

University of Arkansas at Pine Bluff  
School of Education  
Early Childhood Education Majors  
Data Table – Assessment 4  
Fall 2008  
3.3.G

NAEYC Standards	Does Not Meet Expectations "D/F"	Meets Expectations "B/C"	Exceeds Expectations "A"
<b>Standard 1. Promoting Child Development and Learning</b> Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environment that are <b>healthy, respectful, supportive and challenging</b> for all children. <b>NAEYC Standard 1 Elements:</b> 1a. Knowing and understanding young children's characteristics and needs. 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using development knowledge to create healthy, respectful, supportive and challenging learning environments.	0	3	6
<b>Standard 2. Building Family and Community Relationships.</b> Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationship that support and empower families, and involve all families in their children's development and learning.	0	3	6

<p><b>NAEYC Standard 2 Elements:</b></p> <p>2a. Knowing about and understanding family and community characteristics.</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationship.</p> <p>2c. Involving families and communities in their children's development and learning.</p>	0	3	6
<p><b>3 Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.</b></p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professional, to positively influence children's development and learning.</p> <p><b>NAEYC standard 3 Elements:</b></p> <p>3a. Understanding the goals, benefits, and use of assessment.</p> <p>3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p> <p>3c. Understanding and practicing responsible assessment.</p> <p>3d. Knowing about assessment partnership with families and other professionals.</p>	0	3	6

<p><b>Standard 4. Teaching and Learning</b>  Candidate integrate their understanding of their and relationship with children and families: their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and development and learning for all young children.</p> <ul style="list-style-type: none"> <li>• Sub- Standard 4a. Connecting with children and families</li> <li>• Sub- Standard 4b. Using developmentally effective's approaches.</li> <li>• Sub-Standard 4c. Understanding content knowledge in early education.</li> <li>• Sub-Standard 4d. Building meaningful curriculum.</li> </ul> <p><b>NAEYC Standard 4 Elements:</b>  4a. Knowing, understanding, and using positive relationship and supportive interactions  4b. Knowing understanding and using effective approaches, strategies, and tools for early education.  4c. Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.  4d. Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes.</p>	<p>0</p> <p>0</p>	<p>3</p> <p>3</p>	<p>6</p> <p>6</p>
<p><b>Standard 5. Becoming a Professional</b></p> <p>Candidates indentify and conduct themselves ad members of the early childhood profession. They</p>	<p>0</p>	<p>3</p>	<p>6</p>

<p>know and use ethical guidelines and other professional standards relates to early childhood practice. They demonstrate knowledgeable reflective and critical perspective on their works, making informed decisions that integrate informed advocates for sound educational practices and policies.</p> <p><b>NAEYC Standard 5 Elements:</b></p> <p>5a. Identifying and involving oneself with the early childhood field.</p> <p>5b. Knowing about and upholding ethical standards and other professional guidelines.</p> <p>5c. Engaging in continuous, collaborative learning to inform practice.</p> <p>5d. Integrating knowledgeable, reflective and critical perspectives on early education.</p> <p>5e. Engaging in informed advocacy for children and the profession.</p>			
<p><b>Total Number of Student Teachers</b> <b>Fall 2008=9</b></p>			

University of Arkansas at Pine Bluff  
School of Education  
Early Childhood Education Majors  
Data Table – Assessment 4  
Spring 2009

NAEYC Standards	Does Not Meet Expectations “D/F”	Meets Expectations “B/C”	Exceeds Expectations “A”
<b>Standard 1. Promoting Child Development and Learning</b> Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environment that are <b>healthy, respectful, supportive and challenging</b> for all children. <b>Elements</b> 1a. Knowing and understanding young children’s characteristics and needs. 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using development knowledge to create healthy, respectful, supportive and challenging learning environments.	0	5	8
<b>Standard 2. Building Family and Community Relationships.</b> Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationship that support and empower families, and involve all families in their children’s development and learning. <b>NAEYC Standard 2 Elements:</b>	0	6	7

<p>2a. Knowing about and understanding family and community characteristics.</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationship.</p> <p>2c. Involving families and communities in their children's development and learning.</p>	0	6	7
<p><b>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.</b></p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professional, to positively influence children's development and learning.</p> <p><b>NAEYC Standard 3 Elements:</b></p> <p>3a. Understanding the goals, benefits, and use of assessment.</p> <p>3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p> <p>3c. Understanding and practicing responsible assessment.</p> <p>3d. Knowing about assessment partnership with families and other professionals.</p>	0	5	8

<p><b>Standard 4. Teaching and Learning</b>  Candidate integrate their understanding of their and relationship with children and families: their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and development and learning for all young children.</p> <ul style="list-style-type: none"> <li>• Sub- Standard 4a. Connecting with children and families</li> <li>• Sub- Standard 4b. Using developmentally effective's approaches.</li> <li>• Sub-Standard 4c. Understanding content knowledge in early education.</li> <li>• Sub-Standard 4d. Building meaningful curriculum.</li> </ul> <p><b>NAEYC Standard 4 Elements:</b>  4a. Knowing, understanding, and using positive relationship and supportive interactions  4b. Knowing understanding and using effective approaches, strategies, and tools for early education.  4c. Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.  4d. Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes.</p>	<p>0</p> <p>0</p>	<p>5</p> <p>5</p>	<p>8</p> <p>8</p>
<p><b>Standard 5. Becoming a Professional</b></p> <p>Candidates indentify and conduct themselves ad members of the early childhood profession. They</p>	<p>0</p>	<p>5</p>	<p>8</p>

<p>know and use ethical guidelines and other professional standards relates to early childhood practice. They demonstrate knowledgeable reflective and critical perspective on their works, making informed decisions that integrate informed advocates for sound educational practices and policies.</p> <p><b>NAEYC Standard 5 Elements:</b></p> <p>5a. Identifying and involving oneself with the early childhood field.</p> <p>5b. Knowing about and upholding ethical standards and other professional guidelines.</p> <p>5c. Engaging in continuous, collaborative learning to inform practice.</p> <p>5d. Integrating knowledgeable, reflective and critical perspectives on early education.</p> <p>5e. Engaging in informed advocacy for children and the profession.</p>			
<p><b>Total Number of Student Teachers</b>  <b>Spring 2009= 13</b></p>			



University of Arkansas at Pine Bluff  
School of Education  
Early Childhood Education Majors  
Data Table – Assessment 4  
Fall 2009

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<b>Standard 1. Promoting Child Development and Learning</b> Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environment that are <b>healthy, respectful, supportive and challenging</b> for all children. <b>NAEYC Standard 1 Elements:</b> 1a. Knowing and understanding young children's characteristics and needs. 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using development knowledge to create healthy, respectful, supportive and challenging learning environments.	0	4	5
<b>Standard 2. Building Family and Community Relationships.</b> Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationship that support and empower families, and involve all families in their children's development and learning. <b>NAEYC Standard 2 Elements:</b>	0	4	5

<p>2a. Knowing about and understanding family and community characteristics.</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationship.</p> <p>2c. Involving families and communities in their children's development and learning.</p>	0	4	5
<p><b>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.</b></p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professional, to positively influence children's development and learning.</p> <p><b>NAEYC Standard 3 Elements:</b></p> <p>3a. Understanding the goals, benefits, and use of assessment.</p> <p>3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p> <p>3c. Understanding and practicing responsible assessment.</p> <p>3d. Knowing about assessment partnership with families and other professionals.</p>	0	3	6



<p>know and use ethical guidelines and other professional standards relates to early childhood practice. They demonstrate knowledgeable reflective and critical perspective on their works, making informed decisions that integrate informed advocates for sound educational practices and policies.</p> <p><b>NAEYC Standard 5 Elements:</b></p> <p>5a. Identifying and involving oneself with the early childhood field.</p> <p>5b. Knowing about and upholding ethical standards and other professional guidelines.</p> <p>5c. Engaging in continuous, collaborative learning to inform practice.</p> <p>5d. Integrating knowledgeable, reflective and critical perspectives on early education.</p> <p>5e. Engaging in informed advocacy for children and the profession.</p>			
<p><b>Total Number of Student Teachers</b> <b>Fall 2009= 9</b></p>			

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Spring 2010

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<b>Standard 1. Promoting Child Development and Learning</b> Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environment that are <b>healthy, respectful, supportive and challenging</b> for all children. <b>NAEYC Standard 1 Elements:</b> 1a. Knowing and understanding young children's characteristics and needs. 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using development knowledge to create healthy, respectful, supportive and challenging learning environments.	0	2	7
<b>Standard 2. Building Family and Community Relationships.</b> Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationship that support and empower families, and involve all families in their children's development and learning. <b>NAEYC Standard 2 Elements:</b>	0	3	6

<p>2a. Knowing about and understanding family and community characteristics.</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationship.</p> <p>2c. Involving families and communities in their children's development and learning.</p>	0	3	6
<p><b>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.</b></p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professional, to positively influence children's development and learning.</p> <p><b>NAEYC Standard 3 Elements:</b></p> <p>3a. Understanding the goals, benefits, and use of assessment.</p> <p>3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p> <p>3c. Understanding and practicing responsible assessment.</p> <p>3d. Knowing about assessment partnership with families and other professionals.</p>	0	2	7

<p><b>Standard 4. Teaching and Learning</b>  Candidate integrate their understanding of their and relationship with children and families: their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and development and learning for all young children.</p> <ul style="list-style-type: none"> <li>• Sub- Standard 4a. Connecting with children and families</li> <li>• Sub- Standard 4b. Using developmentally effective's approaches.</li> <li>• Sub-Standard 4c. Understanding content knowledge in early education.</li> <li>• Sub-Standard 4d. Building meaningful curriculum.</li> </ul> <p><b>NAEYC Standard 4 Elements:</b>  4a. Knowing, understanding, and using positive relationship and supportive interactions  4b. Knowing understanding and using effective approaches, strategies, and tools for early education.  4c. Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.  4d. Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes.</p>	<p>0</p> <p>0</p>	<p>2</p> <p>2</p>	<p>7</p> <p>7</p>
<p><b>Standard 5. Becoming a Professional</b></p> <p>Candidates indentify and conduct themselves ad members of the early childhood profession. They</p>	<p>0</p>	<p>3</p>	<p>6</p>

<p>know and use ethical guidelines and other professional standards relates to early childhood practice. They demonstrate knowledgeable, reflective and critical perspective on their works, making informed decision that integrates informed advocates for sound educational practices and policies.</p> <p><b>NAEYC Standard 5 Elements:</b></p> <p>5a. Identifying and involving oneself with the early childhood field.</p> <p>5b. Knowing about and upholding ethical standards and other professional guidelines.</p> <p>5c. Engaging in continuous, collaborative learning to inform practice.</p> <p>5d. Integrating knowledgeable, reflective and critical perspectives on early education.</p> <p>5e. Engaging in informed advocacy for children and the profession.</p>			
<p><b>Total Number of Student Teachers</b> <b>Spring 2010= 9</b></p>			



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Fall 2010

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<b>Standard 1. Promoting Child Development and Learning</b> Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environment that are <b>healthy, respectful, supportive and challenging</b> for all children. <b>NAEYC Standard 1 Elements:</b> 1a. Knowing and understanding young children’s characteristics and needs. 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using development knowledge to create healthy, respectful, supportive and challenging learning environments.	0	2	3
<b>Standard 2. Building Family and Community Relationships.</b> Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationship that support and empower families, and involve all families in their children’s development and learning. <b>NAEYC Standard 2 Elements:</b>	0	2	3

<p>2a. Knowing about and understanding family and community characteristics.</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationship.</p> <p>2c. Involving families and communities in their children's development and learning.</p>	0	2	3
<p><b>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.</b></p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professional, to positively influence children's development and learning.</p> <p><b>NAEYC Standard 3 Elements:</b></p> <p>3a. Understanding the goals, benefits, and use of assessment.</p> <p>3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p> <p>3c. Understanding and practicing responsible assessment.</p> <p>3d. Knowing about assessment partnership with families and other professionals.</p>	0	2	3



<p>know and use ethical guidelines and other professional standards relates to early childhood practice. They demonstrate knowledgeable, reflective and critical perspective on their works, making informed decision that integrates informed advocates for sound educational practices and policies.</p> <p><b>NAEYC Standard 5 Elements:</b></p> <p>5a. Identifying and involving oneself with the early childhood field.</p> <p>5b. Knowing about and upholding ethical standards and other professional guidelines.</p> <p>5c. Engaging in continuous, collaborative learning to inform practice.</p> <p>5d. Integrating knowledgeable, reflective and critical perspectives on early education.</p> <p>5e. Engaging in informed advocacy for children and the profession.</p>			
<p><b>Total Number of Student Teachers</b>  <b>Fall 2010= 5</b></p>			

University of Arkansas at Pine Bluff  
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Data Table – Assessment 4  
Spring 2011

NAEYC Standards	Does Not Meet Expectations "D/F"	Meets Expectations "B/C"	Exceeds Expectations "A"
<b>Standard 1. Promoting Child Development and Learning</b> Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environment that are <b>healthy, respectful, supportive and challenging</b> for all children. <b>NAEYC Standard 1 Elements:</b> 1a. Knowing and understanding young children's characteristics and needs. 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using development knowledge to create healthy, respectful, supportive and challenging learning environments.	0	3	5
<b>Standard 2. Building Family and Community Relationships.</b> Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationship that support and empower families, and involve all families in their children's development and learning. <b>NAEYC Standard 2 Elements:</b>	0	3	5

<p>2a. Knowing about and understanding family and community characteristics.</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationship.</p> <p>2c. Involving families and communities in their children's development and learning.</p>	0	3	5
<p><b>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.</b></p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professional, to positively influence children's development and learning.</p> <p><b>NAEYC Standard 3 Elements:</b></p> <p>3a. Understanding the goals, benefits, and use of assessment.</p> <p>3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p> <p>3c. Understanding and practicing responsible assessment.</p> <p>3d. Knowing about assessment partnership with families and other professionals.</p>	0	3	5



<p>know and use ethical guidelines and other professional standards relates to early childhood practice. They demonstrate knowledgeable reflective and critical perspective on their works, making informed decisions that integrate informed advocates for sound educational practices and policies</p> <p><b>NAEYC Standard 5 Elements:</b>  5a. Identifying and involving oneself with the early childhood field.  5b. Knowing about and upholding ethical standards and other professional guidelines.  5c. Engaging in continuous, collaborative learning to inform practice.  5d. Integrating knowledgeable, reflective and critical perspectives on early education.  5e. Engaging in informed advocacy for children and the profession.</p>			
<p><b>Total Number of Student Teachers Spring 2011=8</b></p>			



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School of Education  
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Data Table – Assessment 4  
Fall 2011

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<b>Standard 1. Promoting Child Development and Learning</b> Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environment that are <b>healthy, respectful, supportive and challenging</b> for all children. <b>NAEYC Standard 1 Elements:</b> 1a. Knowing and understanding young children's characteristics and needs. 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using development knowledge to create healthy, respectful, supportive and challenging learning environments.	0	4	4
<b>Standard 2. Building Family and Community Relationships.</b> Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationship that support and empower families, and involve all families in their children's development and learning. <b>NAEYC Standard 2 Elements:</b>	0	4	4

<p>2a. Knowing about and understanding family and community characteristics.</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationship.</p> <p>2c. Involving families and communities in their children's development and learning.</p>	0	4	4
<p><b>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.</b></p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professional, to positively influence children's development and learning.</p> <p><b>NAEYC Standard 3 Elements:</b></p> <p>3a. Understanding the goals, benefits, and use of assessment.</p> <p>3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p> <p>3c. Understanding and practicing responsible assessment.</p> <p>3d. Knowing about assessment partnership with families and other professionals.</p>	0	4	4



<p>know and use ethical guidelines and other professional standards relates to early childhood practice. They demonstrate knowledgeable reflective and critical perspective on their works, making informed decisions that integrate informed advocates for sound educational practices and policies</p> <p><b>NAEYC Standard 5 Elements:</b>  5a. Identifying and involving oneself with the early childhood field.  5b. Knowing about and upholding ethical standards and other professional guidelines.  5c. Engaging in continuous, collaborative learning to inform practice.  5d. Integrating knowledgeable, reflective and critical perspectives on early education.  5e. Engaging in informed advocacy for children and the profession.</p>			
<p><b>Total Number of Student Teachers</b>  <b>Fall 2011=8</b></p>			

University of Arkansas at Pine Bluff  
School of Education  
Early Childhood Education Majors  
Data Table – Assessment 4  
Spring 2012

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<b>Standard 1. Promoting Child Development and Learning</b> Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environment that are <b>healthy, respectful, supportive and challenging</b> for all children. <b>NAEYC Standard 1 Elements:</b> 1a. Knowing and understanding young children’s characteristics and needs. 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using development knowledge to create healthy, respectful, supportive and challenging learning environments.	0	1	5
<b>Standard 2. Building Family and Community Relationships.</b> Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationship that support and empower families, and involve all families in their children’s development and learning. <b>NAEYC Standard 2 Elements:</b>	0	1	5

<p>2a. Knowing about and understanding family and community characteristics.</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationship.</p> <p>2c. Involving families and communities in their children's development and learning.</p>	0	1	5
<p><b>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.</b></p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professional, to positively influence children's development and learning.</p> <p><b>NAEYC Standard 3 Elements:</b></p> <p>3a. Understanding the goals, benefits, and use of assessment.</p> <p>3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p> <p>3c. Understanding and practicing responsible assessment.</p> <p>3d. Knowing about assessment partnership with families and other professionals.</p>	0	2	4

<p><b>Standard 4. Teaching and Learning</b>  Candidate integrate their understanding of their and relationship with children and families: their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and development and learning for all young children.</p> <ul style="list-style-type: none"> <li>• Sub- Standard 4a. Connecting with children and families</li> <li>• Sub- Standard 4b. Using developmentally effective's approaches.</li> <li>• Sub-Standard 4c. Understanding content knowledge in early education.</li> <li>• Sub-Standard 4d. Building meaningful curriculum.</li> </ul> <p><b>NAEYC Standard 4 Elements:</b>  4a. Knowing, understanding, and using positive relationship and supportive interactions  4b. Knowing understanding and using effective approaches, strategies, and tools for early education.  4c. Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.  4d. Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes.</p>	<p>0</p> <p>0</p>	<p>0</p> <p>0</p>	<p>6</p> <p>6</p>
<p><b>Standard 5. Becoming a Professional</b>  Candidates indentify and conduct themselves ad members of the early childhood profession. They know and use ethical guidelines and other</p>	<p>0</p>	<p>1</p>	<p>5</p>

<p>professional standards relates to early childhood practice. They demonstrate knowledgeable reflective and critical perspective on their works, making informed decisions that integrate informed advocates for sound educational practices and policies.</p> <p><b>NAEYC Standard 5 Elements:</b></p> <p>5a. Identifying and involving oneself with the early childhood field.</p> <p>5b. Knowing about and upholding ethical standards and other professional guidelines.</p> <p>5c. Engaging in continuous, collaborative learning to inform practice.</p> <p>5d. Integrating knowledgeable, reflective and critical perspectives on early education.</p> <p>5e. Engaging in informed advocacy for children and the profession.</p>			
<p><b>Total Number of Student Teachers</b> <b>Spring 2012-6</b></p>			



**ECE 3301**  
**Child Development**

<b>Criteria</b>	<b>Fall 2007 (n=10)</b>			<b>Spring 2008</b>			<b>Fall 2008 (n=20)</b>		
	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
• Analyze the needs and characteristics of young children	4 40%	2 20%	4 40%	N/A	N/A	N/A	3 15%	11 55%	6 30%
• Analyze multiple influences on development and learning of young children	4 40%	2 20%	4 40%	N/A	N/A	N/A	3 15%	11 55%	6 30%
• Apply developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	4 40%	2 20%	4 40%	N/A	N/A	N/A	3 15%	11 55%	6 30%
• Analyze developmentally appropriate and effective approaches to teaching	4 40%	2 20%	4 40%	N/A	N/A	N/A	3 15%	11 55%	6 30%
• Two-page summary of implications for future teacher candidates	4 40%	2 20%	4 40%	N/A	N/A	N/A	3 15%	11 55%	6 30%
<b>Criteria</b>	<b>Spring 2009 (n=14)</b>			<b>Fall 2009 (n=37)</b>			<b>Spring 2010 (n=20)</b>		
	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
• Analyze the needs and characteristics of young children	5 36%	1 7%	8 57%	9 24%	16 43%	12 32%	8 40%	2 10%	10 50%
• Analyze multiple influences on development and learning of young children	5 36%	1 7%	8 57%	9 24%	16 43%	12 32%	8 40%	2 10%	10 50%
• Apply developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	5 36%	1 7%	8 57%	9 24%	16 43%	12 32%	8 40%	2 10%	10 50%
• Analyze developmentally appropriate and effective approaches to teaching	5 36%	1 7%	8 57%	9 24%	16 43%	12 32%	8 40%	2 10%	10 50%
• Two-page summary of implications for future teacher candidates	5 36%	1 7%	8 57%	9 24%	16 43%	12 32%	8 40%	2 10%	10 50%
<b>Criteria</b>	<b>Fall 2010 (n=33)</b>								
	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>						
• Analyze the needs and characteristics of young children	5 15%	2 6%	26 79%						

<ul style="list-style-type: none"> <li>• Analyze multiple influences on development and learning of young children</li> </ul>	5 15%	2 6%	26 79%
<ul style="list-style-type: none"> <li>• Apply developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</li> </ul>	5 15%	2 6%	26 79%
<ul style="list-style-type: none"> <li>• Analyze developmentally appropriate and effective approaches to teaching</li> </ul>	5 15%	2 6%	26 79%
<ul style="list-style-type: none"> <li>• Two-page summary of implications for future teacher candidates</li> </ul>	5 15%	2 6%	26 79%

**MLED 3301**  
**Adolescent Development**

Criteria	Fall 2007			Spring 2008			Fall 2008 (n=21)		
	Not Met	Partially Met	Met	Not Met	Partially Met	Met	Not Met	Partially Met	Met
<ul style="list-style-type: none"> <li>Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning</li> </ul>	N/A	N/A	N/A	N/A	N/A	N/A	3 14%	7 33%	11 52%
<ul style="list-style-type: none"> <li>Middle level teacher candidates understand major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.</li> </ul>	N/A	N/A	N/A	N/A	N/A	N/A	3 14%	7 33%	11 52%
<ul style="list-style-type: none"> <li>Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.</li> </ul>	N/A	N/A	N/A	N/A	N/A	N/A	3 14%	7 33%	11 52%
<ul style="list-style-type: none"> <li>Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</li> </ul>	N/A	N/A	N/A	N/A	N/A	N/A	3  14%	7  33%	11  52%
<ul style="list-style-type: none"> <li>Two-page reflection</li> </ul>	N/A	N/A	N/A	N/A	N/A	N/A	3 14%	7 33%	11 52%

**MLED 3301**  
**Adolescent Development**

Criteria	Spring 2009 (n=10)			Fall 2009 (n=35)			Spring 2010		
	Not Met	Partially Met	Met	Not Met	Partially Met	Met	Not Met	Partially Met	Met
<ul style="list-style-type: none"> <li>Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning</li> </ul>	3 30%	0 0%	7 70%	11 31%	10 29%	14 40%	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Middle level teacher candidates understand major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.</li> </ul>	3 30%	0 0%	7 70%	11 31%	10 29%	14 40%	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.</li> </ul>	3 30%	0 0%	7 70%	11 31%	10 29%	14 40%	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</li> </ul>	3 30%	0 0%	7 70%	11 31%	10 29%	14 40%	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Two-page reflection</li> </ul>	3 30%	0 0%	7 70%	11 31%	10 29%	14 40%	N/A	N/A	N/A
Criteria	Fall 2010 (n=25)								
	Not Met	Partially Met	Met						
<ul style="list-style-type: none"> <li>Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning</li> </ul>	7 28%	2 8%	16 64%						
<ul style="list-style-type: none"> <li>Middle level teacher candidates understand major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.</li> </ul>	7 28%	2 8%	16 64%						

<ul style="list-style-type: none"> <li>• Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.</li> </ul>	7 28%	2 8%	16 64%
<ul style="list-style-type: none"> <li>• Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</li> </ul>	7 28%	2 8%	16 64%
<ul style="list-style-type: none"> <li>• Two-page reflection</li> </ul>	7 28%	2 8%	16 64%

**EDUC 3301**  
**Human Growth and Development**

Criteria	Fall 2007			Spring 2008			Fall 2008 (n=27)		
	Not Met	Partially Met	Met	Not Met	Partially Met	Met	Not Met	Partially Met	Met
• Articulates the importance of curriculum planning that includes diverse children and children with disabilities	N/A	N/A	N/A	N/A	N/A	N/A	5 19%	9 33%	13 48%
• Identifies and applies theories of child development	N/A	N/A	N/A	N/A	N/A	N/A	5 19%	9 33%	13 48%
• Explains the relevance of the child development course for teachers	N/A	N/A	N/A	N/A	N/A	N/A	5 19%	9 33%	13 48%
• Demonstrate their knowledge of the multiple influences on development and learning	N/A	N/A	N/A	N/A	N/A	N/A	5 19%	9 33%	13 48%
• Two-page reflection	N/A	N/A	N/A	N/A	N/A	N/A	5 19%	9 33%	13 48%
Criteria	Spring 2009 (n=28)			Fall 2009 (n=34)			Spring 2010		
	Not Met	Partially Met	Met	Not Met	Partially Met	Met	Not Met	Partially Met	Met
• Articulates the importance of curriculum planning that includes diverse children and children with disabilities	8 29%	9 32%	11 39%	6 18%	13 38%	15 44%	N/A	N/A	N/A
• Identifies and applies theories of child development	8 29%	9 32%	11 39%	6 18%	13 38%	15 44%	N/A	N/A	N/A
• Explains the relevance of the child development course for teachers	8 29%	9 32%	11 39%	6 18%	13 38%	15 44%	N/A	N/A	N/A
• Demonstrate their knowledge of the multiple influences on development and learning	8 29%	9 32%	11 39%	6 18%	13 38%	15 44%	N/A	N/A	N/A
• Two-page reflection	8 29%	9 32%	11 39%	6 18%	13 38%	15 44%	N/A	N/A	N/A

### **ECE 3301 Summary**

The chart above displays that in the Fall of 2007, Fall of 2008, Spring of 2009, Fall of 2009, Spring of 2010, and Fall of 2010 the students meet the criteria by 40%, 30%, 57%, 32%, 50%, and 79%, respectively. The success in the Child Development course displays fluctuation. The chart also shows that in the Fall of 2007, Fall of 2008, Spring of 2009, Fall of 2009, Spring of 2010, and Fall of 2010 students fail to meet the criteria by 40%, 15%, 36%, 24%, 40%, and 15%, respectively. However, the success rate is higher than the failure rate for the Fall 2008 semester, Spring 2009 semester, Spring 2010 semester, and Fall 2010. The Fall 2007 semester shows that the success rate and failure rate are the same, and the Fall 2009 semester show that the partially met portion (43%) is higher than the success or failure rate

### **MLED 3301 Summary**

The chart above shows that in the Fall of 2008, Spring of 2009, Fall of 2009, and Fall of 2010 that students meet the criteria at 52%, 70%, 40%, and 64%, respectively. There is a fluctuation in the success rate in the Adolescent Development course. The chart also demonstrates that in the Fall of 2008, Spring of 2009, Fall of 2009, and Fall of 2010 students fail to meet the criteria by 14%, 30%, 31%, and 28%, respectively. However, the success rate is higher than the failure rate for the Fall of 2008 semester, Spring 2009 semester, Fall 2009 semester, and Fall 2010 semester.

### **EDUC 3301 Summary**

The chart above demonstrates that in the Fall of 2008, Spring of 2009, and Fall of 2009 that students meet the criteria at 48%, 39%, 44%, respectively. There is a fluctuation in the success rate in the Human Growth and Development course. The chart also displays that the Fall of 2008, Spring of 2009, and Fall of 2009 the students fail to meet the criterion by 19%, 29%, and 18%. The chart shows that the success rate is higher than the failure rate for the Fall of 2008, Spring of 2009, and Fall of 2009.

**ECE 3301- Child Development**  
**Child Development Clinical Experience Scoring Guide**

*This assignment is aligned with NAEYC standards 1-Promoting Child Development and Learning, 2-Building Family and Community Relationships, 3-Observing, Documenting, and Assessing to Support Young Children and Families, 6-Becoming a Professional, and 7-Field Experiences.*

Criteria	Exceeds Expectations 4-5 points	Meets Expectations 2-3 points	Does Not Meet Expectations 0-1 point
<ul style="list-style-type: none"> <li>Analyze the characteristics and needs of young children</li> <li>Analyze multiple influences on development and learning of young children</li> <li>Apply developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</li> <li>Analyze developmentally appropriate and effective approaches to teaching</li> <li>Two-page summary of implications for future teacher candidates</li> </ul>	<p>___ Candidate shows extensive and in-depth understanding of their unique characteristics and needs as a child</p> <p>___ Candidate shows extensive and in-depth understanding of the multiple influences that contributed to their development and learning as a child</p> <p>___ Candidate shows extensive and in-depth understanding for the use of developmental knowledge to determine if their childhood provided healthy, respectful, supportive, and challenging learning environments</p> <p>___ Candidate shows extensive and in-depth understanding for the use of developmentally appropriate and effective approaches to teaching</p> <p>___ Candidate shows extensive use of critical thinking skills</p>	<p>___ Candidate shows adequate understanding of their unique characteristics and needs as a child</p> <p>___ Candidate shows adequate understanding of the multiple influences that contributed to their development and learning as a child</p> <p>___ Candidate shows adequate understanding for the use of developmental knowledge to determine if their childhood provided healthy, respectful, supportive, and challenging learning environments</p> <p>___ Candidate shows adequate understanding for the use of developmentally appropriate and effective approaches to teaching</p> <p>___ Candidate shows adequate use of critical thinking skills</p>	<p>___ Candidate shows little to no understanding of their unique characteristics and needs as a child</p> <p>___ Candidate shows little to no understanding of the multiple influences that contributed to their development and learning as a child</p> <p>___ Candidate shows little to no understanding for the use of developmental knowledge to determine if their childhood provided healthy, respectful, supportive, and challenging learning environments</p> <p>___ Candidate shows little to no understanding for the use of developmentally appropriate and effective approaches to teaching</p> <p>___ Candidate shows little to no use of critical thinking skills</p>



Total Points:			
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Scoring Guide Total (SGT) =20 Possible Points  
SGT X 5 =Total Points

## **Field Experience**

**Teacher Candidate:**

**School Being Observed:** Oak Park Elementary

**University Instructor:** Dr. Ellen Eddings

**Principal:** Shirley Washington

**Cooperating Teacher:**

**Date of Observations:** 2/22/10 and 2/24/10

### **I. Observation/Student Development Information**

1. In her class there were 16 boys and 6 girls. They were all about the same height of about 4'5".
2. The students were very respectful and followed the rules well. The class was prompt and well aware of the rules, routines and expectations of Ms. West.
3. The students worked well together. Some were quite talkative but for the most part they stayed focused and on task during instruction.

#### **4. A. The Stages of Personality Development**

Infancy

Toddler

Pre-School

School Age

Adolescence

Young Adulthood

Middle Adulthood

Older Adulthood

#### **B. Characteristics of the Student's Personality Development**

The students I observed were at the School Age Level of Personality Development. The school age stage occurs from six years to twelve years of age. All the previous demands organize the child's personality so that the child is able to prepare himself to live within a larger society rather than in a family. Responsibility is a key at this level. . One particular student, decided to act out when he was upset. Ms. West reminded this student to remember

that all of his actions had consequences. He decided to continue to act and she sent the student to the office.

**5. A. Stages of Cognitive Development**

Sensimotor Stage

Pre-operational Stage

Concrete-operational Stage

Formal-operational Stage

**B. Characteristics of the Stages Observed**

The Pre-Operational stage was observed. The students were given an assignment where they had to create a way to use money given to the school. This activity jogged the student's imagination.

6. I didn't observe any adjustment problems during my visits.

**II. Teaching and Learning Experiences**

1. The students were assigned a writing activity by the principal. The students were given an opportunity to write an essay about what they would do with money given to the school. They had the choice to get a new playground built or new computers. During my visit she discussed what they wrote. Most students wrote well. The majority asked for more computers rather than the playground equipment. This was a language arts activity to help prepare for the Benchmark examination that was coming the following month.
2. No, this was not a part of a unit.
3. Ms. West used her Smartboard to show the student the prompt.
4. No modifications were necessary.
5. The principal was collecting these assignments so the teacher simply asked the student to read aloud what they had written. It was an informal oral assessment.
6. If the student's met the principal's requirement then the student was considered satisfactory.

**III. Reflections**

1. This experience truly allowed me to see a vital time period of the school year. Although the preparation for the State examinations is ongoing, the final moments before the test are vital to success. I think that the children were well prepared and aware of the expectations. I realize that the teacher must keep the students engaged and motivated for the examine.
2. After observing I realize that a well organized game plan is vital for the success or failure of the class. The students are coming to learn and every minute counts. Although there were many interruptions the teacher was able to monitor and adjust and keep her class on task. The students learned best as when they are continually engaged. A great educator must be able to stay focused and multitask.