Program Report for the Initial Preparation of Early Childhood Teachers
National Association for the Education for Young Children (NAEYC)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name
   University of Memphis

2. State
   Tennessee

3. Date submitted
   MM  DD  YYYY
   09 / 16 / 2007

4. Report Preparer's Information:

   Name of Preparer: Sally Blake
   Phone: Ext.
   (901) 678 - 4861
   E-mail: ssblake@memphis.edu

5. NCATE Coordinator's Information:

   Name: John Johnston
   Phone: Ext.
   (901) 678 - 3443
   E-mail: jmjhnstn@memphis.edu

6. Name of institution's program
   BSED Human Development and Learning
7. NCATE Category

Early Childhood Education-First Teaching License

8. Grade levels\(^{(1)}\) for which candidates are being prepared

PREK-3

\(^{(1)}\) e.g. Early Childhood; Elementary K-6

9. Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

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

ECED PREK-3

14. Program report status:

- Initial Review
- Response to a Not Recognized Decision
- Response to National Recognition With Conditions

15. 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 III. 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)

Tennessee teacher licensure standards for Early Childhood Education endorse teachers for licensure in Early Childhood Education PreK-3. Tennessee ECEd teacher licensure performance standards and program implementation guidelines are very closely aligned with NAEYC standards, and are understood to include the same age range from birth through eight years (grade 3).

Tennessee supports early childhood education (PreK-3) preparation programs that enable teacher candidates to meet the developmental and academic needs of all children. The performance standards for early childhood education (PreK-3) provide teacher preparation programs guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning teachers. Teaching young children is a lifelong undertaking that is initiated in college course work, refined in field experiences and/or clinical practice, and enhanced during professional teaching. The intent of Tennessee’s early childhood education performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, an academic major and a variety of field experiences to ensure teacher candidates meet all of the licensure standards.

The University of Memphis PreK-3 Early Childhood initial licensure teacher education programs are approved by the Tennessee State Department of Education.

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. (Response limited to 8,000 characters)

The mission of field and clinical experiences at the University of Memphis is to allow students to observe and interact with teachers, students, and other support personnel in diverse school settings as well as other community settings. Extensive experiences in structured observations, tutoring, small group instruction and whole class instruction are required to provide a meaningful developmental transition from theory to student teaching.

All field and clinical experiences for initial licensure and advanced programs are designed, implemented and evaluated with the ultimate goal of developing educational leaders. As candidates interact with professionals in a variety of school and community sites and agencies, further development of content, professional, and pedagogical knowledges, skills, and dispositions is enhanced. The candidate has opportunity to practice theory in realistic settings and reflect on their impact on student learning.

The set of field experiences for all Early Childhood candidates at U of M is comprised of:

1. At the undergraduate field experience hours total at least 60. These hours are incorporated into class work. The number of hours required for specific classes is denoted in the syllabus passed out at the beginning of the class. Field experience hours are completed outside the scheduled class time in most instances.

2. Both public and private schools are used for field experiences. Candidates are expected to complete hours in urban/inner city, suburban, and rural settings. Field experiences reflect the diverse student population of The University of Memphis area and provide for a multicultural experience.

3. All field experiences are structured in such a manner as to reflect a developmental, sequential
approach to teacher education. Observation is followed by tutoring, small group instruction, and large group instruction. Candidates are supervised by university personnel. Field experiences are an expected part of the teacher education program.

BSED Early Childhood Education Field Experiences
See Chart BSED I Quest 2 Field

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

BSED Early Childhood Criteria for Admission
See BSED I Quest 3 Admission

4. Description of the relationship (2) of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

Vision and Mission
The vision of the College of Education is to be a leader in the preparation of urban professionals. The mission of the College of Education is to provide high-quality undergraduate and graduate instruction for urban students, to conduct meaningful research designed to illuminate and solve problems, and to use our expertise to serve our community. The theoretical model unifying all of these activities is engaged scholarship.

Commitments
All initial and advanced programs for the preparation of teachers and other school personnel are guided by these three fundamental commitments. Commitment to Effective Practice: All faculty members are committed to preparing candidates with the knowledge, skills, and dispositions necessary to begin practice as competent professionals who meet and exceed the requirements for successful work in their chosen fields. Commitment to Diverse Communities: We are committed to preparing effective professionals who understand and value diversity, and who act proactively in all relationships. Commitment to Leadership: We are committed to the notion of leaders as problem-solvers who embrace change. Our faculty and student leaders are disposed to positive change through active engagement with their various professional communities.

Outcomes for Professional Educators
These three commitments are expressed in these six College of Education Outcomes for Professional Educators: Content Knowledge and Skills, Knowledge of the Learner, Pedagogy and Instruction, Assessment and Responsive Practice, Management of Classrooms and Individuals, and Personal and Professional Growth and Development. Alignment between these outcome standards and NAEYC standards are demonstrated in the table below.

See Chart BSED I Quest 4 Frameworks

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system (3). (Response limited to
The College of Education Assessment System (COEAS) is consistent with the college conceptual framework and provides a structure for all college program assessments. COEAS identifies four transition points for initial programs: 1) admission to the Teacher Education Program/admission to a graduate program, 2) admission to student teaching 3) completion of student teaching and 4) follow-up during professional practice. The University of Memphis Early Childhood Education program assessment system includes both college-wide assessments and key assessments that are unique to the ECEd program.

The first transition point for initial teacher education program candidates is Admission to the Teacher Education Program. At this first point all assessments are universal college level requirements across all programs. (See admission requirements)

The second transition point is Admission to Student Teaching. In the program phase between the first and second transition points, ECEd candidates complete eight Key Assessments that are unique to the Early Childhood Education program, including the ECE Praxis Exam, an infant/toddler portfolio, an early childhood dispositions checklist, two unit plans: one with a comprehensive program focus and one with a mathematics, science, assessment focus, a case study, a teaching unit, and a student teaching portfolio.

See Chart BSED I Quest 5 Assessments

The third transition point is completion of student teaching and graduation. During student teaching—the program phase leading up to the third transition point—initial program candidates are assessed using a student teaching evaluation that is aligned directly with INTASC standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes.

The fourth transition point for initial teacher education program candidates occurs a year after program completion and uses a college-level follow-up survey aligned with INTASC standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes.

In sum, Early Childhood Education initial candidates are assessed over time at four transition points, using multiple sources of internal and external evidence, and different types of assessments. Some assessments are college-level although COEAS is designed so that most key assessments are program specific and unique to the ECEd program.

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.

See Attachments panel below.

7. 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.
8. 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.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>94</td>
<td>27</td>
</tr>
<tr>
<td>2005-2006</td>
<td>123</td>
<td>41</td>
</tr>
<tr>
<td>2004-2005</td>
<td>143</td>
<td>26</td>
</tr>
</tbody>
</table>

(4) 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.

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

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University(5)</th>
<th>Assignment: Indicate the role of the faculty member(6)</th>
<th>Faculty Rank(7)</th>
<th>Tenure Track(8)</th>
<th>Scholarship(8), Leadership in Professional Associations, and Service(9), List up to 3 major contributions in the past 3 years(10)</th>
<th>Teaching or other professional experience in P-12 schools(11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Johnston</td>
<td>PhD Teacher Education Minor Early Childhood Ohio State University</td>
<td>Faculty</td>
<td>Professor</td>
<td>b YES</td>
<td>Member NAEYC Program Review Committee Member NAEYC Advisory and Audit Committee Member NAEYC Associate Degree Program Accreditation Commission</td>
<td>2 years kindergarten teacher</td>
</tr>
<tr>
<td>Satomi Taylor</td>
<td>PhD Virginia Polytechnical &amp; State University Family and Child Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>Faculty</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>17 years Kindergarten teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Sally Blake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>PhD Curriculum and Instruction (Focus: Early Childhood Education) University of Mississippi</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>17 years Kindergarten teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Deb Moberly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>PhD Southern Illinois University at Carbondale Child Development and Learning</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</td>
<td>Director/Principle Investigator of the Ready, Set, Grow! Pilot Project (RSG). RSG is an NAEYC accreditation facilitation project working with 37 directors of Head Start and community child care centers. Director of the University of Memphis Head Start Centers of Learning. Directed the National Board Certification Initiative of the U of M and Memphis City Schools 2003-2005 administrators.</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>17 years Kindergarten teacher</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>Taught every grade level from Kindergarten through 8th grade and served as a principal for a public school early learning center for 10 years.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Faculty Member Name</td>
<td>Cheryl Rike</td>
</tr>
<tr>
<td>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>PhD Psychology with focus on ECE and Educational Leadership Southern Illinois University at Carbondale</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Faculty</td>
</tr>
<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship&lt;sup&gt;(8)&lt;/sup&gt;, Leadership in Professional Associations, and Service&lt;sup&gt;(9)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>State board of ACEI. Member ACEI National Professional Standards Committee. Rike, C. J. &amp; Sharp, L. K. (2007). Assessing Pre-Service Teachers' Dispositions: A Critical Dimension of Professional Preparation. Childhood Education: Infancy Through Early Adolescence. ACEI.</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>Taught every grade level from Kindergarten through 8th grade and served as a principal for a public school early learning center for 10 years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Kathryn Sharp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>EdD Early Childhood University of Memphis</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Field Experience Faculty</td>
</tr>
<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Instructor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship&lt;sup&gt;(8)&lt;/sup&gt;, Leadership in Professional Associations, and Service&lt;sup&gt;(9)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>Field experience supervisor for BSEd and MAT students. Rike, C. J. &amp; Sharp, L. K. (2007). Assessing Pre-Service Teachers' Dispositions: A Critical Dimension of Professional Preparation. Childhood Education: Infancy Through Early Adolescence. ACEI. Co-sponsor of the UMAEYC. (Student NAEYC Organization)</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>Taught kindergarten and second grade for Memphis City Schools.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Sandy Eggers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>PhD Human Development University of Memphis</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Faculty and Student Teacher Supervisor</td>
</tr>
<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Instructor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship&lt;sup&gt;(8)&lt;/sup&gt;, Leadership in Professional Associations, and Service&lt;sup&gt;(9)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>Starting and organizing the U of M student chapter of the National Association for the Education of the Young Child. President of the Memphis Association for the Education of the Young Child. Board member for the Tennessee Association</td>
</tr>
<tr>
<td>Contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>for the Education of the Young Child</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>Teaching or other professional experience in P-12 schools</strong>&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>Twenty-five years teaching experience, ages 3 through third grade in a variety of settings, including inner city Title 1 schools and private Montessori schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Amanda Otsuki</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highest Degree, Field, &amp; University</strong>&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>Ed.D. Instruction Curriculum Leadership University of Memphis</td>
</tr>
<tr>
<td><strong>Assignment: Indicate the role of the faculty member</strong>&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>Faculty Rank</strong>&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Instructor</td>
</tr>
<tr>
<td><strong>Tenure Track</strong></td>
<td>YES</td>
</tr>
<tr>
<td><strong>Scholarship</strong>, <strong>Leadership in Professional Associations, and Service</strong>&lt;sup&gt;(9)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>Student Teacher Supervisor</td>
</tr>
<tr>
<td><strong>Teaching or other professional experience in P-12 schools</strong>&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>1 1/2 years pre-K and ELL elementary classes Interim middle school science teacher Reading Workshops for Tipton County Teachers Current K-8 teaching license</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Sandra Turner Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highest Degree, Field, &amp; University</strong>&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>B.S.Ed. in Child Development M.S. Ed. in Educational Leadership and Administration</td>
</tr>
<tr>
<td><strong>Assignment: Indicate the role of the faculty member</strong>&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Director University Lab School</td>
</tr>
<tr>
<td><strong>Faculty Rank</strong>&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Director</td>
</tr>
<tr>
<td><strong>Tenure Track</strong></td>
<td>YES</td>
</tr>
<tr>
<td><strong>Scholarship</strong>, <strong>Leadership in Professional Associations, and Service</strong>&lt;sup&gt;(9)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>&quot;Nurturing Children's Spirits Using Literature&quot; in The Dragon Lode, IRA Journal, Spring, 2005. Co-authors Satomi Taylor Sabrina Brinson. Keynote Speaker for the Northwest Lutheran Early Childhood Education (ELEA) Conference, Seattle, Washington, 2004 Assisted the University in hosting The U.S. Committee for Economic Development national meeting</td>
</tr>
<tr>
<td><strong>Teaching or other professional experience in P-12 schools</strong>&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>Barbara K. Lipman Early Childhood School and Research Institute</td>
</tr>
</tbody>
</table>

<sup>(5)</sup> e.g., PhD in Curriculum & Instruction, University of Nebraska.
<sup>(6)</sup> e.g., faculty, clinical supervisor, department chair, administrator.
<sup>(7)</sup> e.g., professor, associate professor, assistant professor, adjunct professor, instructor.
<sup>(8)</sup> Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.
<sup>(9)</sup> 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.
<sup>(10)</sup> e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
<sup>(11)</sup> 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.
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)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>Praxis II – 0021 Education of Young Children</td>
<td>Standardized Test</td>
<td>Admission to TED</td>
</tr>
<tr>
<td>Assessment #2: Content knowledge in early childhood education (required)</td>
<td>Student Teacher Unit</td>
<td>Unit of work plan</td>
<td>ECED 4800 Professional Seminar Last semester of Program</td>
</tr>
<tr>
<td>Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)</td>
<td>Integrated Thematic Unit</td>
<td>Integrated unit plan</td>
<td>ECED 4530 Planning and Facilitating Math &amp; Science Learning First semester of last year of program</td>
</tr>
<tr>
<td>Assessment #4: Student teaching or internship (required)</td>
<td>Student Teaching Evaluation</td>
<td>Teaching Observations</td>
<td>ICL 4901 Student Teaching Kindergarten or 4903 Student Teaching Preschool Last semester of Program</td>
</tr>
<tr>
<td>Assessment #5: Candidate effect on student leaning (required)</td>
<td>Case Study</td>
<td>Case Study</td>
<td>ECED 3555 Observation &amp; Assessment of Infant and Early Childhood Development</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses NAEYC standards (required)</td>
<td>Infant Toddler Portfolio</td>
<td>Portfolio</td>
<td>ECED 4540 Infant &amp; Toddler Development and Care</td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that</td>
<td>Disposition</td>
<td>Checklist</td>
<td>ECED 4530 Planning and</td>
</tr>
</tbody>
</table>
addresses NAEYC standards (optional) | Checklist | Facilitating Math & Science Learning
---|---|---
Assessment #8: Additional assessment that addresses NAEYC standards (optional) | Student Teaching Portfolio | Comprehensive Portfolio | ICL 4800 Professional Seminar Final Semester of Program

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) 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. 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.

<table>
<thead>
<tr>
<th>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.</th>
<th>#1</th>
<th>#2</th>
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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.

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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.

| 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. | b | 4 | b | b | 3 | 3 | 3 | 3 |

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.

| 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. | b | b | b | b | 4 | e | e | e |

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

| 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 | b | 4 | b | 4 | 4 | 4 | 4 | 4 | 4 | b |
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.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides 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.

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 that are addressed 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 a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. 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.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. State licensure tests or professional examinations of content knowledge. NAEYC standards addressed in this entry could include all of the standards. 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 (items 1-5) as outlined in the directions for Section IV

See Attachments panel below.

2. Assessment of content knowledge in early childhood education. NAEYC standards addressed in this entry could include but are not limited to 1, 2, and 4. Examples of assessments include comprehensive examinations, GPAs or grades, and portfolio tasks. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

See Attachments panel below.

(15) 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.

(16) 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.

(17) For program review purposes, there are two ways to list a portfolio as an assessment. In some program 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 (items 1-5) as outlined in the directions for Section IV

See Attachments 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 all of the standards. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)

Provide assessment information (items 1-5) 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 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 (items 1-5) as outlined in the directions for Section IV

6. Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards 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 (items 1-5) as outlined in the directions for Section IV

7. Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards 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.

Provide assessment information (items 1-5) as outlined in the directions for Section IV
8. Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards 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.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

See Attachments 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)

BSEd Overview
The College of Education Assessment System (COEAS) structures review of assessment data by each program to ensure systematic use of assessment results to improve candidate and program performance. An Assessment Retreat is held each year in May at the end of the Spring semester. During this retreat, each program faculty group meets with its Community Advisory Committee to review the data collected over the past year, make necessary suggestions for needed program changes, and to evaluate the program and college assessment systems. To monitor the system, each program submits an Annual Program Report to the Department Chair, Director of Assessment, Dean's office, and the College of Education Teacher Education Advisory Council. The Early Childhood Faculty have been active in the development of this self-study and have met four times and communicated through multiple e-mails in addition to the COEAS retreat to discuss findings and plan for changes.

CONTENT KNOWLEDGE

Principal Findings
The assessments documenting Content knowledge include Praxis II 0021 Exam, Student Teaching Evaluation, Case Study, Infant Toddler Portfolio, and the Student Teaching Portfolio. A review of data from the Student Teaching Evaluation shows that over the course of two semesters the majority of BSEd candidates performed at the performance levels Acceptable and Proficient. In the Fall semester, two candidates were rated Developing in the Diverse Student and Quality of Planning components of this
assessment. The Case Study data show that over the course of two semesters all teacher candidates performed at the performance levels Acceptable and Proficient. The BSEd candidates have a consistent pattern of scores on the Infant Toddler Portfolio, indicating candidates understanding and knowledge of child development for infant and toddlers is Proficient. The BSEd candidates have a 100% passing score on the Praxis II 0021. Taken together the data from these assessments provide consistent evidence of strong candidate performance related to NAEYC Standards 1, 2, and 4c.

Faculty Interpretation
All available data reports support findings and evidence of candidates’ successful achievement of each of the standards. As a result of this self study we have realized that while our assessment scores are good we still have work to do to refine and align assessments with Standards. We need more detailed categories to document subcategories of the NAEYC Standards.

Changes
Our review of program assessment and individual assessment categories has resulted in the following actions.
• Increase of experiences focused on understanding and applying knowledge of assessment, diverse learners and environments.
• Increase of experiences concerning family and community and how it relates to professionalism.
• We modified the program in spring of 2007 to promote candidates’ abilities concerning family and community relationships but data indicate we still need improvement in this area.

Steps Taken to Improve Candidate Performance
1. Starting in Fall 2007, the College of Education Assessment System will make Praxis II subscore data available to all teacher education programs; this will allow for alignment and item analysis of candidate performance on individual NAEYC standards and their key elements. Faculty will do an item analysis to determine strengths and weaknesses of coursework. Also needed is the number of times the student has taken the exam and the passing score and the passing rate for the Early Childhood candidates.

Steps Taken to Improve Program
Course content changes accomplished:
1. An increased integration of activities to address diverse pupil populations. In ECED 6530 a new assignment and assessment to specifically address diverse populations was added.
2. Expanded family/community projects to be incorporated into coursework. In ECED 7102 the Case Study assessment family component was extended to more actively involve the family. In ECED 6540 the Infant and Toddler Portfolio assessment was revised to require more information and communication with the family of the target child.
3. Integration of more opportunities for candidates with infants, toddlers, and parents. In ECED 7102 required observation time of Infant and Toddlers was increased.

Assessments:
1. Review and revision of all assessment rubrics to align better with NAEYC standards.
2. Improvement of alignment of assessment instructions with rubrics.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Principal Findings
In looking at our BSEd candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions, we have reviewed data across several assessments. The assessments chosen to document ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions were the Dispositions Check List, Student Teacher Unit, Integrated Thematic Unit, and the Student Teaching Evaluation. During Fall Semester we
met with 5 students concerning their dispositions behavior. Progress in modifying behavior was made by four students and one dropped the program. Approximately the same number were met with in Spring 2007. By the third assessment point all candidates have earned an acceptable rating on the Dispositions Check List. The majority of the candidates received Acceptable and Proficient ratings on all assessment criteria. We believe our program, while not perfect, develops candidates with the skills needed for planning and teaching in a diverse changing population with a focus on urban education.

Faculty Interpretation
All available data reports support findings and evidence of candidates’ successful achievement of each of the standards. We believe the majority of our candidates have a clear understanding of dispositions needed for successful careers in the field and have developed planning skills to address all five NAEYC Standards. We believe that spreading the assessments across several semesters of professional development not only gives us information for formative assessment of our program, but also helps by providing a multi-faceted picture as to how well we are meeting the NAEYC Standards.

Changes
Reviewing our program assessment and individual assessment categories has resulted in the following actions.
• An increased focus on planning categories to address the understanding and application of candidate knowledge of assessment, diverse learners and environments.
• An increased focus on planning categories to address the topic of family and community and how it relates to professionalism.
• A better alignment of assessment instruments with NAEYC standard key elements.

Steps Taken to Improve Candidate Performance
Assignments to make candidates more aware of and actively responsive to diversity (e.g., academic, racial, economic, physical) in the classroom have been implemented in coursework. Faculty have adjusted syllabi accordingly.

Steps Taken to Improve Program
Course content changes accomplished:
1. An increased integration of activities to address diverse student populations.
2. Expanded family/community projects to be incorporated into coursework
3. Integration of more opportunities for candidates with infants, toddlers, and parents.
Assessments:
1. Revision of assessment rubrics to align better with NAEYC standards and their key elements.
2. Improved alignment of assessment instructions with assessment rubrics.

STUDENT LEARNING
Principal findings
Documentation of children’s learning is provided through observations of candidates’ teaching in early childhood programs, children’s assessment artifacts, and reflective narratives from candidates. All candidates received Acceptable and Proficient ratings on their field and student teacher placement observations. Artifacts to support child learning were acceptable as were reflective narratives which are part of the Student Teacher Portfolio assessment.

Faculty Interpretation
Candidates generally earn an acceptable rating in assessing pre-K-3 learners. However, we have determined we need more detailed information in our assessments if we are to document student
learning. We are discussing exactly what level of documentation is needed to provide evidence of student learning. We believe this is a complex issue and want to network with other institutions to learn what they are using to document student learning.

Changes
In review, our program assessment and individual assessment categories has resulted in the following actions.
• Clarification of categories from units to better document child learning.
• Narratives of candidate understanding or assessment artifacts to clarify success or developmental levels of growth.
• Additional practice in assessing children should be a part of every lesson plan and of focused reflections within the pre-professional semesters.

Steps Taken to Improve Candidate Performance
Course content changes accomplished:
1. Assignments have been refined for the Integrated Thematic Unit to better document candidates’ understanding of student learning.

Steps Taken to Improve Program
1. Additional emphasis has been developed in ECEd 4530 on assessment.
2. Assignments have been revised to focus on development of assessments appropriate for young children

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

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

THANK YOU

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