<table>
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<tr>
<th>Competencies</th>
<th>Required Classes (Syllabi Linked to Class Number)</th>
<th>Key Assessment(s) Aligned with Student Learning Outcomes (SLO)</th>
<th>Benchmarks Aligned to Key Assessments and Student Learning Outcomes (SLO)</th>
<th>Program Adjustments/Improvements Based on Benchmarks</th>
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| **TEAL Goal 1: Demonstration of Knowledge at admission of internship.**  
1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.  
1b: Knowing and understanding the multiple influences on early development and learning  
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children  
NAEYC Standard 1,2,3,4,5,6  
CAEP Standard 1.1,1.3,1.4 | EDUC 276  
EDEC 300  
EDEC 314  
EDEC 325  
EDEC 332  
EDEC 339  
EDEC 340  
EDEC 376  
EDEC 377  
EDEC 379 | Successful completion of the classes in the Junior I and Junior II semesters | Praxis II Data | 100% of program completers will pass the content knowledge exams related to Early Childhood (Test# 5024 and #5621)  
While the mean scores demonstrate a sufficient knowledge base in each subtest area, the range of scores within each area indicate a need to build assessments that require the candidates to engage in critical thinking to demonstrate their knowledge of child development and developmentally appropriate practices. A candidate portfolio system is being introduced in the first field experience course to begin building a skill-base. |
| **TEAL Goal 2: candidates will be able to demonstrate content knowledge specific to child growth and development by the end of the Junior I semester**  
2a: Knowing about and understanding diverse family | EDEC 332 | Clinical Observation Rubric | 90% of Early Childhood candidates will be able to demonstrate content knowledge specific to child growth and development by the end of the Junior I semester. | This analysis was not included in the 12-13 report although the supporting files were not included with lack of inter-rater reliability being cited as the problem. Inter-rater reliability was |
and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children’s development and learning.

**NAEYC Standard 1a, 1b**

**CAEP 1.1,1.3,1.4**

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**TEAL Goal 3: Early Childhood candidates will be able to plan effective instruction.**

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the

<table>
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<tr>
<th>EDEC 496</th>
<th>Section 1 - Contextual Factors Rubric</th>
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<td>Section 2 - Learning Goals Rubric</td>
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<td></td>
<td>Section 4 - Design for Instruction Rubric</td>
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<tr>
<td></td>
<td>Comprehensive Lesson Plan</td>
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Early Childhood candidates will plan lessons using strategies that differentiate instruction to meet the learning needs of all students.

To address these areas for improvement, the lesson plan format will be revised to include prior knowledge and implications for instructional planning and assessment to purposefully highlight the need to build lessons on what students in the classroom know and can do. Faculty emphasize the critical nature of connecting prior knowledge and skills, some candidates (36%) need improvement in these

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**not an issue for this (13-14) academic year’s data since the same instructor gave and graded the assignment both semesters. It is unfortunate that the data for the spring semester was lost since it might have yielded some very usable data for analysis. What we have learned from the one semester that is available is that candidates struggle most with making those connections between what they observe and education theory. More emphasis is being place on making those connections in the EDEC 332 course for the fall 14 semester and an in class assessment has been added to help evaluate the impact.**
| TEAL Goal 4: Early Childhood candidates will successfully complete the Internship/student teaching experience.  
TEAL Goal 8: Early Childhood candidates will be able to modify instruction based on professional reflection of their teaching.  
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children  
4b: Knowing and understanding effective strategies and tools for early education, including | EDEC 466 | NAEYC Internship Summative Evaluation Rubric  
SCOE Conceptual Framework Rubric | Early Childhood candidates will provide learning environments that include a variety of differentiated instructional strategies to support all students in reaching mastery.  
100% of Early Childhood candidates will use a purposeful reflection process to respond to student needs and improve teaching | The Internship Summative Evaluation is administered by the university supervisor. As noted in the 12-13 Teal online assessment, reporting is done only on candidates that complete internship and in order to complete the internship, a candidate must score at the proficient level. This fact places on constraints on the usefulness of the data for continuous improvement. An addendum will be added to the observation instrument to assess areas which the new lesson plan format will address. |
**TEAL GOAL 4**

**NAEYC Standard 1, 2, 3, 4, 5**

**TEAL GOAL 8: 4d**

| CAEP 2.1-2.2 |
|-----------------
| **TEAL Goal 5:** Early Childhood candidates will be able to demonstrate a positive impact on student learning. TEAL Goal 9: Early Childhood candidates will model professional behaviors and dispositions throughout their experience in the Early Childhood program. 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. 5b: Knowing and using the central concepts, inquiry tools, and structures of | **EDEC 466** | **Teacher Work Sample Section 3 - Assessment Plan Rubric** |
| | | **Section 6 - Analysis of Student Learning Rubric** |
| | | **95% of Early Childhood candidates will be able to analyze student performance and think critically about how to plan their curricula.** |
| | | **100% of Early Childhood candidates will model professional behaviors and dispositions throughout their experience in the Early Childhood program.** |
| | | **95% of Early Childhood candidates will be able to analyze student performance and think critically about how to plan their curricula.** |
| | | **100% of Early Childhood candidates will model professional behaviors and dispositions throughout their experience in the Early Childhood program.** |
| | | **Overall, the candidates did as well or better than the previous (12-13) year reported. To work toward improvement, the Early Childhood faculty has decided to conduct inter-rated reliability session for scoring the TWS and two conduct a comparative analysis and alignment of the two instruments, TWS and Internship Summative Evaluation.** |

- University supervisors will be trained in the use of the instrument. A minimum score of “3” will not be required on all indicators to successfully complete internship.

**candidates’ ability to provide differentiated instruction.**
content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

**TEAL GOAL 5:**
- NAEYC Standard 3a, 3b, 3c

**TEAL GOAL 9:**
- NAEYC Standard 4a, 6
- CAEP 1.1-1.4 4.2, 4.2

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<tr>
<th>TEAL Goal 6: Early Childhood candidates will be able to demonstrate how working with families and the community successfully supports student learning.</th>
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<tbody>
<tr>
<td>6a: Identifying and involving oneself with the early childhood field</td>
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<tr>
<td>6b: Knowing about and upholding ethical standards and other early childhood professional guidelines</td>
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<tr>
<td>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</td>
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<tr>
<td>6d: Integrating</td>
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**Teacher Work Sample**
- EDEC 421
  - Section 8 - Home/School/Community Connection Rubric
  - Section 5 - Instructional Decision Making Rubric
  - Section 7 - Reflection and Self-Evaluation Rubric
  - Dispositions Rubric

**100% of Early Childhood candidates will include families and other members of the community as supports for student learning.**

**Because the home-school connection is so critical for the success of young students, candidates are required to take a three-hour course to develop the skills and knowledge necessary to build and support those connections. When candidates actually do their internship, some cooperating teachers are not comfortable with allowing candidates to communicate with families through newsletters and home activities. Follow-up on the unmet indictors has indicated that this was the reason for the unmet scores.**
| TEAL Goal 7: Early Childhood candidates will demonstrate the ability to plan lessons that build the literacy skills of young children.  
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)  
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, childcare centers and homes, Head Start programs)  
NAEYC Standard 4b,4c,5a,5b,5c  
CAEP 1.3,1.4 | EDEC 314 | Literacy Lesson Plan Rubric  
100% of Early Childhood candidates will develop specific literacy instruction designed to meet the literacy curriculum standards for children in grades Pre-k through third as mandated by the South Carolina State Department of Education (SCDOE). | *A new dispositions rubric is under development and will be piloted in spring of 2014. |
| TEAL Goal 8: Early Childhood candidates will be able to modify instruction based on professional reflection of their teaching.  
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8) | EDEC 496 | Teacher Work Sample Sections:  
5-Instructional Decision-Making and 7-Reflection and Self-Evaluation  
100% of Early Childhood candidates will use a purposeful reflection process to respond to student needs and improve teaching. | N/A |
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)

**NAEYC Standard**
4b, 4c, 5a, 5b, 5c

**CAEP:** 1.2, 1.3, 1.4

**TEAL Goal 9:** Early Childhood candidates will demonstrate professional dispositions.

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

<table>
<thead>
<tr>
<th>Dispositions Rubric</th>
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<td>Assessed at beginning and middle of program.</td>
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100% of Early Childhood candidates will model professional behaviors throughout their experience in the Early Childhood program.

N/A
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<thead>
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<th>TEAL GOAL 5: NAEYC Standard 3a, 3b, 3c</th>
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