

Quality Assurance Evidence System

The Baccalaureate in Early Childhood Education with PreK-3rd grade licensure will use national teacher evaluation instruments that have both reliability and validity studies. These national tools will be used to provide evidence of meeting CAEP and NAEYC Standards and are widely used in other states.

- [EdTPA](#) – Teacher performance assessment – with a literacy emphasis (PreK-3rd)
- [NExT Survey](#) – Entry and Exit survey to measure teaching effectiveness
- [STOT](#) – Student Teaching Observation Tool (NExT)
- [EDA Watermark](#)- Educational Disposition Assessment

Additional alignments of NAEYC/InTasc/CAEP/AKBTS (both CAEP and NAEYC recommend creating alignments to state standards)

- NAEYC **Professional Standards** Alignment– InTasc – AKBTS
- EdTPA Assessment – NAEYC, InTasc, AKBTS

NAEYC Professional Standards Alignment– Intasc – AKBTS

NAEYC	InTASC (CAEP)	Alaska Beginning Teacher Standards (ABTS)
Standard 1. Promoting Child Development and Learning	Standard #4. Content Knowledge	Standard 2. A beginning teacher understands how students learn and develop, and applies that knowledge in the teacher's practice
Standard 2. Building Family and Community Relationships	Standard #4. Content Knowledge	Standard 3. A beginning teacher teaches students with respect for their individual and cultural characteristics.
Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families	Standard #1. Learner Development Standard #2. Learning Differences Standard #3. Learning Environments Standard #6. Assessment	Standard 3. A beginning teacher teaches students with respect for their individual and cultural characteristics. Standard 7. A beginning teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families	Standard #7: Planning for Instruction Standard #8: Instructional Strategies	Standard 4. A beginning teacher knows the teacher's content area and how to teach it. Standard 5. A beginning teacher knows the teacher's content area and how to teach it.
Standard 5. Using Content Knowledge to Build Meaningful Curriculum	Standard #4. Content Knowledge Standard #5. Application of Content	Standard 5. A beginning teacher knows the teacher's content area and how to teach it.
Standard 6. Becoming a Professional	Standard #9. Professional Learning and Ethical Practice Standard #10. Leadership and Collaboration	Standard 1. A beginning teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.; [8] A beginning teacher participates in and contributes to the teaching profession. Standard 8. A beginning teacher works as a partner with parents, families, and the community. Standard 6. A beginning teacher facilitates, monitors, and assesses student learning.

Key Assessment Requirements for NAEYC and CAEP

	NAEYC	InTasc/CAEP
State Licensure Exam PRAXIS II	1a, 1b, 1c, 2a, 2b, 2c, 5a, 5b, 5c	1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
Content Knowledge EdTPA Literacy Analysis	1a, 1b, 1c, 2a, 2b, 2c, 5a, 5b, 5c	1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
Unit Plan EdTPA	3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5b, 5c	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5
Student Teaching STOT	3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, (7a, 7b)	3.1, 3.2, 3.3, 3.4, 3.5
Evidence of P-12 Student Learning EdTPA NExT Survey	3a, 3b, 3c, 3d	4.0
Professional Knowledge and Skills EDA dispositions NExT Survey	2b, 2c, 4d, 6a, 6b, 6c, 6d, 6e	5.1, 5.2, 5.3

edTPA Alignment

edTPA Rubric	Early Childhood assessment Tasks (3 edTPA tasks)	AK cultural standard	AK Beg Teacher Standards	InTASC/CAEP	NAEYC Early Childhood
1	Planning for the whole child		4, 2,6	2, 3, 4, 7, 8	5a, 1a, 2a
2	Planning to support varied student learning needs	A.1, E.1, E.2, E.3, E.4, E.5	2,3,7	1, 2, 4, 7, 8	1b,2a,4a
3	Using knowledge of children to inform teaching	A.1, A.2, A.3, A.4, A.5, A.6, E.1, E.2, E.3, E.4, E.5	2, 3,1	1, 2, 4, 7	1a, 2a, 6d
4	Identifying and supporting vocabulary development	D.4	2, 4,5	1, 2, 4, 5, 8	1b, 2a, 4b
5	Planning assessment to monitor children's learning		5, 4,8	1, 6, 8	3a, 3b, 3d
6	Learning environment	B.2	6, 3,2	2, 3, 8	1c, 4a, 1b
7	Engaging children in learning	B.1, B.2, B.3, B.4, B.5	6, 7,3	2, 3, 4, 5, 8	4a, 4c, 5b
8	Deepening children's learning		8, 4, 3	3, 4, 5, 8	4d, 5c ,2c
9	Subject specific pedagogy		4, 6,8	3, 4, 5, 8	5a, 5b, 5c
10	Analyzing teaching effectiveness		1, 3, 6,7	9	4d,3c, 4b,
11	Analysis of children's learning		2, 3, 4, 5	6	3b,3c,3d
12	Providing feedback to guide learning		4, 5, 6	6	3c, 3d, 5c
13	Children's understanding and use of feedback		5,, 3, 6	6	3c, 3d, 4b
14	Analyzing children's vocabulary development		2, 3,5	1, 2, 4, 5	1a,2a, 2b
15	Using assessment to inform instruction		5, 4,6	6, 7, 8, 9	3c, 3d, 5c