

## **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 areas of early childhood, as noted below.

### **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 5a);
2. Apply that knowledge in the context of children's learning (NAEYC standard 5b);
3. Demonstrate understanding of the structure of the content areas (NAEYC standard 5a); and
4. Demonstrate understanding of the ways in which the content areas are interrelated (NAEYC standard 5a and 5b).

### **3. A brief analysis of the data findings:**

During Fall 2015, four candidates took the Praxis exam. One-hundred percent (100%) of the Early Childhood candidates took and passed both sections. The data presented demonstrates that the candidates understand the importance of knowing and acquiring developmentally appropriate content knowledge and are able to meet the needs of young children by integrating content knowledge with developmentally appropriate pedagogy and by incorporating appropriate resources.

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

Data was collected during Fall 2015. The data demonstrates that Early Childhood candidates have the required content knowledge in order to meet the diverse needs of the young children they encounter. The data demonstrates that four candidates took the Praxis and provided the results to Trinity. Thus, the data shows that 100 percent of candidates passed and that these four candidates have demonstrated basic content knowledge, understand the structure of content

areas, and can identify developmentally appropriate resources that will deepen their understanding and knowledge.

Assessment #1- Praxis II: Content Knowledge	Fall 2015		
NAEYC Standards 5a and 5b			
# of students who took Praxis II	4		
% of Candidates who Passed Praxis II	100%		

**Assessment #2- Internship Readiness Assessment (IRA) – Comprehensive Exam**  
Standard 5- Content Knowledge to Build Meaningful Curriculum 5a and 5b).

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.

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)
2. *Mathematics* - (NAEYC standard 5a), 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) 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 5b) are also assessed.
5. *Health/Physical Education* - 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). The importance of being physically fit as it contributes to good health and well-being is reinforced.
6. *Language arts and literacy* - (NAEYC Std. 5b) questions were designed to allow candidates to demonstrate that they know about language and literacy and to demonstrate the ability to show that they understand developmentally appropriate resources and tools that will aid in teaching reading, writing, speaking, viewing, listening, and thinking skills in developmentally appropriate ways.

### 3. A brief analysis of the data findings

During Fall 2015, four candidates either met or exceeded standards. Seventy-five percent (75%) of the candidates met the standards, while twenty-five percent (25%) of the candidates exceeded the standards.

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

The data demonstrate that one-hundred percent (100%) of the candidates either met or exceeded the standards related to NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (5a and 5b). The data show that 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. In addition, the data prove that candidates understand the “what” young children need to know and the “why” young children need to learn specific academic content. Our goal is to ensure that one-hundred percent (100%) of the candidates exceed the standard.

Assessment #2- IRA NAEYC Standards 5a and 5b N= 4 students		Fall, 2015 Approaches	%	Meets	%	Exceeds	%
Language Arts and Reading	5b	0		3	75%	1	25%
Social Studies	5a	0		3	75%	1	25%
Math	5a	0		3	75%	1	25%
Science	5a	0		3	75%	1	25%
Arts	5b	0		3	75%	1	25%
Physical Education	5a	0		3	75%	1	25%
Health	5a	0		3	75%	1	25%

## ECE Comps/IRA – 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

## ECE Comps/IRA - 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.

## **ECE Comps/IRA - 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

## **ECE Comps/IRA - 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

## ECE Comps/IRA - 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:  $-2^{\circ}\text{F}$
- Monday:  $3^{\circ}\text{F}$
- Tuesday:  $0^{\circ}\text{F}$
- Wednesday:  $-4^{\circ}\text{F}$
- Thursday:  $-5^{\circ}\text{F}$
- Friday:  $-1^{\circ}\text{F}$
- Saturday:  $2^{\circ}\text{F}$

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

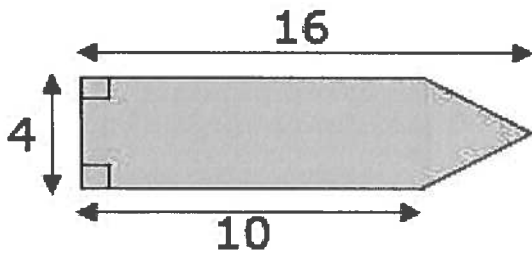
Round the following number to the nearest hundredths place: 287.416.

Select one:

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

#### Question 5

The area of the shaded region is:

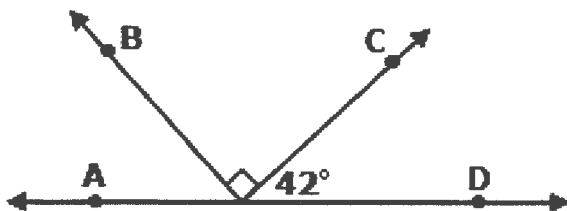


Select one:

- 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?



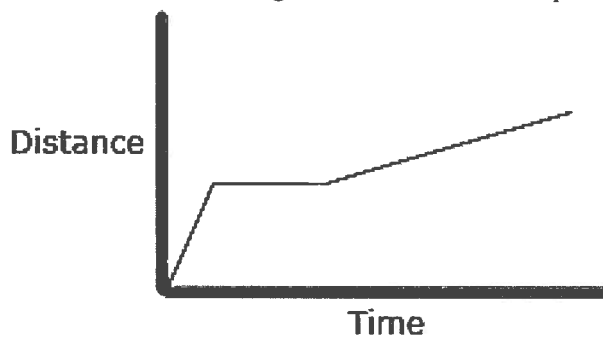
Select one:



- 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

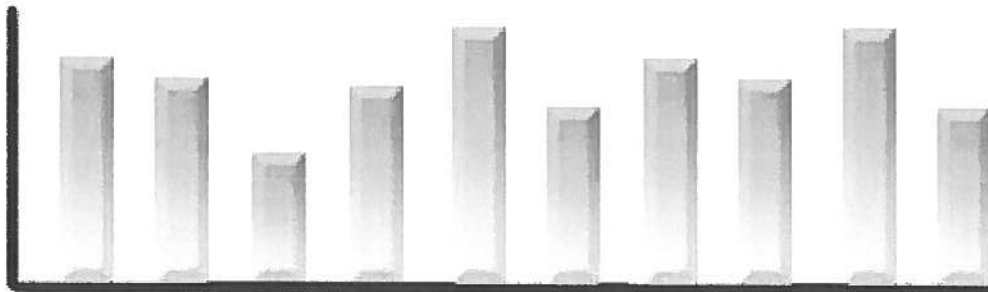
Attending the school's Music Club are 40 students in 9<sup>th</sup> grade, 20 in 10<sup>th</sup> grade, 18 in 11<sup>th</sup> grade, and 14 in 12<sup>th</sup> grade. Approximately what percent of the students in the Music Club are in 9<sup>th</sup> grade?

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  $\pi r^2$

Select one:

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

**ECE Comps/IRA – 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

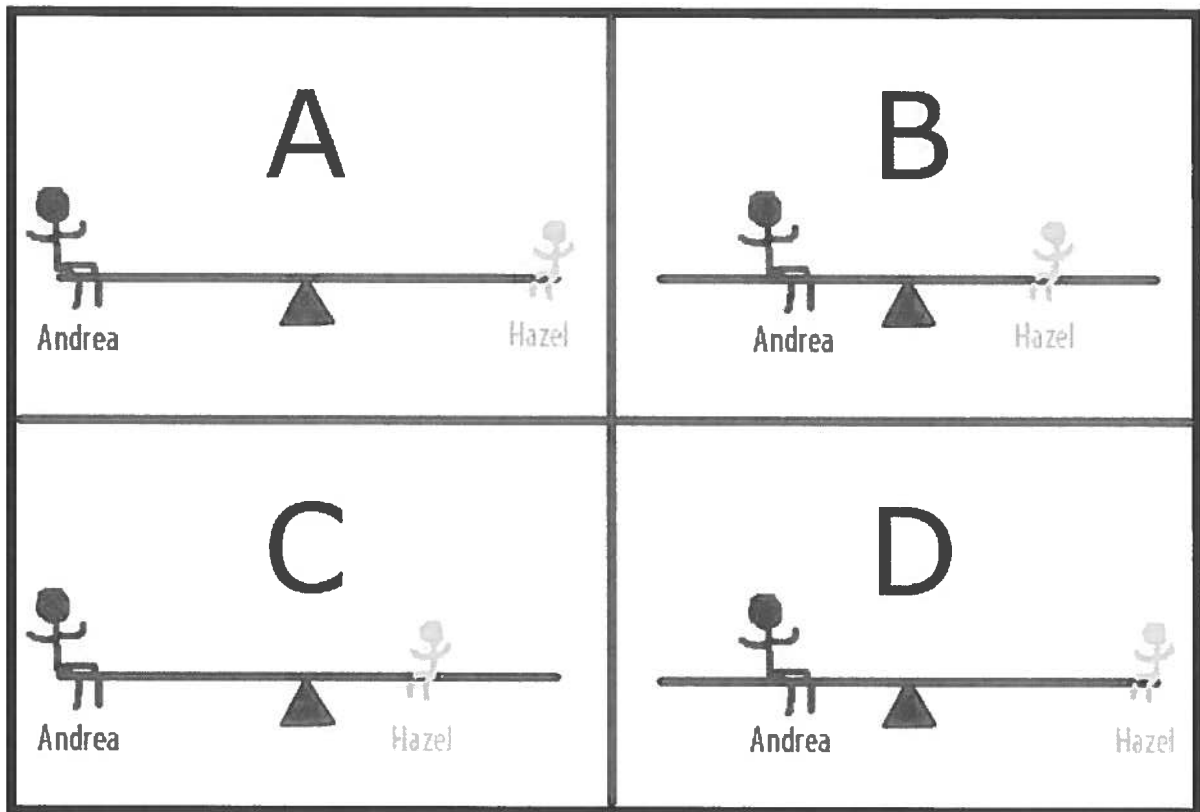
Sound is produced by

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

## ECE Comps/IRA – 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

### 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.

**EDTE 611 (Literacy Development Across the Curriculum)**- Candidates are required to choose an age group, PreK-third grade, a theme, and a “highly qualified” educational setting, 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.4: 4a, 4b, 4c, 4d and Std. 5: 5a, 5b, 5c)

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

**Part 2.** Videotape (NAEYC Std. 4d) 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 to 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. 4c, 5c) Candidates are required to present their Integrated Morning meeting unit to the class. One of the purposes of the morning meeting assignment is for candidates to demonstrate an understanding of the importance of building positive relationships with their students, and that by promoting a positive classroom community, relationships are formed. In addition, by presenting the morning meeting to

their peers, candidates are able to demonstrate this knowledge, as well as their knowledge about early learning standards, unit planning and design, and meeting all domains and needs of each child.

## EDTE 611 Rubric for Integrated Morning Meeting Plan Part I

Theme \_\_\_\_\_

Age/grade \_\_\_\_\_

Component	Approaches	Meets	Exceeds	Comments
<p>Stages 1 Overview– (NAEYC Std. 5c)</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 long term and short term goals based on relevant standards.</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.</p>	
<p>Stage 2- Assessments (NAEYC Std. 4d)</p>	<p>Candidate didn't include pre, ongoing, and post assessments. Unclear how the assessments relate to the overall objectives of the unit.</p>	<p>The candidate chose DAP assessments. Candidate included pre, post, and ongoing assessments that relate to the long term and short term goals of the theme. Candidate missed one part of the assignment.</p>	<p>The candidate chose DAP assessments that would allow for reflection and intervention. Candidate included pre, ongoing, and post assessments. All assessments relate to the chosen theme, long term and short term goals.</p>	
<p>Stage 3: Thematic Web (NAEYC Std. 5a)</p>	<p>Missing or doesn't show logical relationships or only includes 2 or 3 content areas.</p>	<p>Included all content areas. Demonstrates logical links between topic and nearly all content areas.</p>	<p>Detailed. Includes all content areas and learning domains. It is clear that the</p>	

Component	Approaches	Meets	Exceeds	Comments
			candidate thought about the theme, and goals/objectives and designed a way to ensure that the objectives would be met.	
Materials-NAEYC Std. 5b	None or few materials are listed.	Most materials including text and assistive technology are listed.	All materials including texts and technology are listed, are developmentally appropriate, and relate to the learning goals/objectives	
Lesson Plans	Missing two or more components	Missing one component	All components included.	
Good morning (NAEYC Std. 4a)	The good morning activity did not include all students. Wasn't engaging and relevant.	Candidate used a developmentally appropriate song/poem/finger play to engage all students. It is somewhat clear how the activity relates to the theme.	Candidate utilized a developmentally appropriate and relevant, engaging morning song/poem/finger play to welcome all students. It is clear how the activity relates to the theme and the goals.	
Morning Message (NAEYC Std. 4b)	Unclear how the morning message related to the theme. The activity was not appropriate.	The morning message integrated content areas. It was somewhat clear how the morning message related to the theme and the goals.	The morning message was thoughtful and related to the theme. The morning message integrated content areas and prior knowledge.	
Calendar (NAEYC Std. 4b)	The calendar activity did not integrate content areas. Students	The calendar activity integrated content areas and was engaging. The	The calendar activity integrated content areas.	

Component	Approaches	Meets	Exceeds	Comments
	were unengaged.	routine was organized and students participated.	The activity was exceptionally engaging and relevant to the theme and the learning goals. All students participated.	
Big Book (NAEYC Std. 4b)	The big book was not developmentally appropriate and did not relate to the theme.	The candidate created an original big book that was creative and appropriate. It was somewhat clear how the book related to the theme and the goals.	The candidate created an original big book related to the theme and the goals. The words and illustrations were developmentally appropriate and engaging.	
Transitional Activity (NAEYC Std. 4b)	Did not conduct a transitional activity.	The candidate incorporated a transitional activity that allowed students the opportunity to move and wiggle.	The candidate effortlessly incorporated a transitional activity that allowed the students to move and wiggle, while still meeting the overall goals of the theme.	
Sharing (NAEYC Std. 4b)	Candidate did not allot enough time for students to share.	Candidate allotted enough time for students to share.	Candidate allotted time for students to share. Students were clearly aware of expectations during sharing and about the assignment and were excited to share.	
Reflection (Std. 4d) Reflect on your video practice and on the approaches, Methods, strategies, and	Reflections primarily indicate a superficial understanding of practice. Missing more than one requirement.	Reflection indicates a good understanding of practice and areas for improvement. Most all components discussed: Strengths (glows) and	Candidate clearly reflects on all components of the lesson: strengths (glows),	

<b>Component</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Comments</b>
instructional practices.		weaknesses (grows) and next steps. APA Citations mostly correct. Reference page included	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.	
Overall coherence and age appropriateness (NAEYC Std. 5a)	Inappropriate activities and/or materials. Unrelated or illogically related components. Important connections/opportunities missed.	Mostly age-appropriate and mostly coherent, mostly logical connections between components. Possibly some missed opportunities. Written content clear and organized.	Thoroughly age-appropriate and coherent. No unrelated components. Overall outstanding. Written content clear and organized.	

**Rubric for Videotape and Reflection on Morning Meeting Part 2(NAEYC Std. 4d)**

<b>Area</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>	
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.	



Area	Approaches	Meets	Exceeds	
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.	
			<b>Total</b>	

**Morning Meeting Part 3 (Std. 4a, 5c)**

Category	Approaches	Meets	Exceeds
Videotape (NAEYC STD. 4a)	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.	<p>Candidate was prepared and followed the written lesson plan.</p> <p>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.</p>	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.

Category	Approaches	Meets	Exceeds
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 (NAEYC Std. 5c)	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. 5c)	More than one component missing.	One component missing	All components included
Standards: Common core or State Standards/Early learning (NAEYC Std. 5c)	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. 5c)	Objectives are not written in measurable	Objectives are mostly written in measurable language. Mostly	Objectives are written in measurable language and align

	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>
	language. Do not align with the standards and lesson.	align with the standards and lessons. The lessons relate to the overall theme.	with the standards and lesson. It is clear how the lessons relate to the overall theme.
Materials: (NAEYC Std. 4b)	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) (NAEYC Std. 4a)	Missing more than one component. Unclear how standards and objectives align with the activity.	Missing one component. Standards and objectives align with the good morning activity.	All components included. It is clear how the standards and objectives align with the good morning activity.
Morning message (NAEYC Std. 4b)	Missing more than one component. Unclear how standards and objectives align with the activity.	Missing one component. Standards and objectives align with the morning message.	. All components included. It is clear how the standards and objectives align with the morning message
Calendar (NAEYC Std. 4b)	Missing more than one component. Unclear how standards and objectives align with the activity.	Missing one component. Standards and objectives align with the good calendar.	All components included. It is clear how the standards and objectives align with the calendar
Big book/read aloud (NAEYC Std. 4b)	Missing more than one component. Unclear how standards and objectives align with the activity.	Missing one component. Standards and objectives align with the big book.	All components included. It is clear how the standards and objectives align with the big book.
Transitional activity (NAEYC Std. 4b)	Missing more than one component. Unclear how standards and objectives align with the activity.	Missing one component. Standards and objectives align with the transitional activity.	All components included. It is clear how the standards and objectives align with the activity
Sharing (NAEYC Std. 4b)	Missing more than one component. Unclear how standards and objectives align with the activity.	Missing one component. Standards and objectives align with the sharing activity.	All components included. It is clear how the standards and objectives align with the activity.

	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>
Core Instruction/Activities (NAEYC Std. 5c)	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. 4c)	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. 4d)	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 match overall unit learning objectives and students' needs and are consistent with instructional strategies used. It is clear how the candidate will assess students throughout the morning meeting.
Accommodations: (NAEYC Std. 4d)	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.5c )
2. Literature Review- Candidates choose an academic content area and conduct a research study based on the chosen academic content area.(NAEYC Std.5a )
3. Universal Backwards Design (UBD)- Candidates complete all stages of UBD to help plan their unit of study (NAEYC Std. 5a, 5b, 5c) Stage 1- 5c, Stage 2- 5b, Materials – 5c
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. 4d)
5. Presentation -Candidates present components 1, 2, 3, 4, and 5 to their peers. (NAEYC Std. 4a, Overall coherence - 4d)

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. 5c)	One or more components missing OR one or more component ineffective, inappropriate.	All components included. All are discussed and are appropriate.	All components included. All are fully discussed and elaborated upon. Research cited to support rationale.
Introduction/Literature Review (NAEYC Std. 5a)	Just repeats information from other sources. No true distinctions between research and non-research articles. Main ideas are not distinguished from less important ideas. Simply gives a listing of what others	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>have found, with no summative comments, no integration. There is an overuse of quotations from others, unable to capture main ideas in the student's own words</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? (NAEYC Std. 5c)</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 a an age appropriate assessment or a set of assessments which takes place at the end of the project in order to determine the extent to which a student has learned, has met the objectives of the project, and demonstrates the targeted learning outcomes. ASSESSMENTS</p>	<p>Pre, post, and ongoing assessments are age appropriate and varied but incomplete.  Assessments do not relate to the overall theme and objectives.</p>	<p>Pre, post, and ongoing assessments are age appropriate and varied. Assessments relate to the theme and objectives. Missing one component.</p>	<p>Candidate incorporated pre, ongoing, and post assessments that are age appropriate and varied and reflect a deep understanding of developmentally and individually appropriate assessments  Both Formative and Summative assessments utilized. Assessments clearly relate to the theme and the overall</p>

Early Childhood Project Ages 3 to 5/5-8	Approaches (1)	Meets (2)	Exceeds(3)
SHOULD MATCH OVERALL OBJECTIVES and KEY UNDERSTANDINGS! (NAEYC Std. 5b)			objectives.
Stage 3- Materials (NAEYC Std. 5c)	Did not discuss the children's books or cd. Did not include additional materials	Children's related books and cd discussed and explained. Missing some explanation and/or only discussed 3 books. Additional materials also discussed.	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... All materials are DAP for each of the chosen age groups.
Thematic web (Std. 5c)	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. (Hands-on and Technology-NAEYC Std 4b)	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 3to help plan lessons. Incorporated children's books and cd/stage 3.

Early Childhood Project Ages 3 to 5/5-8	Approaches (1)	Meets (2)	Exceeds(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. 4d)	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. 5a )	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.4a)	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. 4d)	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.

**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 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. 5a)

Part 1 also includes the following:

Candidates are required to complete a unit plan using Universal Backwards Design. (NAEYC Std.5c)

Blueprint for Science Center and Math Center (NAEYC Std.4c)

Dramatic play (NAEYC Std. 4c)

Materials/C.D. – music related to theme that incorporates science and/or math concepts (NAEYC Std.4b)

Technology- websites, games, etc. (NAEYC Std.4b)

Two science pack kits and two math pack kits (NAEYC Std. 4b)

Two Field Trip summaries (NAEYC Std. 5a)

**Part 2.** Candidates are required to videotape a science lesson with their age group in a classroom setting and then reflect on the lesson. (NAEYC Std. 4d)

**Part 3.** Candidates are required to present the first two parts of the assignment to their peers. (NAEYC Std. 4a)

**Trinity University  
School of Education  
Key Assessment #3 Integrated Content Unit**

Teacher Candidate: \_\_\_\_\_

Theme \_\_\_\_\_

Age group \_\_\_\_\_

<b>Early Childhood Unit Ages 3 - 5 and 5-8</b>	<b>Approaches (1)</b>	<b>Meets (2)</b>	<b>Exceeds (3)</b>
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. (NAEYC Standard 5a)</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, (NAEYC Std. 5c)</p>	<p>One or more components missing OR one or more component ineffective, inappropriate. Unclear how standards and short term goals relate to the themes.</p>	<p>Missing one of the required components. Candidate incorporated DAP standards and short term goals for each unit. Appropriate and related key terms were incorporated. Candidate integrated the unit.</p>	<p>All components included. All are fully discussed and elaborated upon. Candidate thoroughly included and integrated all content areas, appropriate standards for all content areas, and short term goals and key terms included.</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.</p> <p>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. (NAEYC Standard 4d)</p>	<p>Both assessments are age appropriate and varied but incomplete.</p>	<p>Assessments are age appropriate, individually appropriate and varied. Assessments relate to Stage 1. Missing one of the required components.</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. It is clear the candidate used the results from the assessments to reflect and impact future instruction.</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. (NAEYC Std. 4b)</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</p>

			used.
Science and Math Blueprints (NAEYC Std. 4c)	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.	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.	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.
Dramatic play (NAEYC Std. 4c)	Omitted or limited opportunities for socio-dramatic play or not open-ended or inappropriate or insufficient props.	Props sufficient and will encourage open-ended play related to unit topic. Literacy fostering component included.	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.
Field Trip (NAEYC Std. 5a)	Insufficient number, poorly described or poorly chosen, not developmentally appropriate, weak connection to theme.	Sufficient number, well described, well-chosen and developmentally appropriate. The selected sites are related to the theme	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

			<p>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. 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.5a )</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. 5c)</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 4d)</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. 4a)</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. 4d)</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 NAEYC’s standards 4 (4a, 4b, 4c, 4d) and Standard 5 (5a, 5b, 5c). All three of the assessments require 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 including 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. Candidates learn that in order to meet the needs of their students, they must make learning relevant, developmentally, culturally, and individually appropriate, and engaging.

The assessments align with:

Standard 4- Using Developmentally Effective Approaches: 4a, 4b, 4c, 4d

Standard 5- Using Content Knowledge to Build meaningful Curriculum: 5a, 5b, 5c

**3. A brief analysis of the data findings**

During Summer of 2015, for EDTE 611 (Literacy Development Across the Curriculum), sixty-three percent (63%) of the candidates exceeded the standards, while thirty-eight percent (38%) of the candidates met the standards. For EDTE 612 (Constructing and Integrating the Early Childhood Curriculum), during Summer of 2015, thirty percent (30%) of the candidates met the standards, while seventy percent (70%) of the candidates exceeded the standards.

In EDTE 613 (Developing Concepts in Early Childhood Mathematics and Science for Diverse Learners), during Summer 2015, sixty-seven percent (67%) of the candidates met the standards, while thirty-three percent (33%) of the candidates exceeded the standards.

**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.

The Early Childhood faculty recently 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.

During Summer 2015, after making changes to the standards addressed, and ensuring that the rubrics clearly identified expectations, the data reveals that one-hundred percent (100%) of the candidates met or exceeded the standards for all three courses. This proves that the changes made ensured that all candidates clearly understood assignment expectations, in order to ultimately ensure that all candidates understood the importance of designing and implementing effective curricula that is built on positive relationships, developmentally appropriate teaching strategies, and reflection.

Key Assessment #3- Units of	# of candidates	%	Approaches	%	Meets	%	Exceeds	%
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Study- Summer 2015	8							
EDTE 611-			0		3	38%	5	63%
Stage 1- 5c			0		3	38%	5	63%
Stage 2- 4d			0		3	38%	5	63%
Stage 3- 5a			0		3	38%	5	63%
4 lesson plans-			0		3	38%	5	63%
Good morning Std. 4a			0		3	38%	5	63%
Morning Meeting Std. 4b			0		3	38%	5	63%
Calendar Std. 4b			0		3	38%	5	63%
Big Book Std. 4b			0		3	38%	5	63%
Transitional Activity Std. 4b			0		3	38%	5	63%
Sharing Std. 4b			0		3	38%	5	63%
Reflection- Std. 4			0		3	38%	5	63%
Overall coherence- Std. 5a			0		3	38%	5	63%
Part 2- Std. 4d			0		3	38%	5	63%
Part 3- Std. 4a- Videotape			0		3	38%	5	63%
Presentation – 5c			0		3	38%	5	63%

Key Assessment #3- Units of Study- Summer, 2015	# of candidates N= 23 candidates	%	Approaches	%	Meets	%	Exceeds	%
EDTE 612-			0					
Rationale- 5c			0		7	30%	16	70%
Introduction- 5a			0		7	30%	16	70%
Stage 1- 5c			0		7	30%	16	70%
Stage 2- Std. 5b			0		7	30%	16	70%
Materials- 5c			0		7	30%	16	70%
Thematic web- 5c			0		7	30%	16	70%
Lesson plans-			0		7	30%	16	70%



4b								
Reflection -4d			0		7	30%	16	70%
Reference page-5a			0		7	30%	16	70%
Presentation- 4a			0		7	30%	16	70%
Overall Coherence- 4d			0		7	30%	16	70%

Key Assessment #3- Summer, 2015- EDTE 613	# of candidates = 6	Approaches	%	Meets	%	Exceeds	%
Rationale- 5a	6	0		4	67%	2	33%
Stage 1- 5c	6	0		4	67%	2	33%
Stage 2- 4d	6	0		4	67%	2	33%
Materials- 4b	6	0		4	67%	2	33%
Science and math blueprints- 4c	6	0		4	67%	2	33%
Dramatic play- 4c	6	0		4	67%	2	33%
Field trip- 5a	6	0		4	67%	2	33%
Science and math pack kits- 4b	6	0		4	67%	2	33%
Thematic webs- 5a	6	0		4	67%	2	33%
Lesson plans-5c	6	0		4	67%	2	33%
Reflection- 4d	6	0		4	67%	2	33%
Presentation- 4a	6	0		4	67%	2	33%
Overall Coherence- 4d	6	0		4	67%	2	33%

## **Key Assessment #4-Student Teaching- EDTE 671**

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 the course. Candidates who are current teachers of record complete an internship in their current teaching assignment (Grades PreK3-third grade), and the candidates who are not teachers of record complete a semester of student teaching and are placed by the faculty advisor and/or the Early Childhood program coordinator in a public, private, or charter school in the DC metro area, grades PreK3-third grade, that has been deemed, "high quality."

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. University Supervisors are also required to conduct a midterm assessment and a final assessment for each Early Childhood candidate based on the 2011 InTASC Principles and NAEYC standards. The University Supervisors visit the student teacher's classroom setting regularly to assess the candidate's teaching and to support the candidate in their professional growth.

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

During the student teaching/internship semester, candidates are 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 1a, 1b, 1c, 3a, 3b, 3c, 3d, 6a, 7a, 7b).

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

**EDTE 671 Rubric**

Observation # \_\_\_\_\_

Date \_\_\_\_\_

	Approaches	Meets	Exceeds
InTASC Principle 1- Learner Development  (NAEYC Std. 1a)	The candidate does not demonstrate an understanding of child development and the learning domains. Candidate does not implement developmentally appropriate and challenging learning experiences for all children.	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.	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.
InTASC Principle 2- Learning Differences  (NAEYC Std. 1b)	The candidate does not understand about individual and cultural differences. Does not utilize this knowledge to differentiate and enable all children to succeed.	The candidate uses understanding of 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.	The candidate clearly uses understanding of 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.
InTASC Principle 3- Learning Environments  (NAEYC Std. 1c)	It is not obvious that the teacher candidate has created a classroom community and a collaborative learning environment.	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	The teacher candidate clearly creates and organizes the environment to support individual and collaborative learning experiences for all young children based on the knowledge

	Approaches	Meets	Exceeds
		his/her needs. The candidate has built some classroom community and encourages positive social interaction, active engagement in learning, and self-motivation.	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.
InTASC Principle 4- Content Knowledge  (NAEYC Std. 1c)	Teacher candidate does not demonstrate an understanding of the various ways to create appropriate learning experiences for all young learners.	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.	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.
InTASC Principle 5- Application of Content  (NAEYC Std. 7a, 7b)	The teacher candidate is unable to connect concepts to the real world.	The teacher candidate is able to engage learners in appropriately connecting early childhood concepts, curriculum, and expectations to the real world. Candidate plans appropriate lessons in a Prek3-third grade placement.	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 by planning relevant lessons based on child knowledge and content in Prek3-third grade setting.
InTASC Principle 6- Assessment  (NAEYC Std. 3b)	The teacher candidate does not use various forms of assessment to inform instruction.	The teacher candidate understands the importance of ongoing assessments	The teacher candidate clearly understands the importance of ongoing assessments

	Approaches	Meets	Exceeds
		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.	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.
InTASC Principle 7- Planning Instruction (NAEYC Std.3a)	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.	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.	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.
InTASC Principle 8- Instructional Strategies (NAEYC Std. 3c)	The candidate does not use a variety of teaching strategies. Strategies are not appropriate and do not promote early learning.	The candidate 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.	The candidate 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.
InTASC Principle 9- Professional Learning and Ethical Practice	It is obvious that the teacher candidate does not engage in ongoing professional learning	The teacher candidate engages in ongoing professional learning opportunities and uses	It is evident that the teacher candidate continually engages in ongoing professional

	Approaches	Meets	Exceeds
(NAEYC Std. 6a)	opportunities.	the information to meet the needs of young learners.	learning and uses evidence to continually evaluate his/her practice, and adapts curriculum and practice to meet the needs of each young learner.
InTASC Principle 10- Leadership and Collaboration (NAEYC Std. 7a, 7b)	The teacher candidate does not seek leadership opportunities. Candidate does not collaborate with others.	The teacher candidate seeks appropriate leadership roles to promote student learning. Teacher collaborates with families, learners, colleagues, and community members to ensure learner growth in a Prek3-third grade placement.	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 while student teaching in a Prek3-third grade placement.

### **3. A brief analysis of the data findings**

During Fall 2015, one-hundred percent (100%) of the candidates met or exceeded the standards. Seventy-five percent (75%) of the candidates met the standards, while twenty-five percent (25%) exceeded the standards. This indicates that during their last semester, the Early Childhood candidates have demonstrated understanding, knowledge, and application in NAEYC standards 1, 3, 6a and 7, and their related elements. The data demonstrates that each candidate has gained the competence needed to support learning and development in young, diverse children in a PreK3-third grade placement.

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

One-hundred percent (100%) of the candidates have met or exceeded NAEYC Standards 1, 3, 6a, and 7. This assignment is completed during the candidate's last semester; thus, this is a culminating assignment. The data shows that the Early Childhood candidates understand how to align acquired knowledge about child development and early learning/brain research, assessments, content and curriculum in order to promote positive early learning for each of the young children they encounter. In addition, the data shows that one-hundred percent (100%) of the candidates understand the role collaborating with each child's family and the school community play, and the role they play, as an early childhood educator, in meeting the diverse needs of the children they serve. While one-hundred percent (100%) of the candidates met or exceeded the standards during Fall 2015, our goal is to ensure that one-hundred percent (100%) of the candidates exceed this standard.

Key Assessment #4 N= 4 candidates	Fall 2015	Approaches	%	Meets	%	Exceeds	%
InTASC 1 NAEYC Std. 1a	4	0		3	75%	1	25%
InTASC 2 NAEYC Std. 1b	4	0		3	75%	1	25%
InTASC 3 NAEYC Std. 1c	4	0		3	75%	1	25%
InTASC 4 NAEYC Std. 1c	4	0		3	75%	1	25%
InTASC 5 NAEYC Std. 7a, 7b	4	0		3	75%	1	25%
InTASC 6 NAEYC Std. 3b	4	0		3	75%	1	25%
InTASC 7 NAEYC Std. 3a	4	0		3	75%	1	25%
InTASC 8 NAEYC Std. 3c	4	0		3	75%	1	25%
InTASC 9 NAEYC Std. 6a		0		3	75%	1	25%
InTASC 10 NAEYC Std. 7a, 7b		0		3	75%	1	25%



## 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 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 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 candidate continually assesses, reflects, and monitors progress throughout the entire semester. Data collection is on-going and treatment implementation and changes are documented over time. Each Early Childhood candidate is required to complete a minimum of 8 to 10 hours of documented contact time with their chosen child in a Prek3-third grade placement, at a "highly qualified" early education location. Candidates who are teachers of record may choose a student from their current teaching assignment. Candidates who are not teachers of record will be strategically placed in a Prek3-third grade school and classroom with an intentional teacher by the course instructor and/or by the program coordinator. The course instructor will meet with the candidate to discuss previously placed field experience locations, to ensure the candidate is placed in a placement with a different age group than previously experienced. This is a three-part assignment: (This assignment meets NAEYC Standards 2: 2a, 2b, 2c, and NAEYC Standard 3: 3a, 3b, 3c, 3d).

**Part 1. The Child Study and Assessments:** asks candidates to select a student 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 Child, create developmentally appropriate assessment tools that can be used by both the 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.

#### **Step 1. Candidates are required to interview and design communication letters:**

- 1a. Teacher/Specialist/Principal: Interview 1 of the child's previous teachers, specialist, and/or principals/directors to gather background knowledge about the child and the child's school experiences.
- 1b. Parent Interviews: Dialogue with the child's family member to gather background knowledge about the child and the child's home experiences. (NAEYC Std. 2b)

2. 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. 2c)

#### **Step 2. Candidates are then required to create a logbook and assessment instruments:**

**2a. Create a logbook-** The logbook will include:

The date the assessment took place

The time the assessment started and ended

The activity/activities in which the child was involved

Notes- Objective notes describing the child's involvement in the activity

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: Date, time, student, location, intervention/assessment, results, next steps) (NAEYC Std.3b)

**Step 3. Assessment instruments-** In addition to the interview and the logbook, candidates are required to create three different assessment instruments used by the assessor and three different assessment instruments to be used by the child. (NAEYC Std. 3b) Instructions are as follows:

1. 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 (original forms) and 3 completed forms to support case study/mini action research.
2. Create three (3) assessment instruments to be used by children. (NAEYC Std. 3b)

## **Part 2. The Child Study:**

**Step 1.** After collecting information from interested parties, the 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 Standard 3a)

**Step 2.** Based on the goal statement, the candidate conducts a review of current literature (minimum 5 related research articles/books) to research the topic, methods, developmentally appropriate strategies and techniques, and approaches to involving the child's family surrounding the designated concern, that could be used to assist the student in meeting the set goal. (NAEYC Std. 2a)

**Step 3. Assessments** Throughout the semester, the candidate will conduct pre, ongoing, and post assessments, 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. 3a)

**Step 4. Action Plan** 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. 3a)

1. Devise an action plan and begin implementation of that plan. Data collection is on-going. The candidate uses reflective practices that assess strategies implemented and makes improvements as needed. (NAEYC Std. 3b )

**Step 5. Final Report** Data need to be analyzed and presented in the final report.

The final report will include: An introduction, a review of literature, summaries, and a conclusion. (NAEYC Std. 3d)

## **Part 3. Mini Action Research (Child Study) Presentation**

At the end of the semester, the candidate will use technology to present his/her findings and reflect on his/her work. (NAEYC Std.3d)

**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 2: 2a, 2b, 2c, and Standard 3: 3a, 3b, 3c, 3d

**NAEYC Standard 2: Building Family and Community Relationships.** By completing this assignment, candidates demonstrate an understanding and knowledge about the importance of collaborating with family members and interested parties to support development and learning. Candidates learn the importance of building two-way dialogue with families in order to share the responsibility, allow families to have a voice in their child's learning, to keep families abreast of progress, and to, ultimately, continuously involve families in their child's learning.

**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 an individual child, and collaborate with families and interested parties in order to promote learning and development for each child.

**3. A brief analysis of the data findings-**

During Fall 2015, one-hundred (100%) of the candidates met or exceed the standards. Sixteen percent (16%) of the candidates met the standards, while eighty-four percent (84%) of the candidates exceeded the standards.

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

During Fall 2015, the data demonstrate that eighty-four percent (84%) of the candidates exceeded the standards, and one-hundred percent (100%) of the candidates met or exceeded the standards. The data demonstrate that the changes that have been made have helped to ensure that all candidates fully understand the assignment, that requirements are clear and concrete.

Changes were recently 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. In addition, this demonstrates that candidates understand the important role ongoing assessment and reflection play in meeting the developmental and individual needs of each child by continuously informing instruction. Candidates have demonstrated that they have learned how to administer and develop various assessments, interpret results, and apply that information in altering instructional practices and learning environments. Further, candidates have demonstrated an understanding of the importance of including children's families and the community in dialoguing and collaborating to ensure early learning success. They learn that parents should be involved in the learning process and should have a voice in their child's learning in order to promote consistency from one learning environment to the next.

Part 1-	Approaches the standards	Meets the standard	Exceeds the standard
<b>The Child Study and Assessments</b>			
Interview/dialogue NAEYC Std. 2b	Candidate is missing more than one part of this section. It is unclear whether the candidate interviewed the required person(s).	Candidate interviewed the teacher/specialist, principal and dialogued with a family member. (NAEYC Std. 2b)	Interview one Teacher/Specialist/ Principal and a member of the child's family -Interviews (NAEYC Std. 2b). Candidate conducted an interview with the child's former/current teacher/ and dialogue with the child's family, keeping the purpose and the goals for the child in mind. The interview questions/guiding questions were ethical and professional.
Logbook NAEYC Std. 3b	The logbook is unorganized. Missing more than one of the requirements. Unclear how the logbook helped the candidate.	The candidate created a logbook that included the requirements: date, time, assessment, next steps (NAEYC Std. 3b)	Created a clear and organized logbook that included date, time, activity, assessment, next steps (NAEYC Std. 3b). It was clear that the logbook is designed to clearly reflect on the purpose and the goals for the child and what is and what isn't working.
Assessments- NAEYC Std. 3b	Missing more than one of the requirements. Unclear how the assessments align with the purpose and the goals.	Created 3 different assessment instruments to be used by the teacher and 3 different assessment instruments to be used by the child. (NAEYC 3b)	Created 3 different assessment instruments and 3 assessments that children can use (NAEYC Std. 3b). Each assessment clearly aligns with the purpose and goals for the child.

Letters – NAEYC Std. 2c	The two letters were unclear and unorganized. The letters do not explain the goals and the purpose.	Created two letters that encouraged dialogue and collaboration (2c).	Created two informative and collaborative Parent /community communications/ Specialist communication letters (NAEYC Std. 2c). Each letter clearly explains the goals and the purpose and the desire to collaborate in order to effectively reach and teach the child.
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<b>Part 2- The Child Study</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>
Goal statement (NAEYC Std. 3a)	Unclear how the goal statement, purpose, assessments, and interventions align. Lack of clarity	Candidate identified an area of concern and created the goal statement based on the area of concern. The goal statement, purpose, assessments, and interventions mostly align. Some lack of clarity.	Candidate clearly identified an area of concern and based the goal statement on the area of concern. The goal statement, purpose, and assessments, and interventions all align.
Review of Literature (NAEYC Std. 2a)	Candidate used less than five references to conduct the research. Unclear how the research study and the goals and purpose of the study align.	The candidate conducted a research study using relevant and current research from at least five resources. It is clear how the research study and the purpose align. The candidate researched the area of concern, strategies for meeting the needs of the child and involving his/her family, and	It is clear that the candidate identified an area of concern and conducted a research study using related and current research about the area of concern, and strategies that could be implemented to appropriately and effectively involve the child's family, meeting the needs of the child and involving his/her family. The candidate used more than five related literature to determine methods, DAP strategies, and techniques that would aid

		intervention strategies.	in the intervention and meeting the goals and the purpose of successful and positive early learning.
Assessments - Data collection to include observation, documentation, as well as work samples takes place at this time. (NAEYC Std. 3a)	One or more components missing. One or more components are ineffective, inappropriate. Problems and goal statement is unclear or not articulated clearly. Observational data incomplete. Did not choose developmentally and individually appropriate assessments. Unclear how assessments were used to inform instruction and practice.	All components included. Problem statement is clear and based on complete observational data. Goal statement is developmentally and individually appropriate. The candidate used pre, post, and ongoing assessments related to the purpose of the child study. Choose developmentally, culturally, and individually appropriate assessments. Some lack of clarity about how assessments were used to inform instruction and practice.	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. It is clear that the candidate used pre, ongoing, and post assessments that were all related to the goals and the purpose of the study.  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.
Action Plan/Next steps- (NAEYC standard 3b)	Unclear how action plan and next steps were devised and how they relate to the goals for the child.	Action plans are clear and understandable. Relate to the goals for the child.	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.
The Report  The final report will contain:  An Introduction that includes a description of the student's/students' relevant background information to cover	One or more components of the final project missing. The final report does not show depth of understanding about the chosen topic and the goals and purpose	Final project is complete. Candidate is missing one component. It is clear that all components of the final report relate to the goals and the purpose for the	Final project is complete and is organized and presented in a very professional format. All components are included in the final report. It is clear that all components relate to the purpose and the goals for the child. All parts are well-written and

<p>health, developmental milestones, educational background, family history, social and emotional issues.</p> <p>Review of literature- at least five related articles, NAEYC standards, and class text.</p> <p>A Summary of all formal and informal measures and assessment tools used.</p> <p>A Summary of the Instructional Practices and Educational Interventions, Tutoring and Tutoring Log (if applicable), and Work Samples.</p> <p>Conclusions drawn from the Action Research.</p> <p>Recommendations for future and continuing intervention, and</p> <p>Suggestions for further Action Research. (NAEYC Std. 3d)</p>	<p>do not align with the chosen topic.</p>	<p>child study.</p>	<p>thorough. Introduction, Literature review, summary, and Recommendations reflect an in depth analysis of data.</p>
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**Part 3- Mini Action Research Presentation (Child Study) Rubric (NAEYC Std. 3d)**

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	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	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

	presentation.	moderately used and supportive of the content.	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	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	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



	voice tone are not displayed.		presentation style. Eye contact and appropriate movement and voice tone are not consistently displayed.		contact, a strong voice tone and appropriate movement.		
Key Assessment #5 Fall, 2015  N= 19 candidates	NAEYC Standards	Appro	%	Meets	%	Exceeds	%
Part 1-	1. NAEYC Std. 2b	0		3	16%	16	84%
1. Interview With teacher family	2. NAEYC Std. 3b	0		3		16	84%
2. Logbook	3. NAEYC Std. 3b	0		3		16	84%
3. Assessments	4. NAEYC Std. 2c	0		3		16	84%
4. Letters							
Part 2- The Child Study	1.NAEYC Std. 3a	0		3	16%	16	84%
1. Goal	2. NAEYC Std. 1c	0		3		16	84%
2. Lit.	3. NAEYC Std. 3a	0		3	16%	16	84%
3. Assessments	4. NAEYC Std. 3b	0		3	16%	16	84%
4. Action plan	5. NAEYC Std. 3d	0		3	16%	16	84%
5. Analysis/fina report							
Part 3- Presentation	NAEYC Std. 3d	0		3	16%	16	84%

## **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 (EC) 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). During each of the major project assignments, candidates are required to conduct and videotape a developmentally appropriate lesson based on integrating the course content with children, PreKindergarten-third grade, 3-5 and 5-8 year old settings, in an approved “high quality” early education setting. After candidates videotape each lesson, they are required to reflect on the video and to present the lesson and the video to their peers. Candidates who are teachers of record conduct the videoed lesson in their approved school and assigned classroom. Candidates who are not teachers of record will be placed in a PreK3-third grade placement by the course instructor and/or by the Early Childhood program coordinator, making sure that the candidate has opportunity to conduct lessons in various types of school settings and with various age levels.

This assignment allows candidates to show understanding and skills in designing unit plans, lesson planning, content knowledge, data collection, attention to environmental contexts, student engagement, classroom management, incorporating technology 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 5a, 5b, 5c, and 7a and 7b

NAEYC Standard 5- It is imperative that the early childhood candidates have acquired content knowledge in all academic content areas and knowledge in developmental domains in order to effectively and efficiently reach and teach all children. Furthermore, candidates must understand the importance of integrating content areas in order to meet the needs of young learners.

NAEYC Standard 7: 7a and 7b - By completing this assignment in three (3) different Early Childhood courses, candidates gain valuable experience practicing and teaching a lesson to PreKindergarten-third grade children, 3-5 years old, and 5-8 years old, in various educational settings: public, private, charter school, child care, Head Start, and reflecting and learning from those experiences.

### **3. Analysis of the Data Findings**

During Summer, 2015, one-hundred percent (100%) of candidates either met or exceeded the standards in all three of the courses: EDTE 611, EDT 612, and EDTE 613. In EDTE 611, thirty-eight percent (38%) met the standards, while sixty-two percent (62%) exceeded the standards. In EDTE 613, sixty-seven percent (67%) met the standards, while thirty-three percent (33%) exceeded the standards. In EDTE 612, thirty percent (30%) of the candidates met the standards, while seventy percent (70%) of the candidates exceeded the standards.

### **4. An interpretation of how the data provide evidence for meeting standards**

The data from Summer 2015 show that the changes that were made to the assignments to ensure clarity, to provide explicit instructions and directions that aligned with the newly revised rubrics, and including various checkpoints, aided in ensuring that candidates successfully met all standards. The data for Summer 2015 proves that by completing this assignment in three (3) different courses, candidates gain valuable experience working with young children of different ages, in different school settings, assessing and planning instruction, and

reflecting on their practices. While the data reveal that one- hundred percent (100%) of the candidates met or exceeded the standard, it is our goal to have one-hundred percent (100%) of the candidates exceed the standards.

**Rubric for Written Lesson Plans and Videotaped lessons**

	Approaches	Meets	Exceeds	Comments
<p>Rationale/Lesson Overview: Identifying information such as name; date; grade/subject/class; unit theme topic  (Std. 5c)</p>	<p>More than one component missing. Candidate has not documented knowledge about developmentally appropriate expectations. Did not choose an appropriate age/grade level, setting, theme.</p>	<p>Missing one component. Candidate uses knowledge of developmentally appropriate expectations to choose an appropriate setting, age group/grade level, and theme. The overview provides an explanation about how the theme is relevant to the students.</p>	<p>All components included. The lesson overview is clear, well-organized, and easy to understand. All components are appropriately chosen. Candidate uses extensive knowledge of developmentally appropriate expectations to help choose school, age group/grade, and theme. Candidates have purposefully chosen an appropriate school setting and grade level. Candidate has chosen an appropriate theme/topic that is developmentally appropriate for the chosen age group/grade and content area.</p>	
<p>Standards: Common Core /Early learning standards/ or State Standards  (Std. 5c)</p>	<p>Missing more than one component. Candidate has not documented efforts to choose appropriate standards related to the theme in all content areas. It is unclear how the standards relate to the theme.</p>	<p>Missing one component. Candidate uses knowledge about developmentally appropriate expectations and early learning standards to choose appropriate standards that are related to the theme. Appropriate standards are chosen for each content area that will aid in integrating the unit.</p>	<p>It is clear that the candidate used knowledge about developmentally appropriate expectations and early learning standards to choose appropriate standards that are related to the theme. Content standards and learning domains are chosen for each of the content areas that will help to effortlessly integrate the unit plan.</p>	

<p>Lesson Objectives: (Std. 5c)</p>	<p>Objectives are not written in measureable language (including conditions, performance, criteria). Do not align with the standards and lesson.</p>	<p>Objectives are mostly written in measureable language (including conditions, performance, criteria). Objectives mostly align with the standards and the unit plan. Candidate uses knowledge of developmentally appropriate expectations to design objectives that appropriately integrate content areas and learning domains.</p>	<p>Objectives are written in measureable language (including conditions, performance, criteria). It is clear that the candidate understands what is developmentally appropriate for all students to succeed. All objectives are developmentally appropriate and align with the standards and the unit plan. All objectives integrate content areas and learning domains.</p>	
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<p>Materials to ensure that Planning for Learning Differences using appropriate Assessments (Std.5c)</p>	<p>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 candidate will determine whether the students have met the objectives during and at the end of the lesson.</p>	<p>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 candidate will determine whether the students have met the objectives during and at the end of the lesson.</p>	<p>Provides a thorough explanation for reasons for teaching the lesson (including developmentally appropriate practices, early learning standards and learning domains, instructional approaches, and methods). All materials including texts and assistive technology are listed and are developmentally appropriate. Accommodations and differentiation are thoroughly explained and it is clear how they relate to the standards and the learning objectives. Assessment is thoroughly explained and includes how the candidate will determine whether the students have met the objectives during and at the end of the lesson.</p>	
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<p>Introduction/Anticipatory Set: Purpose and Objective; Value; Engagement</p> <p>(Std. 5c)</p>	<p>Missing more than one component.</p> <p>Objective or goal of lesson and reason for learning are not provided at all or not given in a manner students will understand.</p> <p>Candidate does not indicate why the lesson is worthwhile for the students. No or little description of how the candidate will scaffold or bridge from past lesson, grab student attention, and/or create interest in the lesson.</p>	<p>Missing one component for the videotaped lesson.</p> <p>Objective or goal of lesson and reason for learning are explained in student friendly language.</p> <p>Candidate indicates why the lesson is worthwhile for the students- the so what?</p> <p>Candidate provides some description of how the candidate will scaffold or bridge from past lesson, grab student attention, and/or create interest in the lesson.</p>	<p>It is evidently clear how each lesson plan within the unit relates to one another. For the chosen videotaped lesson, the objective or goal of the lesson and reason for learning are given by the candidate in a manner students will understand- age appropriate.</p> <p>Candidate indicates why the lesson is worthwhile for the students.</p> <p>Thoroughly describes how the candidate will scaffold or bridge from past lesson, grab student attention, and/or create interest in the lesson. All components are included.</p>	
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<p>Core Instruction/Activities Guided practice Independent practice  (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 the following: demonstration or modeling, guided practice, independent practice and assessment/evaluation.</p> <p>Lesson includes description of how core instruction/activities are differentiated for students with learning differences.</p>	<p>It is clear how the chosen lesson relates to the bigger picture/unit. The lesson was clear, logically ordered and supports goals and objectives of lesson. In addition, the lesson was age appropriate and individually appropriate and was exceptionally engaging for students.</p> <p>Candidate uses extensive knowledge about early childhood education and engagement. 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:  (Std. 5b )</p>	<p>Closure is missing or fails to draw together what students have learned.</p> <p>Candidate 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>Candidate helps students recall what they have learned and somewhat reinforces lesson objective(s).</p>	<p>Closure activity is exceptionally strong. Candidate clearly helps students recall what they have learned and clearly reinforces lesson objective(s). The closure activity is developmentally and individually appropriate and ensures early learning takes place- that the objectives have been met.</p>	



<p>Assessment: (Std. 5c)</p>	<p>Assessment is missing or poorly matched to goals and objectives or student needs.</p>	<p>Assessment matches learning objectives, early learning standards and domains, and student needs and is consistent with instructional strategies used. Candidate uses knowledge of developmentally appropriate assessments when designing and creating the assessments.</p>	<p>Assessment matches learning objectives and early learning standards and learning domains, student needs and is consistent with instructional strategies used. Assessment is exceptionally well-designed, includes key or rubric and addresses higher level thinking skills. Candidate clearly used knowledge about developmentally appropriate and individually appropriate assessments when planning the assessments.</p>	
<p>Accommodations : (Std. 5b)</p>	<p>Accommodations are inappropriate. It is unclear how the accommodations relate to student learning and individually appropriate student objectives.</p>	<p>Appropriate accommodation provided for students who would need them for this lesson. Candidate used knowledge about early learning outcome and developmentally and individually appropriate practices to create appropriate accommodations.</p>	<p>It is clear that the candidate reflected on individually appropriate practices and expectations, ensuring that all students had opportunities to succeed. Candidate provided opportunities for students who needed additional practice, and students who needed to be challenged. Candidate clearly connected accommodations with student learning outcomes and knowledge about students. More than one appropriate accommodation described for students.</p>	

<p>Homework or Home Family Connection (Std. 5c)</p>	<p>Does not support goals and objectives of lesson or activity does not meet student needs.</p>	<p>The chosen homework assignment is appropriate for the set goals and objectives. The activity is appropriately chosen to extend learning in the home.</p>	<p>The chosen homework assignment is appropriate for the chosen lesson. The homework extends learning goals and objectives. The chosen activity is exceptionally engaging for students and families.</p>	
<p>Reflective Practice (Std. 5c)</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 candidate learned. Does not include what went well and what the candidate would do differently.</p>	<p>The candidate reflected on most components of the assignment. Missing one of the components. Candidate provided a descriptive reflection about the pros and the cons of the videotaped lesson. The candidate thoroughly reflects on student learning outcome, whether the students did or did not meet the lesson objectives. Includes evidence from assessment data to support explanation.</p> <p>Some description of what the candidate learned. Includes what went well and what the candidate would do differently.</p>	<p>The candidate thoroughly reflects on all components of the assignment: chosen age group, setting, theme, early learning standards, overall unit objectives, and videotaped lesson. The candidate provided a detailed reflection about the pros and the cons of the videotaped lesson. The candidate thoroughly reflects on student learning outcomes, whether the students did or did not meet the lesson objectives. Includes evidence from assessment data to support explanation. The candidate provided a detailed description of what the candidate learned. Includes what went well and what the candidate would do differently, thinking about early learning and ensuring that all students have equal opportunities to succeed.</p>	

<p>Mechanics (Spelling, usage, punctuation.)  (Std. 5a)</p>	<p>More than one or two errors or an egregious error.</p>	<p>Candidate made no more than two mechanical errors. Candidate wrote well and included detail where necessary.</p>	<p>Candidate did not make any mechanical errors in the lesson plan or the reflection. Candidate wrote exceptionally well and included appropriate detail where necessary.</p>	
<p>Overall Cohesion (How the entire lesson works as a whole.)  (Std. 7a and 7b)</p>	<p>Components missing, not fully supportive of lesson goals and objectives, or does not meet student needs.</p>	<p>All necessary components included, relate to one another, and support goals and objectives of lesson. Duration appropriate. Activities meet student needs.</p>	<p>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.</p>	

## *Trinity Rubric for Observed Lesson* Videotaped

Teacher Candidate: \_\_\_\_\_ Advisor: \_\_\_\_\_

Teaching Portfolio.

<b>Elements</b>	<b>Approaches (1)</b>	<b>Meets (2)</b>	<b>Exceeds (3)</b>
Evidence of planning to meet needs of students  (Std. 5c)	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; address highly worthwhile objectives. Instructional techniques and strategies represent best practices; meet needs of students, highly engaging, foster higher order and/or creative thinking. Skilled adaptations and accommodations for all students who needed them.
Content Knowledge (Std. 5a)	Candidate conveys inaccurate or incorrect information or shows limited knowledge of subject.	Candidate displays adequate knowledge of the subject at hand.	Candidate displays broad knowledge and deep understanding about the chosen content area but also integrates all content areas throughout the unit; is highly flexible with the material. It is clear that the candidate has mastered content knowledge expertise. Candidate is clear, comfortable, and confident.
Coherence, timing, and pacing  (Std. 5c)	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. Timing and pacing are appropriate for the targeted age group and student demographics.

<p>Adherence to written plan/ capitalizing on the teachable moment (Std.5c)</p>	<p>Loses track or goes out of sequence or leaves out critical component(s) or material OR rigid adherence when the situation calls for modifications.</p>	<p>Mostly adheres to plan. Most deviations reflect reasonable responses to the actual situation, although some minor deviations might be due simply to oversight.</p>	<p>Adheres to plan with only insignificant minor variations unless situation calls for deviation. Makes an on-the-spot developmentally and individually appropriate change that improves the lesson.</p>
<p>Delivery (Std. 5c)</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 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. 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. Instructions, directions, or explanations crystal clear. Students knew what to do without needing clarifications. All aspects of delivery are age appropriate and individually appropriate. It is clear that the candidate has acquired knowledge about each child and uses that knowledge to ensure all students learn.</p>
<p>Student Engagement and Classroom Management (Std. 5c)</p>	<p>Low student engagement; many students visibly disinterested and/or inattentive. Sense of disorganization; difficulty moving students from one portion of the lesson to another. Behavior or interruption caused major interference in or breakdown of lesson.</p>	<p>Students mostly engaged and interested with some exceptions. Transitions mostly smooth with occasional lapses and some time lost. Behavior or interruption caused some interference in lesson but lesson continued.</p>	<p>Students highly engaged throughout with minimal exceptions. Well-organized; students know what to expect. Smooth transitions. Little lost time. Behavior or interruption handled in a highly effective manner with a minimum disruption of learning. Young students are engaged because all aspects of the lessons are clear and relate to one another: standards, goals, materials, lesson and are all developmentally and individually appropriate.</p>

Summer 2015 EDTE 613 Video Lesson	NAEYC Standard	Approaches	%	Meets	%	Exceeds	%
N= 6							
Lesson overview	5c	0		4	67%	2	33%
Standards	5c	0		4	67%	2	33%
Lesson Objectives	5c	0		4	67%	2	33%
Materials	5c	0		4	67%	2	33%
Anticipatory set	5c	0		4	67%	2	33%
Core instruction	5c	0		4	67%	2	33%
Closure	5b	0		4	67%	2	33%
Assessment	5c	0		4	67%	2	33%
Accommodation	5b	0		4	67%	2	33%
Homework	5c	0		4	67%	2	33%
Reflective Practice	5c	0		4	67%	2	33%
Mechanics	5a	0		4	67%	2	33%
Overall Cohesion	7a and 7b	0		4	67%	2	33%
Evidence of Planning	5c	0		4	67%	2	33%
Delivery	5c	0		4	67%	2	33%
Student Engagement	5c	0		4	67%	2	33%

Summer 2015 EDTE 611 Video Lesson	NAEYC Standard	Approaches	%	Meets	%	Exceeds	%
N= 8							
Lesson overview	5c	0		3	38%	5	62%
Standards	5c	0		3	38%	5	62%
Lesson Objectives	5c	0		3	38%	5	62%
Materials	5c	0		3	38%	5	62%
Anticipatory set	5c	0		3	38%	5	62%
Core instruction	5c			3	38%	5	62%
Closure	5b			3	38%	5	62%
Assessment	5c			3	38%	5	62%
Accommodation	5b			3	38%	5	62%
Homework	5c			3	38%	5	62%
Reflective Practice	5c			3	38%	5	62%
Mechanics	5a			3	38%	5	62%
Overall Cohesion	7a and 7b			3	38%	5	62%
Evidence of Planning	5c			3	38%	5	62%



## **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 towards teaching.

The organization and construction of the professional portfolio is a major component of the Advanced Seminar in Student Teaching (EDTE 689). Candidates complete the portfolio during their last semester in the Early Childhood program, concurrently with EDTE 671 (Student Teaching in Early Childhood Education).

### **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 their teaching history and teaching skills, as well as their ability to conduct related research and to 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, as well as being graded on organization.

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

#### **NAEYC Standard 1: 1a, 1b, 1c: Promoting Child Development and Learning**

This assignment aligns with NAEYC standard 1 because candidates are required to demonstrate understanding about child development and early learning. In addition, candidates are required to demonstrate this knowledge by researching related information on child development and early learning and by providing documentation that supports and demonstrates their knowledge. (InTASC Principles 1, 2, 3, 5, 8)

#### **NAEYC Standard 6: 6a, 6b, 6c, 6d, 6e: 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 vast 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 papers, InTASC Principles 4, 6, 7, 9, and 10).



## Portfolio Rubric

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

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

	Approaches	Meets	Exceeds
<p><b>Introduction</b> 10%</p> <p>In this section of the portfolio, candidates introduce themselves as professionals. There is to be a table of contents that aligns your professional standards to the InTASC standards.</p> <p>(NAEYC Std. 6a)</p>	<p>Some organization is evident, introduction present and professional (few errors) standards are mostly aligned.</p>	<p>Organization is clear and professional standards are aligned to InTASC</p>	<p>Organization is exceptionally clear and professional standards are aligned to InTASC Principles, clearly identifying oneself with the Early Childhood field.</p>
<p><b>Position Papers (6 papers total)</b> 10%</p> <p>Paper #1 Philosophy</p> <p>Paper #2 Accommodating Individual Needs</p> <p>Paper #3 Learning Environment</p> <p>Paper #4 Curriculum Strategies</p> <p>Paper #5 School/Community Resources</p> <p>Paper #6 Professional Development</p> <p>(NAEYC Std. 6e)</p>	<p>Papers are mostly well written and express views. Candidate misses more than one of the required components.</p>	<p>Papers well written and express views clearly. Candidate reflects on NAEYC standards and related research.</p>	<p>Papers are very well written and express views and reflection exceptionally well ensuring to incorporate and demonstrate ways the NAEYC standards are met throughout each paper. Candidate also integrates relevant research into each paper demonstrating the ability to understand the important role they play in each child's life.</p>

	Approaches	Meets	Exceeds
<p>Principle 1: Learner Development 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. 1a)</p>	<p>Rationale for artifact is written 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, integrates related research, and evidence overwhelmingly documents the standard</p>
<p>Principle 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. 1a )</p>	<p>Rationale for artifact is written 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, integrates related research, and evidence overwhelmingly documents the standard</p>
<p>Principle 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. 1c)</p>	<p>Rationale for artifact is written 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>Principle 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 6d )</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>Principle 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 1b )</p>	<p>Rationale for artifact is written 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
<p>Principle 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. 6c )</p>	<p>Rationale for artifact is written 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>Principle 7 Planning for Instruction 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. 6d)</p>	<p>Rationale for artifact is written 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>Principle 8 Instructional Strategies 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.1c)</p>	<p>Rationale for artifact is written 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>Principle 9 Professional Learning and Ethical Practice 7%</p> <p>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.</p> <p>(NAEYC 6b)</p>	<p>Rationale for artifact is written 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	
<p>Principle 10 Leadership and Collaboration 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 6c)</p>	<p>Rationale for artifact is written 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>Portfolio Organization 10%</p> <p>Portfolio is clearly organized, neat, well written and reflects profession work of a beginning teacher.</p> <p>(NAEYC 6c)</p>	<p>Materials are somewhat organized and is beginning to look like work of a beginning teacher</p>	<p>Materials are organized, well written and reflects professional work of a beginning teacher</p>	<p>Materials are very well organized and well written and reflects professional work of a highly qualified beginning teacher</p>	
Final Grade		Approaches	Meets	Exceeds

### 3. A brief analysis of the data findings

During Fall 2015, one- hundred percent (100%) of the candidates met or exceeded the standards. The data indicate that seventy-five percent (75%) of the candidates met the standards, while twenty-five percent (25%) of the candidates exceeded the standards.

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

The data for Fall 2015 reveal that one-hundred percent (100%) of candidates met or exceeded the standards. This demonstrates that the candidates have acquired sufficient knowledge about child development and early learning, have demonstrated the ability to conduct relevant and related research about child development and providing positive early learning experiences for all students, and understand the role they play in ensuring that all students have equal access to the academic and social content. 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. Our goal is to ensure that at least fifty percent (50%) of the candidates exceed this standard.

Assessment #6 N= 4 candidates InTASC	Fall 2015 NAEYC Std.	Approaches	%	Meets	%	Exceeds	%
Introduction	Std. 6a	0		3	75%	1	25%
Position Papers	Std. 6e	0		3	75%	1	25%
Principle 1	Std. 1a	0		3	75%	1	25%
Principle 2	Std. 1a	0		3	75%	1	25%
Principle 3	Std.1c	0		3	75%	1	25%
Principle 4	Std.6d	0		3	75%	1	25%
Principle 5	Std.1b	0		3	75%	1	25%
Principle 6	Std. 6c	0		3	75%	1	25%
Principle 7	Std. 6d	0		3	75%	1	25%
Principle 8	Std. 1c	0		3	75%	1	25%
Principle 9	Std.6b	0		3	75%	1	25%
Principle 10	Std. 6c	0		3	75%	1	25%
Portfolio Organization	Std. 6c	0		3	75%	1	25%

## 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). Teachers of record will complete this assignment in their current PreK3-third grade teaching placement. Candidates who are not teachers of record will be placed in a PreK3-third grade placement by the university faculty advisor and/or by the early childhood program coordinator.

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 behavior or academic skill. The candidates implement a set of lessons (this is determined based on skill or behavior 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 NAEYC standards 1 and NAEYC standards 3, as follows:

- Phase I: Introduction (NAEYC Std.1b);  
Statement of the Problem (NAEYC Std. 3a)
- Phase II: Literature Review  
Establishment of Learning goals and learning (NAEYC Std. 1c)  
Development of Research-based strategies (NAEYC Std. 3a)
- Phase III: Assessment Plan and design (NAEYC Standard 3a)  
Assessment Design (NAEYC Standard 3b)
- Phase IV: Reflection- Interpretation, and Analysis of Student Learning (NAEYC Standard 3b)
- Phase V: Presentation (NAEYC Std.3d)

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

**Phase I: Introduction** (NAEYC Standard 1b) 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.

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 with 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; and
- **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.

### **Statement of the Problem (NAEYC Std. 3a)**

#### **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 Std. 3a)

### **Phase II: Literature Review (NAEYC Standards 3a)**

#### **A. Establishment of Learning Goals and Learning Objectives (NAEYC Standard 1c)**

In phase II, candidates are required to establish 2-3 learning goals 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 3a- Understanding goals, benefits, and uses of assessments)**

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 and knowledge about the purposes of implementing and reflecting on assessments (Standard 3a) in order to design and implement developmentally and individually appropriate instruction to the chosen child(ren). The goal is that the Early Childhood candidates can demonstrate why, what, where, how, and for whom they are planning goals, objectives, assessments, and instruction.

### **Phase III: Assessment Plans and Lessons (3b)**

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.

Candidates are expected to demonstrate knowledge about the importance of conducting ongoing assessments in order to inform instruction and develop appropriate assessments that will aid in meeting the developmental needs/goals for the action research study. Candidates are also expected to clearly demonstrate ways they will partner with families and other colleagues to ensure early learning success.

**Phase IV: Reflection (NAEYC Standard 3c)**

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. 3d)** Candidates are required to present their findings to their peers, using technology.



	APPROACHES	MEETS	EXCEEDS
<p><b>Phase I -Introduction</b></p> <p>Background information on the school, staffing, facilities, and classroom is collected and results in the formation of a problem statement. (NAEYC Std. 1b)</p>	<p>One or more components missing or one or more components ineffective, inappropriate.</p>	<p>Missing one of the required components. Candidate incorporated knowledge about child development and early learning to help describe and provide relevant background information.</p>	<p>All components complete. Evidence of expert attention to detail in providing valid and relevant background information about the school, staffing, facilities, the classroom, and the chosen students. It is clear that the candidate is able to use knowledge about child development and early learning to introduce the setting. It is clear that the candidate has already begun to reflect on all aspects of student learning.</p>
<p><b>Statement of the Problem</b></p> <p>Candidates identify needs of the class and age group 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. (NAEYC Std. 3a)</p>	<p>Problem statement is unclear or not articulated clearly. Observational data incomplete.</p>	<p>Problem statement is clear and based on complete data. Missing one component. Problem statement is aligned to the goals, curriculum, and intervention plans.</p>	<p>The statement of the problem is clearly stated. Problem statement is clear and based on complete and relevant collected data. The problem statement is clearly aligned to the goals, curriculum, and interventions plan.</p>

<p><b>Phase II Review of the Literature/Research in the area of need</b></p> <p>A. Establishment of Learning Goals and Learning Objectives (NAEYC Standard 1c)</p>	<p>Some lack of clarity about how goals and objectives align with related research.</p>	<p>Candidate uses research about child development and effective learning environments to align and establish appropriate goals and objectives.</p>	<p>Candidate demonstrates a clear understanding about the importance of aligning learning goals and learning objectives to research related to child development, learning environments and effective strategies.</p>
<p>B. Development of Research-Based Strategies for Instruction (Standard 3a- Understanding goals, benefits, and uses of assessments)</p>	<p>Unclear how components align. Unclear whether the candidate used related research to design appropriate strategies.</p>	<p>Candidate utilizes research conducted to develop strategies that will impact learning. Unclear how one of the component align</p>	<p>The candidates select developmentally 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 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><b>Phase III Assessment Plans and lessons</b> 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. 3b)</p>	<p>Plan documents show implementation has begun, data indicate methods and techniques to apply knowledge</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>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><b>Phase IV Discussions, Analysis, and Reflection</b> Thorough and detailed treatment plan provided. Critical reflection is included (NAEYC Std. 3c)</p>	<p>Plan was incomplete or insufficient detail was provided to understand the plan.</p> <p>Reflections are incomplete and lack depth of understanding of techniques to apply knowledge.</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 are complete and show understanding of techniques to apply knowledge.</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 early student learning.</p> <p>Reflections are complete and show insight into issues that affect learning.</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 are partially explained and demonstrates an understanding of the purpose of assessment.</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>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><b>Phase V Presentation</b> 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><b>Power Point Quality</b></p> <p>The power point is easily visible and readable. Data are clear and is charted correctly.</p> <p>Information on power point is not over crowded and is inviting. (NAEYC Std. 3d)</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.</p> <p>Power Point is poorly designed and difficult to read. Data chart is minimally effective.</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 are correctly charted.</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 are correctly charted in detail.</p>

Comments:

TOTAL \_\_\_\_\_

### 3. Analysis of the Data Findings

During the Fall 2015, one-hundred (100%) percent of the candidates met or exceeded the standards. The data revealed that seventy-five percent (75%) of the candidates met the standards, while twenty-five percent (25%) of the candidates exceeded the standards.

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

During the Fall 2015, one-hundred (100%) of the candidates met or exceeded the standard. 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 have demonstrated knowledge in child development, assessment, content knowledge, have acquired the ability to conduct and interpret related theories and research. In addition, one-hundred (100%) percent of candidates demonstrate an understanding about the importance of differentiating instruction and providing developmental, individual, and culturally appropriate strategies and practices for all young children. Our goal moving forward would be that at least fifty percent of candidates exceed this standard.

Assessment #8, Fall, 2015 N= 4 students	Approaches	%	Meets	%	Exceeds	%
Phase 1 Introduction: NAEYC Std. 1b	0		3	75%	1	25%
Statement of the Problem: NAEYC Std. 3a			3	75%	1	25%
Phase 2- Literature review: A.NAEYC Std. 1c	0		3	75%	1	25%
B. NAEYC Std. 3a			3	75%	1	25%
Phase 3- Assessment and Plans: NAEYC Std. 3b	0		3	75%	1	25%
Phase 4- Reflection: NAEYC Std. 3c	0		3	75%	1	25%
Phase 5 – Presentation: NAEYC Std. 3d	0		3	75%	1	25%

Table 1- Observe and Practice 7a. and 7b.

7a. Opportunities to observe and practice in at least two of the three early childhood age groups.

<p>Observe: 3-5, 5-8 years old</p>	<p>Candidates are required to conduct field experiences in EDTE 610 (Early Childhood Development in Family and Culture), EDTE 612 (Constructing and Integrating the Early Childhood Curriculum), EDCC 530 (Education of Exceptional Children/Youth), and EDCC 541 (Foundations of Education: The Art of Teaching and Learning).</p>
<p>Practice: 3-5, 5-8 years old</p>	<p>Candidates have to conduct unit plans for EDTE 612 (Constructing and Integrating the Early Childhood Curriculum), EDTE 613 (Developing Concepts in Early Childhood Mathematics and Science for Diverse Learners, and EDTE 627 (Literacy Assessment and Instruction for Early and Emergent Readers).</p> <p>These unit plans require candidates to plan a unit and to conduct one of the three required lessons with both age groups: students, 3-5 years old and students 5-8 years old.</p>

7b. Opportunities to observe and practice in at least two of the three main types of early education settings.

<p><b>Observe:</b></p>	<p>Candidates are required to observe in EDTE 612 (Constructing and Integrating the Early Childhood Curriculum) in a Montessori or Reggio program.</p> <p>Candidates observe in a special education setting during EDCC 530 (Education of Exceptional Children and Youth).</p>
<p><b>Practice:</b></p>	<p>Candidates are required to practice in various settings during 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), and EDTE 614 (Assessment in Early Childhood for Diverse Learners).</p>

The following chart disaggregates and discusses the methods courses and how they address Standards 7a and 7b, as well as providing detailed descriptions discussing core courses and the ways they address Standards 7a and 7b.

Table 2: Course descriptions that meet 7a. and 7b.

Standard 7	Course requirement	Next Steps/ Newly implemented
<p>Standard 7a and 7b</p> <p>Observe-</p>	<p>EDTE 610 (Early Childhood Development in Family and Culture)</p> <p>Social Justice Project</p> <p>Candidates are required to choose a social justice topic, research that topic, and then observe in a 3-5, or 5-8 year old setting that appropriately meets the needs of young children related to the chosen topic.</p> <p>2 hours observation and/or interview</p>	<p>Beginning Fall 2015, candidates are required to complete at least 2 hours of observation and/or to interview the director of an organization approved by the course instructor and that appropriately meets the social justice needs of young children of color, poverty, gender identity issues, or homelessness. For example, during Fall 2015 candidates conducted observations in local homeless centers dedicated to meeting the needs of young children, birth through 3<sup>rd</sup> grade, by incorporating appropriate play into their day.</p> <p>Another candidate observed an EDUCARE facility in Southeast DC and interviewed the directors about the strategies used to meet the needs of the young children they serve, birth through 5 years old in Southeast DC.</p> <p>Candidates who are not familiar with Head Start completed their observations in a Head Start classroom.</p>
<p>Morning Meeting unit plan – 7a</p>	<p>EDTE 611 (Literacy</p>	

<p>Practice-</p>	<p>Development Across the Curriculum)</p> <p>Morning Meeting Unit Plan-</p> <p>Candidates are required to choose an age group/grade level, PreK3-third grade, and to create an original morning meeting unit plan integrating language and literacy activities with instruction in other content areas: science, math, social studies, art, or physical education.</p> <p>Candidates are then required to conduct one of the lessons and to videotape the chosen lesson. Candidates who are teachers of record in an accredited school setting can choose to conduct the lesson in their current school setting or may choose to conduct the lesson in a peer's classroom.</p> <p>EDTE 611 (Literacy Development Across the Curriculum)</p> <p>Parent Literacy Interview</p>	<p>Beginning Summer, 2016, candidates will be required to observe in a 3-5, or 5-8 year old setting with a "highly qualified" teacher. The candidate will be required to observe the teacher conducting a morning meeting.</p>
<p>Parent Literacy Interview- Standard 7a Observe -</p>	<p>Candidates choose an age group and interview the parents of two (2) different children, aged preschool-3<sup>rd</sup> grade, to find out about the parents' literacy attitudes and practices.</p> <p>Candidates create a pamphlet that explains the importance of the literacy topic that derived from speaking with the two families. At least 4 hours</p>	

<p>Unit plan – Standard 7a</p> <p>Practice-</p>	<p>EDTE 612 (Constructing and Integrating the Early Childhood Curriculum)</p> <p>Unit plan</p> <p>This is an in-depth project developed by the teacher candidate in Early Childhood Education.</p> <p>Candidates choose a content area as a focal point and unit “theme.” One project must be designed for children age 3-5 and another for children age 5-8.</p> <p>Candidates are required to videotape one lesson from their unit from each chosen age group and to reflect on the lesson.</p>	
<p>7b.</p> <p>Observe - Site Visit – Standard 7b</p>	<p>EDTE 612 (Constructing and Integrating the Early Childhood Curriculum)</p> <p>Site Visit</p> <p>Each candidate is required to research and visit two different types of schools: Montessori, Reggio, Project based, Tools of the Mind, Progressive, and/or Waldorf.</p> <p>Candidates are required to set up the visit, obtain principal/director signature, take a tour, and observe in each classroom for at least 2 hours.</p> <p>After visiting each site,</p>	



	<p>candidates write a 4-5 page reflection discussing the visit, reflecting on the classroom environment, classroom instruction, and take-aways.</p>	
<p>Integrated Unit- Standard 7a and 7b</p> <p>7a- Practice</p>	<p>EDTE 613 (Developing Concepts in Early Childhood Mathematics and Science for Diverse Learners</p> <p>Integrated unit of study –</p> <p>This science and math unit requires candidates to choose an age group: PreK3- 8 years old and to complete 3 science specific lesson plans and to also choose a different age group, PreK-third grade, and complete 3 math-specific lesson plans.</p> <p>Candidates videotape one of the completed lessons. Candidates are required to videotape the lesson which uses the APP- Aurasma, and write a reflection about the lesson, making sure to cite related research for the written reflection.</p> <p>Candidates will teach the lesson in an approved early childhood setting with one of the chosen age groups with at least five students integrating the APP- Aurasma.</p>	<p>During the summer, 2015, the integrated unit of study incorporated technology as a requirement. Candidates utilize the APP- Aurasma- as one tool to integrate technology into the curriculum. Candidates are required to learn about the APP and utilize it in one of their lessons.</p>
<p>Observe - Field Trip- Standard 7b.</p>	<p>Field Trip</p>	

	<p>Candidates will choose an age group and a theme and will take a field trip to one of the Smithsonian museums.</p> <p>Candidates are required to spend three hours visiting the museum/s of their choice where the chosen age group of children's knowledge of math and science concepts can be extended.</p>	<p>Candidates will observe in one of the Smithsonian child care centers to identify ways in which these child care centers utilize and incorporate the museums into their curriculum.</p>
<p>Practice - Child Study- Standard 7a and 7b</p>	<p>EDTE 614 (Assessment in Early Childhood for Diverse Learners)</p> <p>Child Study</p> <p>The purpose of this assignment is to document the candidates' ability to work with a student in a one-on-one or small group situation using what they have learned in methods course work. This semester-long intervention/tutoring project should have minimum of 10 hours of documented contact time.</p> <p>Once an age group/grade, particular student, area of concern, and strategy is articulated, the candidate begins implementation of the plan.</p> <p>Data collection is on-going and treatment implementation and changes are documented over time. This is a three-part assignment.</p>	<p>Starting in 2016, candidates will be required to observe a "high qualified" educator, working with 3-5, or 5-8 year olds, conduct a formal assessment.</p>
<p>Standard 7a and 7b Practice</p>	<p>EDTE 627 (Literacy Assessment and Instruction for Early and Emergent</p>	

	<p>Readers</p> <p>Tutoring Project</p> <p>Candidates are required to choose an age, group PreK3-third grade, and a location/type of child care center, and to choose one student who may be struggling in reading.</p> <p>Candidates are required to conduct a DRA/running record with the student and to complete guided reading strategies.</p>	
<p>Standard 7a and 7b</p> <p>Practice</p>	<p>EDTE 689</p> <p>Action Research Case Study</p> <p>Candidates are required to choose a grade level/age group, and a child care location, and an area of need and to conduct ongoing assessments and interventions related to the chosen area of need.</p>	

<p>Student Teaching</p> <p>Standard 7a and 7b</p> <p>Practice</p>	<p>EDTE 671 (Student Teaching in Early Childhood Education)</p> <p>Student Teaching</p> <p>Candidates who are teachers of record in accredited schools complete the student teaching requirement in their current teaching setting, PreK3-third grade.</p> <p>Candidates who are not teachers of record are placed in an accredited early childhood school setting with an intentional PreK3-third grade teacher. The school, the teacher, and the grade level are chosen by the candidate's advisor based on the candidate's classroom experiences. For example, if a candidate conducted most of their field experience requirements in a PreK3 placement, the advisor will choose to place the candidate in a first-third grade student teaching placement to ensure that the candidate gains opportunities to teach in upper early childhood classrooms.</p>	
<p>Core Courses</p> <p>7a and 7b- Observe</p>	<p>EDCC 541 (Foundations of Education: The Art of Teaching and Learning)</p> <p>15 hours</p> <p>Observation of Two Teachers</p> <p>Candidates observe and interview two teachers in Early Childhood education,</p>	

	<p>PreK3- third grade, noting the physical environment and how it affects instruction.</p> <p>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.</p> <p>EDCC 530 (Education of Exceptional Children/Youth)-</p> <p>15 hours</p> <p>Observation of Classes with CLD and Exceptional Students</p> <p>Candidates make three visits to educational centers and one visit to an organization serving as advocate for individuals identified as having special needs.</p> <p>They observe classes at an education setting, facility, camp, or other educational program that involves special needs and/or gifted and talented students.</p> <p>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</p>	
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