

School of Education Credit-by-Examination PRACTICUM

PrePrimary

NOTE: The Credit-by-Examination option may be utilized for either Apprentice Teaching or Practicum, but not both.

Eligibility Requirements:

- 1) Completion of 45 clock hours of contact time in the classroom per credit hour requested. (*Work as an aide, assistant or substitute is acceptable.*)
- 2) The CBX PreK-Kg Practicum candidate must be accepted to a degree program at Webster University or classified as a non-degree seeking post-baccalaureate (PBC) student seeking teacher certification.
- 3) Good academic standing (GPA of 3.0 or better).
- 4) Confirmed teacher certification status at Webster University.
- 5) Successful completion of a minimum of twelve (12) credit hours in residence at Webster University within the School of Education.

Process: If eligibility requirements have been met, then:

- 1) In consultation with faculty advisor, complete and submit approved (teacher candidate signature, MAT faculty advisor signature, MAT area coordinator signature) Credit-By-Exam Application Form prior to commencing with the CBX assessment portfolio. The CBX Application Form is to be returned to Diane Hosford, School of Education, WEBH 232.
- 2) On the Credit-By-Exam Application Form list three (3) members of the educational community who will be sending confidential letters of recommendation. These should be people who can speak to the quality of your work and address your experience in support of the NAEYC Standards.

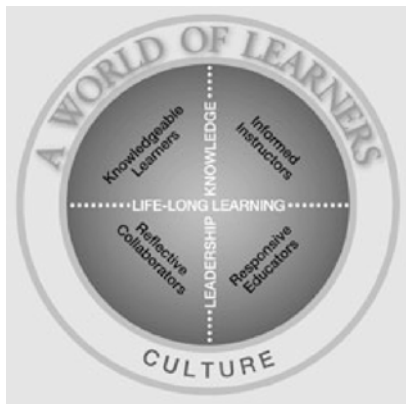
The letters of recommendation must be on official letterhead, when applicable, and must carry original signatures. Photocopies will not be accepted. Letters of recommendation are to be sent directly to the attention of Diane Hosford, Webster University, School of Education, 470 E. Lockwood Ave., St. Louis, MO 63119.

Suggestions are:

- Building Principal or Director
- Department Head or Supervisor
- Curriculum Coordinator
- Teacher colleague
- Parent or guardian of a student

- 3) The review process will not be initiated until all materials have been received. Once all materials have been received, the review process will take approximately 8-10 weeks. Once the process has been completed you will be notified via e-mail. After the credit has been posted to your transcript, you will be billed by the Business Office for the credit-by-exam fees according to the Credit-By-Exam fee scale published in the *Undergraduate Studies Catalog*.

During fall and spring semesters, applicants should expect to receive notification of whether or not they have received credit for the practicum assessment portfolio within 8-10 weeks. *Please note:* Portfolios submitted during the summer may not be reviewed until the fall.

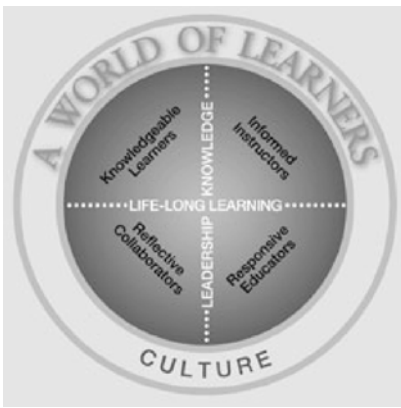


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- 4) In the event that a portfolio is not recommended for credit, students may revise and resubmit the portfolio one time. The original materials with the evaluator's comments as well as revisions must be resubmitted. Resubmission must occur within 6 weeks.
- 5) If a student's portfolio has not received credit after a second review, the student will not be allowed to reapply for CBX for PreK-Kg Practicum. The student will be required to register in EDUC 4831 PreK-Kg Practicum.

CBX Assessment Portfolio Requirements:

- a) Submit a relevant work summary indicating where and when you taught and your responsibilities. Include an enumeration of teaching methods/strategies you employed in the work for which you are requesting credit. (Please be specific.)
- b) Submit a philosophy of education paper (scoring guide attached). In this paper discuss:
 - Your view of the role of school in society and how teachers assure that schools serve all students well;
 - What the roles of students are in their education and how teachers assure that all students are prepared to assume that role The roles of teachers and their primary responsibilities in a society that values diversity;
 - The design of curriculum, instruction, and classroom management that maximizes the learning of a very diverse population of students you can expect to find in the classroom; and
 - Strategies to include families in the education of their children.
- c) Submit an overview of the classroom or learning environment, including:
 - The type of classroom or services provided;
 - A description of students including age, grade level, and learning profile;
 - A description of the class-wide behavior management model; and
 - Be sure to address all areas of diversity include, but not limited to, socio-economic, cultural, learning abilities, gender, and sexual orientation.
- d) Submit a copy of a complete curriculum design including activity plans that you have designed and taught, using the attached Curriculum Design and Activity Plan formats. Include a reflection on the unit and an analysis of student learning.
- e) Submit a description of the supervision. Typically, practicum placements involve ongoing supervision and feedback from a mentor teacher and university professor. Describe the nature of supervision you received in your teaching experience. Specify the frequency and kind of observation and feedback you received. If available, include copies of evaluations you received. If you were "self-supervised," include a narrative of the learning process and progress you made in your professional development.
- f) Submit two (2) reflections based on your prekindergarten-kindergarten experiences using the format provided.



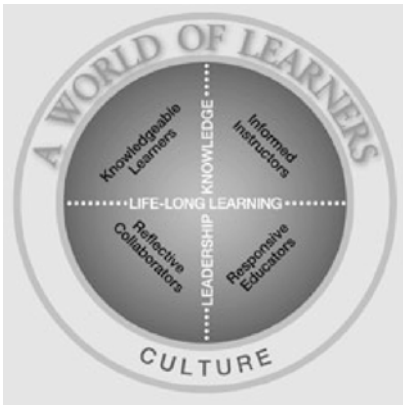
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- g) Submit a reflective summary of experiences using the format provided.
- h) Submit a professional development plan using the format provided that has a clearly specified objective with a rationale as to why the objective was selected, a description of activities needed to address the objective, and assessment plan for evaluating if the objective has been met, and a reflection of the implementation of the plan.

Submittal of the apprentice teaching assessment portfolio and the Teacher Education Portfolio will be accepted in electronic format only (on a re-writable CD or flash/thumb drive) and will be retained by the School of Education.

All documentation should be written in a professional manner with attention paid to sentence structure, grammar, punctuation, and spelling. The evaluator(s) reviewing the materials may request additional information such as interview(s) or teaching observation(s) from the candidate.

All materials should be submitted to: Diane Hosford, Director
School of Education, WEBH 232
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119



**School of Education
Credit-by-Examination
PRACTICUM**

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_____ I understand all of the above must be part of my final credit-by-examination assessment. Completion of the form is an application to be considered for credit-by-examination in the practicum area specified. I understand that this process does not guarantee an award of academic credit. The evaluator(s), departmental chairperson and dean of the school must approve all credit awards. I also understand that I will be liable for credit-by-exam fees for this assessment (assigned when credit is awarded) as outlined in the *Undergraduate Studies Catalog* in effect at the time credit is awarded.

Student Signature

Date

Faculty Advisor Signature

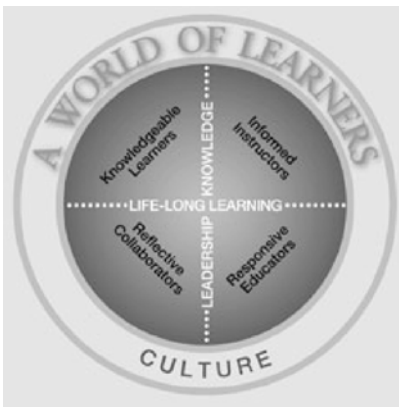
Date

MAT Area Coordinator Signature

Date

Teacher Certification Acceptance Letter is attached to this form.

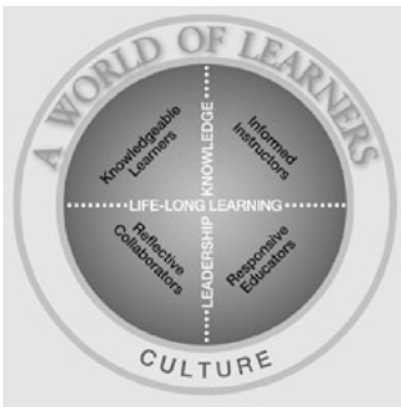
Return to: Diane Hosford, Director
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RUBRIC FOR PHILOSOPHY OF EDUCATION

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|---|---|
| The paper expresses a strong, coherent set of values that permeate the author's views regarding the role of schools, students, teachers, curriculum, instruction and management. All ideas work together to support the stated values | Most ideas and examples support the stated values. While many ideas support the stated values, others are in contradiction. | Values are not strong enough to support ideas; author has ideas but these do not seem to flow from values. Values are implied in ideas and examples but there is no evidence that these values form the ideas. No values stated or implied. |
| The paper uses specific, concrete examples to explain and illustrate the author's philosophy. Relevant examples support all of the main ideas. | Relevant examples support most of the main ideas. Examples are given but these do not always support the values of philosophy. | Relevant examples support a few of the main ideas. The few examples that are given do not well support the philosophy. Examples are not given; the paper relies on generalities. |
| The paper includes all of the relevant aspects of a philosophy of education: the role of schools, students, teachers, and curriculum, and the instruction, management and inclusion of families that support them. All ideas are covered clearly. | All areas are covered implicitly. One or more of the areas are not covered. | The author has made no attempt to systematically cover these aspects or the paper does not cover any of these areas. |
| The paper gives evidence of deep personal thought and genuine expression. The ideas are original, sincere, and well developed, reflecting intense analysis over time and pulling from sources that support the author's thinking. | The ideas appear to be a genuine expression of the author's thinking, and reflect some critical thought. The author borrows heavily from readings and discussion with some evidence that they have been internalized. | The ideas borrow haphazardly from readings and discussion with little evidence that the author has internalized them. The ideas show no reflection on the part of the author. |
| The paper engages the reader, stimulating thinking about teaching.. Most interesting reading, beginning to end; leaving reader with several new ideas. | Reader maintains interest but is exposed to few new ideas. Paper is interesting but offers no new ideas. | Parts of paper hold the reader's interest. Paper is boring. |
| This paper uses appropriate structures for communicating its ideas. Paper is well written, with paragraphing, sentence structures and transitions supporting effective communication of ideas. | Paper is well written, with paragraphing, sentence structure and transitions for the most part supporting effective communication of ideas. Paper has some structures that make the communication of ideas less clear. | Paper has a number of structural irregularities that interfere with clear communication of ideas. Writing ability significantly interferes with clear communication of idea. Ideas cannot be discussed because writing is incoherent. |
| This paper uses appropriate convention, including those specified for use in this assignment. Paper is well written, with spelling, punctuation and formatting supporting effective communication of ideas. | Paper is well written, with spelling, punctuation and formatting for the most part supporting effective communication of ideas. Paper has some areas in the use of conventions that make the communication of ideas less clear. | Paper has a number of errors that interfere with clear communication of ideas. Use of conventions in writing significantly interferes with clear communication of ideas. Ideas cannot be discussed because in the use of conventions impedes communication. |



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PREKINDERGARTEN-KINDERGARTEN ACTIVITY PLAN FORMAT

Context and Description of Activity

- Context of Learning Experience (What is the context for this activity? Why have you decided to work in this particular area? How are you connecting this activity to ongoing classroom experiences and the children's interests?)
- Objectives and Goals of Learning Experience (In what way does this lesson address what you are trying to accomplish with these children?) Consider all the developmental domains (Social-Emotional, Cognitive and Physical).

Pre-Instructional Decisions

- Group Participation (Who will participate? One-on-one, small group, whole group?)
- Learning Groups (What criteria will be used to determine group participation: Self-selected, common interests, teacher assigned, invited, skill development, or other reasons)
- Room Arrangement
- Learning Materials
- Assigned Responsibilities
- Anticipated Time Allotted

Learning Experience Strategies and Sequence

- Adaptations for students with special needs
- Procedures for smooth transitions into experience
- Agreements concerning expectations (How will expectations be clearly shared with children?)

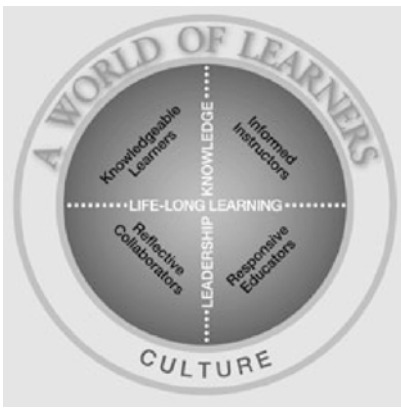
Closure (How will you conclude the activity and transition to next?)

Assessment

- Individual, group and activity assessment (How will you document each of these aspects of the learning experience?)

Standard Integration (Which NAEYC Standards are addressed? Missouri Pre-K Standards?)

Possible Implications for Future Work with These Children



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PREKINDERGARTEN-KINDERGARTEN CURRICULUM DESIGN FORMAT

During the Pre-K-Kindergarten Practicum, candidates will be guided through a cyclical and continuous process of curriculum development that involves observation, documentation, reflection, projection, implementation and experience, relaunching the process as needed. This teaching-learning cycle engages the candidate as co-researcher and co-constructor of curriculum with children, colleagues and parents.

Background and Rationale:

Review and discuss the information and observations used to help determine the appropriateness of this curriculum design. What sources influenced your decision to design this experience and how you designed it? These might include:

- observation and study of these children;
- information obtained about prior experiences of children (at school, home or community);
- information obtained about these children's interest or dispositions;
- curriculum goals;
- concerns and values of their parents;
- priorities and interests of the teaching team;
- understanding of child development and theories of learning; and
- curriculum and assessment guidelines suggested by NAEYC or other sources of literature on appropriate curriculum and assessment

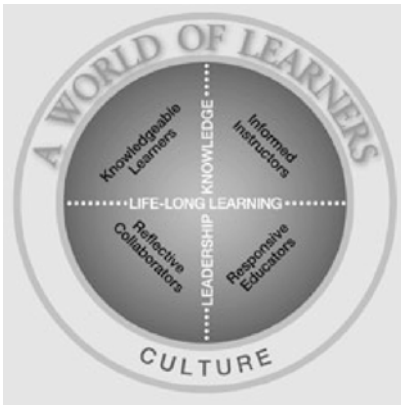
Goals/Hypotheses/Questions:

- What do you intend for children to learn? What do you anticipate they will learn? What will they gain from this experience?;
- What questions do you have about children's learning processes and thoughts that might be answered through this experience?; and
- You may identify potential learning outcomes in a more specific way through the statement of objectives (e.g., the children will compare and contrast texture, smell, size, shape, and shades of color of seeds in fruits and vegetables).

Projected Plans, Strategies, and Procedures:

- Selection and organization of materials, tools, and containers to be used by children;
- Organization and preparation of the environment (Consider time, temperature, flow of activity, sound, organization of furniture arrangement of teacher and children in space, etc.);
- Preparation of children and/or parents (e.g., note sent home about upcoming study or a note to request that the child bring something or do something in preparation for the experience);
- Selection of children who will participate;
- Questions, comments, or memories that you might share with children to help them reflect and reconnect with prior learning or experiences that are related to the experience at hand;
- Flow and pace; and
- Procedures.

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Plans for Documentation and Assessment:

- What kinds of documentation will enable you to examine behavior and achievements related to the goals, hypotheses, questions, and/or intended learning objectives?;
- What methods of observation would be most useful and feasible (e.g., running records, time sampling, interviews, video recording, audio recording, or photographs)?;
- What tools/technology is needed? (e.g., video camera, tape recorder, paper and pencil, clip boards, still camera)?;
- Who will collect or record the observations?; and
- How will you coordinate your plans with other teachers?

Reflection and Implementation:

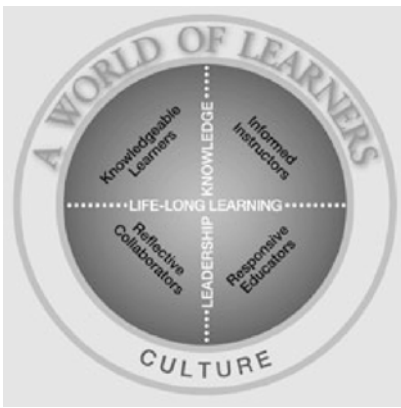
- Examine documentation/assessment data;
- Reflect upon and analyze these records in regard to the goals, hypotheses, questions, and/or intended learning objectives; and
- Look for other significant outcomes that may have been unanticipated.

Possible Implications for Future Work with These Children:

- Discuss possible implications for future work with these children.

Implications for Future Teaching Situations:

- Discuss what you learned that might be applied in future teaching situations.

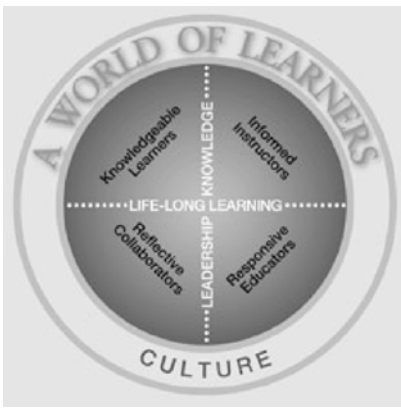


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RUBRIC FOR CURRICULUM DESIGN PAPERS

| Proficient | Nearing Proficiency | Unsatisfactory |
|--|--|--|
| Uses appropriate process of observation, reflection, interpretation and projection to study and support the cognitive development of young children. | Uses few appropriate connections made to assigned readings or class materials. | Observations lack detail, clarity and focus. |
| Engages in reflection and interpretation of documented observations. | Limited reflection or interpretation of observational data. | Ideas not developed; lacks logic of support; confusing does not make sense |
| Explores principles, theories and relevant research addressed through assigned readings and class materials | Content supported by adequate theoretical argument and some details to support. | Unclear thinking and/or unsubstantiated arguments presented in written reflections. Few appropriate connections to text or class handouts. |
| Draws from observations and theoretical framework to inform work with children. | Complex issues need further description and interpretation; adequate explanation of thinking. Logical, clear arrangement of basic ideas for practice. | Action plans or conclusions are not supported by theory, research and observations. |
| Absence of usage and grammatical errors; accurate spelling; careful proofreading; follows APA manuscript format. | Papers are readable but lack smooth flow of ideas. Required length of papers not met. Required number of references not met. Many errors in use of APA format. | Spelling and grammatical errors are numerous enough to interfere with understanding. Does not follow APA format. |

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REFLECTION FORMAT

Description

Describe in detail the context of the learning experience and procedures followed.

Analysis

Examine the learning experience in detail in order to understand it and draw conclusions and make interpretations. Assess, describe and explain what happened based on careful consideration and investigation. Analytic writing shows the thought process used to arrive at the conclusions made about the teaching-learning experience.

Reflection

Carefully think about the teaching learning experience. Make decisions about how to approach a similar situation in the future (e.g., the same way, differently, or not at all). The reflective writing process allows pre-service teachers to make connections with concepts learned from coursework and how this experience relates to understanding of self, other and professional identity. Consider ways to use this knowledge to inform and improve practice in the future.

PREKINDERGARTEN KINDERGARTEN REFLECTIVE SUMMARY

Write a summary synthesizing your infant/toddler experiences. The written reflection should articulate and document competencies. The following outline should be used to organize the reflective summary.

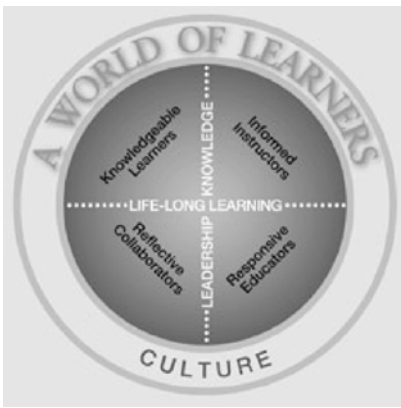
Context

Give a brief description of an infant/toddler setting (e.g., type of school, its environment, teachers and supporting specialists with whom you worked, age of children, and any other unique aspects of placement that impacted your work). Include a schedule to indicate the times and dates that you were at the school. Indicate types of activities that were occurring when you were there.

NAEYC Competency Areas

Child Development and Learning
Family and Community Relationships
Observing, Documenting and Assessing Young Children
Teaching and Learning
Becoming a Professional

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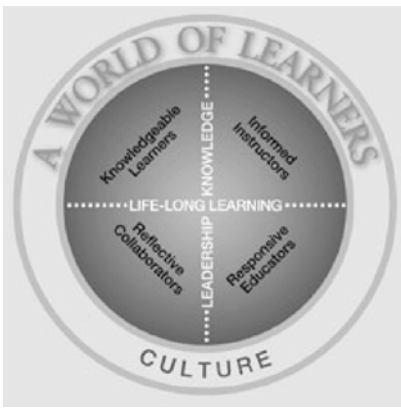


PREKINDERGARTEN-KINDERGARTEN PROFESSIONAL DEVELOPMENT PLAN

Having carefully thought about your knowledge and skills using the NAEYC Standards, consider at least two areas in which you want to grow and improve your practice. For each area, state in clear language a reasonable **goal** to accomplish before apprentice teaching. Explain why you have chosen these goals (**rationale**) and list **possible activities** that you might pursue to help you achieve them.

NAEYC Competency Areas

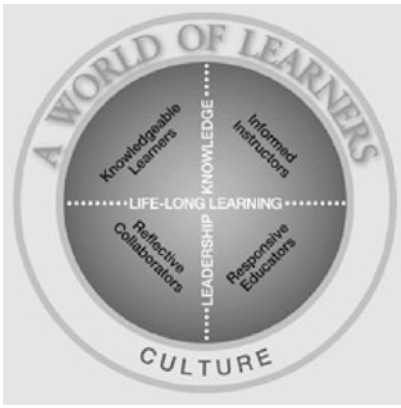
- Child Development and Learning
- Family and Community Relationships
- Observing, Documenting and Assessing Young Children
- Teaching and Learning
- Becoming a Professional



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RUBRIC FOR PROFESSIONAL DEVELOPMENT PLAN

| Advanced | Proficient | Nearing Proficiency | Unsatisfactory |
|---|--|---|---|
| Plan objective is (1) observable and measurable, (2) gives the conditions under which the behavior will occur and, (3) indicates the criteria needed for mastery; objective is written with an emphasis on how the teacher will apply the skill in situations that have direct impact on students. | Plan objective is (1) observable and measurable, (2) gives the conditions under which the behavior will occur and, (3) indicates the criteria needed for mastery. | Plan objective (1) indicates a behavior that is difficult to observe or measure, (2) does not clearly specify the conditions under which the behavior will occur or, (3) inadequately describes the criteria needed for mastery. | Plan objective lacks one or more of the specified components. |
| A specific rationale that draws upon past professional experiences and input from other professionals and provides detailed examples of each is provided. | A specific rationale that draws upon past professional experiences and input from other professionals is provided. | A limited rationale is provided as to why the particular objective was chosen. | No rationale is provided as to why the particular objective was chosen. |
| Activities needed to address objective and subsequent timeline in which activities will be implemented are specific and detailed with examples provided as needed. | Activities needed to address objective and subsequent timeline in which activities will be implemented are general. | Activities needed to address objective and/or subsequent timeline in which activities will be implemented are limited such as not to allow a thorough and meaningful focus on the objective. | Activities needed to address the objective and/or a subsequent timeline in which the activities will be implemented are not provided. |
| Data collection procedures are detailed and specific; data collection sheets are streamlined and clear with student data provided by which to adequately judge progress toward meeting the objective. | Data collection procedures are detailed and specific; data sheets are streamlined and clear, but contain too little performance data by which to adequately judge progress toward meeting the objective. | Data collection procedures are overly general leading to inconsistency in scoring; data sheets are included, but do not contain performance data or are formatted in such a way that data collection is cumbersome or confusion. | Data collection procedures are unclear and lack reliability and/or validity; data sheets are not included. |
| Results and reflection on implementation is detailed and specific and includes discussion regarding successes of the plan, difficulties of the plan, what was learned by the teacher during implementation, and what would be done differently in the future | Results and reflection on implementation is general | Results and/or reflection on implementation are limited | Results and/or reflection on plan implementation are absent |
| Mechanics-assignment is written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation. | Mechanics-assignment is written in a clear, concise, professional manner with minimal grammar, spelling, and punctuation errors. | Mechanics-assignment is written in a nonspecific or unprofessional manner with grammar, spelling, and punctuation errors. | Mechanics-assignment is written in a nonspecific, disconnected, or unprofessional manner with multiple grammar, spelling, and punctuation errors. |



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NAEYC STANDARDS FOR EARLY CHILDHOOD PROFESSIONAL PREPARATION

Initial Licensure Standards

Standard 1: Promoting Child Development and Learning

1a. Knowing and understanding young children's characteristics and needs

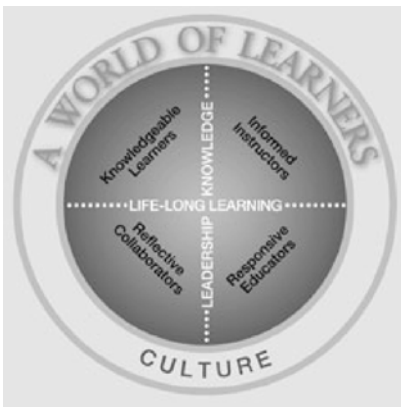
| Proficient | Nearing Proficiency | Unsatisfactory |
|--|---|--|
| <p>Candidates</p> <ul style="list-style-type: none"> • Demonstrate a thorough grounding in theories and current research in all areas of child development and learning. • Exhibit rich examples of an understanding of interrelationships among developmental areas. • Actively seek out new information about child development and learning using multiple sources, including technology. | <p>Candidates</p> <ul style="list-style-type: none"> • Reflect current, research-based knowledge in most respects. • Exhibit knowledge about development in all areas and can give examples of interrelationships among developmental areas. | <p>Candidates</p> <ul style="list-style-type: none"> • Display a limited knowledge base, insufficiently grounded in theory and research. |

1b. Knowing and understanding the multiple influences on development and learning

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|---|--|
| <p>Candidates</p> <ul style="list-style-type: none"> • Demonstrate and in-depth understanding of the multiple influences on young children's development and learning. • Exhibit a thorough knowledge of possible interactions among these influences and of relevant theory and research. • Provide many research-based examples of how early intervention programs may influence outcomes for children. | <p>Candidates</p> <ul style="list-style-type: none"> • Demonstrate an essential knowledge of the multiple influences on young children's development and learning. • Exhibit an understanding that these influences may interact in complex ways. • Demonstrate familiarity with early intervention programs and cite research on these influences. | <p>Candidates</p> <ul style="list-style-type: none"> • Display a limited knowledge base and may reflect a simplified view of influences on development. • Demonstrate only a limited knowledge of early intervention. |

1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|--|--|
| <p>Candidates</p> <ul style="list-style-type: none"> • Demonstrate an ability to describe in-depth, the developmental research and principles used as a basis for creating effective learning environments. • Display convincing evidence that the environments created support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies. | <p>Candidates</p> <ul style="list-style-type: none"> • Demonstrate a basic ability to describe the essentials of developmental research and principles used as a basis for creating effective learning environments. • Display adequate evidence that environments created support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies. | <p>Candidates</p> <ul style="list-style-type: none"> • Demonstrate limited ability to describe developmental research and principles used as a basis for creating learning environments. • Display insufficient evidence that environments created support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies. |



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Standard 2: Building Family and Community Relationships

2a. Knowing about and understanding family and community characteristics

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|---|--|
| <p>Candidates</p> <ul style="list-style-type: none"> Show an in-depth knowledge and understanding of family and community characteristics and how they affect early childhood practice. Articulate and integrate family theory and research-based knowledge of multiple family and community factors that impact young children's lives. | <p>Candidates</p> <ul style="list-style-type: none"> Show essential knowledge of family and community characteristics and how they affect early childhood practice. Show general knowledge of family theory and can identify a variety of family and community factors and how they impact young children's lives. | <p>Candidates</p> <ul style="list-style-type: none"> Show limited or stereotyped knowledge of family and community characteristics and how they affect early childhood practice. |

2b. Supporting and empowering families and communities through respectful, reciprocal relationships

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|---|---|
| <p>Candidates</p> <ul style="list-style-type: none"> Display an extensive knowledge of families' goals, language and culture, and individual characteristics. Use this knowledge to as a tool to build these relationships. Reflect skilled, varied family communication strategies including uses of technology. Link families with multiple community resources appropriate for specific purposes. | <p>Candidates</p> <ul style="list-style-type: none"> Describe how to use the knowledge of families' goals, language and culture, and individual characteristics to build these relationships. Apply knowledge in using varied family communication strategies including technology to link families with key community resources and in assessing information about other resources as needed. | <p>Candidates</p> <ul style="list-style-type: none"> Show limited knowledge of families' goals, language and culture, and individual characteristics. Exhibit a limited repertoire of communication strategies and limited knowledge of community resources to support families. |

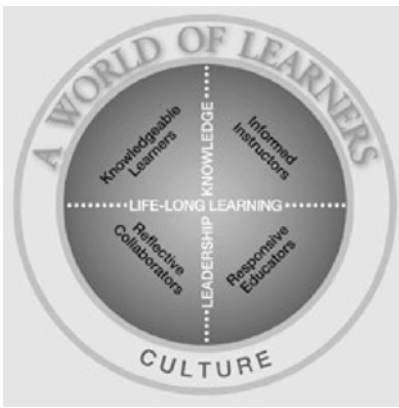
2c. Involving families and communities in their children's development and learning

| Proficient | Nearing Proficiency | Unsatisfactory |
|--|--|---|
| <p>Candidates</p> <ul style="list-style-type: none"> Articulate theory and research to support the concept that families are young children's primary teachers, and that family and community involvement are critical to successful early learning. Use a wide range of approaches to family and community involvement. Engage in in-depth self-evaluation and modification of approaches when their first attempts are not successful. | <p>Candidates</p> <ul style="list-style-type: none"> Can articulate theory and research to support the concept that families are young children's primary teachers, and that family and community involvement are critical to successful early learning. Use varied approaches to family and community involvement and their modification of approaches when their first attempts are not successful. | <p>Candidates</p> <ul style="list-style-type: none"> Show limited knowledge of theory and research related to family and community involvement, and a limited repertoire of approaches to family and community involvement. |

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

3a. Understanding the goals, benefits, and uses of assessment

| Proficient | Nearing Proficiency | Unsatisfactory |
|--|---|---|
| <p>Candidates</p> <ul style="list-style-type: none"> Show an in-depth knowledge, understanding, and articulate expression of the significance of assessment. Show knowledge of a wide range of assessment goals, and close alignment among goals, curriculum, teaching strategies and assessments. Articulate and document positive uses of assessment in early childhood programs; and situations in which inappropriate assessment may harm children and families. | <p>Candidates</p> <ul style="list-style-type: none"> Show knowledge of the important goals of early childhood assessment. Show a general alignment between goals, curriculum, teaching strategies and assessments. Explain how assessment may be used in positive ways and how inappropriate assessment may harm children and families. | <p>Candidates</p> <ul style="list-style-type: none"> Show little evidence of knowledge of assessment's essential goals, positive uses, and potential risks. |



NOTE: The Credit-by-Examination option may be utilized for either Apprentice Teaching or Practicum, but not both.

3b. Knowing about and using observations, documentation, and other appropriate assessment tools and approaches

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|---|---|
| <p>Candidates</p> <ul style="list-style-type: none"> Show a high level of research based knowledge and competence in observation, documentation, and multiple other assessment tools. Reflect in-depth knowledge of the characteristics, strengths, limitations, and appropriate uses of a wide range of assessment tools and approaches for children with disabilities and culturally and linguistically diverse children. Demonstrate a high level of skill in using assessment information to interpret results, make referrals, and influence practice. | <p>Candidates</p> <ul style="list-style-type: none"> Show a research based knowledge and basic competence in observation, documentation and use of assessment tools. Reflect knowledge of the characteristics, strengths, limitations, and appropriate uses of frequently used assessment tools, including those for children with disabilities and culturally and linguistically diverse children. Demonstrate essential skills of using information to interpret results, make referrals, and influence practice. | <p>Candidates</p> <ul style="list-style-type: none"> Show limited knowledge and competence in observation, documentation, and use of assessment tools. Reflect a lack of essential knowledge of frequently used assessment approaches. Do not demonstrate essential skills of using information to interpret results, make referrals, and influence practice. |

3c. Understanding and practicing responsible assessment

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|--|--|
| <p>Candidates</p> <ul style="list-style-type: none"> Are well versed in current educational, legal and ethical issues with respect to assessment practices. Provide detailed multiple examples of responsible as well as irresponsible assessment. Apply complex understanding of responsible assessment practice when working with diverse children. | <p>Candidates</p> <ul style="list-style-type: none"> Identify current educational, legal, and ethical issues with respect to assessment practices. Provide examples of responsible as well as irresponsible assessment. Apply responsible assessment practices with working with diverse children. | <p>Candidates</p> <ul style="list-style-type: none"> Show insufficient knowledge of current educational, legal and ethical issues with respect to assessment practices and their practice shows limited application of principles of responsible assessment. |

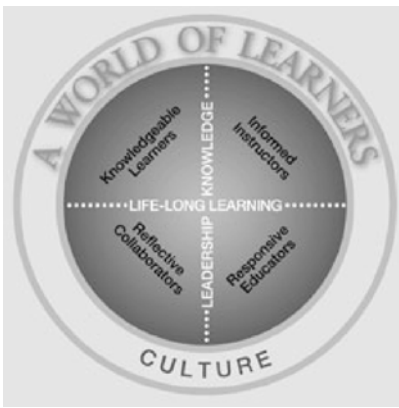
3d. Knowing about assessment partnerships with families and other professionals

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|--|--|
| <p>Candidates</p> <ul style="list-style-type: none"> Articulate the research and legal basis for partnerships with families and other professionals and applies this knowledge in practice. Contribute to partnerships with families and other professional in designing, interpreting, communicating, and acting upon assessment information. | <p>Candidates</p> <ul style="list-style-type: none"> Articulate the research and legal base that supports partnerships with families and other professionals. Demonstrate core skills in team building and in communication with families and other professionals around assessment issues. | <p>Candidates</p> <ul style="list-style-type: none"> Show insufficient knowledge of the research and legal basis of partnerships. Show limited skills in team building and communication with families and other professionals around assessment information. |

Standard 4. Teaching and Learning

4a. Knowing, understanding, and using positive relationships and supportive interactions

| Proficient | Nearing Proficiency | Unsatisfactory |
|--|--|---|
| <p>Candidates</p> <ul style="list-style-type: none"> Show extensive understanding of the theories and research underlying the early childhood field's focus on relationships and interactions. Exhibit sensitivity and skill in creating relationships with culturally and linguistically diverse children and families, varying approaches depending on children's ages and family and cultural practices. | <p>Candidates</p> <ul style="list-style-type: none"> Show essential knowledge of the theories and research underlying the early childhood field's focus on relationships and interactions. Know the importance of creating relationships with all children, as seen in their competent, beginning skills in relationships with diverse children and families. | <p>Candidates</p> <ul style="list-style-type: none"> Show minimal knowledge of theory and research underlying the early childhood field's focus on relationships and interactions. Skills in relationship-building are evident to only a limited extent. |



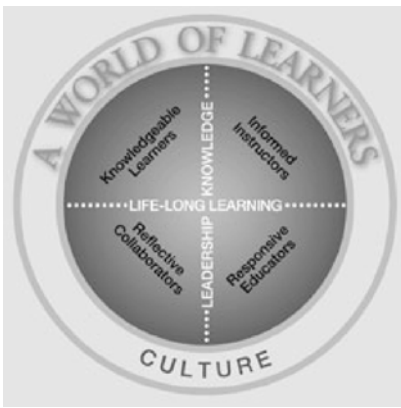
NOTE: The Credit-by-Examination option may be utilized for either Apprentice Teaching or Practicum, but not both.

4b. Knowing, understanding, and using appropriate, effective approaches and strategies for early education

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|---|--|
| <p>Candidates</p> <ul style="list-style-type: none"> Demonstrate the following approaches and strategies with a high degree of competence and an in-depth knowledge of the underlying theory and research: fostering oral language and communication; drawing from a continuum of teaching strategies; organizing creative environments and routines; capitalizing on incidental teaching; focusing on children's characteristics, needs and interests; linking children's language and culture; teaching through social interactions; supporting play; addressing challenging behaviors, supporting learning through technology; and integrating curriculum. | <p>Candidates</p> <ul style="list-style-type: none"> Demonstrate approaches and strategies with competence and knowledge of the underlying theory and research. | <p>Candidates</p> <ul style="list-style-type: none"> Show limited knowledge and skills in at least some of the before-mentioned areas. |

4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines

| Proficient | Nearing Proficiency | Unsatisfactory |
|--|--|---|
| <p>Candidates</p> <ul style="list-style-type: none"> Show in-depth knowledge and skill in each content area: language and literacy; the arts; mathematics; physical movement; science; and social studies with special depth in the areas of language and literacy and mathematics. Show extensive understanding of the theories and research underlying the early childhood's focus on content and academic subjects Take developmental and individual differences into account to articulate priorities for high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards and resources. Readily access multiple, authoritative resources to supplement their own content knowledge. | <p>Candidates</p> <ul style="list-style-type: none"> Show essential knowledge and skill in each content area: language and literacy; the arts; mathematics; physical movement; science; and social studies with special depth in the areas of language and literacy and mathematics. Show knowledge of the theories and research underlying the early childhood's focus on content and academic subjects. Take developmental and individual differences into account to articulate priorities for high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards and resources. Exhibit familiarity with authoritative resources to supplement their own content knowledge. | <p>Candidates</p> <ul style="list-style-type: none"> Show adequate knowledge and skill in each content area: language and literacy; the arts; mathematics; physical movement; science; and social studies with special depth in the areas of language and literacy and mathematics. Lack knowledge of the theories and research underlying the early childhood's focus on content and academic subjects. Exhibit limited ability to articulate priorities and desired outcomes for high quality, meaningful experiences in content areas. Have limited familiarity with authoritative resources to supplement their own content knowledge. |



NOTE: The Credit-by-Examination option may be utilized for either Apprentice Teaching or Practicum, but not both.

4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|--|--|
| <p>Candidates</p> <ul style="list-style-type: none"> Show a high level of skill in designing, implementing, and evaluating meaningful, challenging curriculum. Demonstrate a strong ability to integrate multiple areas of knowledge in curriculum design with successful focus on building security and self-regulation; problem-solving and thinking skills; and academic and social competence. Curriculum development is notable for its complex attention to developmental, individual, and cultural characteristics, for its use of highly reflective and continuous evaluation; and extensive use of high-quality professional resources to supplement and inform their own understanding. | <p>Candidates</p> <ul style="list-style-type: none"> Show an essential level of skill in designing, implementing, and evaluating meaningful, challenging curriculum. Demonstrate an ability to integrate multiple areas of knowledge in curriculum design with successful focus on building security and self-regulation; problem-solving and thinking skills; and academic and social competence. Curriculum development takes into account children's developmental, individual, and cultural characteristics; makes use of reflective, ongoing evaluation; and extensive use of high-quality professional resources to supplement and inform their own understanding. | <p>Candidates</p> <ul style="list-style-type: none"> Show an adequate level of skill in designing, implementing, and evaluating meaningful, challenging curriculum. Demonstrate an adequate ability to integrate multiple areas of knowledge in curriculum design and limited success in promoting positive outcomes. Curriculum development is inadequately informed by the use of high quality professional resources. |

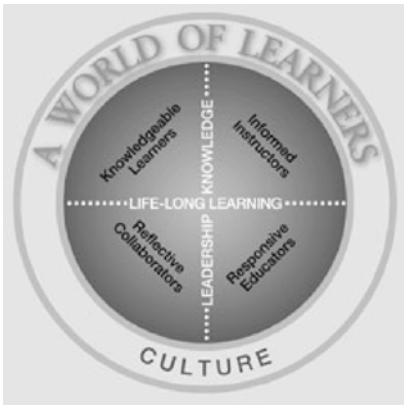
Standard 5. Becoming a Professional

5a. Identifying and involving oneself with the early childhood field

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|---|--|
| <p>Candidates</p> <ul style="list-style-type: none"> Demonstrate a well-formed identification with and involvement in the early childhood field. Show a clear sense of belonging to a distinctive profession with complex historical roots and links to other movements. Describe the multiple roles that early childhood professional may assume and those they think will suit them best. Articulate well-developed perspectives on the challenges facing the profession. Are already involved in the profession in varied ways, as shown by membership in associations and other activities. | <p>Candidates</p> <ul style="list-style-type: none"> Demonstrate a beginning identification with and involvement in the early childhood field. Show an understanding of the early childhood field as a distinctive profession and the essential of its history. Demonstrate understanding of their own emerging professional roles and the possibilities, opportunities and challenges within the field. Show some active involvement in the profession. | <p>Candidates</p> <ul style="list-style-type: none"> Demonstrate beginning identification with and involvement in the early childhood field. Show limited knowledge of the early childhood profession, and there is little evidence of involvement in the profession. |

5b. Knowing about and upholding ethical standards and other professional guidelines

| Proficient | Nearing Proficiency | Unsatisfactory |
|--|--|--|
| <p>Candidates</p> <ul style="list-style-type: none"> Show an in-depth knowledge of NAEYC's Code of Ethical Conduct as evidenced by multiple examples of how it may be used to analyze and resolve ethical dilemmas. Demonstrate a detailed knowledge of, and ability to apply legal standards and other relevant guidelines in multiple situations of early childhood practice. | <p>Candidates</p> <ul style="list-style-type: none"> Show essential knowledge of NAEYC's Code of Ethical Conduct as evidenced by some examples of how it may be used to analyze and resolve ethical dilemmas. Demonstrates a familiarity with relevant legal standards and other professional guidelines and can apply these in practice. | <p>Candidates</p> <ul style="list-style-type: none"> Lack essential knowledge of NAEYC's Code of Ethical Conduct and of other legal standards and professional guidelines. |



NOTE: The Credit-by-Examination option may be utilized for either Apprentice Teaching or Practicum, but not both.

5c. Engaging in continuous, collaborative learning to inform practice

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|--|---|
| <p>Candidates</p> <ul style="list-style-type: none"> Show a strong orientation toward inquiry and self-motivation, combined with extensive involvement and skill in collaborative learning, including collaboration across disciplines and in inclusive settings. Work shows notable, positive effects of this learning orientation, in their practice and in effects on children. | <p>Candidates</p> <ul style="list-style-type: none"> Show evidence of an orientation toward inquiry and self-motivation, combined with extensive involvement and skill in collaborative learning, including collaboration across disciplines and in inclusive settings. Work shows positive effects of this learning orientation, in their practice and in effects on children. | <p>Candidates</p> <ul style="list-style-type: none"> Lack an orientation toward inquiry and self-motivation, combined with only limited involvement and skill in collaborative learning, including collaboration across disciplines and in inclusive settings. Effects on practice and with children are absent. |

5d. Integrating knowledgeable, reflective, and critical perspectives on early education

| Proficient | Nearing Proficiency | Unsatisfactory |
|---|---|---|
| <p>Candidates</p> <ul style="list-style-type: none"> Show in-depth, complex understanding of the field's central issues, standards, and research findings. Analyze and reflect upon their practice with notable insight and demonstrate a sophisticated level of critical reasoning about the issues in the field and an understanding of the value of dialogue in resolving differences. Work show notable, positive effects of these professional perspectives, in their practice and in effects on children. | <p>Candidates</p> <ul style="list-style-type: none"> Show an essential understanding of the field's central issues, standards, and research findings. Analyze and reflect upon their practice and demonstrate a sophisticated level of critical reasoning about the issues in the field and an understanding of the value of dialogue in resolving differences. Work shows positive effects of these professional perspectives, in their practice and in effects on children. | <p>Candidates</p> <ul style="list-style-type: none"> Lack understanding of the field's central issues, standards, and research findings. Reflection upon practice shows limited insight and a limited level of critical thinking. Work show effects of practice and on children are absent. |

5e. Engaging in informed advocacy for children and the profession

| Proficient | Nearing proficiency | Unsatisfactory |
|---|--|---|
| <p>Candidates</p> <ul style="list-style-type: none"> Show an in-depth knowledge of the central policy issues in the field, as reflected in their complex examination of ethical and societal issues in early education. Describe in detail how public policies are developed at the state and federal levels. Possess strong advocacy skills, including written and verbal communication and collaboration. | <p>Candidates</p> <ul style="list-style-type: none"> Show an essential knowledge of the central policy issues in the field, as reflected in their discussions of ethical and societal issues in early education. Can outline how public policies are developed at the state and federal levels. Possess beginning advocacy skills, including written and verbal communication and collaboration. | <p>Candidates</p> <ul style="list-style-type: none"> Lack an essential knowledge of the central policy issues in early education. Demonstrate limited ability to outline how public policies are developed at the state and federal levels. Evidence does not show possession of beginning advocacy skills, including written and verbal communication and collaboration. |