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

NOTE: This form uses the NAEYC standards approved by NCATE in 2010. Programs have the option to use either the 2002 or 2010 programs submitting reports through Spring 2012. Beginning in Fall 2012 ALL programs must use the new standards. NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

TRINITY WASHINGTON UNIVERSITY

2. State

WASHINGTON, DC

3. Date submitted

MM   DD   YYYY

[   ] / [   ] / [   ]

4. Report Preparer's Information:

Name of Preparer:

BWEIKIA STEEN, ED.D.

Phone: Ext.

(202) 884 - 9562   [   ]

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STEENB@TRINITYDC.EDU

5. NCATE Coordinator's Information:

Name:

LYNN JOHNSON

Phone: Ext.

(202) 884 - 9560   [   ]

E-mail:

JOHNSONLY@TRINITYDC.EDU

6. Name of institution's program

EARLY CHILDHOOD EDUCATION

7. NCATE Category

Early Childhood Education-First Teaching License

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

PK-3

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(1) e.g. Birth to Grade 3, P-3

9. Program Type

⦿ First Teaching License

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

EARLY CHILDHOOD EDUCATION

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 unit seeking

○ NCATE accreditation for the first time (initial accreditation)
⊙ Continuing NCATE accreditation

16. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a 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)

Trinity Washington University has been training teachers in Washington, DC, for more than 30 years. Trinity offers Early Childhood Education at the graduate level through a Master's of Arts in Teaching (MAT) program. The MAT is tailored to the needs of candidates who seek first-time teaching licensure and to be certified in Early Childhood Education. Candidates take 36 credit hours and qualify for teaching certification in grades Pre-K-3.

Due to the high demand for Early Childhood teachers in the District of Columbia (DC) and its surrounding areas, many of the candidates in our MAT program are already employed as teachers or become employed prior to completing the program. Consequently, their student teaching experiences occur at the schools where they are employed. They are supported by university supervisors and mentors within their schools. The program is organized to be as supportive as possible to candidates who are working full-time.

Trinity is centrally located in the District of Columbia, and the program is approved by the District's Office of the State Superintendent of Education (OSSE). OSSE has adopted the NCATE/CAEP standards for program approval. Trinity's education programs are in compliance with NCATE/CAEP and OSSE requirements.

Candidates graduating from Trinity's program, who wish to obtain certification in DC or Maryland, must take Praxis II in Early Childhood Education. Although Praxis II is a requirement for certification, Trinity has not required candidates to pass this exam as a graduation requirement. Beginning Fall 2016, however, passing Praxis II will be required in order for candidates to be student teach and, therefore, to graduate. With this new requirement, we hope to receive more ETS score reports which will further demonstrate our candidates' content knowledge.

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)

The Early Childhood ("EC") Master of Arts in Teaching ("MAT") program requires candidates to meet Standard 7 in various ways. Candidates are required to conduct observation and practice hours in two of the core courses EDCC 530 (Education of Exceptional

Children/Youth) and EDCC 541 (Foundations of Education, The Art of Teaching and Learning) as well as in all of their EC methods classes: EDTE 610 (Early Childhood Development in Family and Culture), EDTE 611 (Literacy Development Across the Curriculum), EDTE 612 (Constructing and Integrating the Early Childhood Curriculum), EDTE 613 (Developing Concepts in Early Childhood Mathematics and Science for Diverse Learners), EDTE 614 (Assessment in Early Childhood for Diverse Learners), and EDTE 627 (Literacy Assessment and Instruction for Early and Emergent Readers).

Field experience sites are chosen by the course instructor and approved by the Early Childhood program coordinator. Trinity's Early Childhood program is small, with two full-time faculty members, one full-time special education faculty member who teaches EDCC 530 (Education of Exceptional Children/Youth), and a team of adjunct faculty members. Therefore, the faculty work collaboratively to ensure that all candidates have varied opportunities to observe and practice in different settings and with different age groups throughout the program. Faculty have defined "highly qualified" locations as those having positive school environments, a clearly identified philosophy and curriculum, and settings that appropriately meet the needs of the students and the families they serve.

Various approved educational sites include: Head Start, Educare, homeless shelters, Bright Horizons, Appletree, DC public schools (including universal preschool: PreK3-PreK4), DC charter schools (including universal preschool: PreK3-PreK4), Virginia private schools (that include PreK3-4 or PreK4, Catholic schools (including PreK3-4), Montessori (birth-primary), Reggio Emilia, Waldorf, and public schools in Virginia (Head Start) and Maryland(universal preschool).

Specific teachers within these sites have been deemed "intentional" and are "highly qualified." Highly qualified teachers have at least three years' teaching experience, have obtained a master's degree, and have also been approved by their director/principal. These teachers understand the relationship between positive classroom environments, classroom management, classroom instruction, and parental involvement.

There have been isolated cases in the past couple of years where candidates have requested to conduct a field experience in a setting that was not deemed appropriate by the Early Childhood program coordinator. The program coordinator, in collaboration with the Early Childhood faculty, then found an appropriate site for the candidate. The program coordinator continuously tracks and develops a list of approved school settings within the DC metro area. Candidates are provided the list of school settings with names of teachers who have been selected and visited by the faculty and have been approved as "highly qualified." In addition, candidates are required to keep a list of settings and age groups they have observed and settings where they have practiced. This ensures that each candidate acquires varied experiences throughout the program.

7a. Opportunities to observe and practice in at least two of the three Early Childhood age groups (birth-age 3, 3-5, 5-8).
Our Early Childhood program is approved for PreK3-third grade; thus, candidates are required to observe and practice in various settings serving those grades: PreK-3, 3-5 and 5-8 years old. Candidates complete field experiences in each of their Early Childhood courses by conducting observations in various settings: Head Start, Montessori, Reggio, special education/Inclusive settings, public schools, and child care centers. Candidates also create lesson plans and implement those lesson plans in various settings, with children, 3-5 and 5-8 years old. Candidates are required to observe in various settings with two different age groups: 3-5 and 5-8 years old in the following courses: EDTE 610 (Early Childhood Development in Family and Culture), EDTE 612 (Constructing and Integrating the Early Childhood Curriculum), EDCC 530 (Education of Exceptional Children/Youth), and EDCC 541 (Foundations of Education: The Art of Teaching and Learning. Each of the assignments in the listed courses require candidates to, in conjunction with the professor teaching the course and/or the Early Childhood program coordinator, identify a setting that will allow the candidate to observe and practice in 3-5 year old settings and 5-8 year old settings. In EDCC 530, candidates are required to choose an age group and an Early Childhood "highly qualified" setting to observe in a special education setting. In EDCC 541, candidates are required to choose an age group and a "highly qualified" teacher to observe. In EDTE 612, candidates are required to develop a thematic unit plan and choose an age 3-5 and an age 5-8 classroom and develop appropriate lesson plans for each age group. Then, candidates are required to conduct a videotaped lesson for each of their chosen age groups.

7b. Opportunities to observe and practice in at least two of the three main types of Early Childhood settings (early school grades, child care centers and homes, Head Start programs).

In addition to observing and practicing with various age groups, candidates are required to observe and practice in different types of early education settings. As previously mentioned, the Early Childhood faculty, along with the Early Childhood program coordinator, has developed a list of approved education settings that will allow candidates to have varied opportunities, yet experience "intentional" and appropriate practices. For example, in EDTE 612 (Constructing and Integrating the Early Childhood Curriculum),candidates are required to choose an age group and at least two educational settings that are different than their current school setting, and observe in each setting for two hours. In EDCC 530 (Education of Exceptional Children/Youth), candidates are required to choose an age group and an inclusive or self-contained setting and conduct an observation. In the following courses: EDTE 611 (Literacy Development Across the Curriculum), EDTE 612 (Constructing and Integrating the Early Childhood Curriculum), and EDTE 613 (Developing Concepts in Early Childhood Mathematics and Science for Diverse Learners), candidates are required to practice in two different educational settings, with two different age groups. Candidates will often choose their current school setting for one of the ages and are instructed to choose from the approved, "highly qualified" school settings list to conduct their lesson for the second age group.

Candidates are required to reflect on their experiences by comparing and contrasting each experience to related research about child development, Early Childhood theories and philosophies, individual and developmentally appropriate practices, the appropriate related organization's statements, and the NAEYC position statements. This additional reflection assignment provides them with the opportunity to compare their observations, and/or lessons with research to ensure candidates appropriately support their own teaching beliefs, philosophies, and strategies.

   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.)

EARLY CHILDHOOD PROGRAM OF STUDY

See **Attachment** panel below.

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.

FIELD/CLINICAL EXPERIENCES STANDARD 7 TABLE

See **Attachment** panel below.

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:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]
2015	23	12
2014	16	17
2013	14	21

[2] NCATE 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	BOLDEN, MARK
Highest Degree, Field, & University[3]	Ph.D., Counseling Psychology; Howard University, Washington, DC.
Assignment: Indicate the role of the faculty member[4]	Full-time Faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	ᛒ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	President, Washington, DC, Association of Black Psychologists, 2009, 2011-2012 Keynote Presentation: Trauma Prevention and Coping with Crisis: An African Caribbean-Informed Model for Parents, Administrators, and Children. Northern Caribbean University Psychology Department, Kingston, Jamaica 2012. Workshop series for School and Government Personnel related to suicides associated with Jamaican students' test-taking: Mindful Management of Anxiety and Stress: High-Stakes Test-Taking Strategies for Jamaican Student Success. 2012.
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	COSIER, MEGHAN
Highest Degree, Field, & University[3]	Ph.D., Special Education; Syracuse University; Syracuse, NY
Assignment: Indicate the role of the faculty member[4]	Full-Time Faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	ᛒ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Member, Board of Directors, The Children's Guild District of Columbia Public Charter School Cosier, M. (2014). Using "narrative and numbers" to drive inclusive school reform: A case study. In S. Danforth (Ed.). Teaching in the shape of Justice: Becoming an inclusive educator. New York, NY: Pater Lang. Cosier, M., Gomez, A., Maghzi, K., & McKee, A. (2013). Smart phones permitted: How teachers use text messaging to collaborate in inclusive schools. Education and Information Technologies (Online First). doi: 10.1007/s10639-013-9288-2. Cosier,M., McKee, A., Gomez, A., & Derderian, C. (December, 2014). Making the common core state standards accessible to students with significant disabilities. Presentation. TASH Annual Conference, Washington, DC. Member, AERA, TASH (The Association for Persons with Severe Handicaps), CAL-TASH, VA-Tash

Teaching or other professional experience in P-12 schools[9]	San Diego Unified School District, Rosa Parks Elementary School: Special Education teacher, grades 2-3; Resource Specialist, grades 1-5 Albuquerque Public Schools, Kit Carson Elementary School: General Education teacher, grade 1

Faculty Member Name	DAWKINS, BETH KARA
Highest Degree, Field, & University[3]	Ph.D., Education -- Early Childhood, Families and Literacy; University of North Carolina at Chapel Hill; Chapel Hill, NC
Assignment: Indicate the role of the faculty member[4]	Full-Time Faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	ʙ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Member, NAEYC, Head Start Association Publications Reading Selection Strategies of Lower Income, Minority Students, November 2014 Reading Selection Strategies and Reading Achievement of Economically Disadvantaged, October 2014
Teaching or other professional experience in P-12 schools[9]	Licenses Birth thru Kindergarten, State of North Carolina Early Childhood, State of North Carolina Pre-K Teacher, Charlotte-Mecklenburg Schools Pre-K Teacher, American School Foundation of Guadalajara

Faculty Member Name	GREER, CYNTHIA
Highest Degree, Field, & University[3]	Ph.D., Higher Education Administration; Florida State University; Tallahassee, FL
Assignment: Indicate the role of the faculty member[4]	Full-Time Faculty
Faculty Rank[5]	Associate Professor
Tenure Track	ʙ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Member, American Counseling Association; DC Counseling Association; National Association of Student Personnel Administrators; Southern Poverty Law Association Publications I Love Being Me -- Be the Author of Your own Story. Chapter in Expressive Arts Interventions for School Counselors. Fall 2014 Doris and the Dolls -- Little Patuxent Literary Review. June 2014 Presentations Problem Gambling Treatment and Post-Traumatic Growth Opportunities for Culturally Diverse Persons, Families and Communities. Co-Presenter, Maryland Center of Excellence on Problem Gambling. March 2014 Social Injustice and Trauma -- The use of Post-Traumatic Growth and the Positive Power of the Human Spirit. Howard University Counseling Conference and Maryland Counseling and Development Conference. 2012
Teaching or other professional experience in P-12 schools[9]	Middle School Teacher, Math, Science and Health; Scotland County Public Schools, North Carolina

Faculty Member Name	JOHNSON, LYNN
Highest Degree, Field, & University[3]	MA, English Education, Hunter College CUNY; New York, NY
Assignment: Indicate the role of the faculty member[4]	Administrator
Faculty Rank[5]	Associate Dean
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Member, National Council of Teachers of English Member, Council on English Education Member, National Business Education Association Member, Eastern Business Education Association Member, NCATE Board of Examiners Member, NCATE Board of Program Reviewers Member, DC Board of Examiners Reader, SAHE Teacher Quality Grant proposals Reader, AACTE Conference presentation proposals
Teaching or other professional experience in P-12 schools[9]	New York State certification, English 7-12

Faculty Member Name	LITT, DEBORAH
Highest Degree, Field, & University[3]	Ph.D., Curriculum and Instruction; University of Maryland; College Park, Maryland
Assignment: Indicate the role of the faculty member[4]	Full-Time Faculty
Faculty Rank[5]	Associate Professor
Tenure Track	ʙ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Proposal reviewer, conference submissions, Literary Research Association Field council representative, Literacy Research Association International Literacy Association (formerly IRA) representative to the National Joint Council on Learning Disabilities Member, Literacy Research Association, ILA, Society for the Scientific Study of Reading, NCTE, Reading Recovery Association of North America Publications and Presentations Literacy Teacher Education: Principles and Effective Practices. With Martin, S., & Place, N. Guilford Press. 2014 Can They Read This? Word Sorts for Teachers. Presentation at the Literacy Research Association Conference, Marco Island, FL December 2014 Promising Practices in Literacy Teacher Education. Session Discussant at the Literacy Research Association Conference. Marco Island, FL December 2014
Teaching or other professional	Advanced Professional Certificate, Elementary 1-6 and Middle School; Maryland State Department of

experience in P-12 schools[9]	Education Prince George's County Public Schools, Reading Specialist/Reading Recovery Teacher

Faculty Member Name	LUBY, MOLLY
Highest Degree, Field, & University[3]	MAT, Education, 2009. Miami University, Oxford, OH
Assignment: Indicate the role of the faculty member[4]	Adjunct faculty
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Ohio Teaching License, Ohio Department of Education, 2011
Teaching or other professional experience in P-12 schools[9]	Mad River Local Schools, classroom teacher -- H-3rd grade

Faculty Member Name	MOLLER, MARY CLARE
Highest Degree, Field, & University[3]	M.S., Reading Specialist; Wheelock College; Boston, MA
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Member, RRCNA Member, IRA Reading Recovery Presentation at the National Conference in Columbus, OH; February 2012 Ongoing presentations at the Building and County Level
Teaching or other professional experience in P-12 schools[9]	Certificates/Licenses Reading specialist, PK-12; State of Virginia Elementary Education, K-6; State of Virginia Carlin Springs ES, Arlington, VA, Public Schools; Literacy Coach, Reading Recovery Teacher, Reading Specialist Long Branch ES, Arlington, VA, Public Schools; 2nd grade classroom teacher The River School, Washington, DC; 1st and 2nd grade classroom teacher Driscoll ES, Reading Specialist Aide

Faculty Member Name	MOORE, SELERYA
Highest Degree, Field, & University[3]	MA, Texas Southern University; Houston, Texas. Child Development/HEC, May 1974
Assignment: Indicate the role of the faculty member[4]	Adjunct faculty
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Certification; Teacher, Early Childhood Pre-K through Third Grade. District of Columbia Public Schools, Washington, DC. Member, National Association for the Education of Young Children Board member, DC Association for the Education of Young Children
Teaching or other professional experience in P-12 schools[9]	Bridges Public Charter School, External Assessor/Consultant; assessed 3 & 4 years olds. District of Columbia Public Schools; Early Childhood teacher; grade level chair, taught 3-4 year olds. District of Columbia Public Schools; education Manager, EC E/Head Start; oversight of 35 ECE classrooms.

Faculty Member Name	MORANT, TAMYKA
Highest Degree, Field, & University[3]	MAT, Teaching; Johns Hopkins University; Baltimore, MD
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Member, NCTM, NWSA, AERA Consortium of Race, Class, Gender, Ethnicity Interdisciplinary Scholar-Fellow NWSA Women of Color Leadership Project-Fellow Publications/Presentations AERA: Towards a Portable Family Pedagogy. April 2014 NWSA Conference: Understanding the Multidimensionality of Mentorship for Underrepresented Scholars: A Labor of Love. November 2014
Teaching or other professional experience in P-12 schools[9]	Certificate/License MD Educator Advanced Professional Certificate; Maryland State Department of Education DC Public Schools, Instructional Coach Manager Community Academy Public Charter Schools, Instructional Coach Community Academy Public Charter Schools, Elementary Teacher Baltimore City Public Schools, Elementary Teacher

Faculty Member Name	NERO, CANDACE
Highest Degree, Field, & University[3]	M.Ed., Curriculum and Instruction, Reading; Trinity Washington University; Washington, DC

Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Team Leader Test Coordinator Core team member Instructional leadership team member MCPS PLCI Reading PLC Leader
Teaching or other professional experience in P-12 schools[9]	Certificate/License Reading Specialist Advanced Professional Highly Qualified; Maryland State Department of Education Early Childhood Advanced Professional Highly Qualified; Maryland State Department of Education Montgomery County Public Schools, Reading Specialist Montgomery County Public Schools, 1st grade teacher Montgomery County Public Schools, Kindergarten teacher

Faculty Member Name	O'NEIL, TODD
Highest Degree, Field, & University[3]	M.Ed., Reading; Trinity Washington University; Washington, DC
Assignment: Indicate the role of the faculty member[4]	
Faculty Rank[5]	Adjunct Faculty
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	
Teaching or other professional experience in P-12 schools[9]	DC Public Schools, General Education teacher

Faculty Member Name	SMITH, DAWN NOELLE
Highest Degree, Field, & University[3]	M.A., Curriculum and Instruction; The George Washington University, Washington, DC. 2010
Assignment: Indicate the role of the faculty member[4]	Adjunct faculty
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Guest lecturer, University of Maryland: Exploring Early Childhood, Spring 2015 Guest panelist, To Fight Inequality, Support Women and Families, September 2015
Teaching or other professional experience in P-12 schools[9]	District of Columbia Public Schools, Washington, DC. Early childhood teacher, PreK-3.

Faculty Member Name	STEEN, BWEIKIA
Highest Degree, Field, & University[3]	Ed.D., International Multicultural Education; University of San Francisco; San Francisco, CA
Assignment: Indicate the role of the faculty member[4]	Full-time Faculty, Early Childhood Program Coordinator
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]	Member, NAEYC Committee member, NAEYC Council for Accreditation Member, Appeals panel, NAEYC Presentations Oral Language Development in Pre-K, Oh my!; November 2014 Hear Our Voices; ACEI; March 2014 Publications Starting Young: Counting the PreK to Prison Pipeline. Journal of Black Psyychologists. 2014
Teaching or other professional experience in P-12 schools[9]	New Haven Unified School District; grades K-2 Taught birth - 2nd grade, California

Faculty Member Name	STOCKS, JANET
Highest Degree, Field, & University[3]	Ph.D., Sociology; University of Pittsburgh; Pittsburgh, PA
Assignment: Indicate the role of the faculty member[4]	Administrator
Faculty Rank[5]	Dean
Tenure Track	∈ YES
	Member, Council on Undergraduate Research Member, American Educational Research Association Member, American Sociological Association Member, AAAS Science and Human Rights Coalition Chair, Board of

Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Governors, National Conferences on Undergraduate Research 2006-2008 Anselm Strauss Award, for Nyman, Reinikainen & Stocks, 2013, awarded by the Qualitative Family Research Network, Research and Theory Section, National Council on Family Relations to recognize significant work in the area of family theory, methods, and research that comes from a qualitative tradition. November 2014 Chatlott Nyman, Lasse Reinikainen & Janet Stocks, 2013, Reflections on a cross-national qualitative study of within-household finances. Journal of Marriage and Family 75 (June): 640-650. June 2013 Janet Stocks, 2012, Characteristics of Excellence in Undergraduate Research at Different Institutions, in Undergraduate Research, Washington DC: Council on Undergraduate Research. 2012.
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	WINTHER, CHRISTOPHER
Highest Degree, Field, & University[3]	M.Ed., Education; DePaul University; Chicago, IL
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Volunteer Moderator, DC Area High School ethics Bowl, Fall 2013 Volunteer Judge, Baltimore Network for Teaching entrepreneurship Business Plan Competition, Spring 2011
Teaching or other professional experience in P-12 schools[9]	Certificate/License Network for Teaching Entrepreneurship Certified Teacher Village Learning Place, Lead and Assistant Teacher Boys' Latin Charter High School, Lead Teacher Truman College High School, Lead Teacher

(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 NCATE 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)	PRAXIS II	LICENSURE ASSESSMENT	PRIOR TO LICENSURE
Assessment #2: Content knowledge in early childhood education (required)	INTERNSHIP READINESS ASSESSMENT COMPREHENSIVE EXAM	COMPREHENSIVE EXAM	PRIOR TO STUDENT TEACHING
	UNIT PLANS	INSTRUCTIONAL UNITS	

Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)			EDTE 611 LITERACY DEVELOPMENT ACROSS THE CURRICULUM EDTE 612 CONSTRUCTING AND INTEGRATING THE EARLY CHILDHOOD CURRICULUM EDTE 613 DEVELOPING CONCEPTS IN EARLY CHILDHOOD MATHEMATICS AND SCIENCE FOR DIVERSE LEARNERS
Assessment #4: Student teaching or internship (required)	STUDENT TEACHING EVALUATION	PRACTICUM EVALUATION	EDTE 671 STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION
Assessment #5: Candidate effect on student leaning (required)	TUTORING PROJECT	PROJECT	EDTE 614 ASSESSMENT IN EARLY CHILDHOOD FOR DIVERSE LEARNERS
Assessment #6: Additional assessment that addresses NAEYC standards (required)	VIDEO LESSON	LESSON PLAN REFLECTION	EDTE 611 LITERACY DEVELOPMENT ACROSS THE CURRICULUM EDTE 612 CONSTRUCTING AND INTEGRATING THE EARLY CHILDHOOD CURRICULUM EDTE 613 DEVELOPING CONCEPTS IN EARLY CHILDHOOD MATHEMATICS AND SCIENCE FOR DIVERSE LEARNERS
Assessment #7: Additional assessment that addresses NAEYC standards (optional)	STANDARDS PORTFOLIO	PORTFOLIO	EDTE 689 ADVANCED SEMINAR IN TEACHING
Assessment #8: Additional assessment that addresses NAEYC standards (optional)	ACTION RESEARCH CASE STUDY	CASE STUDY	EDTE 689 ADVANCED SEMINAR IN TEACHING

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(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 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 and scoring guides 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 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 NCATE's unit 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 provides 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 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 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 syllabi. There is

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

ASSESSMENT 1 PRAXIS II

See **Attachment** panel below.

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

ASSESSMENT 2 IRA COMPREHENSIVE EXAM PART 1	ASSESSMENT 2 IRA COMPREHENSIVE EXAM PART 2
ASSESSMENT 2 IRA COMPREHENSIVE EXAM PART 3	

See **Attachment** panel below.

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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

ASSESSMENT 3 UNIT PLANS

See **Attachment** panel below.

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

ASSESSMENT 4 STUDENT TEACHING EVALUATION

See **Attachment** panel below.

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

ASSESSMENT 5 TUTORING PROJECT

See **Attachment** panel below.

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

ASSESSMENT 6 VIDEO LESSON

See **Attachment** panel below.

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 STANDARDS PORTFOLIO

See **Attachment** panel below.

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

ASSESSMENT 8 ACTION RESEARCH CASE STUDY

See **Attachment** panel below.

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)

Based on data collected from 2013-2015, overall, candidates in the Early Childhood (EC) MAT program at Trinity Washington University meet or exceed the NAEYC standards for all key assessments. Early Childhood (EC) faculty began conducting Early Childhood meetings, which included full-time faculty and adjuncts, to reflect on the data and collaborate about all areas of the program: curriculum, course objectives, course textbooks, key assessments, and next steps to ensure program quality improvement and to ensure that Trinity's Early Childhood educators are intentional Early Childhood educators. Overall, four main topics emerged from the meetings as areas to continue to improve upon in all standards: incorporating technology; integrating social studies, the arts, health, and physical education into the field experiences; providing more opportunities to observe and to practice in infant and toddler settings; and embedding course and assignment check-in points throughout the semester in order to ensure that at least fifty percent (50%) of the candidates exceed all standards for all key assessments. While many of the changes have been made during the 2015-2016 academic year, the process is ongoing and the faculty

continues to meet to discuss and reflect on the changes made.

Content Knowledge:
The analysis revealed that though Early Childhood candidates have opportunities to conduct literacy, math, and science lessons, and that the candidates learn to integrate content areas throughout the curriculum, the faculty noticed that candidates needed more experience and opportunities to practice teaching and observing social studies lessons, the arts, health, and physical education. and in meeting NAEYC standard 2: Building family and community relationships. Therefore, beginning in Fall 2015 in EDTE 610 (Early Childhood Development in Family and Culture) candidates are required to complete at least 2 hours of observation and/or interview the director of an organization approved by the course instructor that appropriately meets the social justice needs of young children of color, poverty, gender identity issues, and homelessness. For example, candidates conducted observations in local homeless centers dedicated to meeting the needs of young children, birth through 3rd grade, by incorporating appropriate play into their day. Another candidate observed an EDUCARE facility in Southeast DC, a birth through five-year- old childcare center dedicated to meeting the needs of low-income children and interviewed the directors about the strategies used to meet the needs of the young children they serve, birth through 5 years old in Southeast DC. Students then designed a social studies lesson plan that incorporated the arts, and that would help young children understand social justice.

After analyzing the data, the early childhood faculty decided to implement a content portfolio as an assignment for EDTE 671 (Student Teaching in Early Childhood Education). This assignment requires candidates to create lesson plans that purposefully integrate health, and physical education, social studies, and the arts. As part of this assignment, candidates are also required to conduct a literature review about health, physical education, the arts, and social studies, and the role that content areas play in Early Childhood education and early learning.

Although the faculty have made appropriate changes to the syllabi and to the course design over the past couple of years, we understand the importance of integrating technology throughout the early childhood program, course syllabi, and course assignments, in order to model and to provide opportunities for candidates to observe and practice using technology. Incorporating appropriate technology into the early childhood curriculum remains a necessary objective and goal. In EDTE 610 (Early Childhood Development in Family and Culture) candidates are now required to design a webpage for families. The webpage is embedded into the main Family Handbook assignment. In EDTE 613 (Developing Concepts in Early Childhood Mathematics and Science for Diverse Learners), candidates are now required to incorporate an APP called Aurasma into one of their required lesson plans.

Professional and Pedagogical Knowledge
The analysis also revealed that though the candidates are licensed for PreK3-third grade, candidates could use more opportunities to conduct observations and to practice teaching with birth to three-year old children. Starting in Fall 2015, candidates were required to keep a field placement logbook that will document the field placement sites to ensure candidates purposefully observed and practiced in infant and toddler settings. While the candidates learn about child development, birth and beyond, the faculty want to ensure that all students have actual observation and practice hours with infants and toddlers in order to truly understand child development and early learning. The field placement logbook is checked by the course instructor, advisor, and the early childhood program coordinator. In addition to the field placement logbook, candidates in EDTE 613 (Developing Concepts in Early Childhood Mathematics and Science for Diverse Learners), because of the vast opportunities Washington, DC offers young children: museums, parks, the National Zoo, etc..., candidates are required to conduct two field trips that will help extend learning about science and math concepts. In addition to this assignment, candidates will be required to observe in one of the National Smithsonian (museum) child care centers to identify ways in which these child care centers utilize and incorporate the museums into their curriculum. The National Smithsonian childcare centers serve children, birth to five-years old. This additional assignment will provide candidates the opportunity to observe in an infant and toddler setting, in a different type of setting, and to observe the strategies used to incorporate and integrate social studies, the arts, and other content areas into the curriculum.

Student Learning
While one-hundred percent (100%) of the candidates met or exceeded all standards during 2015, one strategy implemented during the Fall 2015 was embedding check-in points throughout each semester and throughout each course. Previously, all syllabi had a midterm check-in point and a final check-in point. However, the faculty found that often, students who were exceeding the standards and doing well during the midterm check-in point, dropped to only meeting the standards by the end of the semester. For all syllabi, four different check-in points have been embedded throughout the semester for each course for main assignments. Candidates are required to bring specific sections of the main assignments to the class sessions on specific dates. The check-in points require candidates to conduct peer evaluations, and provide the course instructor the opportunity to provide assistance and to answer clarifying questions as needed. Furthermore, the faculty found that many candidates would procrastinate until the end of the semester to complete final assignments. Therefore, the faculty decided to change main assignment due dates from the end of the semester to throughout the semester to eliminate the need for some candidates to rush through assignments.

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 NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

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 NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

After receiving the report, changes were made to improve course syllabi, course rubrics, and course assignments to ensure that NAEYC standards were met and that specific key elements within each standard were addressed. Specifically, the faculty made changes to each key assessment to ensure that no more than two standards were addressed for each key assessment. In the original document, the faculty learned that narrowing the key assessments to one or two specific standards allowed for the opportunity to appropriately address that standard(s) by completing the course assignment(s). Narrowing the standards met for each key assessment also allowed the candidates a better opportunity to grasp a clearer understanding about the standard(s) addressed for specific assignments.

As the faculty analyzed the report, it was noted that NAEYC standards 7a and 7b were not clearly addressed. In addition to narrowing the key assessments to specific standards, changes were made to address standard 7 that would help to describe specific assignment requirements that provide the candidates opportunities to observe and practice in birth-third grade settings. These changes include clearly identifying and outlining specific assignments that require field experiences and describing the requirements that would address standard 7.

Please click "Next"

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