

Department: Master of Education, Early Childhood Education Emphasis

Date: 2012-03-02

1. What we looked at = object

Narratives tied to the core standards document illustrate the 9 (of 11) courses for which students submit items to the portfolio. An example of a narrative is provided at the end of this document (Standard 2). The narratives are part of the student's portfolio.

Core Standard	Educ 501	Psy 511	Educ 565	Educ 526	Educ 578	Educ 580	Educ 583	Educ 574	Educ 573
1					x	x	x		
2				x					
3					x	x	x		
4									x
4a								x	
4b		x							
4c			x						
4d					x	x	x		
5	x								

2. How we assessed it = performance criteria

The course instructor scores the narrative: 1-needs improvement; 2-meets expectations, or; 3-exceptional.

3. What we found = results

The distributions of scores for the 2011-12 classes are displayed below. We will track these distributions over time.

4. What it means = interpretation

Nearly all students are meeting or exceeding expectations for every standard. This is to be expected. If work is unsatisfactory, the student must rework it.

5. What we're going to do about it

We will monitor the continued maintenance of scores against our core standards. We will share the results with instructors, using the core standards as “discussion starters,” seeking feedback on the opportunity for continual improvements.

6. What happened = feedback

To be determined

**Student Narrative**  
**Core Standard 2**

Student Name \_\_\_\_\_  
Course: \_\_\_\_\_ Date of course: \_\_\_\_\_  
Date of narrative: \_\_\_\_\_

Directions:  
You will respond to this Standard in course Educ 526

You are responsible for making sure you have met this graduate program requirement.  
This documentation becomes part of a collection referred to as a professional portfolio and must be turned in via Blackboard at the end of each course.

***Standard 2. Building Family and Community Relationships***

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

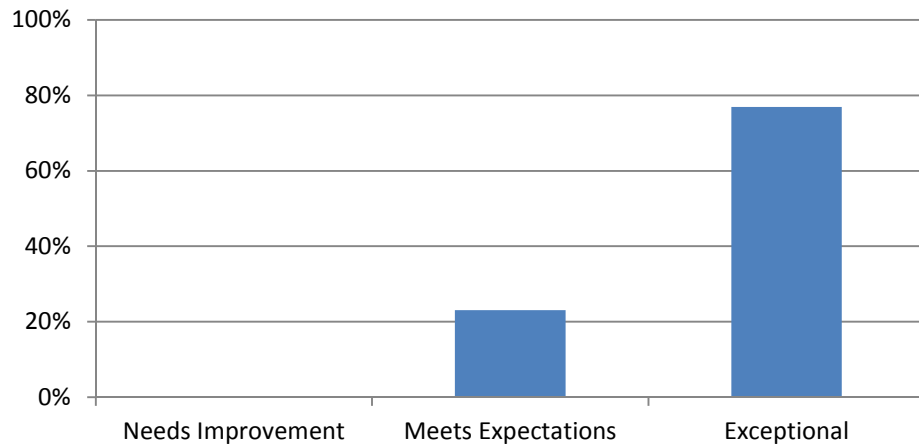
Explain why this standard is important to an early childhood professional

Explain why this course has contributed to your understanding of this standard.

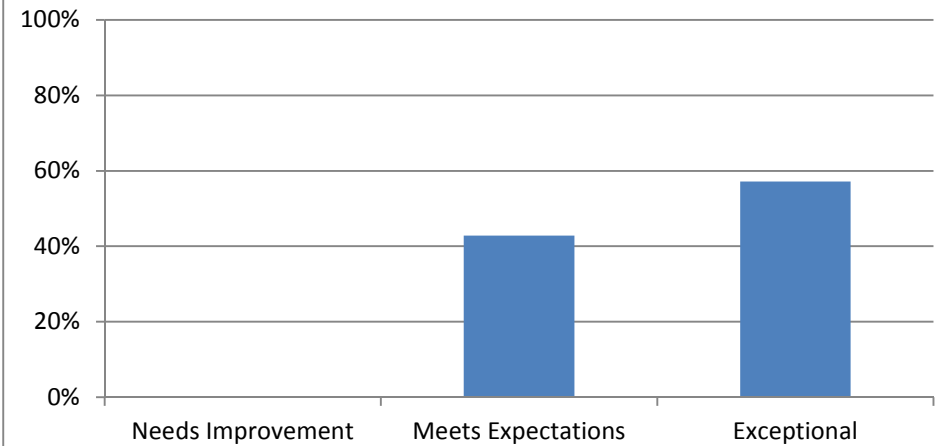
Artifacts: (Artifacts should be sent as attachments electronically along with this narrative).

- 1) Attach your Multi-cultural unit and lesson plans.
- 2) Select one additional artifact from your work in this class which supports this standard.

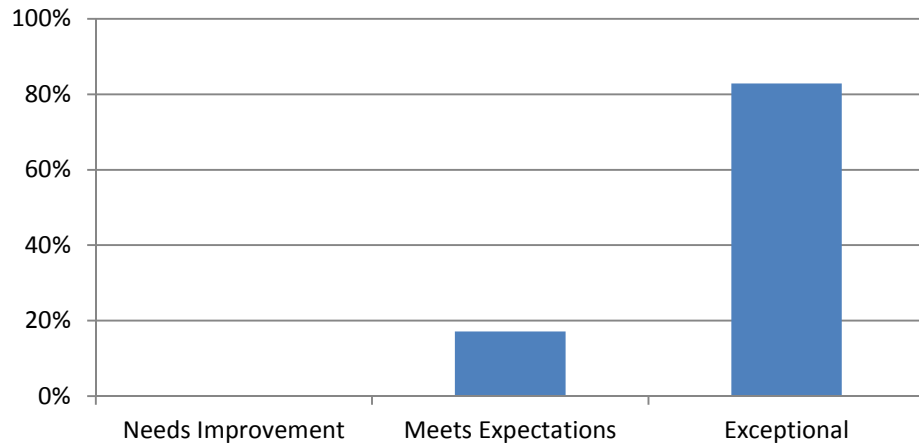
**Core Standard 1  
2011-12**



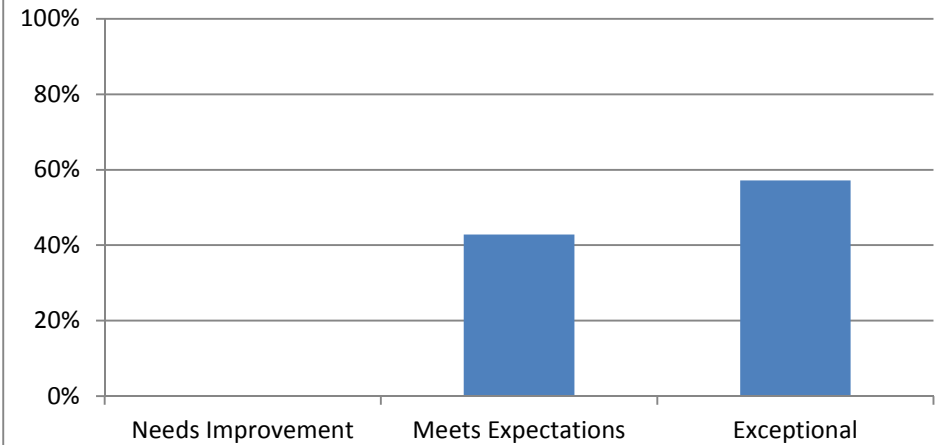
**C2-2: Building Family and Community Relationships  
2011-12**



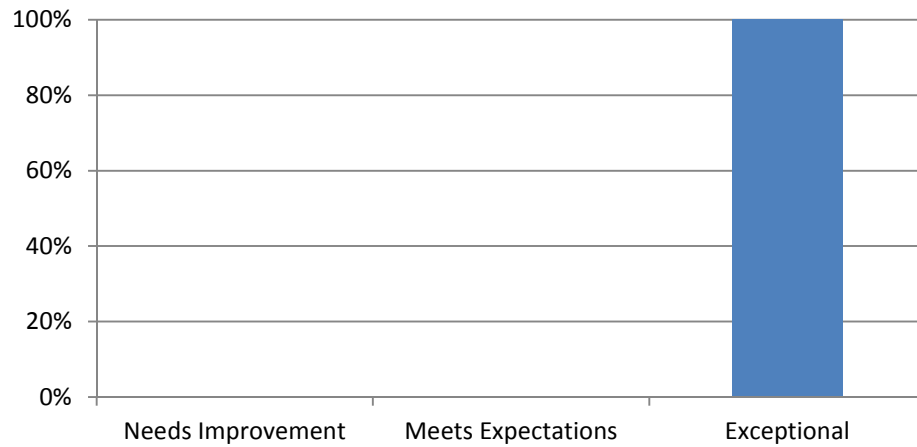
**Core Standard 3  
2011-12**



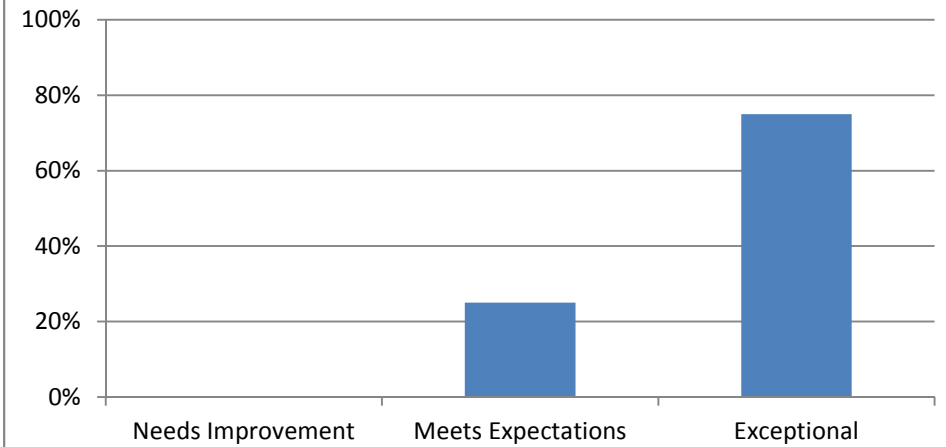
**Core Standard 4a  
2011-12**



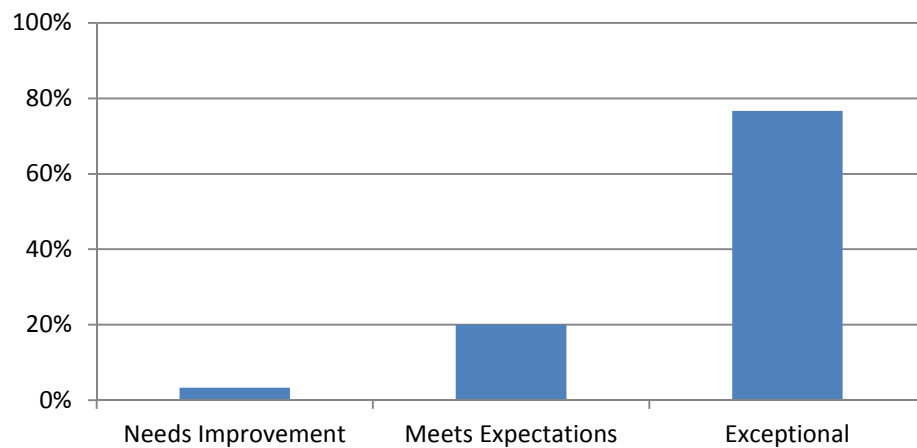
**Core Standard 4b  
2011-12**



**Core Standard 4c  
2011-12**



**Core Standard 4d  
2011-12**



**Core Standard 5  
2011-12**

