

**Early Childhood Teacher Education
Conceptual Framework
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Introduction to the Institution and Overview of the Development of the Conceptual Framework

With more than [120 academic programs](#) and nearly 11,000 students, Columbia College Chicago is the largest and most diverse private arts and media college in the nation. Because of our size, we can offer an [unparalleled array of courses](#) with [exceptional technological resources](#) in the heart of [one of America's greatest cities](#).

The city is our laboratory. We live in 16 buildings that sit in the heart of Chicago's South Loop, home to the Chicago Symphony, the Art Institute, and the Museum Campus. (Chicago is also home to nine independent film festivals; 200 theatre groups and venues; more than 35 radio stations; and more than 25 magazines and newspapers.) Chicago inspires and instructs: Students gain real-world experience through [internships and part-time jobs](#) in the city.

The Education Department of Columbia College is an urban community of learners whose students, faculty, and staff reflect the racial, cultural and educational diversity of the urban society. Working collaboratively with our major external stakeholder, the birth through 12th grade school community, the Education Department's primary purpose is to prepare teachers who are creative leaders in the educational communities of which they become a part. We believe that teaching is a dynamic vocation which requires its practitioners to be grounded in current knowledge, steeped in pedagogical skills and imbued with a consciousness of self and others that allows them to confidently practice both the art and science of the profession.

The Early Childhood Education Program was developed out of the belief that both a liberal arts education which embraces the arts as central to the human experience and professional preparation in teaching are essential in developing teachers. Accordingly, we ask that our students bring what they have learned in their art experiences into their classroom practice as they spend two years observing, developing skills, and practicing in preprimary and primary classrooms.

Each fall (since 2001) elements of the Conceptual Framework, that was developed jointly by Columbia College Chicago and the Erikson Institute, has been shared with all faculty, mentoring teachers, and teacher candidates. Special extended discussions have also been held with subgroups (e.g. faculty, mentoring teachers). That Framework was adapted to reflect the dissolution of the Columbia – Erikson collaboration for the Fall 2004 Handbook for Clinical Experiences, and continued to be shared with comparable audiences each year. Extended discussion was solicited at the spring Field Mentor Dinners in 2005 and 2006. The same request will be made later this month.

The Conceptual Framework has been submitted for comment to the College's Director of Assessment during three separate assessment cycles as part of the Program documentation. It has been examined by the current Early Childhood Education Faculty for its alignment with the Program and its cohesiveness as a document.

The Director of Assessment has found the Conceptual Framework to be appropriate in guiding the assessment of the Program. The Conceptual Framework is seen as cohesive and as appropriately aligned with the beliefs and standards embraced by the early childhood profession and our faculty. We have found, as a faculty, that it is critical that we regularly refocus our undergraduate students on the Framework in order to scaffold their emerging understanding of the field.

Vision and Mission of the Institution and Unit

Columbia College Chicago's Mission

Columbia is an undergraduate and graduate college whose principal commitment is to provide a comprehensive educational opportunity in the arts, communications, and public information within a context of enlightened liberal education. Columbia's intent is to educate students who will communicate creatively and shape the public's perceptions of issues and events and who will author the culture of their times. Columbia is an urban institution whose students reflect the economic, racial, cultural, and educational diversity of contemporary America. Columbia conducts education in close relationship to a vital urban reality and serves important civic purpose by active engagement in the life and culture of the city of Chicago.

Columbia's purpose is:

- to educate students for creative occupations in diverse fields of the arts and media and to encourage awareness of their aesthetic relationship and the opportunity of professional choice among them;
- to extend educational opportunity by admitting unreservedly (at the undergraduate level) a student population with creative ability in, or inclination to, the subjects of Columbia's interest;
- to provide a college climate that offers students an opportunity to try themselves out, to explore, and to discover what they can and want to do;
- to give educational emphasis to the work of a subject by providing a practical setting, professional facilities, and the example and guidance of an inventive faculty who work professionally at the subjects they teach;
- to teach students to do expertly the work they like, to master the crafts of their intended occupations, and to discover alternative opportunities to employ their talents in settings other than customary marketplaces;
- to help students to find out who they are and to discover their own voices, respect their own individuality, and improve their self-esteem and self-confidence;
- to offer specialized graduate programs which combine a strong conceptual emphasis with practical professional education, preparing students with mature interests to be both competent artists and successful professionals.

Education Department Mission Statement

The mission of the Education Department of Columbia College Chicago is to prepare education professionals who understand and appropriately respond to the needs of students, from birth through twelfth grade, in primarily urban communities; who integrate the arts into their teaching; who continue to strive for personal and professional growth; and who become creative leaders and educational innovators.

The Early Childhood Education Program's Mission Statement

The Columbia College Chicago Early Childhood Education Program is designed to increase the pool of well-prepared, skilled, knowledgeable professionals who are responsive to, and effective in, meeting the needs of children in a range of urban settings. The Program was developed out of the belief that both a liberal arts education which embraces the arts as central to the human experience and professional preparation in teaching are essential in developing educators.

Unit's Philosophy, Purposes, and Goals

The primary goal of all the Education Department's teacher preparation programs is to create teachers who foster collaboration, creativity, critical thinking and reflection, consciousness of self and of cultural diversity. In particular, the teacher preparation programs have a commitment to support the ongoing development of teachers who are entrusted with the education of urban communities.

At the undergraduate level, the conceptual framework depicts *From Knowledge to Reflective Practice in Educating Young Children*. The Early Childhood Education Program prepares educators to provide quality education to young children in public schools through a program that places special emphasis on the arts in the candidates' general and professional education studies. Each candidate completes a focused area of study in the visual arts, performing arts, or language and culture along with an arts integrated Liberal Arts and Sciences core. Professional education studies begin with candidates' strengths in an art form while continuing to expose and involve them in a wide range of arts integrated experiences that develop knowledge, practice, and skills in reflection about what it means to be an early childhood educator. Teacher candidates gain an in-depth knowledge of child development, approaches to early childhood education, and methods of teaching that are infused with an understanding of the significance of culture in all aspects of children's lives. They explore the "many languages" of childhood in a program permeated with study of the Reggio Emilia Approach. Candidates apply, test, and rework their knowledge during extensive practice under guided apprenticeships in classrooms. Finally, they engage in critical reflective thinking about their role as educators.

The major goals of the undergraduate level program are:

- 1) To prepare new teachers of young children who are knowledgeable, have extensive pre-service experience under the guidance of strong mentors, and are reflective about their role as educators;
- 2) To foster both a practical and theoretical understanding of research based, arts integrated education, including that which utilizes technology;
- 3) To foster the desire of Program students to contribute to the education of urban communities and to support their development of advocacy skills.

At the graduate level, the conceptual framework depicts the Teacher...A Creative Leader as vibrant interrelationships among the college, the teacher candidates, and the P-12 school community that are necessary for the development of professional educators who will serve urban communities. The knowledge base is deeply grounded in the Illinois Professional Teaching Standards, which are organized in four domains that research indicates are necessary for student learning. The goal of the graduate level teacher preparation programs is to prepare teachers who are both artists and scientists, able to skillfully blend the artistic elements of the discipline and pedagogy in the dynamic act of teaching.

The major goals of the graduate level programs are:

- 1) To prepare new teachers and further the professional development of current teachers in order that they may better understand the nature of teaching and learning and are thereby able to participate in and provide leadership in the improvement of education;
- 2) To create teachers who are creative leaders and who foster collaboration, critical thinking and reflection, consciousness of self and cultural diversity;
- 3) To support the ongoing development of teachers who are entrusted with the education of urban communities.

Knowledge Bases Early Childhood Teacher Education Program Conceptual Framework

Early Childhood Education (ECE) teacher candidates are expected to exemplify the Program's mission by demonstrating their knowledge of liberal arts subject areas, young children's development, and knowledge of appropriate and effective teaching methods in early childhood classrooms. The Program recognizes that knowledge alone is not enough—it is critical that excellent teachers make use of knowledge in child development to provide optimal learning environments for young children. Because of this commitment to knowledge and its use in promoting the well-being of children and their families, the ECE model of teacher education has three critical components: knowledge, practice, and reflection. Teacher candidates need a knowledge base and an extended period of guided apprenticeship under the supervision of experienced teachers to practice putting this information to work teaching young children. In addition, teacher candidates need to engage in reflection on the interplay of information from general knowledge, theory, and research with actual classroom practice in specific cultural contexts, on their effectiveness as teachers, and on their working relationships with parents and colleagues.

Another key characteristic of the ECE Program to preparing effective teachers lies in relationship based education. The Program believes that teacher candidates' relationships with peers, faculty, and professionals in the field are the primary means for mastering knowledge and skills and becoming a thoughtful reflective practitioner. The ECE Program exemplifies parallel process: we build strong relationships with teacher candidates as they study, engage in the arts, practice in the field, and reflect on teaching. In turn, we hope they will build strong relationships with children and parents throughout their future teaching careers.

In the ECE Program, we believe that effective teaching is an active process in which teachers as well as students change, develop, and grow. Development and learning take place in classrooms to the extent that teachers—those who are responsible for initiating and providing leadership to the teaching-learning enterprise—create a climate of intellectual challenge and passion for inquiry. Effective teachers have a broad general education which allows them to ask questions to guide children in examining what they know, in defining their ideas, formulating hypotheses, discovering methods to solve problems, and constructing solutions. Such teachers work with their students to articulate new, more refined, and more powerful answers to problems on which they are working. Program students have the additional experience of having engaged in the arts and examined the relationship of the arts to human development. Thus, they are better able to support their own students in exploring multiple routes to understanding.

Effective teachers make a difference in their students' lives because they have the ability to inspire children to believe in their own intellectual capacity; to see themselves as effective, capable thinkers and doers in a way that can change and enrich the human condition. These teachers serve as a reminder to colleagues, parents, and students of the remarkable human capacity for representing, constructing, and reflecting on knowledge. The ECE emphasis on the arts in all phases of study (general education, including an arts focus area, and professional education courses) supports candidates' ability to recognize and capitalize on multiple routes to symbolic understanding and representation. This can be particularly important with populations

traditionally disenfranchised from mainstream education. Effective teachers are masters of subject area knowledge, and they move their students toward mastery in a way that honors and connects with a deeper, richer path of human development for student and teacher.

The ECE Program has as its goal the education of such excellent teachers. In addition, it prepares its undergraduate teacher candidates for future leadership. They are comfortable using information technology. They assume that it is their responsibility to contribute to the quality of instruction in their own classroom, the school, and the larger community of which they are a part. Our relationship based approach to education seeks to develop lifelong learners among professionals who become more resourceful and effective in asking for and making use of help while also offering help to others.

1. Knowledge of Child Development

ECE graduates have an in-depth and integrated knowledge of early childhood development in cultural, family, and community contexts that informs curriculum planning, instruction, and assessment of children. The professional understands that when children come to school they bring with them their unique personalities, learning styles, and histories as well as their particular family and cultural values and perspectives. ECE graduates also understand that children are active learners who construct knowledge and skill through dynamic engagements with teachers and peers, family and community.

2. Knowledge of Curriculum Content

ECE graduates have an integrated, in-depth knowledge of the subject areas described in the Illinois Learning Standards through third grade (English language arts, math, science, social studies, physical development and health, the fine arts). This knowledge is grounded in understanding the conceptual underpinnings in each of these disciplines. This includes the central concepts, habits of mind, tools of inquiry, and skills characteristic of professionals in each discipline.

3. Teaching Skills

ECE graduates have a repertoire of effective teaching approaches and methods for promoting children's learning in different content areas and for enhancing different aspects of children's development. They can design motivating and challenging learning experiences for children from diverse cultural and linguistic backgrounds and for children with differing learning styles and abilities.

4. Communication Skills

ECE graduates use knowledge of effective written, verbal, nonverbal, visual, and electronic communication techniques to foster active inquiry, collaboration, and supportive interaction with children, parents, and professional colleagues. Effective communication includes both the awareness of and the skills to take account of a range of different perspectives, beliefs, and values.

5. Assessment

ECE graduates develop a repertoire of effective assessment strategies to monitor children's progress in all areas of learning and development. Assessment is viewed as an ongoing process of data collection that is based on state learning standards, and a process that includes the use of observation, performance-based assessments, and standardized tests. The primary purpose of assessment is to enable professionals to

support the continuous development of all children through appropriate curriculum and instructional strategies.

6. Classroom Environment

ECE graduates have a variety of strategies and methods for creating and managing a positive classroom environment. A positive classroom environment is one in which children from diverse cultural backgrounds and with differing learning abilities and styles feel comfortable, valued, engaged, and challenged, and in which they are given the opportunity to learn from one another and on their own.

7. Relationships

ECE graduates have the ability to initiate, sustain, and support positive and effective relationships with children, families, and professional colleagues. This implies an awareness of how one's own—and other's—history, experiences, and values may create different assumptions and expectations that, in turn, may cause misunderstanding and miscommunication. As reflective practitioners, they are willing and able to consider perspectives and points of view other than their own. ECE graduates are able to use relationships to inspire their students to want to learn.

8. Professionalism

ECE graduates demonstrate the understanding that ethics and integrity, as outlined in the National Association for the Education of Young Children's (NAEYC's) Code of Ethical Conduct, are at the core of responsible professional practice, informing both day-to-day and long term practice. Professionalism also includes an understanding of reflective practice with its commitment to honest self-reflection, self-evaluation, and life-long learning. The reflective practitioner observes, pauses, is flexible, and thinks on her/his feet.

9. The Arts

ECE graduates have an understanding of the multiple routes to symbolic understanding and representation that the arts can provide. This is a result of a sustained focus on one art form and the infusion of the arts into both general education courses and the professional education sequence; thereby fostering an understanding of the wide ranging capacities of the human mind and spirit. The arts are seen as both valuable in and of themselves and as possible routes to understanding in traditional academic literacies.

THEORETICAL AND RESEARCH-BASED RATIONALE FOR OUTCOMES

Knowledge of Child Development

Theories of child development seek to provide a description of development and to offer a set of general principles to explain change over time. Key to our understanding of child development is an appreciation of both individual differences and development occurring in the context of family, community, and culture (Erikson, 1963; Bruner, 1983; Bronfenbrenner, 1989; Fischer, 1980, 1987; Gardner, 1993, 1999). The ECE Program offers teacher candidates a comprehensive and interdisciplinary course of study in all aspects of children's development (physical, cognitive, social, emotional, linguistic, aesthetic), variations in development, and the role of environmental factors (family, community, culture, institutions) in a child's development. A deliberate effort is made to help teacher candidates integrate child development knowledge so they can understand the complexity of development and the interrelationship of developmental

domains. This understanding of development gives teachers greater ability to describe, illuminate, interpret, and act thoughtfully on their observations of children and families. This knowledge base can help teachers gain insight about students, create experiences and environments that support their learning and development, and engage with children, parents, and colleagues with creativity and respect.

In terms of learning, the ECE Program studies child development and the process of education from a social interactionist, social constructivist perspective. We view the child as an active and a social learner (Perkins, 1999), knowing that children learn best through manipulation, exploration, and active participation in a variety of activities (Piaget, 1977; Spodek, 1991; Bredekamp & Copple, 1997). Social interaction with adults and more competent peers through guided participation promotes children's development and learning (Vygotsky, 1962, 1978; Rogoff, 1990, 1998). Social and intellectual development occur simultaneously as children consider and negotiate conflicting perspectives within a group. Indeed, conflict is often the host of interpersonal growth when it takes place with the appropriate structure (Gambetti, 2007). It is the teacher's role to guide students to consider multiple perspectives on an issue or problem, to articulate discrepancies in those perspectives, and to appreciate that disagreements within the group are an integral part of learning.

In the ECE Program, the experience and resolution of internal cognitive conflict becomes aligned with the confrontation and resolution of conflicting interpersonal viewpoints and motives. The result is a fusion of social and cognitive development in both process and outcome. Learning from this theoretical perspective is not achieved by the learner receiving content knowledge from a teacher, but rather through the learner's participation in receiving, recreating, reinventing, and revisiting the cognitive systems they encounter such as those in language, literacy, the arts, and mathematics (Zemelman, Daniels, & Hyde, 1998). This also parallels the learning experiences developed for children in Reggio Emilia (Vecchi, 2001) and provides the ECE faculty with the opportunity to model the type of teaching that we hope our students will eventually engage in.

The ECE Program course of study in development from a social interactionist perspective is steeped in sensitivity to cultural differences, differences of social class, race, physical and mental exceptionalities, primary and secondary languages, immigrant status, ethnicity, gender, and sexual preference. The ECE Program emphasizes the complexity of human experience, meaning an awareness of psychological as well as social influences, and the role of history and culture in the life of each child (Erikson, 1950). Study of psychosocial development, including more recent work that emphasizes the inextricable connections between emotions and cognition (LeDoux, 1996; Ginsburg, 1989) allows teacher candidates to understand fundamental aspects of the learning process such as a student's confidence, self-control, mastery, motivation, coping mechanisms, and the capacity to enter into relationships.

In addition, the study of the role of biology in development helps teacher candidates understand possible causes and types of learning disorders and disabilities. To this end, the Program has developed a new course on the health and development of young children in collaboration with the Columbia Science and Mathematics department. The development of this course (*Brain Basics: Health and Development of Young Children*) was supported by a grant from the Erikson Faculty Development Project on the Brain. *Brain Basics* addresses a range of health and development issues and is organized around the emerging research on brain development.

Current research on the brain and its development is also infused into other courses within the professional education sequence including *Child Growth and Development* and *The Exceptional Child*.

The ECE Program recognizes that research and theories of child development are not a blueprint for practice. The changing nature of child development knowledge, the fact that it can only approximate reality, and its reflection of particular sociocultural positions make it a slippery base for practice (Stott & Bowman, 1996). In view of these limitations, our position is that child development knowledge is necessary to teacher preparation, but not sufficient. By presenting multiple theories of child development and discussing their evolution, uses, and misuses, we strive to help teacher candidates gain the perspective necessary to use formal knowledge flexibly in school settings. Knowledge of child development must also be supplemented with in-depth knowledge of the purposes and goals of education, including curriculum content and methods. Finally, the relationship between formal knowledge and educational practice is a reciprocal one. Teacher candidates reflect on the fit between teaching practices and formal knowledge, with the goal of using theory and research to guide practice and to alter practice in response to changing theories. Thus, the interplay between theory and practice forms an important theme throughout a teacher candidate's program of studies.

Knowledge of Curriculum Content

ECE candidates master the content knowledge in the subject areas outlined in the Illinois Learning Standards. Teacher candidates are exposed to professional literature of teachers who understand how to provide young children with opportunities for involvement in math, science, the humanities, and social sciences. Research by psychologists (Piaget, 1952, 1976; Bruner, 1966, 1971, 1973) as well as educators (Paley, 1981, 1986, 1990, 1997; Edwards et al., 1998) demonstrate that both the appetite for intellectual challenge and the potential for intellectual development emerge when early childhood teachers understand how to engage children in thinking and problem solving around issues that matter to them. Important learning processes such as critical thinking and problem solving skills cannot be exercised and acquired without content. Similarly, content cannot be learned without challenging learning activities (Bredenkamp & Rosegrant, 1992; National Association for the Education of Young Children, 1997). In the ECE Program, we further capitalize on this process by actively infusing the arts into all segments of the program, thereby providing an even greater range of approaches to understanding. This is further developed as Program students are supported in their exploration of arts integration and the importance of maintaining the integrity of both the content area and the art form when teaching an arts integrated lesson (Burnaford, Aprill, & Weiss, 2001).

To help candidates master content knowledge, the ECE Program has developed a new course, *Construction of Ideas in Childhood*, in which the "big ideas" in each of the disciplines of math, science, the humanities, and social sciences are explored. Big ideas are the major concepts, skills, thinking processes, communication patterns, and strategies for approaching problems specific to a particular discipline (Duckworth, 1987; Gardner, 1991). In the area of math, for example, teacher candidates examine concepts such as one-to-one correspondence, stable-order principle, and cardinal-number value. They explore why these concepts are important in the field of mathematics, the kinds of questions mathematicians ask to uncover such concepts, and the kind of mindset required to understand them. When teachers have a grounding in the important ideas defining each discipline or field of study, they can turn to the task of exploring the

development of these concepts with young children in classrooms. This approach to the study of content knowledge provides our teacher candidates with a broad picture of the different subject areas, as well as an in-depth understanding of the relevant skills and concepts in different domains of knowledge (Gardner, 1993, 1999; Perkins, 1999). This inclusive knowledge base helps build a framework and rationale for teachers exploring concepts in the context of solving problems with young children in the classroom.

Candidates learn that curriculum content must attend to social, emotional, and physical, as well as academic goals (Bredekamp & Copple, 1997). ECE teacher candidates learn that an integrated, developmentally appropriate curriculum is built on exploring and investigating topics of interest and value to the children in their classrooms (Elkind, 1981, 1987; Edwards et al., 1998). Teacher candidates learn to set high expectations for student learning on the one hand, while avoiding the tendency to push upper-grade curriculum into early childhood classrooms. Finally, teacher candidates learn that cultural sensitivity and relevance are critical to a curriculum's effectiveness. A curriculum is most effective when it acknowledges and embraces the specific social and cultural circumstances of the group of students being taught, their dominant language and discourse patterns, and the diversity of their learning styles and physical abilities. Curriculum can endorse the multiculturalism of American society by providing a balance between learning the common core of dominant cultural knowledge (for example, the English language, or democratic values), and knowledge of minority cultures—their history, literature, art forms and contributions to science and mathematics (Delpit, 1988; NAEYC, 1997; Fillmore, 1991).

Teaching Skills

ECE candidates develop a repertoire of effective teaching strategies and methods through their course work and their supervised practice in the classroom. Our understanding of helping teachers learn how to teach more productively has been enhanced by recent research on teaching and learning. We know, for example, that children learn best when new ideas are connected to what they already know and have experienced, when they are actively engaged in applying and testing their knowledge to real-world problems, when their learning is organized around clear goals with extensive opportunities for practice in reaching them, and when they can use their own interests and strengths as springboards for learning (Bowman, 1993; Darling-Hammond, 1993; Gardner, 1993; Good & Brophy, 1986; Resnick, 1987).

ECE candidates learn to create a wide variety of learning opportunities that make subject matter come alive for the range of different interests, backgrounds, and abilities they encounter in the children they teach. Candidates learn from a variety of sources; their teaching repertoires integrate ideas from Katz and Chard's (1989) belief in engaging children's minds through a project approach; Duckworth's (1987) notion of learning and teaching as "the having of wonderful ideas" through active exploration and construction of knowledge; Gardner's (1991) recommendation that we help children develop expert-like, deep understanding of various disciplines by making schools more like hands-on museums and the school experience more like that of an apprenticeship; and the ideas embodied in the Reggio Emilia Approach, in which children are encouraged to depict their understanding of curricular topics through a variety of symbolic languages, such as drawing, sculpture, dramatic play, and creative writing (Edwards et al., 1998). As they learn to use their knowledge about young children and how they learn, teacher candidates strive to develop activities and lessons that connect curriculum ideas to their students'

experience in meaningful ways (Bredenkamp & Rosegrant, 1992). They learn to support children's continuing development and motivation to learn while creating incremental steps that help children progress toward more complex ideas and more skilled performance.

In the ECE Program, candidates are expected to develop a broad range of teaching strategies and are encouraged to make judgments about what specific strategies to use with a particular group of children or with a particular child. They learn to identify individual strengths on which to build a child's self-esteem and to extend his/her learning from one area to another. Candidates may, for example, provide opportunities for children to learn cooperatively with and from peers, and/or they may employ approaches such as repeated practice and memorization, and/or they recognize that some children benefit from being taught a particular skill in isolation. What is critical, from our perspective, is that candidates understand and can justify the use of a particular approach or method in light of their ultimate learning goals. Such an understanding is based on careful observation, reflection, and discussion with colleagues (Stott & Bowman, 1996).

Communication Skills

ECE candidates master a range of effective written, oral, visual, and electronic communication skills and strategies and learn to employ them persuasively and effectively with children, parents, colleagues, and other professionals. Integral to such effective communication is the ability to understand a range of perspectives other than one's own, and to adapt one's communication techniques to the needs of different audiences in different settings. This means using communication strategies that take account of the cultural, linguistic and ethnic backgrounds, perspectives, and values of one's audience, and, at the same time, being aware of one's own cultural perspectives.

Candidates learn to communicate with children in ways that model and foster collaboration, active inquiry, and the development of logical discourse (Paley, 1981, 1990, 1992; Tharp & Gallimore, 1988). Skilled teachers understand that children have a range of learning styles and abilities and gear their communication accordingly. They adapt communication techniques to the differing needs of aural and visual learners, for example, and to the needs of differently-abled children, using assistive technology when appropriate. The arts are exploited in this process for their ability to communicate thoughts and feelings which can go unexpressed. Children are supported in exploring the "hundred languages" that are a part each of them (Malaguzzi, 1998). ECE candidates learn to facilitate the development of children's oral, written, and electronic communication skills, nurturing both confidence and competence, and building children's sense of ownership and control of various means of communication (McLane & McNamee, 1990; McLane, 1990; Sachs, 1989; Stowe, Scarlata, & Stowe-Grant, 2007).

ECE candidates also learn to communicate effectively with parents and other family members of the children they teach. Candidates learn to be sensitive to parents' educational goals for their children and strive to include parents in the educational process. Candidates learn to communicate openly and supportively with colleagues, in ways that benefit the teaching-learning climate of the school. Finally, candidates learn to speak to and write effectively for wider professional and lay audiences.

The ECE Program places a distinct value on the development of effective written communication, believing that competent writing is a critical component of a teacher's

professional development. The ECE Program is academically rigorous and challenging, including extensive reading in child development theory, research, and related issues in public policy, pedagogy, and curriculum. A major goal of the program is to help students connect knowledge from theory and research to real children and families as they will encounter them in early childhood classrooms. Engaging in all kinds of professional writing throughout the program is an integral part of this process. This includes learning to write persuasively as an advocate for the children that the candidates will teach.

ECE candidates are diverse in age; professional experience; educational, economic, cultural, and ethnic background; for some, English is a second language. When they enter the Program, some teacher candidates have not mastered the kinds of academic reading and writing skills they need to be successful in a demanding program—and later in their professional teaching careers (Shaughnessy, 1977; Flemons, 1998; Holt, 1994). In response to these needs, and because we take writing seriously, we require that ECE students who need to further develop their skills take advantage of the many supports offered by the College. These include a Writing Center; tutoring in math, science, and foreign languages; and extensive support for students who are from low income backgrounds, first generation college students, or those who have diagnosed learning disabilities. In Delpit’s words, we try not only “to *accept* [candidates] but also take the responsibility to *teach* them” (1995, p.38). We engage and support teacher candidates’ learning to read and write at a high level of expectation as we expect them to take such responsibility for teaching young children.

Assessment

The overriding purpose of all assessments is to gather information in a systematic way to facilitate effective decision-making and problem- solving about the nature of a child’s development and learning. In early childhood education, teachers must understand and have the ability to conduct appropriate assessments for four purposes. First, this knowledge allows them to measure a child’s individual competencies and mastery of material. Second (and related), assessment is an important part of individual curriculum planning and structuring of learning opportunities. Third, a focus on assessment promotes understanding of the child in multiple domains of development—cognitive, social-emotional, and physical—interacting in supportive or non-supportive environments. Such understanding is crucially important for informing and guiding a teacher’s choices and decisions for helping children have positive learning experiences. Fourth, knowledge about assessment techniques will help teachers recognize possible developmental and/or learning disorders and communicate effectively with other professionals who provide assistance to children in these areas. In short, assessment can be used to improve classroom practice—not just in planning curriculum, but in understanding what factors in individual children and in their surrounding contexts (such as the classroom, family, or neighborhood) promote or hinder learning, and how to appropriately respond to these factors.

There are three principles that guide effective assessment of young children. First is knowing that there can be multiple ways to collect data on children—including observation, interview, standardized testing, and performance-based assessment strategies—and that each form of assessment has its particular strengths and weaknesses (Greenspan & Meisels, 1996). An important principle in the ECE approach to assessment is that it must involve multiple methods of data collection from multiple sources if an accurate picture of the child is to emerge. Program candidates are taught to view different assessment approaches and measures critically to

understand why particular results emerge from particular methods. For example, the role of standardized achievement tests in determining academic competence is viewed from this perspective, so that students learn what conclusions can be drawn from standardized testing results, and what information may need to be gathered from other sources (National Association for Education of Young Children, 1988; Charlesworth, Fleege & Weitman, 1994).

A second important principle is that assessment must be an ongoing process (Graves, 2001; McAfee & Leong, 1997). Performance on assessment tasks is not a static or fixed product. Rather, assessments must be seen only as readings of a particular moment, because a child's abilities and activities are dynamic, changing over time. An accurate picture of the child will only emerge after repeated "readings" of the child.

A third important principle is that a young child's performance will be influenced by the different contexts where the child lives, learns, and plays. This has several ramifications. These contexts must be accounted for in assessment procedures, so that an understanding of a child's family, neighborhood, and culture is seen as essential. Results from assessments must be interpreted sensitively in response to the child's linguistic, cultural, socioeconomic, and family backgrounds (Labov, 1970; Miller-Jones, 1989). Finally, other family members are not just recipients of assessment information; rather, they are providers of and active participants in the assessment process. Parental involvement, then, is a significant part of the developmental approach to assessment of young children (Greenspan & Meisels, 1996).

It is our goal in the ECE Program to educate teachers to have a strong ear for listening, eye for observing, and mind for imagining ways to set the stage in classrooms for children's learning. Assessment of children will be used to design classroom experiences that remain true to the way children learn at their particular age and given their unique strengths.

Classroom Environment

ECE candidates learn that the classroom environment they provide is integral to their teaching effectiveness (Curtis & Carter, 2003; Goffin, 1994; David & Wright, 1974; Tharp & Gallimore, 1998; Neuman & Roskos, 1991; Christie, 1991). The classroom environment is physical, temporal, and social. First, it encompasses the layout of the room and the organization of and placement of materials in the room. Second, it includes the rhythm of activities that they set for the group daily and weekly, and within that rhythm, the overall tone and atmosphere that communicates expectations and goals for children. Finally, the classroom organization, daily schedule of classroom activities, and group management techniques tell children whether or not the classroom is safe and supportive for all children to learn and develop. A classroom environment that creates safety and enthusiasm for learning recognizes and celebrates differences—developmental, cultural, physical and linguistic. All children feel comfortable, valued, engaged, and challenged. They have opportunities to learn from one another and to value one another. A classroom of this quality becomes so central to the learning process that it can be seen as an additional teacher (Gandini, 1998).

ECE candidates study a variety of strategies and methods for structuring and managing the classroom environment. The questions raised for creating and evaluating classroom environment include:

- Does the physical organization of the classroom represent order, harmony, and security?

- Is the classroom environment aesthetically pleasing and organized to engage students' interest and stimulate their thinking?
- Does the physical organization present an appropriate amount and reasonable variety of appealing and challenging materials for children to observe and experiment with?
- Is assistive technology available to children with special needs?
- Are children easily able to access materials and determine where they belong?
- Does the organization of the classroom allow children to participate in maintaining the physical environment of the classroom?
- Do teachers take an active role in encouraging and helping children explore the range of materials in the classroom and different media available to express ideas and communicate meanings?
- Do walls display the work of children in thoughtful, carefully selected ways for specific educational purposes?

Candidates study environmental design and classroom arrangements with an eye toward answering these questions:

- How can the environment be arranged so that it functions as an additional teacher in the classroom (Gandini, 1998)?
- How can the environment be arranged so as to foster children's active engagement with materials through interaction with one another? (Curtis & Carter, 2003)
- How can their explorations together support the raising of questions and pursuing of ideas in discussion and experimentation?

Candidates also learn a repertoire of classroom management strategies that have as their goal building a community with a strong sense of purpose. Candidates observe how each individual is necessary to the group, and how group dynamics can be orchestrated so as to include everyone (Teaching Tolerance, 1997; Paley, 1992; Jackson, 1995). Candidates learn to gauge the effectiveness of their strategies in relation to the learning and progress of the most challenging children in the class. It is the teacher's responsibility to safe-guard the integrity of each individual as well as the group.

Candidates come to understand that when management of the social and moral issues of daily classroom life are addressed effectively, teachers use their position of authority and leadership within the group to listen to and respect children's ideas. Teachers learn to provide ample opportunities for children to participate in formulating rules, making decisions, and exercising their emerging sense of responsibility. In such a classroom, a sense of belonging is nurtured in all children, regardless of their home and cultural background, experience, and abilities/special needs, because everyone feels valued and respected. In such a classroom community, strong affective bonds develop that are essential to the development of children's motivation, character, and citizenship (Charney, 1992; Gandini, 1998; Noddings, 1992, 2005).

Relationships

Teaching is essentially a social activity, and the ability to use relationships to promote learning and development is essential. There is the belief in the ECE Program that the *process* of professional preparation is as important to teacher education as the content; put differently, adults, like children, learn most deeply in and through relationships. In addition to the study of human development through the life cycle, there are several aspects of relationships that are emphasized in the ECE Program.

First there is a commitment to creating a community of teachers and learners who together explore new ideas, question one another, and explore assumptions guiding the teaching-learning process. The faculty of this Program model both the work required by, and value inherent in, relationships. Faculty members are seen participating in regular and special events offered by the dynamic institution it is a part of and regularly discuss the strengths of a program which brings together the most valuable asset, the people, of the various units within the College.

For a major part of their studies, ECE students participate in Liberal Arts and Science core studies and focus area course work throughout Columbia College, a highly diverse institution that has initiated a number of approaches to learning that support and strengthen relationships. These include learning communities, the freshman year New Millennium Studies, and interdisciplinary courses. The ECE Program Director has actively sought to engage program students in these efforts through a range of efforts including developing a new course (*Brain Basics: Health and Development of Young Children*) with a member of the Science department, initiating a minor that bridges the needs of students in many majors, and developing an interdisciplinary research agenda that supports the learning of Program students.

In the professional education sequence, candidates participate in small group experiences that provide candidates a focus on the learning process in early childhood classrooms. Candidates are given many opportunities to examine the complex and sometimes conflicting values that underlie relationships with colleagues, parents, and children. By exploring differences in point of view as well as differences in values, rather than suppressing them, candidates are more likely to recognize other ways of seeing and talking about issues.

ECE graduates are particularly sensitive to and experienced at developing effective home-school partnerships. They understand the importance of working with parents respectfully and as collaborators in the endeavor to successfully educate their children. Candidates understand how family and social circumstances affect schooling, and what factors make a child available to learn and able to benefit from instruction.

Supportive trusting relationships are needed for Candidates to develop the skills of reflection and self-knowledge necessary to explore their own practice. It is in the context of gradually nurtured, trusting relationships with faculty and fellow students that teacher candidates can take the risk of reflecting on and sometimes striving to alter their approach to working with children and families, as well as their identity as teachers. Goals for self-reflection include:

- Ability to reflect on one's professional practices in relation to theory and research:
- Understanding of how one's own history, experience and cultural background influences one's work with children, families, and colleagues (Delpit, 1995);

- Ability to articulate a philosophy and rationale for one's decisions and to reflect on and evaluate the effects of one's choices and actions on others:
- Ability to respond to others with greater sensitivity and to use relationships to encourage growth in others.

A special emphasis is placed on these processes during the final terms of the Program during which students complete *Primary Practicum with Methods III*, *Primary Student Teaching Seminar with Methods IV* and *The Role of Art in Development I and II*. During these terms, students engage in extensive autobiographical reflection and consider the impact of their individual lives on learning and teaching. Candidates enter into a collection of carefully constructed activities which, through their completion, provide a multi-dimensional model of the theoretical construct of relationship in the learning process. They complete a teaching portfolio, reflective practice assignment, an arts-based project that depicts their understanding of their own development as teachers, and journal collectively on-line. They both experience and explore the caring relationship that is critical to the teaching-learning process (Baker & Manfred/Petitt, 2004; Kessler, 2000; Noddings, 1986, 2003).

We believe that if candidates experience challenging and rewarding relationships, they will more readily use relationships to collaborate productively with families and colleagues. Most importantly, they will know how to use relationships to inspire children to want to learn.

Professionalism

Linked to the specific knowledge and skills necessary to be an effective teacher is a sense of professionalism which is taught, explored, debated, modeled, and practiced in the Program. The concept of professionalism has a number of dimensions. First is an understanding of and behavior that conforms to the ethical standards of the field. As embodied in the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct (NAEYC, 1998), these standards include such principles as recognizing the special vulnerability of children; refusing to participate in practices that discriminate against or might harm children; maintaining confidentiality and providing informed consent when appropriate; being familiar with and understanding responsibilities around state child welfare laws; and being honest and open in relationships with families and colleagues. They include such values and orientations as keeping up with current knowledge of child development and early childhood education; respecting and supporting families in their responsibilities to their children; respecting and supporting colleagues; and striving to address work-related conflicts through constructive means.

More subtly, in courses, student teaching seminars, and advising sessions, Program faculty strive to help students become more aware of their own personal values, beliefs, and biases and to consider how those affect their interactions with and judgment of children, families and colleagues, and their understanding of their role. Schools, like other helping institutions, are complex organizations, characterized by competing interests and perspectives. Faculty strive to help students understand that professionalism often calls for flexibility in responding to these varied interests and perspectives—those of children, families, colleagues, and administrators—while not losing one's own sense of self (Ayers, 2004). Teachers also face many situations in which the need for their time, energy, attention, and commitment could easily overwhelm them. Faculty strive to help teacher candidates reflect on their role and responsibility, in relation to other adults and institutions in children's lives.

Another dimension of professionalism, for which the ECE Program tries to lay the foundation, is the ability to sustain enthusiasm for and psychological commitment to one's work as a teacher. Johnson (1990, p. 31) describes this quite simply as the ability to sustain "a love for teaching" in the face of the "frustrations, disappointments and obstacles" that teachers routinely face. That ability itself derives from an understanding of one's motives, strengths and limitations, in other words, self-knowledge; the ability to take a realistic yet hopeful stance towards one's work, towards children, their families, and schools as institutions; and the capacity to continue to find meaning in work with children, families, and colleagues and to sustain a workable "narrative" about the work. The ability to sustain commitment to teaching derives also from the ability to sustain intellectual curiosity about teaching and learning. This dimension provides focus for the senior project in *The Role of Art in Development* (Graves, 2004).

A last dimension of professionalism that the ECE Program nurtures is the sense of participation in a professional community. Teachers can feel isolated in their work, and the Program encourages its graduates to stay in touch with both the Columbia faculty and colleagues in the field. The ECE induction program is one such forum where teachers can receive ongoing support and consultation around teaching practices as they launch their careers.

The Arts

The ECE Program prepares teachers who have flexible minds and the ability to make connections among ideas as they experience, revisit, reinterpret, and re-conceptualize those ideas through multiple lenses. This is crucial in a culture which is both heterogeneous and rapidly changing; a culture which will increasingly demand that its members respond both critically and imaginatively.

We begin this task by providing a strong knowledge base in the liberal arts, fine arts, child development, and methods of teaching. Each of these components is essential to the process so as to graduate teachers who are experienced at studying and communicating ideas in a variety of media and thinking logically and flexibly. Our graduates are prepared to educate children in the fundamental literacies of the sciences, math, reading, writing, and the arts precisely because they have become adept at problem solving and constructing meaning throughout the learning process. This approach is based on our strongly held belief that teaching and learning are inextricably and dialectically related. If we are to educate children to be responsive to a dynamic environment, we must prepare teachers who are equally responsive; who are able to both construct understanding and share that understanding in a variety of ways. The arts are key to this endeavor. While each teacher need not be highly accomplished in the visual or performing arts, each teacher must be willing and able to recognize the creativity and flexibility inherent in the arts. That is, we ask each teacher candidate with whom we work to acknowledge and value those modes of understanding that have been traditionally undervalued in our educational system, as well as those that have held a high currency.

A curriculum in which both participation in, and analysis of, the arts are infused cultivates teachers who are better able to respond to all children, including those whose home and community experiences are discontinuous with the traditional model of schools. We believe that teachers who have explored multiple routes to symbolic understanding and representation through the arts have a greater possibility of recognizing knowing in its various manifestations

and supporting children in constructing understanding of the world in which they live. Being responsive to the many possible lenses through which children comprehend allows teachers to further develop those modalities most familiar to their students, and build bridges to those ways of knowing necessary in the larger community. Such teachers are able to support their students' sense of self-worth, and therefore future learning, through acknowledging each child's right to learn and develop into a fully participating member of society. The arts are valued for their intrinsic worth and their ability to foster connections in the traditional provinces of schools: printed text, mathematics, and the sciences. In turn, those traditionally academic ways of understanding are valued for themselves and can be used as a bridge to the creative possibilities embodied in the arts (Dewey, 1964; Eisner, 1998, 1994; Gardner, 1983; Greene, 1997).

This approach to teacher preparation is neither simple, nor something that can be accomplished in four years. We clearly see our program as supporting a life-long approach to knowing. We begin by asking our students to define the arts and support their exploration of some of the possible ways of framing this question. Their first response is often to list the visual arts of painting, photography, drawing, and film making. They typically next add the performing arts of music, dance, and theater. Some would stop here, but we challenge our students to consider language in its many manifestations. Next we ask them to contemplate the artistic aspects of daily culture--of craft items and folk tales--followed by the suggestion that teaching, or parenting, or even being, can be approached artfully. Some find this useful, others find it frustrating. Long held assumptions are challenged just as we ask our students to challenge the underlying assumptions of current school practices.

Thus, the arts are used to open consciousness and provide multiple avenues for the exploration and expression of ideas. Once these connections have been made we are able to move to conscious exploration of the learning process and concrete applications of the arts in children's academic learning. We are able to ask:

- How can the arts become a meaningful part of classrooms?
- In what ways do various art forms contribute to learning beyond development in the art forms themselves?
- How can the arts contribute to effective classroom practices? What do lesson sequences look like that advance children's academic learning as well as their skill and appreciation of an art form in the same stream of learning?
- How can teachers effectively evaluate children's learning in an arts-integrated curriculum? How accountable is this evaluation to state-defined learning outcomes?

We ask our students to think flexibly and to make connections among ideas as they experience, revisit, reinterpret, and re-conceptualize those ideas through multiple lenses. We are able to launch our students on their journeys to teaching artfully (Burnaford, Aprill, & Weiss, 2001; Egan, 1997; Forman & Fyfe, 1998; Jalongo & Stamp, 1997; Task Force on Children's Learning and the Arts, 1998).

This process is further supported by the Program's new Education minor developed, in large part, in response to the needs of Columbia art majors interested in working with children as teaching artists. Many of these students complete the core child development courses with teaching candidates. As soon as next year, they will be grouped together in *The Role of Art in Development*, a requirement of both the major and the minor. This cross pollination of those who will work as classroom teachers and those who will work as teaching artists at the pre-service stage in their careers opens their thinking to the many possibilities that can be found in this sort of collaboration.

**Candidate Proficiencies Aligned with the Expectations
in
Professional, State, and Institutional Standards**

Teacher Candidates in the Early Childhood Education Program are expected to become proficient in nine areas:

- Knowledge of Child Development
- Knowledge of Curriculum Content
- Teaching Skills
- Communication Skills
- Assessment
- Classroom Environment
- Relationships
- Professionalism
- The Arts

A research base for these areas, or outcomes, has been explored. The following chart demonstrates how outcomes align with the:

- National Association for the Education of Young Children (NAEYC) Standards
- Illinois Standards for Early Childhood
- Illinois Professional Teaching Standards
- INTASC Principles

ECE OUTCOMES	NAEYC STANDARDS	KEY AREA (ISBE Terms)	ILLINOIS STANDARDS FOR EARLY CHILDHOOD	ILLINOIS PROFESSIONAL TEACHING STANDARDS	INTASC PRINCIPLE
1. Knowledge of Child Development	1. Promoting Child Development and Learning 4b. Teaching and Learning: Using developmentally effective approaches 4d. Teaching and Learning: Building meaningful curriculum	Human Development and Learning	8. Human Development	2. The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.	2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
2. Knowledge of Curriculum Content	4b. Teaching and Learning: Using developmentally effective approaches 4c. Teaching and Learning: Understanding content knowledge in early education 4d. Teaching and Learning: Building meaningful curriculum	Content Knowledge	1. Curriculum 2. English Language Arts 3. Math 4. Science 5. Social Science 6. Physical Development & Health 7. Fine Arts	1. The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.	1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
3. Teaching Skills	1. Promoting Child Development and Learning	Planning for Instruction	9. Diversity 10. Planning for	3. The teacher understands how students differ in their	3. The teacher understands how students differ in

	<p>2. Building Family and Community Relationships 3. Observing, Documenting, and Assessing to Support Young Children and Families 4a. Teaching and Learning: Connecting with children and families 4b. Teaching and Learning: Using developmentally effective approaches 4d. Teaching and Learning: Building meaningful curriculum 4b. Teaching and Learning: Using developmentally effective approaches 4d. Teaching and Learning: Building meaningful curriculum</p>	<p>Instructional Delivery</p>	<p>Instruction 12. Instructional Delivery</p>	<p>approaches to learning and creates instructional opportunities that are adapted to diverse learners. 4. The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. 6. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>their approaches to learning and creates instructional opportunities that are adapted to diverse learners. 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>
<p>4. Communication</p>	<p>4a. Teaching and</p>	<p>Communication</p>	<p>13. Communication</p>	<p>7. The teacher uses</p>	<p>6: The teacher uses</p>

	Learning: Connecting with children and families 4b. Teaching and Learning: Using developmentally effective approaches			knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
5. Assessment	3. Observing, Documenting, and Assessing to Support Young Children and Families	Assessment	14. Assessment	8. The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.	8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
6. Classroom Environment	1. Promoting Child Development and Learning 3. Observing, Documenting, and Assessing to Support Young Children and Families 4b. Teaching and	Learning Environment	11. Learning Environment	5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in	5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in

	Learning: Using developmentally effective approaches 4d. Teaching and Learning: Building meaningful curriculum			learning, and self-motivation.	learning, and self-motivation.
7. Relationships	2. Building Family and Community Relationships 4a. Teaching and Learning: Connecting with children and families 5. Becoming a Professional	Collaborative Relationships	15. Collaborative Relationships	9. The teacher understands the role of community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.	10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
8. Professionalism	5. Becoming a Professional	Reflection and Professional Growth Professional Conduct	16. Reflection & Professional Growth 17. Professional Conduct	10. The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and	9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the

				actively seeks opportunities to grow professionally. 11. The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.	learning community? And who actively seeks out opportunities to grow professionally.
9. Art	1. Promoting Child Development and Learning 2. Building Family and Community Relationships 4a. Teaching and Learning: Connecting with children and families 4b. Teaching and Learning: Using developmentally effective approaches 4d. Teaching and Learning: Building meaningful curriculum	Fine Arts	7. Fine Arts 8. Human Development 9. Diversity 12. Instructional Delivery 13. Communication	2. The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students. 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. 6. The teacher	2. The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students. 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

				<p>understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>7. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
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System by which Candidate Performance is Regularly Assessed

The ECE Program engages in both formative and summative assessment of each candidate and aggregates that data to assess the Program. The goal of the assessment activities and process is to inform the candidate and guide the Program faculty in making curricular adjustments in order to better educate professionals proficient in the nine Program competencies. A wide range of approaches are implemented in this process. These include:

- conferencing,
- letters of recommendation,
- test scores (ACT, COMPASS, ICTS),
- course assignments and exams,
- student self-assessment/faculty student-assessment
- performance assessments in practicum and student teaching experiences, and
- five culminating assessments.

As many assessment activities as possible are embedded in courses and credentialing requirements so as to remain meaningful to the students and the process. A chart outlining where the nine outcomes in the Program's conceptual framework are assessed can be found in Appendix A. As this chart indicates, this assessment is ongoing, beginning with each candidate's initial contact with the Program, continuing throughout the Program, and culminating with five formal assessment activities and two exams. The five activities are substantial in scope and are designed to allow students to demonstrate their knowledge and understanding of teaching-learning processes in their work as a professional in early childhood education and the process by which these understandings emerge. The two exams, Early Childhood Education (ECE) and Assessment of Professional Teaching (APT), are required by the State and administered by the Illinois Certification Testing System (ICTS).

The five culminating activities are:

- A **Teaching Portfolio** documenting the candidate's work with infants, toddlers, preschoolers, and primary aged children as it relates to the Program's nine outcomes. This portfolio is completed in both paper and electronic forms. Work on this portfolio begins during the junior year.
- The **Reflective Practice Assignment** includes a videotaped excerpt from the student teaching practice and a reflective essay about that practice.
- The **Child Assessment - Curriculum Planning Project** involving an in-depth assessment of children in the candidate's student teaching classroom over the course of the year in relation to the key subject areas in the curriculum. This project gives teacher candidates a method to track children's learning in relation to the Illinois Learning Outcomes through performance-based assessment procedures.
- Teacher candidates **collaboratively journal** during *The Role of Art in Development I and II*. This seminar is taken during the same terms as *Primary Practicum* and *Primary Student Teaching*. The collaborative journaling process capitalizes on the relationships

within the group and furthers understanding of Self and colleagues as a source of professional understanding.

- Candidates complete a **senior project** in *The Role of Art in Development*. This project is completed in an art form of choice and accompanied by a reflective essay. The project is meant to explore the candidate's development as a teacher within the context of his/her life.

The Illinois Certification Testing System tests include:

- **Early Childhood Education** – Language and Literacy Development; Learning Across the Curriculum; and Diversity, Collaboration, & Professionalism
- **Assessment of Professional Teaching** – Foundations, Characteristics, & Assessment; Plan & Deliver Instruction; Manage the Learning Environment; Collaboration, Communication, & Professionalism; Language Arts; Educational Technology; Constructed Response

Data Collection

Data Collection is ongoing, with paper and (where possible) electronic files maintained on all students. Each student who has completed work in the Program has a record in the ECE files. Student files include letters of recommendation, test scores, advising records and transcripts. Once students reach candidacy (approximately junior year) their files include their Application for Formal Acceptance and Self Assessment as well as a Faculty Assessment (see Appendix B). This same process is repeated before the senior year. Before entering formal observations (Methods I) candidates must place a physical on file with the Program. Candidates are formally evaluated by their supervising classroom teachers at the end of Methods II, III, and IV (see Appendix C). Once candidates enter the Methods sequence, examples of their course work are archived as well.

The Methods III – IV sequence, which includes the final student teaching seminar, is the forum for the coming together of the **Teaching Portfolio, Reflective Practice Assignment, and Child Assessment – Curriculum Planning Project**. All of these assessments directly address the work that the candidates are completing in their year-long practicum – student teaching experience. It is also here that candidates present a portion of their video and an analysis of the work portrayed, as well as make their portfolios available for review. Excerpts of the Child Assessment are included in the Portfolio. Program juniors, faculty members, and field mentors attend these presentations.

Candidates journal collaboratively in *The Role of Art in Development I and II* while they are completing a range of readings and their senior project. Those projects are eventually part of a public exhibit housed in the Library during *Manifest, the College's spring art festival*. The week prior to *Manifest*, the Program holds a critique of the work using Liz Lerman's Critical Response approach (Lerman, 2000). Program juniors, family members, and guests attend the critique. A formal catalog of the exhibit is produced in order to archive the work and all projects and artist statements are loaded on to the Program website.

We have developed two rubrics adapted from the work of Danielson (1996) and Marzano, Pickering, and McTighe (1993) to frame the evaluation of teacher candidates' work in these culminating seminars (copies can be found in Appendix D). At least two faculty members score all culminating work for each student.

The grades for these two culminating seminars, *Primary Student Teaching, Methods IV* and *The Role of Art in Development II*, are determined after feedback is received from all full-time members of the faculty. This collaborative approach is taken because each candidate has been mentored and supported throughout the final year in the program by all members of this team. This support reflects the Program's commitment to relationship-based education that creates knowledge effectively used in educating young children.

Copies of all five culminating assessments are examined for each student in the grading process. Just as importantly, they are examined collectively in order to assess the Program and make modifications after strengths and weaknesses have been found. These assessments are archived in order to provide data for longitudinal assessment and for Program assessment by our external accrediting bodies (ISBE, INCCRRA, NCA). Significantly, The data collected in 2006 is the first that reflects the Program offered at Columbia after the end of the collaboration with the Erikson Institute and can finally begin to inform practice here at the College. It can, however, only be considered as limited because of the number of students involved.

The Program has also, for the first time, been able to collect the scores of the candidates on the two culminating State exams in order to begin using this information in considering curriculum (see Appendix E).

Results

The rubrics that we developed to assess the work and dispositions of our graduating candidates have allowed us to roughly quantify competencies and characteristics that are highly qualitative in nature. A more multi-dimensional picture begins to emerge when combined with the ICTS scores on ECE and APT.

The *Competency/Mastery* rubric, based on the work of Charolette Danielson (1996), lists seven "Knowledge of" elements: Content, Prerequisite Relationships, Content-Related Pedagogy, Characteristics of Age Group, Students' Varied Approaches to Learning, Students' Skills and Knowledge, and Students' Interests and Cultural Heritage.

The *Qualities of Mind and Self* rubric, based on the work of Marzano, Pickering, and McTighe (1993), lists seven elements: Awareness of Own Thinking, Effective Planning, Ability to Take a Position, Engagement in Tasks, Challenging of Self, Self-Generated Standards of Evaluation, and Ability to Think Outside of Boundaries of Standard Convention. Each student is rated on a 10-point scale for each element. This scoring takes place in conjunction with the presentation of the culminating assignments.

A score of "8-10" represents "Distinguished" performance, as would be expected of an experienced teacher. A score of "5-7" represents "Proficient" performance, as would be expected of an exceptional first year teacher. A score of "2-4" represents "Basic" performance, as would

be expected of a competent first year teacher. A score of “1” represents “Unsatisfactory” performance for a first year teacher. The program would not recommend an individual who scored below a “2” for teacher certification.

The Data reported in Appendix F have been collected over the past five years. It is important to note, that only those students who graduated in 2006 took their education courses at Columbia, making the earlier data merely an interesting comparison.

The *Qualities of Mind and Self* rubric has been very helpful in supporting student self reflection and we use an expanded version (See Appendix B) of it at two key points in the Teacher Certification concentration: application to Methods I and application to Methods III. At each of these points, every student completes the rubric. Without seeing the students’ responses, the faculty collectively rates each student, who then meets with at least one faculty member to discuss any differences between perceptions. These meetings provide the opportunity to discuss concerns and to provide positive feedback.

Curriculum in Early Childhood Education (ECE) is driven primarily by formative assessment, not summative assessment. The data that we collect in the five culminating assessment activities and the ICTS exams support our understanding that our students are well prepared for the classroom. (ECE students’ mean score on the ECE exam was 256 and 263 on the APT. A score of 240 is needed. Further details can be found in Appendix E.) The process of getting there, however, is driven by the many little adjustments made through thorough and ongoing analysis of the processes and products outlined in Appendix A.

The ECE faculty meets every other week on a formal basis to review the progress of individual students, particular courses, and the program as a whole. Modifications in course content and presentation, sequencing, and the number of students engaged in fieldwork are made as necessary.

Professionals from the larger educational community make regular contributions to Program assessment. This is done through a number of mechanisms including the dinner/discussion events for all those involved in fieldwork (students, faculty, mentoring teachers, and school administrators) scheduled three times a year.

Students are offered the opportunity to participate in Program assessment on a regular basis. Both the College and the Program administer teaching evaluation forms each term. An “open forum” is held at least once each year so that all interested students can ask questions of the Program’s Director and comment on their experience. All students are regularly advised by the Program Director and are asked for evaluative comments during these sessions.

Student work is assessed in each course. While some instructors administer exams, others prefer to assess student learning through course papers and projects. In addition, all students who are engaged in practicum or student teaching experiences are evaluated by their mentoring classroom teachers and by the faculty member who makes periodic visits.

Information from all of these sources is considered in making ongoing Program modifications. Any significant changes (course additions, major changes to courses) are submitted to the appropriate internal and external entities.

Table 1: Overview of Assessment of Teacher Candidates in Relation to the Conceptual Framework

Outcomes for Teacher Candidates	Admissions	While Participating in the Program	Final/Culminating Assessments
1. Knowledge of Child Development	<ul style="list-style-type: none"> • Initial Conference • Letters of Recommendation 	<p><i>Course assignments from:</i></p> <ul style="list-style-type: none"> • 38-1100 Teaching in ECE • 38-1530 Brain Basics: Health & Development of Young Children • 38-2110 History & Philosophy of ECE • 38-2125 Child Growth & Development • 38-2130 Language Development • 38-2140 Child, Family, & Community • 38-2155 The Exceptional Child • 38-3100 Construction of Ideas in ECE • 38-3110 PrePrimary Practicum with Method I • 38-3120 Schools & Society • 38-3130 PrePrimary Student Teaching with Methods II • 38-3140 Teaching Reading to Young Children • 38-3150 Primary Methods • 38-3160 Primary Practicum with Methods III • 38-3170 Primary Student Teaching with Methods IV • 38-3180/90 The Role of Art in Development I & II <p><i>Evaluation from:</i></p> <ul style="list-style-type: none"> • Supervising teacher practicum & student teaching • Observations from faculty advisor 	<ul style="list-style-type: none"> • Teaching Portfolio • Child Assessment-Curriculum Planning Project in Student Teaching • Final Reflective Practice Assignment

Table 1-Continued

Outcomes for Teacher Candidates	ADMISSIONS	While Participating in the Program	Final/Culminating Assessments
2. Knowledge of Curriculum Content	<ul style="list-style-type: none"> • Initial Conference • Letters of Recommendation 	<p><i>Course assignments from:</i></p> <ul style="list-style-type: none"> • 38-1530 Brain Basics: Health & Development of Young Children • 38-2175 Topics in ECE • 38-3100 Construction of Ideas in ECE • 38-3110 PrePrimary Practicum with Method I • 38-3130 PrePrimary Student Teaching with Methods II • 38-3140 Teaching Reading to Young Children • 38-3150 Primary Methods • 38-3160 Primary Practicum with Methods III • 38-3170 Primary Student Teaching with Methods IV • 38-3180/90 The Role of Art in Development I & II <p><i>General Education Program</i></p> <p><i>Evaluation from:</i></p> <ul style="list-style-type: none"> • Supervising teacher practicum & student teaching • Observations from faculty advisor 	<ul style="list-style-type: none"> • Teaching Portfolio • Child Assessment-Curriculum Planning Project in Student Teaching • Final Reflective Practice Assignment

Table 1-Continued

Outcomes for Teacher Candidates	ADMISSIONS	While Participating in the Program	Final/Culminating Assessments
3. Teaching Skills	<ul style="list-style-type: none"> • Initial Conference • Letters of Recommendation 	<p><i>Course assignments from:</i></p> <ul style="list-style-type: none"> • 38-2140 Child, Family, & Community • 38-2155 The Exceptional Child • 38-2175 Topic in ECE • 38-3100 Construction of Ideas in ECE • 38-3110 PrePrimary Practicum with Method I • 38-3120 Schools & Society • 38-3130 PrePrimary Student Teaching with Methods II • 38-3140 Teaching Reading to Young Children • 38-3150 Primary Methods • 38-3160 Primary Practicum with Methods III • 38-3170 Primary Student Teaching with Methods IV • 38-3180/90 The Role of Art in Development I & II <p><i>Evaluation from:</i></p> <ul style="list-style-type: none"> • Supervising teacher practicum & student teaching • Observations from faculty advisor 	<ul style="list-style-type: none"> • Teaching Portfolio • Child Assessment-Curriculum Planning Project in Student Teaching • Final Reflective Practice Assignment

Table 1-Continued

Outcomes for Teacher Candidates	ADMISSIONS	While Participating in the Program	Final/Culminating Assessments
4. Communication Skills	<ul style="list-style-type: none"> • Initial Conference • Letters of Recommendation • A.C.T. scores • COMPASS assessment exam • Illinois Test of Basic Skills 	<p><i>Course assignments from:</i></p> <ul style="list-style-type: none"> • 38-1100 Teaching in ECE • 38-2110 History & Philosophy of ECE • 38-2125 Child Growth & Development • 38-2130 Language Development • 38-2140 Child, Family, & Community • 38-2155 The Exceptional Child • 38-2175 Topic in ECE • 38-3100 Construction of Ideas in ECE • 38-3110 PrePrimary Practicum with Method I • 38-3120 Schools & Society • 38-3130 PrePrimary Student Teaching with Methods II • 38-3140 Teaching Reading to Young Children • 38-3150 Primary Methods • 38-3160 Primary Practicum with Methods III • 38-3170 Primary Student Teaching with Methods IV • 38-3180/90 The Role of Art in Development I & II <p><i>General Education Program, particularly English Composition I & II, Oral Communications, & Computer Applications</i></p> <p><i>Evaluation from:</i></p> <ul style="list-style-type: none"> • Supervising teacher practicum & student teaching • Observations from faculty advisor 	<ul style="list-style-type: none"> • Teaching Portfolio • Final Reflective Practice Assignment • Child Assessment-Curriculum Planning Project in Student Teaching • Collaborative On-line Journal • Senior Project

Table 1-Continued

Outcomes for Teacher Candidates	ADMISSIONS	While Participating in the Program	Final/Culminating Assessments
5. Assessment	<ul style="list-style-type: none"> • Initial Conference • Letters of Recommendation 	<p><i>Course assignments from:</i></p> <ul style="list-style-type: none"> • 38-2105 Method of Observing & Writing • 38-2110 History & Philosophy of ECE • 38-2125 Child Growth & Development • 38-2130 Language Development • 38-2140 Child, Family, & Community • 38-2155 The Exceptional Child • 38-3100 Construction of Ideas in ECE • 38-3110 PrePrimary Practicum with Method I • 38-3120 Schools & Society • 38-3130 PrePrimary Student Teaching with Methods II • 38-3140 Teaching Reading to Young Children • 38-3150 Primary Methods • 38-3160 Primary Practicum with Methods III • 38-3170 Primary Student Teaching with Methods IV <p><i>Evaluation from:</i></p> <ul style="list-style-type: none"> • Supervising teacher practicum & student teaching • Observations from faculty advisor 	<ul style="list-style-type: none"> • Teaching Portfolio • Child Assessment-Curriculum Planning Project in Student Teaching • Final Reflective Practice Assignment • Collaborative On-line Journal

Table 1-Continued

Outcomes for Teacher Candidates	ADMISSIONS	While Participating in the Program	Final/Culminating Assessments
6. Classroom Environment	<ul style="list-style-type: none"> • Initial Conference • Letters of Recommendation 	<p><i>Course assignments from:</i></p> <ul style="list-style-type: none"> • 38-1100 Teaching in ECE • 38-2110 History & Philosophy of ECE • 38-2125 Child Growth & Development • 38-2130 Language Development • 38-2155 The Exceptional Child • 38-2175 Topic in ECE • 38-3100 Construction of Ideas in ECE • 38-3110 PrePrimary Practicum with Method I • 38-3120 Schools & Society • 38-3130 PrePrimary Student Teaching with Methods II • 38-3140 Teaching Reading to Young Children • 38-3150 Primary Methods • 38-3160 Primary Practicum with Methods III • 38-3170 Primary Student Teaching with Methods IV • 38-3180/90 The Role of Art in Development I & II <p><i>Evaluation from:</i></p> <ul style="list-style-type: none"> • Supervising teacher practicum & student teaching • Observations from faculty advisor 	<ul style="list-style-type: none"> • Teaching Portfolio • Child Assessment-Curriculum Planning Project in Student Teaching • Final Reflective Practice Assignment • Collaborative On-line Journal

Table 1-Continued

Outcomes for Teacher Candidates	ADMISSIONS	While Participating in the Program	Final/Culminating Assessments
7. Relationships	<ul style="list-style-type: none"> • Initial Conference • Letters of Recommendation 	<p><i>Course assignments from:</i></p> <ul style="list-style-type: none"> • 38-1100 Teaching in ECE • 38-1530 Brain Basics: Health & Development in Young Children • 38-2110 History & Philosophy of ECE • 38-2125 Child Growth & Development • 38-2130 Language Development • 38-2140 Child, Family, & Community • 38-2155 The Exceptional Child • 38-2175 Topic in ECE • 38-3100 Construction of Ideas in ECE • 38-3110 PrePrimary Practicum with Method I • 38-3120 Schools & Society • 38-3130 PrePrimary Student Teaching with Methods II • 38-3140 Teaching Reading to Young Children • 38-3150 Primary Methods • 38-3160 Primary Practicum with Methods III • 38-3170 Primary Student Teaching with Methods IV • 38-3180/90 The Role of Art in Development I & II <p><i>Evaluation from:</i></p> <ul style="list-style-type: none"> • Supervising teacher practicum & student teaching • Observations from faculty advisor 	<ul style="list-style-type: none"> • Teaching Portfolio • Child Assessment-Curriculum Planning Project in Student Teaching • Final Reflective Practice Assignment • Collaborative On-line Journal • Senior Project

Table 1-Continued

Outcomes for Teacher Candidates	ADMISSIONS	While Participating in the Program	Final/Culminating Assessments
8. Professionalism	<ul style="list-style-type: none"> • Initial Conference • Letters of Recommendation 	<p><i>Course assignments from:</i></p> <ul style="list-style-type: none"> • 38-1100 Teaching in ECE • 38-2110 History & Philosophy of ECE • 38-2125 Child Growth & Development • 38-2130 Language Development • 38-2140 Child, Family, & Community • 38-2155 The Exceptional Child • 38-2175 Topic in ECE • 38-3100 Construction of Ideas in ECE • 38-3110 PrePrimary Practicum with Method I • 38-3120 Schools & Society • 38-3130 PrePrimary Student Teaching with Methods II • 38-3140 Teaching Reading to Young Children • 38-3150 Primary Methods • 38-3160 Primary Practicum with Methods III • 38-3170 Primary Student Teaching with Methods IV • 38-3180/90 The Role of Art in Development I & II <p><i>Evaluation from:</i></p> <ul style="list-style-type: none"> • Supervising teacher practicum & student teaching • Observations from faculty advisor 	<ul style="list-style-type: none"> • Teaching Portfolio • Child Assessment-Curriculum Planning Project in Student Teaching • Final Reflective Practice Assignment • Collaborative On-line Journal • Senior Project

Table 1-Continued

Outcomes for Teacher Candidates	ADMISSIONS	While Participating in the Program	Final/Culminating Assessments
9. The Arts	<ul style="list-style-type: none"> • Initial Conference • Letters of Recommendation 	<p><i>Course assignments from:</i></p> <ul style="list-style-type: none"> • 38-1100 Teaching in ECE • 38-2110 History & Philosophy of ECE • 38-2125 Child Growth & Development • 38-2130 Language Development • 38-2140 Child, Family, & Community • 38-2155 The Exceptional Child • 38-2175 Topic in ECE • 38-3100 Construction of Ideas in ECE • 38-3110 PrePrimary Practicum with Method I • 38-3120 Schools & Society • 38-3130 PrePrimary Student Teaching with Methods II • 38-3140 Teaching Reading to Young Children • 38-3150 Primary Methods • 38-3160 Primary Practicum with Methods III • 38-3170 Primary Student Teaching with Methods IV • 38-3180/90 The Role of Art in Development I & II <p><i>Evaluation from:</i></p> <ul style="list-style-type: none"> • Supervising teacher practicum & student teaching • Observations from faculty advisor 	<ul style="list-style-type: none"> • Teaching Portfolio • Child Assessment-Curriculum Planning Project in Student Teaching • Final Reflective Practice Assignment • Collaborative On-line Journal • Senior Project

Name _____ Date _____ Circle One: **Methods I** **Methods III** **Graduating**

* Write a thoughtful 2-3 page, double-spaced, essay addressing your professional goals. You may refer to and/or include parts of essays previously written for ECE courses and work including philosophy statements, scholarship applications, etc.

* Complete the Self-Assessment below.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
I project a professional image.	I fail to project a professional image in my dress, speech, and behavior.	I struggle to project a professional image in my dress, speech, and behavior.	I usually project a professional image in my dress, speech, and behavior.	I consistently project a professional image in my dress, speech, and behavior.
SCORE	1	2 3 4	5 6 7	8 9 10
I communicate ideas clearly.	I communicate information in unorganized pieces.	I communicate some important information, but I do not organize it well around a main idea or topic.	I communicate ideas by making sure I have a clear main idea or topic and enough details to explain or support the idea or topic.	I communicate ideas by making sure I have a strong main idea or topic and carefully organized details that explain or support the idea or topic. I make sure the details help make the bigger ideas useful and interesting.
SCORE	1	2 3 4	5 6 7	8 9 10
I communicate well with the other group members.	I do not participate in group discussions, even when asked to. I share ideas in a way that shows I don't really care about the feelings and ideas of others.	I participate in group discussions when I am asked to. When I share my ideas, I don't clearly show that I care about the feelings and ideas of others.	I participate in group discussions without being asked to. When I share my ideas, I show that I care about other people's feelings and ideas.	I encourage good communication among the group members and try to make sure everyone shares their ideas. When I share my ideas, I show that I care about other people's feelings and ideas, and I encourage everyone in the group to do the same.
SCORE	1	2 3 4	5 6 7	8 9 10
I understand cultural dimensions.	I have little understanding of the cultural dimensions of others and am unable to relate to those of different ethnic groups, religions, and socioeconomic status.	I recognize the value of cultural dimensions in my relationships with those of different ethnic groups, religions, and socioeconomic status.	I display an understanding of the importance of cultural dimensions in my relationships with those of different ethnic groups, religions, and socioeconomic status.	I am able to articulate the importance of cultural dimensions in my relationships with those of different ethnic groups, religions, and socioeconomic status.
SCORE	1	2 3 4	5 6 7	8 9 10

Appendix B 46

Element	Level of Performance									
	Unsatisfactory		Basic			Proficient			Distinguished	
I am aware of my own thinking and talents.	I provide a confusing report of thinking I use in completing a task or problem. I cannot describe how my performance has been improved.		I provide a vague or incomplete description of how I think through a task or problem. I provide only few ideas about how my awareness of my thinking has enhanced performance.			I describe how I think through a task or problem. I provide some idea about how my awareness of my thinking has enhanced performance.			I explain in detail the sequence of thoughts I use when facing a task or problem. I provide a detailed analysis of how my awareness of my thinking has enhanced performance.	
SCORE	1		2 3 4			5 6 7			8 9 10	
I make effective plans.	I make no effort to identify a goal or its related subgoals and time line.		I begin tasks without a completely defined goal. I make little attempt to define subgoals or develop a time line.			I set goals. I consider and carry out some subgoals. I create and carry out a useful time line.			I set precise goals. I consider and carry out all necessary subgoals. I create and adhere to a detailed time line.	
SCORE	1		2 3 4			5 6 7			8 9 10	
I take a position when the situation warrants it.	I take a position that is inappropriate for the situation. I present a position that cannot be supported by evidence.		I take a position that the situation does not completely warrant or that is redundant. I do not provide sufficient supporting evidence for the position.			I take a position that is appropriate for the circumstances and supports an underrepresented perspective. I provide sufficient justification for the position.			I take a position that is appropriate for the circumstances and introduces a valuable and unrepresented perspective. I provide strong supporting evidence for the position.	
SCORE	1		2 3 4			5 6 7			8 9 10	
I engage intensely in tasks even when answers or solutions are not immediately apparent.	I show evidence of quitting the challenge early, before really trying to solve a problem.		I make some effort to resolve a difficult problem but do not spend sufficient time and effort on the problem. I am easily derailed and do not use strategies to keep myself on task.			I show determination in the pursuit of a solution. I use strategies to keep myself on task.			I demonstrate strong determination in the pursuit of a solution. I monitor my level of involvement and develop and use a number of strategies to keep myself on task.	
SCORE	1		2 3 4			5 6 7			8 9 10	
I push the limits of my own knowledge and ability.	I do not accept the challenge.		I accept the challenge presented and make an initial attempt to complete the task, but quit before completing it or attaining significant understandings.			I accept the challenge presented and work on the task until it is completed or until attaining significant understandings from the task.			I seek out a highly challenging task and work on the task until it is completed or until attaining significant understandings from the task.	
SCORE	1		2 3 4			5 6 7			8 9 10	
I generate, trust, and maintain my own standards of evaluation.	I do not generate personal standards for the task.		I generate personal standards for the task but do not incorporate them into the final product.			I generate personal standards for the completion of the task and incorporate those standards into the final product.			I generate personal standards for the completion of the task that significantly raise the quality level of the task. I incorporate those standards into the final product.	
SCORE	1		2 3 4			5 6 7			8 9 10	
I generate new ways of viewing a situation outside the boundaries of standard convention.	I remain inflexible. I apply conventional approaches to the situation even when the results are clearly not satisfactory.		I consider few alternative ways of viewing the situation; those identified are highly predictable.			I generate alternative ways of approaching the task and analyze how each would affect the task. Some alternatives show originality in the approach to the task.			I explore as many alternatives as time and resources will allow and analyze how alternatives will affect the outcome of the task. The alternatives examined illustrate extremely diverse but highly useful ways of looking at the situation.	
SCORE	1		2 3 4			5 6 7			8 9 10	

Adapted from:
 Marzano, R.J., Pickering, D., & McTighe, J. (1993). *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, VA: ASCD

Student's Name _____

Date _____

Element	Level of Performance									
	Unsatisfactory		Basic			Proficient			Distinguished	
Projects a professional image.	Fails to project a professional image in dress, speech, and behavior.		Struggles to project a professional image in dress, speech, and behavior.			Usually projects a professional image in dress, speech, and behavior.			Consistently projects a professional image in dress, speech, and behavior.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Communicates ideas clearly.	Communicates information in unorganized pieces.		Communicates some important information, but does not organize it well around a main idea or topic.			Communicates ideas by making sure to have a clear main idea or topic and enough details to explain or support the idea or topic.			Communicates ideas by making sure to have a strong main idea or topic and carefully organized details that explain or support the idea or topic. Makes sure the details help make the bigger ideas useful and interesting.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Communicates well with the other group members.	Does not participate in group discussions, even when asked to. Shares ideas in a way that shows she/he doesn't really care about the feelings and ideas of others.		Participates in group discussions when asked to. Shares ideas, but doesn't clearly show that she/he cares about the feelings and ideas of others.			Participates in group discussions without being asked to. Shares ideas and shows that she/he cares about other people's feelings and ideas.			Encourages good communication among the group members and tries to make sure everyone shares their ideas. Shares ideas and shows that she/he cares about other people's feelings and ideas, and encourages everyone in the group to do the same.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Understands cultural dimensions.	Has little understanding of the cultural dimensions of others and is unable to relate to those of different ethnic groups, religions, and socioeconomic status.		Recognizes the value of cultural dimensions in her/his relationships with those of different ethnic groups, religions, and socioeconomic status.			Displays an understanding of the importance of cultural dimensions in her/his relationships with those of different ethnic groups, religions, and socioeconomic status.			Is able to articulate the importance of cultural dimensions in her/his relationships with those of different ethnic groups, religions, and socioeconomic status.	
SCORE	1		2 3 4			5 6 7			8 9 10	

Element	Level of Performance									
	Unsatisfactory		Basic			Proficient			Distinguished	
Is aware of own thinking and talents.	Provides a confusing report of the thinking he or she used in completing a task or problem. Cannot describe how performance has been improved.		Provides a vague or incomplete description of how he or she thought through a task or problem. Provides only few ideas about how an awareness of his or her thinking has enhanced performance.			Describes how he or she thought through a task or problem. Provides some idea about how an awareness of his or her thinking has enhanced performance.			Explains in detail the sequence of thoughts he or she used when facing a task or problem. Provides a detailed analysis of how an awareness of his or her thinking has enhanced performance.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Makes effective plans.	Makes no effort to identify a goal or its related subgoals and time line.		Begins tasks without a completely defined goal. Makes little attempt to define subgoals or develops a time line.			Sets a goal. Considers and carries out some subgoals. Creates and carries out a useful time line.			Sets a precise goal. Considers and carries out all necessary subgoals. Creates and adheres to a detailed time line.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Takes a position when the situation warrants it.	Takes a position that is inappropriate for the situation. Presents a position that cannot be supported by evidence.		Takes a position that the situation does not completely warrant or that is redundant. Does not provide sufficient supporting evidence for the position.			Takes a position that is appropriate for the circumstances and supports an underrepresented perspective. Provides sufficient justification for the position.			Takes a position that is appropriate for the circumstances and introduces a valuable and unrepresented perspective. Provides strong supporting evidence for the position.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Engages intensely in tasks even when answers or solutions are not immediately apparent.	Shows evidence of quitting the challenge early, before really trying to solve a problem.		Makes some effort to resolve a difficult problem but does not spend sufficient time and effort on the problem. Is easily derailed and does not use strategies to keep self on task.			Shows determination in the pursuit of a solution. Uses strategies to keep self on task.			Demonstrates strong determination in the pursuit of a solution. Monitors his or her level of involvement and develops and uses a number of strategies to keep self on task.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Pushes the limits of own knowledge and ability.	Does not accept the challenge.		Accepts the challenge presented and makes an initial attempt to complete the task, but quits before completing it or attaining significant understandings.			Accepts the challenge presented and works on the task until it is completed or until attaining significant understandings from the task.			Seeks out a highly challenging task and works on the task until it is completed or until attaining significant understandings from the task.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Generates, trusts, and maintains own standards of evaluation.	Does not generate personal standards for the task.		Generates personal standards for the task but does not incorporate them into the final product.			Generates personal standards for the completion of the task and incorporates those standards into the final product.			Generates personal standards for the completion of the task that significantly raise the quality level of the task. Incorporates those standards into the final product.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Generates new ways of viewing a situation outside the boundaries of standard convention.	Remains inflexible. Applies conventional approaches to the situation even when the results are clearly not satisfactory.		Considers few alternative ways of viewing the situation; those identified are highly predictable.			Generates alternative ways of approaching the task and analyzes how the task would be affected by each. Some alternatives show originality in the approach to the task.			Explores as many alternatives as time and resources will allow and analyzes how alternatives will affect the outcome of the task. The alternatives examined illustrate extremely diverse but highly useful ways of looking at the situation.	
SCORE	1		2 3 4			5 6 7			8 9 10	

**Application for Formal Acceptance
To the
Professional Education Sequence
Teacher Certification Concentration**

Name _____ **SS** _____

Date of Birth _____ **Citizenship** _____

- _____ Two character references on file in ECE Office
- _____ Official transcripts from other colleges attended on file in Harris Center
- _____ Completion of Teaching in ECE with a grade of B or better
- _____ Completion of English Composition II with a grade of B or better
- _____ Completion of college-level math with a grade of B or better
- _____ Minimum GPA of 2.5
- _____ Grade of B or better in all Early Childhood Education courses taken to date
- _____ Completion of 60 or more credit hours
- _____ ICTS Basic Skills Test passed
- _____ Qualities of Mind and Self-Assessment submitted
- _____ Qualities Assessment Sheet completed by ECE faculty
- _____ Essay on professional goals attached

I have completed the above requirements and am applying for formal acceptance to the Professional Education Sequence of the Teacher Certification Concentration.

Signed

Date

Mid-Year and End-of-the Year Evaluation of Teacher Candidates

Dear _____,

We want to thank you for your ongoing support in the professional education of our teacher candidate. As you know, honest evaluation that matches educational goals is critical to the growth process. We would like to ask that you evaluate the teacher candidate in your classroom at this point in time in relation to her current mastery of Columbia College Chicago's nine program outcomes.

The nine outcomes, with indicators of skills and knowledge indicators for each outcome, are attached. Please rate the candidate on each indicator using the 1-5 scale provided. While we strive to support every candidate to level 3 (skills are in the process of developing and show evidence of mastery in progress) and 4 (skills are well developed; student teacher is competent), we know that some may require more work. We also assume that most teacher candidates will not demonstrate level 5 (skills fully developed; outstanding in this area); indeed, this could be a lifetime pursuit. We urge you to be honest in how you evaluate the candidate's progress. The Columbia Faculty Advisor will discuss this evaluation with you so that you both can support the candidate's continued development in the nine areas.

Please mail this form in the envelope provided to:

Director, Early Childhood Education
Columbia College Chicago
600 South Michigan
Chicago, IL 60605

Thank you for your help in this important work of educating a future teacher.

Sincerely,

Carol Ann Stowe, PhD
Director, Early Childhood Education

Teacher Candidate: _____

Name of School: _____

Date of this Evaluation: _____

Supervising Teacher: _____

Columbia Faculty Advisor: _____

- 5** = skills fully developed; outstanding in this area
4 = skills well developed; student teacher is competent
3 = skills are in the process of developing and show evidence of mastery in progress
2 = skills are in the beginning stages of development
1 = no evidence of skills observed yet

1. Knowledge of Child Development: CCC graduates have an in-depth and integrated knowledge of early childhood development in cultural, family, and community contexts, which inform curriculum planning, instruction, and assessment of children. The teacher understands that when children come to school they bring with them their unique personalities, learning styles, and histories as well as their particular family and cultural values and perspectives. Teachers also understand that children are active learners who construct knowledge and skill through dynamic engagements with teachers and peers, family and community.

1. _____ Can discuss and analyze classroom situations and children's needs in cognitive, social, emotional and physical development
2. _____ Has knowledge of children's needs in relation to the rhythms of the school day
3. _____ Has knowledge of children's needs in relation to furthering learning in different curricular areas
4. _____ Can follow the line of reasoning children use to solve problems
5. _____ Has "emotional imagination," i.e., can imagine what children are feeling given knowledge of the child and the circumstances of the moment
6. _____ Can observe, discuss, and document developmental changes in individual children over time
7. _____ Can observe and discuss changes in group dynamics over time
8. _____ Understands and provides for children's effective interaction with one another through the course of the school day, taking into account different developmental needs
9. _____ Can recognize and discuss differences in children's developmental and educational needs in relation to differences in culture, ethnicity, gender, family structure, and mental and/or physical disabilities.

Comments:

2. Knowledge of Curriculum Content: CCC graduates have an integrated, in-depth knowledge of the subject areas described in the Illinois Learning Standards through third grade (English language arts, mathematics, science, social science, physical development and health, the fine arts). This knowledge is grounded in understanding the conceptual underpinnings in each of these disciplines.

This includes the central concepts, habits of mind, tools of inquiry, and skills characteristic of professionals in each discipline.

10. _____ Participates in daily and weekly planning
11. _____ Formulates clear and meaningful objectives
12. _____ Demonstrates an active interest in seeking out new knowledge, and learning about new ideas in all subject areas including English language arts, mathematics, science, social science, physical development and health, the fine arts
13. _____ Demonstrates knowledge and skill in teaching young children English language arts
14. _____ Demonstrates knowledge and skill in teaching young children math
15. _____ Demonstrates knowledge and skill in teaching young children science
16. _____ Demonstrates knowledge and skill in teaching young children social science
17. _____ Demonstrates knowledge and skill in providing for young children's physical development and health
18. _____ Demonstrates knowledge and skill in teaching young children fine arts

Comments:

- 3. Teaching Skills:** CCC graduates have a repertoire of effective teaching approaches and methods for promoting children's learning in different content areas and for enhancing different aspects of children's development. This includes designing motivating and challenging learning experiences for children from diverse cultural and linguistic backgrounds and for children with differing learning styles and abilities. The reflective teacher observes, plans, pauses, is flexible, and thinks on his/her feet.

19. _____ Can work effectively with children individually
20. _____ Can work effectively with children in small groups
21. _____ Can work effectively with children in large groups
22. _____ Has effective strategies for motivating children
23. _____ Uses a variety of teaching methods, activities, and technology resources for teaching any one concept
24. _____ Uses materials appropriately and skillfully
25. _____ Shows resourcefulness and imagination in using materials
26. _____ Uses equipment and materials with care
27. _____ Shows overall ability to direct learning activities
28. _____ Understands how to provide for and sustain rich opportunities for play in the classroom

Comments:

- 4. Communication Skills:** CCC graduates use knowledge of effective written, verbal, nonverbal, visual, and electronic communication techniques to foster active inquiry, collaboration, and supportive interaction with children, parents, and professional colleagues. Effective communication includes both the awareness of and the skills to take account of a range of different perspectives, beliefs, and values.

29. _____ Demonstrates poised, professional demeanor in the classroom
30. _____ Uses well-modulated tone of voice for a variety of classroom situations
31. _____ Dresses appropriately
32. _____ Provides clear, concise well-timed directions and explanations
33. _____ Shows skill in questioning children
34. _____ Summarizes and clarifies concepts
35. _____ Displays energy, enthusiasm, and sense of humor
36. _____ Listens actively and with respect
37. _____ Relates well to every individual in the class
38. _____ Is sensitive and able to tune into the unique individual differences and needs of children
39. _____ Writes clearly and effectively for children, parents and colleagues
40. _____ Uses a range of technology resources, including electronic communication techniques, to work and communicate effectively with parents, children and school colleagues.

Comments:

5. Assessment: CCC graduates develop a repertoire of effective assessment strategies to monitor children's progress in all areas of learning and development. Assessment is viewed as an ongoing process of data collection based on state learning standards and that includes the use of observation, performance-based assessments, and standardized tests. The primary purpose of assessment is to enable teachers to support the continuous development of all children through appropriate curriculum and instructional strategies.

41. _____ Knows how to evaluate children's competency and mastery of concepts on an ongoing basis
42. _____ Demonstrates skill in using assessment data for curriculum planning and structuring learning opportunities for all children
43. _____ Maintains accurate records of students' development and performance
44. _____ Effectively uses a range of assessment procedures including
 - _____ Observation
 - _____ Interview
 - _____ Standardized testing
 - _____ Performance-based tasks
45. _____ Understands that a child's home culture, language, gender and age influence performance on tasks

Comments:

6. Classroom Environment: CCC graduates have a variety of strategies and methods for creating and managing a positive classroom environment. A positive classroom environment is one in which children from diverse cultural backgrounds and with differing learning abilities and styles feel comfortable, valued, engaged, and challenged, and in which they are given the opportunity to learn from one another and on their own.

46. _____ Creates a classroom climate which conveys a sense of engagement, curiosity, interest, and commitment
47. _____ Promotes a positive classroom atmosphere where students are active, interested, involved
48. _____ Uses time efficiently and effectively
49. _____ Responds flexibly and effectively to a range of classroom situations
50. _____ Demonstrates sensitivity to differences among students
51. _____ Demonstrates control of classroom life
52. _____ Disciplines fairly and effectively
53. _____ Acknowledges and promotes a healthy sense of identity for all children in relation to their cultural background, unique personal qualities, and special needs
54. _____ Creates a safe, secure, and inviting classroom environment learning environment
55. _____ Arranges the physical environment and materials for effective implementation of lessons
56. _____ Provides appropriate assistive technology for children who need it

Comments:

7. Relationships: CCC graduates have the ability to initiate, sustain, and support positive and effective relationships with children, families, and professional colleagues. This implies awareness of how one's own—and others'—history, experiences, and values may create different assumptions and expectations that, in turn, may cause misunderstanding and miscommunication. A reflective practitioner is willing and able to consider perspectives and points of view other than his/her own. Teachers are able to use relationships to inspire their students to want to learn.

57. _____ Relates to children effectively and appropriately
58. _____ Relates to supervising teacher effectively and appropriately
59. _____ Relates to principal effectively and appropriately
60. _____ Relates to school personnel effectively and appropriately
61. _____ Relates to parents effectively and appropriately
62. _____ Takes account of several points of view in a conversation, debate, discussion
63. _____ Demonstrates emotional maturity
64. _____ Responds with sensitivity to others and uses the knowledge to encourage growth in others

Comments:

8. Professionalism: CCC graduates demonstrate the understanding that ethics and integrity, as outlined in NAEYC's Code of Ethical Conduct, are at the core of responsible professional practice, informing both day to day and long term practice. Professionalism also includes an understanding of reflective practice with its commitment to honest self-reflection, self-evaluation, and life-long learning.

- 65. _____ Demonstrates capacity for reflection and self-evaluation
- 66. _____ Accepts suggestions, feedback, criticism
- 67. _____ Completes lesson plans and other documentation requested by the school
- 68. _____ Demonstrates understanding of confidentiality principles; respects and practices confidentiality
- 69. _____ Arrives on time for school and other professional obligations
- 70. _____ Accepts responsibility for what happens in the classroom when s/he is in charge
- 71. _____ Adjusts to new situations
- 72. _____ Maintains a reflective stance in relation to his/her work in the classroom
- 73. _____ Is insightful about own performance, choices, and decisions made in the classroom
- 74. _____ Can articulate a rationale for decisions
- 75. _____ Can evaluate the impact of his/her decisions on others
- 76. _____ Carries out professional responsibilities with honesty, integrity and reliability
- 77. _____ Demonstrates initiative in relation to solving classroom problems
- 78. _____ Brings new information and ideas to the classroom
- 79. _____ Takes initiative in relation to discussing and working on school issues
- 80. _____ Participates in school meetings and teacher in-services
- 81. _____ Contributes to parent-teacher conferences

Comments:

9. The Arts. CCC graduates have an understanding of the multiple routes to symbolic understanding and representation that the arts can provide. This is a result of a sustained focus on one art form and the infusion of the arts into both general education courses and the professional education sequence; thereby fostering an understanding of the wide ranging capacities of the human mind and spirit. The arts are seen as both valuable in and of themselves and as possible routes to understanding in traditional academic literacies.

- 82. _____ Can use the visual and performing arts to further children's understanding and ability to represent concepts in different subject areas of the curriculum.
- 83. _____ Encourages children to represent their understanding of ideas in different media and art forms.
- 84. _____ Can use children's strengths in various visual and performing arts as a bridge to children's engagement with and understanding of ideas across the curriculum.
- 85. _____ Uses his/her own talents in the arts and other subject areas to motivate and engage

children in classroom learning.

Comments:

Please list three strengths of the teacher candidate:

- a. _____

- b. _____

- c. _____

Please list three areas you recommend this teacher candidate focus on in the next phase of his/her work:

- a. _____

- b. _____

- c. _____

Summary evaluation (please check one):

Teacher candidate understands expectations for the internship and student teaching, and shows progress toward achieving them.

Student is having difficulty meeting expectations and there are concerns about his/her ability to successfully complete the internship and student teaching.

Other Comments:

Supervising Teacher: _____

Date: _____

Element	Level of Performance									
	Unsatisfactory		Basic			Proficient			Distinguished	
Is aware of own thinking and talents.	Provides a confusing report of the thinking he or she used in completing a task or problem. Cannot describe how performance has been improved.		Provides a vague or incomplete description of how he or she thought through a task or problem. Provides only few ideas about how an awareness of his or her thinking has enhanced performance.			Describes how he or she thought through a task or problem. Provides some idea about how an awareness of his or her thinking has enhanced performance.			Explains in detail the sequence of thoughts he or she used when facing a task or problem. Provides a detailed analysis of how an awareness of his or her thinking has enhanced performance.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Makes effective plans.	Makes no effort to identify a goal or its related subgoals and time line.		Begins tasks without a completely defined goal. Makes little attempt to define subgoals or develops a time line.			Sets a goal. Considers and carries out some subgoals. Creates and carries out a useful time line.			Sets a precise goal. Considers and carries out all necessary subgoals. Creates and adheres to a detailed time line.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Takes a position when the situation warrants it.	Takes a position that is inappropriate for the situation. Presents a position that cannot be supported by evidence.		Takes a position that the situation does not completely warrant or that is redundant. Does not provide sufficient supporting evidence for the position.			Takes a position that is appropriate for the circumstances and supports an underrepresented perspective. Provides sufficient justification for the position.			Takes a position that is appropriate for the circumstances and introduces a valuable and unrepresented perspective. Provides strong supporting evidence for the position.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Engages intensely in tasks even when answers or solutions are not immediately apparent.	Shows evidence of quitting the challenge early, before really trying to solve a problem.		Makes some effort to resolve a difficult problem but does not spend sufficient time and effort on the problem. Is easily derailed and does not use strategies to keep self on task.			Shows determination in the pursuit of a solution. Uses strategies to keep self on task.			Demonstrates strong determination in the pursuit of a solution. Monitors his or her level of involvement and develops and uses a number of strategies to keep self on task.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Pushes the limits of own knowledge and ability.	Does not accept the challenge.		Accepts the challenge presented and makes an initial attempt to complete the task, but quits before completing it or attaining significant understandings.			Accepts the challenge presented and works on the task until it is completed or until attaining significant understandings from the task.			Seeks out a highly challenging task and works on the task until it is completed or until attaining significant understandings from the task.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Generates, trusts, and maintains own standards of evaluation.	Does not generate personal standards for the task.		Generates personal standards for the task but does not incorporate them into the final product.			Generates personal standards for the completion of the task and incorporates those standards into the final product.			Generates personal standards for the completion of the task that significantly raise the quality level of the task. Incorporates those standards into the final product.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Generates new ways of viewing a situation outside the boundaries of standard convention.	Remains inflexible. Applies conventional approaches to the situation even when the results are clearly not satisfactory.		Considers few alternative ways of viewing the situation; those identified are highly predictable.			Generates alternative ways of approaching the task and analyzes how the task would be affected by each. Some alternatives show originality in the approach to the task.			Explores as many alternatives as time and resources will allow and analyzes how alternatives will affect the outcome of the task. The alternatives examined illustrate extremely diverse but highly useful ways of looking at the situation.	
SCORE	1		2 3 4			5 6 7			8 9 10	

Adapted from:
 Marzano, R.J., Pickering, D., & McTighe, J. (1993). *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, VA: ASCD

Element	Level of Performance									
	Unsatisfactory		Basic			Proficient			Distinguished	
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.		Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.			Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.			Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.		Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.			Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.			Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.		Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.			Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.			Teacher displays continuing search for best practice and anticipates student misconceptions.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.		Teacher displays generally accurate knowledge of developmental characteristics of age.			Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.			Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."		Teacher displays general understanding of the different approaches to learning that students exhibit.			Teacher displays solid understanding of the different approaches to learning that different students exhibit.			Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of student's skills and knowledge and does not indicate that such knowledge is valuable.		Teacher recognizes the value of understanding students; skills and knowledge but displays this knowledge for the class only as a whole.			Teacher displays knowledge of student's skills and knowledge for groups of students and recognizes the value of this knowledge.			Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.	
SCORE	1		2 3 4			5 6 7			8 9 10	
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.		Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.			Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.			Teacher displays knowledge of the interests or cultural heritage of each student.	
SCORE	1		2 3 4			5 6 7			8 9 10	

Adapted from:
 Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD

IL Certification Testing System					
Early Childhood Education					
	Student	Student	Student	Student	Mean
	1	2	3	4	
Language & Literacy Development	244	239	258	254	249
Learning Across the Curriculum	291	228	239	258	254
Diversity, collaboration, & Professionalism	276	258	270	258	266
Scaled Total Test Score	270	242	255	257	256
IL Certification Testing System					
APT: Birth to Grade 3					
Foundations, Characteristics, & Assessment	294	255	281	255	271
Plan & Deliver Instruction	272	300	300	257	282
Manage the Learning Environment	272	257	272	286	272
Collaboration, Communication, & Professionalism	274	261	274	248	264
Language Arts	268	261	284	221	259
Educational Technology	274	255	261	261	263
Constructed-Response (Plan & Deliver – Manage)	255	240	255	228	245
Scaled Total Test Score	272	257	272	249	263

Five Culminating Assessment Activities

	2002	2003	2004	2005	2006	
	n=5	n=5	n=5	n=7	N=5	
	Mean	Mean	Mean	Mean	Mean	Average Mean
Element						
Knowledge of:						
Content	6.43	5.00	4.70	6.57	6.90	5.92
Prerequisite Relationships	6.43	6.30	5.10	6.57	5.70	6.02
Content-Related Pedagogy	6.71	6.80	5.00	6.79	5.50	6.16
Characteristics of Age Group	6.86	5.70	5.60	6.93	5.40	6.10
Students' Varied Approaches to Learning	7.29	5.80	5.50	6.57	6.00	6.23
Students' Skills and Knowledge	7.14	6.10	5.70	6.57	6.60	6.42
Students' Interests & Cultural Heritage	6.86	5.90	5.40	6.71	5.80	6.13
Average Mean	6.82	5.94	5.39	6.67	5.99	6.16
Element						
Awareness of Own Thinking	7.43	6.90	6.20	6.79	6.60	6.78
Effective Planning	7.14	6.70	5.90	6.86	6.60	6.64
Ability to Take a Position	7.29	6.60	5.90	6.77	5.00	6.31
Engagement in Tasks	7.71	6.90	6.10	6.93	6.10	6.75
Challenging of Self	7.71	6.80	6.30	6.86	6.50	6.83
Self Generated Standards of Evaluation	7.43	6.70	6.20	6.71	7.10	6.83
Ability to Think Outside of Boundaries	7.14	6.30	6.20	6.57	6.70	6.58
Average Mean	7.41	6.70	6.09	6.78	6.37	6.67

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