

Spadoni College of Education and Social Sciences
Teacher Work Sample - Section 1
Early Childhood Education
Spring 2022

	N	Mean	Standard Deviation	Beginning (1) #	Beginning (1) %	Developing (2) #	Developing (2) %	Proficient (3) #	Proficient (3) %	Exemplary (4) #	Exemplary (4) %
Section 1.1 - Contextual Factors: School Information	38	3.11	0.31	---	---	---	---	34	89.47%	4	10.53%
Section 1.2 - Contextual Factors: Knowledge of Classroom Information	38	3.26	0.44	---	---	---	---	28	73.68%	10	26.32%
Section 1.3 - Contextual Factors: Knowledge of Student Characteristics	38	3.11	0.31	---	---	---	---	34	89.47%	4	10.53%

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Teacher Work Sample - Section 2
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	N	Mean	Standard Deviation	Beginning (1) #	Beginning (1) %	Developing (2) #	Developing (2) %	Proficient (3) #	Proficient (3) %	Exemplary (4) #	Exemplary (4) %
Section 2.1 - Learning Goals: List 2 to 3 Learning Goals	38	3.03	0.16	---	---	---	---	37	97.37%	1	2.63%
Section 2.2 - Learning Goals: Levels of Learning Goals	38	3.00	0.00	---	---	---	---	38	100.00%	---	---
Section 2.3 - Learning Goals: Alignment of Learning Goals with standards	38	3.05	0.22	---	---	---	---	36	94.74%	2	5.26%
Section 2.4 - Learning Goals: Appropriateness of Learning Goals	38	3.24	0.43	---	---	---	---	29	76.32%	9	23.68%
Section 2.5 - Learning Goals: Mastery levels for each Learning Goal	38	3.00	0.00	---	---	---	---	38	100.00%	---	---
Section 2.6: - Learning Goals: Pre-post Assessment Blueprint: Learning Goals	38	3.03	0.16	---	---	---	---	37	97.37%	1	2.63%
Section 2.7 - Learning Goals: Pre-post Assessment Blueprint: Adaptations	38	3.26	0.44	---	---	---	---	28	73.68%	10	26.32%
Section 2.8 - Learning Goals: Pre-post Assessment Blueprint: Modes of Assessments	38	3.24	0.43	---	---	---	---	29	76.32%	9	23.68%
Section 2.9 - Learning Goals: Pre-post Assessment Blueprint: Scoring Criteria	38	3.11	0.31	---	---	---	---	34	89.47%	4	10.53%

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Teacher Work Sample - Section 3
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	N	Mean	Standard Deviation	Beginning (1) #	Beginning (1) %	Developing (2) #	Developing (2) %	Proficient (3) #	Proficient (3) %	Exemplary (4) #	Exemplary (4) %
Section 3.1 - Design for Instruction: Results of preassessment	38	3.16	0.36	---	---	---	---	32	84.21%	6	15.79%
Section 3.2 - Design for Instruction: Unit Overview	38	3.37	0.48	---	---	---	---	24	63.16%	14	36.84%
Section 3.3 - Design for Instruction: Integration of Technology	38	3.24	0.43	---	---	---	---	29	76.32%	9	23.68%
Section 3.4 - Design for Instruction: Instructional Strategies	38	3.34	0.53	---	---	1	2.63%	23	60.53%	14	36.84%
Section 3.5 - Design for Instruction: Formative Assessments	37	3.05	0.23	---	---	---	---	35	94.59%	2	5.41%

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Teacher Work Sample - Section 4
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	N	Mean	Standard Deviation	Beginning (1) #	Beginning (1) %	Developing (2) #	Developing (2) %	Proficient (3) #	Proficient (3) %	Exemplary (4) #	Exemplary (4) %
Section 4.1 - Analysis of Student Learning: Visual Representation of Student Performance	38	3.18	0.39	---	---	---	---	31	81.58%	7	18.42%
Section 4.2 - Analysis of Student Learning: Analysis of Student Performance	38	3.18	0.39	---	---	---	---	31	81.58%	7	18.42%
Section 4.3 - Analysis of Student Learning: Instructional Implications from Data	38	3.18	0.39	---	---	---	---	31	81.58%	7	18.42%
Section 4.4 - Analysis of Student Learning: Analysis of an Individual Student	36	3.28	0.45	---	---	---	---	26	72.22%	10	27.78%

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Teacher Work Sample - Section 5
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	n	Mean	Standard Deviation	Beginning (1) #	Beginning (1) %	Developing (2) #	Developing (2) %	Proficient (3) #	Proficient (3) %	Exemplary (4) #	Exemplary (4) %
5.1 Reflection on Teaching Practices - Self-assessment of SCTS 4.0	38	3.18	0.39	---	---	---	---	31	81.58%	7	18.42%
5.2 Reflection on Teaching Practices - Identify Teaching Strengths	38	3.32	0.46	---	---	---	---	26	68.42%	12	31.58%
5.3 Reflection on Teaching Practices - Identify areas of Professional Development	37	3.27	0.44	---	---	---	---	27	72.97%	10	27.03%