College of Charleston  
EDEE 415: Curriculum, Instruction, and Literacy Assessment, Pre-k to Grade 3  
Fall 2016

Date, Time & Location: Thursday, 7:30-2:30; North Area Campus 113 or assigned school
Instructor: James P. McKenna
Office Hours: Before or after class
Office Location: North Campus or school
Phone/Email: (cell) 843-364-3311; (land) 843-216-7331

SOEHHP Mission: We develop educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

SOEHHP Theoretical Framework: Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can **MAKE THE TEACHING - LEARNING CONNECTION** through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

SOEHHP Dispositions: All teacher education candidates must:

- believe that all children can learn.
- value and respect individual differences.
- value positive human interactions.
- exhibit and encourage intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas.
- demonstrate dedication to inquiry, reflection, and self-assessment.
- value collaborative and cooperative work.
- demonstrate sensitivity toward community and cultural contexts.
- engage in responsible, fair, and ethical practice.

**Dispositions will be evaluated at the end of the semester using the School of Education Disposition Recommendation form, completed by your cooperating teacher and supervisor.**

Course Prerequisite: EDEE 380

Course Description: Candidates will teach multiple subjects to diverse early childhood aged learners. Candidates will learn to administer and analyze literacy assessments to inform successful instruction of diverse learners. Candidates will examine teachers' roles in establishing and maintaining a positive classroom learning environment, and learn to assess performance using the South Carolina teacher evaluation instrument.

Assigned texts: Assigned articles and chapters available on OAKS or distributed in class.

**Course Objectives and Alignment with NAEYC Standards:** The early childhood standards for our program align with and support those of the School of Education. The SOEHHP standards are organized around three key principles (elements of teacher competency) grounded in our conceptual framework. Highly competent teachers:

1. Understand and value the learner;
2. Know what and how to teach and assess and how to create an environment in which learning occurs;
3. Understand themselves as professionals.

The following table indicates how the course outcomes are also aligned with the NAEYC standards.

<table>
<thead>
<tr>
<th>Element of Teacher Competency #1: Understanding and valuing the learner</th>
<th>South Carolina State Standards for Teacher Education Programs</th>
<th>Corresponding NAEYC Standard</th>
</tr>
</thead>
</table>
| 1. | Identify learning needs for diverse individuals and design instruction to meet these needs. | 1a. Developing understanding and knowledge of young children’s characteristics and needs.  
1b. Developing understanding and knowledge of the multiple influences on development and learning.  
1c. Developing the use of developmental knowledge to plan for healthy, respectful, supportive, and challenging learning environments. |
| 2. | Evaluate strategies for organizing classrooms and promoting responsible student engagement in learning. |  |

<table>
<thead>
<tr>
<th>Element of Teacher Competency #2: Knowing what and how to teach and assess</th>
<th>South Carolina State Standards for Teacher Education Programs</th>
<th>Corresponding NAEYC Standard</th>
</tr>
</thead>
</table>
| 3. | Identify and discuss current research in interdisciplinary inquiry and apply the learning to classroom settings | SC 4 - EEDA  
SC 6 – Safe Schools Climate Act | 4a. Developing knowledge, understanding, and the use of positive relationships and supportive interactions.  
4b. Developing knowledge, understanding and the use of effective approaches, strategies, and tools for early education.  
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches |
|  | 4. Plan and teach activities integrating content from multiple disciplines. | ISTE 1 - Facilitate and inspire student learning and creativity  
ISTE 2 - Design and develop digital age learning experiences and assessments  
ISTE 4 - Promote and model digital citizenship and responsibility | 3a. Developing understanding of goals, benefits, and uses of assessment  
3b. Knowing about and developing the use of observation, documentation, and other appropriate assessment tools and approaches  
3c. Developing understanding of and using the practice of responsible assessment.  
3d. Understanding and beginning to establish assessment partnerships with families and other professionals. |
| 5. | Design and conduct assessments that evaluate integrated learning. |  |
| 6. | Integrate technology to meet diverse student learning needs. |  |

<table>
<thead>
<tr>
<th>Element of Teacher Competency #3: Understanding ourselves as Professionals</th>
<th>South Carolina State Standards for Teacher Education Programs</th>
<th>Corresponding NAEYC Standard</th>
</tr>
</thead>
</table>
| 7. | Plan for family involvement in student learning. | 2a Developing knowledge and understanding of family and community characteristics.  
2c. Developing understanding the importance of supporting and empowering families and communities through respectful, reciprocal relationships. |
| 8. | Use the ADEPT teacher evaluation system as a self-reflection and peer assessment tool. | SC 4 - EEDA  
SC 6 – Safe Schools Climate Act | 6a. Developing identity and involvement with the early childhood field.  
6b. Developing knowledge and upholding of ethical standards and other professional guidelines  
6c. Developing engagement in continuous, collaborative learning to inform practice.  
6d. Developing integration of knowledgeable, reflective, and critical perspectives on early education  
6e. Developing engagement in informed advocacy for children and the profession. |
| 9. | Participate in advocacy activities that support young children. |  |

**Ethical responsibilities to colleagues:**

In a caring, cooperative environment, human dignity is respected, professional development and satisfaction are promoted, and positive relationships are developed and sustained. Modeling of the School of Education Professional Dispositions and the NAEYC Ethical Code of Conduct is expected from both the students and the instructor of the course.

NAEYC's Ethical Responsibilities for working with colleagues are especially relevant to this course, including:

1-3A.1: To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with colleagues.  
1-3A.3: To support co-workers in meeting their professional needs and in their professional development.  
1-3A.4: To accord co-workers due recognition of professional achievement.
P-3A.1: We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2: When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that show respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3: We shall exercise care in expressing views regarding the professional attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4: We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

Course Assignments:

Teaching Assignments and Field Notebook (125 points): You will be expected to plan and teach four lessons in your assigned classroom across the semester. These lessons should increase in complexity and length. To document and reflect on your teaching experiences, you will be expected to turn in a field notebook with the original lesson plan, ADEPT Evaluation form (signed and fully completed), and a 1-2 page lesson reflection. Before teaching, your lesson plan must be reviewed and approved by both the course instructor and your cooperating teacher. Therefore, you may not teach a lesson before receiving feedback/approval on your lesson plan from the cooperating teacher and instructor. Each lesson plan is due to your professor and cooperating teacher (both names on same email) by 8:00 a.m. the Monday prior to your scheduled lesson. If revisions are needed, you must revise and re-submit your lesson plan to the cooperating teacher and course instructor as soon as possible. See assignment description and rubric for more information. Related assignments:

- **Notebook checks (scheduled at random)** – Maintain your field notebook across the semester. I will ask to see it several times and will expect it to be up to date and include your daily schedule, lesson plans, ADEPT feedback, and individual lesson reflections.

- **Teaching Video (recommended, but not scored)** – You will be expected to videotape a 10-15 minute segment of your teaching of lesson two. You will then view the video to annotate and reflect on your performance in connection with the ADEPT standards.

- **Final Reflection (25 points)** – Your field notebook should include a final reflection in which you reflect on your performance in relation to the NAEYC and ADEPT standards. Furthermore, at the conclusion of the semester, your performance in the field will be evaluated using the longer version of the ADEPT form. This form includes ADEPT standards 2-9 and their corresponding key elements. Ratings will be determined based on individual observations of your teaching, feedback from the cooperating teacher, and items incorporated in your field notebook.

Literacy Assessment Portfolio (100 points): Together with your partner, you will implement a battery of grade level appropriate literacy assessments with a small group of students (3-4) in your field placement classroom. You will describe the procedures used, analyze the results, and make recommendations based on the data in brief reports submitted at multiple points across the semester (see course calendar). At the conclusion of the semester, you will individually submit all reports and assessment materials in a portfolio and, then write a final analysis and reflection paper. See assignment description and rubric for more information.
**Teacher as Professional Project (100 points):** This project is designed to help you understand your professional role in the lives of young children and their families, including your role in advocating for the needs of the children and families you serve. You will first identify an issue of importance that children and families face that is of interest to you and that is connected to your own work in the field. This issue should be meaningfully selected and reflect the needs of children and families you have worked with. You will then research this topic in depth in order to educate yourself about it and interview an early childhood professional to get their perspective on your topic. Using what you’ve learned from the research and interview, you will advocate on behalf of the issue in the form of a letter to the editor or to a legislator (NAEYC 6e). Research, theory and field experiences should be integrated within the letter in order to meaningfully and effectively advocate on behalf of the issue. See assignment description and rubric for more information.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A</th>
<th>93 – 100%</th>
<th>C</th>
<th>79 – 81%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>C-</td>
<td>77 – 78%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>D+</td>
<td>75 – 76%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86 – 88%</td>
<td>D</td>
<td>72 – 74%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>D-</td>
<td>70 – 71%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>F</td>
<td>0 – 69%</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance Policy:**
- More than two (2) absences will result in WA/F. Three tardies equals one absence.
- All missed field sessions must be made up and dates should be arranged in advance with both the college supervisor and the cooperating teacher.
- Arriving 15 minutes after class or school begins or leaving more than 15 minutes before class/school ends is equivalent to an absence.
- Call the school and college supervisor (cell) and leave messages about your absence as soon as possible.

**Honor System:** Candidates are expected to adhere to the “College of Charleston’s Student Handbook: A Guide to Civil and Honorable Conduct”. See [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm)

**Accommodations:** If you have a documented disability and have been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please let me know as soon as possible.
<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar/Field</th>
<th>Readings</th>
<th>Assignments due</th>
</tr>
</thead>
</table>
| 8/25   | **Seminar:**  
- Introductions, course and field expectations  
- ADEPT & dispositions, professionalism  
- Lesson planning                         |          |                                                      |
| 9/1    | **Seminar:**  
- Field notebooks  
- Assessment literacy: Key methods of assessment  
- Assessing writing  
- Running records and miscue analysis       |          |                                                      |
| 9/8    | **ORIENTATION TO FIELD**  
- Observe and get involved in your class. Begin to build relationships.  
- Talk to your teacher about scheduling your teaching assignments and literacy assessments. Ask teacher to recommend a small group of students for literacy assessments.  
- Exchange contact info and ask for best way to get in touch with him/her each week. |          |                                                      |
| 9/15   | **Field:**  
- Observe and assist teacher as needed.  
- Get to know students.  
- Ask teacher about literary assessments conducted. |          | Complete and submit Daily Schedule and Teaching Plan as soon as possible. |
| 9/22   | **Field:**  
- Observe and assist teacher as needed.  
- Ask about and review major curriculum materials or other instructional resources used by teacher to aid in your lesson planning.  
- Conduct writing assessments.  
- Get reading levels for small group so you can bring appropriate running record texts to use in assessments next week. |          | Complete and submit Daily Schedule and Teaching Plan if you haven’t already done so. |
| 9/29   | **Field:**  
- Round #1 (30-45 minute lesson) - Student A  
- Conduct running records and fluency assessments and/or Concepts about Print. |          | Submit Portfolio Section A Report                   |
| 10/6   | **Field:**  
- Round #1 (30-45 minute lesson) - Student B  
- Conduct spelling inventory and/or other early literacy assessments. |          | Student A – Complete lesson reflection              |
|        |                                                              |          | **Submit Portfolio Section B Report**               |
| 10/13  | **Field:**  
- Round #2 (60-90 minute lesson) - Student A, **THINK ABOUT VIDEOTAPEING YOUR TEACHING.**  
- Conduct story retell and comprehension questions. |          | Student B – Complete lesson reflection              |
<p>|        |                                                              |          | <strong>Submit Portfolio Section C Report</strong>               |
| 10/20  | <strong>Field:</strong> Round #2 (60-90 minute lesson) – Student B, <strong>VIDEOTAPE YOUR TEACHING (????).</strong> |          | Submit Portfolio Section D Report                   |
|        |                                                              |          | Student A – Complete lesson reflection              |
| 10/27  | <strong>Field:</strong> Round #3 (90-120 minute lesson) – Student A |          | Student B – Complete lesson reflection              |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Field:</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/3</td>
<td>Round #3 (90-120 minute lesson) – Student B</td>
<td>Student A – Complete lesson reflection</td>
<td></td>
</tr>
<tr>
<td>11/10</td>
<td>This is a week to catch-up or to move ahead on the teaching schedule.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/17</td>
<td>Round #4 (120-150 minute lesson) – Student A</td>
<td>Final Literacy Portfolio due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student B – Complete lesson reflection</td>
<td></td>
</tr>
<tr>
<td>12/1</td>
<td>LAST DAY IN FIELD -- Round #4 (120-150 minute lesson) – Student B</td>
<td>Student A - Field Notebook &amp; Teaching Video due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL EXAM DATE</td>
<td>Informal presentation of Teacher as Professional projects; Dispositions self-assessment; Online course evaluations</td>
<td>Teacher as Professional Project due</td>
<td></td>
</tr>
</tbody>
</table>

**Rubric for Teaching Video (recommended)**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Target 12-15 points</th>
<th>Target 8-10 points</th>
<th>Below Target Below 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video</td>
<td>Video includes 10-15 minute segment of candidate’s teaching in which he/she is leading the instruction. Volume and picture quality are appropriate throughout for the purpose of effectively and thoughtfully reflecting on practice.</td>
<td>Video is an appropriate length. Candidate is leading the instruction a majority of the time. Volume and picture quality are sufficient.</td>
<td>Video does not provide sufficient documentation of candidate’s performance. Video quality or sound is so poor that ability to reflect is limited.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Provides thorough, thoughtful and critical analysis of teaching performance. Identifies multiple significant moments on video.</td>
<td>Provides basic analysis of teaching performance. Identifies several significant moments.</td>
<td>Candidate does not identify many significant moments from his/her performance.</td>
</tr>
<tr>
<td>Connection to ADEPT</td>
<td>All major points are explicitly and thoughtfully tied to ADEPT standards and/or other course content.</td>
<td>Some points are tied to ADEPT or other course content.</td>
<td>Does not make explicit connections between performance and course content or ADEPT.</td>
</tr>
</tbody>
</table>
LITERACY ASSESSMENT PORTFOLIO

Together with your partner, you will implement a battery of grade level appropriate literacy assessments with a small group of students in your field placement classroom. The assessment instruments you will be asked to use vary by grade level (see below). Access to these tools will be provided via OAKS. After conducting each assessment/section, together you will analyze the data and submit a brief report (using the template provided) in which you discuss what was learned about the children and make appropriate instructional recommendations based on the data.

<table>
<thead>
<tr>
<th>Section</th>
<th>Assessment tools recommended for Pre-</th>
<th>Assessment tools recommended for 1st-5th grade students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A</td>
<td>K/Kindergarten students: Name Writing and On-demand Writing sample</td>
<td>On-Demand Writing sample</td>
</tr>
<tr>
<td>Section B</td>
<td>Concepts About Print</td>
<td>Running record, miscue analysis and WCPM</td>
</tr>
<tr>
<td>Section C</td>
<td>Letter identification &amp; letter sound recognition</td>
<td>Spelling Inventory</td>
</tr>
<tr>
<td>Section D</td>
<td>Story retell &amp; comprehension questions</td>
<td>Story retell &amp; comprehension questions</td>
</tr>
</tbody>
</table>

The rubric below will be used to evaluate each report, which should include copies of the assessment materials.

<table>
<thead>
<tr>
<th>0-2 pts</th>
<th>3-4 pts.</th>
<th>5 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Data</td>
<td>Is not present; (or) is incomplete; (or) is incorrectly recorded/administered.</td>
<td>Present, but there are mistakes in recording or task presented.</td>
</tr>
<tr>
<td>Teacher Scoring Sheet</td>
<td>Is not present; (or) is incomplete; (or) is incorrectly recorded/administered.</td>
<td>Present, but there are mistakes in recording or task presented.</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Is not present; (or) is incomplete; (or) is incorrectly analyzed.</td>
<td>Present, but there are mistakes in analysis; (or) the analysis is very minimal, lacks depth.</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Is not present; (or) does not describe appropriate instructional recommendations; (or) recommendations are not based on data.</td>
<td>Includes description of appropriate instructional recommendations.</td>
</tr>
</tbody>
</table>
After completing all assessments, you will EACH be expected to submit all materials in a portfolio and write a final analysis and reflection paper in which you include a detailed plan for responding to the data collected.

The portfolio should also include a one paragraph summary of ONE child’s performance written for a family audience.

The rubric below will be used to evaluate the final portfolio.

<table>
<thead>
<tr>
<th>Description</th>
<th>0-2 points</th>
<th>3-4 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe each child’s literacy development stage</strong></td>
<td>Does not describe each child’s literacy stage or does so incorrectly. Does not use evidence to support description.</td>
<td>Describes each child’s literacy stage with some proficiency. Statements are supported by evidence.</td>
<td>Each child’s literacy stage is identified appropriately. Demonstrates critical thinking, and professional evidence is used thoughtfully to support opinions.</td>
</tr>
<tr>
<td><strong>Describe each child’s instructional needs</strong></td>
<td>Does not reflect thoroughly and/or use critical thinking to identify each child’s needs; decisions are not supported by evidence.</td>
<td>Makes appropriate statements regarding each child’s identified needs.</td>
<td>Appropriately and thoughtfully identifies needs and uses professional evidence to support opinions. Reflection is thorough and demonstrates critical thinking.</td>
</tr>
<tr>
<td><strong>Describes how needs would be best addressed (resources, instructional strategies, logistics)</strong></td>
<td>Does not reflect thoroughly and/or use critical thinking; is not supported by evidence; plan is not specific.</td>
<td>Describes multiple ways needs could be met. Demonstrates some understanding of how to use data to inform instruction.</td>
<td>Includes comprehensive plan for responding to data; demonstrates critical thinking and supports opinions with professional evidence. Writing suggests an advanced understanding of how to use data to inform instruction. Suggestions are innovative.</td>
</tr>
<tr>
<td><strong>Describes how progress might be measured over time</strong></td>
<td>Does not reflect thoroughly and/or use critical thinking; is not supported by evidence and/or assessment/progress monitoring methods are not appropriate.</td>
<td>Suggests how progress will be monitored over time. Suggestions are appropriate for identified needs.</td>
<td>Suggests how progress will be monitored over time. Suggestions are appropriate for identified needs. Suggestions are detailed and thoughtful.</td>
</tr>
<tr>
<td><strong>Describes student’s performance in family-friendly way</strong></td>
<td>Does not include one paragraph summary of a child’s performance; (or) paragraph is not written for a family audience. Uses too much educational jargon or does not make appropriate recommendations for how family might support child’s learning.</td>
<td>Includes one paragraph summary of a child’s performance written for a family audience. Uses professional language, but refrains from using too much educational jargon. Makes appropriate recommendations for how family might support child’s learning.</td>
<td>Includes one paragraph summary of a child’s performance written for a family audience. Uses professional language, but refrains from using educational jargon. Makes appropriate recommendations for how family might support child’s learning. Writing is thoughtful and demonstrates candidate’s ability to work towards developing a reciprocal and responsive relationship.</td>
</tr>
</tbody>
</table>
## ASSESSMENT REPORT TEMPLATE

<table>
<thead>
<tr>
<th>TYPE OF ASSESSMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT DID THE DATA TELL YOU ABOUT THE CHILDREN ASSESSED? WOULD THE CHILDREN NEED REMEDIATION, ADDITIONAL PRACTICE OR ARE THEY READY TO MOVE ON? WHAT ARE EACH OF THEIR STRENGTHS AND NEEDS?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW MIGHT YOU (THE TEACHER) RESPOND TO THIS DATA? HOW WOULD YOU HELP EACH CHILD MAKE FURTHER PROGRESS? WHAT EVIDENCE-BASED INSTRUCTIONAL STRATEGIES WOULD YOU USE?</td>
</tr>
</tbody>
</table>
Teacher as Professional Project for Early Childhood Education
EDEE 415

The “Teacher as Professional” project is designed to help you understand your professional role in the lives of young children and their families, including your role in advocating for the needs of the children and families you serve.

You will first identify an issue of importance that children and families face that is of interest to you and that is connected to your own work in the field. This issue should be meaningfully selected and reflect the needs of children and families you have worked with (including those with special needs, developmental delays, and disabilities). Examples include childhood obesity, asthma, access to high-quality child care, or second-language learners.

You will then research this topic in depth in order to educate yourself about it (NAEYC 6c and d). You should use 8-10 sources from peer-reviewed, academic journals, synthesizing them into a 5-7 page research paper. You will also need to interview an early childhood professional to get their perspective on your topic. For example, you might choose to interview a principal, guidance counselor or social worker. The interview will enable you to further identify with the field as you see connections across different disciplines and professions with whom you may collaborate (NAEYC 6a and 6c).

Finally, using what you’ve learned from the research and interview, you will advocate on behalf of the issue in the form of a letter to the editor or to a legislator (NAEYC 6e). Research, theory and field experiences should be integrated within the letter in order to meaningfully and effectively advocate on behalf of the issue.
# RUBRIC

## Teacher as Professional Project for Early Childhood Education

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Target</th>
<th>Target</th>
<th>Below Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score:</strong></td>
<td>18-20 points</td>
<td>15-17 points</td>
<td>14 points or below</td>
</tr>
<tr>
<td><strong>INTERVIEW</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Identification with the field (NAEYC 6a)</td>
<td>Candidate’s analysis of what was learned in the interview reflects strong identification with the field. Candidate thoughtfully reflects on the many connections between the early childhood field and other related disciplines and professions with whom they may collaborate.</td>
<td>Candidate’s analysis of what was learned in the interview reflects identification with the field. Candidate describes connections between the early childhood field and other related disciplines.</td>
<td>Candidate does not identify with the field and/or demonstrates little knowledge of the connection between early childhood and other related disciplines.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERVIEW and RESEARCH PAPER</strong></td>
<td>Candidate demonstrates ability to effectively collaborate with others around topic of interest, demonstrating excellence in working with others around issues of importance. Candidate thoroughly and thoughtfully reviews research on the topic demonstrating efforts to continuously and thoughtfully engage in self-motivated, purposeful learning that improves practice.</td>
<td>Candidate demonstrates ability to collaborate with others around issues of importance. Candidate reviews research on the topic, demonstrating an effort to continuously engage in purposeful learning that improves practice.</td>
<td>Candidates does not engage in self-motivated, purposeful learning that directly influences the quality of their work with young children.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESEARCH PAPER and LETTER</strong></td>
<td>Candidate’s work is grounded in multiple sources of knowledge and multiple perspectives. Sources and perspectives are well integrated and candidate is extremely thoughtful in reflecting on practice, as well as on his/her role as a professional and an advocate for young children and their families.</td>
<td>Candidate’s work is supported by multiple sources of knowledge and demonstrates consideration of multiple perspectives. Candidate reflects thoughtfully on practice.</td>
<td>Candidate’s work is not supported by the use of multiple sources and/or multiple perspectives. Candidate demonstrates weaknesses in reflecting on practice.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LETTER</strong></td>
<td>Candidate thoughtfully identifies central issue in the field. Issue is meaningfully selected and reflects the needs of children and families the candidate has worked with (including those with special needs, developmental delays, and disabilities). Candidate demonstrates advocacy skills, including verbal and written</td>
<td>Candidate identifies issue in the field that reflects the needs of children and families the candidate has worked with (including those with special needs, developmental delays, and disabilities). Candidate demonstrates advocacy skills, including verbal and written</td>
<td>Candidate does not identify a central issue in the field and/or does not demonstrate appropriate advocacy skills.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Candidate demonstrates excellence in multiple advocacy skills, including verbal and written communication and collaboration with others around a common issue. Candidate is clearly passionate about the issue and demonstrates the potential for future advocacy beyond his/her teacher education program.

<table>
<thead>
<tr>
<th>Spelling and mechanics</th>
<th>Exceeds Target 8-10 points</th>
<th>Target 5-7 points</th>
<th>Below Target Below 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score:______</td>
<td>Writing is clear and error-free.</td>
<td>Writing contains a few spelling and/or grammatical errors.</td>
<td>Writing has multiple errors that interfere with readability.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of APA style</th>
<th>Exceeds Target 8-10 points</th>
<th>Target 5-7 points</th>
<th>Below Target Below 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score:______</td>
<td>APA style guidelines are followed. Sources are primarily drawn from peer-reviewed journal articles. Sources are credible and appropriate.</td>
<td>Attempts to use APA style. Most sources are credible and appropriate.</td>
<td>Does not include references or sources are not credible.</td>
</tr>
</tbody>
</table>

Grade ______ / 100