaped lessons

	Approaches	Meets	Exceeds
Identifying information such as name; date; grade/subject/class; unit theme topic (NAEYC Std. 1a)	One or more components missing.	Missing one component. Lesson overview is clear and understandable.	All components included. The lesson overview is clear, well-organized, and easy to understand.
Standards: Common Core or State Standards (NAEYC Std. 5c)	None or few content standards are addressed. Standards do not clearly relate to the lesson. Standards are not aligned with the lesson.	Content standards are specifically addressed. Some standards that are not clearly related to the lesson are chosen. Standards are mostly aligned with the lesson.	All content standards are specifically addressed. Only standards that clearly relate to the lesson are chosen. Standards are aligned with the lesson.
Lesson Objectives: (NAEYC Std. 1)	Objectives are not written in measureable language (including conditions, performance, criteria). Do not align with the standards and lesson.	Objectives are mostly written in measureable language (including conditions, performance, criteria). Mostly align with the standards and lesson.	Objectives are written in measureable language (including conditions, performance, criteria). Align with the standards and lesson.
Rationale, Materials, Planning for Learning Differences, Assessment (NAEYC Std.3a, 3b, 4b)	Does not provide an explanation for reasons for teaching the lesson (including developmentally appropriate practices, instructional approaches, and methods). None or few materials including texts and assistive technology are listed. Accommodations and differentiation are not explained. Assessment is not explained and does not include how the teacher will determine whether the students have met the objectives during and at the end of the lesson.	Provides some explanation for reasons for teaching the lesson (including developmentally appropriate practices, instructional approaches, and methods). Most materials including texts and assistive technology are listed. Accommodations and differentiation are somewhat explained. Assessment is somewhat explained and includes how the teacher will determine whether the students have met the objectives during and at the end of the lesson.	Provides a thorough explanation for reasons for teaching the lesson (including developmentally appropriate practices, instructional approaches, and methods). All materials including texts and assistive technology are listed. Accommodations and differentiation are thoroughly explained. Assessment is thoroughly explained and includes how the teacher will determine whether the students have met the objectives during and at the end of the lesson.
Introduction/ Anticipatory Set: Purpose and Objective; Value; Engagement (NAEYC Std. 1a, 4)	One or more components missing or does not meet student needs. Objective or goal of lesson and reason for learning are not provided at all or not given in a manner students will understand. Teacher does not indicate why the lesson is worthwhile for the students. No or little description of how the teacher will scaffold or bridge from past lesson, grab student attention, and/or create interest in the lesson.	Some components included. Objective or goal of lesson and reason for learning are not thoroughly explained in student friendly language. Teacher does not indicate why the lesson is worthwhile for the students or does not explain it well. Some description of how the teacher will scaffold or bridge from past lesson, grab student attention, and/or create interest in the lesson.	All components included. Objective or goal of lesson and reason for learning are given in a manner students will understand. Teacher indicates why the lesson is worthwhile for the students. Thoroughly describes how the teacher will scaffold or bridge from past lesson, grab student attention, and/or create interest in the lesson.

<p>Core Instruction/Activities (NAEYC Std. 2a, 4)</p> <p>Guided practice (NAEYC Std. 4c)</p> <p>Independent practice (NAEYC Std. 5c)</p>	<p>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.</p> <p>Most or all core activities do not include demonstration or modeling, guided practice, independent practice and assessment/evaluation.</p> <p>Does not include description of how core instruction/activities are differentiated for students with learning differences.</p>	<p>Mostly clear, logically ordered, sufficiently detailed, supports goals and objectives of lesson, and meets needs of students.</p> <p>Core activities include some of the following: demonstration or modeling, guided practice, independent practice and assessment/evaluation.</p> <p>Includes minimal description of how core instruction/activities are differentiated for students with learning differences.</p>	<p>Clear, logically ordered and support goals and objectives of lesson. In addition, exceptionally engaging for students.</p> <p>Core activities include demonstration or modeling, guided practice, independent practice and assessment/evaluation.</p> <p>Includes description of how core instruction/activities are differentiated for students with learning differences.</p>
<p>Closure/wrap-up: (NAEYC Std 1c, 4c)</p>	<p>Closure is missing or fails to draw together what students have learned.</p> <p>Teacher does not help students recall what they have learned and does not reinforce lesson objective(s).</p>	<p>Closure activity successfully draws together what students have learned.</p> <p>Teacher helps students recall what they have learned and somewhat reinforces lesson objective(s).</p>	<p>Closure activity is exceptionally strong.</p> <p>Teacher clearly helps students recall what they have learned and clearly reinforces lesson objective(s).</p>
<p>Assessment: (NAEYC Std. 3a and 3b)</p>	<p>Assessment is missing or poorly matched to goals and objectives or student needs.</p>	<p>Assessment matches learning objectives and student needs and is consistent with instructional strategies used.</p>	<p>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.</p>
<p>Accommodations: (NAEYC Std. 3)</p>	<p>Accommodation missing or inappropriate.</p>	<p>Appropriate accommodation provided for students who would need them for this lesson.</p>	<p>More than one appropriate accommodation described for students who would need them for this lesson.</p>
<p>Homework or Home Family Connection (NAEYC Std 2)</p>	<p>Does not support goals and objectives of lesson or activity does not meet student needs.</p>	<p>Appropriate for goals and objectives and student needs and families.</p>	<p>Appropriate for goals and objectives and student level. Activity is exceptionally engaging for students and families.</p>
<p>Reflective Practice (NAEYC 6d)</p>	<p>Minimal or no description of how students did or did not meet the lesson objectives. Does not include evidence from assessment data to support explanation.</p> <p>Little or no description of what the teacher learned. Does not include what went well and what the teacher would do differently.</p>	<p>Some description of how students did or did not meet the lesson objectives. Includes some evidence from assessment data to support explanation.</p> <p>Some description of what the teacher learned. Includes what went well and what the teacher would do differently.</p>	<p>Detailed description of how students did or did not meet the lesson objectives. Includes evidence from assessment data to support explanation.</p> <p>Detailed description of what the teacher learned. Includes what went well and what the teacher would do differently.</p>

Mechanics (Spelling, usage, punctuation.)	More than one or two errors or an egregious error.	One or two minor errors.	No errors.
Overall Cohesion (How the entire lesson works as a whole.) (NAEYC Std. 5)	Components missing, not fully supportive of lesson goals and objectives, or does not meet student needs.	All necessary components included, relate to one another, and support goals and objectives of lesson. Duration appropriate. Activities meet student needs.	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.

Trinity Rubric for Observed Lesson Videotaped

Teacher Candidate: _____ Advisor: _____

Teaching Portfolio.

Elements	Approaches (1)	Meets (2)	Exceeds (3)
Evidence of planning to meet needs of students (NAEYC Std.4)	Instructional goals too easy, too difficult, or unimportant, or do not match the needs of the learners. Instructional techniques and strategies do not match the objectives or the needs of the learners. No or ineffective accommodations for students who needed them.	Instructional goals appropriate difficulty for learners in this setting and address worthwhile objectives. Instructional techniques and strategies effective for lesson objectives and appropriate for learners in this setting. Makes some accommodations for students who needed them.	Instructional goals highly appropriate difficulty for learners in this setting and address highly worthwhile objectives. Instructional techniques and strategies represent best practices; meet needs of students, highly engaging and foster higher order and/or creative thinking. Skilled adaptations and accommodations for all students who needed them.
Content Knowledge (NAEYC Std 4c)	Teacher conveys inaccurate or incorrect information or shows limited knowledge of subject.	Teacher displays adequate knowledge of the subject at hand.	Teacher displays broad knowledge and deep understanding; is highly flexible with the material.
Coherence, timing, and pacing (NAEYC Std. 4)	Activities do not support objectives. Critical components omitted, not fully supportive of lesson goals and objectives, or does not meet student needs. Duration too long or too short for the material and/or the students. Many segments of the lesson drag or segments move so fast the students are confused.	All components relate to one another, and support goals and objectives of lesson. Activities meet student needs. Duration appropriate length for the material and the students or only slightly too long or too short. Mostly appropriate, neither too fast nor too slow.	All components relate to one another, and support goals and objectives of lesson. Activities meet student needs. In addition, exceptionally well-designed. Lively pace throughout, but not too fast for students.
Adherence to written plan/capitalizing on the teachable moment (NAEYC Std.4)	Loses track or goes out of sequence or leaves out critical component(s) or material OR rigid adherence when the situation calls for modifications.	Mostly adheres to plan. Most deviations reflect reasonable responses to the actual situation, although some minor deviations might be due simply to oversight.	Adheres to plan with only insignificant minor variations unless situation calls for deviation. Makes an on-the-spot change that improves the lesson.

<p>Delivery (NAEYC Std. 1, 6c)</p>	<p>Serious or frequent lapses in audibility (too soft, too fast, or indistinct); annoyingly loud, monotone delivery, conveys boredom with subject or lack of interest in students</p> <p>Significant parts of instructions, directions, or explanations unclear and confusing to students.</p>	<p>Sufficient volume, clear diction, prosody assists in conveying meaning. Conveys interest in material and students.</p> <p>Instructions, directions, or explanations mostly clear. Students understood them with only a few clarifications required.</p>	<p>Sufficient volume, clear diction, prosody assists in conveying meaning. In addition, highly expressive voice that consistently conveys enthusiasm and interest in material and students which captivates students.</p> <p>Instructions, directions, or explanations crystal clear. Students knew what to do without needing clarifications.</p>
<p>Student Engagement and Classroom Management (NAEYC Std. 1)</p>	<p>Low student engagement; many students visibly disinterested and/or inattentive.</p> <p>Sense of disorganization; difficulty moving students from one portion of the lesson to another.</p> <p>Behavior or interruption caused major interference in or breakdown of lesson.</p>	<p>Students mostly engaged and interested with some exceptions.</p> <p>Transitions mostly smooth with occasional lapses and some time lost.</p> <p>Behavior or interruption caused some interference in lesson but lesson continued.</p>	<p>Students highly engaged throughout with minimal exceptions.</p> <p>Well-organized; students know what to expect. Smooth transitions.</p> <p>Little lost time. Behavior or interruption handled in a highly effective manner with a minimum disruption of learning.</p>

ASSESSMENT 7

VIDEO LESSON

EDTE 611

NAEYC STANDARD

		2014						2013						2012					
		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Lesson Overview	0	0%	6	55%	5	45%	1	6%	7	39%	10	56%	0	0%	4	40%	6	60%	
1a, 1c Anticipatory Set	0	0%	5	45%	6	55%	1	6%	4	22%	13	72%	0	0%	3	30%	7	70%	
2a Instructions	0	0%	2	18%	8	73%	0	0%	6	33%	12	67%	0	0%	3	30%	7	70%	
4c Guided Practice	0	0%	2	18%	7	64%	0	0%	9	50%	9	50%	0	0%	3	30%	7	70%	
2 Independent Practice	0	0%	4	36%	7	64%	0	0%	3	17%	15	83%	0	0%	2	20%	8	80%	
1c Closure	0	0%	5	45%	6	55%	0	0%	5	28%	13	72%	0	0%	2	20%	8	80%	
3a, 3b Assessment	0	0%	7	64%	4	36%	0	0%	8	44%	10	56%	0	0%	4	40%	6	60%	
4a Accommodations	0	0%	0	0%	11	100%	0	0%	3	17%	15	83%	0	0%	2	20%	8	80%	
2 Homework	0	0%	2	18%	9	82%	0	0%	5	28%	13	72%	0	0%	2	20%	8	80%	
5 Mechanics	0	0%	5	45%	6	55%	2	11%	6	33%	10	56%	0	0%	2	20%	8	80%	
4d Overall Cohesion	0	0%	5	45%	6	55%	0	0%	7	39%	11	61%	0	0%	2	20%	8	80%	
2a Planning	0	0%	3	27%	8	73%	0	0%	3	17%	15	83%	0	0%	2	20%	8	80%	
4c Content Knowledge	0	0%	4	36%	7	64%	0	0%	4	22%	14	78%	0	0%	2	20%	8	80%	
4 Coherence	0	0%	4	36%	7	64%	0	0%	3	17%	15	83%	0	0%	2	20%	8	80%	
4 Adherence	0	0%	0	0%	11	100%	0	0%	1	6%	17	94%	0	0%	2	20%	8	80%	
1 Delivery	0	0%	2	18%	9	82%	0	0%	7	39%	11	61%	0	0%	3	30%	7	70%	
1 Student Engagement	0	0%	3	27%	8	73%	0	0%	6	33%	12	67%	0	0%	2	20%	8	80%	
5 Reflection Part 1	0	0%	6	55%	5	45%	0	0%	5	28%	13	72%	0	0%	2	20%	8	80%	
5 Reflection Part 2	0	0%	3	27%	8	73%	0	0%	5	28%	13	72%	0	0%	2	20%	8	80%	

EDTE 612

VIDEO LESSON

		2014						2013						2012					
		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Lesson Overview	0	0%	6	55%	5	45%	1	6%	7	39%	10	56%	0	0%	4	40%	6	60%	
1a, 1c Anticipatory Set	0	0%	5	45%	6	55%	1	6%	4	22%	13	72%	0	0%	3	30%	7	70%	
2a Instructions	0	0%	2	18%	8	73%	0	0%	6	33%	12	67%	0	0%	3	30%	7	70%	
4c Guided Practice	0	0%	2	18%	9	82%	0	0%	9	50%	9	50%	0	0%	3	30%	7	70%	
2 Independent Practice	0	0%	4	36%	7	64%	0	0%	3	17%	15	83%	0	0%	2	20%	8	80%	
1c Closure	0	0%	5	45%	6	55%	0	0%	5	28%	13	72%	0	0%	2	20%	8	80%	
3a, 3b Assessment	0	0%	7	64%	4	36%	0	0%	8	44%	10	56%	0	0%	4	40%	6	60%	
4a Accommodations	0	0%	0	0%	11	100%	0	0%	3	17%	15	83%	0	0%	2	20%	8	80%	
2 Homework	0	0%	2	18%	9	82%	0	0%	5	28%	13	72%	0	0%	2	20%	8	80%	
5 Mechanics	0	0%	5	45%	6	55%	2	11%	6	33%	10	56%	0	0%	2	20%	8	80%	
4d Overall Cohesion	0	0%	5	45%	6	55%	0	0%	7	39%	11	61%	0	0%	2	20%	8	80%	
2a Planning	0	0%	3	27%	8	73%	0	0%	3	17%	15	83%	0	0%	2	20%	8	80%	
4c Content Knowledge	0	0%	4	36%	7	64%	0	0%	4	22%	14	78%	0	0%	2	20%	8	80%	
4 Coherence	0	0%	4	36%	7	64%	0	0%	3	17%	15	83%	0	0%	2	20%	8	80%	
4 Adherence	0	0%	0	0%	11	100%	0	0%	1	6%	17	94%	0	0%	2	20%	8	80%	
1 Delivery	0	0%	2	18%	9	82%	0	0%	7	39%	11	61%	0	0%	3	30%	7	70%	
1 Student Engagement	0	0%	3	27%	8	73%	0	0%	6	33%	12	67%	0	0%	2	20%	8	80%	
5 Reflection Part 1	0	0%	6	55%	5	45%	0	0%	5	28%	13	72%	0	0%	2	20%	8	80%	
5 Reflection Part 2	0	0%	3	27%	8	73%	0	0%	5	28%	13	72%	0	0%	2	20%	8	80%	

EDTE 613

VIDEO LESSON

		2014						2013						2012					
		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Lesson Overview	0	0%	6	55%	5	45%	1	6%	7	39%	10	56%	0	0%	4	40%	6	60%	
1a, 1c Anticipatory Set	0	0%	5	45%	6	55%	1	6%	4	22%	13	72%	0	0%	3	30%	7	70%	
2a Instructions	0	0%	2	18%	8	73%	0	0%	6	33%	12	67%	0	0%	3	30%	7	70%	
4c Guided Practice	0	0%	2	18%	9	82%	0	0%	9	50%	9	50%	0	0%	3	30%	7	70%	
2 Independent Practice	0	0%	4	36%	7	64%	0	0%	3	17%	15	83%	0	0%	2	20%	8	80%	
1c Closure	0	0%	5	45%	6	55%	0	0%	5	28%	13	72%	0	0%	2	20%	8	80%	
3a, 3b Assessment	0	0%	7	64%	4	36%	0	0%	8	44%	10	56%	0	0%	4	40%	6	60%	
4a Accommodations	0	0%	0	0%	11	100%	0	0%	3	17%	15	83%	0	0%	2	20%	8	80%	
2 Homework	0	0%	2	18%	9	82%	0	0%	5	28%	13	72%	0	0%	2	20%	8	80%	
5 Mechanics	0	0%	5	45%	6	55%	2	11%	6	33%	10	56%	0	0%	2	20%	8	80%	
4d Overall Cohesion	0	0%	5	45%	6	55%	0	0%	7	39%	11	61%	0	0%	2	20%	8	80%	
2a Planning	0	0%	3	27%	8	73%	0	0%	3	17%	15	83%	0	0%	2	20%	8	80%	
4c Content Knowledge	0	0%	4	36%	7	64%	0	0%	4	22%	14	78%	0	0%	2	20%	8	80%	
4 Coherence	0	0%	4	36%	7	64%	0	0%	3	17%	15	83%	0	0%	2	20%	8	80%	
4 Adherence	0	0%	0	0%	11	100%	0	0%	1	6%	17	94%	0	0%	2	20%	8	80%	
1 Delivery	0	0%	2	18%	9	82%	0	0%	7	39%	11	61%	0	0%	3	30%	7	70%	
1 Student Engagement	0	0%	3	27%	8	73%	0	0%	6	33%	12	67%	0	0%	2	20%	8	80%	
5 Reflection Part 1	0	0%	6	55%	5	45%	0	0%	5	28%	13	72%	0	0%	2	20%	8	80%	
5 Reflection Part 2	0	0%	3	27%	8	73%	0	0%	5	28%	13	72%	0	0%	2	20%	8	80%	

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 Standards 1a, 1, 2, 3, 4, 4a, 4b, 5a, 5c, 6, 6c), 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.

NAEYC Standard 1: Promoting Child Development and Learning-This assignment aligns with NAEYC Standard 1 because candidates are required to demonstrate an understanding about young children's development and learning. Candidates demonstrate this standard by completing the InTASC principles requirements and the position papers. (InTASC principles 1, 2, and 3 and the Introduction and the philosophy paper)

NAEYC Standard 2: Building Family and Community Relationships- This assignment aligns with NAEYC standard 2 because candidates are required to reflect on their beliefs and assumptions about the families and the communities they serve, reflect on related research about meeting the cultural, linguistic, and diverse needs of young children, and provide evidence demonstrating their philosophy and beliefs about the importance of developing positive rapport with the children and their families and communities and involving all who influence each child's life. (Introduction and Philosophy paper, and InTASC principle 1 and 2)

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families- This assignment aligns with NAEYC standard 3 because candidates are required to demonstrate evidence that they understand child development, developmental milestones, and learning. In addition, candidates are expected to demonstrate an understanding about the

importance of conducting ongoing assessments and differentiation. (Position paper 2, InTASC principles 2, 6, 7).

NAEYC Standard 4: Using Developmentally Effective Approaches This assignment aligns with NAEYC standard 4 because candidates are required to demonstrate an understanding about the importance of conducting ongoing reflection about the various teaching strategies and tools utilized in their classroom to meet the needs of each child (Position paper 4, InTASC principles 7 and 8)

NAEYC Standard 5a, 5c :.) Understanding content knowledge and resources in academic disciplines and 5c.) Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally This assignment aligns with NAEYC standards 5a and 5c because candidates are required to provide evidence that they are able to design and implement curriculum by starting with early learning standards/common core and learning objectives, utilizing content knowledge and specific content resources, in order to plan developmentally, individually, and culturally appropriate early learning experiences for all children. (InTASC principles 4 and 5)

NAEYC Standard 6: Becoming a Professional- Ultimately, the goal of this assignment is for candidates to reflect on all aspects of the teaching profession, the Early Childhood field, and their beliefs about being or becoming an Early Childhood educator. This assignment asks candidates to demonstrate the multiple ways they are providing high quality Early Childhood learning experiences for all young children and the various ways they are collaborating with families and the community. (Philosophy paper, position paper 6, InTASC principles 9 and 10)

**Trinity Washington University
School of Education
Portfolio Rubric**

Name: _____ Advisor: _____

Note: All student teachers document their performance to the INTASC standards.

	Approaches	Meets	Exceeds
Introduction 10% 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. (NAEYC Std. 1, 2,5a, 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) 10% Paper #1 Philosophy (NAEYC Std. 1, 2,6) Paper #2 Accommodating Individual Needs (NAEYC Std. 3) Paper #3 Learning Environment (NAEYC Std. 1) Paper #4 Curriculum Strategies (NAEYC Std. 4) Paper #5 School/Community Resources (NAEYC Std. 2) Paper #6 Professional Development (NAEYC Std. 6)	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: Learner Development 7% 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. (NAEYC Std. 1,2)	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

	Approaches	Meets	Exceeds
<p>Standard 2: Learner Differences 7%</p> <p>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.</p> <p>(NAEYC Std. 1,2)</p>	<p>Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.</p>	<p>Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard.</p>	<p>Rationale for artifact is very well written and evidence overwhelmingly documents the standard</p>
<p>Standard 3: Learning Environments 7%</p> <p>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.</p> <p>(NAEYC Std. 1)</p>	<p>Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.</p>	<p>Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard.</p>	<p>Rationale for artifact is very well written and evidence overwhelmingly documents the standard</p>
<p>Standard 4: Content Knowledge 7%</p> <p>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.</p> <p>(NAEYC 5a, 5c)</p>	<p>Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.</p>	<p>Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard.</p>	<p>Rationale for artifact is very well written and evidence overwhelmingly documents the standard</p>
<p>Standard 5 Application of Content 7%</p> <p>Rationale is included to link this standard and document why the material included is reflective of your ability to document the standard.</p> <p>(NAEYC 4, 5a, 5c)</p>	<p>Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.</p>	<p>Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard.</p>	<p>Rationale for artifact is very well written and evidence overwhelmingly documents the standard</p>
<p>Standard 6 Assessment 7%</p> <p>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.</p> <p>(NAEYC Std. 3)</p>	<p>Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.</p>	<p>Rationale for artifact is well written. The evidence is sufficient and clearly documents the standard.</p>	<p>Rationale for artifact is very well written and evidence overwhelmingly documents the standard</p>

	Approaches	Meets	Exceeds
Standard 7 Planning for Instruction 7% 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. (NAEYC Std. 3,4, 5)	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 Instructional Strategies 7% 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. (NAEYC 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 9 Professional Learning and Ethical Practice 7% 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. (NAEYC 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 Leadership and Collaboration 7% 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. (NAEYC 2, 4a, 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
Portfolio Organization 10% Portfolio is clearly organized, neat, well written and reflects profession work of a beginning teacher. (NAEYC 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

3. A brief analysis of the data findings.

In the portfolio assessment data during Spring 2013, Fall 2013, and Spring 2014, 100 percent of teacher candidates met or exceeded the standards by completing this assignment. During all three semesters, more students exceeded the standards than met the standards. During the Spring 2013, 83 percent of the teacher candidates exceeded the standard. During Fall 2013, 55 percent of the teacher candidates exceeded the standards: and during Spring 2014, 60 percent of teacher candidates exceeded the standards.

4. An interpretation of how these data provide evidence for meeting standards

The portfolio assessment data reveal that 100 percent of teacher candidates met or exceeded the standards. This demonstrates that the candidates are strong in reflecting on their teaching beliefs, reflecting on related research, and choosing to teach using developmentally appropriate teaching strategies. This is a culminating assignment; therefore, by completing this assignment, candidates demonstrate that they have strong knowledge about NAEYC standards, are able to align NAEYC standards with InTASC principles, and are able to effectively demonstrate the ways they meet those standards in their teaching and professional lives to promote excellence and quality early learning experiences during the early years.

PORTFOLIO	INTASC PRINCIPLE	Spring 2014 (5 students)				Fall 2013 (11 students)				Spring 2013 (6 students)						
		Approaches #	Meets #	Exceeds #	%	Approaches #	Meets #	Exceeds #	%	Approaches #	Meets #	Exceeds #	%			
6	Introduction	0	2	3	60%	0	5	6	45%	0	5	55%	5	17%	5	83%
1a, 5a	Knowledge of Subject Matter	0	2	3	60%	0	5	6	45%	0	5	55%	5	17%	5	83%
1	Knowledge of Human Development and Learning	0	2	3	60%	0	5	6	45%	0	5	55%	5	17%	5	83%
3	Adapting Instruction of Individual Needs	0	2	3	60%	0	5	6	45%	0	5	55%	5	17%	5	83%
4b	Multiple Instructional Strategies	0	2	3	60%	0	5	6	45%	0	5	55%	5	17%	5	83%
5c	Classroom Motivation and Management	0	2	3	60%	0	5	6	45%	0	5	55%	5	17%	5	83%
6	Communications Skills	0	2	3	60%	0	5	6	45%	0	5	55%	5	17%	5	83%
4	Instructional Planning Skills	0	2	3	60%	0	5	6	45%	0	5	55%	5	17%	5	83%
3	Assessment of Student Learning	0	2	3	60%	0	5	6	45%	0	5	55%	5	17%	5	83%
6	Professional Commitment and Partnerships	0	2	3	60%	0	5	6	45%	0	5	55%	5	17%	5	83%
2, 4a, 6c	Portfolio Organization	0	2	3	60%	0	5	6	45%	0	5	55%	5	17%	5	83%
6		0	2	3	60%	0	5	6	45%	0	5	55%	5	17%	5	83%

Key Assessment #8- Action Research Case Study

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.

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. The Action Research Project is divided into five (5) phases, and each phase is aligned with one or more of the NAEYC standards, as follows:

- 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)

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

Phase I: Introduction and Problem Statement (NAEYC Standard 1, 1c-Learning Environments)

A. Determination of Project Scope and Content

The candidate, in collaboration with the cooperating teacher/mentor teacher, and the university supervisor, will determine a focus (problem statement) for the curriculum content areas(s) for this project, as well as the group of students who will be included.

NAEYC Standard 1- During this part of the assignment, candidates must understand child development, theories, and developmentally appropriate instruction to identify a specific area of concern.

In two or three paragraphs, candidates describe the most relevant factors of the school and classroom (or classrooms) in which they will conduct their project.

NAEYC Standard 1b - Knowing about the multiple influences on early development and learning and 1c-creating healthy, respectful, learning environments- Candidates are required to provide background information about school factors, school staffing, school facilities, and classroom factors.

- *School factors:* Type of school (public/private/charter/magnet); grades taught; enrollment size; average class size; number of students accommodations, provisions and services for students with ELNs
- *School staffing:* Number of classroom teachers and special teachers (Special Education, Physical Education, etc.); number and type of specialists or non-classroom based professionals; number and assignments of paraprofessionals.
- *School facilities:* Presence or absence of gym, cafeteria, playground, auditorium, computer lab; school-wide technology resources
- *Classroom factors:* Describe the classroom(s) in which your project will take place (size, floor plan, furniture, technology, ambiance, and other issues that may impact the success of your project). Be specific as to whether or when your instruction takes place in a mainstream classroom or a different setting.

Phase II: Literature Review (NAEYC Standard 1, and 5)

A. Establishment of Learning Goals and Learning Objectives (NAEYC Standard 1 and 5-Child Development and Using Content Knowledge)

In phase II, candidates are required to establish 2-3 learning goals for their project that are supported by a brief (1-2 sentences) rationale. Candidates are then required to develop at least one learning objective for each goal. It is recommended that candidates utilize a table format to display their learning goals, rationales, and objectives. Before candidates can write goals and objectives, candidates must have background knowledge in child development, and they must have academic content knowledge.

B. Development of Research-Based Strategies for Instruction (Standard 1, 4, 5)

Candidates are required to conduct a research study for their chosen topic and for each of the learning goals thinking about the "problem/s" (barriers to learning) and the "solution/s" (strategies) to help students learn. Phase II requires candidates to use their knowledge about child development (Standard 1) and knowledge about content area and early learning standards (Standard 5) in order to design and implement developmentally and individually appropriate instruction to the chosen child(ren) (Standard 4). The goal is that the EC candidates can demonstrate why, what, where, how, and for whom they are planning goals, objectives, assessments, and instruction.

Phase III: Lesson and Assessment Plans (NAEYC Standard 3, 4b, 4c, 7a)

The next phase of the project requires candidates to design a set of lessons and an assessment plan for the unit of instruction. Candidates are asked to use a table format to create an assessment plan organized around their learning goals. For each learning goal established in Phase II, candidates develop (1) a pre-assessment; (2) a plan for informal ongoing assessments or continuous monitoring of learning; and (3) a "summative" assessment by which he/she will determine learning gains.

NAEYC Standard 3, -Candidates are expected to demonstrate knowledge about the importance of conducting ongoing assessments in order to inform instruction and develop appropriate assessments. 4b and 4c- Candidates then use appropriate resources and tools to plan instruction that will meet the individual needs of the child (ren).

Phase IV: Reflection (NAEYC Standard 3, 4d, 6d)

In a 1-2 page essay, candidates are expected to reflect on the results of student learning, reflect on the instructional strategies utilized, reflect on their performance as a teacher, and are expected to link their performance to student learning results.

Phase V- Presentation (NAEYC Std. 1, 6c, 6d)- Candidates are required to present their findings, using technology to their peers.

Trinity Washington University
School of Education
Promoting Student Learning Action Research

Teacher Candidate _____ Supervisor _____ Major _____

Part A	Approaches	Meets/Average	Exceeds
<p>Phase I Introduction and Problem Statement Background information on the school, staffing, facilities, and classroom is collected and results in the formation of a problem statement. Candidates identify needs of the class that they will work with for a unit 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.</p> <p>(NAEYC Std. 1, 1b, 1c)</p>	<p>One or more components missing or one or more components ineffective, inappropriate. Problem statement is unclear or not articulated clearly. Observational data incomplete.</p>	<p>All components complete. Problem statement is clear and based on complete data.</p>	<p>All components complete. Evidence of expert attention to detail in stating the problem and collection of data. Problem statement is clear and based on complete data.</p>
<p>Phase II Review of the Literature 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.</p> <p>(NAEYC Std. 1, 4, 5)</p>	<p>Research does not show depth of understanding and strategies and techniques are not fully explained enough to develop listening, speaking, reading, and writing activities.</p> <p style="text-align: center;">2</p>	<p>Research shows candidate's understanding and strategies and techniques necessary to develop listening, speaking, reading, and writing activities.</p> <p style="text-align: center;">4</p>	<p>Research shows evidence of high level of understanding. Strategies and techniques necessary to develop listening, speaking, reading, and writing activities are research based.</p> <p style="text-align: center;">5</p>
<p>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.(NAEYC Std. 3, 4b, 4c, 7a)</p>	<p>Plan documents show implementation has begun; data indicates methods and techniques to apply knowledge.</p> <p style="text-align: center;">2</p>	<p>Plan documents show implementation has begun and indicates the various methods and techniques to apply knowledge based on assessments have been implemented.</p> <p style="text-align: center;">4</p>	<p>Plan documents show implementation has begun and indicates that, as the student progresses, methods and strategies to apply knowledge based on ongoing assessments have been implemented.</p> <p style="text-align: center;">5</p>

<p>Phase IV Discussions, Analysis, and Reflection Thorough and detailed treatment plan provided. Critical reflection is included.</p> <p>(NAEYC Std. 3, 4d, 6d)</p>	<p>Plan was incomplete or insufficient detail was provided to understand the plan.</p> <p>Reflections incomplete and lack depth of understanding of techniques to apply knowledge</p> <p>2</p>	<p>Complete detail of the plan was provided. Plan was adequate and reasonable to assume with implementation goal could be met.</p> <p>Reflections complete and show understanding of techniques to apply knowledge</p> <p>4</p>	<p>Complete detail of the plan was provided. Plan was well developed and grounded in research. Implementation of the plan would lead to meaningful and significant impact on student learning.</p> <p>Reflections complete and show insight into issues that affect learning.</p> <p>5</p>
<p>Termination of the implementation and final data collection. Data need to be interpreted and prepared for display in the final power point. Actual student work is presented as evidence. This information may be shared with the teacher and/or school.</p>	<p>Data has been partially analyzed and charted using some technology. Data is partially explained and demonstrates an understanding of the purpose of assessment.</p> <p>2</p>	<p>Data has been analyzed, charted, and graphed using technology. Data has been explained and demonstrates an understanding of the purposes of assessment.</p> <p>4</p>	<p>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.</p> <p>5</p>
<p>Phase V 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.</p> <p>Power Point Quality</p> <p>The power point is easily visible and readable. Data is clear and is charted correctly.</p> <p>Information on power point is not over crowded and is inviting.</p> <p>(NAEYC Std. 1, 6c, 6d)</p>	<p>One or more components of the final project missing. Recommendations do not show depth of understanding to meet the needs of the student. Power Point is poorly designed and difficult to read. Data chart is minimally effective.</p> <p>2</p>	<p>Final project is complete. Recommendations are adequate to meet the needs of the student. Power Point is well designed and easy to read, Data is correctly charted.</p> <p>4</p>	<p>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. Power Point is exceptional. Easy to read and data is correctly charted in detail.</p> <p>5</p>

Comments:

TOTAL _____

3. Analysis of the Data Findings

During the last three semesters (Spring 2013, Fall 2013, Spring 2014), one candidate, 4 percent of the candidates, did not meet the standards. Ninety-six (96) percent of the candidates demonstrated their ability to identify a need, develop appropriate goals, conduct related research, and plan instruction that will have a positive impact on the targeted children for the study. Candidates are also required to reflect and analyze the collected data. If candidates did not have a positive impact, they are expected to reflect on why they did not have an impact and changes they may make in the future in order to reach all children. The one candidate who approached the standards was provided additional support and additional opportunities to implement instruction with a mentor. Overall, more than eighty percent (80%) of candidates scored either meets or exceeds in each semester. Thus, the data demonstrate that candidates are strong in identifying areas of need, gathering pertinent background information, paying particular attention to environment and context, researching related studies, and choosing and implementing appropriate research-based strategies.

4. An interpretation of how these data provide evidence for meeting standards

This is a culminating project that is completed during the candidate's final semester in the Early Childhood program. By successfully meeting or exceeding the standards on this project, candidates demonstrate that they possess the knowledge in child development and content knowledge, have acquired the ability to conduct and interpret related theories and research, understand the importance of cultural competence, and are able to differentiate and provide developmental, individual, and culturally appropriate strategies and practices for all young children.

ASSESSMENT 8

ACTION RESEARCH CASE STUDY

NAEYC STANDARD		Spring 2014 (5 students)						Fall 2013 (11 students)						S
		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		
		#	%	#	%	#	%	#	%	#	%	#	%	
1	Phase I- Introduction and Problem Statement	1	20%	2	40%	2	40%	0	0%	4	36%	7	64%	
1, 5	Phase II- Research in the Areas of Need	1	20%	2	40%	2	40%	0	0%	4	36%	7	64%	
3, 4b and 4c	Phase III- Plan Made to Collect Data and Implement New and/or Improved Educational	1	20%	2	40%	2	40%	0	0%	4	36%	7	64%	
3d, 4d	Phase IV- Educational Plan Implementation with Reflection/Analysis	1	20%	2	40%	2	40%	0	0%	4	36%	7	64%	
6c, 6d	Phase V- Presentation	1	20%	2	40%	2	40%	0	0%	4	36%	7	64%	