NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

Program Report for the
Initial Preparation of Early Childhood Teachers
National Association for the Education for Young Children (NAEYC)

C O V E R   S H E E T

Institution Southeastern Louisiana University   **State** LA

Date submitted January 20, 2007

Name of Preparer Dr. Elizabeth Wadlington, Ms. Wendy Jacocks

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Program documented in this report:
> **Name of institution's program**   B.S. in Early Childhood Education PK-3
>> Is this is a blended (ECE/ECSE[1]) program?   **No**
>
> **Grade levels for which candidates are being prepared[2]** PreKindergarten through third grade
> **Degree or award level[2]** B.S.
> **Is this program offered at more than one site?   No**
>> If yes, list the sites at which the program is offered
>
> **Title of the state license for which candidates are prepared**
> PreK-3

Program report status:
   X Initial review   □ **Rejoinder** □ **Response to conditions**

State licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Does your state require such a test? Test information and data must be reported in Section II.
   x Yes   □ **No**

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[1] See NAEYC's website (www.naeyc.org) for a definition of a blended program.
[2] This will be a dropdown list of possible degrees/awards that could be selected; multiple selections can be made.

1. Description of any state or institutional policies that may influence the application of NAEYC standards.

The PreK-3 Early Childhood Program is designed to meet the requirements for Louisiana State certification for grades Prek-3. This program was developed as a mandate from the Louisiana Blue Ribbon Commission on Educational Excellence to revise existing early childhood/elementary education programs.

The Blue Ribbon Commission on Teacher Quality was formed by the Board of Regents and the Board of Elementary and Secondary Education in April of 1999 for the purpose of improving teacher quality in Louisiana. The Commission was composed of thirty-one state, university, district, school, and community leaders. It was given the charge to recommend policies to the Governor, Board of Regents, and Board of Elementary and Secondary Education that would lead to a cohesive PK-16+ system to hold universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produced higher achieving K-12 students. The commission met from September 1999 to May 2001.

There are three interrelated sets of standards that govern the application of NAEYC standards: a) Louisiana Components of Effective Teaching (LCET),
b) INTASC/NCATE, and c) our college's conceptual framework, The Effective Educator.
LCET Standards were developed from the professional knowledge base on teaching and "craft knowledge" acquired by experienced educators. The State Board of Elementary and Secondary Education (SBESE) approved the LCET in September 1992. Revisions to the Components are approved by the SBESE as needed. In addition, the state mandates that programs meet NCATE standards.

As mandated by the state, our early childhood program certifies teachers in PreK through third grade. Although our program focuses on these grade levels, our graduates are provided with knowledge and experiences that give them a thorough understanding of early childhood education from birth to PreK, also.

The PreK-3 program began two years ago. In August 2005, Hurricane Katrina hit Louisiana. Although, the university facilities remained intact, many of our students and faculty were displaced with many of their homes destroyed. As a result of this disruption, progress in our program was delayed as we struggled with daily challenges. Hiring freezes were implemented and budgets were cut. We are now back on our feet and rapidly catching up with our dreams and goals. As our general student body increases, the number of students in our PreK-3 program is increasing, also. We are in the process of hiring more faculty and continuing to work to be an excellent early childhood program with outstanding graduates..

2. Description of the field and clinical experiences required for the program
Professional Education Field/Clinical Experiences (PreK-3)

COURSES	FIELD EXPERIENCES/ AGE/ GRADE
Introductory Level Courses	
ECE 106 - Service-Learning in Early Childhood Education	An introductory course to early childhood education with emphasis placed on weekly observations and interactions with young children and families, future teacher meetings and reflection. Teacher candidates complete an individual case study and utilize group planning. Future Teacher Meetings are held to debrief and plan next interactions. Held in PK field-based site. (2 hrs lab per week /12 weeks)
EDUC 201 - Introduction to Education	An introductory course to education and the profession of teaching. Special emphasis is placed on the guidance and screening of applicants into the professional program. Pre-student teaching professional laboratory experiences begin in this course. (5 hrs Observation)
EDUC 211 - Diversity in Education	This course focuses on issues in education relevant to providing appropriate & equitable experiences for diverse student populations. Observations, clinical & service-learning experiences are required to acquaint candidates with the needs/abilities of all students, best pedagogy, and laws/policies governing education. (10 hrs Tutoring)
EPSY 304 – The Psychology of Early Childhood - Conception through Age Eight	Focus on developmental theories as they relate to physical, psychosocial, and cognitive domains. Extensive applications for those who will teach & work with young children (15 hrs of observation in Early Head Start & Head Start settings or other ECE settings)
EDUC 315 – Classroom Management & Motivation for Beginning Teachers	A detailed investigation of behavioral & humanistic approaches in classroom management & motivation in the PK-3 grade classroom. (10 hrs of observation per semester)
Developing Level Courses	
EDUC 320 - Foundations of PK-8 Mathematics Education	Includes the theoretical pedagogical foundations and current issues and perspectives of teaching elementary mathematics. (2 hrs lab per week/ 15 wks)
EDUC 323 - Curriculum & Instruction in PK-3	Includes the development of teaching competencies of mathematics and reading at the PK-3 grade levels. Primary emphasis focused on developing the teaching skills & competencies of future lower elementary and early childhood teachers with respect to topics found in these curricula areas. Field experience in PK-3 is a key component. (6 hrs of lab per week /15 wks)
ECE 400 - Curriculum & Instruction in ECE (PK &K)	Development of curriculum and instructional practices in the preschool and kindergarten settings; principles and methods of understanding and working with preschool child. (4 hrs laboratory per week /15 wks)
ECE 411 - Introduction to Developmental Assessment	Experiences to increase awareness and knowledge about a variety of assessment procedures appropriate for use with

	children birth through eight years of age. Opportunities to work with assessing preschool through age eight children and to develop developmentally appropriate lesson plans (2 hrs laboratory per week/15 wks)
ECE 420 - Practicum in ECE (PK &K)	An advanced practicum that includes observation, participation, and teaching in the early childhood setting (specifically PK & K). Emphasis on program planning including assessment for children in early childhood education. (4hrs laboratory per week /15wks)
ECE 422 - Integrated Curriculum & Practicum in ECE (Primary Grades 1-3)	An integrated curriculum block (reading, language arts, sciences, social studies, visual arts, music, & PE) as related to the needs of children in grades 1-3. Knowledge, skills, & dispositions in these areas are explored and refined with a primary emphasis focused on working with children in the school environment. (8 hrs lab per week/15 wks).
Competency Level Course	
ECE 427 Student Teaching in ECE (PK-3)	All day, all semester student teaching experiences, including observation, participation, & a minimum of 180 actual clock hrs of teaching. A substantial portion of the 180 hours is in full day teaching under supervision of the assigned cooperating school teacher. Teacher candidates may request PK, K, first, second or third grade as their placement for this experience.
Total	Over 500 total hours

3. Description of the criteria for admission, retention, and exit from the program

Admission Procedures: To enter the SLU PreK-3 initial teacher preparation program, candidates are required to submit an application to the Professional Program in Teacher Education, which is reviewed by the Selective Admission and Retention in Teacher Education (SARTE) Committee and by the Dean of the College of Education and Human Development (COEHD). To achieve *full status*, candidates must meet the following:
1. Meet all requirements for exit from the Junior Division (Basic College):
2. Have at least a 2.5 GPA (based on a minimum of 30 credit hours).
3. Achieve a passing score on the PRAXIS I PPST or the CBPPST - Reading (172, 319), Writing (171, 316), and Mathematics (170, 315) tests.
4. Earn a grade of C or better in ENG 102.
5. Earn a grade of B or better in EDUC 201 (Introduction to Education) and EDUC 211 (Diversity in Education)

Candidates may be admitted with *provisional status* if they have a 2.5 GPA and a B or better in EDUC 201and EDUC 211 but are deficient in one or more remaining components. Provisional students may not schedule professional courses beyond EDUC 204, however, they may take EPSY 301 (Educational Psychology of Children and Adolescents). Candidates who do not meet this criteria receive *ineligible status*.

Retention Procedures: Candidates must maintain a 2.5 GPA or better and exhibit professional behaviors. On-going screening using the standards of the Professional Program in Teacher Education occurs each semester. Students are permitted to enroll in EDUC, ECE, and EPSY courses only twice and are permitted to repeat only two EDUC, ECE, and EPSY courses. Students demonstrating behaviors/characteristics that make it questionable if they can succeed in the teaching profession are referred for review. A review may result in no action being taken but further observations; recommendation of a Professional Improvement Plan; or Referral to SARTE, which may recommend:

   A.   Probation with specified conditions.
   B.   Temporary suspension from the Teacher Education program with specified conditions.
   C.   Expulsion from the Teacher Education program.

A performance-based portfolio consisting of reflections, artifacts, and evidence, which demonstrate that the knowledge, skills, and dispositions as indicated in the Louisiana Components of Effective Teaching and the Conceptual Framework is required. Students are required to submit an Introductory Portfolio before their first methods class, a Developing Portfolio before student teaching, and a Competency Portfolio before graduation. Candidates develop the artifacts for all three portfolios within classes, and instructors of those classes score the artifacts. Candidates write a final reflection regarding their growth as a culminating activity for each portfolio level. Students must receive a score of "meets expectations" or "exceeds expectations" on each portfolio to continue in the program.

Appeal Procedures: Students who wish to appeal decisions of the SARTE Committee may do so in writing to the Dean. If students demonstrate behaviors, dispositions, or characteristics that make it questionable whether they can succeed in teaching, they are referred for review. A review may result in no action being taken except for further observations; recommendation of a Professional Improvement Plan, or referral to the SARTE Committee that may recommend probation with conditions, temporary suspension from the program with conditions, or expulsion.

Requirements for Student Teaching: To student teach, candidates must:
1. Be seniors. (Have at least ninety hours of credit).
2. Have been registered in the COEHD for at least three semesters.
3. Pass a proficiency examination in Standard English communication PPST or CBPPST Reading (172, 319), PPST or CBPPST Writing (171, 316), and a proficiency exam in mathematics PPST or CBPPST Math (170, 315).
4. Have earned an overall GPA of 2.5 and for all work done at Southeastern.
5. Have earned a grade of C or better in all EDUC, ECE, EPSY courses.
6. Pass the PRAXIS II examinations in Principles of Learning and Teaching (ECE 0020) and Elementary Content (Elem 0014).
7. Have completed EDUC 201 and EDUC 211 with a B or better and all other specialized and professional education courses with a C or better.
8. Have a statement from their department head certifying that they are competent in the subject matter in which they are seeking certification.
9. Have completed an approved Developing Level Portfolio

Requirements for Exit from Program:
1. Pass courses (with required grades) in the core curriculum and specialized education
2. Earn a cumulative or degree gpa of 2.5 and and in all SLU work
3. Have no grade lower than a B in Education 201 and 211 and have no grade lower than a C in other professional courses (EDUC, ECE, EPSPY).
4. Complete 270 hours in all-day, all-semester student teaching with a minimum of 180 clock hours in actual teaching.
5. Demonstrate computer literacy
6. Have completed an approved Competency Level Portfolio.

4. Description of the relationship of the program to the unit's conceptual framework

The central mission of the College of Education and Human Development **(COEHD)** is to serve the regional, state, national, and global communities by developing effective professionals who set the standard for excellence in schools.

The COEHD through our Conceptual Framework **(CF)** have identified four critical components of The Effective Educator: Knowledge of the Learner (KL), Content Knowledge (CK), Professional Standards (PS), and Strategies and Methods (SM). Additionally, Diversity (D) and Technology (T) are an integral part of each component.

Knowledge of the Learner (KL): The faculty of the PreK-3 program believes that candidates' understanding of the learner is necessary to provide effective instruction. Candidates acquire an understanding of learners as individuals and incorporate this knowledge through the progression of their educational experiences. Candidates are assigned to settings with diverse ethnicity, culture, and economics to participate in field experiences. Candidates also engage in activities that emphasize the diversity of learners' needs. During initial course work in the program, each candidate is assessed for basic technology skills. If additional skills are needed, tutorials are offered.

Strategies and Methods (SM): The effective professional demonstrates best practices through inquiry, creative, and reflective thinking. Candidates learn strategies and methods and use them in diverse teaching situations with different types of learners and families. Throughout the program, candidates are required to use technology in classroom teaching and learning strategies.

Content Knowledge (CK): Candidates exhibit depth of knowledge in learning theory, effective teaching/learning strategies, and content areas. Candidates learn about diverse cultures and their relationship to teaching, learning, and families. Technology applications for schools are taught as basic content knowledge for candidates.

Professional Standards (PS): The PreK-3 faculty bases its instructional program on NAEYC's Initial Licensure Standards, the Louisiana Components of Effective Teaching (LCET), and the Interstate New Teachers Assessment and Support Consortium (INTASC). Diversity and technology are integral parts of these standards.
Our program is developmentally appropriate (KL) and standards-based (PS), enabling our candidates to develop the knowledge, skills, and dispositions to become effective early childhood

educators. Southeastern's PreK-3 program course objectives and learner outcomes are aligned with all five of the NAEYC standards (PS).

Our CF reflects our belief that knowledge of the learner strongly impacts student learning. This component of our CF aligns directly with NAEYC Standards 1 and 5.

Candidates in our program must exhibit content knowledge. They must demonstrate a depth of knowledge in their area of specialization and breadth of understanding of general subjects within the educational unit. This component of our CF directly addresses Standards 1, 2, and 4.

Successful early childhood professionals demonstrate developmentally appropriate strategies and methods (SM). This component addresses all five standards.

The following table shows how our Conceptual Framework **(CF)** is aligned with the Louisiana Components of Effective Teaching **(LCET)** and the NAEYC Standards.

NAEYC	LCET	CF
Core Standard 1 Promoting Child Development & Learning	Planning, Management, Instruction, School Improvement, Assessment	CK, PS, KL, SM, D, T
Core Standard 2 Building Family & Community Relationships	School Improvement	CK, PS, KL, SM, D, T
Core Standard 3 Observing, Documenting & Assessing to Support Young Children & Families	Planning, Management, Instruction, School Improvement, Assessment	PS, SM, KL, D, T
Core Standard 4 Teaching & Learning	Planning, Management, Instruction, Assessment	PS, CK, SM, KL, D, T
Core Standard 5 Growing as a Professional	Planning, Management, Instruction, Professional Development & School Improvement, Assessment	SM, KL, PS, D, T

5. Indication of whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system

The early childhood program has three instruments unique to our program: the *integrated unit plan,* the *student teacher addendum, and the early childhood Praxis.* We use these unique instruments to make sure that our candidates are meeting all NAEYC standards.

Students take the Praxis II (ECE-0020) before they begin student teaching. We use this to make sure students have appropriate content knowledge to student teach. (See Assessment I for more details.)

The *Integrated Unit Plan (IUP)* is an artifact that candidates develop in ECE 422. The main three components of this assessment are the graphic organizer, the daily lesson plans, and the complementing attachments. All components are directly correlated with the NAEYC Standards. The first step in the IUP development is for candidates to cross-reference developmentally appropriate activities across subject areas within a graphic organizer to promote integration across the curriculum. From this graphic organizer, the candidates develop the IUP, which describes a developmentally appropriate learning environment, objectives, and lessons that meet the needs of individual children. Candidates attach developmentally appropriate assessment instruments as well as plans for family and community outreach, professional development, classroom management, and accommodations for diversity to their IUPs. Utilizing developmentally appropriate practice for each of the components is of utmost importance.

Our second unique assessment instrument is the *NAEYC Addendum,* which we added to our *Final Report on Student Teaching*. The intent of these items is to specifically target the candidate's knowledge of the components in each of the NAEYC standards. We were careful to use the specific language of the NAEYC standards because we wanted to generate discussion regarding their meaning and implementation between student teachers, their classroom supervising teachers, and university supervisors. We hope to add this NAEYC addendum to an instrument in an appropriate methods course, also.

The latter two instruments were first developed and piloted in Fall 2006. We plan to use what we learn about our candidates, the instruments, and program to revise them as needed. We look forward to using the data gathered from all of these instruments to make program improvements.

Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, postbaccalaureate, alternate routes, master's, doctorate) being addressed in this report.

Program: B.S. in Early Childhood Education PreK-3		
Academic Year	**# of Candidates Admitted to the Program**	**# of Program Completers[1]**
Fall 2006	217	1
2005-2006	248	3
2004-2005	95	0
2003-2004	No program	No program

This program is only two years old. Candidates who began the program in 2004-5 are just beginning to move into student teaching. Many students had their educations temporarily interrupted by Hurricane Katrina.

When viewing data tables, one should note that courses in the latter part of the program's course sequence were not taught until candidates reached that point in their programs. Therefore, we do not have data for all course-based assessments going back to 2004-05.

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

Attachment B - Faculty Information

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

Faculty Member Name	Highest Degree, Field, & University[3]	Assignment: Indicate the role of the faculty member[4]	Faculty Rank[5]	Tenure Track (Yes/No)
Ainsworth, Kitty	Ed.S. in Reading, Southeastern Louisiana University, M.Ed. in Reading, University of Southern Mississippi, Ph.D. Candidate in Early Childhood Education/Curriculum & Instruction, Louisiana State University	Faculty	Instructor	No
Beard, Leigh Ann	Ph. D. in Elementary Education, University of Southern Mississippi	Faculty	Assistant Professor	Yes
Berry, Elizabeth	M.A. Special Education LSU	Faculty	Instructor	No
Cheek, Rebecca	M.Ed. in Reading Education, Louisiana State University	Faculty	Instructor	No
Day, Rebecca	Ed.D. Oklahoma State University	Faculty	Associate Professor	Yes
Della-Pietra, Chris	Ph.D. in Music Education, University of Washington	Faculty	Associate Professor	Yes
Elliott, Cynthia	Ph.D. in Reading and Early Childhood, Texas Woman's University	Faculty	Associate Professor	Yes
Jacob, Shirley	Ph.D. Administration and Supervision	Faculty	Associate Professor	Yes
Jacocks, Wendy	M.Ed. in Reading, Southeastern Louisiana University Ed.D. Candidate in Early Childhood Education, University of Memphis	Faculty	Instructor	No
Lester, Julie	Ph.D. in Curriculum & Instruction, Louisiana State University	Faculty	Associate Professor	Yes
Rheams, Theresa	Ph.D. in Early Intervention Special Education, University of New Orleans	Faculty	Assistant Professor	No

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[3] e.g., PhD in Curriculum & Instruction, University of Nebraska
[4] e.g., faculty, clinical supervisor, department chair, administrator
[5] e.g., professor, associate professor, assistant professor, adjunct professor, instructor

Sawyer, Susan	M.S. in Educational Psychology, Texas A & M University	Faculty	Instructor	No
Slaton, Edith	Ph.D. Louisiana State University; Curriculum and Instruction: Reading	Faculty	Assistant Professor	Yes
Traylor, Gwen	Ed.D. in Curriculum and Instruction, University of Houston	Faculty	Assistant Professor	Yes

Faculty Member Name	Scholarship,[6] Leadership in Professional Associations, and Service: [7] List up to 3 major contributions in the past 3 years [8]	Teaching or other professional experience in P-12 schools[9]
Ainsworth, Kitty	Published 8 teacher resource books by Carson-Dellosa; Presenter for Early Childhood Conference at the local, regional and national level, Implementing ECERS	35 years in preK-5; Classroom teacher; Assistant principal; Principal; PK supervisor
Beard, Leigh Ann	Research and writer of a paper entitled, Pre-service teacher's beliefs about mathematics before and after completion of a mathematics methods course; Coordinator of the Elementary Education Master's Comprehensive Exams; Workshop on how to use manipulatives effectively to teach	10 yrs.; Georgia Educator Certificate--Middle Grades (4-8) Concentrations: Language Arts and Social Science--Level 7;
Berry, Beth	Teaching Enhancement Grant from Faculty Excellence; Past member University Honors Committee; Past member University Retention and Recruitment Committee	Classroom Volunteer; Tutor
Cheek, Rebecca	President of EBR Principal Association 2006, District Assistance Team Leader for two schools 2002-2004, Served as school monitor at two elementary schools in EBR parish 2000-2001	37 years in PreK- 5 Teacher; Supervisor; Principal
Day, Rebecca	Chair, NCATE Standard III Committee 2003-2004; Member, Dean	1 Year teaching 7th and 8th grade Home

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

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

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

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

	of the College of Education Search Committee 2003-2004 Committee Member-at-large, Louisiana Association of Teacher Educators 2000-2002	Economics
Della-Pietra, Chris	Della Pietra, C.J. & Yates, C. (2005, March). Moving to the other side of the desk: Teacher candidates doing research and transformative learning. Presentation, National Association of Alternative Certification, Annual Conference, Denver, CO.; Della Pietra, C.J., Bidner, S., & Devaney, T. (2005, April). Preservice Elementary Education Classroom Teachers' Attitudes Toward Music in the School Curriculum and Teaching Music. Presentation, Music Educators National Conference, National Biennial In-Service Conference, Minneapolis, MN.; Lepore, J. & Della Pietra, C.J (2004, March). *The Cuban cha-cha-cha: The resilience of West African aesthetics in the New World.* Presentation, Phi Beta Delta, Eighteenth International Conference, Washington, D.C.	3 years P-12 Schools; LA Credential--Music Instrumental and Choral
Elliott, Cynthia	Jumpstart, $71,594 for Jumpstart Hammond at SLU /annual funded grants for 2001-2007; Elliott, C. B. (2004, April). *Service-learning: An enhancement to early childhood teacher preparation.* Paper presented at the annual conference of the ACEI, New Orleans, LA. NCATE Board of Examiner since 2001,	14 years sped/1st grade classroom teacher; 4 yrs early literacy intervention program Teacher Leader, Reading Recovery©; Director, Early Literacy Initiative (PK-3); Supervisor of Student Teaching; Board Member for local Head Start grantee, Regina Coeli Child Development Center
Jacob, Shirley	Department Head, Inducted to Educator's Honor Role (2006) –SLU Program Reviewer for national conference – ATE Membership – 3 University Committees	19 years public school teaching – Grades 9-12 Lifetime Certificate – LAEnglish, Speech, Spanish, Gifted, Principal, Student Teaching Supervisor, City Supervisor of Instruction
Jacocks, Wendy	University Coordinator, Livingston Fall PK Fest, Livingston Parish Literacy Center; Member of Interview Committee for Teacher Candidates at the University of Memphis	17 years Developmental-Kindergarten Teacher—public school; Supervisor of Student Teaching; Reggio Emilia Teacher, Lipman School, Memphis University
Lester, Julie	Lester, J. H. (2006). English/Language Arts lessons K-4. In A.	3 yrs; Reading Specialist; Adult Education;

	Carroll & N. M. Laird (Eds.), *Team Nutrition-Family Nutrition Nights: Looking at Nutrition through Core Content*; Lester, J. H. (2004). A comparison of online and on-campus literacy instruction for secondary literacy courses in a Master of Arts in Teaching program. *The Reading Professor,* 27(1), 85-111.; Lester, J. H. (2003). Planning effective secondary professional development programs. A*merican Secondary Education,* 32(1), 49-61.	Secondary Family and Consumer Sciences Education
Rheams, Theresa	Rheams, T. & Bain, S. (2004) Social interactions in an inclusive era: Attitudes of teachers in early childhood self-contained and inclusive settings. *Psychology in the Schools,* 42(1), 53-63; Horton-Ikard, R. & Rheams, T. (March, 2005). Beyond conventional testing to ensure academic success for students and improve accountability for educators. *LASER Research to Practice Monograph;* Rheams, T. & Flynn, L. (October, 2005). Home visiting: Cajun Style. Paper presented at the *21st Annual International Conference on Young Children with Special Needs and Their Families.*	Kindergarten teacher, 2 years; 1st grade teacher, 2 years; Early Interventionist, 3 years; Early Intervention Child Search Coordinator, 2 years.
Sawyer, Susan	Parent Workshop on Early Child Development and the Stages of Writing and Art—Springfield Elementary School, Springfield, LA; Sawyer, S.G. & Dawson, J.A. (April, 2004) Fun approaches to math with young children. Paper presented at the *Family Life Regional Conference*.; Workshop on Developmentally Appropriate Preschool Behavior, Fall 2006, SLU Head Start, Regina Coeli Child Development Center, Hammond, LA.	6 years: Preschool Teacher; Participated as an outside reviewer for Self-Assessment PRISM report conducted by Southeastern Louisiana University's Head Start & Early Head Start Program (2005-2006, 2006-2007)
Slaton, Edith	Treasurer, Southeast Louisiana Reading Association; Southeastern Louisiana University Beautification Committee; Department of Educational Leadership Undergraduate and Graduate Coordinator.	Teaching Experience: 11 years--1st Grade Teaching Certificates in Elementary Education, Reading Specialist and Computer Literacy.
Traylor, Gwen	Participant in Leadership and Management Seminar by Executive Education Department, Redd McComb School of Business, The University of Texas at Austin (Sponsored by The Delta Kappa Gamma Society International), NCATE Standard IV Chairman, Northshore Chorale (part of University Chorus)	Teaching experience: 32 years public school, grades 1, 3, and 5. Texas State Professional Certificate for Instructional Supervision; Texas State Professional Teaching Certificate

Section I
Program of Study

The Prek-3 curriculum is a carefully crafted program of study designed to give candidates knowledge, skills, and dispositions to understand children from birth through third grade. EDUC 201, EDUC 211, EPSY 304, SPED 210, and CSD 415 prepare candidates to work with diverse young children and families through the use of a variety of settings, activities, and assignments. Beginning with the methods classes, the major focus moves to prekindergarten though third grade because these are the grade levels in which candidates will be certified to teach.

CURRICULUM IN EARLY CHILDHOOD EDUCATION GRADES PreK-3
LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

FIRST YEAR

FIRST SEMESTER

English 101	Freshman Composition	3
Mathematics 160	Explorations in College Algebra	3
Visual Arts 105 or 106, Music 151, Theatre 131, or Dance 302	Survey of World Art History I(105) or II(106), Introduction to Music(151), Introduction to the Theatre(131), History and Survey of Dance(302)	3
General Biology 106	Introduction to Biological Principles I	3
History 202	American History since 1877	3
Health Studies 232	Introduction to Elementary School Health and Physical Education	3
Orientation 101	Freshman Orientation	0-1

SECOND SEMESTER

English 102	Critical Reading and Writing	3
Mathematics 167	Elementary Number Structure	3
General Biology 107	Introduction to Biological Principles II	3
Early Childhood Education 106	Service Learning for Early Childhood Education	3
Political Science 201	American Politics	3
Communication 210	Communicating in the Classroom	3
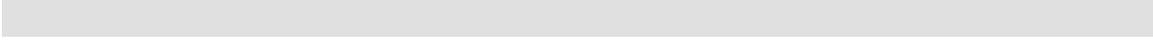
SECTION II— ASSESSMENTS AND RELATED DATA[10]

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

1. The assessment, including the instructions to candidates about the assigned task;
2. Scoring guides or criteria used to score candidate responses on the assessment; and
3. A table with the aggregated results of the assessment providing, where possible, data for each of the most recent three years. Data should be organized according to the categories used in the scoring guide/criteria. Provide the percentage of candidates in each category.

Each attachment is generally 1-5 pages in length. In the three columns for attachments, click in the box for each attachment to be included with the report. When you click in the box on the web-based program report, you will be prompted to attach the appropriate document. The three attachments related to each assessment must be included for the program report to be complete. The report will not be reviewed until it is complete.

	Name of Assessment[11]	Type or Form of Assessment[12]	When the Assessment Is Administered[13]	Attachments		
				Assessment	Scoring Guides/Criteria	Data Table
1	Licensure test results or other evidence of content knowledge if the state does not require a licensure test of content knowledge.	State licensure	Prior to Student Teaching (usually during the last methods course	☐	☐	x

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[10] NCATE will provide a link to a sample response for this requirement.
[11] Include 6-8 key assessments required of all candidates in the program.
[12] Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio, etc.).
[13] Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses, or completion of the program).

Name of Assessment[11]	Type or Form of Assessment[12]	When the Assessment Is Administered[13]	Attachments		
			Assessment	Scoring Guides/Criteria	Data Table

Praxis II
   PLT ECE 0020
   Elementary Content 0014
		before student teaching)			

2 **Integrated Unit Plan Assessment (content knowledge in ECE)**	Performance-based assessment	ECE422 (Integrated Curr. & Prac. In ECE)	X	X	X
3 **LCET Methods Instrument**	Performance-based assessment	EDUC 323 (C&I in PreK-3) ECE 400 & 422 (C&I in ECE & Integrated Curr. & Prac in ECE)	X	X	X
4 **Final Student Teaching Instrument**	Performance-based assessment	End of EDUC 427 (Student Teaching)	X	X	X
5 **Assessment Plan**	Performance-based assessment	EDUC 323 (C&I in PreK-3) ECE 400 & 422 (C&I in ECE and Integrated Curr. & Prac. In ECE) EDUC 427 (Student Teaching)	X	X	X
6 **Prospective Education Candidate Surveys (PEC)**	Self-assessment	EDUC 427 (Student Teaching)	X	X	X

	Name of Assessment[11]	Type or Form of Assessment[12]	When the Assessment Is Administered[13]	Attachments		
				Assessment	Scoring Guides/Criteria	Data Table
7	**Classroom Management Plan Assessment**	Performance-based assessment	EPSY 315 (Classroom Management)	X	X	X
8				☐	☐	

For each NAEYC standard on the chart below, identify the assessment(s) in Section II that address each standard. One assessment may apply to multiple NAEYC standards; conversely, some standards will be addressed by more than one assessment. In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting NAEYC standards. To save space, the details of the NAEYC standards are not identified here, but are available by clicking on the link to the full set of standards below. The full set of standards provides more specific information about what should be assessed.

NAEYC STANDARD[15] (Initial Teacher Preparation)	Effect on Content Student Knowledge[16] Learning[18]	Pedagogical/ Professional KSD[17]		APPLICABLE ASSESSMENTS FROM SECTION II			
1. **Promoting Child Development and Learning.** Candidates 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.	◉ ◉	◉		X#1 X#5	X#2 X#6	X#3 X#7	X#4
2. **Building Family and Community Relationships.** 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 relationships that support and empower families, and to involve all families in their	◉ ◉	□		X#1 X#5	X#2 X#6	X#3 X#7	X#4

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[14] NCATE will provide a link to a sample response for this requirement.

[15] NCATE will provide a link to the full set of SPA standards, including key elements, rubrics, and supporting explanations.

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

[17] KSD = knowledge, skills, and dispositions.

[18] In early childhood education, "student learning" refers to the learning of children in P-4 school settings, and includes creating environments that support learning.

NAEYC STANDARD[15] (Initial Teacher Preparation)	Effect on Content Knowledge[16]	Pedagogical/ Professional KSD[17]	Student Learning[18]	APPLICABLE ASSESSMENTS FROM SECTION II			
children's development and learning.							
3. Observing, Documenting, and Assessing to Support Young Children and Families. 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 professionals, to positively influence children's development and learning.	□	◉	◉	X#1 X#2 X#3 X#4 X#5 X#6 X#7			
4. Teaching and Learning. 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 children.	◉	◉	◉	X#1 X#2 X#3 X#4 X#5 X#6 X#7			
5. Becoming a Professional. 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 continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	□	◉	□	X#1 X#2 X#3 X#4 X#5 X#6 X#7			

Assessment 1

PRAXIS II: Early Childhood Education

1. Description of Assessment.

    The Praxis II: Early Childhood Education (0020) test is required by Louisiana for all early childhood (Pk-3) graduates of our program. The following information is from the Praxis website Test at a Glance.

    The Early Childhood Education test is intended primarily for examinees that have completed their undergraduate preparation and are prospective teachers of preschool through primary-grade students. It is based on a teaching approach that emphasizes the involvement of young children in a variety of play and child-centered activities and on a curriculum that reflects a concern for the development of the whole child, including the child's physical, cognitive, social, and language development.

    The test assesses examinees' knowledge of the growth, development, and learning of young children and understanding of the primary factors that influence children's development and learning. A number of the 120 multiple-choice questions are devoted to appropriate teaching applications of this knowledge and understanding, and others focus on curriculum planning, evaluation and reports of student progress, and the professional and legal responsibilities of teachers of young children. Although most questions refer to children ages 3 through 8, a few questions concern development at earlier and later ages so as to examine the full range of early childhood development.

    Our teacher candidates must pass Praxis II 0020 prior to student teaching.

2. NAEYC Standards Addressed by this Assessment

    The following correlation exists between this assessment instrument and the NAEYC Standards:

Praxis Content Category	NAEYC Standard
The Growth, Development, and learning of Young Children	Standard 1
Factors Influencing Individual Growth and Development	Standard 1, 2
Applications of Developmental and Curriculum Theory	Standard 4
Planning and Implementing Curriculum	Standard 4
Evaluating and reporting Student Progress and the Effectiveness of Instruction	Standard 3
Understanding Professional and Legal Responsibilities	Standard 5

3. Summary of Data Findings

We had three (3) teacher candidates in student teaching who took the Praxis II prior to   student teaching in the Spring of 2006 and one teacher candidate in student teaching who   took the Praxis II in Fall 2006.   All of these candidates passed the Praxis II exam. As   seen in Attachment C, candidates in the Spring of 2006 scored an average of 670. The   Fall 2006 candidate scored 660. The Louisiana state qualifying score for this exam is 510.

4. Interpretation of Evidence

This is a new program in which we have had three (3) student teachers in Spring 2006   and one student teacher in Fall 2006. All four of these candidates successfully passed Praxis II prior to student teaching. This data provides evidence that our candidates have   the content knowledge necessary to meet the NAEYC standards. We have no subscale data on these students to interpret. We have asked the College of Education and Human   Development to (COEHD) require that subscale data from the Praxis II: Early Childhood   Education (0020) be provided by candidates to the COEHD. This will enable the Unit to   more accurately evaluate how effectively it is preparing our candidates in the area of   Content Knowledge.

Assessment 2
Integrated Unit Plan

1. Description of Instrument

Early childhood teacher candidates develop a written *integrated unit plan* with a common instrument, addressing the following areas:

A. Planning and Instruction
B. Family/Community Outreach
C. Assessment
D. Professional Development
E. Classroom Management

The *Integrated Unit Plan (IUP)* is a written artifact candidates develop in Methods III. The main components of this assessment are planning and instruction and the complementing attachments. A graphic organizer with activity ideas for each subject area, ten daily lesson plans displaying developmentally appropriate practice, forms of written communications to involve family and community members, a formal assessment for the administration of a pre- and post-test, an informal assessment for each week of the two- week field experience, and written evidence of professional development with regards to the needs of the children being taught are included in the *IUP*.

The language and intent of the NAEYC Standards are directly reflected in the language and intent of the integrated unit instructions. Early childhood methods' candidates and their professors understand these standards and refer to the NAEYC Standards/Rubrics so they may respond accordingly. (See Attachment A for the complete instrument.) This formal evaluation for each teacher candidate is completed using a collaboration of scores by the university professor cohort group teaching the Methods III course.

Items for this instrument have four possible ratings: 1 (no reference to item marked), 2 (item mentioned in integrated unit plan with no development of its concept), 3 (item mentioned with some development toward an understanding of its concept, 4 (item mentioned with full development of the understanding of its concept).

2. Description of Alignment with NAEYC

NAEYC Standards	Integrated Unit Plan Evaluation
1. Promoting child development and learning	
1a.	1, 2, 3, 5, 6, 7, 8, 9, 11
1b.	2, 5, 7, 8, 9, 10, 12
1c.	1, 3, 7, 8, 9, 10, 27
2. Building family and community relationships	
2a.	1, 8, 10, 13
2b.	1, 2, 8, 10, 13

2c.	1, 8, 15
3. Observing, documenting, and assessing to support young children and families	
3a.	16, 18
3b.	17
3c.	17, 18
3d.	18
4. Teaching and learning	
4a.	8, 28
4b.	1, 2, 5, 7, 8, 9, 10, 19
4c.	1, 2, 3, 6, 8, 20
4d.	1, 2, 3, 5, 6, 8, 21
5. Becoming a professional	
5a.	22
5b.	8, 23, 29
5c.	24, 29
5d.	6, 25, 29
5e.	26

3. Summary of Data Findings

We had 16 early childhood teacher candidates in the Methods III course in Fall '06. As seen in Attachment C, all candidates successfully completed Methods III. Regarding the NAEYC Standards, strengths were seen across the board particularly in all areas of planning, instruction, family and community outreach, assessment, professional development, and classroom management. A need for improvement was seen in the specific areas of utilizing results of the assessment instruments and understanding the characteristics of family and community.

4. Interpretation of Evidence

As noted in the description of alignment, this instrument addresses all of the NAEYC Standards. Because teacher candidates rated so well across all categories and items, with the exception of two specific areas, the results of this assessment provides convincing evidence that our candidates have met the standards for planning integrated units. Because Methods III occurs in the semester prior to student teaching, this evidence shows our teacher candidates are well prepared to enter into the student teaching semester at the Competency Level.

In spite of these positive findings, our analysis of the data shows areas in which we could improve. (see above Summary of Data Findings.) For example, utilizing results of the assessment instruments and understanding family and community characteristics was not rated as highly as we would have liked. The Early Childhood Program Committee will look at ways our candidates can communicate more efficiently/effectively with the parents of the students they teach.

Attachment A
Integrated Unit Plan's **Assessment Instrument/Description**

The *Integrated Unit Plan (IUP)* is developed around a theme assigned by the classroom teacher when students are in ECE 422. The main components of the unit are planning and instruction and the complementing attachments. All components are directly correlated with the NAEYC Standards. Below is an outline from which candidates may choose to create artifacts to meet the purpose of this instrument.

I.   Planning and Instruction
       A. Brainstorm to create a graphic organizer to develop the thematic unit:
              1. Include all areas (Reading, Writing, Math, Science, Social Studies, Technological Resources, etc.)
              2. List developmentally appropriate activities to support each subject area
              3. Cross-reference the activities to show integration between subjects
       B. Write ten daily lesson plans that include:
              1. A demographic header listing candidate's name, the date, the school where the field experience is based, the subject area, and the grade level
              2. Observable objectives to meet the purpose of the activity listed on the graphic organizer
              3. The identification of standards, benchmarks, and GLE's being addressed with the activity
              4. An introductory activity to motivate the children for the day's lesson
              5. Description of the developmentally appropriate activities and procedures to follow in order for the children to achieve the expected tasks
              6. A closing activity for the lesson taught
              7. A list of needed materials by the teacher and the children

II.   Complementing Attachments
       A. Family and Community Outreach (Candidates choose one or more of the following activities.)
              1. Write a newsletter to parents to include the lesson's purpose and needs for the maximum learning opportunity
              2. Invite family members and community resource people to come and be a guest speaker on the subject being taught
              3. Use local businesses and resources within the daily lessons
              4. Publish stories and articles of the events happening in the local newspaper
              5. Hold parent-teacher conferences to learn more about the child's family
              6. Other as approved by instructor
       B. Assessment (Candidates choose one or more of the following.)

1. Administer formal assessments as pre-post tests to determine what the children know or have learned
2. Administer daily informal assessment recording observations, anecdotal records, checklists, rubrics, portfolios, and more
3. Other

C. Professional Development (Candidates choose one or more of the following.)
1. Join the student chapter of an ece professional organization
2. Participate in the discussion of interest through an electronic list-serv
3. Read professional magazines or articles related to the children you are teaching and the teaching experience
4. Attend a school board meeting
5. Write a letter to a school board member concerning an issue of interest
6. Attend a conference or workshop focusing on some aspect of early childhood education
7. Other

D. Classroom Management
1. Describe the learning environment pertaining to the expected behaviors
   of children, the way ideas will be presented, the seating arrangement and
   whether the children will attempt task independently, in small groups or
   as a large group.
2. Develop and record strategies to meet the needs of all children following their individually determined accommodation requirements
   and providing children of all ages the opportunity to challenge themselves with tasks created to increase their higher order thinking
   skills
3. Other

E. References Used to Develop Unit (at least five references)
1. Articles and books
2. Electronic resources
3. Other

Candidate Reflections/Comments:

Attachment B
Integrated Unit Plan's **Scoring Guide**

Please evaluate the candidate's *Integrated Unit Plan* in each area.

Developing Level: Methods II – 80% of 3's
                                 Methods III– 80% of 4's

1 point: No reference to item marked.
2 points: The item is mentioned in the integrated unit plan with no development of its concept.
3 points: The item is mentioned in the integrated unit plan with some development toward an understanding of its concept.
4 points: The item is mentioned in the integrated unit plan with full development of the understanding of its concept.

PLANNING: The candidate plans an overview of instruction.

1. The early childhood teacher candidate creates a graphic organizer including all components. (NAEYC 1a, 1c, 2a, 2b, 2c, 4b, 4c, 4d)
2. Each component has developmentally appropriate activities listed. (NAEYC 1a, 1b, 2b, 4b, 4c, 4d)
3. The DAP activities are cross-referenced between subject areas. (NAEYC 1a, 1c, 4c, 4d)

LESSON PLAN: The candidate plans developmentally appropriate activities.

4. The lesson plan contains a demographic header.
5. The lesson plan has developmentally appropriate objectives. (NAEYC 1a, 1b, 4b, 4d)
6. State Standards/Benchmarks/GLE's are included in the lesson plan. (NAEYC 1a, 4c, 4d, 5d)
7. A developmentally appropriate introduction is included in the lesson plan. (NAEYC 1a, 1b, 1c, 4b)
8. Developmentally appropriate practice activities and procedures for all children are included in the lesson plan. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5b)
9. A developmentally appropriate closure is included in lesson plan. (NAEYC 1a, 1b, 1c, 4b)
10. A list of needed materials that are developmentally appropriate is included in the lesson plan. (NAEYC 1b, 1c, 2a, 4b)

CANDIDATE'S PROMOTION OF CHILD DEVELOPMENT AND LEARNING: The candidate's knowledge of young children is evident in the integrated unit plan.

11. The candidate's knowledge and understanding of young children's characteristics and needs are evident in the integrated unit plan. (NAEYC 1a)

12. The candidate's knowledge and understanding of the multiple influences on development and learning is evident in the integrated unit plan. (NAEYC 1b)

FAMILY/COMMUNITY OUTREACH: The candidate plans ways to include families and communities within the integrated unit plan.

13. Ways to know and understand the characteristics of the families and community are included in the integrated unit plan. (NAEYC 2a)
14. Activities that support and empower families and communities through respectful and reciprocal relationships are attached to the integrated unit plan. (NAEYC 2b)
15. Ways to involve families and communities in the development and learning of children are attached to the integrated unit plan. (NAEYC 2a, 2c)

ASSESSMENT: The candidate assesses using developmentally appropriate assessment instruments.

16. A formal assessment instrument, for the purpose of pre-and post-assessment to use as a guide for planning instruction and determining student impact on learning are attached to the integrated unit plan. (NAEYC 3a)
17. Daily informal assessment tools that follow developmentally appropriate practice, such as observation and documentation, are indicated on the integrated unit plans. (NAEYC 3b, 3c)
18. The candidate will utilize results from assessment instruments to confer with parents and other professionals to determine best practice for the child. (NAEYC 3a, 3c, 3d)

TEACHING AND LEARNING: The candidate uses developmentally appropriate practice as seen in the integrated unit plan.

19. The candidate's knowledge, understanding, and use of appropriate effective approaches and strategies for the early childhood education of all children are evident in the overall integrated unit plan. (NAEYC 4b)
20. The candidate's knowledge and understanding of the importance of central concepts, inquiry tools, and structures of content areas or academic disciplines for all children are evident within the lesson plan. (NAEYC 4c)
21. Using the candidate's own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes for all children are evident throughout the integrated unit plan. (NAEYC 4d)

PROFESSIONAL DEVELOPMENT: The candidate plans professional development activities within the integrated unit plan.

22. The candidate plans ways to identify and involve oneself in the early childhood field. (NAEYC 5a)
23. The candidate plans ways to uphold ethical standards and other professional guidelines-each field experience. (NAEYC 5b)

24. The candidate plans ways to engage in continuous, collaborative learning to inform practice-daily. (NAEYC 5c)
25. The candidate plans ways to integrate knowledgeable, reflective, and critical perspectives on early childhood education. (NAEYC 5d)
26. The candidate plans ways to engage in informed advocacy for children and the profession. (NAEYC 5e)

CLASSROOM MANAGEMENT: The candidate plans a classroom environment conducive to the learning and development of all children within the integrated lesson plan.

27. The candidate creates a healthy, respectful, supportive, and challenging learning environment. (NAEYC 1c)
28. The candidate's knowledge and understanding for establishing positive relationships and supportive interactions are evident within the classroom management plan for the field experience. (NAEYC 4a)

REFERENCES: The candidate plans using up-to-date materials and ideas in the integrated lesson plan.

29. All references utilized in the development of the integrated unit plan are listed on a reference page following the APA format. (NAEYC 5b, 5c, 5d)

Attachment C
Data Findings for *Integrated Unit Plan*

Methods III Fall, 2006	16 candidates Scale 1-4 points
PLANNING:	
Developed Graphic Organizer	4
DAP Activities listed on Graphic organizer	3.9375
DAP cross-referenced	4
LESSON PLAN:	
Contains demographic header	3.8125
Developmentally appropriate (DA) Objectives	3.1875
State standards/Benchmarks/GLEs	4
DA Introduction	3.625
DA Activities and Procedures for all children	3.5625
DA Closure	3.75
List of needed materials for teacher and children	3.8125
CANDIDATE'S PROMOTION OF CHILD DEVELOPMENT/LEARNING	
Candidate's (C) knowledge/understanding of young children's characteristics/needs	3.5
C's knowl/und of multiple influences on development/learning	3.5625
FAMILY/COMMUNITY OUTREACH	
Ways to know/und characteristics of families/community (F/C)	2.8125
Activities supporting/empowering F/C through reciprocal, respectful relationships	3.75
Ways to involve F/C in development/learning of children	3.875
ASSESSMENT	
Formal assessment instrument as a pre- and post- assessment for planning instruction	4
Daily DAP informal assessment tools	4
Utilize a'ment results to confer w/parents or other prof to determine best practice	1.8125
TEACHING AND LEARNING	
C's knowl/und/and use of approp, effective approaches/strat for ECE of all children	3.625
C's knowl/und of importance of central concepts/inquiry tools/structures content areas for all children	3.5626
Using C's knowl and resources to design/implement/evaluate meaningful	3.875

curric promoting positive outcomes for all children	
PROFESSIONAL DEVELOPMENT	
C plans ways to identify/involve self in EC field	3.125
C plans ways to uphold ethical standards/other guidelines in field exp	3.4375
C plans ways to engage in continuous, collaborative learning to inform practice	3.125
C plans ways to integrate knowl/refl/critical perspectives on ECE	3.3125
C plans ways to engage in informed advocacy for children and the EC prof	3.25
CLASSROOM MANAGEMENT	
C creates healthy/respectful/supportive challenging learning environment	3.9375
C'a knowl/und for establishing positive relationships/supportive interactions	3.875
REFERENCES	
References listed APA style	2.9375

Louisiana Components of Effective Teaching:
Summative Evaluation Report of Teaching (Revised August, 2005)

1. Description of Instrument
All candidates are evaluated with a common instrument, the *Louisiana Components of Effective Teaching: Summative Evaluation Report of Teaching (LCET)*, during field experiences in methods classes. The LCET addresses the following areas:
   A. Planning (P)
   B. Management (M)
   C. Instruction (I)
   D. Assessment (A)

The intent of the NAEYC Standards is woven into the items based on the *LCET*. (See Attachment A for the complete instrument.) This formal evaluation for each teacher candidate is completed by the university professor teaching the Methods I and Methods II courses.

Items for this instrument have five possible ratings: 1 (has not developed or used this skill), 2 (is beginning to incorporate this skill), 3 (uses this skill appropriately), 4 (uses this skill competently with frequency, and 5 (uses this skill proficiently with consistency). For the Methods I course, candidates must reach a score of three on 80% of the items. For the Methods II course, candidates must reach a score of four on 80% of the items. (See Attachment B-Scoring Guide.)

2. Description of Alignment with NAEYC
The items are aligned with the *Louisiana Components of Effective Teaching (LCET)* as mandated by the state department. A summary of the alignment of the field experience evaluation items with NAEYC Standards follows:

NAEYC Standards	Summative Evaluation Report of Teaching
1. Promoting child development and learning	
1a.	P2-3, P6-7, I1-2, I4, I6-7, I10, I12, I14-17, A1-2
1b.	P2, I2-3, I7, I11-12, I14-16, A1-7
1c.	M1-3, M5-6, I1-7, I9-17, A1-5
2. Building family and community relationships	
2a.	P3, M2, I3, I9, I11-12
2b.	P3, P7, M2, I9, I11, I17
2c.	P3, M2, I9, I11, A4
3. Observing, documenting, and assessing to support young children and families	
3a.	P5, M5-6, A1-5, A7
3b.	M6, A1-5, A7
3c.	M6, A2-4
3d.	

4. Teaching and learning	
4a.	M2, M5, I12, I17
4b.	P2, P6-7, M1-6, I1-17, A4-5
4c.	P6, I9, I10, I14-15
4d.	P2-3, P6-7, M2-3, M6, I3-4, I9-10, I14-15,I17, A4
5. Becoming a professional	
5a.	
5b.	P3, M2, M5, I11
5c.	
5d.	P6, I5, A4, A6-7
5e.	

3. Summary of Data Findings

We had 16 PreK-3 teacher candidates in each Methods course in the Spring '06 semester. As seen in Attachment C, all candidates successfully achieved minimum scores or higher in both methods courses. However, strongest areas in both methods were in planning and instruction with an increase of scores averaging 1.21 points. Slightest gains were in the areas of management and assessment with those scores increasing an average of .85 points. Regarding the NAEYC Standards, strengths were seen in each of the standards but one area for improvement was seen in the key element of becoming a professional.

4. Interpretation of Evidence

As noted in the description of alignment, this instrument addresses most of the NAEYC Standards. Because 16 early childhood teacher candidates rated positively across all categories and items, the results of this assessment provide convincing evidence that our candidates have met these standards.

In spite of these very positive findings, our analysis of the data shows areas in which we could improve. (See above Summary of Data Findings.) For example, higher order thinking questions and questioning techniques, management, and assessment were not rated as highly as we would have liked. Possible reasons for this include inexperience in handling all aspects of teaching. As a result, these concerns have been addressed on the integrated unit plan (IUP):

   A. Possible higher order thinking questions are listed within the daily lesson plans.
   B. Documentation of daily informal assessments is required.
   C. Classroom/behavior management plan and accommodations for individual differences are included on daily lesson plan.
   D. Professionalism activities are included.

Attachment A

Southeastern Louisiana University
Summative Evaluation Report of Teaching*

Candidate's Name _____ W# _____

Course Number _____ Instructor _____ Date _____

School Name/Code _____ Grade Level
_____

Content _____-
_____

Directions: *Please evaluate the candidate in each of the areas below.*
 Developing Level: **Methods 1 – 80% of 3's**
                Methods 2 – 80% of 4's

The scale is: *1 – Has not developed or used this skill*
                2 – Is beginning to incorporate this skill
                3 – Uses this skill appropriately
                4 – Uses this skill competently with frequency
5 – Uses this skill proficiently with consistency

PLANNING: The teacher plans effectively for instruction.					
1. Specifies learner outcomes in clear, concise objectives	1	2	3	4	5
2. Includes activity/activities that develop(s) objectives	1	2	3	4	5
3. Identifies and plans for individual differences	1	2	3	4	5
4. Identifies materials, other than standard materials, as needed for lesson	1	2	3	4	5
5. States method(s) of evaluation to measure learner outcomes	1	2	3	4	5
6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs	1	2	3	4	5
7. Plans for the use of technology	1	2	3	4	5

Comments:

MANAGEMENT: The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.

1.	Organizes available space, materials, and/or equipment to facilitate learning	1	2	3	4	5
2.	Promotes a positive learning climate	1	2	3	4	5
3.	Manages routines and transitions in a timely manner	1	2	3	4	5
4.	Manages and/or adjusts allotted time for activities planned	1	2	3	4	5
5.	Establishes expectations for learner behavior	1	2	3	4	5
6.	Uses monitoring techniques to facilitate learning	1	2	3	4	5

Comments:

INSTRUCTION: The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.

1. Initiates lesson effectively	1	2	3	4	5
2. Uses technique(s) which develop(s) lesson objective(s)	1	2	3	4	5
3. Uses a variety of teaching materials to achieve lesson objective(s)	1	2	3	4	5
4. Sequences lesson to promote learning	1	2	3	4	5
5. Adjusts lesson when appropriate	1	2	3	4	5
6. Integrates technology into instruction	1	2	3	4	5
7. Presents content at a developmentally appropriate level	1	2	3	4	5
8. Presents accurate subject matter	1	2	3	4	5
9. Relates examples, unexpected situations, or current events to the content	1	2	3	4	5
10. Integrates content across the curriculum	1	2	3	4	5
11. Accommodates individual differences	1	2	3	4	5
12. Demonstrates ability to communicate effectively with students	1	2	3	4	5
13. Exhibits enthusiasm toward the subject content	1	2	3	4	5
14. Stimulates and encourages higher order thinking at the appropriate developmental levels	1	2	3	4	5
15. Uses effective questioning techniques	1	2	3	4	5
16. Utilizes appropriate motivational techniques	1	2	3	4	5
17. Encourages student participation	1	2	3	4	5
18. Utilizes an effective lesson closure	1	2	3	4	5
19. Uses wait time	1	2	3	4	5

Comments:

ASSESSMENT: The teacher assesses student progress.					
1. Develops well constructed assessment instruments/procedures/performances	1	2	3	4	5
2. Uses appropriate and effective assessment technique(s)	1	2	3	4	5
3. Utilizes a variety of formal and informal assessment techniques to monitor student learning	1	2	3	4	5
4. Consistently monitors ongoing performance of students	1	2	3	4	5
5. Provides timely feedback to students regarding their progress	1	2	3	4	5

6.	Produces evidence of student academic growth under his/her instruction	1	2	3	4	5
7.	Interprets and utilizes standardized/non-standardized test results	1	2	3	4	5

Comments:

*During Methods I and II, instructors use this instrument to evaluate students during field experiences.

Attachment B: Scoring Guide

1 point: Has not developed or used this skill
2 points: Is beginning to incorporate this skill
3 points: Uses this skill appropriately
4 points: Uses this skill competently with frequency
5 points: Uses this skill proficiently with consistency

For the Methods I course, candidates must reach a score of three on 80% of the items. For the Methods II course, candidates must reach a score of four on 80% of the items.

Attachment C
Data Findings for *Louisiana Components of Effective Teaching: Summative Evaluation Report of Teaching (Revised August, 2005)*

SPRING 2006

Planning	ECE Methods 1 N=16	ECE Methods 2 N=16
Objectives	3.00	3.94
Activities	3.00	3.94
Individual Differences	2.38	3.94
Materials	2.94	3.94
Evaluation	2.94	3.94
Std.&Benchmarks	2.50	3.94
Technology	2.75	3.81
Management		
Organizes	3.00	3.56
Learning Climate	3.00	3.56
Routins&Transitions	2.50	3.25
Time	2.56	3.38
Behavior Expectations	2.56	3.44
Monitoring Techniques	2.06	3.56

Instruction	ECE Methods 1	ECE Methods 2
Initiation	2.75	3.94
Develop(s) Objectives	2.56	3.94
Variety of Materials	3.00	3.94
Sequences Lessons	2.75	3.94
Adjust Lessons	2.63	3.94
Integrates Technology	2.63	3.81
Appropriate Content	3.00	3.94
Accurate Subject Matter	2.81	3.94
Examples&Current Events	2.69	3.81
Integrates Content	2.88	3.88
Individual Differences	2.31	3.88
Communication	2.75	3.94
Enthusiasm	2.75	3.94
Higher Order Thinking	2.44	3.94
Questioning Techniques	2.50	3.94
Motivational Techniques	2.94	3.94
Student Participation	2.75	3.94
Lesson Closure	2.75	3.88
Wait Time	2.69	3.88

Assessment		
Develops Assesments	2.75	3.38
Assesment Techniques	2.50	3.38
Variety of Formal&Infor. Assess.	2.56	3.31

Monitors Performance	2.69	3.38
Provides Feedback	2.81	3.31
Impact on Student Learning	2.06	3.31
Interprets/Utilizes Test Results	2.06	3.31

Assessment Four
Final Report on Student Teaching

1. Description

All student teachers in grades PreK-12 are evaluated with a common instrument, the *Final Report on Student Teaching*, addressing the following areas:

A. Planning (P)
B. Management (M)
C. Instruction (I)
D. Assessment (A)
E. Other/Miscellaneous (O)
F. Professional Attributes/Characteristics (PA)

In addition, an addendum of questions specific to NAEYC Standards has been added to the general *Final Report on Student Teaching instrument*. The language and intent of the NAEYC Standards are directly reflected in the language and intent of these items. Student teachers and their supervisors understand these standards and refer to the NAEYC Standards/Rubrics so that they may respond accordingly. (See Attachment A for the complete instrument with addendum specific to NAEYC.) This formal evaluation for each student teacher is completed by the classroom teacher and student teacher jointly as well as the university supervisor at the end of the student teaching semester. It serves as a summary of the student teacher's competencies at the end of student teaching. (See Attachment B for the scoring guide.)

We have coded all items in the general instrument and the NAEYC addendum to the NAEYC Standards. (See Attachment A.)

2. Description of Alignment with NAEYC

The items are aligned with the Louisiana Components of Effective Teaching (LCET) as mandated by the state department. A summary of the alignment of the student teaching evaluation items with NAEYC standards follows:

NAEYC Standards	Student Teaching Instrument Items
1. Promoting child development and learning	
1a.	P2, P3, P4, M1-6, Addendum
1b	P2, P3, M1-6, Addendum
1c	P2, P3, M1-6, Addendum
2. Building family and community relationships	
2a.	P3, O2, O6, Addendum
2b.	O2, O3, O6, O8, Addendum
2c.	O2, O3, O8, Addendum
3. Observing, documenting, and assessing to support young children and families	

3a.	A1-7, Addendum
3b.	A1-7, Addendum
3c.	A1-7, Addendum
3d.	O2, O3, O6, Addendum
4. Teaching and learning	
4a.	O2, O3, O6, P3, Addendum
4b.	P3, P4, M1-6, I1-19, A1-7, Addendum
4c.	P6, I7-8, Addendum
4d.	P1-8, M1-6, I1-19, A1-7, O1-2, O6, Addendum
5. Becoming a professional	
5a.	O1, O2, O7, Addendum
5b.	O7, PA15D, Addendum
5c.	PA13, PA14, PA15F, Addendum
5d.	PA14, Addendum
5e.	O7, Addendum

3. Summary of Data Findings

We had one PreK-3 student teacher in Fall 2006. As seen in Attachment C, she had the highest possible score in all areas except for one: encouraging use of higher order thinking skills. However, even this area was satisfactory. This candidate successfully completed student teaching and received her degree.

4. Interpretation of Evidence
As noted in the description of alignment, this instrument addresses all of the NAEYC Standards. Although we only had one student teacher in Fall 2006, the results of this assessment provide evidence that our students meet and will continue to meet these standards. Because student teaching occurs in the last semester of the program, evidence from student teaching is especially persuasive. We will continue to carefully scrutinize this instrument as more candidates move into student teaching.

Attachment A-Instrument and Description

Final Report on Student Teaching/Internship/Practicum*

SOUTHEASTERN
LOUISIANA UNIVERSITY

Directions: **Please evaluate the student teacher/intern in each of the areas listed below. Please use the comments section under each major category to explain your ratings and/or add additional information. Documentation must be provided for any rating of 1.**

The scale is:
1 – Has not developed or used this skill
2 – Is beginning to incorporate this skill
3 – Uses this skill appropriately and competently
4 – Uses this skill consistently with a high degree of competence and confidence

NAEYC standard numbers are in parentheses.

PLANNING: The teacher plans effectively for instruction.				
1. Specifies learner outcomes in clear, concise objectives (NAEYC 4d)	1	2	3	4
2. Includes activity/activities that develop(s) objectives (NAEYC 1a, 1b, 1c, 4d)	1	2	3	4
3. Identifies and plans for individual differences (NAEYC 1a, 1b, 1c, 2a, 4a, 4b, 4d)	1	2	3	4
4. Identifies materials, other than standard materials, as needed for lesson (NAEYC 1a, 4b, 4d)	1	2	3	4
5. States method(s) of evaluation to measure learner outcomes (NAEYC 4d)	1	2	3	4
6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs (NAEYC 4c, 4d)	1	2	3	4
7. Plans for the use of technology (NAEYC 4d)	1	2	3	4
8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson (Special Education teachers only) (NAEYC 4d)	1	2	3	4

Comments:

MANAGEMENT: The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.				
1. Organizes available space, materials, and/or equipment to facilitate learning (NAEYC 1a, 1b, 1c, 4b, 4d)	1	2	3	4
2. Promotes a positive learning climate (NAEYC 1a, 1b, 1c, 4b, 4d)	1	2	3	4
3. Manages routines and transitions in a timely manner (NAEYC 1a, 1b, 1c, 4b, 4d)	1	2	3	4
4. Manages and/or adjusts allotted time for activities planned (NAEYC 1a, 1b, 1c, 4b, 4d)	1	2	3	4
5. Establishes expectations for learner behavior (NAEYC 1a, 1b, 1c, 4b, 4d)	1	2	3	4
6. Uses monitoring techniques to facilitate learning (NAEYC 1a, 1b, 1c, 4b, 4d)	1	2	3	4

Comments:

INSTRUCTION: The student teacher/intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.				
1. Initiates lesson effectively (NAEYC 4b, 4d)	1	2	3	4
2. Uses technique(s) which develop(s) lesson objective(s) (NAEYC 4b, 4d)	1	2	3	4
3. Sequences lesson to promote learning (NAEYC 4b, 4d)	1	2	3	4
4. Uses available teaching material(s) to achieve lesson objective(s) (NAEYC 4b, 4d)	1	2	3	4
5. Adjusts lesson when appropriate (NAEYC 4b, 4d)	1	2	3	4
6. Integrates technology into instruction (NAEYC 4b, 4d)	1	2	3	4
7. Presents content at a developmentally appropriate level (NAEYC 4b, 4c, 4d)	1	2	3	4
8. Presents accurate subject matter (NAEYC 4b, 4c, 4d)	1	2	3	4
9. Relates relevant examples, unexpected situations, or current events to the content (NAEYC 4b, 4d)	1	2	3	4
10. Integrates content across the curriculum (NAEYC 4b, 4d)	1	2	3	4
11. Accommodates individual differences (NAEYC 4b, 4d)	1	2	3	4
12. Demonstrates ability to communicate effectively with students (NAEYC 4b, 4d)	1	2	3	4
13. Stimulates and encourages higher order thinking at the appropriate developmental levels (NAEYC 4b, 4d)	1	2	3	4
14. Encourages student participation (NAEYC 4b, 4d)	1	2	3	4
15. Exhibits enthusiasm toward the subject content (NAEYC 4b, 4d)	1	2	3	4
16. Uses wait time (NAEYC 4b, 4d)	1	2	3	4
17. Uses effective questioning techniques (NAEYC 4b, 4d)	1	2	3	4
18. Utilizes appropriate motivational techniques (NAEYC 4b, 4d)	1	2	3	4
19. Utilizes an effective lesson closure (NAEYC 4b, 4d)	1	2	3	4
20. Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only) n/a	1	2	3	4

Comments:

ASSESSMENT: The student teacher/intern demonstrates ability to assess and facilitate student academic growth.				
1. Consistently monitors ongoing performance of students (NAEYC 3a, 3b, 3c, 4b, 4d)	1	2	3	4
2. Uses appropriate and effective assessment technique(s) (NAEYC 3a, 3b, 3c, 4b, 4d)	1	2	3	4
3. Provides timely feedback to students regarding progress (NAEYC 3a, 3b, 3c, 4b, 4d)	1	2	3	4
4. Produces evidence of student academic growth under his/her instruction (NAEYC 3a, 3b, 3c, 4b, 4d)	1	2	3	4
5. Develops well constructed assessment instruments/procedures/performances (NAEYC 3a, 3b, 3c, 4b, 4d)	1	2	3	4
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning (NAEYC 3a, 3b, 3c, 4b, 4d)	1	2	3	4
7. Interprets and utilizes standardized/non-standardized test results (NAEYC 3a, 3b, 3c, 4b, 4d)	1	2	3	4

Comments:

OTHER: The student teacher/intern				
1. Participates in grade level and subject area curriculum planning and evaluation (NAEYC 4d, 5a)	1	2	3	4
2. Establishes cooperative relationships with the supervising teacher, paraprofessionals, parents, students, and other school personnel (NAEYC 2a, 2b, 2c, 3d, 4a, 4d, 5a)	1	2	3	4
3. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning (NAEYC 2b, 2c, 3d, 4a)	1	2	3	4
4. Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher (NAEYC 5c)	1	2	3	4
5. Has planned lessons to address the School Improvement Plan (NAEYC 4b)	1	2	3	4
6. Exhibits sensitivity to diverse community and cultural norms(NAEYC 2a, 2b, 3d, 4a, 4d)	1	2	3	4
7. Shows awareness of the purposes of professional organizations (NAEYC 5a, 5b, 5e)	1	2	3	4
8. Observes and/or participates in team evaluations (IEP's, etc.) (NAEYC 2b, 2c)	1	2	3	4

Comments:

Professional Attributes and Characteristics Scale

1) Attendance (NAEYC 5b)	**2) Punctuality** (NAEYC 5b)
☐ Frequently absent ☐ Rarely absent ☐ Exemplary attendance	☐ Frequently late ☐ Generally punctual ☐ Always on time
3) Professional Appearance (NAEYC 5b)	**4) Oral Expression** (NAEYC 5b)
☐ Occasionally appears inappropriately/unprofessionally dressed ☐ Is usually dressed appropriately ☐ Always dresses/appears in a professional manner	☐ Makes frequent usage and/or grammatical errors ☐ Inarticulate ☐ Articulate ☐ Expressive, animated
5) Written Expression (NAEYC 5b)	**6) Tact/Judgement** (NAEYC 5b)
☐ Written work contains misspellings and/or grammatical errors ☐ Written work is often unclear and disorganized ☐ Written work is organized and clearly expresses ideas	☐ Thoughtless: Highly insensitive to others' feelings and opinions ☐ Somewhat or sometimes insensitive and undiplomatic ☐ Perceives what to do or say in order to maintain good relations with others and responds accordingly ☐ Diplomatic: Highly sensitive to others' feelings and opinions
7) Reliability/Dependability (NAEYC 5b)	**8) Self-Initiative/Independence** (NAEYC 5b)
☐ Sometimes fails to complete assigned tasks and duties ☐ Sometimes needs to be reminded to attend to assigned tasks/duties ☐ Responsible: Attends to assigned tasks/duties on schedule without prompting ☐ Self-starter: Perceives needs and attends to them immediately	☐ Passive: Depends on others for directions, ideas and guidance ☐ Has good ideas, works effectively with limited supervision ☐ Creative and resourceful; independently implements plans
9) Self-Confidence (NAEYC 5b)	**10) Collegiality** (NAEYC 5c)
☐ Anxious: Often appears self-conscious, nervous ☐ Arrogant: Has unfounded belief in abilities ☐ Usually confident – comfortable in classroom situations ☐ Realistically self-assured; competently handles class demands	☐ Often works in isolation ☐ Reluctant to share ideas and materials ☐ Willingly shares ideas and materials

11) Interaction with Students (NAEYC 1a, 1b, 1c, 4a, 4b)	12) Response to Students' Needs (NAEYC 1a, 1b, 1c, 4a, 4b)
☐ Can appear threatening or antagonistic towards students ☐ Shy: Hesitant to work with students ☐ Relates easily and positively with students ☐ Outgoing: Actively seeks opportunities to work with students	☐ Does not attempt to accommodate needs of unique learners ☐ Makes negative comments about students' ability to learn ☐ Usually accepts responsibility for all students' learning ☐ Consistently responds to the learning needs of all students
13) Response to Feedback (NAEYC 5c)	14) Ability to Reflect and Improve Performance (NAEYC 5c, 5d)
☐ Defensive: Unreceptive to feedback ☐ Receptive – but does not implement suggestions ☐ Receptive – and adjusts performance accordingly ☐ Solicits suggestions and feedback from others	☐ Reluctant to analyze performance ☐ Makes some effort to review skills ☐ Actively seeks ways to assess abilities ☐ Consistently deepens knowledge of classroom practice and student learning

15) Professional Characteristics

Seldom	Usually	Always	For each characteristic, check the frequency indicator that most accurately reflects the student teacher's/intern's behavior.
☐	☐	☐	**A. Commitment** – demonstrates genuine concern for students and is dedicated to the teaching profession. (NAEYC 5b)
☐	☐	☐	**B. Creativity** – seeks opportunities to develop imaginative instructional lessons. (NAEYC 5b)
☐	☐	☐	**C. Flexibility** – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary. (NAEYC 5b)
☐	☐	☐	**D. Integrity** – maintains high ethical and professional standards. (NAEYC 5b)
☐	☐	☐	**E. Organization** – is efficient, successfully manages multiple tasks simultaneously. (NAEYC 5b)
☐	☐	☐	**F. Perseverance** – strives to complete tasks and improve teaching skills. (NAEYC 5b, 5c)
☐	☐	☐	**G. Positive Disposition** – possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable. (NAEYC 5b)

16) Potential as a Teacher (All NAEYC Standards)	
☐ Recommend review of career options and consideration of profession other than teaching. ☐ Recommend continuation in teaching profession. ☐ Highly recommend continuation in teaching profession: Strong candidate.	

NAEYC PreK-3 Addendum

Please evaluate the student teacher in each of the areas listed below. Please use the comments section to
explain your ratings and/or add additional information. Documentation must be provided for any rating of 1.

The scale is:
1 – Has not developed or used this skill
2 – Is beginning to incorporate this skill
3 – Uses this skill appropriately and competently
4 – Uses this skill consistently with a high degree of competence and confidence

1.	The student teacher applies knowledge of the characteristics of young children and multiple influences on development & learning to his/her work with young children. (NAEYC 1a, 1b)	1	2	3	4
2.	The student teacher uses developmental knowledge to create healthy, respectful, supportive, and challenging DAP learning experiences. (NAEYC 1c)	1	2	3	4
3.	The student teacher applies knowledge of family and community characteristics to his/her work with young children. (NAEYC 2a)	1	2	3	4
4.	The student teacher supports and empowers families/communities through respectful, reciprocal relationships as well as by involving families/communities in their children's development, learning, and assessment. (NAEYC 2b, 2c, 3d)	1	2	3	4
5.	The student teacher uses observation, documentation, and other developmentally appropriate assessment tools/approaches in an appropriate responsible manner. (NAEYC 3a, 3b, 3c)	1	2	3	4
6.	The student teacher uses positive relationships, supportive interactions, and effective approaches/strategies to build meaningful curriculum. (NAEYC 4a, 4b)	1	2	3	4
7.	The student teacher understands central concepts, inquiry tools and structures of content areas or academic disciplines and uses these to build meaningful curriculum. (NAEYC 4c)	1	2	3	4
8.	The student teacher uses his/her own knowledge as well as other resources to design, implement, and evaluate meaningful, challenging DAP curriculum to promote positive outcomes. (NAEYC 4d)	1	2	3	4
9.	The student teacher involves himself/herself with the early childhood field while upholding ethical standards and other professional guidelines. (NAEYC 5a, 5b)	1	2	3	4
10	The student teacher engages in continuous collaborative learning, critical reflection, and informed advocacy for children and the profession. (NAEYC 5c, 5d, 5e)	1	2	3	4

Comments:

*This entire formal evaluation for each student teacher is completed by the classroom teacher and student teacher jointly as well as the university supervisor at the end of the student teaching semester. It is a summary of the student teacher's competencies at the end of student teaching.

Attachment B
Scoring Guide for *Final Report on Student Teaching Instrument*

1. General Instrument
The Final Report on Student Teaching contains 50 four-point scaled items in five domains: Planning, Management, Instruction, Assessment, and Other. The Other Category includes broad-based skills such as establishing professional relationships and showing awareness of professional organizations.

Items in the areas of Planning, Management, Instruction, Assessment and Other as well as the NAEYC addendum have four possible ratings:
1 (has not developed or used this skill)
2 (is beginning to incorporate this skill)
3 (uses this skill appropriately and competently)
4 (uses this skill consistently with a high degree of competence and confidence).

By the culmination of student teaching, candidates are expected to make at least a 2 on each item with the majority of scores (80%) a 3 or 4 on each item.

2. Professional Attribute Scale
In addition to the five domains, the instrument includes a Professional Attribute component, which addresses 21 characteristics such as response to feedback and punctuality. The items in the Professional Attribute component have three to four possible ratings with the wording and number of the criteria depending on the item's content.

For each item, the score that shows the most need for improvement is "1". For items #1, 2, 3, 5, 8, 10, 15, and 16, the best score is "3". For all other items, the best score is "4"; however, "3" is also a positive score.

By the culmination of student teaching, candidates are expected to obtain a positive score on each item, depending on whether it is a three-point or four-point item.

3. NAEYC Addendum
This assessment also contains a ten-question addendum designed specifically to correlate with the NAEYC standards.

Items in the NAEYC addendum have four possible ratings:
1 (has not developed or used this skill)
2 (is beginning to incorporate this skill)
3 (uses this skill appropriately and competently)
4 (uses this skill consistently with a high degree of competence and confidence).

By the culmination of student teaching, candidates are expected to make a 2 on each item with at least 80% of the scores at least a 3 on items in the NAEYC addendum.

Candidate Data for *Final Report on Student Teaching*
University Supervisor's Rating
N=1 for Fall 2006*

(Key to scoring: 1 = Has not developed or used this skill; 2 = Is beginning to incorporate this skill; 3 = Uses this skill appropriately and competently; 4 = Uses this skill consistently with a high degree of competence and confidence)

Planning: The student teacher/intern plans effectively for instruction	
1. Specifies learner outcomes in clear, concise objectives	4
2. Includes activity/activities that develop(s) objectives	4
3. Identifies and plans for individual differences	4
4. Identifies materials, other than standard materials, as needed for lesson	4
5. States method(s) of evaluation to measure learner outcomes	4
6. Develops short term and long term instructional plans based on state standards and benchmarks, and / or GLEs	4
7. Plans for the use of technology	4
8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson	4
Management: The student teacher/ intern maintains an environment conducive to learning, maximizes the amount of time available for instruction and manages learner behavior to provide productive learning opportunities	
1. Organizes available space, materials and / or equipment to facilitate learning	4
2. Promotes a positive learning climate	4
3. Manages routines and transitions in a timely manner	4
4. Manages and / or adjusts time for activities	4
5. Establishes expectations for learner behavior	4
6. Uses monitoring techniques to facilitate learning	4
Instruction: The student teacher/ intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.	
1. Initiates lesson effectively	4
2. Uses technique(s) which develop(s) lesson objective(s)	4
3. Sequences lesson to promote learning	4
4. Uses a variety of teaching materials to achieve lesson objective(s)	4
5. Adjusts lesson when appropriate	4
6. Integrates content across the curriculum	4
7. Presents content at a developmentally appropriate level	4
8. Presents accurate subject matter	4
9. Relates relevant examples, unexpected situations, or current events to the content	4
10. Integrates content across the curriculum	4
11. Accommodates individual differences	4
12. Demonstrates ability to communicate effectively with students	4
13. Stimulates and encourages higher order thinking at the appropriate	3

developmental levels	
14. Encourages student participation	4
15. Exhibits enthusiasm toward the subject content	4
16. Uses wait time	4
17. Uses effective questioning techniques	4
18. Utilizes appropriate motivational techniques	4
19. Utilizes an effective lesson closure	4
20. Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only)	N/A
Assessment: The student teacher / intern assesses student progress	
1. Consistently monitors ongoing performance of students	4
2. Uses appropriate and effective assessment techniques	4
3. Provides timely feedback to students regarding their progress	4
4. Produces evidence of student academic growth under his / her instruction	4
5. Develops well constructed assessment instruments	4
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning	4
7. Interprets and utilizes standardized/ non-standardized test results	4
Other: The student teacher	
1. Participates in grade level and subject curriculum planning and evaluation	4
2. Establishes cooperative relationships with supervising teacher, paraprofessionals, parents, students, and other school personnel	4
3. Provides clear and timely information to parent / caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning	4
4. Has read the School Improvement Plan for the school and discussed it with the supervising / mentor teacher	4
5. Has planned lessons to address the School Improvement Plan	4
6. Exhibits sensitivity to diverse community and cultural norms	4
7. Shows awareness of the purposes of professional organizations	4
8. Observes and / or participates in team evaluations (IEP's etc.)	4
Professional Attributes Scale (Read individual items for scoring guide.)	
1. **Attendance**(1=Frequently absent, 2=Rarely absent, 3=Exemplary attendance)	3
2. **Punctuality** (1=Frequently late, 2=Generally punctual, 3=Always on time)	3
3. **Professional Appearance** (1=Occasionally appears inappropriately/ unprofessionally dressed, 2=Is usually dressed appropriately, 3=Always dresses/ appears in a professional manner)	3
4. **Oral Expression** (1=Makes frequent usage and/ or grammatical errors, 2=Inarticulate. 3=Articulate, 4=Expressive, animated)	4
5. **Written Expression** (1=Written work contains misspellings and/ or grammatical errors, 2=Written work is often unclear and disorganized, 3=Written work is organized and clearly expresses ideas)	3
6. **Tact, Judgment** (1=Thoughtless: Highly insensitive to others' feelings and opinions, 2=Somewhat or sometimes insensitive and undiplomatic, 3=Perceives what to do or say in order to maintain good relations with others and responds accordingly, 4=Diplomatic: Highly sensitive to others' feelings	4

and opinions)	
7. **Reliability / Dependability** (1=Sometimes fails to complete assigned tasks and duties, 2=Sometimes needs to be reminded to attend to assigned tasks/ duties, 3=Responsible: Attends to assigned tasks/ duties on schedule without prompting, 4=Self-starter: Perceives needs and attends to them immediately)	4
8. **Self Initiative/ Independence** (1=Passive: Depends on others for direction, ideas, and guidance, 2=Has good ideas, works effectively with limited supervision, 3=Creative and resourceful: Independently implements plans)	3
9. **Self-Confidence** (1=Anxious: Often appears self-conscious, nervous, 2=Arrogant: Has unfounded belief in abilities, 3=Usually confident: comfortable in classroom situations, 4=Realistically self-assured; competently handles class demands	4
10. **Collegiality** (1=Often works in isolation, 2=Reluctant to share ideas and materials, 3=Willingly shares ideas and materials	3
11. **Interaction with Students** (1=Can appear threatening or antagonistic towards students, 2=Shy: Hesitant to work with students, 3=Relates easily and positively with students, 4=Outgoing: Actively seeks opportunities to work with students)	4
12. **Response to Student Needs** (1=Does not attempt to accommodate needs of unique learners, 2=makes negative comments about students' ability to learn, 3=Usually accepts responsibility for all students' learning, 4=Consistently responds to the learning needs of all students	4
13. **Response to feedback** (1=Defensive: Unreceptive to feedback, 2=Receptive—<u>but</u> does not implement suggestions, 3=Receptive – <u>and</u> adjusts performance accordingly, 4=Solicits suggestions and feedback from others)	4
14. **Ability to Reflect and Improve Performance** (1=Reluctant to analyze performance, 2=Makes some effort to review skills, 3=Actively seeks ways to assess abilities, 4=Consistently deepens knowledge of classroom practice and student learning	4
15. **Professional Characteristics** (1=Seldom, 2=Usually, 3=Always)	
A. **Commitment**- Demonstrates genuine concern for students and is dedicated to the teaching profession	3
B. **Creativity** – Seeks opportunities to develop imaginative instructional lessons	3
C. **Flexibility** – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary	3
D. **Integrity** – Maintains high ethical and professional standards	
E. **Organization** – I efficient, successfully manages multiple tasks simultaneously	3
F. **Perseverance** – Strives to complete tasks and improve teaching skills	3
G. **Positive Disposition** – Possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable	3
16. **Potential as a Teacher** – (1=Recommend review of career options and consideration of profession other than teaching, 2=Recommend continuation in teaching profession, 3=Highly recommend continuation in teaching profession: Strong candidate)	3

NAEYC Addendum (Key to scoring: 1 = Has not developed or used this skill; 2 = Is beginning to incorporate this skill; 3 = Uses this skill appropriately and competently; 4 = Uses this skill consistently with a high degree of competence and confidence)		
1.	The student teacher applies knowledge of the characteristics of young children and multiple influences on development & learning to his/her work with young children.	4
2.	The student teacher uses developmental knowledge to create healthy, respectful, supportive, and challenging DAP learning experiences.	4
3.	The student teacher applies knowledge of family and community characteristics to his/her work with young children.	4
4.	The student teacher supports and empowers families/communities through respectful, reciprocal relationships as well as by involving families/communities in their children's development, learning, and assessment.	4
5.	The student teacher uses observation, documentation, and other developmentally appropriate assessment tools/approaches in an appropriate responsible manner.	4
6.	The student teacher uses positive relationships, supportive interactions, and effective approaches/strategies to build meaningful curriculum.	4
7.	The student teacher understands central concepts, inquiry tools and structures of content areas or academic disciplines to build meaningful curriculum.	4
8.	The student teacher uses his/her own knowledge as well as other resources to design, implement, and evaluate meaningful, challenging DAP curriculum to promote positive outcomes.	4
9.	The student teacher involves himself/herself with the early childhood field while upholding ethical standards and other professional guidelines.	4
10.	The student teacher engages in collaborative learning, critical reflection, and informed advocacy for children and the profession.	4

*We had three student teachers in Spring 2006. However, we were not able to begin disaggregating data on this instrument for our PreK-3 program until Fall 2006.

Assessment 5
Final Report on Assessment Plan Instrument

1. Description
Teacher candidates in grades PreK-12 are evaluated with a common instrument, the *Assessment Plan* which is specifically aligned for PK-3 candidates addressing NAEYC Standards. This three-part teacher candidate assessment addresses pre/post and formative student assessments administered to each child to measure learning goals & objectives including format of developmentally appropriate assessment, as well as a reflective narrative that provides descriptive information about the impact on student achievement. The *Assessment Plan* is one of the assessments used in our program to measure student learning.

PART 1 – Assessment Plan – Addresses the pre/post and formative assessment
        administered to each child to measures learning goals and objectives. Also
        indicates the format of the developmentally appropriate assessment for use
        with PK-3 children.
PART 2 – Analyzing the Results – Used to show the learning gains made by each
        PK-3 student from pre/post assessments that are designed in a developmentally
        appropriate manner.
PART 3 – Impact of Instruction – Consists of reflective narrative that provides
        descriptive information of impact on student achievement. The open ended
        responses are read by the evaluator and used to make the final evaluation
        decision reflected on the Likert scale (1-5) in methods courses and Likert scale
        (1-4) in student teaching.

This instrument is collected four times during the early childhood program. It is first collected at the Developing Level (DL) in Methods I (EDUC 320), in Methods II (ECE 400/411/420), and in Methods III (EDUC 422) and in Student Teaching at the Competency Level (CL). As the assessment was being phased in during Spring 2006, data were not collected at the CL until Fall 2006. (See Attachment A for the three component parts of the Assessment Plan. This formal evaluation for all PK-3 candidates is completed each time by the university instructor. See attachment B for the Scoring Guide.)

2. Description of Alignment with NAEYC
The Assessment Plan is aligned with the NAEYC standards and the Louisiana Components of Effective Teaching (LCET) as mandated by the state department. The following chart shows how each of the three parts of the *Assessment Plan* is aligned with the specific NAEYC standards.

	ASSESSMENT PLAN		
NAEYC Standards	PART 1	PART 2	PART 3
1. Promoting child development and learning			
1b	√		
1c	√		
2. Building family and community relationships			
2c.	√	√	

3. Observing, documenting, and assessing to support young children and families			
3a.	√	√	√
3b.	√	√	√
3c.	√	√	√
3d.			√
4. Teaching and Learning			
4b.	√	√	
4c.	√	√	
4d.	√	√	
5. Becoming a Professional			
5a.			
5b.		√	√
5c.		√	√

3. Summary of Data Findings
In Spring 2006, we had a total of 32 candidates who were assessed on the Assessment Plan in Methods I/EDUC 323 (N=16) and Methods II/ECE 400 (N=16) at the DL in their degree program. As seen in Attachment C, all candidates are beginning to successfully develop and incorporate Assessment Components into their teaching. Strongest areas were being able to develop assessments that were developmentally appropriate, monitor child performance and provide feedback to the child for the Methods I students. The greatest need for improvement was seen in addressing Impact on Student Learning and Interpreting or Utilizing Test Results as these are areas that the (DL) candidates are just beginning to experience in their Methods courses. Methods II candidates were strongest in developing various assessment techniques that were developmentally appropriate and monitoring performance. Though, scores reflect their performance was similar across all measures. Regarding specific NAEYC Standards, strengths were seen in the key elements of observing, documenting, and using observation, documentation, and other appropriate assessment tools and approaches. Areas for improvement were seen in the key element of knowing about partnerships with families and other professionals.

In Fall 2006, we had a total of 28 candidates who were assessed on the Assessment Plan in Methods I/EDUC 323 (N=12) and Methods III/ECE 422 (N=15) at the DL and one (1) candidate during student teaching at the CL. As seen in Attachment C, all candidates are beginning to successfully develop and incorporate Assessment Components into their teaching. The one candidate at the CL who was student teaching received the highest score possible for her performance on this measure using the Likert scale (1-4) that is used at the Competency Level.

4. Interpretation of Evidence
As noted in the description of the assessment tool, several NAEYC standards are addressed. Because all teacher candidates in their methods courses showed gains across all categories and items, the results of this assessment provide convincing evidence that our candidates are addressing and developmentally meeting these standards at various degree program checkpoints.

In spite of these very positive findings, our analysis of the data shows areas in which we could improve. (See above Summary of Data Findings.) For example, data results for

Standard/Element 3d indicate that more opportunities to work with families with regard to assessment is warranted. In addition, the program should look more closely at opportunities for developing knowledge and practice for a variety of developmentally appropriate assessments. As a result, the following actions have been identified to improve our program:

1. The ECE Program Committee will draft an action plan that is updated on an annual basis to address data-driven issues and concerns for program monitoring and improvement (e.g., developing partnerships with families).

With regard to candidate assessment, faculty are also discussing making the two Likert scales the same during methods and student teaching. Finally, faculty have also determined that we need to continue to review the Assessment Plan to make any revisions to further demonstrate the developmentally appropriate practices that are discussed, taught and expected of our teacher candidates.

ASSESSMENT PLAN *

1.   **Provide a table** (see sample below) outlining the pre-, post- and at least 1 *formative assessment* to be administered to each child. These assessments should measure the progress of students in your class toward your learning objective(s) and your learning goal(s). List assessments in the order in which they will be administered.
The Table should include:
   A) Type of assessments (e.g., pre, formative, or post).
   B) The learning objectives; these are specific to the learning activities.
   C) Format of assessments (e.g., essay, multiple choice, listing, short answer, performance, matching, T/F, etc.).

Type of Assessments	Learning Objectives	Format of Assessment
1. Pre Assessment		
2. Formative Assessment		
3. Post Assessment		

2.   **Provide a narrative description which:**

   - Explains how the assessments specifically addresses each of the goals/objectives and why the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed,

   - Explains why you have chosen each of these assessments to attain your stated learning objectives,

   - Provides assessment instructions that are understood by all students,

   - Explains the minimal level of acceptable student performance (i.e., the point at which the student successfully meets the learning objective) in measurable terms,

   - Explains special adaptations for special needs students (e.g. cognitive, language, developmental, and content).

   It is encouraged that you use the same post-assessments as pre-assessments after you have finished the educational sequence.

3.   **Submit a clean copy of your assessment(s) and scoring criteria (e.g., keys, rubrics, etc.) as an attachment.**

Oklahoma Teacher Enhancement Program

*This three-part assessment is used to measure student learning and candidate reflection. It is collected four times during the ECE program, three times during the methods courses (Developing Level) and once at student teaching (Competency Level).

Analyzing the Results: Used to show the learning gain made by each student from pre- to post- assessment

Students	Pre Assessment	Post Assessment	Gain + or -	Objectives				Comments
				Yes	No	Yes	No	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

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Reflecting on the Impact of Instruction

1. How many students accomplished all of the objectives you established for this body of instruction? What % of students did not meet all objectives? What factors contributed to their success/failure?

2. Did those students who were unsuccessful in meeting all objectives demonstrate substantial gains in knowledge and skills as defined in the objectives? Were there students who demonstrated very little gain or negative gain (regression) from pre-assessment to post-assessment?

3. Describe the circumstances/conditions that contributed to the poor achievement of students who did not meet the objectives or make substantial gains.

4. Since the conclusion of the unit and/or lesson, what have you done to help students who did not accomplish/master the objectives to improve their learning in these areas?

5. What impact will the information gained from your reflection about you students' performance have on future lessons? Describe the adjustments you will make in your instruction.

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ASSESSMENT PLAN RUBRIC- Methods courses

The scale is: 1 – Has not developed or used this skill
2 – Is beginning to incorporate this skill
3 – Uses this skill appropriately
4 – Uses this skill competently with frequency
5 – Uses this skill proficiently with consistency

ASSESSMENT: The teacher assesses student progress.					
1. Develops well constructed assessment instruments/procedures/performances	1	2	3	4	5
2. Uses appropriate and effective assessment technique(s)	1	2	3	4	5
3. Utilizes a variety of formal and informal assessment techniques to monitor student learning	1	2	3	4	5
4. Consistently monitors ongoing performance of students	1	2	3	4	5
5. Provides timely feedback to students regarding their progress	1	2	3	4	5
6. Produces evidence of student academic growth under his/her instruction	1	2	3	4	5
7. Interprets and utilizes standardized/non-standardized test results	1	2	3	4	5

Candidates should obtain a 3 for the majority (80%) of items for Methods I.
Candidates should obtain a 4 for the majority (80%) of items for Methods II.
Candidates should obtain a 4 for the majority (80%) of items for Methods III.

ASSESSMENT PLAN RUBRIC- Student Teaching/Internship

The scale is: 1 – Has not developed or used this skill
2 – Is beginning to incorporate this skill
3 – Uses this skill appropriately and competently
4 – Uses this skill consistently with a high degree of competence and confidence

ASSESSMENT: The teacher assesses student progress.				
1. Develops well constructed assessment instruments/procedures/performances	1	2	3	4
2. Uses appropriate and effective assessment technique(s)	1	2	3	4
3. Produces evidence of student academic growth under his/her instruction	1	2	3	4
4. Interprets and utilizes standardized/non-standardized test results	1	2	3	4

Candidates should obtain at least a 2 with the majority of items being 3 or 4 (80%).
Any score of one (1) warrants comments as explanation for that score.
Comments:

ASSESSMENT PLAN RUBRIC- Methods courses

The Assessment Plan Artifact is assessed during methods courses at the Developing Level by using the following scoring rubric:

1 = Has not developed or used this skill
2 = Is beginning to incorporate this skill
3 = Uses this skill appropriately
4 = Uses this skill competently with frequency
5 = Uses this skill proficiently with consistency

Candidates should obtain a 3 for the majority (80%) of items for Methods I.
Candidates should obtain a 4 for the majority (80%) of items for Methods II.

ASSESSMENT PLAN RUBRIC- Student Teaching/Internship

During the Student Teaching semester candidates are also assessed using the
The Assessment Plan Artifact. This assignment was structured to be aligned with the indicators of the existing Louisiana Components of Effective Teaching (LCET) document used during the Student Teaching semester at the Competency Level. The following scoring rubric is used during Student Teaching.

1 = Has not developed or used this skill
2 = Is beginning to incorporate this skill
3 = Uses this skill appropriately and competently
4 = Uses this skill consistently with a high degree of competence and confidence

Candidates should obtain at least a 2 with the majority of items being 3 or 4 (80%).
Any score of one (1) warrants comments as explanation for that score.

Attachment C
Assessment Plan
Candidate Data Table

These results come from the LCET document used during the Developing Level of our program in methods courses. The Assessment Plan was integrated into the LCET document during the Spring 2006 semester. Table 1 reflects summary data collected in the methods courses (Methods I and Methods II) during Spring 2006 as well as data collected in methods courses (Methods I and Methods III) and Student Teaching which were collected during Fall 2006. Each score represents the average of the candidates' performance on that particular indicator which was assessed for that group of candidates. Each of the indicators is aligned with specific NAEYC standards. The rubric used in the all Methods courses is based on a Likert scale (1-5). The rubric used in Student Teaching is based on a Likert scale (1-4).

Please note that data were not collected in the Methods III course during Spring 2006 and Methods II course during Fall 2006 because those courses were not taught each of those semesters.

Table 1

Average of Candidate Performance on the Assessment Plan						
	SPRING 2006			**FALL 2006**		
Assessment Components	Methods I	Methods II	Methods III *	Methods I	Methods II **	Methods III	Student Teaching
Field Placement	PK-3	PK-K	1-3	PK-3	PK-K	1-3	PK-3 Choice
Number of Candidates	N= 16	N=16	N=0	N=12	N=0	N=15	N=1
Likert Scale	1-5 points			1-5 points			1-4 points
Develops Assessments *(NAEYC 3a, 3b, 3c)*	2.75	3.38		3.13		3.93	4
Assessment Techniques *(NAEYC 3a, 3b, 3c)*	2.50	3.38		3.13		3.93	4
Variety of Formal & Informal Assessments *(NAEYC 3a,*	2.56	3.31		3.13		3.93	4

3b, 3c)							
Monitors Performance *(NAEYC 3a, 3b, 3c)*	2.69	3.38		3.06		3.93	4
Provides Feedback *(NAEYC 3a, 3b, 3c, 3d)*	2.81	3.31		2.69		3.60	4
Impact on Student Learning *(NAEYC 3a, 3b, 3c, 3d)*	2.06	3.31		3.13		3.93	4
Interprets/Utilizes Test Results *(NAEYC 3a, 3b, 3c, 3d)*	2.06	3.31		3.13		3.93	4

*   Data were not collected because Methods III was not taught this semester.
**   Data were not collected because Methods II was not taught this semester.

Final Report
Assessment 6:
Prospective Education Candidate

1. Description
The *Prospective Education Candidate Survey (PECS)* packet is inclusive of 1) DISPOSITIONS: a self-reflective assessment of candidate dispositions, knowledge of State Supplement Standard B, and professional characteristics; 2) TECHNOLOGY: a self-assessment of essential technology knowledge and skills; 3) DIVERSITY: a self-assessment of readiness for teaching culturally diverse students. This self-assessment is completed by teacher candidates during the semester of enrollment in Student Teaching.

A. Essential Technology Knowledge and Skills That Influence Your Readiness for Teaching (ETK)
The instrument is broken down into four components inclusive of foundations, information acquisition, solving problems and communication. Each component has three key indicators in which candidates respond with yes, no, or unsure.
B. Professional Attributes and Characteristics Scale (PACS)
In items in this scale, candidates choose adjectives from a list that best describe their own beliefs and behaviors. Candidates also rate themselves on a numeric scale for the items of Knowledge of School Improvement and Knowledge of LA School and District Accountability System. Items in this scale vary in score and scale. Individual items must be assessed alone in order to get an accurate assessment.
C. Preparing for Diversity (PD)
The instrument is broken down into four components inclusive of foundations, information acquisition, solving problems and communication. Each component has three key indicators in which candidates respond with yes, no, or unsure.

2. Description of Alignment with NAEYC
The items are aligned with the Louisiana Components of Effective Teaching (LCET) as mandated by the state department as well as the NAEYC standards. A summary of the alignment of the student teaching evaluation items with NAEYC standards follows:

NAEYC Standards	Holistic Rating Scale: Instrument Items
1. Promoting child development and learning	
1b	PD (all)
1c	ETK (C2, C3)
2. Building family and community relationships	
2a.	PD (all)
2b.	PD (all)
3. Observing, documenting, and assessing to support young children and families	
3b.	PD (6, 9, 10)
4. Teaching and learning	
4a.	PD 7
4b.	ETK (all), PD
5. Becoming a professional	
5d.	PACS (4, 5, 8, 10)

Final Report
Assessment 7:
Holistic Rating Scale: Classroom Management Plan

1. Description
This is primarily an assessment of candidates' ability to produce a realistic classroom management plan. This formal evaluation for each teacher candidate is completed by the course instructor during the semester the candidate is enrolled in Educational Psychology 315: Classroom Management and Motivation for Beginning Teachers. The items that are rated include: Classroom Procedures (CP), Classroom Rules (CR), Consequences (C), Individual and Group Motivations and Rewards (M), Preventive and Supportive Discipline (D), Parental Involvement (PI), Classroom Arrangement (CA), Application (A), and Structure & Writing (W.) Items in these areas have four possible ratings: 1 (unacceptable); 2 (approaching expectations); 3 (meets expectations); and 4 (Exceeds Expectations.)

(See Attachment A for the complete instrument.)

2. Description of Alignment with NAEYC

The items are aligned with the Louisiana Components of Effective Teaching (LCET) as mandated by the state department. A summary of the alignment of the with NAEYC standards follows:

NAEYC Standards	Holistic Rating Scale: Instrument Items
1. Promoting child development and learning	
1a.	M, D, CA
1b	M
1c	CP, CA
2. Building family and community relationships	
2b.	PI
2c.	PI
3. Observing, documenting, and assessing to support young children and families	
3d.	PI
4. Teaching and learning	
4b.	M, PI
4c.	CP, M, D, CA, C
5. Becoming a professional	

3. Summary of Data Findings

We had four PreK-3 teacher candidates enrolled in EPSY 315 in Spring 2006 and nine students enrolled in Fall 2006 . As seen in Attachment C, the average scores for each item were above Level 3, Meets Expectations. Strongest areas were Individual and Group Motivation, Classroom Rules, Preventive & Supportive discipline, classroom arrangement and application. Need for improvement was seen in areas of parental involvement and structure and writing. Regarding the NAEYC Standards, strengths were seen in the key elements of Promoting Child

Development and Learning and Teaching & Learning. Areas that could use improvement were seen in key elements of Building Family and Community Relationships and Becoming a Professional.

4. Interpretation of Evidence
As noted in the description of alignment, this instrument addresses many of the NAEYC Standards. Because all students rated at least a 3.25 across all categories and items during both semesters' data, the results of this assessment provide convincing evidence that our candidates have met these standards. This course takes place during the junior year, prior to Methods and Student Teaching, therefore we believe this is an adequate assessment of candidates who are still at the developing level in their degree program as they continue to develop these important performance skills for teaching and learning with young children.

In spite of these very positive findings, our analysis of the data shows areas in which we could improve. (See Summary of Data Findings.) For example, the Parental Involvement measure was the lowest rating in a curriculum area. While it was still above a 3 (Meets expectations), we would like to see this measure come closer to exceeding expectations, as it is such a crucial principle in the overall education of young children. One solution that has been proposed to help rectify this and other concerns is to create a new course in Classroom Management that is specific to the early childhood classroom (as opposed to the elementary and secondary classrooms, as well as early childhood.) At present, EPSY 315 serves as the Classroom Management course for all licensure areas. A new course, in Classroom Management in the Early Childhood classroom has been proposed and is now been evaluated through University committees.
As a result, the following are being suggested for exploration and possible improvements for our program:
1. A new course in Classroom Management in the Early Childhood Classroom is currently being added to the curriculum to better meet the needs of a developmentally appropriate early childhood setting. This new Educational Psychology course will stress, along with many other issues, the importance of and valuable need for parent involvement in classroom achievement and management, as well as child development.
Finally, the faculty has also determined that we need to continue to review our Classroom Management Plan to more specifically address key elements of the NAEYC Standards.

	Unacceptable (Level 1)	Approaching Expectations (Level 2)	Developing Level: Meets Expectations (Level 3)	Exceeds Expectations (Level 4)
Procedures: What is the purpose of classroom How will you teach these routines to students? Identify a 5 classroom procedures and how they will benefit your management. (NAEYC Standard 1A, 1C, 4C)	Procedures meet less than half of the requirement	Procedures meet half of the requirement	Procedures meet most of the requirement	Procedures meet all of the require
Rules: What are your classroom rules? How did you e rules? Relate each rule to the compelling interest ow will you convey these rules to students and parents?	Classroom rules reflect little or no understanding of the lesson/or subject matter	Classroom rules reflect some understanding of the lesson/or subject matter Classroom discipline/management	Classroom rules reflect an understanding of the lesson/or subject matter Classroom discipline/management	Classroom rules reflect a clear un of the lesson/or subject matter Classroom discipline/managemen
es: What are the consequences for students breaking the is the purpose of a consequence? Remember punish work able, and the office is a last resort. (NAEYC Standard	Consequences lack clarity and are not well understood	Consequences are and are somewhat understood	Consequences are provided and an attempt is made to make them manageable	Consequences are clear and well
nd Group Motivation and Rewards: What will happen n when a student does something right? What forms of ment will be used? Be specific. How will you motivate he entire group? (NAEYC Standards 1A, 1B , 4B, 4C)	Plan is ineffective in demonstrating student's understanding of motivations, rewards, and punishments.	Plan is somewhat ineffective in demonstrating student's understanding of motivations, rewards, and punishments.	Plan attempts to demonstrate student's understanding of motivations, rewards, and punishments.	Plan is very effective in demonst student's understanding of motiv rewards, and punishments.
and Supportive Discipline: iques (minimum of 4) will you use to prevent discipline /hy? (NAEYC Standards 1A& 4C)	There are no techniques provided to prevent discipline problems.	There is a slight attempt to provide techniques but they are inadequate.	For the most part, the techniques to prevent discipline problems are provided.	Four or more techniques are give discipline problems and a well c and sound rationale is also provid
volvement: How will you involve parents in your How will you communicate student progress? School EYC Standards 2A, 2B & 3D)	There are no examples used to address parental involvement, communications, and awareness	Insufficient examples used to address parental involvement, communications, and awareness	Some examples are used to address parental involvement, communications, and awareness	Very effective examples are use parental involvement, communic awareness
: Explain a classroom situation. Using your model, how l with the inappropriate behavior? Describe the e behavior, your response to the behavior, and your he appropriate behavior.	Application does not follow the student's management model	Application follows model and addresses inappropriate but fails to address response to the appropriate behavior	Application follows model and addresses appropriate behavior	Application follows model, addre appropriate behavior and provide to changing behavior
Arrangement: Attach sketch and explanation (NAEYC A, 1C & 4C)	Does not address a sufficient number of required organizational patterns and elements	Addresses a minimum number of required organizational patterns and elements	Addresses all required organizational patterns and elements	Addresses all required organizati patterns and elements and exceed expectations through mobility, o and addressing students needs/ accommodations
Writing: Your narrative explanation describing and r model should be well written and organized	The paper is poorly structured, and there are more than five writing errors.	The plan is adequately structured. There are no more than five writing errors.	The paper is well developed with a general adherence to conventions of writing. There are no more than two writing errors.	The paper is well developed and all conventions of writing. There errors in grammar, punctuation, a

Attachment A
*Holistic Rating Scale: Classroom Management Plan**

*Note: During the semester that students are enrolled in Educational Psychology 315, they develop a Management Plan for a particular grade level or subject. (*Examples*: 2nd Grade, 10th Grade Physical Education, High School Math, or 12th Grade English) The Management Plan consists of a Discipline Plan, specific Procedures that are content and age appropriate and effective for that grade level or subject, and a Classroom Arrangement Sketch.

Attachment B
Scoring Guide for *Holistic Rating Scale Classroom Management Plan*

During the semester candidates are enrolled in Educational Psychology 315: Classroom Management and Motivation for Beginning Teachers, their understanding of management plans is assessed using the ***Holistic Rating Scale Classroom Management Plan***. This assignment was structured to be aligned with the indicators of the existing Louisiana Components of Effective Teaching (LCET). The following scoring rubric is used during assessment of this Classroom Management Plan assignment.

Candidates are rated on a Holistic Rating Scale which is used to rate their Classroom Management Plan in each of the above areas. The ratings include (1) Unacceptable, (2) Approaching Expectations, (3) Developing Level: Meets Expectations, and (4) Exceeds Expectations. The following performance indicators are analyzed in this scoring guide.

A. Classroom Procedures (CP)
B. Classroom Rules (CR)
C. Consequences (C)
D. Individual and Group Motivations and Rewards (M)
E. Preventive and Supportive Discipline (D)
F. Parental Involvement (PI)
G. Classroom Arrangement (CA)
H. Application (A)
 I. Structure & Writing (W)

Attachment C
Data for *Classroom Management Holistic Inventory*
Candidate Data Table

Table 1 reflects summary data collected in Classroom Management and Motivation for Beginning Teachers Course (Educational Psychology 315) during Spring 2006 and Fall 2006 semesters. Each score represents the average of the candidates' performance on that particular indicator which was assessed for that group of candidates. Each of the indicators is aligned with specific NAEYC standards. The rubric used in the assessment of the Management plan is based on a Likert scale (1-4).

(1= Unacceptable 2=Approaching Expectations 3=Meets Expectations 4=Exceeds Expectations)

Table 1

CLASSROOM MANAGEMENT PLAN SPRING 2006 (4 point scale)		
	Spring 2006 n=4	Fall 2006 n=9
Classroom Procedures	3.50	3.70
Classroom Rules	3.75	3.90
Consequences	3.50	3.80
Individual and Group Motivation and Rewards	4.00	3.80
Preventive and Supportive Discipline	3.75	3.30
Parental Involvement	3.25	3.70
Classroom Arrangement	3.75	3.90
Application	3.75	3.70
Structure and Writing	3.25	3.30

Section V
Use of Assessment Results to Improve Program

While compiling this report, the members of the NAEYC SPA Committee found that our new program is strong in many respects but needs refining in certain areas. In the second year of implementation our region was impacted by Hurricane Katrina which interrupted our progress for the entire 2005-2006 academic year. However, we are back on track as we continue to monitor and use assessment results to improve this degree program.

The Early Childhood Education (ECE) Program Committee membership was reorganized Fall 2006. Faculty are in the process of either evaluating the changes and/or implementing suggestions based on the annual assessment data. Continuous program monitoring and improvement will be conducted through the ECE Program Committee.

Based on a summary of the assessment data collected from the ECE Program (PK-3 certification), the following curriculum matters have been identified, discussed and addressed. Each recommendation will be explored for action by the ECE Program Committee. Each of the following areas 1) provides evidence of how we have used assessment results to improve our program and/or 2) our planned efforts to use the assessment data.

CONTENT KNOWLEDGE
1) All teacher candidates (N=4) passed the PRAXIS II- ECE content knowledge with scores well about the state average. As of Fall 2006, an addendum was added to the Student Teaching Evaluation based on the critical need to obtain specific information for program improvement regarding NAEYC content knowledge. This data indicated that the student teacher (at the Competency Level) received the highest score possible in the area of knowing the content in planning and teaching young children. The Integrated Unit Plan (IUP) data also demonstrate that our candidates who are in their methods courses know their content.

2) Planned Efforts: We will continue to monitor candidate content knowledge as an important performance competency for our graduates. A follow-up Addendum survey will be sent to graduates of our program as another indicator of their content knowledge.

PEDAGOGICAL & PROFESSIONAL KNOWLEDGE, SKILLS & DISPOSITIONS
1) Data have been collected on the one student teacher in our new program.
The student teacher received the highest score possible on the final evaluation from the supervising teacher on every performance indicator with the exception of developing higher order thinking skills which was satisfactory. Thus, this data from the Final Student Teaching Instrument indicated that the PK-3 student teacher is well prepared and ready to begin teaching as a beginning teacher.

In methods courses, data also indicate that our candidates are performing at acceptable levels. Scores were all between 2 (is beginning to incorporate skill) and 3 (uses skill consistently) on the Louisiana Components of Effective Teaching (LCET).

As a result of LCET data, we have already added the NAEYC Addendum to the Student Teaching Assessment for all ECE candidates as of Fall 2006. We have also developed an Integrated Unit Plan (IUP) in the EDUC 422 - Methods 3 Course (Grades 1-3) that includes technology, addressing individual differences and classroom management which were performance-based competencies that we noted were not addressed adequately.

2) Planned Efforts: A similar addendum will be developed for assessment at the Developing Level. It either will be collected in the ECE 400 or ECE 422 methods courses and practica.

From the Fall 2006 IUP performance data, the ECE Program Committee plans to explore ways to better ensure that candidates use their child assessment data results to confer with parents and other professionals to support the child.

We are also in the process of identifying specific professional development opportunities across the program that will be required of all ECE candidates. Through the ECE Program Committee's action plan, we will continue our efforts to establish a NAEYC student organization to offer additional professional development opportunities.

Although, we address birth through 8 years in various classes, we will continue to make a consistent and conscientious effort to place teacher candidates in a variety of settings (e.g., homebound, Head Start, preschool, primary, faith-based, daycare, SPED Early Intervention, and kindergarten) throughout their teacher preparation program from the Introductory Level courses to the Developing Level courses to the Competency Level course of student teaching. Faculty are working closely with the Field Placement Coordinator to ensure such placements.

Based on data, one new course will be developed specifically for ECE teacher candidates. A new Educational Psychology course, Classroom Management for Beginning Teaching in Prekindergarten-Elementary Setting, is being developed to specifically address PK-3 classroom management issues and will stress more parental involvement as well as other important child development issues. We will continue to review our Classroom Management Plan to more specifically address key elements of the NAEYC Standards.

We also see a need to improve the Prospective Education Candidate Survey (PECS). The NAEYC SPA Committee suggests the following recommendations to the NCATE Standard 2 Assessment System Committee: 1) rewrite items to make them clearer to students and have them more closely correlate to NAEYC standards, 2) standardize the rating scale across components, 3) remove/explain the "unsure" rating, 4) ask candidates to complete the PECS early in the program and during student teaching so we can note gains.

ECE faculty have also discussed the use of two Likert scales: the 1-5 point scale used during methods courses and the 1-4 point scale used during student teaching. The NAEYC SPA Committee will ask the NCATE Standard 2 Assessment System Committee to explore making these scales the same.

EFFECT ON STUDENT LEARNING

1) As of Fall 2006, an addendum was added to Final Report on Student Teaching based on the critical need to obtain specific information for program improvement. This includes specific items that target assessment of children's development and learning by involving families and communities.

2) <u>Planned Efforts</u>: Faculty will continue to focus on higher order thinking skill development through lesson plans and interactions during methods courses, documenting daily informal assessment, classroom management, and accommodation issues for student learning.

Additionally, the faculty will follow our ECE PK-3 graduates as they begin teaching with a follow-up Addendum survey that addresses NAEYC Standards.

<u>SUMMARY</u>
In conclusion, we have already used our assessment data to make changes to our program. We intend to recommend additional changes as outlined above. We will continue to study our assessment data to improve our program as well as candidate and student learning.