Program Report for the Initial Preparation of Early Childhood Teachers
National Association for the Education of Young Children (NAEYC)
2010 Standards - Option 1

NOTE: This form uses the NAEYC standards approved by NCATE in 2010. Beginning in Fall 2012 ALL programs must use the new standards.

COVER SHEET

1. **Institution Name**

   Kutztown University of Pennsylvania

2. **State**

   Pennsylvania

3. **Date submitted**

MM	DD	YYYY
09	11	2019

4. **Report Preparer's Information:**

   Name of Preparer:

   Tracy Keyes

   Phone: Ext.

   (610)682-4286

   E-mail:

   keyes@kutztown.edu

5. **CAEP Coordinator's Information:**

   Name:

   Carissa Pokorny-Golden

   Phone: Ext.

   (610)683-4253

   E-mail:

   pokorny@kutztown.edu

6. **Name of institution's program**

   Bachelor of Science in Education in Elementary Education with Early Childhood PreK-4

7. **CAEP Category**

   Early Childhood Education-First Teaching License

8. **Grade levels[1] for which candidates are being prepared**

   PREK-Grade 4

9. **Program Type**
   - ◉ First Teaching License
   - ○ Non-licensure/non-certification degree

10. **Degree or award level**
    - ◉ Baccalaureate
    - ○ Post Baccalaureate
    - ○ Master's

11. **Is this program offered at more than one site?**
    - ○ Yes
    - ◉ No

12. **If your answer is "yes" to above question, list the sites at which the program is offered**

13. **Title of the state license for which candidates are prepared**

    PA Instructional Certificate in Grades PreK-4

14. **Program report status:**
    - ○ Initial Review
    - ○ Response to One of the Following Decisions: Further Development Required or Recognition with Probation
    - ◉ Response to National Recognition With Conditions

15. **Is your Educator Preparation Provider (EPP) seeking**
    - ○ CAEP accreditation for the first time (initial accreditation)
    - ◉ Continuing CAEP accreditation

16. **State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?**
    - ◉ Yes
    - ○ No

SECTION I - CONTEXT

1. **Description of any state or institutional policies that may influence the application of NAEYC standards. (Response limited to 4,000 characters)**

    No changes in state or institutional policies since Spring 2019 submission.

    Note - this submission addresses the condition received in August 2019 from our Spring 2019 submission: "The assessments have been significantly revised to meet the conditions cited in the last report. Additional evidence is needed to demonstrate Standard 2."

    Reviewer comments for Standard 2 were:

    "The program indicates that Assessments #1, #4 and #7 provide evidence for Standard #2:
    Assessment #1 - PECT - Data from the state licensure exam revealed candidates had a 84.5% pass rate for Module 1- Sub area: Family and Community Relationships and Collaboration (004) and that candidates met element 2a.

Assessment #4 - Student Teaching -The rubric and data chart for the student teaching evaluation have been aligned with the elements of the SPA.

The data for 2b reveal that candidates in the two placements scored an average of 80% in the proficient category.

Assessment #7 - Family Math Game - The rubric for this assessment was revised and reflects what the candidate should do related to standard 2c. The assessment had not been done prior to submission of this report, it will be administered in spring of 2019. This assessment provides limited evidence for 2c at the present time.

Given the preponderance of the evidence, standard 2 is met with conditions."

This submission adds the requested data and analysis of data for Assessment #7 that was needed from the previous report.

2. **Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. NOTE: Description of the field and clinical experiences required for the program should explain how the program ensures high quality field experiences. Quality field experiences support candidates to understand and apply the competencies reflected in the NAEYC standards as they observe, implement and receive constructive feedback in real world early learning settings. Programs are encouraged to consider the "indicators of strength" listed in the Supporting Explanation of Standard 7 when writing this narrative.**

(Response limited to 8,000 characters)

No changes since Spring 2019 submission.

3. **Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

4. **This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.**

5. **Candidate Information**
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Kutztown University College of Education, BSED ELU/PREK-4 Program		
Academic Year	**# of Candidates Enrolled in the Program**	**# of Program Completers[2]**
2017-2018	252	49
2016-2017	225	43
2015-2016	217	80

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. **Faculty Information**
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Dr. Amy Kennedy
Highest Degree, Field, &	

University[3]	
Assignment: Indicate the role of the faculty member[4]	Elementary Education
Faculty Rank[5]	Assistant Professor
Tenure Track	▪ YES
Scholarship[6]**, Leadership in Professional Associations, and Service**[7]**:List up to 3 major contributions in the past 3 years**[8]	"Kennedy, A. (2012). Author studies: An effective strategy for engaging pre-service teachers in the study of children's literature. Children?s Literature in Education, 43(1). (juried) presentation (state)- Kennedy, A. (2012) Enriching primary students? literacy learning through poetry. Pennsylvania Council of Teachers of English and Language Arts Annual Conference, Lancaster, PA. (juried-accepted) Fall 2012 presentation (regional)- Kennedy, A. and Gehringer, J. (2012) Critical Literacy in Young Children: Our Future Activists Mid-Atlantic Popular & American Culture Association. Pittsburgh, PA. (juried-accepted) Fall 2012"
Teaching or other professional experience in P-12 schools[9]	"13 years at Whitfield Elementary in the Wilson School District 3 years- 6th grade 1 year- Kindergarten 2 years- 2nd grade 7 years- 1st grade"

Faculty Member Name	Dr. Carol Watson
Highest Degree, Field, & University[3]	"Ph. D., Curriculum & Instruction - Virginia Tech"
Assignment: Indicate the role of the faculty member[4]	Elementary Education
Faculty Rank[5]	Assistant Professor
Tenure Track	▪ YES
Scholarship[6]**, Leadership in Professional Associations, and Service**[7]**:List up to 3 major contributions in the past 3 years**[8]	-presentation at 2011 NMSA Annual Conference -initiated and implemented partnership with local middle schools to provide all observation hours and field exprerience placement for new middle level programs- appointed Director of Sponsorships for EERA (Eastern Educational Research Association) - referred book chapter pending publication Summer 2011 (Linguistics and Social Justice in Public Schools- Peter Lang Publishing)
Teaching or other professional experience in P-12 schools[9]	23 years teaching experience (grades 1-7) -clinical supervision (grades K-8) -PA certificate (NK-8)

Faculty Member Name	Dr. Catherine McGeehan
Highest Degree, Field, & University[3]	D.Ed.
Assignment: Indicate the role of the faculty member[4]	Elementary Education and Graduate Reading
Faculty Rank[5]	Assistant Professor
Tenure Track	▪ YES
Scholarship[6]**, Leadership in Professional Associations, and Service**[7]**:List up to 3 major contributions in the past 3 years**[8]	Scholarship: McGeehan, C. & Mercantini, M. (2014). College Students Motivation To Read. Association of Literacy Educators and Researchers Yearbook, 36, 159-178. Modla, G. & McGeehan, C. (2014) Swimming in Shallow Waters: Strengthening Comprehension Strategy Instruction. Journal of Reading Education. 39, 22-28. Applegate, M, Applegate, T., Mercantini, M., McGeehan, C., Cobb, J., Deboy, J., Modla, V., Lewinski, K. (2014). The Peter Effect Revisited. Literacy Research and Instruction, 53, 188-204.
Teaching or other professional experience in P-12 schools[9]	York City School District 2015-present Consultant Radnor Township School District, 2005-2007 Literacy Coordinator Radnor Township School District, Radnor PA 2004 2005 Literacy Coach Radnor Township School District, Radnor, PA 1999 2004 Classroom teacher School District of Philadelphia, Philadelphia, PA 1998 1999 Teacher Collaborator School District of Philadelphia, Philadelphia, PA 1993 1998 Classroom Teacher

Faculty Member Name	Dr. Christopher Weiler
Highest Degree, Field, & University[3]	Ed. D., Educational Administration - Temple University
Assignment: Indicate the role of the faculty member[4]	Elementary Education: Prek-4. 4-8, supervision, & graduate faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	▪ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Weiler, C.S. (in press). Standards. In Mertens, S.B., Caskey, M.,M., Flowers, N. (Eds.). The Encyclopedia of Middle Grades Education, 2nd Ed. Charlotte, NC: Information Age Publishing. (Invitational/Editorial) Weiler, C.S. & Bestwick, A. (in press). Preparing them for the profession: Use of lesson plan study to improve pre-service teachers critical thinking and instructional design. Submitted in 2015 to Pennsylvania Teacher Educator. (Peer Review) Mackey, H.J., Daniels-Lane, A, Rosenbaun, J., Weiler, C. S. & Puri, D. (2016). Technology vs. respect. In Shapiro, J.P. & Stefkovich, J.A. (Eds.). Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas, 4th Ed. New York: Routledge. (Invitational/Editorial) Weiler, C.S. (2016, January). Join the crowd: Building a PLN. AMLE Magazine, 3 (5), 43-44. (Editorial) Member of KU Institutional Climate Committee; Local Union (APSCUF) Rep. for Dept. of El. Ed., Member of KU Children s Literature Conference Committee
Teaching or other professional experience in P-12 schools[9]	Sixteen years as a middle level teacher in 2 separate school districts. PA teaching K-8 and Elementary Principal Certification Clinical supervision in grades K-8

Faculty Member Name	Dr. Darlene Schoenly
Highest Degree, Field, & University[3]	Ed. D., Curriculum & Instruction - Penn State University, PA
Assignment: Indicate the role of the faculty member[4]	Elementary Education: Prek-4, 4-8, & graduate faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	▪ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Scholarship of Teaching, with a focus on Best Practices in Writing and Reading Instruction, Differentiated Instruction, and Engaged Learning Contribution to the field includes participating on college committees, completing Writing Specialist Certificate from Penn State University, and conducting literacy workshops for charter and private schools (gratis).
Teaching or other professional experience in P-12 schools[9]	Teacher- Gr. 1, 3, PA Language Arts coordinator-Gr. K-8, PA Curriculum Supervisor & Director of Curriculum K-12, PA Elementary Principal K-6, PA Assistant Superintendent K-12 PA Certifications: Elementary K-8, PA Elementary Principal K-6, PA Secondary Principal 7-12, PA Reading Specialist K-12, PA Assistant Superintendent K-12, PA Conducting ongoing professional development for inservice teachers in two districts in Pennsylvania. Supervising for the Masters pre-4 program in the pre student teaching clinical experience

Faculty Member Name	Dr. Jennefer Gehringer
Highest Degree, Field, & University[3]	Ed.D. in Literacy, Widener University
Assignment: Indicate the role of the faculty member[4]	Elementary Education: Prek-4 and Graduate faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	▪ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major	Completed doctoral dissertation on the story narratives of children, presented at the Study of Play conference at Rutgers University, accepted article in NAEYC publication, Teaching Young Children with two current students, Fall 2016. Search

contributions in the past 3 years(8)	committee for the College of Education Dean, Advisor to NAEYC student group on campus, served on University Senate
Teaching or other professional experience in P-12 schools(9)	12 years kindergarten teacher/Campus Lab School 10 years public school teaching experience (K-5) PA-certificate elementary/early childhood

Faculty Member Name	Dr. Krista Varano
Highest Degree, Field, & University(3)	Ed.D., Immaculata University
Assignment: Indicate the role of the faculty member(4)	Elementary Education: Prek-4, 4-8, supervision, & gradaute faculty
Faculty Rank(5)	Assistant Professor
Tenure Track	▫ YES
Scholarship(6), Leadership in Professional Associations, and Service(7):List up to 3 major contributions in the past 3 years(8)	Varano, K.G. (2014). Inquiring Minds Want to Know. Kappa Delta Pi: New Teacher Advocate. (Summer 2015 peer reviewed) Varano, K.G. (2014). Take a Picture it Lasts Longer. Kappa Delta Pi: New Teacher Advocate. (Fall 2014 peer reviewed) Varano, K.G. & Gierka, M.V. (2016). Differentiated Mentoring: Enhancing pre-service growth through roll-over supervision. Presentation at the Annual National Student Teaching and Supervision Conference, West Chester, PA. (April 2016) Service: Accepted as NAEYC Review pending course completion in November, College of Education SPA writer, PECT Prep Course writer, TaskStream coordinator
Teaching or other professional experience in P-12 schools(9)	15 years teaching experience (K-8). PA Level II K-6 Teaching Certification Current Substitute Teacher, Source4Teachers (University Breaks and Summers) Supervisor Clinical Experience and Professional Semester Field Work

Faculty Member Name	Dr. Kristen Bazley
Highest Degree, Field, & University(3)	Ed.D., Child and Youth Studies - Nova Southeastern University
Assignment: Indicate the role of the faculty member(4)	Elementary Education: Prek-4 & Graduate faculty
Faculty Rank(5)	Associate Professor
Tenure Track	▫ YES
Scholarship(6), Leadership in Professional Associations, and Service(7):List up to 3 major contributions in the past 3 years(8)	Association of Childhood Education International, Global Summit Juried, April 10-13 2014, Vancouver, Canada. Looking northward at cultural awareness and the impact on pre-service teachers. Bazley, K. (2015). Teaching Diversity through Children's Literature. Dubuque, IA: Kendall Hunt Publishing. Bazley, K. (2015) Focus on Elementary: Expanding Cultural Awareness Through Online Elementary Tutoring, Childhood Education, 91:3, 212-214,
Teaching or other professional experience in P-12 schools(9)	7 years teaching experience (grades K-3) K-6 teaching certification, in service teachings, and clinical supervision.

Faculty Member Name	Dr. Patricia Lutz
Highest Degree, Field, & University(3)	Ph.D., Human Development & Educational Leadership - Marywood University
Assignment: Indicate the role of the faculty member(4)	Elementary Education: Prek-4, 4-8, and graduate faculty
Faculty Rank(5)	Assistant Professor
Tenure Track	▫ YES
Scholarship(6), Leadership in Professional Associations, and Service(7):List up to 3 major contributions in the past 3	Research and Presentation in the areas of middle level pedagogy; specifically in mathematics and assessment. Have presented at the last 3 national conferences and have worked on research committees within the National Professors of Middle Level Educators and AERA Middle Level SIG. Currently serve on the University Senate research committee, am a co-chair on department professional semester

years[8]	committee and have planned and led the last two elementary education faculty retreats.
Teaching or other professional experience in P-12 schools[9]	19 years teaching experience (grades 6-8) PA certificate (K-8) & Secondary Mathematics Supervisory certificate in Curriculum and Instruction.

Faculty Member Name	Dr. Sandra A. Chambers
Highest Degree, Field, & University[3]	"Ph. D., Curriculum & Instruction - Kent State University, OH"
Assignment: Indicate the role of the faculty member[4]	Reading
Faculty Rank[5]	Assistant Professor
Tenure Track	▪ YES
Scholarship[6]**, Leadership in Professional Associations, and Service**[7]**:List up to 3 major contributions in the past 3 years**[8]	"Scholarship:Co-author of Response to Intervention and Instruction (RtII)-- KSRA 's Position Statement March 2011 Presentations: Presenter, LRA-- 2009 - 2011 Service: Annual Conference Proposal Reviewer?IRA (2008, 2009)"
Teaching or other professional experience in P-12 schools[9]	"Elementary School Principal, NY & OH Reading Coordinator, OH Teacher, Gr. 5, OH Teacher, Gr. 1, OH Certifications: OH Elem. Ed. 1 ? 8; w/Reading Endorsement K ? 12, NY; Elem. Ed.N ? 6; SAS Administrator K - 12"

Faculty Member Name	Dr. Teresa Sychterz
Highest Degree, Field, & University[3]	Ph. D., Curriculum & Instruction: Language & Literacy, Specialization: Children's Literature - The Pennsylvania State University
Assignment: Indicate the role of the faculty member[4]	Elementary Education: Prek-4, 4-8, supervision, & graduate faculty
Faculty Rank[5]	Professor
Tenure Track	▪ YES
Scholarship[6]**, Leadership in Professional Associations, and Service**[7]**:List up to 3 major contributions in the past 3 years**[8]	Publication: Yenika-Agbaw, V. & Sychterz, T. (2015). Adolescents rewrite their worlds: Using literature to illustrate writing forms. The Rowman & Littlefield Publishing Group: Lanham, MD. Grant: The Anne M. and Philip H. Glatfelter, III Family Foundation fall 2015. KU Children's Literature Conference to pay for speakers. $11,000 granted for school children presentations. KU Children's Literature Conference Committee, member 1998-Present, Coordinator of Conference and Co-chair, 2003-Present
Teaching or other professional experience in P-12 schools[9]	23 years teaching experience (preschool-grade 2) substitute teacher (preschool-8) PA Certified Instructional II, Elementary Education K-8 Kutztown 1974; Administrative I, Elementary Principal, Scranton 1991 Clinical Supervision 1998 - present, Prek-4, 4-8. M.Ed.; Field supervision of initial field experience for methodology courses 1998-2006, 2013-Present John Paul II Special Education School, spring 2012- present co-taught pottery classes at Clay on Main, Oley, PA

Faculty Member Name	Prof. Deborah Johnson
Highest Degree, Field, & University[3]	"M. Ed., Education - Temple University"
Assignment: Indicate the role of the faculty member[4]	Elementary Education
Faculty Rank[5]	Assistant Professor
Tenure Track	▪ YES
Scholarship[6]**, Leadership in Professional Associations, and**	"Teaching Tolerance, articles submitted, Use of Games to Teach Reading to At-Risk Learners 5/2012 PA NAME , Pennsylvania Association for Multicultural Education , presenter and member 10/12 FDI, Frederick Douglas Institute Committee Board

Service[7]:List up to 3 major contributions in the past 3 years[8]	member, presenter 2009-present Commission on Human Diversity, Interfaith Perspectives for Community : presenter , Feb. 2012 PAEOPP, Pennsylvania Association of Educational Opportunity Personnel , 10/2009 presenter, awardee, member"
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	Prof. Tracy Keyes
Highest Degree, Field, & University[3]	"M.S., Child Development - University of La Verne, CA"
Assignment: Indicate the role of the faculty member[4]	Elementary Education
Faculty Rank[5]	Assistant Professor
Tenure Track	▫ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	"Presenter, International Early Childhood Arts Conference, 2011 NAEYC Member, 1994-present Presenter, PA Professional Development Institute, 2010 Reggio Study Tour, Winter 2009 Textbook Reviewer, Pearson, 2010 Contributor/Work Group Member, PA DEPT OF ED Early Learning Standards, revisions"
Teaching or other professional experience in P-12 schools[9]	"Head Start Teacher: 4 years Child Care Teacher: 5 years Lab School (Preschool-Kindergarten) Coordinator/Master Teacher: 12 years First Grade: 1 year PA Certificate, Early Childhood Education"

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(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NAEYC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. **Please provide following assessment information (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment [10]	Type or Form of Assessment [11]	When the Assessment Is Administered [12]
Assessment #1: Licensure assessment, or other content-based assessment (required)	no changes in assessments used in program		
Assessment #2: Content knowledge in early childhood education (required)			
Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)			
Assessment #4: Student teaching or internship (required)			
Assessment #5: Candidate effect on student leaning (required)			
Assessment #6: Additional assessment that addresses NAEYC standards (required)			
Assessment #7: Additional assessment that addresses NAEYC standards (optional)			
Assessment #8: Additional assessment that addresses NAEYC standards (optional)			

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(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NAEYC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC standards.

1. **Standard 1:** Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

	#1	#2	#3	#4	#5	#6	#7	#8
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.	☐	☐	☐	☐	☐	☐	☐	☐

2. **Standard 2:** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

	#1	#2	#3	#4	#5	#6	#7	#8
2a: Knowing about and understanding diverse family 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.	☐	☐	☐	☐	☐	☐	☐	☐

3. **Standard 3:** Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

	#1	#2	#3	#4	#5	#6	#7	#8
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 use of technology in documentation, assessment and data collection. 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.	☐	☐	☐	☐	☐	☐	☐	☐

4. **Standard 4:** Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

	#1	#2	#3	#4	#5	#6	#7	#8
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 appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches 4d: Reflecting on own practice to promote positive outcomes for each child.	☐	☐	☐	☐	☐	☐	☐	☐

5. **Standard 5:** Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

	#1	#2	#3	#4	#5	#6	#7	#8
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	☐	☐	☐	☐	☐	☐	☐	☐

	#1	#2	#3	#4	#5	#6	#7	#8
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.								

6. **Standard 6:** Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

	#1	#2	#3	#4	#5	#6	#7	#8
6a: Identifying and involving oneself with the early childhood field 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education 6e: Engaging in informed advocacy for young children and the early childhood profession.	☐	☐	☐	☐	☐	☐	☐	☐

7. **Standard 7: FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD**

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

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, child care centers and homes, Head Start programs)

Information should be provided in Section I (Context), question 2, to address this standard.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

   DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:
● Content knowledge (Assessments 1 and 2)
● Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
● Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provide evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide/rubric for the assessment; and
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or

1. **State licensure tests or professional examinations of content knowledge. NAEYC standards addressed in this entry could include Standards 1-6. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)**

    Provide assessment information as outlined in the directions for Section IV

2. **Assessment of content knowledge(13) in early childhood education. NAEYC standards addressed in this entry could include but are not limited to Standards 1, 2, and 5. Examples of assessments include comprehensive examinations, GPAs or grades(14), and portfolio tasks(15). (Answer Required)**

    Provide assessment information as outlined in the directions for Section IV

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    (13) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.
    (14) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.
    (15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. **Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. NAEYC standards that could be addressed in this assessment include but are not limited to Standard 4. Assessments might emphasize features such as (a) adaptations to individual, developmental, cultural and linguistic differences; (b) knowledgeable and developmentally appropriate application of subject matter knowledge; (c) use of effective and appropriate teaching strategies for young children; and (d) attention to effects on children's learning. These assessments are often included in a candidate's portfolios or in student teaching evaluations. (Answer Required)**

    Provide assessment information as outlined in the directions for Section IV

4. **Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NAEYC standards that could be addressed in this assessment include Standards 1-6. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)**

    Provide assessment information as outlined in the directions for Section IV

5. **Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include but are not limited to Standards 1, 3, and 4. Examples of assessments include those based on samples of children's work, portfolio tasks, case studies, follow-up studies, and employer surveys. They might include follow-up studies of graduates of the ECE program, as they relate to the NAEYC standards and as they document graduates' effectiveness in professional positions where they have an impact on young children's development and learning. (Answer Required)**

    Provide assessment information as outlined in the directions for Section IV

6. **Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Answer Required)**

    Provide assessment information as outlined in the directions for Section IV

7. **Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Optional)**

Provide assessment information as outlined in the directions for Section IV

Assessment #7-F19

See the **Attachment** panel.

8. **Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Optional)**

   Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. **Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

   (Response limited to 12,000 characters)

   The data from assessment #7 demonstrated our teacher candidates were able to met Standard 2 in the program. We need to continue to work with our candidates to increase their understanding on how to successfully implement this component of the assignment which we will do this fall.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. **For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur**

   For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

   (Response limited to 24,000 characters.)

   Data was added for Standard #2 (Assessment #7). Assessment 7 rubric and description are the same as submitted for the Spring 19 report. The assessment was implemented for the first time in Spring 2019 so data was not available at the time of submission. This was the only item noted on the "Recognized with Conditions".

Please click "Next"

This is the end of the report. Please click "Next" to proceed.