

**Illinois State University
Department of Curriculum & Instruction
Early Childhood Education
University Assessment Plan**

Program _____ **Early Childhood Education** _____ Date Submitted **October 1, 2009** _____

ECE Program Objectives

<p>NAEYC 1: Promoting Child Development & Learning</p> <p>1.1. Knowing & understanding young children's characteristics & needs 1.2. Knowing & understanding the multiple influences on development & learning 1.3. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>
<p>NAEYC 2: Building Family & Community Relationships</p> <p>2.1. Knowing about and understanding family and community characteristics 2.2. Supporting and empowering families and communities through respectful, reciprocal relationships 2.3. Involving families and communities in their children's development and learning</p>
<p>NAEYC 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3.1. Understanding the goals, benefits, and uses of assessment 3.2. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3.3. Understanding and practicing responsible assessment 3.4. Knowing about assessment partnerships with families and other professionals</p>
<p>NAEYC 4: Teaching & Learning</p> <p>4.1. Knowing, understanding, and using positive relationships and supportive interactions 4.2. Knowing, understanding, and using effective approaches, strategies, and tools for early education 4.3. Knowing and understanding the importance of central concepts, inquiry tools, and structures of content areas or academic discipline 4.4 Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes</p>
<p>NAEYC 5: Becoming a Professional</p> <p>5.1. Identifying and involving oneself with the early childhood field 5.2 Knowing about and upholding ethical standards and other professional guidelines 5.3. Engaging in continuous, collaborative, learning to inform practice 5.4 Integrating knowledgeable, reflective, and critical perspectives on early education 5.5. Engaging in informed advocacy for children and the profession</p>

Assessment #1 ECE Content Test

Assessment #2 Content Assessment

Program	Early Childhood Education
Assessment #	2
Assessment Title	Child Assessment / Learning Environment Project
Standards	NAEYC Standards 1.1; 1.2; 3.1; 3.2; 3.3 IPTS ECE 8, 10, 11, & 14 IL PTS 2, 4, 5, 8 Conceptual Framework 4, 6, & 7
Course	314/293
Date Developed/Revised	5/08
Assessment Task	<p>Students will utilize various assessment tools to better understand young children's developmental growth (physical, cognitive, social, and emotional). Also, by collecting, describing, interviewing, and reflecting upon classroom observations, students will analyze a classroom teacher's assessment techniques to better understand developmentally appropriate curriculum, strategies, and practice. Each of these assessments will be based upon readings and discussions in class and observations during clinical hours.</p> <p>Results of this project will be kept in an organized manner in an ECE Assessment Project folder or binder for periodic checking by the course instructor. In addition, elements of this project must be placed in the student's Early</p>

Childhood Education LiveText Portfolio.

Required Assessments:

1. **Class List Log – Classroom Anecdotal Records**

- Focus: Several children's fine or gross motor skills and/or behavior.
- Observe five children during the clinical hours.
- Using past tense, record short, specific pieces of information about each child.
- Post-Reflection: Develop instructional implications based on these field notes.

2. **Narrative Records**

- Focus: One child's behavior (actions) and language.
- Observe one child for 5-10 minutes.
- Objectively record in present tense details of what is happening and being said during this period of time.
- Post-Reflection: Include an additional column for comments and interpretations, reflecting your knowledge of child growth and development.

3. **Anecdotal Records -- Individual**

- Focus: Daily activities, using indicators for physical, cognitive, social, and emotional growth.
- Observe one child's activities during clinical hours and write brief notes in past tense about incidents.
- Post-Reflection: Indicate the developmental significance of each anecdote.

4. **Checklists – Classroom and Individual**

- Focus: Physical and social growth and development for one child and for the whole class.
- Develop two checklists with appropriate indicators for each area of growth. One checklist will be for observing an individual and the other for observing the whole class.
- Observe one child or the whole class to check knowledge, behavior, and skills for that area.
- Post-Reflection: Determine instructional implications for each checklist (or both combined).

5. **Frequency Counts**

- Focus: Social and/or emotional growth and development of students in classroom situations.
- Determine specific observable classroom behaviors that could have an impact on social/emotional growth and development (ex: various prosocial and antisocial behaviors).
- Observe whole classroom and tally each time specified behaviors occur.
- Post-Reflection: Analyze the information and recommend classroom strategies to implement.

6. **Time Samplings**

- Focus: One child's social and cognitive choices within the clinical setting.
- Determine a child and an area on which to focus data-gathering (ex: attention span)
- For 15-20 minutes during each clinical session for two weeks, use time sampling to track children's choices, playmates, and the time spent in one area or on one activity.
- Post-Reflection: Based on the two time samples, write a description of choices the selected child has made.

7. **Learning Environment & Analysis**

- Focus: Developmentally appropriate learning environments.
- Observe the classroom learning environment in your current clinical placement.
- Post Reflection: Analyze this environment based on your knowledge of child growth and development and current research.

8. **Analysis of Classroom Teacher's Assessment Practices**

- Observe a classroom teacher's assessment practices.
- Ask questions on how and why the teacher uses selected assessment strategies.
- Post-Reflection: Reflect on what you learned and how this will inform your own classroom practices.

- This assignment should be posted in your LiveText portfolio under NAEYC #3 Authentic Assessment in the section titled ECE #2: Child Assessment/ Learning Environment Project. You will need to develop a rationale which explains how this work is evidence of your understanding of and ability to meet NAEYC standard #3. Attach assessment descriptions, post-reflections for each assessment, and your classroom map as evidence.

Assessment #3 Pedagogy Assessment

Program	Early Childhood Education
Assessment #	3
Assessment Title	Social Studies Integrated Instructional Activity & Implementation
Standards	NAEYC Standards 1.1; 1.3; 3.1; 3.2; 4.3; 4.3.ss; 4.4 IPTS ECE 1; ECE 5; ECE 8; ECE 10; ECE 14; ECE 11; ECE 13; Conceptual Framework ISU 4; ISU 5; ISU 6; ISU 7; ISU 9
Course	277/294
Date Developed/Revised	5/08
Assessment Task	<p>PART 1: Students will be required to develop an integrated instructional activity on an approved social studies content topic discussed in class for the age they are working with in their clinical setting (C&I 294) and work with their cooperating teacher to plan and coordinate social studies curriculum. The activity must include fully developed learning objectives which align with the Illinois Learning Standards and developmentally appropriate assessment strategies aligned with the activity objectives must be fully developed and implemented. In addition students will set up a developmentally appropriate social studies learning center in the classroom to support the activity objectives</p> <p>PART 2: Students will be required to work with their clinical cooperating teacher and C&I 294 course instructor to implement the activity instruction, assessment, and learning center.</p> <p>PART 3: Students will reflect on the following: -How did you feel your lesson(s) engaged the children and achieved the learning objective? -How well did your assessment strategy for the activity provide data to inform you as to their individual levels of understanding? -What role (positively, negatively, or if at all) do you feel the learning environment played in your activity implementation? If so, what would you do differently in your future classroom? -Considering what you have learned in developing this activity using various instructional techniques, what you learned through implementation and your understanding of children's developmental stages; how will this inform your future instruction/ classroom? -Reflect on how the center you created supported the learning objectives for this activity. How did your center meet the needs of different learning styles represented in the classroom.</p>

Assessment #4 Assessment of Student Teaching

Program	Early Childhood Education
Assessment #	4
Assessment Title	Evaluation of Student Teaching Experiences
Standards	NAEYC Standards 1, 2, 3, 4, 5 IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14;17;16 Conceptual Framework3;4;
Course	ST
Date Developed/Revised	5/08
Assessment Task	Both the ECE Orange Documentation (NAEYC) form and the red documentation (Conceptual Framework forms are used to assess student teaching experiences

Assessment #5 Assessment of Impact on Student Learning

Program	Early Childhood Education
Assessment #	5
Assessment Title	Literacy Assessment & Instruction
Standards	NAEYC Standards 1.1; 1.2; 3.1; 3.2; 3.3; 4.2; 4.3; 5.1 IPTS ECE 8, 11, 12, 13, 14 Conceptual Framework 1, 4, 6, 7, 9
Course	274/294
Date Developed/Revised	5/08
Assessment Task	<p style="text-align: center;">Assessment Guidelines</p> <p><i>All teacher candidates at Illinois State University will successfully complete The Literacy Assessment and Teaching Cycle, which includes both:</i></p> <p><i>a. Documentation of the process of assessing, planning instruction, and evaluation involved in teaching a student.</i></p> <p><i>b. Documentation of the reflective practice of the candidate before, during and after this process.</i></p> <p><i>This PBA is built on the knowledge that:</i></p> <ul style="list-style-type: none"> • <i>All teachers, regardless of certification type or discipline, need to be effective classroom communicators.</i> • <i>All teachers, from Pre-K through grade 12, need the knowledge and skills necessary to prepare students to meet the state reading standards.</i> <p>This PBA is required as an ISU University Wide Teacher Education requirement. This assessment is intended to allow you to demonstrate your ability to assess learners, to plan instruction based on that assessment, and to appraise your impact on student learning through post assessment and reflection. As an ECE student in C&I 274, here is what you must do to meet these requirements:</p> <p>1. Choose and administer a selection of appropriate formal and/or informal assessments (i.e. running record, miscue analysis, checklist, rubric, reading inventory, fluency assessment, teacher observation, interest survey, etc.) to determine student(s)' needs for instruction. In addition, you need to seek parent/caregiver insights (through conversations, surveys, interviews etc.) regarding their child's home literacy experiences and cultural background (i.e. interests, expectations, and goals for their child).</p> <p>2. Develop a creative lesson that reflects knowledge of your student(s)' needs based on your assessments. Your lesson must include a post-assessment method to determine student learning as a result of the lesson. The lesson plan should be written according to ECE requirements. Lesson plan should include:</p> <ul style="list-style-type: none"> • Purpose • Goals, Objectives & Learning Standards • Motivation Establishing • Instructional Plan • Accommodations including ELL and on additional special needs population • Materials & Resources • References <p>3. Your implementation of this lesson will be observed. As you teach, your observer will be looking for how you enthusiastically implement the lesson, how well you are able to communicate, and how you interact with the student(s) and facilitate their use of language for learning.</p> <p>4. You will also compose both pre- and post-lesson written reflections: A <u>pre-reflection</u> should accompany and support your lesson plan. It will be narrative in form and will make explicit your thought processes and decision-making about the creation of your lesson. In this pre-reflection, you will articulate the following:</p> <ul style="list-style-type: none"> • Pre-Lesson Decision-Making: Which instruments and/or observation strategies did you use for pre-testing and why? What did you learn about the child's strengths and needs from both formal and informal assessment tools? What did you learn about the child's home literacies from the family? How did you use this assessment information and prior knowledge to create this instructional plan?

	<ul style="list-style-type: none"> • Strategies: Why did you choose this instructional format? Why did you choose these instructional strategies? How could the instructional strategies support or limit achieving your instructional goals? • Content: Describe the content of this lesson. Why is it important for the student to learn this content? What informed your decision-making pertaining to content selection? • Materials: What professional and instructional resources and materials did you draw from to develop your plan? How could your choice of materials or media and use of resources support or limit the achievement of the objectives? • Assessment: What form of post-test will be used so you will you know your student has met the objectives? Include criteria for different levels of performance, if appropriate. How and when will you communicate the expected learning outcomes and criteria for evaluation to the students? <p>Your <u>post-reflection</u> will also be narrative in form and will make explicit your thought processes and decision-making <i>during and after</i> your lesson. In this post-reflection, you will articulate the following:</p> <ul style="list-style-type: none"> • Implementation: What were you thinking as your lesson progressed? What revisions did you make to the plan made “in-the-moment” of teaching? Why did you make these changes? What went well and why? What didn’t go so well and why? • Student Learning: What did your student learn during this lesson? What evidence do you have of this learning? What was your role in the outcome of this learning experience? What role did your choice and implementation of instructional practices have on student learning? How could I change this lesson in the future to promote increased student learning and/or engagement? • Yourself as a Teacher: What strengths did you see in your teaching? What did you do really well? What didn’t go so well? What do you feel you need to improve upon? What did you learn about yourself as a teacher through this lesson? How will you use the learning about teaching acquired through this lesson to improve your future practice? <p>5. This PBA should be posted in your LiveText portfolio under NAEYC #4 Content & Curriculum in the section titled ECE #5: Language & Literacy / Assessment. You will need to develop a rationale which explains how this work is evidence of your understanding of and ability to meet NAEYC standard #4. Attach pre-reflection, lesson plan, and post-reflection as evidence.</p>
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Assessment #6 Optional Assessment

Program	Early Childhood Education
Assessment #	6
Assessment Title	Evaluation of Clinical Experiences
Standards	NAEYC Standards 1, 2, 3, 4, 5 IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14;17;16 Conceptual Framework3;4;
Course	292, 293, 294
Date Developed/Revised	5/08
	An ECE Orange Documentation form is completed on each candidate for each of four clinical placements. The orange documentation form is attached at the end of this report

Assessment #7 Optional Assessment

Program	Early Childhood Education
Assessment #	7
Assessment Title	Math/Science Parent Involvement Activity
Standards	NAEYC Standards 2.1; 2.2; 2.3; 4.3; 4.4 IPTS ECE 3,8. All 1, 10 Conceptual Framework 2, 5
Course	276/294
Date Developed/Revised	5/08

Science and Mathematics Parent Involvement Activity
Literature Bag-It for Science and/or Mathematics, – Primary Level Focus

This assignment will illustrate the student's ability to integrate mathematics and/or science with children's literature. In addition, it is a way of communicating with parents/caregivers about their child's learning in mathematics and science. This is a take-home bag for which the student will choose a piece of children's literature and relate it to mathematics and/or science concepts and activities that can be completed at home to promote parent-child communication and support development of literacy skills. This is considered as an enrichment activity, not necessarily directly related to the science or mathematics being studied in the classroom.

For this activity, each student will:

Choose a piece of developmentally appropriate children's literature and purchase the book to include in the Bag-It

- Book selection can be a trade book that is either fact or fiction
- Content of the book should help children develop some science or mathematics content knowledge
- Reading level of book may be appropriate for the child to read or for a parent to read to/with the child

Book and materials should be chosen using family information from sources such as the classroom teacher or family survey to meet individual child/family needs such as ELL or special needs.

Develop a minimum of one science and one mathematics activity that are developmentally appropriate and are related to the book content.

- Directions for activities are primarily written for parents/caregivers to use to do the activities with the child.
- Directions are detailed to ensure success of the activities; this may include drawings or graphics as needed.
- Directions should include suggestions for additional related books to read and perhaps related websites.
- Directions should include clear explanation of the science or mathematics used in the activity.

Develop a Parent/Caregiver Page

- Describes the purpose of the Literature Bag-It.
- Offers suggestions for how parent/caregiver might model good literacy skills for the child.
- Includes complete reference for the book.
- Lists the science and/or mathematics content standards addressed by the activities.
- Identifies when Bag-It is to be returned.
- Includes a checklist of materials in the Bag-It and list of items to be returned.
- Provides contact information for the teacher

Develop and provide a brief parent feedback form to collect information from parents on how the activities were used, were the instructions clear and materials easy to use, and was the activity enjoyable and engaging for parent and child.

Prepare Materials

- All materials needed for successful completion of the activities should be included in the Bag-It.
- Organize directions and materials so easily located.
- Use color and graphics to make the Bag-It inviting and engaging.

Implementation - Students should complete this activity early in the semester so that it can be sent home with 3 children over the course of the semester. Feedback, if provided, should be collected

	<p>from the parent feedback form.</p> <p>Reflection- The reflection should include how the book and activity decisions were made based on the children and families being served. The student should also include the reflection on any parent feedback received.</p> <p>.</p> <p>Rationale - Students should post this activity "Child, Family & Community" in the ECE Portfolio. The rationale should include how this activity is evidence of the student's ability to meet NAEYC Standard 2 and 4. The rationale should also include how they would improve the bag it and/or inform future classroom instruction. Students should attach the following as evidence 1) The activity direction sheet; 2) the parent feedback form; 3) the parent letter; and 4) a digital picture of the completed bag it</p>
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Assessment #8 Optional Assessment

Program	Early Childhood Education
Assessment #	8
Assessment Title	Professional Code of Ethics/ Advocacy Paper/ Org Participation Project
Standards	NAEYC Standards 5.1; 5.2; 5.3; 5.4; 5.5 IPTs 14;17;16 Conceptual Framework3;4;
Course	278
Date Developed/Revised	5/08
Assessment Task	<p style="text-align: center;">Assessment Guidelines</p> <p>Students will choose an early childhood professional organization such as NAEYC or ACEI and research the mission, purpose, and history of the organization. The organization's code of professional ethics will also be analyzed.</p> <p>PART 1: Students will develop a 2 page paper which summarizes the mission, history, purpose and code of ethics of the professional organization. The paper should include an examination of how the code of ethics is applied in practice by early childhood professionals and how it fits with the student's personal philosophy of early childhood education.</p> <p>PART 2: The student will develop an additional 2 pages which examines a current professional advocacy issue impacting young children and families and advocacy responsibilities as viewed through the professional organization's code of ethics. Is the organization currently advocating for children and families on this issue? If so, how? If not, does it fall within their code of ethics and what could they be doing?</p> <p>The paper should include a minimum of 5 resources and use APA format.</p> <p>PART 3: Students will participate in one organizational meeting of a professional student organization (NAEYC, ACEI, SEA, etc) and reflect on activities and mission of the group and how your involvement in the professional organization could support you now as a teacher candidate and in the future as a practicing teacher.</p> <p>This assignment should be posted on NAEYC 5 of the Livetext portfolio in the "Professional Ethics/ Advocacy Paper" section. The rationale should include how this is evidence of NAEYC standard 5 and all other rationale elements.</p>

ECE NCATE Assessment Matrix

	#1 Content Test	#2 Assess Proj	#3 Soc Stud Lesson	#4 Stud Tch Asses	#5 Lit Asses (Imp act on Stud Learn)	#6 Clinical Asses	#7 Parent Involve Bag It	#8 Prof/Ethics/ Advocacy
NAEYC 1: Promoting Child Development & Learning								
1.1. Knowing & understanding young children's characteristics & needs	X	X		X	X			
1.2. Knowing & understanding the multiple influences on development & learning	X	X		X	X			
1.3. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	X	X	X	X				
NAEYC 2: Building Family & Community Relationships								
2.1. Knowing about and understanding family and community characteristics	X			X			X	
2.2. Supporting and empowering families and communities through respectful, reciprocal relationships	X			X			X	
2.3. Involving families and communities in their children's development and learning	X			X			X	
NAEYC 3: Observing, Documenting, and Assessing to Support Young Children and Families								
3.1. Understanding the goals, benefits, and uses of assessment	X		X	X	X			
3.2. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	X	X	X	X	X			
3.3. Understanding and practicing responsible assessment	X	X		X	X			
3.4. Knowing about assessment partnerships with families and other professionals	X			X	X			
NAEYC 4: Teaching & Learning								
4.1. Knowing, understanding, and using positive relationships and supportive interactions	X			X	X			
4.2. Knowing, understanding, and using effective approaches, strategies, and tools for early education	X	X	X	X	X			
4.3. Knowing and understanding the importance of central concepts, inquiry tools, and structures of content areas or academic discipline	X		X	X	X		X	
4.Soc Studies			X	X				
4.Literacy				X	X			
4.Science				X			X	
4.Math				X			X	
4.Art				X				
4.PE				X				
4.4 Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes	X		X	X	X		X	
NAEYC 5: Becoming a Professional								
5.1. Identifying and involving oneself with the early childhood field	X			X	X			X
5.2 Knowing about and upholding ethical standards and other professional guidelines	X			X				X
5.3. Engaging in continuous, collaborative, learning to inform practice	X			X			X	
5.4 Integrating knowledgeable, reflective, and critical perspectives on early education	X			X				
5.5. Engaging in informed advocacy for children and the profession	X			X				X

	#1 Content Test	#2 Assess	#3 Soc Stud Lesson	#4 Stud Tch Asses	#5 Lit Asses(lm pact on Stud	#6 Clinical Asses	#7 Parent Involve Rad.It	#8 Prof/Ethics/ Advocacy
ILPTS ECE 1: <i>Curriculum</i> - The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children's competence across all developmental areas and content areas	X		X		X			
ILPTS ECE 2: <i>Curriculum: English Language Arts</i> - The competent early childhood teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes the abilities of children from birth through grade three as they apply language and thinking skills to many different genres, concepts, and situations.	X		X		X			
ILPTS ECE 3: <i>Curriculum: Mathematics</i> - The competent early childhood teacher demonstrates proficiency in the use of mathematics; understands and communicates the major concepts, procedures, and reasoning processes of mathematics, which include number systems, number sense, geometry, measurement, statistics, probability, and algebra; and promotes the abilities of children from birth to grade three as they apply, interpret, and construct mathematical thinking skills in a variety of situations	X		X					
ILPTS ECE 4: <i>Curriculum: Science</i> - The competent early childhood teacher understands the interrelationships among science, technology, and society; understands and applies fundamental concepts related to earth and space science, the life sciences, the physical sciences, and the environmental sciences; and promotes the scientific abilities of children from birth through grade three as they acquire new knowledge through the use of scientific thinking, reasoning, and inquiry.	X		X					
ILPTS ECE 5: <i>Curriculum: Social Science</i> - The competent early childhood teacher understands the interrelationships among the social sciences; uses historical, geographical, economic, and political concepts and modes of inquiry; and promotes the abilities of children from birth through grade three as they begin to experience, think about, and make informed decisions as members of a culturally diverse, democratic society and interdependent world.	X		X					
ILPTS ECE 6: <i>Curriculum: Physical Development and Health</i> - The competent early childhood teacher understands the comprehensive nature of the physical, emotional, and social well-being of children from birth through grade three; understands the role of human movement and physical activity as elements central to active, healthy life styles; and promotes the abilities of children from birth through grade three as they develop and practice skills that contribute to good health and enhance quality of life.	X		X					
ILPTS ECE 7: <i>Curriculum: Fine Arts</i> - The competent early childhood teacher understands the content, function, and achievements of dance, music, drama, and visual arts as primary media for communication, inquiry, and insight and promotes the abilities of children from	X		X					

	#1 Content Test	#2 Assess	#3 Soc Stud Lesson	#4 Stud Tch Asses	#5 Lit Asses(Im pact on Stud	#6 Clinical Asses	#7 Parent Involve Pac.It	#8 Prof/Ethics/ Advocacy
birth through grade three as they express themselves through the arts.								
ILPTS ECE 8: <i>Human Development and Learning</i> - The competent early childhood teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of all children from birth through grade three.	X	X	X		X		X	
ILPTS ECE 9: <i>Diversity</i> - The competent early childhood teacher understands how children and families differ in their perspectives and approaches to learning and creates opportunities for growth and learning that are developmentally and culturally appropriate and are adapted for children from birth through grade three.	X							
ILPTS ECE 10: <i>Planning for Instruction</i> - The competent early childhood teacher understands instructional planning and designs learning opportunities based on knowledge of the children, their families, and their communities, and of content areas and curriculum goals.	X	X	X		X			
ILPTS ECE 11: <i>Learning Environment</i> - The competent early childhood teacher uses an understanding of individual and group motivation and behavior as well as of children's developmental levels and needs to create a learning environment that encourages positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem.	X	X	X		X			
ILPTS ECE 12: <i>Instructional Delivery</i> - The competent early childhood teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.	X		X		X			
ILPTS ECE 13: <i>Communication</i> - The competent early childhood teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	X		X					
ILPTS ECE 14: <i>Assessment</i> - The competent early childhood teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all children.	X	X	X		X			
ILPTS ECE 15: <i>Collaborative Relationships</i> - The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and representatives of community service agencies in order to support children's learning and well-being.	X							
ILPTS ECE 16: <i>Reflection and Professional Growth</i> - The competent early childhood teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.	X						X	
ILPTS ECE 17: <i>Professional Conduct and Leadership</i> - The competent early childhood teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve children's learning and well-being.	X							X

	#1 Content Test	#2 Assess Proj	#3 Soc Stud Lesson	#4 Stud Tch Asses	#5 Lit Asses(Impact on Stud Learn)	#6 Clinical Asses	#7 Parent Involve Bag It	#8 Prof/Ethics/ Advocacy
MV1: Sensitivity toward the varieties of individual and cultural diversity					X			
MV2: Disposition and ability to collaborate ethically and effectively with others							X	
MV3: Reverence for learning and seriousness of personal and public purpose								X
MV4: Respect for learners of all ages, with special regard for children and adolescents		X	X		X			
IV1: Wide general knowledge and deep knowledge of the content to be taught			X				X	
IV2: Knowledge and appreciation of the diversity among learners		X	X		X			
IV3: Understanding what affects learning and appropriate teaching strategies		X	X		X			
IV4: Interest in and ability to seek out informational and collegial resources								
IV5: Contagious intellectual enthusiasm and courage enough to be creative			X		X			