

College of Saint Mary
Rule 24 Section 2 – Artifacts 2 and 3
Key Assessments and Findings

Endorsement Program: Early Childhood Education

Artifact 2: Data tables with summarized data for each key assessment.

Artifact 3: Provide a narrative interpretation/summary of the assessment data from the institution's perspective.

Content Knowledge #1

Graduation GPA	Bachelors			Masters		
	N	Range	Mean	N	Range	Mean
2014-2015	Low number of completers, data reported with 2014-2015 completers			Program not offered		
2015-2016	5	3.402 – 3.932	3.763	No completers for reporting year		

The Graduation GPA includes all program requirements including courses in General Education, the Elementary Education major, the Early Childhood Education minor, the Professional Core Courses and Supporting Courses. All courses on the Program of Study are included in the final Graduation GPA.

Review of the data indicated that all of the completers for the academic years 2014-2015 and 2015-2016 in the Early Childhood Education endorsement program achieved cumulative Graduate GPAs that ranged from above a B+ (3.33) to nearly an A (4.00) on a 4.00 scale.

Analysis of the data indicates that completers demonstrated mastery of Content Knowledge that includes general academic content knowledge, theoretical knowledge and pedagogical knowledge.

Praxis II Test: Elementary Education: Curriculum and Instruction Assessment (5017) (passing score = 153)	Bachelors			Masters		
	N	Range	Mean	N	Range	Mean
2014-2015	Low number of completers, data reported with 2015-2016 completers			Program not offered		
2015-2016	4*	159 - 187	167.75	No completers for reporting year		

* One completer took EECIA 5011, which was not included in data

Review of the data indicated that all but one of the completers passed the Praxis II: Elementary Education: Curriculum Instruction and Assessment (EECIA) exam except for one individual who graduated prior to the September 2015 criterion change. This completer fell only one point under the passing score of 160 on her initial exam. All other completers had passing scores and the mean of 167.75 is substantially above the minimum passing score.

Analysis of the data indicates that completers demonstrated mastery of Content Knowledge specifically in the areas of child development, content pedagogical knowledge with a specific emphasis upon developmentally appropriate practices.

Content Knowledge #2

Content GPA	Bachelors			Masters		
	N	Range	Mean	N	Range	Mean
2014-2015	Low number of completers, data reported with 2015-2016 completers			Program not offered		
2015-2016	5	3.765 – 4.0	3.891	No completers for reporting year		

The Content GPA for Early Childhood Education Supplemental endorsement completers includes all endorsement requirements including courses in the Early Childhood Education minor, the Professional Core Courses and Supporting Courses. These courses identified on the Program of Study were included in the Content GPA.

Review of the data indicated that all of the completers for academic years 2014-2015 and 2015-2016 in the Early Childhood Education Supplemental endorsement program achieved a Content GPA that ranged slightly higher than an A- (3.66) to an A (4.00) on a 4.00 scale.

Analysis of the data indicates that completers demonstrated mastery of Content Knowledge specifically in the areas of characteristics of young children including those identified with disabilities, theoretical knowledge, academic content knowledge relevant for young learners and pedagogical knowledge with a specific emphasis upon developmentally appropriate practices and instructional strategies for educating young children in a variety of settings.

NDE Clinical Evaluation (Standards 4 and 7.2)										
Standard 4.1: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.										
	Bachelors Mean	Consistent	Frequent	Occasional	Rare	Masters Mean	Consistent	Frequent	Occasional	Rare
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.4 (N=5)	80%	0%	0%	20%	No completers for reporting year				
Standard 4.2: The teacher candidate creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.6 (N=5)	80%	0%	20%	0%	No completers for reporting year				
Standard 4.3: The teacher candidate integrates Nebraska Content Standards and/or professional standards within instruction.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.4 (N=5)	80%	0%	0%	20%	No completers for reporting year				
Standard 7.2: The teacher candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.4 (N=5)	60%	20%	20%	0%	No completers for reporting year				

Sections of the Clinical Practice Evaluation were identified one of the Key Assessments for evaluating authentic student performance in classroom related to Content Knowledge. These include: Standard 4: Content Knowledge and Standard 7.1: Planning for Instruction which focus on each teacher candidate's ability to draw upon knowledge of content areas in planning.

Review of the data indicates that 80% of the completers for academic years 2014-2016 in the Early Childhood Education Supplemental endorsement program were rated in the two highest levels (Consistent and Frequent) for Standards 4.1, 4.2, 4.3 and 7.2. One completer (20%) was rated as Occasional for Standards 4.2 and 7.2 while this same completer was rated as Rare for Standards 4.1 and 4.3.

Analysis of these findings indicated that all but one of the completers were highly knowledgeable about integrating Nebraska Content Standards and drawing upon content knowledge. The large majority (80% or 4 of 5 completers) were rated as successful in understanding central concepts, tools of inquiry and structures of disciplines (4.1) and drawing upon content knowledge and other key areas (7.2).

Only one completer received ratings of Occasional or Rare in these areas. This completer demonstrated more challenges with meeting the highest levels of performance during her clinical practice semester in part due to personal hardships during her clinical practice semester. As a result, this completer received support from her cooperating teacher, clinical practice supervisor, Teacher Education Program director and program faculty as well as extended time to complete clinical practice that enabled her to demonstrate competence in her teaching performance by the end of the term. This support enabled her to finish the program and become certified in her endorsement area.

Learner/Learning Environments

NDE Clinical Evaluation (Standards 1, 2, 3 and 7.3)										
Standard 1.1: The teacher candidate understands how students grow and develop.										
	Bachelors Mean	Consistent	Frequent	Occasional	Rare	Masters Mean	Consistent	Frequent	Occasional	Rare
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.6 (N=5)	80%	0%	20%	0%	No completers for reporting year				
Standard 1.2: The teacher candidate recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.6 (N=5)	80%	0%	20%	0%	No completers for reporting year				
Standard 1.3: The teacher candidate implements developmentally appropriate and challenging learning experiences.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.4 (N=5)	60%	20%	20%	0%	No completers for reporting year				
Standard 2.1: The teacher candidate understands individual differences and diverse cultures and communities.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.4 (N=5)	60%	20%	20%	0%	No completers for reporting year				
Standard 2.2: The teacher candidate ensures inclusive learning environments that enable each student to meet high standards.										
2015-2016	3.0 (N=5)	60%	0%	20%	20%	Program not offered				
2014-2015	Low number of completers, data reported with 2015-2016 completers					No completers for reporting year				
Standard 3.1: The teacher candidate works with others to create environments that support individual and collaborative learning.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.4 (N=5)	80%	0%	0%	20%	No completers for reporting year				
Standard 3.2: The teacher candidate creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.2 (N=5)	60%	0%	40%	0%	No completers for reporting year				
Standard 3.3: The teacher candidate manages student behavior to promote a positive learning environment.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.4 (N=5)	60%	20%	20%	0%	No completers for reporting year				
Standard 7.3: The teacher candidate draws upon knowledge of students and the community context.										

2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered
2015-2016	3.4 (N=5)	80%	0%	0%	20%	No completers for reporting year

Sections of the Clinical Practice Evaluation were identified one of the Key Assessments for evaluating authentic student performance in classroom related to Learners/Learning Environment. These include: Standard 1: Student Development and its sub-standards 1.1, 1.2 and 1.3, Standard 2: Learning Differences and its sub-standards 2.1 and 2.2 and Standard 3: Learning Environments and its sub-standards 3.1, 3.2 and 3.3. These standards were selected to determine how well program completers in Early Childhood Supplemental endorsement program demonstrated knowledge of developmental characteristics of learners including knowledge of learning and cultural differences and how well they were able to create inclusive and positive learning environments using knowledge of learners.

Review of the data indicates that 80% of the completers for academic years 2014-2015 and 2015-2016 in the Early Childhood Education Supplemental endorsement program were rated in the two highest levels (Consistent and Frequent) for Standards 1.1, 1.2, 1.3, 2.1, 3.1 3.3 and 7.3. with 50% of completers rated as Consistent for Standards 2.2 and 3.2. One completer was rated as Occasional for 1.1, 1.2, 1.3, 2.1, 3.1, 3.2 and 3.3. and Rare on 2.2 and 3.1 and 7.3. One additional completer was rated as Occasional 2.2 and 3.2. with the rest of her ratings falling into the two highest levels (Consistent and Frequent).

Analysis of these findings indicated that the majority of completers (80% or 4 of 5) were rated knowledgeable about children's growth and development, demonstrate an understanding of learning differences including cultural, linguistic and developmental differences and were able to establish positive and effective learning environments for their students. One completer demonstrated ensuring an inclusive and socially positive environment only occasionally.

Only one completer received ratings of Occasional or Rare across all areas with three areas rated as Rare. These included managing an inclusive and collaborative environment and drawing on knowledge of the student and community. This completer demonstrated more challenges with meeting the highest levels of performance during her clinical practice semester in part due to hardships during her clinical practice semester. As a result, this completer received support from her cooperating teacher, clinical practice supervisor, Teacher Education Program director and program faculty as well as extended time to complete clinical practice that enabled her to demonstrate competence in her teaching performance by the end of the term. This support enabled her to finish the program and become certified in her endorsement area.

Case Study (Sections 1, 4, 5)								
Section 1: Contextual Factors (Bachelors - 9 points possible, MAT 30 points possible)								
	Bachelors Mean	Met	Partially Met	Not Met	Masters Mean	Met	Partially Met	Not Met
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	9 (N=4)*	100%	0%	0%	No completers for reporting year			
Section 4: Design for Instruction (Bachelors - 12 points possible, MAT – 40 possible points)								
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	12 (N=4)*	100%	0%	0%	No completers for reporting year			
Section 5: Instructional Decision Making (Bachelors - 9 points possible, MAT – 20 points possible)								
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	9 (N=4) *	100%	0%	0%	No completers for reporting year			

*One completer did not complete the Case Study project.

Sections of the Case Study assignment were identified as one of the Key Assessments for evaluating authentic student performance in classroom related to Learners/Learning Environment. Section 1: Contextual Factors, Section 4: Design for Instruction and Section 5: Instructional Decision Making were selected to determine how well program completers of the Early Childhood Education Supplemental endorsement program demonstrated knowledge of contextual features of the learning environment and how they used this knowledge to engage in intentional decision-making in designing instruction.

Review of the data indicated that 100% of the Early Childhood Education Supplemental program completers who completed the Case Study were rated as having Met the criteria for the Case Study components of interest in this Key Assessment. Analysis of the evidence from the Case Study indicates that all candidates demonstrated understanding of contextual aspects affecting learners and designed appropriate instruction taking into account knowledge of learners and their individual differences. Completors were able to extract key features about context and engage in intentional decision-making as reflective teachers.

One completer was unable to fully complete the case study due to circumstances that required her to change her clinical practice placement within the term and made accessing her previously collected student data unavailable. With support of her cooperating teachers and clinical fieldwork supervisor, this completer was able to demonstrate the ability to collect and analyze student data and adjust future instruction with the evidence of student learning in mind.

Instructional Practices - Knowledge

NDE Clinical Evaluation (Standards 6.1 and 7.1)										
Standard 6.1: The teacher candidate understands multiple methods of assessment.										
	Bachelors Mean	Consistent	Frequent	Occasional	Rare	Masters Mean	Consistent	Frequent	Occasional	Rare
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.4 (N=5)	80%	0%	0%	20%	No completers for reporting year				
Standard 7.1: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.4 (N=6)	60%	20%	20%	0%	No completers for reporting year				

Sections of the Clinical Practice Evaluation were identified one of the Key Assessments for evaluating authentic student performance in classroom related to Instructional Practices: Knowledge including Standard 6.1 and Standard 7.1. These standards were selected to determine how well program completers in the Early Childhood Education Supplemental endorsement program demonstrated understanding of multiple measurements of assessment and their ability to plan instruction that supports students in meeting learning goals.

Review of the data indicates that 80% of the completers were rated in the two highest levels (Consistent and Frequent) on both Standards 6.1 and 7.1 while 1 completer (20%) was rated as Occasional for Standard 6.1 and Rare for Standard 7.1 in demonstrating these skills.

Analysis of these findings that they large majority (80% or 4 of 5 completers) were rated as successful in using multiple methods of assessment and planning instruction that supports students' achievement of rigorous goals.

Only one completer received ratings of Occasional in supporting students in meeting rigorous goals and Rare in understanding multiple assessments. This completer demonstrated more challenges with meeting the highest levels of performance during her clinical practice semester in part due to hardships during her clinical practice semester. As a result, this completer received support from her cooperating teacher, clinical practice supervisor, Teacher Education Program director and program faculty as well as extended time to complete clinical practice that enabled her to demonstrate competence in her teaching performance by the end of the term. This support enabled her to finish the program and become certified in her endorsement area.

Case Study (Sections 3 and 4)								
Section 3: Assessment Plan (Bachelors - 9 points possible, MAT – 30 possible points)								
	Bachelors Mean	Met	Partially Met	Not Met	Masters Mean	Met	Partially Met	Not Met
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	9 (N=4)*	100%	0%	0%	No completers for reporting year			
Section 4: Design for Instruction (Bachelors - 12 points possible, MAT – 40 possible points)								
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	12 (N=4)*	100%	0%	0%	No completers for reporting year			

*One completer did not complete the Case Study project.

Sections of the Case Study assignment were identified one of the Key Assessments for evaluating authentic student performance in classroom related to Instructional Practices: Knowledge. Section 3: Assessment Plan and Section 4: Design for Instruction were selected to determine how well program completers of the Early Childhood Education Supplemental endorsement program demonstrated knowledge of and use of assessment strategies and how this information was used in instructional design.

Review of the data indicated that 100% of the Early Childhood Education Supplemental program completers who submitted the case study were rated as having Met the criteria for the Case Study components of interest in this Key Assessment. Analysis of the evidence from the Case Study indicates that all completers demonstrate understanding and ability to use multiple assessment strategies and to use evidence to design appropriate instruction.

One completer was unable to fully complete the case study due to circumstances that required her to change her clinical practice placement within the term and made accessing her previously collected student data unavailable. With support of her cooperating teachers and clinical fieldwork supervisor, this completer was able to demonstrate the ability to collect and analyze student data and adjust future instruction with the evidence of student learning in mind.

	Bachelors - Senior Research Paper (10 points possible)				Masters - HPT Literature Review (100 points possible)			
	Mean	Exceeded	Met	Not Met	Mean	Exceeded	Met	Not Met
2014- 2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016 (N = 5)	9.026	40.00%	60.00%	0%	No completers for reporting year			

The Senior Research Paper has been identified as one of the Key Assessments for evaluating candidates Knowledge of Instructional Practices. To apply professional and pedagogical skills that demonstrate scholarly knowledge and skills, all students complete a major research project in their senior year. This project includes a written paper and presentation to the university community. The course instructor uses rubrics to evaluate each student's written research paper and oral presentation. Students present their research to a university-wide symposium on Scholar's Day each April. Program faculty and faculty outside of the program evaluate the presentation using a rubric. All presentation rubric scores are aggregated and combined with the research paper rubric ratings to determine a final score.

Review of the data indicated that 100% of the Early Childhood Education Supplemental endorsement program completers were rated as having Exceeded (2 of 5) or Met (3 of 5) the criteria for the Senior Research Paper. Analysis of the evidence indicates that all of the candidates demonstrated the ability to research and write professionally, conduct action research projects focusing on educational practices and present scholarly work to a broad audience.

Instructional Practices - Effectiveness

NDE Clinical Evaluation (Standards 5, 6.2, 8, 11)										
Standard 5.1: The teacher candidate understands how to connect concepts across disciplines.										
	Bachelors Mean	Consistent	Frequent	Occasional	Rare	Graduate Mean	Consistent	Frequent	Occasional	Rare
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.0 (N=5)	40%	40%	0%	20%	No completers for reporting year				
Standard 5.2: The teacher candidate uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.0 (N=5)	40%	40%	0%	20%	No completers for reporting year				
Standard 6.2: The teacher candidate uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate's and student's decision making.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.4 (N=5)	80%	0%	0%	20%	No completers for reporting year				
Standard 8.1: The teacher candidate understands a variety of instructional strategies.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.2 (N=5)	60%	0%	40%	0%	No completers for reporting year				
Standard 8.2: The teacher candidate uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.0 (N=5)	60%	0%	20%	20%	No completers for reporting year				
Standard 8.3: The teacher candidate utilizes available technology for instruction and assessment.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.6 (N=5)	80%	0%	20%	0%	No completers for reporting year				
Standard 11.1: The teacher candidate works to positively impact the learning and development for all students										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.6 (N=5)	80%	0%	20%	0%	No completers for reporting year				

Sections of the Clinical Practice Evaluation were identified one of the Key Assessments for evaluating authentic student performance in classroom related to Instructional Practices: Effectiveness. Standards 5.1, 5.2, 6.2, 8.1 and 8.2 and 11.1 were selected to determine how well program completers in the Early Childhood Education Supplemental endorsement program demonstrate understanding and use of

multiple measurements of assessment, show ability to plan and implement instruction that positively impacts learners and to use technology for instruction and assessment.

Review of the data indicates that 80% of the candidates were rated in the two highest levels (Consistent and Frequent) for Standards 5.1, 5.2, 6.2, 8.3 and 11.1. One completer (20%) was rated as Occasional for Standards 8.1 and 8.2. but was rated in the two highest levels for the remainder of the standards. One completer was rated as Occasional for Standards 8.1, 8.3 and 11.1 and was rated as Rare for Standards 5.1, 5.2., 6.2. and 8.2.

Analysis of these findings that the large majority (80% or 4 of 5 completers) were rated as successful in helping students connect concepts across disciplines and about local and global issues, using multiple methods of assessment, incorporating technology for assessment and instruction and impacting student learning and development. The areas related to using a variety of instructional strategies and engage engaging students in deep critical thinking indicated less consistent strength with only 60% of the completers (3 of 5) demonstrating success with 40% (2 completers) rated as occasionally demonstrating these strategies.

Only one completer received ratings of Occasional for three standards and Rare for the remaining four standards. The Rare ratings were in the areas of connecting concepts across disciplines, addressing critical thinking and local and global issues, understanding multiple assessments and encouraging deep thinking about content. This completer demonstrated more challenges with meeting the highest levels of performance during her clinical practice semester in part due to hardships during her clinical practice semester. As a result, this completer received support from her cooperating teacher, clinical practice supervisor, Teacher Education Program director and program faculty as well as extended time to complete clinical practice that enabled her to demonstrate competence in her teaching performance by the end of the term. This support enabled her to finish the program and become certified in her endorsement area.

Case Study (Sections 5, 6, and 7)								
Section 5: Instructional Decision Making (Bachelors - 9 points possible, MAT – 20 possible points)								
	Bachelors Mean	Met	Partially Met	Not Met	Graduate Mean	Met	Partially Met	Not Met
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	9 (N=4)*	100%	0%	0%	No completers for reporting year			
Section 6: Analysis of Student Learning (Bachelors - 6 points possible, MAT – 20 possible points)								
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	5.25 (N=4)*	75%	0%	25%	No completers for reporting year			
Section 7: Reflection and Self-Evaluation (Bachelors - 12 points possible, MAT – 40 possible points)								
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	11.5 (N=4)*	75%	25%	0%	No completers for reporting year			

*One completer did not complete the Case Study project.

Sections of the Case Study assignment identified one of the Key Assessments for evaluating authentic student performance in classroom related to Instructional Practices: Effectiveness. Section 5, Section 6 and Section 7. were selected to determine how well program completers of the Early Childhood Education Supplemental endorsement program demonstrated the ability to make decisions about instruction, to implement instruction, analyze evidence of student learning and engage in reflection and self-evaluation.

Review of the data indicated that 100% of the Early Childhood Education Supplemental program completers were rated as having Met the criteria for the Case Study components of Instructional Decision Making and Reflection and Self-Evaluation in this Key Assessment. For the other area, Analysis of Student learning, 75% of the completers were rated as Met and one completer (25%) received a score of Not Met due to submission of incomplete evidence in this section with some difficulty in accessing student data and completing a full analysis.

Analysis of the evidence from the Case Study indicates that the majority of completers demonstrated the ability to engage in intentional decision-making about instructional design, implementation and evaluation of learners. The evidence indicated that candidates were able to successfully engage in reflection and self-evaluation as reflective teachers.

One additional completer was unable to fully complete the case study due to circumstances that required her to change her clinical practice placement within the term and made accessing her previously collected student data unavailable. With support of her cooperating teachers and clinical fieldwork supervisor, this completer was able to demonstrate the ability to collect and analyze student data and adjust future instruction with the evidence of student learning in mind.

Professional Responsibility

NDE Clinical Evaluation (Standards 9 and 10)										
Standard 9.1: The teacher candidate engages in ongoing professional learning.										
	Bachelors Mean	Consistent	Frequent	Occasional	Rare	Graduate Mean	Consistent	Frequent	Occasional	Rare
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.6 (N=5)	80%	0%	20%	0%	No completers for reporting year				
Standard 9.2: The teacher candidate models ethical professional practice.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.8 (N=5)	80%	20%	0%	0%	No completers for reporting year				
Standard 9.3: The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.4 (N=5)	80%	0%	0%	20%	No completers for reporting year				
Standard 9.4 The teacher candidate models professional dispositions for teaching.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.6 (N=5)	80%	0%	20%	0%	No completers for reporting year				
Standard 10.1: The teacher candidate seeks opportunities to take responsibility for student learning.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.4 (N=5)	80%	0%	0%	20%	No completers for reporting year				
Standard 10.2: The teacher candidate seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.6 (N=5)	80%	0%	20%	0%	No completers for reporting year				

Sections of the Clinical Practice Evaluation were identified one of the Key Assessments for evaluating authentic student performance in classroom related to Professional Responsibility. Standards 9.1, 9.2, 9.3, 9.4 and Standards 10.1 and 10.2 were selected to determine how well program completers in the Early Childhood Education Supplemental endorsement program engage in professional development, demonstrate ethical practices and professional dispositions, assume responsibility for student learning and collaborate with students, families and colleagues as well as constituents outside of school settings.

Review of the data indicates that 100% of the completers were rated in the two highest levels (Consistent and Frequent) for Standard 9.2 and 80.0% of completers were rated in the two highest levels for the remaining 5 standards. One completer (20%) was rated as Occasional for Standards 9.1, 9.4 and

10.2 and rated as Rare for Standards 9.3 and 10.1. Analysis of the data indicated that the majority of completers engaged in ongoing professional learning, modeled ethical behaviors and professional dispositions, took responsibility for student learning, reflected upon their impact on others and collaborated with students, families and colleagues inside and outside of the school settings.

The only completer received Occasional and Rare ratings for all standards items in this section demonstrated more challenges with meeting the highest levels of performance during her clinical practice semester in part due to hardships during her clinical practice semester. As a result, this completer received support from her cooperating teacher, clinical practice supervisor, Teacher Education Program director and program faculty as well as extended time to complete clinical practice that enabled her to demonstrate competence in her teaching performance by the end of the term. This support enabled her to finish the program and become certified in her endorsement area.

Case Study (Section 7)								
Section 7: Reflection and Self-Evaluation (Bachelors - 12 points possible, MAT – 40 possible points)								
	Bachelors Mean	Met	Partially Met	Not Met	Graduate Mean	Met	Partially Met	Not Met
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	11.5 (N=4)*	75%	25%	0%	No completers for reporting year			

*One completer did not complete the Case Study project.

The section of the Case Study assignment identified as a Key Assessment for evaluating authentic student performance in classroom related to Professional Responsibility. Section 7. was selected to determine how well program completers of the Early Childhood Education Supplemental endorsement program demonstrated the ability engage in reflection and self-evaluation.

Review of the data indicated that 75% (4 of 5) of the Early Childhood Education Supplemental program completers were rated as having Met the criteria and one completer (25%) Partially Met the criteria for the Case Study components of interest in this Key Assessment due to submission of incomplete evidence in this section with some difficult in accessing student data and completing a full analysis.

Analysis of the evidence from the Case Study indicates that the majority of completers demonstrated the ability to engage in reflection and self-evaluation function as intentionally reflective teachers while one completer found the reflection process slightly more challenging.

One additional completer was unable to fully complete the case study due to circumstances that required her to change her clinical practice placement within the term and made accessing her previously collected student data unavailable. With support of her cooperating teachers and clinical fieldwork supervisor, this completer was able to demonstrate the ability to collect and analyze student data and adjust future instruction with the evidence of student learning in mind.

Overall Proficiency

	Nebraska First Year Teacher Survey Early Childhood Supplemental Endorsement
2015-2016	There was no data reported for completers of the Early Childhood Supplemental endorsement from College of Saint Mary on the First Year Teacher Survey for either 2015 or 2016.

The Nebraska First Year Teacher Survey is distributed to principals who are supervising graduates from Nebraska teacher education programs. Building principals are asked to evaluate the teachers on 28 indicators using the rating scale of Consistent, Frequent, Occasional and Rare for each indicator. The 28 indicators are consistent with the Standards on the Nebraska Clinical Practice Evaluation. The survey includes detailed sections on Student Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration and Impact on Student Learning and Development.

The Nebraska First Year Teacher Survey was identified as the Key Assessment for examining Overall Proficiency. None of the graduates were identified as completing the Early Childhood Education Supplemental endorsement on this survey. As this endorsement was just approved and implemented in Spring of 2014, none of our program completers would have been certified in this area at the time of the surveys and therefore no employer would have identified any of their staff as holding this endorsement. No data review and analysis can be conducted given the lack of available data.

The First Year Teacher Survey is not included in this portfolio because it does not relate specifically to those teachers who hold an Early Childhood Education endorsement. The First Year Teacher survey data that relates to the completers included in this portfolio is reported in the Elementary Education portfolio.

As the statewide facilitation of the First Year Teacher Survey becomes standard practice, it is hoped that more complete data will be provided in the future. It is important to note that not all completers seek and gain employment in Nebraska and evidence of performance of those completers would not be accessible through the Nebraska First Year Teacher Survey.