KEY ASSESSMENT 6 Candidate Work Sample INSTRUCTIONS and KEY ASSESSMENT 6 RUBRIC LINKED BELOW:

[Special Education Candidate Work Sample](#) **and rubric**

Evidence Exhibit Six: Data Collection, Analysis, and Use to Improve Teaching and Learning Related to the Professional.Standards.and.Competencies.for.Early.Childhood.Educators

In this section the program will report and analyze candidate performance data from the key assessments by key competency.

- **Looking collectively across all key assessments aligned with the key competencies of the** Professional.Standards.and.Competencies, **include a data table for each standard in the pages that follow, with at least one (but no more than two) applications of the program's most recent candidate performance data on all key assessments that address each standard.** The data applications may be one (or two) semester(s), one (or two) year(s), or a different configuration based on how often the assessment is given to candidates—but should reflect the most recent time(s) the assessment was given to candidates. Additional guidance on collecting, reporting, and analyzing data can be found in the Accreditation Resource Library under "Guidance Documents and Other Resources." Programs are encouraged to review the guidance when completing this section of the report.

- Data tables should reflect **data reported by key competency**.

- If a key competency is **measured in more than one key assessment, that data should be disaggregated within the data tables** (e.g., if a program measures Key Competency 1c in Key Assessment 1 and 3, the data table should include a row of data for 1c from Key Assessment 1 and a row of data for 1c from Key Assessment 3). If Key Assessment 1 is given every semester but Key Assessment 3 is given only once per year, the program may include two applications of data for each key assessment even if the dates stretch across three reporting periods.

- All data tables must (at minimum) **clearly distinguish at least between how many and what percentage of degree candidates met or did not meet the key competency.** Other categories (such as exceeding or progressing) may be included at the program's discretion, but the program must make clear whether these categories constitute meeting or not meeting the key competency.

- All data tables must clearly indicate **which key assessments** are included and **the semester (or trimester, quarter, etc.) of application** for each key assessment. (If candidates from one course section take a key assessment on March 15 and candidates in a different course section take the same key assessment on April 15 of the same semester, those would be aggregated together as one application of data.)

- If submitting multiple programs in this Self-Study Report, these data must also be **disaggregated by program** (a separate data table should be included for each program).

- If one or more assessments was recently revised or created, a program might not yet have an application of data from the key assessment(s) listed on the overview chart and submitted with this Self-Study Report. In those cases, **the program can include data from a previous version of that assessment that were aligned with the 2020** Professional. Standards.and.Competencies.**or with the 2020 Professional Preparation Standards**. Data from older key assessments should be clearly identified: "This data table was generated from a key assessment that was in use prior to the current version of Key Assessment ___." If the program plans to do this, it is strongly encouraged to call NAEYC staff or email highered@naeyc.org to discuss how to convey the data.

Signature Assignment Data Tables- All of the tables for the assessment are at the end of the document

Standard 1: Child Development and Learning in Context

Insert Data Table(s) for Standard 1: See Data Tables Below

Data reported below was collected during the 2022-2023 Academic Year

Key Assessment 1			
Key Competency	Does Not Meet	Meets	Exceeds
1c	0%	6%	94%
	0/16 Students	1/16 Students	15/16 Students

Key Assessment 2			
Key Competency	Does Not Meet	Meets	Exceeds
1a	0%	0%	100%
	0/11 Students	0/11 Students	11/11 Students
1c	0%	18%	82%
	0/11 Students	2/11 Students	9/11 Students

Key Assessment 3			
Key Competency	Does Not Meet	Meets	Exceeds
1a	0%	0%	100%
	0/8 Students	0/8 Students	8/8 Students
1c	0%	12%	88%
	0/8 Students	1/8 Students	7/8 Students

Key Assessment 4			
Key Competency	Does Not Meet	Meets	Exceeds
1a	0%	4%	96%
	0/26 Students	1/26 Students	25/26 Students
1b	0%	4%	96%
	0/26 Students	1/26 Students	25/26 Students
1c	0%	54%	46%
	0/26 Students	14/26 Students	12/26 Students

Key Assessment 5			
Key Competency	Does Not Meet	Meets	Exceeds
1a	0%	25%	75%
	0/16 Students	4/16 Students	12/16 Students
1b	0%	25%	75%
	0/16 Students	4/16 Students	12/16 Students
1c	0%	25%	75%
	0/16 Students	4/16 Students	12/16 Students
1d	0%	25%	75%
	0/16 Students	4/16 Students	12/16 Students

Key Assessment 6			
Key Competency	Does Not Meet	Meets	Exceeds
1a	0%	74%	26%
	0/15 Students	11/15 Students	4/15 Students
1b	0%	67%	33%
	0/15 Students	10/15 Students	5/15 Students
1c	0%	67%	33%
	0/15 Students	10/15 Students	5/15 Students
1d	0%	74%	26%
	0/15 Students	11/15 Students	4/15 Students

Please select one:

- **X All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.

- Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020** Professional.Standards.and.Competencies.

- Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 Professional Preparation Standards**.

- Data reported are from a **combination of current and previous** assessment versions.

- **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2020 Professional Preparation Standards (leave blank if not applicable):**

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

How are candidates performing in regard to the key competencies of Standard 1? Briefly describe each program's data results across all key assessments designed to measure the standard. (500-word limit)

90% or more of the students scored in the top quartile according to the data across Key Assessments. The candidates show a strong understanding of child development and authentic learning experiences for children ages birth-age 8. Of all the standards the candidates showed the highest score for this standard.

How is the program using the data on this standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)

We find that this standard is well covered in our program of study. We do not see a reason to alter the curriculum, field experiences, or program delivery mode. We will be making changes in courses to address some of the other standards.

If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)

Each student receives scores via the rubric, with written feedback on the key assessment they submit. Each student is required to meet a satisfactory/meet key competency with a minimum score of 2 in each standard. If they do not meet a satisfactory score in a standard, they must use the provided feedback to edit and improve the area of concern and resubmit for grading.

Standard 2: Family–Teacher Partnerships and Community Connections

Insert Data Table(s) for Standard 2: See Data Tables Below

Data reported below was collected during the 2022-2023 Academic Year

Key Assessment 1			
Key Competency	Does Not Meet	Meets	Exceeds
2c	0% 0/16 Students	12% 2/16 Students	88% 14/16 Students

Key Assessment 2			
Key Competency	Does Not Meet	Meets	Exceeds
2a	0% 0/11 Students	9% 1/11 Students	91% 10/11 Students
2b	0% 0/11 Students	18% 2/11 Students	82% 9/11 Students

Key Assessment 3			
Key Competency	Does Not Meet	Meets	Exceeds
Standard 2 Not Assessed			

Key Assessment 4			
Key Competency	Does Not Meet	Meets	Exceeds
2a	0% 0/26 Students	15% 4/26 Students	85% 22/26 Students
2c	0% 0/26 Students	50% 13/26 Students	50% 13/26 Students

Key Assessment 5			
Key Competency	Does Not Meet	Meets	Exceeds
Standard 2 Not Assessed			

Key Assessment 6			
Key Competency	Does Not Meet	Meets	Exceeds
2a	0% 0/15 Students	67% 10/15 Students	33% 5/15 Students
2b	0% 0/15 Students	74% 11/15 Students	26% 4/15 Students
2c	0% 0/15 Students	40% 6/15 Students	60% 9/15 Students

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- Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data**

reported for this standard are from **previous assessment versions aligned to the 2020 Professional Preparation Standards**.

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Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

How are candidates performing in regard to the key competencies of Standard 2? Briefly describe each program's data results across all key assessments designed to measure the standard. (500 word limit)

90% of students scored in the top quartile for this indicator. The students show a strong understanding of families as partners bringing in their own funds of knowledge into the classroom and community. Multiple courses cover this standard and the scores indicate the repetition is supportive in helping candidates in understanding the roles of families.

How is the program using the data on this standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)

Most of the content for this standard is covered in the first few courses in the program of study. We intend to keep this sequencing. We feel that this is a strong standard in our current program.

If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)

Each student receives scores via the rubric, with written feedback on the key assessment they submit. Each student is required to meet a satisfactory/meet key competency with a minimum score of 2 in each standard. If they do not meet a satisfactory score in a standard, they must use the provided feedback to edit and improve the area of concern and resubmit for grading.

Standard 3: Child Observation, Documentation, and Assessment

Insert Data Table(s) for Standard 3: See Data Tables Below

Data reported below was collected during the 2022-2023 Academic Year

Key Assessment 1		
Key Competency	**Does Not Meet**	**Meets**	**Exceeds**

Key Competency	Does Not Meet	Meets	Exceeds
3a	0% 0/16 Students	12% 2/16 Students	88% 14/16 Students

Key Assessment 2		

Key Competency	Does Not Meet	Meets	Exceeds
Standard 3 Not Assessed			

Key Assessment 3		

Key Competency	Does Not Meet	Meets	Exceeds
3a	0% 0/8 Students	12% 1/8 Students	88% 7/8 Students

Key Assessment 4		

Key Competency	Does Not Meet	Meets	Exceeds
Standard 3 Not Assessed			

Key Assessment 5		

Key Competency	Does Not Meet	Meets	Exceeds
3a	0% 0/16 Students	69% 11/16 Students	31% 5/16 Students
3b	0% 0/16 Students	69% 11/16 Students	31% 5/16 Students

Key Assessment 6		

Key Competency	Does Not Meet	Meets	Exceeds
3a	0% 0/15 Students	53% 8/15 Students	47% 7/15 Students
3b	0% 0/15 Students	60% 9/15 Students	40% 6/15 Students
3c	0% 0/15 Students	53% 8/15 Students	47% 7/15 Students
3d	0% 0/15 Students	53% 8/15 Students	47% 7/15 Students

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Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

How are candidates performing in regard to the key competencies of Standard 3? Briefly describe each program's data results across all key assessments designed to measure the standard. (500 word limit)

85% of candidates score in the top quartile on this standard. Of all the standards, this is the most challenging for our candidates. The candidates score well on child observation and documenting children's learning. However, candidates sometimes struggle to directly connect assessment with learning objectives.

How is the program using the data on this standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)

Based on our data findings we are meeting as a program to work to improve the ways in which we teach assessment strategies to our candidates. We have a stand-alone assessment course midway through the program that is beneficial to the candidates. We are working on embedded more

opportunities for lesson plan assessments to take place in pivotal parts of the program. This will be added to our course work and our field experiences to coincide with each other.

If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)

Each student receives scores via the rubric, with written feedback on the key assessment they submit. Each student is required to meet a satisfactory/meet key competency with a minimum score of 2 in each standard. If they do not meet a satisfactory score in a standard, they must use the provided feedback to edit and improve the area of concern and resubmit for grading.

<u>Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</u>

Insert Data Table(s) for Standard 4: See Data Tables Below

Data reported below was collected during the 2022-2023 Academic Year

Key Assessment 1			
Key Competency	Does Not Meet	Meets	Exceeds
4c	0% 0/16 Students	12% 2/16 Students	88% 14/16 Students

Key Assessment 2			
Key Competency	Does Not Meet	Meets	Exceeds
4c	0% 0/11 Students	27% 3/11 Students	73% 8/11 Students

Key Assessment 3			
Key Competency	Does Not Meet	Meets	Exceeds
Standard 4 Not Assessed			

Key Assessment 4			
Key Competency	Does Not Meet	Meets	Exceeds
4c	0% 0/26 Students	8% 2/26 Students	92% 24/26 Students

Key Assessment 5			
Key Competency	Does Not Meet	Meets	Exceeds
4a	0% 0/16 Students	44% 7/16 Students	56% 9/16 Students
4b	0% 0/16 Students	44% 7/16 Students	56% 9/16 Students
4c	0% 0/16 Students	44% 7/16 Students	56% 9/16 Students

Key Assessment 6			
Key Competency	Does Not Meet	Meets	Exceeds
4a	0% 0/15 Students	47% 7/15 Students	53% 8/15 Students
4b	0% 0/15 Students	40% 6/15 Students	60% 8/15 Students
4c	0% 0/15 Students	66% 10/15 Students	34% 5/15 Students

Please select one:

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Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

How are candidates performing in regard to the key competencies of Standard 4? Briefly describe each program's data results across all key assessments designed to measure the standard. (500 word limit)

90% of candidates scored in the top quartile on this standard. The candidates show a strong understanding of culturally diverse and relevant practices through their course work as well as their student teaching. Throughout the program the candidates have multiple opportunities to work with various child demographics and linguistically diverse students.

How is the program using the data on this standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)

We believe that our diverse field experiences highly contribute to our candidates success for this standard. The strategic placement of candidates at various sites to work with children of a variety of race, linguistic, and cultural backgrounds infuses this standard with their coursework. In addition,

the required field hours is high compared to other programs which gives our students a lot of important learning time in the field. The sequences of courses and curriculum contributes to this as well. We are working to reorder some of the courses to continue to build on this strength of our program.

If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)

Each student receives scores via the rubric, with written feedback on the key assessment they submit. Each student is required to meet a satisfactory/meet key competency with a minimum score of 2 in each standard. If they do not meet a satisfactory score in a standard, they must use the provided feedback to edit and improve the area of concern and resubmit for grading.

Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Insert Data Table(s) for Standard 5: See Data Tables Below

Data reported below was collected during the 2022-2023 Academic Year

Key Assessment 1			
Key Competency	Does Not Meet	Meets	Exceeds
5c	0%	0%	100%
	0/16	0/16	16/16 Students

Key Assessment 2			
Key Competency	Does Not Meet	Meets	Exceeds
Standard 5 Not Assessed			

Key Assessment 3			
Key Competency	Does Not Meet	Meets	Exceeds
5c	0%	0%	100%
	0/8 Students	0/8 Students	8/8 Students

Key Assessment 4			
Key Competency	Does Not Meet	Meets	Exceeds
5a	0%	0%	100%
	0/26 Students	0/26 Students	26/26 Students

Key Assessment 5			
Key Competency	Does Not Meet	Meets	Exceeds
5a	0%	25%	75%
	0/16 Students	4/16 Students	12/16 Students
5b	0%	25%	75%
	0/16 Students	4/16 Students	12/16 Students
5c	0%	25%	75%
	0/16 Students	4/16 Students	12/16 Students

Key Assessment 6			
Key Competency	Does Not Meet	Meets	Exceeds
5a	0%	73%	27%
	0/15 Students	11/15 Students	4/15 Students
5b	0%	47%	53%
	0/15 Students	7/15 Students	8/15 Students
5c	0%	53%	47%
	0/15 Students	8/15 Students	7/15 Students

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Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

How are candidates performing in regard to the key competencies of Standard 5? Briefly describe each program's data results across all key assessments designed to measure the standard. (500 word limit)

90% of students score in the top quartile of this standard. The key assessments infuse lesson plans within the assignment in order to ensure that knowledge content is strong for all candidates.

How is the program using the data on this standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)

Candidates have the opportunity to take multiple content methods courses throughout the program that includes 3 literacy courses, science, math, and social studies. These courses look at both the content knowledge for the area of study, but also the pedagogy of teaching the content areas. This provides students with a robust knowledge of both the content and pedagogy of teaching the content area. We continue to work as a program to update syllabi to stay up to date

with state requirements, such as reading endorsement standards to ensure they are covered within our program of study coursework.

If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)

Each student receives scores via the rubric, with written feedback on the key assessment they submit. Each student is required to meet a satisfactory/meet key competency with a minimum score of 2 in each standard. If they do not meet a satisfactory score in a standard, they must use the provided feedback to edit and improve the area of concern and resubmit for grading.

Standard 6: Professionalism as an Early Childhood Educator

** Our current program is designed with this standard covered primarily in their field placements and final student teaching experience. Therefore the key assessment is a portfolio created by the candidate that is attached to the ATR Rubric that is not currently incorporated with the NAEYC rubric. We will start collecting this data starting spring 2023 and it will be infused into the other data used to measure Standard 6.

Insert Data Table(s) for Standard 6: See Data Tables Below

Data reported below was collected during the 2022-2023 Academic Year

Key Assessment 1		
Key Competency	Does Not Meet	Meets	Exceeds
Standard 6 Not Assessed			

Key Assessment 2			
Key Competency	Does Not Meet	Meets	Exceeds
6e	0% 0/11 Students	27% 3/11 Students	73% 8/11 Students

Key Assessment 3			
Key Competency	Does Not Meet	Meets	Exceeds
6b	0% 0/8 Students	0% 0/8 Students	100% 8/8 Students
6d	0% 0/8 Students	0% 0/8 Students	100% 8/8 Students

Key Assessment 4		
Key Competency	Does Not Meet	Meets	Exceeds
Standard 6 Not Assessed			

Key Assessment 5		
Key Competency	Does Not Meet	Meets	Exceeds
Standard 6 Not Assessed			

Key Assessment 6			
Key Competency	Does Not Meet	Meets	Exceeds
6a	0% 0/15 Students	40% 6/15 Students	60% 9/15 Students
6b	0% 0/15 Students	40% 6/15 Students	60% 9/15 Students
6c	0% 0/15 Students	40% 6/15 Students	60% 9/15 Students
6d	0% 0/15 Students	40% 6/15 Students	60% 9/15 Students
6e	0% 0/15 Students	40% 6/15 Students	60% 9/15 Students

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Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

How are candidates performing in regard to the key competencies of Standard 6? Briefly describe each program's data results across all key assessments designed to measure the standard. (500 word limit)

All of our candidates have multiple points within the program to demonstrate professionalism. However, at the time of the self-study we did not have access to the Aspiring Teacher Rubric that is used during final field experience. We are working on infusing this into our data set. In other courses some of the key assessment does cover professionalism and we are basing our findings on those sources. On the data we do have, candidates are scoring a 90% or higher on this standard.

How is the program using the data on this standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)

We are working to infuse more data into this standard by pulling the Aspiring Teacher Rubric data from candidates in student teaching starting this spring. This will give us a more complete picture of candidates performance on this indicator.

If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)

Each student receives scores via the rubric, with written feedback on the key assessment they submit. Each student is required to meet a satisfactory/meet key competency with a minimum score of 2 in each standard. If they do not meet a satisfactory score in a standard, they must use the provided feedback to edit and improve the area of concern and resubmit for grading.