

NCATE 4.3.c. Assessment Instruments, Scoring Guides, and Data Related to Proficiencies

Diversity: According to NCATE, diversity is defined as an individual or group of peoples' race, ethnicity, religion, exceptionality, age, geography, gender, socioeconomic, language, and sexual orientation. As teacher candidates matriculate through the teacher education program at UAPB, they will have multiple opportunities to demonstrate their understanding of the diversity proficiencies while working with their peers, public school students and teachers, higher education faculty, and community.

Identify Courses You Teach	Diversity Related Content	How Assessed (Assessments, Scoring Guides, Rubrics, etc.)	Aligned with Diversity Proficiencies Addressed (see Table 4.3.a)
Exceptional Education Courses Emphasizing Diversity Proficiencies			
SPED: 2300 Survey of Exceptional Children	Course objectives are aligned closely to Council for Exceptional Children where discussions relate specifically to addressing the learning needs of exceptional students from culturally and linguistically diverse backgrounds. In addition, students are taught instructional strategies and activities to ensure teacher candidates are prepared for the teaching profession	Formative & Summative Assessments Pre and Post Test Field Experience Oral Presentations Student Engagement	1, 2, 9, 10
SPED 2310: Introduction to Learners with Special Needs	Course objectives are aligned closely to Council for Exceptional Children where discussions relate specifically to addressing the learning needs of exceptional students from culturally and linguistically diverse backgrounds. In addition, students are taught instructional strategies and activities to ensure teacher candidates are prepared for the teaching profession	Formative & Summative Assessments Pre Test, Post Test Field Experience Rubric (Exceeds Expectations, Meets Expectations, Does Not Meet Expectations) Observations of discussions	1, 2, 3, 6 10

SPED 2301 Speech and Language Development	Designed to promote competencies in language development. Topics cover cultural influences, cognitive experiences, bilingualism, language disorders, and language development in special populations.	<p>Lesson Plans</p> <p>Verbal discussions on major issues and relationships to theories and language development and second language acquisition and multicultural education perspectives</p> <p>Journal articles on speech and language development</p> <p>Transcribe and analyzed language sample</p> <p>Compare and contrast characteristics of language uses of women of culturally diverse populations</p> <p>15 hours- Field Experience</p>	
EDUC 1200: Foundation of American Education aas	<p>The concept of diversity is infused within each module for instruction and the application of instructions within assignments.</p> <p>The teacher candidates make instructional decisions based upon the knowledge of how student learning is influenced by individual experiences, talents, and prior learning.</p> <p>The use of pedagogical books, journals, discussions like current issues in education helps the teacher candidate to acquire an appreciation for diversity at large</p>	<p>Formative & Summative Assessment</p> <p>Course Pre and Post Test</p> <p>Rubric for Field Experience Summary</p> <p>Pop Quizzes (range 10-50 points)</p> <p>Observations</p> <p>Chapter Discussion on Diversity</p> <p>Lectures</p>	1,4,10

EDUC 1300: Foundation and Development of American Education	<p>The concept of diversity is infused within each module for instruction and the application of instructions within assignments.</p> <p>The teacher candidates make instructional decisions based upon the knowledge of how student learning is influenced by individual experiences, talents, and prior learning.</p> <p>The use of pedagogical books, journals, discussions like current issues in education helps the teacher candidate to acquire an appreciation for diversity at large.</p> <p>The course provides students specific information on impact of education addressing the diverse learning needs of students who have special needs.</p>	<ul style="list-style-type: none"> • Formative & Summative Assessment • Course Pre and Post Test • Field Experience Summary • Pop Quizzes • Observations • Chapter Discussion on Diversity • Field Experience Rubric • Observations during discussions 	1, 4, 10
EDUC 1110: Introduction to the School of Education	The instructional dimension includes materials, strategies, and activities selected to form the basis for instruction that is inclusive of community and global issues.	Teacher candidate self-reflection – Reflection includes observation of student and/or teacher working with diverse learners	1, 7, 9
EDUC 3235 Education for Cultural Diversity	A study of the parameters of culture and how they affect human relations and the educational process.	Rubric for Positional Essay– based on Exceeds, Meets, or Did Not Meet Expectations – A,B, C Exam bases on 100% - A	1, 4, 10,
EDUC 3302 Psychology of Learning and Teaching	An in-depth study of the learning processes and the major theories of learning. Course is adaptive to the norms of diverse learners' learning theory.	Candidates Reports Scenarios Case Studies	1, 4, 9, 10

EDUC 4600 Student Teaching Clinical	Candidates demonstrate their knowledge of content, skills, and dispositions in working with students from diverse learning backgrounds and in multiple school settings; demonstrate their knowledge of social, cultural, and human diversities	Candidate Scoring Rubrics for Student Teaching: Early Childhood Education – designed based on NAEYC Standards and TPAE Model Middle Level Education – designed based on Middle Level Standards Secondary English Education Formal observations of teaching skills by University Supervisor Formal Evaluations by Cooperating Teacher Student Self-Evaluation Passing of Praxis II, Successful passing of Interview; Rubrics designed based on NAEYC, MLED, INTASC Standards for Formal Classroom Teaching Observations Attendance/Participation at Arkansas Student Education Association Workshop on C.A.R.E during AEA Convention Nov 2011 Attendance at	1, 2, 3, 4, 6, 7, 8, 9, 10
ECE Child Development and Learning	Examines the stages and characteristics of child development for young learners, birth through age eight with emphasis on their physical, psychological, and sociological aspects that may impede their development.	Field Experience Summary	1, 4, 9

ECE 3228 Developmentally Appropriate Practices for Teaching Young Children	Candidates study developmentally appropriate practices and the teacher's role in supporting development of young children ages birth to eight, plans curriculum for in and outdoors, discusses teacher's roles working with families. Candidates are taught to consider each child's development, strengths, culture, , language when planning curriculum and activities	Environmental Analysis for Child Development and Curriculum Assignment1 – assignment aligned to NAEYC Standards Rubric based on Connection to Standards, Below, Meets, and Exceeds Expectations	1, 7, 8, 10,
ECE 4304 Building Family Community Relationships	Course covers various theories of child development, importance of communicating and collaborating with families from diverse backgrounds and family structures; discuss working with parents of children with disabilities with various types of family structures.	Field Experience (spend 15 hours in Parent Center) Rubric to assess candidates work on assignment - five parent activities scored based on exceeded, met or did not meet expectations Student participation through group and individual discussions are observed.	1, 3, 7, 0,
RDNG 2314 Emergent Literacy	Course designed to study the development of early literacy in young children that promote reading , writing, oral language; candidates study the process of emergent literacy for all young children, including those who are learning a second language.	Rubrics for: Literacy Portfolio/Case Study	2, 4, 5
RDNG 4315 Methods of Teaching Reading	The course explores and discusses reading research, methods, and instruction that address and meet the learning needs of middle age students and students from culturally and linguistically diverse backgrounds. The concept of diversity is infused within each reading module of course for instruction and assignments. As the teacher candidates are engaged in discussions and activities, they are able to make instructional decisions based upon the	Rubrics for: PowerPoint Presentations Teacher candidate summary from field experience Literacy portfolio, Integrated Literature Focused Unit to include lesson plan strategies for engaging diverse learners Scoring Guide for Field Experience, Rubrics for: chapter presentations	1, 2, 4, 5, 6

	knowledge of how student learning is influenced by individual experiences, talents, and prior learning. In addition, candidates are engaged in deeper thinking about the practical realities of differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. .		
RDNG 4310 Teaching Young Children to Read	<p>The course explores and discusses reading research, methods, and instruction that address and meet the learning needs of all early childhood learners and students from culturally and linguistically diverse backgrounds.</p> <p>The concept of diversity is infused within each reading module of course for instruction and assignments As the teacher candidates are engaged in discussions and activities, they are able to make instructional decisions based upon the knowledge of how student learning is influenced by individual experiences, talents, and prior learning. In addition, candidates are engaged in deeper thinking about the practical realities of differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. .</p>	<p>Lecture from PowerPoint Presentations</p> <p>Teacher candidate summary from field experience</p> <p>Scenarios</p> <p>Literacy portfolio</p> <p>Integrated Literature Focused Unit to include lesson plan strategies for engaging diverse learners</p> <p>Observation of Class and Group Participation</p> <p>Scoring Guide for Field Experience, Literacy Portfolio</p>	1, 2, 4, 5, 6
MLED 3301 Adolescent Development	Class topic relate specifically to the physical, psychological, and social development and characteristics of children. Through classroom discussions and activities, candidates identify and	Field Experience and Summary Reflection	1, 2,4, 10

	discuss value systems among various ethnic, racial, socioeconomic groups and individuals with disabilities.		
MLED 3300 The Middle School	Value and appreciate cultural diversity of all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions and will strive to promote the best learning environment possible of middle level students regardless of their diverse circumstances.	Field Experience Summary Lecture, Discussion/Questioning, Cooperative Learning, Individual Instruction, Discovery Learning, Small Group Activities, Demonstration/Modeling, Technology/Media Develop an integrated unit of study which includes goals, behavior objectives, diagnostic instruments for assessment, daily lesson plans. Teach one of two lessons in a middle grade classroom. Research paper pertaining to the middle school.	1, 2, 3, 4 6, 7, 8, 9, 10
HLPE 4312 Methods and Materials of Adaptive Physical Education	Course designed to acquaint students with knowledge of psychological, behavioral and neurological aspects of the learning disabled individual; emphasis placed on methods of evaluation, diagnosing and prescribing physical education and/or recreational activities for the exceptional student.	15 hours – Field Experience Summary in P-12 school settings	1, 2, 4, 5, 10

Advanced Education Courses Emphasizing Diversity Proficiencies			
GSPE 5312 Classroom Behavior Management	Course provides lecture, classroom discussions, interactive group activities, class projects addressing characteristics of students with disabilities, ways to assist students with disabilities' instruction and behavior, ways to modify instruction, recognizing troubled children, variety of resources to assist students with specific learning disabilities, limited English Proficiency, and who are troubled. Strategies are incorporated for teaching and managing students behavior and instruction of students of cultural differences.	Classroom Management Behavior Plan Rubric scored Exceeds, Meets, or Does not Meet Expectations Candidates develop discipline plan to include strategies to work with children with disabilities or diverse learners and with socio-emotional problems – Rubric scored Exceeds, Meets, or Does not Meet Expectations Chapter Presentations on topics: Addressing Issues in Diversity, Helping Students with Special Needs, Planning to Work with Families	1 , 2, 4, 9
GECE 5300 History and Trends of Education	Course examines critical issues influencing early childhood education. Topics include both historical and contemporary views of early childhood, laws affecting students with disabilities, and from diverse back grounds.	Chapter Presentations Case Studies Hot Topic Presentations on Issues Affecting Education Through Classroom Individual/Group Discussions - calculated in 70% of project activity grade Observation Grade based on work in class Writing Prompts based on 10 point scale	1, 2, 3, 4, 10
GEDU 5301 History and Philosophy of Education	Course gain knowledge on the history laws, and teaching of children with special needs; explain the research and theoretical frameworks supporting teaching and development of children with diverse learning needs and from diverse backgrounds	Chapter Presentations Lecture Through Classroom/Group Discussions Observation	1, 2, 3, 4, 10

GECE 5304 ECE Methods/Materials for Teaching Mathematics and Science to Young Adolescents	Demonstrate the essential dispositions and skills necessary for developing positive and respectful relationships with young adolescents whose cultures and languages may differ from that of the teacher, who may have developmental delays, disabilities, or other learning challenges when teaching mathematics and science.	Lecture, Cooperative Learning, Role Playing, Oral Presentations, Team Teaching, Demonstration/Modeling, Discovery Learning Oral Presentations, Internet Research	2, 3, 5, 710
GRDG 5312 01 Reading	The course explores and discusses reading research, methods, and instruction that address and meet the learning needs of all early childhood learners and students from culturally and linguistically diverse backgrounds. Lecture, discussions, and read/class assignments address students with severe problem cases, students acquiring English and older students reading needs and concerns.	Lectures; Discussion & Questioning Small Group Activities Cooperative Learning Demonstration, Modeling Technology/Media Presentation Problem-Solving; Team Teaching;	1, 3, 4, 7
Rehabilitation Courses Emphasizing Diversity Proficiencies			
REHAB 4300 Assessment in Rehabilitation	Identify and explain current trends in rehabilitation practices that influence vocational assessment, discuss the role of assessment in the rehabilitation process and discuss barriers to successful rehabilitation.	Implementing a strategic career plan Rehabilitation planning handicap, disability and impairment (the three targets of rehabilitation) Role and Intervention Team	1, 2, 3, 9, 10

REHAB 3320 Case Management	<p>Demonstrate and understanding of vocational rehabilitation systems, the community based service model, its relationship to federal programs, and the funding streams that influence the delivery of services to individuals with disabilities and recognize and discuss issues pertaining to the rehabilitation of individuals with disabilities.</p>	<p>Individual Client Assessment Oral presentations and small group activities.</p>	<p>1, 2, 3, 6, 7, 8, 9, 10</p>
RHAB 3300 Physical and Psychosocial Aspects of Disabilities	<p>Course objective are aligned closely to identify and discuss how disability is defined, and how such definitions may impact the individual and society at large. Recognize various barriers people with disabilities face and relate to how such barriers may impact community integration and participation.</p>	<p>Problem Solving Team Teaching</p>	<p>1, 2, 3, 6, 7, 8, 9, 10</p>

4.3.c Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies, including impact on student learning

Diversity is experience in many different ways and has to be presented for each student to gain an understanding and develop an awareness of the importance of societal differences at home, local, state, national, and world. There are two specific courses that will change individual's awareness of diversity. These two courses are Education for Cultural Diversity and Survey of the Exceptional Child. Both of these courses are non-restricted and can have any student enrolled in the courses but will begin to see a decrease in the number of students since these courses are taken after the Foundations of Education course. Each student will develop a better knowledge, understanding, and awareness of different cultures and social contexts in the world. Also, each will have to demonstrate their knowledge, understanding and awareness of cultures through field work experiences and reflective papers. The course, ECE 3328 – Developmentally Appropriate Strategies for Teaching Young Children Environmental Analysis for Child Development and Curriculum Planning, has an assignment that specifically covers the issue of diversity. It is also an assessment for NAEYC SPA report.

Education for Cultural Diversity

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	38	25	8	5
2009-2010	70	18	41	11
Fall 2008	20	2	17	1
Totals	128	45	66	17

Survey of Exceptional Children

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	72	14	46	12
2009-2010	33	10	20	3
2008-2009	39	12	24	3
Totals	144	36	90	18

ECE 3328 – Developmentally Appropriate Strategies for Teaching Young Children Environmental Analysis for Child Development and Curriculum Planning

1. Description of the Assessment and Its Use in the Program:

The P-4 Early Childhood Program has designed a myriad of field experiences for candidates so that they may demonstrate content knowledge in child and curriculum development. Candidates in ECE 3328 complete 15 clock hours in a kindergarten classroom. A *key assessment* for this course is the completion of an environmental analysis of their respective field-based classrooms. This assessment assists the candidate in planning developmentally appropriate curriculum for children during their field-based experiences and for a lifetime. Candidates will use their understanding of

their students' school, families and local community characteristics to assist in the environmental analysis. Ensuring that each child's development, strengths, interests, and culture, including language(s), are respected in the classroom serve as the focal point for the literacy-rich learning center you will ultimately design. Developmentally appropriate environments include well-defined interest areas for a variety of active learning experiences; candidates know the importance of these spaces that encourage social interactions as well as the significance of private spaces to withdraw to and personal spaces to feel a sense of belonging.

Directions to Candidates:

**ECE 3328 – Developmentally Appropriate Strategies for Teaching Young Children
Environmental Analysis for Child Development and Curriculum Planning**

- a. Each candidate will access census data about the city/county the family lives in via (www.census.gov). Use information from the Arkansas Department of Education website to find out information about the local school district, www.arkansased.org/about/schools.
- b. In order to determine messages the environment presents to children and families, you will develop a physical map of the field-based classroom; include outdoor physical environment in your analysis and describe developmentally appropriate outdoor structures and equipment that support young learners.

This map should include learning center designations [*Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers*], and accommodations for students with disabilities.

Candidates are required to get permission from cooperating teachers if photographing center/interest areas. Professional and ethical behavior is expected of all candidates in all settings at all times. Review *Arkansas Standards for Ethical Conduct* posted at the Live Text website. You are also required to visit the *NAEYC Code on Ethical Conduct at the following website:*
(http://www.naeyc.org/resources/position_statements/position_statement3.htm)

1. First, analyze the classroom from your own cultural perspective as if you were a child (in this classroom). Include descriptive notes in your journal. Consider the following:
 - How does the environment reflect you or your cultural view?
 - Look at it from the point of view of a child from a culture other than your own or that of the teacher.
 - What messages are children receiving? Does the child “see” himself in the classroom?
 - How welcoming is this environment for all children?
 - What languages other than English are spoken and supported?
 - How does the environment support children with disabilities?
 - How are families involved or supported in this environment?
 - What features support learning? (Consider the following aspects of development:
 - Social/Emotional Development*
 - Physical Development*
 - Cognitive Development*

Language Development).

To continue this assessment, draw a model of the classroom you are observing.

Include detailed journal entries of all center activities and the level of engagement of children. What role does the teacher play during the course of your observations?

Refer to your Gestwicki textbook, the *Creative Curriculum* text and other notes, hand-outs, and resources to assist you in your work. Use the Dodge, Colker, & Heroman scale issued to you to evaluate/complete your environmental Analysis.

2. As you complete the analysis, include specific notes related to your observations and comment on how well the learning environment supports child and family diversity. What adaptations would you recommend? Use sources from the literature to support the recommended changes. The journal notes are to be provided to the course instructor and placed in the appropriate folder at the Live Text web site.
3. Write a reflection on this experience. What have you learned about understanding the classroom environment for child development and learning? What role does culture play in curriculum planning?
4. This assessment will be presented in class via PowerPoint slides and uploaded to your *Live Text* web site.

2. Alignment with Specific NAEYC Standards - (1b, 2b, 3b, 4b, 4c, 4d, 5b and 5d)

Teacher candidates at the initial level are able to use their understanding of young Children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children, **NAEYC 1**. Building family and community relationships are achieved as candidates understand and value the importance and complex characteristics of children's families and communities. They use this understanding to create respective, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning, **NAEYC 2**. Candidates know about and understand the goals, benefits, and uses of assessment, **NAEYC 3**. Teacher candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children, **NAEYC 4**. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources, **NAEYC 5**.

ECE 3328 Rubric: Environmental Analysis for Child Development and Curriculum Planning

	Connections to Standards	Below Expectations	Meets Expectations	Exceeds Expectations	Your Score
Candidates model and affirm cultural competence/ diverse/anti bias perspectives on development and learning	NAEYC 1b Knowing and understanding the multiple influences on development and learning	Limited knowledge/application of diverse perspectives in analysis and planning.	Candidate demonstrates familiarity with and application of diverse perspectives in analysis/planning for student learning and development	Candidate demonstrates and applies diverse perspectives in analysis/planning; provides many examples for use in planning inclusive environments for all learners.	/10
Candidate applies knowledge of theory & research to plan learning environments that provide achievable and challenging experiences for all children- including those with special abilities & with disabilities.	NAEYC 1c Using developmental knowledge to create healthy, respectful, supportive, & challenging learning environments.	Limited ability to describe developmental research/principles used as a basis for creating learning environments. Insufficient evidence that environments support, promote healthy inclusive learning opportunities for children.	Adequate evidence of candidate's ability to describe developmental research/principles used as a basis for creating learning environments that support/promote healthy inclusive learning opportunities that challenge children to gain new competencies.	Ability to describe in-depth the developmental research/principles used as a basis for creating effective learning environments. Evidence supports candidate's ability to provide healthy inclusive learning opportunities that challenge children to gain new competencies.	/15
Candidate values families; knows the importance of communicating with them & considers them as resources; Environment supports families; family resource area visible in environment.	NAEYC 2b Supporting & empowering families & communities through respectful, reciprocal relationships	Candidate's work shows limited knowledge of families' goals, language and culture; limited knowledge of communication strategies and community resources to support families.	Candidate's work indicates that they can describe how to use knowledge of families' goals, language & culture; applies knowledge in using varied communication strategies including technology; ability to link them with key community resources	Candidate's work displays extensive knowledge of families' goals, language & culture; applies knowledge in using skilled communication strategies including technology; can link them with multiple community resources appropriate for specific purposes	/10
Candidates demonstrate skills in conducting systematic observations, interpreting those	NAEYC 3b Knowing about and using observation, documentation, & other appropriate assessment	Lack of essential skills in using observation/assessment information to influence practice	Candidates demonstrate essential skills in using observation/assessments, interpreting results, and using information to influence practice	Candidates demonstrate a high level of skill in using assessment/observations, interpreting results, making recommendations, and using information to	/10

observations, and reflecting on their significance.	tools and approaches			influence practice.	
Candidates know the power of the environment to foster security & exploration; create physical environments & routines that offer opportunities for language/social interactions & investigations. Skill in setting up all aspects of the indoor and outdoor environment for all learners.	NAEYC 4b Knowing, understanding, & using appropriate, effective approaches & strategies for early education	Limited knowledge & skill in how to support development & learning in at least some of the areas including oral language/social interactions; curriculum areas	Candidates' work demonstrates approaches & strategies with competence and with knowledge of theory and research; making the most of environments & routines; Teaching through social interactions and supporting learning for all children	Candidates' work demonstrates approaches & strategies with a high degree of competence and with in-depth knowledge of the underlying theory and research; making the most of environments and routines; linking children's language and culture to the early childhood program; teaching through social interactions and using integrative approaches to the curriculum.	/10
Classroom Design/physical map. Articulates how the arrangement of the environment reflects the understanding of content knowledge in Early Education.	NAEYC 4c Knowing & understanding the importance, central concepts, inquiry tools, & structures of content areas or academic disciplines	Classroom design is incomplete. Lack of knowledge underlying the early childhood field's focus on content and limited ability to articulate priorities and desired outcomes for high quality, meaningful experiences in each content area.	Classroom design is not well developed/labeled; Work shows knowledge of theories/research underlying the early childhood field's focus on content and with respect to each content area. Work shows they use this knowledge to articulate priorities for meaningful experiences in each content area; familiar with resources to supplement their own content knowledge.	Exceeds requirements; Classroom design well-developed/labeled, integrative. DAP planning and organization of content/learning areas fully developed. Work shows extensive understanding of the theories and research underlying the early childhood field's focus on content and each content area; use this knowledge to articulate priorities for high quality, meaningful experiences in each content area, connected with professional standards.	/15
Uses content knowledge, DAP, & <i>Creative Curriculum</i> Scale to design, implement, & evaluate	NAEYC 4d Using own knowledge & other resources to design, implement, & evaluate	Little evidence of standards-based planning and implementation; Summary recommendations not done or incomplete.	Good evidence of standards-based planning and implementation; some opportunities to practice and apply language, social and intellectual skills as the	Strong evidence of standards-based planning and implementation; Multiple opportunities to practice and apply language, social and intellectual	/15

meaningful, challenging curriculum to promote positive outcomes	meaningful, challenging curriculum to promote positive outcomes.		topic is integrated with other areas of the curriculum. Summary recommendations completed but not thoroughly.	skills as the topic is integrated with other areas of the curriculum. Summary and recommendations completed thoroughly.	
Uses ethical guidelines and other professional standards related to early childhood practice	NAEYC 5b Knowing about and upholding ethical standards & other professional guidelines	Lacks knowledge of NAEYC's Code of Ethical Conduct and other legal standards and professional guidelines	Has knowledge about NAEYC's Code of Ethical Conduct, but does not consistently apply it to resolve ethical dilemmas in work with young children, colleagues, or families.	Work with young children, colleagues, or families shows essential understanding of NAEYC's Code of Ethical Conduct in resolving ethical dilemmas	/5
Demonstrates understanding benefits and uses of reflection and self-evaluation.	NAEYC 5d Integrating knowledgeable, reflective, and critical perspectives on early education	Reflection upon their practice shows limited insight and a limited level of critical thinking. Effects on candidates' practice and on children are absent.	Some evidence of reflection, self-evaluation and analysis upon practice & critical thinking. Candidates' work shows positive effects in their practice and in effects on children.	Candidates' work shows in-depth reflective and critical perspectives on issues in the classroom. Strong evidence of reflection and self-evaluation in narrative which considers classroom environment in planning.	/10
Instructor Comments					
Total /100					

ECE 3328 Rubric: Environmental Analysis for Child Development and Curriculum Planning

Data Table 3

Criteria	Spring 2010 (N=10)			Fall 2010 (N=9)		
	Below Expectations	Meets Expectations	Exceeds Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
Multiple influences on development and learning NAEYC 1b	0	1 (10%)	9 (90%)	0	0	9 (100%)
Developmental knowledge/create learning environments NAEYC 1c	0	1 (10%)	9 (90%)	0	0	9 (100%)
Supporting families and communities/respectful relationships NAEYC 2b	0	0	10 (100%)	0	0	9 (100%)
Knowing about and using observation, documentation, & other appropriate assessment tools and approaches. NAEYC 3b	0	1 (10%)	9 (90%)	0	1 (11%)	8 (88%)
Knowing, understanding, & using appropriate effective approaches & strategies for early education. NAEYC 4b	0	1 (10%)	9 (90%)	0	2 (22%)	7 (77%)
Knowing & understanding the importance, central concepts, inquiry tools, & structures of content areas or academic disciplines. NAEYC 4c	0	1 (10%)	9 (90%)	0	2 (22%)	7 (77%)
Using own knowledge	0	2	8	0	3	6

& other resources to design, implement, & evaluate meaningful, challenging curriculum to promote positive outcomes. NAEYC 4d		(20%)	(80%)		(33%)	(66%)
Knowing about and upholding ethical standards & other professional guidelines NAEYC 5b	0	0	10 (100%)	0	0	9 (100%)
Integrating knowledgeable, reflective, and critical perspectives on early education. NAEYC 5d	0	1 (10%)	9 (90%)	0	2 (22%)	7 (77%)

PROGRAM REPORT, SECTION IV EVIDENCE FOR MEETING STANDARDS

1. Description of Assessment

This assessment is designed to assess candidate performance in the ability to plan and implement appropriate teaching and learning experiences for young children ages 4-8. Candidates will use their knowledge of developmental stages of young children to create healthy, respectful, supportive, and challenging learning environments.

2. Summary of Data Findings

Data from this assessment demonstrates that the majority of candidates for the past year have met or exceeded standards set for this assessment which measures candidate's environmental analysis for child development and curriculum planning in early childhood education. None of the candidates received a "standard not met" for any of the tasks included in this assessment. Candidate's performance on this assessment are measured by a scoring guide which contains performance levels that are clearly distinct from one another and the expectations are directly related to specific NAEYC standards as identified on the matrix. Because a majority of the candidates scored in the standard met or exceeded range, the faculty feel that candidates are meeting the NAEYC standards specified in the assessment.