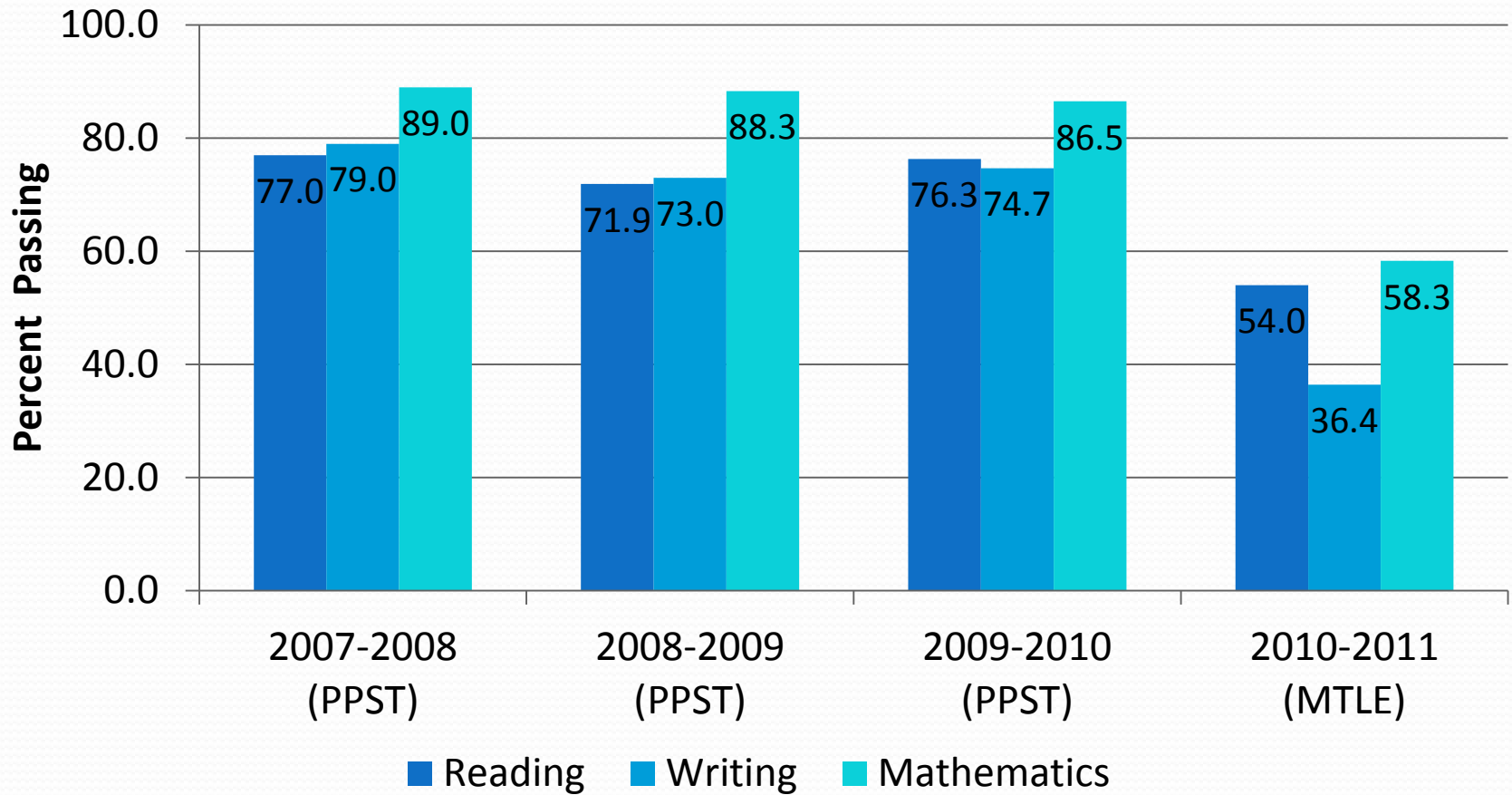


CFS Data Retreat

Spring 2011

PPST / Basic Skills



Praxis / MTLE Data

Principles of Learning & Teaching (PLT): Early Childhood

2009-2010	2008-2009	2007-2008	2006-2007
93.0%	96.8%	100.0%	100.0%
(N=43)	(N=31)	(N=28)	(N=23)

Passing rate per ETS Praxis Series Institutional Report. This includes tests completed between Sept. 1 and Aug. 30 of the academic year indicated.

MTLE – Pedagogy: Early Childhood

# of Subtests	# of Takers to Date	Passed 0	Passed 1	Passed 2
2	16	0%	0%	100%

Passing rate on MTLE: September 2010 – January 2011

MTLE Data

Pedagogy: Early Childhood

	# Taking MTLE to date	Institution Pass Rate to date	Institution Best Effort to date	Statewide Best Effort to date	Mean Sub Area Performance (Scale of 4)
Subtest 1	16	100%	100%	100%	3.6 / 3.8
Child Development and Learning / Learning Environment					
Subtest 2	16	100%	100%	100%	3.7 / 3.7
Instruction & Assessment / Professional Roles & Responsibilities					

Performance Indices: 4=Answered most of the items correctly; 3= Answered many items correctly; 2=Answered some questions correctly; 1=Answered few or none of the items correctly

Test-taker Demographics

Pedagogy: Early Childhood

N=16

- 100% white
- 100% female
- 100% native English speakers
- 50% have some college (undergraduates)
- 50% are post baccalaureate students

Praxis / MTLE Data

Praxis II - Early Childhood: Content Knowledge

2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
97.8%	100.0%	100.0%	94.6%	93.8%	94.6%
(N=46)	(N=32)	(N=28)	(N=37)	(N=32)	(N=37)

Passing rate per ETS Praxis Series Institutional Report. This includes tests completed between Sept. 1 and Aug. 30 of the academic year indicated.

MTLE - Early Childhood: Content Knowledge

# of Subtests	# of Takers to Date	Passed 0	Passed 1	Passed 2
2	13	0%	23%	77%

MTLE Data

Early Childhood Education – Content Knowledge

	# Taking MTLE to date	Institution Pass Rate to date	Institution Best Effort to date	Statewide Best Effort to date	Mean Sub Area Performance (Scale of 4)
Subtest 1	13	92.3%	92%	91%	3.2 / 3.2
Language & Literacy / Mathematics Learning					
Subtest 2	13	84.6%	85%	86%	2.9 / 3.0
Development of Children age 0-5 years / Learning in Content Areas					

Performance Indices: 4=Answered most of the items correctly; 3= Answered many items correctly; 2=Answered some questions correctly; 1=Answered few or none of the items correctly

Test-taker Demographics

Early Childhood Content Knowledge

N=13

- 92% White; 8% Hispanic
- 100% female
- 100% native English speakers
- 38% have some college (undergraduates)
- 62% are post baccalaureate students

Professional Development Needs Assessment of Regional Educators

- Survey conducted in 2008-2009
- **13 Districts Surveyed:** Albany, Becker, Buffalo, Dassel-Cokato, Holdingford, Kimball, Little Falls, Monticello, Pierz, Princeton, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud
- 1,734 educators responded
- Early Childhood Educators: N=48

Top Needs Identified by Early Childhood Educators

- Distinguishing between mental health issues and behavior issues
- Communicating effectively with parents and families
- Identifying and referring students with early mental health issues
- Teaching emerging writing skills
- Teaching emerging math skills
- Creating an environment that accepts and supports differences

If you could have professional development in only one area...

- **21% Parents, Families and Community** (includes effective communication, dealing productively with issues, facilitating positive partnerships, etc.)
- **19% Student Health** (includes physical and mental health issues)
- **10% Curriculum and Instruction** (includes differentiation, designing environments to motivate all students, teaching at-risk students, meeting the needs of all students, etc.)
- **10% Teacher Wellness** (includes balancing professional and personal life, creating and maintaining a positive support system, avoiding burnout, developing positive stress management techniques, etc.)