

ASSESSMENT #2: ECE Field Portfolio

Assessment conducted in LEE 241: Fieldwork in Early Childhood Education

2010 NAEYC Advanced Standards 1, 2, 3, 4, 5, 6, 7 Key Elements 1c, 2c, 3c, 3d, 4c, 4d, 5c, 6c, 7a, 7b

Assessment #2: ECE Field Portfolio, evaluates seven 2010 NAEYC Standards and 10 Key Elements. The ECE Field Portfolio is evaluated in LEE241: Fieldwork in Early Childhood Education, most often the semester before students complete the culminating activity (comprehensive exam, project, thesis, or specialist research paper).

The ECE Field Portfolio assessment requires students to document and organize the cumulative evidence of their ability to apply as NAEYC's Standards and Key Elements in order to demonstrate growth as an ECE professional in their identified specialization: Teacher Leader or Program Leader. Students are directed to include evidence from ECE graduate studies, fieldwork, and professional experiences. In doing so, students address the Advanced Standards and Key Elements. The scope of this assessment is intentionally broad in order to scaffold students' learning and accountability to a level of synthesis. Students must "put it all together," in order to make the necessary connections between seemingly discreet curricula and experiences.

Based on feedback regarding Assessment #2 in our Recognition Report, we have revised the rubric to disaggregate Key Elements for Standards 1, 2, 3, 4, 5, 6, and 7. We have included data from one semester using this revised rubric. Assessment #2 now assesses the following Key Elements: 1c: *Knowing and understanding young children's characteristics and needs, from birth through age 8*; 2c: *Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning*; 3c: *Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities*; 3d: *Demonstrative ability to collaborate effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments*; 4c: *Using a broad repertoire of developmentally appropriate teaching/learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity*; 4d: *Reflecting on own practice to promote positive outcomes for each child*; 5c: *Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child*; 6c: *Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role*; 7a: *Opportunities to observe and practice in at least two of the three early childhood age groups (birth-age 3, 3 through 5, 5 through 8 years)*; and 7b: *Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)*. Regarding Standard 7, we have included clarification regarding the fieldwork

experience requirement to include two different ECE levels and two different placement settings (see also narrative for Section 1, Item 2).

Data are included for Spring 2014, Fall 2014, and Spring 2015. Candidate data demonstrate that a large proportion of candidates scored at a level that exceeds expectations, both according to their holistic scores and across individual Key Elements. In Spring 2014 and Fall 2014, candidates' scores on the Key Elements seem to indicate stronger performance on Key Elements 1c: *Knowing and understanding young children's characteristics and needs, from birth through age 8*; 4d: *Reflecting on own practice to promote positive outcomes for each child*; and 6c: *Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role*. Between these two semesters, candidates seem to have performed similarly, as suggested by the similar proportions of students scoring at the "meets expectations" and "exceeds expectations" levels. In Spring 2015, all students (n = 3) exceeded expectations in every Key Element.

ECE Field Portfolio

Assessment conducted in LEE 241: Fieldwork in Early Childhood Education

This assessment addresses these specific program standards for the development of Early Childhood Teacher Leaders and Early Childhood Program Leaders:

**2010 NAEYC Advanced Standards 1, 2, 3, 4, 5, 6, 7
Key Elements 1c, 2c, 3c, 3d, 4c, 4d, 5c, 6c, 7a, 7b**

A major requirement of the course is the development of an ECE professional portfolio. This evaluative portfolio provides cumulative evidence that the graduate student meets the 2010 NAEYC Standards for an ECE professional at the advanced level. Candidates in advanced programs are expected to demonstrate competence in using these standards, as they apply to their areas of specialization and professional roles.

In conjunction with the field experience and with additional support from previous ECE coursework and assignments, students are to document and organize the cumulative evidence of their ability to use the NAEYC Standards in order to demonstrate growth as an ECE professional in their respective identified specializations.

The ECE Portfolio is submitted electronically, preferably on a CD or DVD disc. Use folders corresponding to each of the nine tools below, to organize the evidence. Ideally, each folder and all the documents inside it should be linked to a “Table of Contents” for the portfolio. Scoring for the Portfolio is based on a rubric and is utilized to determine performance and for grading purposes.

To receive a grade of A in LEE 241, the ECE Field Portfolio must “exceed standards” as determined by the grading rubric. There are multiple components of the portfolio described below.

Field Experiences:

The term, *field experiences*, includes supervised fieldwork, observation, teaching, or other clinical experiences such as home visiting. With the help of the supervisor, students decide on placement(s) for a semester that allows completion of LEE 241 requirements. Students spend a minimum of three hours per week for this field experience for a total of 45 hours. Students arrange with the university instructor to observe at their respective field experience sites. Students document hours of fieldwork and specific activities in a journal and obtain signatures from on-site administrator or field supervisor. Observation by instructor is by arrangement.

Field Experience activities for LEE 241 must include two ECE levels (infant/toddler, preschool, K-2 grades) and two of the main types of ECE programs education settings (early school grades, child care centers and homes, Head Start programs).

Students are to provide **TWO EXAMPLES OF ECE PRACTICE** concrete evidence of their activities for each of the field sites. Students are encouraged to create a system such as a notebook, file folders, or an album for the field assignment to document their experience and collect evidence of their work. For Teacher Leaders, students must demonstrate teaching that uses quality ECE practices. For Program Leaders, this may include teaching, observations, working with families, etc.

For each Example of ECE Practice, students should include one video (no more than 10 minutes) (two examples = 2 videos) and other evidence such as photos, work samples, or products. If children or other adults are shown, students must obtain their written consent (use form on Blackboard). This evidence should allow the LEE 241 instructor to provide feedback to students for improving ECE practice and leadership.

ECE Field Study: Fieldwork must include experiences beyond typical job duties and enhance candidates' background in ECE and family services. As such, each candidate is required to conduct action research during the field experience. Candidates must also present their action research to a group of interested ECE professionals, community members, or families who are stakeholders in the program, classroom, school, or community context where the action research was conducted.

ECE Philosophy:

Students' ECE philosophies of education will work as a unifying element for the portfolio. It should be no longer than one to one-half pages. Although a formal statement, it should be easy to read by others and not overly technical or scholarly in its language.

Portfolio Evidence:

Careful selection of evidence supports the ECE professional's demonstration of competence with regard to knowledge, skills, dispositions, and accomplishments. The goal is to document learning in a succinct fashion.

*General guidelines for selecting and using evidence	
1.	All evidence should express the voice of the builder.
2.	All evidence should connect back to, and support, the purpose of the portfolio.
3.	Each piece of evidence should be weighed against criteria to determine best fit.
4.	Evidence must be explained to clearly communicate connections and relevance to criteria and/or philosophy.
5.	The body of chosen evidence should be evaluated to ensure balanced coverage of all criteria.

Jones and Shelton, (2010). Developing Your Portfolio: Enhancing Your Learning and Showing Your Stuff: A guide for the early childhood student or professional. Routledge.

Students provide **TWO EXAMPLES** of their best work for each Key Element. For each piece of evidence, students provide a brief description, one to two sentences to put the evidence into the context of how it represents the Key Element or demonstrates their ability in this area. Once

selected, students must put the evidentiary documents with their descriptions in the appropriate portfolio file, for example, using the heading, **Evidence – Key Element 1c.**

Portfolio Reflection:

Reflection is a defining feature of a portfolio and is one of the components that sets it at a higher level than scrapbooks (collections of evidence organized around themes). The role of reflection is analysis and interpretation, clarifying insights and implications, and providing projections and planning for the future.

After completing the portfolio, students write a brief reflection for each of the Key Elements and include the documentation for LEE 241 fieldwork experiences. Each reflection is typically a paragraph. In the reflection, students discuss progress in meeting the Professional Growth Plan (see below) prepared earlier in the semester, the goals they have set, and additional steps if needed.

Once completed, students must place each self-assessment in the appropriate section of the portfolio, using the heading, **Reflection – Key Element 1c.**

Professional Growth Plan:

Students will prepare a Professional Growth Plan that includes specific activities for acquiring or improving ECE skills at the advanced level as defined by the NAEYC Standards. The Plan also includes a brief description of how students plan to complete the Field Experience Activities required for LEE 241. For their fieldwork, ECE graduate students are required to have experiences in at least two ECE levels (infant/toddler, preschool, K-2 grades) and in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs).

Assessment #2: ECE Field Portfolio Rubric

Assessment conducted in LEE 241: Fieldwork in Early Childhood Education

2010 NAEYC Advanced Standards 1, 2, 3, 4, 5, 6, 7 (Key Elements: 1c, 2c, 3c, 3d, 4c, 4d, 5c, 6c, 7a, 7b)

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING</p> <p>Key Element 1c: Candidates use developmental knowledge to create healthy, respectful, supportive, and challenging environments for young children</p>	<p>The Field Portfolio lacks evidence that the candidate uses developmental knowledge or a theoretical framework that informs their practice in the field. The examples used for evidence and reflections do not shed light on ECE practices or ways to create healthy, respectful, supportive, and challenging environments for young children.</p>	<p>The Field Portfolio provides evidence that candidate has developmental knowledge and uses a theoretical framework at the advanced level to inform the candidate's ECE philosophy, research and practice in the field. The examples used for evidence and reflections include ECE practices that are important for creating healthy, respectful, supportive, and challenging environments for young children.</p>	<p>The Field Portfolio provides ample evidence of well-grounded developmental knowledge and familiarity with different theoretical perspectives at the advanced level. The candidate makes a conscious choice of a philosophy that is consistent with the candidate's views, research and practice. The examples used for evidence and reflections are carefully chosen, integrative and sophisticated. The candidate's entire portfolio demonstrates commitment to creating the highest quality, healthy, respectful, supportive, and challenging environments for young children.</p>	
<p>STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS</p> <p>Key Element 2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning</p>	<p>The Field Portfolio lacks evidence of candidate's knowledge and cultural competence in working collaboratively with diverse families and communities. The examples of evidence and reflections appear to lack the knowledge and skills needed for effective work with diverse families and communities for enhancing children's learning and development or the evidence is incomplete.</p>	<p>The Field Portfolio provides evidence of candidate's knowledge and cultural competence in working with diverse families and communities. The examples of evidence and reflections demonstrate the knowledge and skills needed for effective collaboration to involve families and communities in children's learning and development. At least 2 evidence examples document the candidate's positive relationships and collaboration with parents or the community and show knowledge of family and community, their culture, values and aspirations.</p>	<p>The Field Portfolio offers ample evidence of the candidate's ongoing work with families and the community as an integral part of their professional responsibilities and work with children. Multiple examples of evidence show direct experience and collaborative work in developing or using family-oriented resources, activities and programs for diverse families and communities to enhance children's learning or offer responsive services to them based on knowledge of family and community, their culture, values and aspirations. The importance of ECE and family services for increasing parent participation and as resources for social change and social justice are discussed.</p>	

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND THEIR FAMILIES</p> <p>Key Element 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive <i>technology</i> for children with disabilities</p>	<p>The Portfolio provides insufficient evidence that candidate knows and understands how to use assessment strategies to promote positive outcomes for each child including those with disabilities.</p>	<p>The Portfolio provides evidence to demonstrate that candidate is familiar with and uses a variety of assessment strategies to promote positive outcomes for each child including those with disabilities. Candidate documents the use and sharing of assessment information with parents in designing effective learning environments, providing enriching home experiences and making referrals for additional services. Candidate has familiarity with assistive technology and other learning resources for children with special needs.</p>	<p>The Portfolio provides ample evidence that demonstrate expertise in using a wide variety of assessment strategies including observation and documentation to understand children’s development, learning and education progress and to plan, select and evaluate curriculum for each child including those with disabilities. Candidate knows the strengths and weaknesses of assessment instruments, including reliability and validity, in order to make meaningful interpretations of assessment data. Candidate has observed or used assistive technology or other learning resources for children with special needs.</p>	
<p>Key Element 3d: Demonstrating ability to collaborate effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments</p>	<p>Candidate’s Portfolio lacks evidence of the candidate’s ability to collaborate to build assessment partnerships with parents or other professionals to build effective learning environments that include children with special needs.</p>	<p>Candidate’s Portfolio has evidence of the candidate’s ability to collaborate to build assessment partnerships with parents or other professionals to build effective learning environments that include children with special needs. The candidate has observed or visited an inclusive setting or special needs program or service at least once.</p>	<p>Candidate’s Portfolio has evidence of the candidate’s ability to collaborate to build assessment partnerships needed for developing individualized educational plans with parent input and participation to build effective learning environments that include children with special needs. Candidate is knowledgeable and comfortable in presenting and discussing assessments with parents and making observations together of the child. The candidate has experience working or volunteering in an inclusive setting or special needs program or service.</p>	

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES</p> <p>Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity</p>	<p>The Portfolio evidence is insufficient for demonstrating that Candidate uses developmentally appropriate teaching, curriculum and language development approaches for diverse learners or does not demonstrate cultural competence in understanding and responding to diversity in culture, language and ethnicity.</p>	<p>The Portfolio includes evidence of knowledge and application of a repertoire of developmentally appropriate teaching, curriculum and language development approaches for diverse learners. Two examples of teaching practice demonstrate cultural competence and use curriculum, teaching resources or strategies that are responsive to culture, language or ethnic diversity.</p>	<p>The Portfolio includes evidence of knowledge and application of a repertoire of developmentally appropriate teaching, curriculum and language development approaches for diverse learners. Two or more examples of teaching practice demonstrate a high level of cultural competence and use curriculum, teaching resources, or strategies that are responsive to culture, language or ethnic diversity. The Field Portfolio honors diversity and learning experiences that encourage interchange and the sharing of varied perspectives.</p>	
<p>Key Element 4d: Candidates reflect on their own practice to promote positive outcomes for each child</p>	<p>Portfolio lacks evidence of the candidate's ability to use developmentally effective approaches, resources or programs to connect with children and families. The candidate does not show commitment to professional development in this area.</p>	<p>Portfolio evidence offers a valuable sampling of the candidate's work and goals. It provides evidence that includes research, documentation, resources, curriculum or other materials and activities for improving ECE. The candidate shows commitment to advocating for ECE best practices to connect with children and families.</p>	<p>Portfolio evidence represents fully the candidate's work and goals at the advanced level. It includes the latest research, extensive documentation, and numerous examples of quality ECE curriculum, materials and activities for improving ECE practices in current and future professional work. The candidate has engaged in specific advocacy efforts for improving ECE practices to connect with children and families.</p>	
<p>STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM</p> <p>Key Element 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child</p>	<p>The Portfolio evidence does not demonstrate sufficient knowledge of early learning standards, and other resources needed to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p>	<p>The Portfolio evidence includes two examples of practice as well as other curriculum projects or activities that demonstrate knowledge of appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p>	<p>The Portfolio evidence includes two examples of practice as well as other curriculum projects or activities that demonstrate a high level of skill and sophisticated knowledge of appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. This evidence confirms the Candidate's skill in implementing standards as well as making adaptations to provide high quality ECE curriculum that meets the needs of individual children.</p>	

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 6. GROWING AS A PROFESSIONAL Key Element 6c: Candidates use professional resources, inquiry, skills, and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role</p>	<p>The Portfolio contains limited evidence of candidate's ability to use and apply inquiry skills to examine significant problems, questions or topics in ECE relevant to practice and professional role.</p>	<p>The Portfolio evidence demonstrates that the candidate is able to use and apply inquiry skills to examine two significant problems, questions or topics in ECE by using professional resources, conducting research or engaging in collaborative learning and investigation relevant to practice and professional role.</p>	<p>The Portfolio provides two or more examples of advanced scholarship using inquiry skills to examine two significant problems, questions or topics in ECE by using professional resources, conducting research or engaging in collaborative learning and investigation relevant to practice and professional role. Research and information are synthesized and summarized concisely. Possible scenarios for addressing problems are suggested. Input or participation from others in the field or parents and community were solicited in at least one example.</p>	
<p>STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES Key Element 7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8)</p>	<p>Candidate has limited observation, practice opportunities or experience in ECE or only in one classroom or with one age level group. There is incomplete documentation of meeting the 45 hours of Fieldwork, the Portfolio lacks two examples of ECE practice, the ECE Field Study was incomplete, or the Field Study did not contribute to improving ECE practice.</p>	<p>Candidate has documented observation and practice opportunities and experience with two different age levels in two classrooms or settings. Candidate has complete documentation of meeting the 45 hours of Fieldwork, has submitted two examples of ECE practice, and completed the ECE Field Study.</p>	<p>Candidate has well documented observation and practice opportunities and experience with two or more age levels and in two or more classrooms or settings. The candidate includes a reflective analysis of these field experiences and how these experiences enhanced their professional growth. Candidate has complete documentation of exceeding the 45 hours of Fieldwork, two examples of ECE practice with photos, video, and student work samples. The ECE Field Study has potential to improve significantly the quality of ECE practice.</p>	

NAEYC Advanced Standard/Key Element	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>Key Element 7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)</p>	<p>Candidate has limited observation and practice opportunities and experience or only in one of the main types of early education settings (early school grades, child care centers and homes, Head Start programs). Candidate did not present the ECE Field Study.</p>	<p>Candidate has documented observation and practice opportunities and experience in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs). The candidate presented the ECE Field Study to an interested audience at one of the ECE programs.</p>	<p>Candidate has well documented observation and practice opportunities and experience in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs). The candidate included a reflective analysis of these field experiences and how these experiences enhanced their professional growth. The Candidate presented the ECE Field Study to an interested audience at one of the ECE programs and assists the staff in formulating an action plan for implementing the findings and recommendations based on the ECE Field Study.</p>	

ECE Field Portfolio Scoring Guide

Analytic Scoring:

Does Not Yet Meet Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring:

Does Not Yet Meet Expectations = 10-19; Meets Expectations = 20-25; Exceeds Expectations = 26-30

ASSESSMENT #2 ECE Field Portfolio Data

Assessment #2 Analytic Data (Spring 2014, Fall 2014, Spring 2015)

NAEYC Advanced Standard/Key Element	Does Not Yet Meet Expectations (1)			Meets Expectations (2)			Exceeds Expectations (3)		
	S14 n = 5	F14 n = 7	S15 n = 3	S14 n = 5	F14 n = 7	S15 n = 3	S14 n = 5	F14 n = 7	S15 n = 3
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING Key Element 1c: Candidates use developmental knowledge to create healthy, respectful, supportive, and challenging environments for young children	0	0	0	2 40%	2 28.57%	0	3 60%	5 71.43%	3 100%
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS Key Element 2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning	0	0	0	3 60%	4 57.14%	0	2 40%	3 42.86%	3 100%
STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND THEIR FAMILIES Key Element 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive <i>technology</i> for children with disabilities	0	0	0	3 60%	3 42.86%	0	2 40%	4 57.14%	3 100%
Key Element 3d: Demonstrating ability to collaborate effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments	0	0	0	3 60%	4 57.14%	0	2 40%	3 42.86%	3 100%

NAEYC Advanced Standard/Key Element	Does Not Yet Meet Expectations (1)			Meets Expectations (2)			Exceeds Expectations (3)		
	S14 n = 5	F14 n = 7	S15 n = 3	S14 n = 5	F14 n = 7	S15 n = 3	S14 n = 5	F14 n = 7	S15 n = 3
<p>STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES</p> <p>Key Element 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity</p>	0	0	0	3 60%	3 42.86%	0	2 40%	4 57.14%	3 100%
<p>Key Element 4d: Candidates reflect on their own practice to promote positive outcomes for each child</p>	0	0	0	3 60%	1 14.29%	0	2 40%	6 85.71%	3 100%
<p>STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM</p> <p>Key Element 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child</p>	0	0	0	2 40%	4 57.14%	0	3 60%	3 42.86%	3 100%
<p>STANDARD 6. GROWING AS A PROFESSIONAL</p> <p>Key Element 6c: Candidates use professional resources, inquiry, skills, and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role</p>	0	0	0	1 20%	2 28.57%	0	4 80%	5 71.43%	3 100%
<p>STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES</p> <p>Key Element 7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8)</p>	0	0	0	2 40%	1 14.29%	0	3 60%	6 85.71%	3 100%

NAEYC Advanced Standard/Key Element	Does Not Yet Meet Expectations (1)			Meets Expectations (2)			Exceeds Expectations (3)		
	S14 n = 5	F14 n = 7	S15 n = 3	S14 n = 5	F14 n = 7	S15 n = 3	S14 n = 5	F14 n = 7	S15 n = 3
Key Element 7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)	0	0	0	4 80%	1 14.29%	0	1 20%	6 85.71%	3 100%

Assessment #2 Holistic Data (Spring 2014, Fall 2014, Spring 2015)

Does Not Yet Meet Expectations (10-19)			Meets Expectations (20-25)			Exceeds Expectations (26-30)		
S14 n = 5	F14 n = 7	S15 n = 3	S14 n = 5	F14 n = 7	S15 n = 3	S14 n = 5	F14 n = 7	S15 n = 3
0	0		2 40%	2 28.57%	0	3 60%	5 71.43%	3 100%