

NATIONAL RECOGNITION REPORT

Initial Preparation of Early Childhood Education Teachers (2001 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the National Association for the Education for Young Children (NAEYC).

Cover Page

Name of Institution

Trinity (Washington) University, DC

Date of Review

MM DD YYYY

02 / 01 / 2012

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program covered by this Review

Early Childhood Education

Grade Level⁽¹⁾

Age 4 - Third Grade

(1) e.g. Early Childhood; Elementary K-6

Program Type

- First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):

- Nationally recognized

- jn Nationally recognized with conditions
- jn Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- jn Yes
- jn No
- jn Not applicable
- jn Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

The action research assessment is a strength of the program.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1.

Standard 1. Promoting Child Development and Learning. Candidates 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 all children.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Regarding NAEYC Standards 1 - 5, the August 2010 National Recognition Report stated that the following conditions must be met in order for the program to obtain full national recognition:

1. Assessments 1, 2, 3, 5, 6 and 8 all submitted data with analysis but did not have data that are disaggregated by the Standards. Submit data that are disaggregated by the NAEYC Standards.
2. Assessment 4 has data that are disaggregated by multiple standards and lumped together.
3. Disaggregate all data to show how data are being used to make program improvements according to each of the standards.
4. Assessment 8 should include student instructions and a scoring guide/rubric that aligns with NAEYC Standards and a more thorough description of interpretation of how the data provide evidence for meeting the Standards.

In response to these conditions, the program submitted the following evidence.

1. A spreadsheet (ECE Data 0809 0910 1011) containing disaggregated data for each assessment (1, 2, 3, 5, 6 and 8) for academic years 8-09 09-10, and 10-11.

2. A spreadsheet (ECE Data 0809 0910 1011) containing disaggregated data assessment 4 for academic years 8-09 09-10, and 10-11.
3. A narrative description of the use of data in program planning and improvement.
4. Student instructions, scoring/guide rubric aligned with NAEYC Standards, and a more thorough description of how the data provide evidence for meeting the Standards for Assessment 8 (Action Research Project).

Examination of these materials reveals sufficient evidence that the Conditions have been satisfied. As the program moves forward in refining its assessment system, clear alignment of rubric items with NAEYC Standard elements will provide more fine-grained and helpful data about candidate performance and program effectiveness.

Standard 2.

Standard 2. Building Family and Community Relationships. Candidates 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

See Standard 1

Standard 3.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates 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 children's development and learning.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

See Standard 1

Standard 4.

Standard 4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

See Standard 1

Standard 5.

Standard 5. Becoming a Professional. Candidates 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.

Met

Met with Conditions

Not Met

jñ

jñ

jñ

Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Evidence from assessments of Standards 1, 2 and 4 provide sufficient evidence that candidates have knowledge of content.

C.2. Candidates's ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Evidence from assessments of Standards 3 and 4 provide sufficient evidence that candidates are able to apply professional pedagogical knowledge, and demonstrate pedagogical skills.

C.3. Candidate effects on P-12 student learning

Evidence from assessments of Standards 1, 3, 4, and 5 provide sufficient evidence that candidates are able to assess their effects on childrens' learning and development.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The response to conditions provides direct evidence that the program uses assessment results to improve their program and candidate performance.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the Board of Examiners:

PART G - DECISIONS

Please select final decision:

- jm National Recognition.** The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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