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# Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade with Teacher Certification

# Academic Assessment Plan

**Adopted by**

**The Early Childhood faculty: November 2023**

Updates: April 2024

Reviewed by the college committee: 4/4/24

Reviewed with curriculum by the dean: 4/5/24

Reviewed by the Academic Assessment Committee: 4/19/24

Reviewed by the Faculty Senate as an information item: 5/3/24

## Mission Statement

The School of Education and the Early Childhood program prepare educators and support the lifelong learning of professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska’s learners, families, and communities.

## Program Student Learning Outcomes

Program Student Learning Outcomes for the early childhood programs are based on the Standards for [Alaska Beginning Teachers](https://nextcatalog.uaa.alaska.edu/programadmin/www.eed.state.ak.us/standards). Outcomes are also based on the professional preparation standards of the [National Association for the Education of Young Children](https://nextcatalog.uaa.alaska.edu/programadmin/www.naeyc.org) (NAEYC) and the Department of Education and Early [Development Core Knowledge and Competencies](https://www.threadalaska.org/wp-content/uploads/imported_files/docs/SEED/CKC%202nd%20Edition%20March%202020%20digital.pdf) Students will demonstrate the following outcomes:

* Create a healthy, respectful, supportive, supportive, and challenging learning environment based on knowledge of child development and learning to meet diverse children's needs.
* Create respectful, culturally responsive relationships that support and empower families, and involve all families in their children’s development and learning.
* 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.
* Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children.
* Incorporate knowledge of content areas to create appropriate experiences for young children with an emphasis on early literacy practices.
* Use ethical guidelines and other professional standards related to early childhood practice.
* Demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.

The expected mastery of student outcomes differs in accordance with the program level. Students who complete the Post-Baccalaureate Certification in Early Childhood will demonstrate advanced integrated knowledge and skills in preparation for careers in teaching primary grades (K-3) as well as preschool educational programs.

## Measures

Five Key Assessments measure the outcomes above. Data from Key Assessments will be collected in final seminars (EDEC A492Z)

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| --- | --- |
| **Key Assessment (KA)** | **ECE Licensure Track** |
| **KA1** | Praxis II Content Area Exam – See Department of Education and Early Development for [approved exams](https://www.ets.org/praxis/ak/requirements/) and scores |
| **KA2** | Case Study Analysis |
| **KA3** | Classroom/Program Profile |
| **KA4** | Lesson Plan Analysis |
| **KA5** | Internship Evaluation |

## Process

|  | **Name of Assessment** | **Data collected final semester in ePortfolio** |
| --- | --- | --- |
| **Key Assessment 1** | KA 1 | EDEC A492Z |
| **Key Assessment 2** | KA 2 Case Study Analysis | EDEC A492Z |
| **Key Assessment 3** | KA 3 Classroom/Program Profile | EDEC A492Z |
| **Key Assessment 4** | KA 4 Lesson Plan Analysis | EDEC A492Z |
| **Key Assessment 5** | KA 5 Internship Evaluation | EDEC A495Z |

The Early Childhood (EC) program faculty worked closely to develop the five key assessments based on best practices in the field. These assessments are aligned with the National Association of Education for Young Children (NAEYC) professional teacher preparation standards and the student learning outcomes (also based on the NAEYC standards).

The faculty meet regularly to review qualitive and quantitative data to inform teaching and program practices, and course curriculum. The final ePortfolio review of the five key assessments is reviewed by a minimum of two faculty for interrater-reliability. This process is aligned to the NAEYC accreditation review.

KA1: Praxis II Content Exam

Content area examinations are required for the Initial 2-3 Year, Professional, and Master teaching certificates. Additionally, [applicants can add endorsements](https://education.alaska.gov/TeacherCertification/Endorsements) to two, five, and 10-year certificates based on a content area test and two years’ teaching experience in the associated content area.

See [DEED website](https://education.alaska.gov/teachercertification/contentareaexams) for most current exams and passing scores.

### KA2 Case Study Analysis

#### Purposes

• To understand young children’s development.

• To understand the use and practice of appropriate assessments.

#### Description

The Case Study Analysis is an artifact to demonstrate your learning and knowledge of child development and the observation, documentation, and assessment process in regards development of the young child. Students should complete two, one for a typically developing child and a second for an atypically developing child.

#### *Components of the* Case Study Analysis

The **Case Study Analysis** consists of the following:

##### Opening Vignette:

Begin with a vignette that helps the reader get to know the student.  Interpret the vignette, pointing out what to look for in the narrative that follows.

##### Rationale:

Tell why you have chosen this student.  What do you want to know/use the biography for? What is your focus question about this child/student?

*Examples of focus questions*:

1. How can I support this child’s learning based on assessments (informal and formal)?
2. What recommendations can I make as a teacher and to the family to support this student’s learning?
3. How can this student become more independent in learning?
4. How can we use this student’s home literacy as a resource in the school setting?

##### Description:

Include relevant information from your own perspective, as well as that of the student and his/her family.  Ethnographic interviewing and observation will be useful.  You may also use work samples.  Any (or all) of the following *could* be subheads for this section of the paper, but please focus on those that seem *relevant* for addressing your focus question:

##### Background:

How old is the student?  What grade is he/she in?  How do the student and/or family members describe themselves in terms of ethnicity and cultural identity?  Who lives with the student?  How does the student characterize his/her extended family?  How does the student describe his/her classroom/home/neighborhood/community?  How does the family describe these?  What are the family’s hopes for the student’s schooling?  Future?

##### Language and Literacies:

What language(s) does the student speak?  What languages are spoken in the home? What languages have been spoken in the student/s classrooms?  How would you characterize the student’s use of language (in terms of dialect, register, conversational use, academic use)?  What are this child’s literacies?  How is written language used in the student’s home?  What print materials are present?  How do family members see their role in fostering their child’s literacies?  What does the child/student do after school?  During school breaks?  What literacies are present in these events?  How does the student characterize him/herself as a reader/writer?  **Based on your assessments, the teacher’s assessments, and information gathered from the family, how would you characterize the student’s phase/level of reading/language writing development? What do they do well? What do they need to work on?** What indicators for reading development are present?  How is knowledge passed on?

##### Physical Presence and Gesture:

What are the student’s characteristic gestures and expressions?  How do these vary and in response to what circumstances-any connections to language or literacies?  How would you describe the student’s rhythm and pace?  How does it vary?

##### Disposition:

How would you describe the student’s characteristic temperament and range (e.g. ups and downs; even; intense)?  How are feelings expressed?  Where and how are they visible?  What is the student’s emotional tone?  What are the student’s dispositions toward reading and writing in school?  How do these compare to dispositions toward home literacies?

##### Relationships with Children and Adults:

Does the student have friends?  How would you characterize these attachments?  Is the student recognized within the group?  How do others express that?  Is the student comfortable with the group?  How would you describe day-to-day contacts with others?  How does that vary?  How would you describe the student’s relationship to you? Other adults?  How would you characterize the student’s collaboration in literacy events?  How does the student scaffold/receive scaffolding?

Activities and Interests:

What are the student’s preferred literacy activities?  Do these reflect underlying interests?  For example, does drawing, reading or writing center on recurrent and related motifs?  Genres? How would you describe the student’s engagement with projects?  Is the product important?  What is the response to mishaps, frustrations?

Formal Learning:

What is the characteristic approach to a new subject, process, or direction? In learning, what does the student rely on (observation, memory, trial and error, story)?  How does that learning approach vary from subject to subject?  What are the student’s attitudes toward learning?  Toward literacy events?  How would you characterize the student as a thinker?  What idea and content have appeal?  What are the student’s preferred subjects? Which conventions come easily?  Which are hard?  Use observation information from EDEC 301.

##### Analysis Tools:

**Use the following tools to understand the child’s literacy learning and the impact on the child’s learning**.

* Observations
* Formative and summative assessments (Running Record, DRA, Dibels, San Diego Quick, Miscue analysis, Comprehension analysis, other) used at your school site
* Funds of Knowledge interviews with parents
* Work Sample analysis

##### Reflection:

What themes or patterns seem to stand out?  How can your data inform instruction? What recommendations would you suggest to families and teachers to help support this child’s reading and writing development? How will this process help you work with families?  How will this process help you facilitate learning in the future?

### KA 3 Classroom/Program Profile – Context for Learning

#### Description: Early Childhood Context for Learning

Gather data to examine the classroom context as it relates to the classroom, community, and curriculum. Evaluate the potential impacts on the children’s learning.

#### Information

Use the Context for Learning Information to address the following questions about your school/classroom/program context.

##### School/Classroom/Program Where You Are Teaching

1. In what type of school/classroom/program?
2. Where is the school/classroom/program where you are located?
3. List any special features of your school/classroom/program setting.

##### About the Children in the School/Classroom/Program Featured

1. Grade level(s):
2. Age range:
3. Number of children in the class:
4. males: females:
5. Complete chart to summarize required or needed supports,

accommodations, or modifications for your children that will affect your instruction in

this learning segment. As needed, consult with your cooperating teacher to complete

the charts. Some rows have been completed in italics as examples. Use as many

rows as you need.

### KA 4 Lesson Plan Analysis

#### Description:

For this assessment, students will develop and facilitate 3–5 consecutive learning

experiences that build on each other and are to be presented over the course of one week.

These 3–5 learning experiences are referred to as a learning segment. These learning segments are consistent with the National Association for the Education of Young Children (NAEYC) Standards.

Developmentally appropriate practice requires that the teacher support the whole child

through supportive and challenging active learning experiences that indicate an

understanding of the current developmental, cultural, and linguistic strengths and needs of

young children. Instruction to promote language and literacy development should take place

across disciplinary contexts and attend to the interrelated processes of listening, speaking,

reading, writing, and visually representing in a learning environment that supports the whole

child and provides a healthy, respectful, supportive, and challenging context for learning.

### KA 5 Internship Evaluation

###  ([Skills of Teaching Observation Tool - STOT)](https://www.ndacte.org/stot-presentation-caep-march-2017/)

#### Description

This [Skills of Teaching Observation Tool (STOT)](https://www.ndacte.org/stot-presentation-caep-march-2017/) is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. This tool was originally developed by the North Dakota Association of Colleges and Teacher Education (NDACTE).

The NDACTE provides rater training for the Skills of Teaching Observation Tool (STOT).  The training is offered to increase inter-rater reliability and accuracy in scoring. The training is specific to grade level and includes and Early Childhood Level.