

Rhode Island College
M.Ed. in Early Childhood Education

Section IV Evidence for Meeting Standards
Assessment 2 - Teaching Certification and Professional Goals
Standards 1, 4c, 5a, d and Tools 3 & 9

1. A brief description of the assessment:

This assessment utilizes Admissions Application Data (see attached application). The Admissions Application provides information and data on each applicant in the admissions process. A teaching certificate in early childhood or a related area is required for admission into the M.Ed. in Early Childhood. Data collected on each applicant relates to the assessment of content and professional knowledge in early childhood education. The teaching certificate provides evidence along with the professional goals essay of the prospective candidates professional and content knowledge in the field of early childhood education. One, the teaching certificate provides quantitative data on the candidates passing required licensure tests and requirements, the other the professional goals essay provides both quantitative and qualitative data on the applicants professional goals in the area of early childhood education. A copy of the teaching certificate is required in the Admissions Application. There is a Professional Goals Essay which is graded by faculty prior to admission into the program. The Professional Goals Essay is evaluated on a common scoring rubric by program faculty and rated as Exemplary, Acceptable, or Unsatisfactory.

2. A description of how this assessment specifically aligns with the standards:

The teaching certificate and Professional Goals Essay assessments specifically align with Core Standards 1, 4c, 5a, d and Tools 3 & 9 addressing content knowledge. Through the attainment of a teaching certificate, it is hoped that all of the Core Standards are met. However, there is not observable evidence or documentation of all of the Core Standards being met within either the certificate or essay. They do provide evidence of professional and content knowledge with state teaching standards expectations (4c). The teaching certificate combined with the Professional Goals Essay provides additional qualitative data on the applicant's experiences, skills, and learning. The applicant's level of preparation for graduate study, knowledge in their chosen field, and professional activities/collaboration, professional goals are addressed in the essay (see attachment 5a). The professional and content knowledge provided by the candidates may include details and information on the candidates' developmental knowledge and understanding of young children, and influences on development (1). It also provides evidence of the candidates knowledge, reflections, and perspectives on early education (5d). Insight into other professional experiences may be included (5). The data provide an assessment of the applicant's professional and content knowledge, experiences, and understanding children, development, and teaching through the reflections in the Professional Goals Essay. The Professional Goals Essay assessment provides evidence of the applicants communication skills in the professional goals essay (Tool 3) and reflections on leadership skills (Tool 9). See Section IV, Assessment 2, attachment 5b & 5c. Assessment 2 provides additional observable evidence of the candidate's content and professional knowledge before admission to the program. This provides evidence of the candidate's content knowledge, background and competencies for advanced study in early childhood education using the Core Standards and Tools. Decisions on admission to the program are based on the results of the Admissions

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Application. The Professional Goals Essay Rubric assessment instrument (See attachment 5b) addresses the emphasis in Core Standards 1, 4, and 5 and Tools 3 and 9.

3. A brief analysis of the data findings:

The M.Ed. in Early Childhood admits applicants with high standards related to the content and professional knowledge aligned with the Advanced Core Standards and Tools. Between 7-12 matriculated students were matriculated in the program between 2006 - 2009. The results indicate that 10 candidates had a teaching certificate in Early Childhood Education (Exemplary- 83%). One candidate had Early Childhood and Elementary certification. Two candidates had teaching certificates in Elementary Education (Acceptable - 17%). On the Professional Goals Essay, six candidates matriculated into the program between 2007 and 2009. The data findings are 2 Exemplary Scores (33%) and 4 Acceptable scores(67%). Data from the Professional Goals Essay Rubric was collected in 2007, 2008, and 2009. It was not available in 2006. The exemplary and acceptable ratings of the Professional Goals Rubric and evidence of teaching certificates provide further evidence into the professional and content knowledge of the accepted candidates.

4. An interpretation of how that data provides evidence for meeting standards:

The data provides concrete, observable evidence of candidates' professional and content knowledge upon entry into the M.Ed. in Early Childhood Education. Core Standards 1, 4c, 5a, d and Tools 3 & 9 are met with 12 exemplary scores (67%) and 6 acceptable scores (22%). The professional and content knowledge of the candidates is provided by the applicant's professional goals essay, and evidence of an early childhood (exemplary) certificate or other related area such as elementary (acceptable). The Professional Goals Essay resulted in 2 Exemplary (33%) and 4 Acceptable (67%) ratings. The data provide strong evidence of the candidates meeting the Advanced Core Standards(1, 4c,5a, 5d) and Tools (3&9) for professional and content knowledge.

5. Attachment of assessment documentation:

- a. the assessment tool or description of the assignment
See Assessment 2, Attachment 5a, Professional Goals Essay Graduate Application Directions
- b. the scoring guide for the assessment Professional Goals Essay Rubric
See Assessment 2, Attachment 5b, Graduate Application
- c. candidate data derived from assessment
See Assessment 2, Attachment 5c, Data for Teaching Certificate and Professional Goals Rubric

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Assessment 2, Attachment 5a, Professional Goals Essay Graduate Application Directions

18. **Professional Goals Essay:** In support of your application for graduate study, prepare a well-organized, focused essay of 300 to 500 words describing why you want to pursue graduate education. Included in the essay should be a reflection on:

- your experiences, skills, and lifelong learning that make your decision to pursue graduate study a sound choice for you,
- your level of preparation for graduate study, knowledge in your chosen field, and professional activities/collaboration,
- your professional goals and how these goals will prepare you to serve individuals and families from diverse backgrounds, and
- your reasons for choosing RIC's graduate program.

Please note: This essay should demonstrate your best writing. It must be double-spaced and word processed (or typed).

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Attachment 5b, Professional Goals Essay Rubric



RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
GRADUATE PROGRAMS

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**Feinstein School of Education and Human Development
Graduate Programs
PROFESSIONAL GOALS ESSAY-SCORING RUBRIC**

Candidate _____ Reader _____ Date _____
Score: Initial Assessment _____ Revision _____ Score _____

<p>CONTENT</p> <ul style="list-style-type: none"> ▪ Reflection on experiences, skills and lifelong learning. ▪ Level of preparation, knowledge base, and professional activities. ▪ Professional goals and their relation to serving all individuals and families. ▪ Reasons for choosing RIC's graduate program. 	<p>EXEMPLARY (4) All content criteria are evident and show evidence of clear, well-reasoned reflection and understanding of the goals of graduate study. Essay includes effective use of personal experience to discuss level of preparation and promising dispositions.</p>	<p>ACCEPTABLE (3) Most criteria are evident or some evidence of thoughtful reflection and understanding of graduate study goals. Essay includes some relevant examples based on personal experience to discuss level of preparation and promising dispositions.</p>	<p>REVISE/RESUBMIT (2) Some criteria are evident or show little thoughtful reflection and understanding of graduate study goals. Essay includes few relevant examples based on personal experience; does not generally use those examples to discuss level of preparation or promising dispositions.</p>	<p>UNACCEPTABLE (1) Content is relevant but not comprehensive or well integrated. There is little evidence of thoughtful reflection or understanding of graduate study goals. Essay makes little connection to personal experience and/or level of preparation.</p>
<p>CONVENTIONS</p> <ul style="list-style-type: none"> ▪ Expression and voice. ▪ Organization of thoughts and ideas. ▪ Use of the English language. 	<p>EXEMPLARY (4) Well-focused essay with evidence of thought and organization in composition, phrasing, and structure. Effective transitions between ideas. No spelling, punctuation, or grammar errors are evident.</p>	<p>ACCEPTABLE (3) Essay is focused and shows some evidence of composition skills. Transitions between ideas are weak or inconsistent. Essay is mostly clean from errors (no more than three errors in spelling, punctuation, or grammar).</p>	<p>REVISE/RESUBMIT (2) Essay is not focused and shows minimal evidence of composition skills. Structure is weak and little evidence of transitions between ideas. Essay contains numerous errors in spelling, punctuation, and grammar but they do not detract from reader's understanding.</p>	<p>UNACCEPTABLE (1) Essay is poorly expressed and disorganized with little attention to language and sentence structure. Essay contains numerous errors in spelling, punctuation, or grammar that significantly undermine reader's understanding.</p>
<p>OVERALL RATING</p>	<p>EXEMPLARY</p>	<p>ACCEPTABLE</p>	<p>REVISE/RESUBMIT</p>	<p>UNACCEPTABLE</p>

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TEACHING CERTIFICATE AND PROFESSIONAL GOALS DATA				
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	EXEMPLARY	ACCEPTABLE	UNACCEPTABLE	TOTAL
2006-2007				
Professional Goals Essay				N/A
Teaching Certificate	5	1		6
2007-2008				
Professional Goals Essay		1		1
Teaching Certificate	1			
2008-2009				
Professional Goals Essay	2	2		4
Teaching Certificate	3	1		4
2009 -				
Professional Goals Essay		1		1
Teaching Certificate	1			1
TOTAL	12	6	0	18