AAS-T Equivalency Portfolio Assessment

If you have been working with children aged 0-8 years for **at least two years** directly prior to your application to the program and **have engaged in professional development in early childhood education**, you may submit a portfolio demonstrating that you have met the program outcomes for an AAS-T in ECE. This portfolio must represent your own independent work and will be assessed by the admissions committee as a part of the holistic review process.

# Outcome 1: Promoting Child Development and Learning

##### Students use their understanding of child development – including young children's unique characteristics and needs, and the multiple interacting influences on children's development and learning – to create environments that are healthy, respectful, supportive, and challenging for each child.

## Key Elements of Outcome 1

1. Describe young children's diverse characteristics and needs, from birth through age 8.
2. Explain the multiple influences on early development and learning.
3. Use knowledge of child development to create healthy, respectful, supportive, and challenging learning environments for young children.

## Courses

ECED& 105 | EDUC& 115

# Possible Artifacts

*Please note that demonstration of proficiency will likely require multiple artifacts.*

\_\_ Observation of child, focusing on one or more specific domains of development: physical, cognitive, social, emotional

\_\_\_ Case study of child

\_\_ Article review on current research topic in child development

\_\_ Research paper on a specific aspect of child development, behavior, play, or learning

\_\_ PowerPoint presentation on a specific theory and how it relates to classroom practice

\_\_ Presentation on a specific toy or material and how it can be used to promote development

\_\_ In-depth observation of early childhood learning environment

\_\_ Plan for a learning center which targets specific developmental objectives

\_\_ Design of an environment

\_\_ Other(s)

# Outcome 1 Criteria and Artifact Feedback

| **Meets Expectations** | **Does Not Yet Meet Expectations** |
| --- | --- |
| Candidate’s work shows a thorough grounding in theories and current research in all areas of child development and learning. | There is insufficient evidence that the environments created by the candidate supports children’s health, respects their culture and individuality, promotes positive development, and challenges children to gain new competencies. |
| Candidate’s work shows that they understand interrelationships among developmental areas, as seen in their rich examples of these interrelationships. | Candidate’s work displays a limited knowledge base, insufficiently grounded in theory and research. |
| Evidence is convincing that the environments created by candidate support children’s health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies. |  |

**Evaluation**

|  |  |  |
| --- | --- | --- |
| **Key Elements** | **Met** | **Unmet** |
| 1a) Describe young children's diverse characteristics and needs, from birth through age 8. |  |  |
| 1b) Explain the multiple influences on early development and learning. |  |  |
| 1c) Use knowledge of child development to create healthy, respectful, supportive, and challenging learning environments for young children. |  |  |

**Comments**

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# Outcome 2: Building Family and Community Relationships

Students articulate the complex characteristics of children's families and communities and use this understanding to create respectful, reciprocal relationships that support and empower families, and to engage all families in their children's development and learning.

## Key Elements of Outcome 2

2a) Describe diverse family and community characteristics.

2b) Develop and implement strategies to support and engage families and communities through respectful, reciprocal relationships.

2c) Develop and implement plans to engage families and communities in young children's development and learning.

## Courses

ECED& 105 | EDUC&150

# Possible Artifacts

*Please note that demonstration of proficiency will likely require multiple artifacts.*

\_\_ Written reflection following a home visit, parent meeting, or parent interview.

\_\_ Written reflection demonstrating cultural competency

\_\_ Community resource file of agencies within community that may be helpful for families

\_\_ Newsletter or introductory letter written for families

\_\_ Notations on lesson plans describing how lessons involve families and community

\_\_ Summary and rationale of a family event that was carried out by the candidate

\_\_ Evidence of community engagement

\_\_ Family Diversity Cards

\_\_ Other(s)

# Outcome 2 Criteria and Artifact Feedback

| **Meets Expectations** | **Does Not Yet Meet Expectations** |
| --- | --- |
| Candidate demonstrates an ability to engage the community and families through an in-depth understanding of family theory and research, and shows the candidate can identify a diverse variety of family and community factors as they impact young children’s lives.  | Candidate’s work shows limited or stereotyped knowledge of characteristics that affect early childhood practice |
| Candidate’s work displays extensive knowledge of families’ goals, language, culture, and individual characteristics as tools to build these relationships. Work reflects skilled, varied family communication strategies including the use of technology. Evidence shows that candidate can link families with multiple community resources appropriate for specific purposes. | Candidate’s work shows limited knowledge of families’ goals, language, culture and individual characteristics; a limited repertoire of communication strategies; and limited knowledge of community resources to support families. |
| Knowledge is shown in use of a wide range of approaches to family and community with in-depth self-evaluation and modification of approaches when first attempts were not successful | Candidate’s work shows limited knowledge of theory and research related to family and community involvement, and a limited repertoire of approaches to family and community involvement |
|  | Candidate’s work lacks demonstration of multiple attempts at making connections to build family and community relationships. |

**Evaluation**

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| --- | --- | --- |
| **Key Elements** | **Met** | **Unmet** |
| 2a) Describe diverse family and community characteristics. |  |  |
| 2b) Develop and implement strategies to support and engage families and communities through respectful, reciprocal relationships. |  |  |
| 2c) Develop and implement plans to engage families and communities in young children's development and learning. |  |  |

**Comments**

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# Outcome 3: Observing, Documenting, and Assessing to Support Young Children and Families

## Students articulate the goals, benefits, and purposes of assessment and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

## Key Elements of Outcome 3

3a) State the goals, benefits, and purposes of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

3b) Use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c) Practice responsible assessment to promote positive outcomes for each child, including an awareness of assistive technology for children with ability differences.

3d) Describe how assessment partnerships with families and with professional colleagues can be used to build effective learning environments.

## Courses

ECED&190

# Possible Artifacts

*Please note that demonstration of proficiency will likely require multiple artifacts.*

\_\_ Research summary on specific assessment tool(s)

\_\_ Comparison report on authentic vs. standardized assessments

\_\_ Analysis of observation findings to prescribe an activity for a child

\_\_ Analysis of the use of documentation panels in early childhood

\_\_ Documentation of conservation task assessment with diverse children and comparison of those documentations

\_\_ Written reflection on observation of family conference

\_\_ Documentation panel(s) that makes learning visible to families

\_\_ Observation and planning report for children in a social play event

\_\_ Developmental portfolio assembled for a specific child

\_\_ Observation and planning report for child focusing on one or more specific domains of development: physical, cognitive, socio-emotional.

\_\_ Pro/con analysis chart that examining various assessment tools (e.g. checklist, anecdotal observation, etc.)

\_\_ Environmental assessment(s) using a rating scale (e.g. ECERS, ITERS, etc.)

\_\_ Other(s)

# Outcome 3 Criteria and Artifact Feedback

| **Meets Expectations** | **Does Not Yet Meet Expectations** |
| --- | --- |
| Candidates’ work shows research-based knowledge and basic competence in observation, documentation, and other assessment tools. | Candidates’ work shows little evidence of knowledge of assessment essential goals, positive uses, and potential risks.  |
| Work reflects essential knowledge of the characteristics, strengths, limitations, and appropriate uses of the most frequently used assessment tools and approaches, including approaches for children with disabilities and culturally and linguistically diverse children.  | Candidates’ work shows insufficient knowledge of the research and legal basis of partnerships with families and other professionals, and shows limited skills in team building, and communication with families and other professionals around assessment issues. |
| Candidates demonstrate essential skills in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice. | Work reflects a lack of essential knowledge of the most frequently used assessment tools and approaches. |
| Candidates demonstrate that they can achieve partnerships with families and other professionals in designing, interpreting, communicating, making referrals, and acting upon assessment information. | Work reflects lack of essential skills in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice and contribute to partnerships with families and other professionals. |
| Candidates’ work shows that they can identify current educational, legal, and ethical issues with respect to assessment practices. Candidates can provide examples of responsible and irresponsible assessment.  | Candidates’ work shows 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. |
| Candidates apply responsible assessment practices when working with diverse children in their practice. |  |

**Evaluation**

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| --- | --- | --- |
| **Key Elements** | **Met** | **Unmet** |
| 3a) State the goals, benefits, and purposes of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children. |  |  |
| 3b) Use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. |  |  |
| 3c) Practice responsible assessment to promote positive outcomes for each child, including an awareness of assistive technology for children with ability differences. |  |  |
| 3d) Describe how assessment partnerships with families and with professional colleagues can be used to build effective learning environments. |  |  |

**Comments**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Outcome 4: Using Developmentally Effective Approaches

Students will implement a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning, which will vary depending on children's ages, characteristics, and the early childhood setting.

## Key Elements of Outcome 4

4a) Discuss how supportive relationships and positive interactions are the foundation of their work with young children.

4b) List and implement effective instructional and guidance strategies and tools for early education, including appropriate uses of technology.

4c) Use a broad repertoire of developmentally appropriate teaching/learning and guidance approaches.

4d) Reflect on their own practice to promote positive outcomes for each child.

## Courses

EDUC&130 | ECED&160

# Possible Artifacts

*Please note that demonstration of proficiency will likely require multiple artifacts.*

\_\_ Documentation of and reflection on constructive personal engagement with a child

\_\_ Research paper on attachment, parental interaction styles, the effects of culture on learning preferences, child guidance strategies, and/or others

\_\_ Design of an environment that supports free play with justification and rationale

\_\_ Design of an individualized lesson that promotes literacy and utilizes the WA State Early Learning and Development Guidelines

\_\_ Documentation of and reflection on a hands-on art, science, math, and/or experience documenting the rationale behind specific developmentally effective approaches for supporting young children's learning

\_\_ Collection of transition activities that promote learning with justification and rationale

\_\_ Curriculum web and integrated unit

\_\_ Written description of the development, implementation, and evaluation process of a learning experience

\_\_ Case study analysis that examines how personal bias influences practice

\_\_ Personal narrative describing own beliefs about child guidance and reflection on how this impacts practice

\_\_ Written reflection on one curriculum model, its implementation, and influence on practice

\_\_ Record of conducted teacher interview with post-interview reflection in first, second, or third grade

\_\_ Reflection and analysis on the impact of the Standards Movement on curriculum

\_\_ Other(s)

| **Meets Expectations** | **Does Not Yet Meet Expectations** |
| --- | --- |
| Candidate’s work shows essential knowledge of theory and research underlying the early childhood field’s focus on relationships and interactions. Candidate knows the importance of creating relationships with all children, as seen in their competent, beginning skills in relationship building with diverse children and families.  | Candidate’s work shows minimal knowledge of theory and research underlying the early childhood field’s focus on relationships and interactions. Their skills in relationship-building are evident to only a limited extent.  |
| Candidate’s work demonstrates each of the following approaches and strategies with competence and with knowledge of the underlying theory and research: * Fostering oral language and communication
* Drawing from a continuum of teaching strategies
* Making the most of environments and routines
* Capitalizing on incidental teaching
* Focusing on children’s characteristics, needs, and interests
* Linking children’s language and culture to the early childhood program
* Teaching through social interactions
* Creating support for play
* Addressing children’s challenging behaviors
* Supporting learning through technology
* Using integrative approaches to curriculum.
 | Candidate’s work shows limited knowledge and skills, in at least some of the following areas: * Fostering oral language and communication
* Drawing from a continuum of teaching strategies
* Making the most of environments and routines
* Capitalizing on incidental teaching
* Focusing on children’s characteristics, needs, and interests
* Linking children’s language and culture to the early childhood program
* Teaching through social interactions
* Creating support for play
* Addressing children’s challenging behaviors
* Supporting learning through technology
* Using integrative approaches to curriculum.
 |
| Candidate’s work shows understanding of the theories and research underlying the early childhood field’s focus on DAP. Candidate’s work shows that they use this knowledge to implement meaningful experiences in each content area, with desired outcomes for children through developmental, cultural and individual differences.  | Candidate’s work shows that they lack knowledge of the theories and research underlying the early childhood field’s focus on DAP, and that they have limited ability to identify and use a variety of high quality, meaningful strategies in each content area.  |
| Candidate makes some use of authoritative resources to supplement their own pedagogical practice. | Candidate makes limited use of authoritative resources to supplement their own pedagogical practice. |
| Candidate clearly and specifically articulates personal biases, strengths, and areas of development as they relate to the planning, implementation and evaluation of culturally and developmentally appropriate teaching and learning strategies for all children.  | Candidate describes only superficially how personal biases, strengths, and areas of development may impact the planning, implementation and evaluation of culturally and developmentally appropriate teaching and learning strategies for all children. |

# Outcome 4 Criteria and Artifact Feedback

**Evaluation**

|  |  |  |
| --- | --- | --- |
| **Key Elements** | **Met** | **Unmet** |
| 4a) Discuss how supportive relationships and positive interactions are the foundation of their work with young children. |  |  |
| 4b) List and implement effective instructional and guidance strategies and tools for early education, including appropriate uses of technology. |  |  |
| 4c) Use a broad repertoire of developmentally appropriate teaching/learning and guidance approaches. |  |  |
| 4d) Reflect on their own practice to promote positive outcomes for each child. |  |  |

**Comments**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Outcome 5: Using Content Knowledge to Build Meaningful Curriculum

Students apply their knowledge of developmental domains and academic (or content) disciplines to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for each child.

## Key Elements of Outcome 5

5a) Explain content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical education – physical activity, health, and safety; and social studies.

5b) Recognize and apply the central concepts, inquiry tools, and structures of content areas or academic disciplines.

5c) Use their own knowledge, appropriate early learning outcomes, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

## Courses

ECED& 180 | ECED& 160

# Possible Artifacts

*Please note that demonstration of proficiency will likely require multiple artifacts.*

\_\_ Written and/or pictorial description of theme-based prop box

\_\_ Documentation and reflection on a hands-on, process-oriented art experience

\_\_ Documentation of a creative movement activity

\_\_ Description/documentation of a discovery/science/nature center and how to facilitate child’s use

\_\_ Documentation of storytelling using flannel board or other props

\_\_Original lesson plans and activities that introduce math concepts (e.g. one-to-one correspondence, classifying and sorting, patterning, spatial relationships, etc.)

\_\_ Candidate-designed integrated curriculum unit or project plan

\_\_ Description of how curriculum has been adapted to be individually appropriate, age-appropriate, and socially- and culturally-appropriate

\_\_ Anecdotal notations that assess room arrangement, aesthetics, and the use of learning centers, activities and materials

\_\_ Evaluation of a variety of genres of children’s books/literature for classroom use

\_\_ Curriculum review with gaps identified and supplemental instruction areas suggested

\_\_ Other(s)

# Outcome 5 Criteria and Artifact Feedback

| **Meets Expectations** | **Does Not Yet Meet Expectations** |
| --- | --- |
| Candidate’s work shows understanding of the essential content knowledge and resources in major academic disciplines which include:* “big ideas”
* methods of investigation and expression
* organization of the discipline.

Taking into consideration the central place in later academic competence, the candidate’s work shows in-depth, research-based understanding and skill in the domain of language, literacy and mathematical foundations.  | Candidate’s work shows lack of understanding of the essential content knowledge and resources in major academic disciplines which include* “big ideas”
* methods of investigation and expression
* organization of the discipline.

Candidate’s work lacks in-depth, research-based understanding and skill in the domain of language, literacy and mathematical foundations. |
| Candidate’s work shows knowledge of the theories and research underlying the early childhood field’s focus on content, both in general and with respect to each content area, including academic subjects. Candidate’s work indicates the use of this knowledge to articulate priorities for high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards and resources through developmental, individual, and cultural characteristics. | Candidate’s work shows a lack of knowledge of the theories and research underlying the early childhood field’s focus on content and that they have limited ability to articulate priorities and desired outcomes for high quality, meaningful experiences in each content area.  |
| Candidate is familiar with authoritative resources to supplement their own content knowledge.  | Candidate has a limited familiarity with authoritative resources to supplement their own content knowledge.  |
| Candidate’s work shows the ability to integrate multiple areas of knowledge in curriculum design with: * Successful focus on building security and self-regulation
* Problem-solving and thinking skills
* Academic and social competence.
 | Candidate’s work shows limited ability to integrate multiple areas of knowledge in curriculum design and limited success in promoting positive outcomes for each child.  |
| Candidate’s curriculum development takes into account children’s developmental, individual, socio-emotional, and cultural characteristics and it makes use of reflective, on-going evaluation.  | Curriculum development takes insufficient account of each child’s developmental, socio-emotional, individual and cultural characteristics and makes insufficient use of evaluation.  |
| Candidate’s curriculum is characterized by use of high quality professional resources to supplement and inform their own understanding.  | Candidate’s curriculum development is inadequately informed by the use of high quality professional resources. |

**Evaluation**

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| --- | --- | --- |
| **Key Elements** | **Met** | **Unmet** |
| 5a) Explain content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical education – physical activity, health, and safety; and social studies. |  |  |
| 5b) Recognize and apply the central concepts, inquiry tools, and structures of content areas or academic disciplines. |  |  |
| 5c) Use their own knowledge, appropriate early learning outcomes, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. |  |  |

**Comments**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Outcome 6: Becoming a Professional

Students are collaborative learners who continuously demonstrate knowledgeable, reflective and critical perspectives of their work, make informed decisions that integrate knowledge from a variety of sources, including ethical guidelines, and advocate for sound educational practices and policies.

## Key Elements of Outcome 6

6a) Identify as a member of the early childhood field and become involved in the professional community.

6b) Locate and apply ethical guidelines and other early childhood professional guidelines.

6c) Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d) Integrate knowledgeable, reflective, and critical perspectives on early education into their work.

6e) Engage in informed advocacy for young children and the early childhood profession.

## Courses

ECED& 105 | EDUC& 115 | EDUC& 130 | EDUC& 150 | ECED& 160 | ECED&190

# Possible Artifacts

*Please note that demonstration of proficiency will likely require multiple artifacts.*

\_\_ Personal professional learning mission statement and/or growth development plan

\_\_ Reflective essay(s) about the process of identifying as a member of the Early Childhood field

\_\_ Reflections related to ethical dilemmas

\_\_ Presentations and/or reports on professional guidelines

\_\_ Evidence of professional development learning and activities

\_\_ Statement of teaching philosophy

\_\_ Essay(s) on educational philosophy, critical theorist(s), and/or issues and trends in early childhood education

\_\_ Responses and interpretations of NAEYC position papers

\_\_ Evidence of advocacy efforts on the part of a child, an organization, a college effort, a community effort

\_\_ Evidence of involvement in local, state, national, or international childhood organizations

\_\_ Reflections on coaching experience(s)

\_\_ Other(s)

# Outcome 6 Criteria and Artifact Feedback

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| --- | --- |
| **Meets Expectations** | **Does Not Yet Meet Expectations** |
| Candidate’s work shows a clear sense of belonging to a distinctive profession with complex historical roots and links to other movements. In their work, candidate describes the multiple roles that early childhood professionals may assume and those they think will suit them best. They articulate well-developed perspectives on the challenges facing the profession. They are already involved in the profession in varied ways, as shown by membership in associations and other activities.  | Candidate’s work shows limited knowledge of the early childhood field as a distinctive profession, there is little evidence that they have begun to involve themselves in the profession. |
| Candidate’s work shows essential knowledge of NAEYC’s Code of Ethical Conduct, as seen in citations of examples of how the Code may be used to analyze and resolve ethical dilemmas. Candidate is familiar with relevant legal standards and other professional guidelines and can apply these in practice. | Candidate’s work lacks essential knowledge of NAEYC’s Code of Ethical conduct and of other legal standards and professional guidelines. |
| Candidate’s work shows a strong orientation toward inquiry, feedback, and self-motivation, combined with extensive involvement and skill in collaborative learning for self-improvement, including collaboration across disciplines and in inclusive settings. Candidate’s work shows notable, positive effects of this learning orientation in their practice and in effects on children. | Candidate’s work shows lack of evidence of an orientation toward multiple, developmental opportunities to become continuous, collaborative learners.  |
| Candidate’s work shows essential understanding of the field’s central issues, standards, and research findings. In their work, candidate analyzes and reflects upon their practice and demonstrates critical thinking about the issues in the field and an understanding of the value of dialogue in resolving differences. Candidate’s work shows positive effects of these professional perspectives, in their practice and in effects on children.  | Candidate’s work lacks understanding of the field’s central issues, standards, and research findings. Reflection upon their practice shows limited insight and a limited level of critical thinking. Effects on candidate’s practice and on children are absent. |
| Candidate’s work shows essential knowledge of the central policy issues in the field, as seen in their discussions of ethical and societal issues in early education. In their work, candidate can outline how public policies are developed at the state and federal levels. | Candidate’s work lacks essential knowledge of the central policy issues in the field, as seen in their limited ability to discuss ethical and societal issues in early education, and their limited ability to outline how public policies are developed at the state and federal levels. Evidence does not show that candidate possesses beginning advocacy skills, including written and verbal communication and collaboration. |
| Candidate possesses beginning advocacy skills, including written and verbal communication and collaboration.Candidate’s work shows experience and ability to reflect on coaching conversations with colleagues, and what was learned for the duration of time at the job. | Candidate’s work shows lack of experience and ability to reflect on coaching conversations with colleagues, and what was learned for the duration of time at the job. |

**Evaluation**

|  |  |  |
| --- | --- | --- |
| **Key Elements** | **Met** | **Unmet** |
| 6a) Identify as a member of the early childhood field and become involved in the professional community. |  |  |
| 6b) Locate and apply ethical guidelines and other early childhood professional guidelines. |  |  |
| 6c) Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. |  |  |
| 6d) Integrate knowledgeable, reflective, and critical perspectives on early education into their work. |  |  |
| 6e) Engage in informed advocacy for young children and the early childhood profession. |  |  |

**Comments**

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# Outcome 7: Early Childhood Field Experience

Students engage in field experience and clinical practice to develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children in a variety of early childhood settings and with multiple age groups.

## Key Elements of Outcome 7

7a) Observe and practice in at least two of the three early childhood age groups: birth to age 3, ages 3-5, and ages 5-8

7b) Observe and practice in at least two of the three main types of early education settings: primary/elementary school, child care centers and homes, and ECEAP/Head Start programs

## Courses

ECED& 190

# Possible Artifacts

*Please note that demonstration of proficiency may require multiple artifacts.*

\_\_ Detailed resume indicating previous work or volunteer experience in early learning settings

\_\_ Copy of supervisor evaluations/review of practice

\_\_ Hours log(s) signed by site supervisor

\_\_ Documentation/data collected during observations and practice – must include information about site setting and child ages

\_\_ Other(s)

# Outcome 7 Criteria and Artifact Feedback

| **Meets Expectations** | **Does Not Yet Meet Expectations** |
| --- | --- |
| Candidate’s document(s) shows work/volunteer experience in two of three early childhood age groups and in at least two different early education settings. | Document(s) does/do not show evidence of work/volunteer experience in two of three early childhood age groups and/or two of the three early education settings. |

**Evaluation**

|  |  |  |
| --- | --- | --- |
| **Key Elements** | **Met** | **Unmet** |
| 7a) Observe and practice in at least two of the three early childhood age groups: birth to age 3, ages 3-5, and ages 5-8. |  |  |
| 7b) Observe and practice in at least two of the three main types of early education settings: primary school classroom, child care centers and homes, and ECEAP/Head Start program. |  |  |

**Comments**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_