

Concordia University, Nebraska

**800 North Columbia Avenue
Seward, Nebraska 68434**

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Head of Teacher Education:

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Folio review for:

Early Childhood Education – B-3

Program type: Initial Teaching Certification

Available at Undergraduate and Graduate Level

Bachelor of Science in Education

NDE and NCATE accreditation - 2005

Initial Review

Concordia University, Nebraska – Early Childhood Education

Section 1 – Contextual Information

Mission and Vision of the Institution

Concordia University, owned and operated by the Lutheran Church—Missouri Synod, is a coeducational institution of higher learning committed to the Christian growth of its students.

Concordia University, Nebraska is an excellent academic and Christ-centered community equipping men and women for lives of learning, service and leadership in the church and world.

By 2015 Concordia University, Nebraska will grow and expand its influence to diverse populations by fostering collaboration and adapting to our changing environment while remaining faithful to our mission of excellent Christian education.

Degree programs in professional education and the liberal arts help Concordia accomplish its goals. In addition, Concordia's faculty, staff, and students are committed to excellence and integrity in performance both in the classroom and in scholarly activity and research, service to the church and community through a commitment to strong partnerships with shared objectives, and a spirit of community within the university family. These programs and activities set forth an explicit value system, which has as its core faith in Jesus Christ as the Son of God and only Savior of the world. Therefore, this value system adheres to the Holy Scriptures as the communicator of that faith and commits to the Lutheran Confessions as a true exposition of the Scriptures.

Concordia's programs promote intellectual, emotional, aesthetic, physical, and spiritual growth. They nurture religious commitment, enlarge social and cultural understanding, provide insights for Christian action in the world, and facilitate effective communication. The programs provide an opportunity for intelligently selecting vocations of service to God, church, and society. Also, they are designed to develop these professional competencies and communities required for responsible participation and leadership in a complex and diverse society.

Special Characteristics of the Institution

Concordia University – Nebraska, one of 10 schools in the Concordia University System, is owned and operated by The Lutheran Church—Missouri Synod. The other nine universities and colleges are:

- 1) Concordia College – Selma, Alabama
- 2) Concordia University – Irvine, California
- 3) Concordia University-Chicago – River Forest, Illinois
- 4) Concordia University – Ann Arbor, Michigan
- 5) Concordia University – St. Paul, Minnesota
- 6) Concordia College – Bronxville, New York
- 7) Concordia University – Portland, Oregon
- 8) Concordia University-Texas – Austin, Texas
- 9) Concordia University- Wisconsin – Mequon, Wisconsin

The Lutheran Church—Missouri Synod operates two seminaries, one in Ft. Wayne, Indiana and the other in St. Louis, Missouri.

Concordia University founded in 1894 and originally called Concordia Seminary, prepared men as Lutheran day school teachers. This seminary opened with thirteen students, two professors, and one building. Today, the campus is situated on 120 acres with more than twenty academic and service buildings. Current offerings include liberal arts and pre-professional programs in addition to programs in education.

In 1905, Concordia added a two-year normal program to its offerings. Concordia first granted a Bachelor of Science degree for elementary teachers in 1939. The secondary education program was added in 1958 and the graduate program in 1966. Current undergraduate programs in teacher education are early childhood, special education, elementary, middle-level, and secondary education. Graduate-level programs include elementary and secondary school administration, literacy, early childhood education, ELL/ESL, and curriculum and instruction. An initial endorsement graduate level special education program was added in March 2012. All teacher education programs comply with State of Nebraska requirements and all graduates are eligible for state certification. Concordia University enrolls an increasing number of teacher education students seeking public school careers. Besides the Bachelor of Science in Education program other undergraduate programs offered include Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Fine Arts degrees. Graduate programs include the Master of Education degree, Secondary Education Graduate Teacher Certification program, Master of Science in Family Life Ministries, Director of Christian Education Specialist Diploma program, Master of Parish Education degrees for church professionals, Master of Arts in Gerontology and Aging Studies, Master of Business Administration, Master of Arts in Human Services, Master of Public Health, and a Registered Nurse/Bachelor of Science in Nursing program, the last two of which were begun in 2012.

The legal name of the institution was Concordia Teachers College, until June 30, 1998, although the institution had used the name Concordia College since 1987 for all other purposes. On July 1, 1998, the legal name was changed to Concordia University to enhance the mission of the institution and to better prepare servant leaders for church and world.

From thirteen male students in 1894, Concordia grew to 249 students in 1953. In 1971-72, the full-time enrollment peaked at 1,715 undergraduate students and 400 graduate students enrolled in four summer sessions. In 1992, undergraduate enrollment was 876 students and approximately 150 students enrolled in three summer sessions. Concordia's total student enrollment number for 2011-12 is the largest in its 118 year history, marking the fifth year in a row Concordia has seen an increase. As of the official census date, a total of 2196 students were registered, an increase of 50 students over last year's number. The increase was notable at the Seward campus. The undergraduate total increased by 167 students, 1552 from last year's 1385. Included in that total are approximately 350 dual credit students taking college level courses at 13 different high schools across Nebraska and the United States. At the Fallbrook campus, home to Concordia's graduate programs, 644 students are seeking advanced degrees.

Concordia's primary function remains service to congregations and schools of the church. Concordia educates more men and women for careers in teacher education church work than any other college or university of The Lutheran Church—Missouri Synod. In 2010-2011 Concordia's graduates in Lutheran educational ministries were placed in 23 states and 22 Districts. Concordia-Nebraska was contacted to assist parishes/school associations in filling more than 378 different positions in educational ministries. With 31 of this year's candidates and 17 from previous years placed, 48 Lutheran teaching positions were filled. Nine additional called colloquy candidates make the total placed candidates number at 57.

That number represents 28.1% of all candidates placed in teaching positions from the Concordia University System's 10 colleges and universities.

Concordia University maintains consortium arrangements with other institutions to give Concordia students the opportunity to spend a semester in Costa Rica. Concordia University participates in a simultaneous enrollment program with the other institutions in the Concordia University System, giving students the opportunity to complete a semester on any of the other nine campuses.

Concordia is a residential college of nearly all full-time students, eighty percent (80%) of whom live in on-campus residence halls. Many Concordia students establish close relationships with each other which often last a lifetime. A variety of student activities and entertainment options provide students with opportunities for relaxation and personal growth outside the classroom. Seward, Nebraska, a town of over six thousand people, offers a safe, peaceful environment for students. Seward is 25 miles west of Lincoln, Nebraska.

Definition and Description of the Professional Education Unit

Mission of Teacher Education

Educated people in a democratic society promote a congenial community where its citizens put the common good above self-interest. Empowered by the Gospel, the church in mission strives to nurture its members through God's revelation. Education, one role of the church in mission, assists people in becoming less self-centered and more responsible to society's and the church's aims. Capable Christian teachers, qualified to meet the needs of children, youth, and adults, aid society and the church in achieving their goals.

The University accepts its mission in teacher education: The College of Education strives to prepare candidates who exemplify Christ-like leaders and who will serve as educators in Lutheran, parochial, private, and public school classrooms and parish education programs of our church and our world.

Concordia University demonstrates its acceptance of this mission by developing and maintaining quality undergraduate and graduate education programs. Current programs designed to train professional educators are:

- Early Childhood Education (initial at both the undergraduate and graduate level)
- Elementary Education (initial)
- Secondary Education (initial at both the undergraduate and graduate level)
- Special Education (initial at both the undergraduate and graduate level)
- Middle Level Education (initial)
- English Language Learners Endorsement (undergraduate and post-baccalaureate)
- Elementary School Administration (advanced)
- Secondary School Administration (advanced)
- Literacy Education – Reading Specialist (advanced)
- Curriculum and Instruction – Curriculum Supervisor (advanced)

Organization of Teacher Education – The Unit

The College of Education, the professional education unit of the University, is primarily responsible for preparing teachers and other professional education personnel. The College of Education organizes, unifies, and coordinates all professional education programs. The College of Education is responsible for policy development, evaluation, and coordination with other units on the undergraduate level. When changes in programs and courses will have an impact on the College of Arts and Sciences their input is sought. The Undergraduate Council deals with issues that cut across departments and programs that affect both the College of Education and the College of Arts and Sciences. The Graduate Council develops policy, evaluates, and coordinates programs at the graduate level. The Dean of Education is the head of the College of Education – Undergraduate and Graduate Studies. The undergraduate faculty elects members and leadership of the Undergraduate Council and the Graduate Council.

Concordia offers undergraduate teacher education programs in elementary, secondary, early childhood, middle-level, and special education. Each program director is responsible to the Dean of the College of Education. The student teaching directors also coordinate and supervise the student teaching placements. The student teaching I director is responsible for the initial student teaching placement including overseeing supervision of student teacher candidates at this level. The student teaching II director is responsible for the second student teaching placement and overseeing supervision of all candidates at that level.

The Dean of Education supervises admission to teacher education. The Director of Field Experiences coordinates and supervises all pre-student teaching and capstone experiences. The Placement Office maintains credential files and directs candidate placement. The director in the placement office assists with placement in church-related ministries and positions within public schools. The Dean also serves as the certification officer with the assistance of his administrative assistant.

The Dean of Education administers graduate programs in elementary and secondary administration, curriculum and instruction/curriculum supervisor, literacy/reading specialist, special education/mild-moderate initial certification, secondary graduate teacher certification, and early childhood education. Graduate candidates include those in a graduate program, those who have an undergraduate degree and are adding a teaching endorsement, and those in diploma programs leading to ecclesiastical certification.

The College of Education first sought accreditation from NCATE in 1959. The Graduate Studies program first received accreditation in 1977.

Description of the Conceptual Framework

Concordia University's Conceptual Framework was developed over two decades ago as a collaborative effort of faculty and P-12 practitioners. After the 2005 NDE/NCATE visits it was reviewed and revised into its current form. It continues today as the standard for our teacher education programs.

The Conceptual Framework has as its core the three themes of teacher education at Concordia University, Nebraska – Teaching – Leading – Learning. These three themes are expanded in the areas of knowledge, skills, and dispositions. The Conceptual Framework is aligned with InTASC standards.

The model describes teacher education as dynamic, individual, and corporate. Teacher-educators are continually analyzing and refining their own conceptual framework by engaging in meaningful interaction with other educators and in valid collaborative dialogue with learners.

The Concordia University, Nebraska Conceptual Framework – Undergraduate Version

Teaching knowledge

T-K1: Student Development – InTASC 1 Learner Development

The teacher education candidate understands how children learn and develop, and can provide learning opportunities that support a child's spiritual, intellectual, social, and personal development.

Teaching skills

T-S1: Multiple Instructional Strategies – InTASC 8 Instructional Strategies

The teacher education candidate understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.

T-S2: Planning – InTASC 7 Planning for Instruction

The teacher education candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

T-S3: Assessment – InTASC 6 Assessment

The teacher education candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

T-S4: Motivation and Management – InTASC 3 Learning Environments

The teacher education candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Teaching dispositions

T-D1: Passion for Teaching

The teacher education candidate can articulate reasons for wanting to become a teacher and demonstrates a passion for teaching and motivation to spread the Gospel and strengthen the child's value system as evidenced in preparation and performance during practicum and field experiences.

T-D2: Personal Characteristics

The teacher education candidate displays positive personal characteristics such as respect for others, dependability, punctuality, perseverance, appropriate sense of humor, social awareness, organization, management of paperwork, personal appearance and hygiene, and energy and health.

Leading knowledge**LD-K1: Content Pedagogy – InTASC 4 Content Knowledge**

The teacher education candidate understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Leading skills**LD-S1: School and Community Involvement – InTASC 10 Collaboration**

The teacher education candidate fosters relationships with school colleagues, parents, and agencies in the Christian community as well as the larger community to support students' learning and well-being.

LD-S2: Diverse Learners – InTASC 2 Learning Differences

The teacher education candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

LD-S3: Communication and Technology – InTASC 5 Innovative Applications of Content

The teacher education candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Leading dispositions**LD-D1: Character / Faith Development**

The teacher education candidate models a value system which emphasizes moral and ethical character; the Lutheran school teachers integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church – Missouri Synod.

Learning knowledge**LR-K1: Depth of Knowledge in Endorsement Area – InTASC 4, Content Knowledge**

The teacher education candidate possesses a depth of subject/content knowledge for his/her endorsement as well as knowledge of teaching the faith for the LTD candidate.

Learning skills

LR-S1: Reflective Practice: Professional Growth – InTASC 9 Reflection and Continuous Growth

The teacher education candidate is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Learning dispositions

LR-D1: Lifelong Learning – InTASC 9 Reflection and Continuous Growth

The teacher education candidate can articulate the value of lifelong learning and has developed a beginning professional development plan.

The Concordia University, Nebraska Conceptual Framework – Graduate Version

Teaching knowledge

T-K1: Student Development – InTASC 1 Learner Development

The graduate candidate understands how children learn and develop, and can provide learning opportunities that support a child's spiritual, intellectual, social, and personal development.

Teaching skills

T-S1: Multiple Instructional Strategies – InTASC 8 Instructional Strategies

The graduate candidate understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.

T-S2: Planning – InTASC 7 Planning for Instruction

The graduate candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

T-S3: Assessment – InTASC 6 Assessment

The graduate candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

T-S4: Motivation and Management – InTASC 3 Learning Environments

The graduate candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Teaching dispositions

T-D1: Passion for Teaching

The graduate candidate demonstrates a passion for teaching and motivation to spread the Gospel and/or strengthen the child's value system as evidenced in preparation and performance in his/her classroom.

T-D2: Personal Characteristics

The graduate candidate displays positive personal characteristics such as respect for others, dependability, punctuality, perseverance, appropriate sense of humor, social awareness, organization, management of paperwork, personal appearance and hygiene, and energy and health.

Leading knowledge

LD-K1: Content Pedagogy - InTASC 4 Content Knowledge

The graduate candidate understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Leading skills

LD-S1: School and Community Involvement – InTASC 10 Collaboration

The graduate candidate fosters relationships with school colleagues, parents, and agencies in the Christian community as well as the larger community to support students' learning and well-being.

LD-S2: Diverse Learners – InTASC 2 Learning Differences

The graduate candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

LD-S3: Communication and Technology – InTASC 5 Innovative Applications of Content

The graduate candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Leading dispositions

LD-D1: Character / Faith Development

The graduate candidate models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church – Missouri Synod.

Learning knowledge

LR-K1: Depth of Knowledge in Endorsement Area – InTASC 4, Content Knowledge

The graduate candidate possesses a depth of subject/content knowledge for his/her endorsement as well as knowledge of teaching the faith for the LTD candidate.

Learning skills

LR-S1: Reflective Practice: Professional Growth – InTASC 9 Reflection and Continuous Growth

The graduate candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Learning dispositions

LR-D1: Lifelong Learning – InTASC 9 Reflection and Continuous Growth

The graduate candidate can articulate the value of lifelong learning and has implemented a professional development plan.

Programs of Study Offered

Advanced - Graduate Level Programs:

Principal – elementary and secondary (M.Ed. emphasis in educational administration)

Reading Specialist – (M.Ed. emphasis in Literacy – we offer this with and without an ELL supplemental endorsement)

Early Childhood Education – we offer an option of an initial endorsement as part of the advanced level program

Curriculum Supervisor – we won't have sufficient graduates in this program yet so we'll only provide information and very limited data to date

Special Education – an initial level mild/moderate endorsement was offered at the graduate level beginning in March 2012. They are currently taking their second class of a 10 class sequence.

Initial - Undergraduate Level Programs:

(number of grads in last 3 years)

Art K-12 (10)

Basic Business (4)

Biology (7)

Chemistry (2)

Early Childhood (38)

Elementary Education (76)

English (16)

Geography (7)

Health (1)

Health and Physical Education K-12 (10)

History (20)

Instrumental Music (0)

Language Arts (6)

Mathematics (17)

Middle Grades (31)

Music K-12 (17)

Natural Science (0)

Physical Education (10)

Physical Science (2)

Physics (3)

Religious Education (10)

Social Science (15)

Special Education - Mild/Moderate (19)

Speech (0)

Theater (6)

Vocal Music (4)

World Language (7)

Supplemental Endorsements offered:

Coaching (data not available)
Information Technology (2)

ESL – undergraduate and beyond baccalaureate
(24 UG)

Standards for Admission, Retention, and Exit from the Program**Undergraduate Level – Initial Certification****Admission to the Program**

Admission to the teacher education program takes place after completion of the first three core courses in teacher education – Teaching as a Profession (Educ 101), Introduction to Education (Educ 201), and Educational Psychology (EDPS 210). The admissions process – called the Goldenrod Process because of the color of paper for the document – consists of candidate evaluations done by three professors on campus, interviews with the program director and the Dean, taking the PPST exam, receiving clearance from the Student Life Office concerning discipline action, and calculating of applicable GPAs for overall, program, and endorsements.

The candidate is fully admitted if all minimum standards have been met and all signatures are present on the form. The candidate is provisionally admitted if one or two areas are below the minimum. The candidate is denied admission if three or more areas are below the minimum. Candidates that are denied admission can reapply after the deficiencies are remedied. GPAs are reviewed each semester by the Dean's administrative assistant. A candidate must be fully admitted during the semester prior to student teaching.

Retention in the Program

GPAs for candidates are reviewed after each semester. The candidate's status is adjusted if there are changes in the GPAs that would necessitate a new status in the program. Candidates are informed via campus mail for every change of status.

A second review is conducted prior to the student teaching semester. This consists of a meeting with the candidate's advisor and signature to continue, a meeting with the Director of Field Experiences to verify the 100 hours of pre-service field experience, a meeting with the Program Director to review the candidate's portfolio, and the signature of the Dean of Education to approve the candidate's readiness for the professional student teaching semester.

Exit from the Program

Candidates must successfully complete their designated program and have an acceptable GPA for the entirety of their coursework (2.50 minimum cumulative GPA). They must also have an acceptable GPA for professional education courses (2.75), their specific program courses (2.75), and their subject or field endorsement courses (2.75 for middle level and secondary candidates). Candidates must successfully complete both of their student teaching placements

and be recommended by their cooperating teacher and their university supervisor. Elementary candidates must take the PRAXIS II – EECIA. Passing the test with the state minimum is not a requirement for graduation.

Standards for Admission, Retention, and Exit from the Program

Graduate Level-Initial Certification

A student may be admitted to the Graduate College after the following have been submitted to the Graduate College:

1. **Official Transcript** of credits showing bachelor's degree from a regionally accredited college or university and at least a 3.0 cumulative grade point average. Additional transcripts may be required to substantiate fulfilling prerequisites or program requirements if the applicant attended additional institutions.
2. **Essay (specific criteria provided on the application form)**
3. Following admission to the graduate college, **degree-seeking graduate students must apply for regular admission to their specific degree program.** See the catalog pages that refer to your desired program for additional admission requirements that may apply to your particular program.

Retention in the Program

Candidates must maintain a 3.0 GPA in their program with no grade below a C. Candidates admitted as provisional (by recommendation of the program director and approval of the graduate dean) must have a cumulative 3.0 GPA after their first 9 hours of coursework.

Exit from the Program

All candidates at the graduate level complete a portfolio that addresses the state and national standards of their program. Portfolios are reviewed by program directors and readers chosen from the profession. Program completers are approved for graduation by the graduate faculty.

Early Childhood Program

Annette Oliver is the director of the program. She was previously the director of the Child Development Center which is part of the St. John Lutheran ministries. She is only the fourth director in the history of the program which began in the 70s at Concordia. Courses in the program are taught by Professor Oliver and by adjuncts who are current practitioners in the field.

Section 2 - Rule 24 Matrix

The Rule 24 Matrix can be found as a document linked to this section. There is a Rule 24 Matrix for both the undergraduate program and the initial certification available through our graduate program.

Section 3 – Key Assessments and Findings

Major Transition Points – Undergraduate Level

Admission to the Program – Assessment Point 1		
<i>Type of Data</i>	<i>Source of Data/Assessment</i>	<i>Collection of Data</i>
GPA	Candidate / Registrar	Admission / Each Semester
Recommendations, Interview, Portfolio Review	Candidate Faculty References, Candidate, Program Director, Dean	Admission
Field Experience Evaluation	Cooperating Teacher	Required field experience
Second Year Review – Assessment Point 2		
<i>Type of Data</i>	<i>Source of Data</i>	<i>Collection of Data</i>
GPA	Candidate / Registrar	Each Semester
Candidate Coursework	Candidate	Professional Education Courses
Field Experience Evaluation	Cooperating Teacher	Required field experience
Admission to Student Teaching – Assessment Point 3		
<i>Type of Data</i>	<i>Source of Data</i>	<i>Collection of Data</i>
GPA	Candidate / Registrar	Each Semester
Candidate Coursework	Candidate	Professional Education Courses
Field Experience Evaluation	Director of Field Experiences	Required field experience
Capstone Experience	Candidate / Cooperating Teacher	Educ 461 or Educ 470
Completion of the Program – Assessment Point 4		
<i>Type of Data</i>	<i>Source of Data</i>	<i>Collection of Data</i>
GPA	Candidate / Registrar	Each Semester
Student Teaching I Evaluation	Cooperating Teacher / University Supervisor	Student Teaching I
Teacher Work Sample	Candidate / Program Director	Student Teaching I
Student Teaching II	Cooperating Teacher /	Student Teaching II

Evaluation	University Supervisor	
Exit Interview	Candidate / Program Director	Post-Student Teaching Seminar

Key Assessments

Key Program Assessment 1 – GPA (Cumulative, Professional, and Endorsement)

The college examines GPA – cumulative, professional, and endorsement - to determine overall academic excellence. The cumulative GPA includes all courses taken at Concordia. Professional GPA includes all education courses required of all candidates. Endorsement GPA includes all courses required for the individual endorsements a candidate is seeking. The first evaluation takes place at the point of application to the program after the teacher education candidate has completed EDUC 101 – Teaching as a Profession, EDUC 201 – Introduction to Education, and EDPS 210 – Educational Psychology. GPAs are evaluated after each semester following admission into the teacher education program. The minimum requirement is a 2.5 cumulative GPA and a 2.75 GPA for their professional and endorsement coursework.

EARLY CHILDHOOD GPA at Admission to Teacher Education		Total Candidates Cumulative GPA	Total Candidates Professional GPA	Early Childhood Endorsement GPA
Fall 09	N=9	3.33	3.49	3.49
Spring 10	N=7	3.53	3.65	3.63
Fall 10	N=4	3.59	3.67	3.72
Spring 11	N=9	3.52	3.67	3.55
Fall 11	N=1	3.42	3.61	3.78
Spring 12	N=6	3.58	3.76	3.90

Candidates apply for admission when they have completed the three first core courses – Educ 101-Teaching as a Profession, Educ 201-Introduction to Education, and EDPS 210-Educational Psychology. The GPAs seem to be consistent over time. They vary based on the size of the entering cohort during that semester.

Key Program Assessment 2 – EECIA (Content Knowledge)

The Nebraska Department of Education has adopted the PRAXIS II *Elementary Education: Curriculum, Instruction, and Assessment* (EECIA) exam as the standardized test for all elementary, early childhood, and elementary special education candidates to document

candidate knowledge and to become NCLB qualified. The Nebraska minimum cut score is set at 159. Beginning with the entering class in Fall 2008 elementary and early childhood teacher education graduates must have an EECIA score on file with our Certification Officer.

Year	Average Score	Number of Candidates	Number Passing	Pass Rate
06-07	180.6	21	20	95.2%
07-08	178.1	10	9	90%
08-09	186.3	10	10	100%
09-10	178.2	18	16	88.9%
10-11	172.7	15	13	86.7%
11-12	177.0	42	37	88.1%
ECE Program Completers 2011-2012	175.0	9	7	77.8%

The candidates in 2011-2012 were the first group required to take the test thus the higher number of candidates above. ECE program completers for 2012 were disaggregated for comparison. Not all who graduated were required to take the EECIA since some started their program before it became a requirement.

Key Program Assessment 3 – Conceptual Framework Self-Evaluation (Pedagogical Knowledge, Skills, and Dispositions)

Concordia University, Nebraska has a conceptual framework that outlines expectations of all candidates in the knowledge, skills, and dispositions required in the three areas of teaching, leading, and learning. Candidates complete the self-evaluation at admission to the program, at application for student teaching, prior to graduation, and during the first year of teaching. A copy of the Conceptual Framework Self-Evaluation is included in the attachments.

Conceptual Framework – Average Evaluation Scores – All Candidates							
1-5 scale	T-K1	T-S1	T-S2	T-S3	T-S4	T-D1	T-D2
	Student Development	Instructional Strategies	Planning Instruction	Assess.	Motivation Mgmnt.	Passion for Teaching	Personal Character
09-10 Admission	3.84	3.59	3.57	3.37	3.63	4.45	4.63
Student Teaching	3.90	3.90	3.72	3.60	3.89	4.45	4.52
Graduation	4.36	4.26	4.36	4.19	4.32	4.74	4.77
10-11 Admission	3.77	3.63	3.75	3.48	3.82	4.4	4.52
Student	4.21	4.12	4.20	4.04	4.16	4.58	4.71

Teaching							
Graduation	4.49	4.49	4.64	4.38	4.49	4.93	4.87
11-12 Admission	3.88	3.77	3.80	3.60	3.94	4.51	4.61
Student Teaching	4.03	3.99	3.94	3.99	4.14	4.61	4.56
Graduation	4.63	4.68	4.70	4.53	4.62	4.87	4.87
Conceptual Framework – Average Evaluation Scores – Early Childhood N= 11							
11-12 Early Childhood Graduation	4.55	4.62	4.62	4.31	4.56	4.80	4.76

T-K1 Student Development

T-S4 Motivation and Management

T-S1 Multiple Instructional Strategies

T-D1 Passion for Teaching

T-S2 Planning

T-D2 Personal Characteristics

T-S3 Assessment

Data is obtained via self-evaluation and is also obtained over the candidate's program from faculty members, cooperating teachers, and university supervisors. The data has shown itself to be consistent over time. A further explanation of the use of Conceptual Framework data is in the Teacher Education Data (TED) narrative below.

Prior to the first self-evaluation candidates have had a course in learning theory and student development and have written a lesson plan. They have not yet taught in a classroom as part of a field experience. The scores above are indicative of our expectations. The second self-evaluation is after their capstone experience and prior to student teaching. We expect that scores will rise since the candidates have now had at least one teaching experience of three days. The third self-evaluation is after student teaching. Scores are higher since candidates have gained additional experience in the classroom and have increased their skill and confidence levels. Additional information on the knowledge, skills, and dispositions in areas of leading and learning is available in the TED attachment to this report.

The Conceptual Framework evaluation instrument is included as an attachment.

Key Program Assessment 4 – Capstone Project

All candidates complete a capstone project during Educ 461 (elementary and ECE candidates). The capstone is a 3-day teaching experience in their endorsement area. It includes planning,

presentation, and reflection upon the lessons taught and under the guidance of our Literacy Director and the cooperating teacher. The instruction is based on Understanding by Design. Scores are based on a pre- and post-test of knowledge in planning and presentation. Scores are on a scale of 0-300.

Fall 2011 Capstone		averages	N=	range	average increase
overall average	pre	176.4	53	90-250	
	post	238.9		170-300	62.5

Early Childhood candidates complete their capstone in the spring semester.

Spring 2012 Capstone		averages	N=	range	average increase
overall average	pre	188.6	49	110-260	
	post	262.7		210-300	74.1

		averages		range	average increase
Early Childhood	pre	177	10	110-220	
Spring 2012	post	272		240-300	95.0

Four documents are available in the attachments – Literacy Summary Data 1, 2, 3 and Literacy Summary Narrative 2011-2012. These are representative of student scores on the knowledge evaluation given at the beginning and end of the course. These documents include information on the skills and attitudes of the candidates from pre- and post-assessment instruments. An analysis along with a section on conclusions and directions are part of the summary narrative.

Key Program Assessment 5 – Teacher Work Sample

During a candidate's first student teaching placement he/she plans, presents, and reflects upon a unit taught during the placement. During student teacher orientation the expectations and rubric are shared with the candidate. The work sample must be successfully completed to pass student teaching one.

Fall 2011 31 candidates	not evident	novice	developing	basic	expanding	proficient
score	0	1	2	3	4	5
Number of candidates at each level						
Context of Teaching					6	25
Pre-Assessment Instrument				1	9	21
Unit/Lesson Plans					8	23

Post-Assessment Instrument				1	9	21
Reflection on Changes			1		5	25

Spring 2012 19 candidates	not evident	novice	developing	basic	expanding	proficient
score	0	1	2	3	4	5
Number of candidates at each level						
Context of Teaching					2	17
Pre-Assessment Instrument				2	13	2
Unit/Lesson Plans					6	11
Post-Assessment Instrument				1	9	7
Reflection on Changes				2	3	11

Candidates must have a score of 20 or better to pass the project. Students with less than 20 have to redo the project during Student Teaching II. Details of the scoring rubric are included in an attachment. The focus of the Teacher Work Sample is to determine candidate impact on student learning.

In the spring of 2012 a review was done of the Teacher Work Sample and revisions were made to the process. The purpose was to align this project with Understanding By Design which is used in the literacy classes as part of the Capstone Project. Four documents are attached that outline the new process to be used in Fall 2012. This will provide a closer alignment with the Capstone project and will facilitate a comparison of candidate growth between the two projects. The decision to change was based on a faculty discussion on the disconnect between the two candidate projects.

Key Program Assessment 6 – Field Experience and Student Teaching Evaluation (Pedagogical Knowledge, Skills, and Dispositions, and P-12 Learning)

Evaluation of the teacher education candidate is completed by the cooperating teacher during each of the field experience assignments and by the cooperating teacher and the university supervisor during student teaching experiences. The evaluations are aligned with the Conceptual Framework. A data document is attached (006.03B3 TED Aggregate Report - Cohorts) that summarizes the evaluative information for field experiences by cohort and for student teaching by cohort. Data below includes the evaluations across the 15 teacher performance areas of the Conceptual Framework for 2012 Early Childhood program completers. Areas are evaluated on a 1-5 scale (5 is high). Evaluations are done by the candidate, cooperating teachers, university supervisors, and instructors in the program.

Individual candidate progress can be monitored throughout his/her program. The faculty members of the College of Education review the data yearly.

The chart below represents the summary averages of the 11 Early Childhood candidates that completed the program in 2012.

ECE CF evaluations - Program completers 2012 ave.

T-K1	Student Development	4.53
T-S1	Multiple Instructional Strategies	4.57
T-S2	Planning	4.62
T-S3	Assessment	4.33
T-S4	Motivation and Management	4.54
T-D1	Passion for Teaching	4.74
T-D2	Personal Characteristics	4.72
LD-K1	Content Pedagogy	4.43
LD-S1	School and Community Development	4.62
LD-S2	Diverse Learners	4.43
LD-S3	Communication and Technology	4.54
LD-D1	Character/Faith Development	4.6
LR-K1	Depth of Knowledge in Endorsement Area	4.65
LR-S1	Reflective Practice: Professional Growth	4.57
LR-D1	Lifelong Learning	4.71

Teacher Education Data – TED – Undergraduate Program

The Teacher Education Data System (TED) was developed to provide a systematic way to collect data, but also a way to look at that data in multiple ways benefitting from the technology that is available. The questions asked and information requested in each evaluation is matched to one of the 15 teacher performance areas of the Conceptual Framework. When data is collected and entered into TED it is automatically linked to the appropriate teacher performance area giving the unit an immediate update on each candidate and the capability to get aggregated and disaggregated data for cohorts and programs.

Data included in the Teacher Education Data System (TED) has been collected for years but not in a systematic way. It has only been in the past 2-3 years that we have attempted to see if the data we are collecting in the form of individual evaluations can tell us anything useful regarding group characteristics.

At present, TED's most useful function is that it allows unit members to access information on individual candidates and to work with them on the qualitative basis of their individual evaluation report. In looking at an individual candidate record we can determine the relative strengths and areas for improvement for the candidate. We can focus on areas that are weaker and recommend courses of action that will strengthen the areas. We are also able to encourage a candidate to grow further in areas of strength.

At this time we are studying the aggregate data to see if it reveals any useful information. There are many reasons TED data may not always be useful in aggregate form. There may be an imbalance in the specificity or detail of the characteristics measured. Candidates remain in a cohort according to the semester of their starting into the program, but TED has no way of accounting for the variety of ways candidates can move through the program. Candidates may be freshmen, sophomores, or in some cases juniors when they enter the program.

Graphs are attached and are organized to show average evaluation scores of candidate groups. Candidates are grouped according to their Cohort Catalog Year, the year in which they began studies at Concordia. Most of these students are freshmen. A small percentage of the candidates are transfers. (See 006.02 TED Data Summary 201220) Graphs show average scores by term for each group and are cumulative over time. Graphs show an age progression from left to right (older candidates on the right). They also show cumulative progress for a given cohort when read from left to right (most recent on the right).

Further analysis is included in the attachment for TED Data Summary Reports.

Unique Program Assessments - Initial

The early childhood program determines a candidate's proficiency to demonstrate knowledge, skill, and disposition within the breadth and depth of early childhood education and is aligned with NAEYC's Initial Standards for first-time early childhood licensure. Multiple assessment strategies are used.

- *Exams* are given to students to measure the student's knowledge of child development, curriculum, instruction, and assessment across three age groups, infants and toddlers; pre-primary children; and primary children.

- Students are required to demonstrate what they know as they practice teaching skills through field experience in which they plan and implement lessons across multiple learning domains for pre-primary and primary aged children. Field experiences are evaluated by the cooperating teacher using a likert scale. Early childhood students are required to complete 100 hours of field experience prior to Student Teaching. Field experiences are directed to fulfill the objectives of the courses to which they are assigned (Educ 101, EdPsy210, Psy 324, Educ 424, Educ 461, and Educ 332). Classroom teachers complete a Teacher Aide Evaluation Form on each field experience candidate. It consists of statements which align with the conceptual framework.
- In the pre-primary practicum students use the Project Approach and Nebraska Early Learning Guidelines as they plan, implement, and assess children's learning. They complete a project journal and documentation panel. This also gives students the opportunity to involve families in their child's learning experience and help families understand outcomes as presented in the documentation panel. Students are graded by the cooperating teacher using a likert scale performance evaluation and project rubric. The instructor scores the student's class presentation of the project experience using a rubric built around the three phases of Project Approach
 - Phase I: clearly describes the children's previous knowledge and what they want to know.
 - Phase II: documents project through photographs, narratives of children's conversation, children's work which represents what they have learned. Documentation of field trip and experts. Connects to Nebraska's Early Learning Guidelines
 - Phase III: documents knowledge gained, uses children's interests to guide planning, clearly demonstrates what children have learned through their experiences, includes evidence of assessment strategies, and includes teacher reflection.
- In the primary field experience, students link lessons to State Standards. Students complete twenty-four weeks of student teaching in which they work with children in pre-primary and primary classrooms. During this experience the student is completely immersed in the role as classroom teacher while benefitting from the support of a mentor teacher and university supervisor. The mentor teacher and university supervisor work with the student in completing an *evaluation* of his/her performance and level of proficiency in the areas of knowledge, skill, and disposition. In addition, during the first 8 week student teaching experience, the students complete a *Teacher Work Sample* to demonstrate how their "teaching has a positive effect on learning for all students" (NCATE)
- Psy 212

This course is an intense study of the preschool-age child in six key areas of development. Students are required to complete regular observations of a preschool child in a child care setting.

Key Assessment: Weekly observation notes and assessment which contribute to a plan for student growth both at home and at school.

- Educ 330

This course provides teacher candidates seeking the endorsement in early childhood education with knowledge of the history, philosophy, and current trends in early childhood education. Such knowledge will aid them in building on the foundations of past leaders as they become teachers and leaders in this field. They will learn about current models and become acquainted with print and technological resources that will enable them to continue to learn after they begin their professional careers.

Key Assessment: Weekly journals aligning experience, classroom discussion, and textbook readings.

- Educ 331

This course provides pre-service teachers the study of appropriate infant and toddler programs (birth to age three), including an overview of development, quality routines, appropriate environments, materials and activities, and teaching/guidance techniques. This methods course is required for all Early Childhood endorsement candidates.

Key Assessment: Develop an Infant/Toddler schedule and curriculum

- Educ 332

This course provides pre-service teachers, seeking the endorsement in early childhood education, with the knowledge, resources, and skills they will need to provide leadership in programs for pre-primary age children. It is designed to assist them in selecting appropriate content and methods and in planning developmentally appropriate learning environments and experiences to use when teaching young children. Participants are also introduced to resources that will help them continue to learn after they begin their professional career.

Key Assessment: Project Practicum

- Educ 333

While courses that the teacher candidate takes in the professional elementary education sequence prepare her/him for teaching grades K-8 generally, this course attempts to help the

candidate develop an interest in and prepare for becoming an effective teacher for children in their crucial primary years (ages 6-8). The course is designed to introduce the candidate to the curriculum and basic concepts for teaching the primary grades, to coordinate the concepts that she/he has learned in other courses with reference to the primary grades, and to extend and enrich this background rather than to duplicate it. The candidate will have opportunity to demonstrate leadership skills in the classroom, with families and colleagues and will become aware of professional resources that will enable him/her to continue learning after entering the profession.

Key Assessment: Lesson Plans

- Educ 430

This course concentrates on the teacher's role in building successful relationships between families, educators, schools, and communities. Strategies for increasing respectful family-school partnerships that enhance children's school success will be emphasized.

Key Assessment: Family Paper

- Educ 452

This course provides pre-service teachers with the basic knowledge (learning) needed for administering programs for young children of preprimary age. Candidates will gain some expertise in the administration aspects of such programs in preparation for the leadership roles that many of them will assume when they enter the early childhood profession. They will also be introduced to a variety of resources that will help them continue to learn and to grow professionally in this field.

Key Assessment: Administrator's Portfolio

- Eng 391

This course attempts to acquaint teacher candidates and other students with a large number of excellent, age-appropriate books for children in eight to ten major genres. Poetry and books that reflect cultural and ethnic diversity receive special emphasis. Teacher candidates will learn how to use children's literature for enjoyment and in the content areas in their teaching and will be able to provide leadership in the selection of books for classroom and school libraries. They will become aware of professional resources that will enable them to continue learning about new books for children after entering the profession.

Key Assessment: Card file of book reviews

Section 4 – Program Improvement

The early childhood students would be better served with increased field site development at the pre-primary level. Developmentally appropriate practice and the project approach are inconsistent in the field.

Recommended program improvements are qualitative and somewhat subjective because the “data” is derived from conversations with cooperating teachers and students. Responses and solutions need to be more consistent across the program for all candidates.

Project journals do not always reflect candidate learning. Candidates do a better job of verbalizing than writing in their journals what they know, what they’ve done, and how they are going to use the knowledge they’ve gained from the Project Practicum.

Candidates do not have the resources they need during practicum to meaningfully experience parent partnerships, nor are there great opportunities during student teaching. Rankings given by university supervisors and cooperating teachers with respect to relationships with families are either N/A or scored high because if there has been any exchange with families there isn’t anything that would suggest it should be ranked low. Engaging candidates in genuine conversation with parents should be a focus of the student teaching experience.

Major Transition Points – Graduate Level, Initial Certification

Admission to the Program		
<i>Type of Data</i>	<i>Source of Data</i>	<i>Collection of Data</i>
Application Essay	Candidate	Application documents
Undergraduate and Graduate coursework GPAs	Transcripts provided by candidate institutions	Application documents
Practicum Review		
GPA	Candidate Records	Registrar
Practicum Record	Candidate	Program Director
Portfolio Review		
Portfolio	Candidate	Completion of Program Standards
GPA	Candidate Records	Registrar
Program Completion - Approval for Graduation		
GPA	Candidate Records	Registrar

Application Essay

A document titled Rule 24 Graduate Admission Application Essay and Scores is included as a link on the site. This contains more information about the purpose, rubric, and scores of the essay.

GPA at Admission

Part of the requirement for admission into the graduate program is an undergraduate GPA of 3.00 or better or a GPA of 3.00 or better for graduate work at another institution. Candidates are fully admitted if they meet the 3.00 minimum. They are admitted provisionally if the GPA is below 3.00. This is done with approval of the graduate Registrar, the program director, and the Dean. The candidate must have a 3.00 GPA after nine hours of coursework in order to continue in the program.

Over the last four semesters the following data has been collected on GPA at admission for ECE candidates indicating the number of applicants who were fully admitted to the program:

	Fall 11	Spring 12	Summer 12	Fall 12	Totals
Early Childhood	13 of 15	19 of 21	3 of 3	4 of 4	39 of 43
	86.67%	90.48%	100%	100%	90.70%

GPA in the Program

GPA is used to monitor progress through the program. Using consistent data from year to year at the end of the academic year we have compiled the following results of candidates in the programs listed.

	Educational Administration		Reading Specialist Literacy		Early Childhood Education	
	N=	GPA	N=	GPA	N=	GPA
09-10	115	3.85	260	3.89	108	3.97
10-11	166	3.81	290	3.90	133	3.94
11-12	135	3.77	201	3.92	79	3.89

The Narrative Scoring Guidelines are used by instructors to score the Core Standards at the end of each non-core course in the graduate Early Childhood education course.

NDE Standard A – Candidates respond to NAEYC Core Standard 4c in Educ 565

NAEYC Sub-Standard 4c. Understanding content knowledge in early education

Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

NDE Standard B – Candidates respond to NAEYC Core Standard 1 in one of the following courses, Educ 578, 580 or 583

NAEYC Standard 1. Promoting Child Development and Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Candidates respond to NAEYC Core Standard 4b in Psy 511

NAEYC Sub-Standard 4b. Using developmentally effective approaches

Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning.

NDE Standard C - Candidates respond to NAEYC Core Standard 2 in Educ 526

NAEYC 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.

Candidates respond to NAEYC Core Standard 4a in Educ 574

NAEYC Sub-Standard 4a. Connecting with children and families

Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

NDE Standard D – Candidates respond to NAEYC Core Standard 3 in response to one of the following courses Educ 578, 580 or 583

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

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Candidates respond to NAEYC Core Standard 4d in response to one of the following courses Educ 578, 580 or 583

NAEYC Sub-Standard 4d. Building meaningful curriculum

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

NDE Standard E Candidates responds to NAEYC Core Standard 4 in Educ 573

NAEYC Standard 4. Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Candidates respond to NAEYC Core Standard 5 in Educ 501

NAEYC Standard 5. Growing as a Professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Appendix A – Student Advising Sheet – Early Childhood Education - Initial

Elementary w/EC Planning Guide for:

Catalog Year 2011-2012

Course	Taken	128 hours required for
General Education	xxxxx	Comments:
<i>First Year Seminar – (1)</i>		
<i>Humanities</i>	xxxxx	
History 115,131,or 132		
Oral Comm: CTA 103, 203, 211, 281, 306 or 309 (3)		Waived for teacher education
Composition: Eng 102		If ACT is lower than 18 must take 101
Literature: Eng 201 or higher w/permission		
Fine Arts: Must include two areas. (6 hrs)		
Art 101, 161,203, 260		
CTA 151, 152, 153, 154; any music course		
Biblical Literacy: Rel 121, 131 (6 hrs)		
Theology: Theo 210		
GMS: Geog 202*, PS211, Soc 201, or CTA 333		
<i>Social Sciences – Must include two areas. (6)</i>	xxxxx	
Econ 101, 102; Geog 101, 202*		
Psy 101, 221; PS 111, Soc 101		
<i>HHP – (2)</i>	xxxxx	
At least 1 hr from: HHP 100(recommended), 161, 162, 164, 166, 168		
One activity, health topics or HHP 182		
<i>Math – (3) Math 122 unless a different course needed to fulfill program requirements. Math 184 or 201 (Educ st only).</i>		
<i>Natural Sciences – (6) Must complete 1 course in biology, chemistry, & physics between high school & college.</i>		

Supplemental Requirements	xxxxx	
At least one Global/Multicultural Studies course	Educ 424	
At least one Service Learning course	Educ 461	
At least one Writing Intensive cours	Educ 461	
Financial Literacy: FinL 100 & 400		
Professional Core (13)	xxxxx	
Educ 101 Teaching as a Profession (1)		
Educ 201 Intro to Education (3)		
EdPs 210 Educational Psy & General Methods (2)		
Psy 324 Psy of Exceptionality (3)		
Ed 424 Teaching Diverse Learner (2)		
Theo 381 Christian Teacher's Ministry (2)		
Elementary Endorsement (19)	xxxxx	
Psy 211 (2)		
Art 301 (2)		
Math 301 (3)		
Ed 461 (6)		
Ed 425A (3)		
HHP 363 (1)		
HHP 364 (1)		
Early Childhood Endorsement (31)	xxxxx	
Psy-212 Child Dev. & Psych./Early Childhood (1)		
Eng 391 Children's Literature (3)		
Educ-330 Early Childhood Educ. Foundations and Programs (3)		
Educ-331 Infants & Toddlers: Develop., Curric., & Teaching (3)		
Educ-332 Early Childhood Curriculum and Methodology (3)		
Educ-333 Primary Education and Literacy Development (3)		
Educ-430 School, Community and Parent Involvement (2)		
Educ-452 Early Childhood Program Org. and Mgmt. (3)		
Professional Semester (16)	xxxxx	
Ed 363 (6)		
Educ 380 STI / II (8/6+10)		

Attachment B – Program Completers

Program Completers / ECE				
Academic Year	# of Program Completers			
	Baccalaureate	Post-Baccalaureate	Alternate Route	Masters
2009-2010	12	12		
2010-2011	15	13		

2011-2012	11	26		
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Not all program completers at the post-baccalaureate level were seeking an initial certificate. That information was not requested of candidates in the program and we have no way of determining which candidates were seeking that initial certification. The focus of the graduate level early childhood program is the advanced preparation of candidates seeking professional growth or seeking director positions in early childhood centers.

Attachment C – Table of Key Assessments

Key Assessments

Assessment	Type or Form of Assessment	When the Assessment is Administered	Candidate Proficiencies					Attachments	
			Content Knowledge	Pedagogical and Professional			P-12 Learning	Assessments and Scoring Guides	Data Tables
				K *	S	D			
1 GPA Cumulative Professional Endorsement	Standard calculation	After each semester	X						005.11A
2 EECIA (elementary, ECE, SpEd)	Standardized Test	Prior to Graduation	X						Rule 24 EECIA
3 Conceptual Framework Self-Evaluation	Summative Self-Evaluation	At each transition point		X	X	X			Rule 24 CF
4 Capstone Project	Planning, Teaching, Reflecting Assignment	Educ 461 or Educ 470 – one semester prior to ST		X	X	X	X		005.10A Educ 461 Capstone Contract, FAQ, syllabus, Educ 470 syllabus
5 Teacher Work	Planning, Teaching,	During first student		X	X	X	X		006.02 TWS

Sample	Reflecting Assignment	teaching placement							Scoring Rubric
6 Field Experience and Student Teaching Evaluations	Formative and/or Summative Evaluation	During each field experience placement		X	X	X	X		