

CALIFORNIA STATE UNIVERSITY, FRESNO
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT (KSOEHD)
Department of Literacy and Early Education
Early Childhood Education Graduate Program

**LEE 241:
Field Work in
Early Childhood Education (ECE)
Fall, 2013**

**Cumulative Portfolio:
Directions and Scoring Rubric (45 points)**

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 standards of the National Council for Accreditation of Teacher Education (NCATE) for an ECE professional at the advanced level. The National Association for the Education of Young Children (NAEYC) is the professional organization charged with preparing these standards for NCATE. Candidates in advanced programs are expected to demonstrate competence in using each of the nine essential ECE professional tools, as these tools apply to their areas of specialization and professional roles.

In conjunction with the field experience and with additional support from previous ECE course work and assignments, you are to document and organize the cumulative evidence of your ability to use the nine essential ECE professional tools identified by NAEYC in order to demonstrate growth as an ECE professional in your identified specialization. Include evidence from ECE graduate studies, fieldwork and

professional experiences. Select two examples of best work to demonstrate competency.

The ECE Portfolio is submitted electronically, preferably on a memory stick or CD 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 your portfolio. Scoring for the Portfolio is based on a rubric and is utilized to determine unacceptable, acceptable and exceeds acceptable performance and for grading purposes.

ESSENTIAL ECE PROFESSIONAL TOOLS (to be Documented in Portfolio)

1. Cultural Competence

Demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity within an ECE setting. The term "culture" includes ethnicity, racial Identity, economic class, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

Example: Describe personnel practices, program design or family engagement strategies that are responsive to cultural diversity.

2. Knowledge and Application of Ethical Principles

Demonstrate in depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to one's professional role. Evidence should relate to critical issues in the ECE field that require one to consider and apply ethical values of caring, justice, and equity.

Example: Describe the congruence between your professional practice and ethical standards for the profession.

3. Communication Skills

Demonstrate a high level of oral, written, and technological communication skills related to ECE specialization. Communication skills include use of effective

presentation techniques, writing a research paper or summary related to specialization and applying technology such as word processing and editing tools, databases, search engines and other Internet tools, and presentation software.

Example: Design and conduct training on an ECE topic of importance.

4. Mastery of Relevant Theory and Research

Demonstrate in depth, critical knowledge of the theory and research relevant to the professional role(s) and specialization by applying critical perspectives in reading, discussing, writing about and evaluating scholarly writing and research in ECE field.

Example: A Head Start teacher summarizes current research about the effectiveness of Head Start and other interventions and gaps in current knowledge.

5. Skills in Identifying and Using Professional Resources

Demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform one's professional roles and to keep abreast of the field's changing knowledge base using relevant library and Internet resources as well as community resources, networks of colleagues, etc.

Example: Create a list of resources related to a professional role that you plan to have after completing the graduate program.

6. Inquiry Skills and Knowledge of Research Methods

Using systematic and professionally accepted approaches, demonstrate inquiry skills, showing one's ability to investigate questions relevant to their practice and professional goals and demonstrate strengths and limitations of various research methods, with emphasis on one's professional role(s) and specialization area.

Example: Conduct research or review literature on an ECE topic related to your area of expertise and present these research findings to a professional ECE audience.

7. Skills in Collaborating, Teaching, and Mentoring

Demonstrate the flexible, varied skills needed to work collaboratively and effectively with others in professional roles including collaboration across disciplines and roles.

Example: Work on a committee of a professional or community group concerned with the education and welfare of children and families.

8. Advocacy Skills

Demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children. Identify and analyze public policy issues, build collaborations or effective coalitions, and communicate ECE issues to a wide range of stakeholders and decision makers. The positions taken should show knowledge of evidence-based approaches for promoting early learning, development, and family strengths, to advocate for appropriate care and education for young children and their families.

Example: Participate, write an editorial or give testimony on an ECE program or issue that is under consideration by an organization, school board or other agency.

9. Leadership Skills

Use abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

Example: Create or participate in a specific leadership activity related to your specialization or area of expertise that involves parents, others in ECE, etc.

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.

Provide **TWO EXAMPLES** of your best work for each tool. For each piece of evidence, provide a brief description, one to two sentences to put the evidence into the context of how it represents a tool you are using or demonstrates your ability in this area. Once selected, put the evidentiary documents with their descriptions in the appropriate portfolio file. For example, use the heading, **Evidence – Tool 1: Cultural Competence.**

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 artifacts/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 your portfolio, write a brief reflection for each of the nine professional tools and include your LEE 241 fieldwork experiences and other assignments. Each reflection is typically a paragraph. In your reflection, discuss your progress in meeting the Professional Growth Plan you prepared early in the semester, the goals you have set for yourself and additional steps if needed.

Once completed, be sure to place each self-assessment in the appropriate section of your portfolio. Use the heading, **Reflection – Tool 1: Cultural Competence.**

Portfolio and Field Study/Leadership Activity - To receive a grade of A in LEE 241, both the Portfolio and Leadership Activity must "exceed standards" as determined by the grading rubrics below:

**ASSESSMENT #2:
ECE PORTFOLIO RUBRIC AND SCORING PROTOCOL**

*This Assignment Addresses These Specific Program Standards for the Professional Growth of
Early Childhood Teacher Leaders and Early Childhood Program Leaders:
NAEYC Standards 1, 2, 3, 4, 5; Essential Tools 1, 2, 3, 4, 5, 6, 7, 8, 9*

PORTFOLIO ELEMENT	UNACCEPTABLE PERFORMANCE	PROFESSIONAL PERFORMANCE	EXEMPLARY PERFORMANCE	SCORE
<p>Standard 1 Promoting Child Development and Learning</p> <p>Knowing young children’s characteristics and needs, understanding multiple influences on development and learning to create healthy, supportive, respectful environments.</p>	<p>Portfolio lacks a recognized developmental or learning theoretical framework. Documentation fails to include the multiple influences on development and other contextual factors. The Documentation does not shed light on ECE practices or ways to create responsive environments.</p>	<p>Portfolio provides a developmental or learning theoretical framework to inform research and practice that are discussed. Documentation considers multiple influences and the contextual factors important for creating responsive environments.</p>	<p>Portfolio examines different developmental and learning theoretical frameworks and makes a conscious choice that is integrative and sophisticated. The complex transactions that occur among various contexts for development and learning are discussed for creating responsive environments that are fully described.</p>	
<p>Standard 2 Building Family and Community Relationships</p> <p>Candidates know about, understand and value children’s families and communities. They use this understand to create respectful, reciprocal relationships that support, involve and empower</p>	<p>Portfolio provides insufficient evidence of candidate’s knowledge and understanding of families and communities. There appears to be a lack of knowledge and sensitivity to the importance of parental influences on children’s learning and development.</p>	<p>Portfolio provides evidence that demonstrates that candidate know, understand and appreciate parents and the key role they play in the lives and education of their children and as powerful role models for developing children’s attitudes, dispositions and values. Evidence is</p>	<p>Portfolio offers ample evidence of the candidate’s ongoing work with families and the community and in defining their professional responsibilities and work with children. Examples are provided that detail family-oriented resources, activities and programs that have been utilized,</p>	

<p>families to participate in their children's education.</p>		<p>presented that documents the candidate's positive relationships with parents and knowledge of the family's culture, values and aspirations.</p>	<p>developed or for families or to offer specialized services to them. Effective interventions for increasing parent participation are described.</p>	
<p>Standard 3 Observing, Documenting and Assessing to Support Young Children and their Families</p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They use systematic observations, documentation and other strategies in a responsible with and in partnership with families and other professionals to positively influence development and learning.</p>	<p>Portfolio provides insufficient evidence that candidate knows and understands and uses a variety of assessment strategies,</p>	<p>Portfolio provides evidence to demonstrate that candidate is familiar with and able to use assessments for systematic observation of children, planning and evaluating curriculum as well as understanding children's development, learning and education progress. Candidate shows evidence of using assessments in the real world including work with children having special needs. 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.</p>	<p>Portfolio provides ample evidence to demonstrate that candidate has expertise in using multiple types of assessment procedures, knows assessment instruments and protocols and is able to make meaningful interpretations of assessment data in developing individualized educational plans with parent input and participation of interdisciplinary teams of professionals. Candidate is knowledgeable and comfortable in presenting and discussing assessments with parents and making observations together of their child. Candidate has evidence of making home visits as part of assessment.</p>	

<p>Standard 4</p> <p>Teaching and Learning</p> <p>Candidates integrate their understanding of children and families and the importance of positive relationships to develop a wide variety of approaches and strategies for teaching and learning that reflect knowledge of academic disciplines, essential concepts, inquiry tools and structure of content areas to design, implement and evaluate meaningful, developmentally appropriate and challenging learning experiences for all children.</p>	<p>Portfolio is insufficient for demonstrating the core mastery of teaching and learning for young children, relationships with parents and varied educational approaches for curriculum and program development.</p>	<p>Portfolio includes evidence of knowledge and application of a variety of approaches and strategies for teaching and learning that are used in the ECE field. Portfolio demonstrates ability to utilize inquiry tools for research, preparing papers and other completing course activities and projects. Examples of work show that candidate understands the fundamental content, structure and knowledge functions of the various academic disciplines related to teaching and professional work with families.</p>	<p>Portfolio provides numerous evidence and multi-faceted evidence of the candidate's ability to use, integrate and apply research, theory and best practice in planning, implementing and evaluating teaching and learning approaches and strategies. Portfolio shows command of subject matter, depth of understanding in the content area and specialization and a repertoire of professional skills in the application of concepts, theory, research and technology to create innovative, well designed and executed educational programs and resources for children, teachers and families.</p>	
<p>Standard 5 Growing as a Professional</p> <p>Candidates identify and conduct themselves as members of the ECE profession, use ethical guidelines and professional standards and are</p>	<p>Portfolio does not relate evidence to candidate's professional goals and is incomplete.</p>	<p>Portfolio evidence offers a valuable sampling of the candidate's work and goals. It provides research, case studies, resources, curriculum or other materials and activities for improving ECE.</p>	<p>Portfolio represents the candidate's deep commitment to examining central questions or issues related to the candidate's work and professional goals. The candidate has a clear plan for using the portfolio</p>	

powerful advocates for sound practices		The candidate has a clear plan for using work in the portfolio as a basis for advocating for practices to improve the lives of children/ families in real world.	resources and making them available to other professionals, families or programs.	
<p>Tool 1: Cultural Competence</p> <p>Demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity within an ECE setting. The term "culture" includes ethnicity, racial Identity, economic class, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.</p>	Portfolio evidence reveals a lack of understanding in responding to cultural, ethnic and language diversity. No evidence is presented regarding culturally diverse learners and their families. Examples of work including curriculum and other ECE practices do not examine cultural aspects of development and learning.	Portfolio includes evidence of attention to cultural, ethnic and language diversity is demonstrated. Several examples are provided of research, curriculum and best practices that specifically deal with issues of diversity such as ethnicity, racial Identity, economic class, family structure, language, and religious and political beliefs. The candidate's reflective analysis of the evidence reveals knowledge, skills and attitudes demonstrating cultural competence.	Numerous portfolio examples provide ample evidence of knowledge and understanding of cultural, ethnic and language diversity and its relation to learning and social conditions, disparities and policies that affect learning, development and equal educational, social and economic opportunities. Portfolio honors diversity in creating learning experiences that encourage interchange and the sharing of varied culturally based experiences and perspectives. The importance of social change and social justice are examined in case studies, research papers, presentations and/or reflections.	
Tool 2: Knowledge and Application of Ethical Principles	Portfolio evidence does not document knowledge or	Portfolio evidence demonstrates knowledge	Portfolio has numerous examples and evidence that	

<p>Demonstrate in depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to one's professional role. Evidence should relate to critical issues in the ECE field that require one to consider and apply ethical values of caring, justice, and equity.</p>	<p>concern for ethical guidelines for the profession and work with children and families. No evidence is provided of problem-solving around ethical issues or dilemmas that confront early educators.</p>	<p>thoughtful application of the NAEYC Code of Ethical Conduct. Specific written reference is made to the code and its application in one's professional role and responsibilities with specific examples provided from the field. Several different issues are discussed that required thinking about using ethical values of caring, justice and equity in providing appropriate learning experiences, designing curriculum, working with families and other issues from the world of practice.</p>	<p>demonstrates candidate's deep and abiding concern for ethical aspects of work with children and families and the importance of an "ethics of care" that is required of those who work with young children and parents having varied cultural backgrounds, life experiences and parenting skills. Several examples are presented using the four dimension ethical model for problem solving used in the ECE program that were applied to ethically challenging problems or situations within one's professional setting.</p>	
<p>Tool 3: Communication Skills</p> <p>Demonstrate a high level of oral, written, and technological communication skills related to the identified ECE specialization. Communication skills include use of effective presentation techniques, writing a research paper or</p>	<p>Writing Skills: Portfolio evidence includes writing and reflection that is not up to graduate work standards. Numerous errors in spelling, grammar, and/or sentence structure are present in the various assignments and papers. Poor organization of portfolio and limited written reflection detract</p>	<p>Writing Skills: Portfolio evidence includes many examples where written expression is graduate-level quality. Writing is clear and evidence few errors. Standard English grammar, spelling and punctuation are used. APA format and style are followed with only minor errors. Good organization of the portfolio with</p>	<p>Writing Skills: Portfolio contains numerous examples of writing that is professional and scholarly. APA style is adhered to in research papers. Standard English grammar, spelling and punctuation are used consistently. The portfolio is a well-designed, carefully organized demonstration of writing competence.</p>	

<p>summary related to specialization and application of technology need for professional role including use of word processing and editing tools, databases, search engines and other Internet tools, and presentation software.</p>	<p>from the quality of the work and the professionalism of the candidate. Oral Skills: Audience has difficulty following oral presentations made by candidate. Candidate is uncomfortable in presenting case study and portfolio and is able to answer only basic questions. Technology Skills: Candidate has media but doesn't explain or use them effectively. The quality of the media is poor. The candidate is not successful in creating the electronic portfolio.</p>	<p>evidence for each of the tools presented clearly and logically. Written reflections are included for each standard and tool in the portfolio. Oral Skills: Candidate presents leadership activity, case study and portfolio in logical manner that is easily understood. Candidate is comfortable with expected questions but does not elaborate. Technology Skills: Candidate uses multi-media such as graphics, PowerPoint, video, etc. as evidence that enhance and deepen the value of the learning experiences in field work examples, field study and the portfolio. The candidate successfully creates the electronic portfolio.</p>	<p>Reflections are thoughtfully written and meaningful. The portfolio is proofread and contains no errors. Excels in presentation of written evidence for each of the standards and tools. Portfolio represents the varied and important scholarly accomplishments of the candidate during program. Oral Skills: Candidate gives enthusiastic and interesting presentation of field work examples, field study and/or portfolio. The candidate displays sophisticated analytical skills in the presentation through his/her ability to discriminate, organize, synthesize, and summarize their cumulative accomplishments during the program and fieldwork. Candidate shows mastery by answering all questions about field study and portfolio. Technology Skills: Student expertly uses multi-media</p>	
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			that are polished, aesthetically pleasing and professional to enhance their portfolio evidence, leadership activities and presentations and encourage audience understanding and participation.	
<p>Tool 4 Mastery of Relevant Theory and Research</p> <p>Demonstrate in-depth, critical knowledge of theory and research</p>	<p>Portfolio fails to demonstrate thoroughness and competence in mastering the theory and research essential for advanced skills in the ECE field.</p>	<p>Portfolio demonstrates the candidate's mastery of relevant theory and research and skill in interpreting findings and relating research to work in ECE. Thoughtful, well-organized reviews of the literature are carried out in writing papers and other assignments. Research includes the main theories, and important research studies as well as technical reports and descriptive articles. The research methodology used and findings from studies included in the review are clearly explained.</p>	<p>Portfolio demonstrates the candidate's mastery and insight concerning theory and research and is constantly reading the latest research and locating new resources. The candidate also demonstrates skills in building on existing research and theory to propose new ideas and directions for future research projects. Research papers and other assignments examine implications for practice in multiple settings and with different populations. Candidate understands and describes strengths and weaknesses of different research methodologies and strategies.</p>	

<p>Tool 5: Skills in Identifying and Using Professional Resources</p> <p>Demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform one's professional roles and to keep abreast of the field's changing knowledge base using relevant library and Internet resources as well as community resources, networks of colleagues, and other sources of knowledge and professional growth.</p>	<p>Portfolio lacks evidence that candidate possesses skills in utilizing professional resources and networks to research educational problems and find solutions.</p>	<p>Portfolio includes evidence that candidate is a competent researcher and professionally capable in accessing human, material and technological resources. Evidence documents candidates participation in professional development programs to keep informed and acquire new educational knowledge and skills. Candidate's work demonstrates ability to use the library and the internet to obtain information, make connections and form action plans for addressing problems.</p>	<p>Portfolio offers direct and meaningful evidence of candidate's abilities as a professional, researcher and leader able to access information and research that is specific, up-to-date and high quality. Candidate demonstrates use of these resources in their daily work and habits of practice. Candidate is a contributor to one or more ECE resources, networks or professional organizations in building and disseminating resources and ideas to others in the field including making presentations, giving workshops or leading projects.</p>	
<p>Tool 6 Inquiry Skills and Knowledge of Research Methods</p> <p>Demonstrate inquiry skills, showing their ability to investigate questions relevant to ECE</p>	<p>Portfolio contains limited documentation of candidate's use standard methods for inquiry and research.</p>	<p>Portfolio demonstrates candidate's ability to use and apply inquiry skills to research and examine a significant problem or question in ECE.</p>	<p>The portfolio provides numerous, varied examples of inquiry skills to research a problem or question and create and action plan for improving ECE practice. Research and information are synthesized and summarized concisely. Possible scenarios for addressing problems are</p>	

			suggested and input from the field including parents and community are included.	
<p>Tool 7: Skills in Collaborating, Teaching, and Mentoring</p> <p>Demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles including collaboration across disciplines and roles.</p>	<p>Portfolio does not document collaborative professional work or mentoring of novices or other ECE or human service professionals.</p>	<p>Portfolio evidence demonstrates that candidate knows about and values collaboration in teaching, learning and mentoring processes. The candidate gives at least one example of interprofessional work and its impact on children and families.</p>	<p>Portfolio evidence demonstrates that the candidate views collaboration as a norm for their professional practice. Collaboration is seen as a means for interchange, problem-solving and sharing of different views of the world, experience and the meaning of work. Mentoring the less experienced is viewed as a professional obligation so that others may achieve at their optimal level.</p>	
<p>Tool 8: Advocacy Skills</p> <p>Demonstrate competence in articulating and advocating for sound professional practices and public policies for development and learning of all young children. Identify and analyze public policy issues, build collaborations or coalitions, and communicate ECE issues to a wide</p>	<p>There is an absence of advocacy skills in the portfolio evidence.</p>	<p>Portfolio evidence recognizes the importance of advocacy. Candidate reveals understanding of the steps for effective advocacy- -identify problem or issue, do homework, plan for action and implement the plan. The candidate provides evidence of a concrete advocacy effort for the benefit of a child, parent or</p>	<p>Portfolio evidence documents that the candidate has taken a visible and significant role on behalf of others or a cause to make positive change in the lives, education and futures of children and families. The candidate has shown the ability to articulate an issue or problem, explore various strategies to remedy the situation and the</p>	

<p>range of stakeholders and decision makers. The positions taken include knowledge of evidence-based approaches to promoting learning, development, and family strengths, to advocate for appropriate care and education for children and their families.</p>		<p>group such as writing a letter, making a presentation, attending a policy or political meeting or event.</p>	<p>courage to move forward and take action through an organized effort with a specific goal in mind. The candidate is able to reflect on the success or achievability of the plan and to suggest next steps for accomplishing it more completely.</p>	
<p>Tool 9: Leadership Skills Reflect on and use abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.</p>	<p>Portfolio provides limited evidence that candidate has leadership skills.</p>	<p>Portfolio gives evidence related to a leadership activity, or other endeavor on an issue that involved working with others to think strategically, build consensus, create change, and achieve a positive outcome concerning issue.</p>	<p>Portfolio gives ample evidence that candidate has and is able to assume a variety of leadership roles on relevant projects and work with others to accomplish real change for children and families that enlarges their lives and worldview.</p>	

Scoring Guide for Portfolio

Analytic Scoring: Does Not Yet Meets Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring: Does Not Yet Meet Expectations = 14-27; Meets Expectations = 28-34; Exceeds Expectations = 35-42

**ASSESSMENT #4:
ECE LEADERSHIP ACTIVITY**

*This Assignment Addresses These Specific Program Standards for the Development of
ECE Teacher Leaders and ECE Program Leaders:
NAEYC Standard 5; Essential Tools 3, 7, 9*

**Rubric and Scoring Protocol for Assessment #4:
Leadership Activity**
NAEYC Standard 5; Essential Tools 3, 7, 9

LEADERSHIP ACTIVITY ELEMENT	DOES NOT YET MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	Score
<p>Standard 5 Growing as a Professional</p> <p>Candidates identify and conduct themselves as members of the ECE profession, use ethical guidelines and professional standards and are powerful advocates for sound practices</p>	<p>The Leadership Activity is not realistic.</p> <p>The topic area is vague or unclear.</p> <p>No research or articles on topic are included.</p> <p>Planning is minimal</p> <p>The message to be conveyed is vague or unclear.</p> <p>The activity is described but not presented to the identified audience.</p> <p>Participant feedback is not in</p>	<p>The Leadership Activity is realistic and “do-able,” and can be implemented during the semester.</p> <p>An identified area for leadership is based on the field study and research literature.</p> <p>Includes a step-by-step plan for accomplishing change.</p> <p>A clear and important message is conveyed. Exemplary practices are defined.</p> <p>An information sheet and/or other resource materials are prepared</p> <p>The audience is</p>	<p>The Leadership Activity is realistic and “do-able,” and can be implemented during the semester and has the potential for creating significant change.</p> <p>An identified area for leadership is finalized based on a needs assessment or questionnaire.</p> <p>Clear explanation about how analysis of research literature to inform decisions regarding the Field Study and Leadership Activity.</p> <p>A comprehensive plan of action is developed with specific steps and timeline to achieve</p>	

	the plan.	defined. The activity is presented and evaluated. The activity includes feedback from audience for evaluation.	change. The activity is well organized. Message describes a significant change and how it can be accomplished. An audience of stakeholders with the capacity to implement change is identified. The evaluation includes participants' written comments and reflections. Modifications and next steps based on evaluation are described. The activity begins a process of change as evidenced by follow-up communication and plans for further action. Forward-looking recommendations are developed based on existing practices and research.	
Tool 3: Communication Skills Demonstrate a high level of oral, written, and technological communication skills related to the	Writing Skills: Description of Field Study and Leadership Activity includes writing and reflection that is not up to graduate work standards. Numerous errors in	Writing Skills: Description of Field Study and Leadership Activity includes written expression that is graduate-level quality. Writing is clear and evidence few errors.	Writing Skills: Description of Field Study and Leadership Activity contains written materials that are professional and clear. Standard English grammar, spelling and	

<p>identified ECE specialization.</p> <p>Communication skills include use of effective presentation techniques, writing a research paper or summary related to specialization and application of technology need for professional role including use of word processing and editing tools, databases, search engines and other Internet tools, and presentation software.</p>	<p>spelling, grammar, and/or sentence structure are present in the various assignments and papers. Poor written materials for dissemination and limited written reflection detract from the quality of the work and the professionalism of the candidate.</p> <p>Oral Skills: Audience has difficulty following the oral presentation made by candidate. Candidate is uncomfortable in presenting leadership activity and is able to answer only basic questions.</p> <p>Technology Skills: Candidate has media but doesn't use them effectively. The quality of the media is poor.</p>	<p>Standard English grammar, spelling and punctuation are used. APA format and style are followed with only minor errors. Written materials for distribution are professional looking and error free.</p> <p>Oral Skills: Candidate presents leadership activity in a confident and logical manner that is easily understood. Candidate is comfortable with expected questions but does not elaborate.</p> <p>Technology Skills: Candidate uses multi- media such as graphics, PowerPoint, video, etc. to enhance and deepen the understandings for the leadership activity.</p>	<p>punctuation are used consistently. The Leadership Activity and supporting materials are well-designed, carefully organized and demonstrate writing competence. Reflections are thoughtfully written and meaningful. Any materials given to the audience are proofread and contain no errors.</p> <p>Oral Skills: The candidate gives an enthusiastic and interesting presentation of leadership activity and displays sophisticated analytical skills in the presentation through his/her ability to organize, synthesize, and summarize the key points in this area. Candidate shows mastery by answering all questions and clarifying any confusing points.</p> <p>Technology Skills: Student expertly uses multi-media that are polished, aesthetically pleasing and professionally created to enhance</p>	
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			their leadership presentation and activities that encourage audience understanding and participation in extending the discussion of the activity.	
<p>Tool 7: Skills in Collaborating, Teaching, and Mentoring</p> <p>Demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles including collaboration across disciplines and roles. Example: Work on a committee of a professional or community group concerned with children and families.</p>	<p>The Leadership Activity does not have provisions for collaborative work and mentoring.</p>	<p>The Leadership Activity incorporates small group collaborative discussion and planning that involves people of different backgrounds, occupations, ages and interests working together for the benefit of children.</p>	<p>The Leadership Activity results in a collaborative approach to problem-solving and continuation of its objectives through committee work, political action and setting a long-term agenda for school or community improvement to make educational resources and opportunities more available.</p>	
<p>Tool 9: Leadership Skills</p> <p>Reflect on and use abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.</p>	<p>Little evidence of participation in partnerships or contributing to positive changes in the profession; leadership plan is vague and goals are unclear.</p>	<p>Evidence of working with others to achieve positive professional outcomes; articulates a general leadership plan with specific steps for making a change.</p>	<p>Evidence of assuming leadership roles on relevant projects; leadership plan is specific with goals, objectives, activities, timeline and evaluative strategies for realizing a significant change.</p>	
Holistic Score				

Scoring Guide for Leadership Activity

Analytic Scores:

Does Not Yet Meets Expectations = 1

Meets Expectations = 2

Exceeds Expectations = 3

Holistic Score: Does Not Yet Meets Expectations = 6 or less; Meets Expectations = 7-9;

Exceeds Expectations = 10-1