

Program Report for the Advanced Preparation of Early Childhood Professionals 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:

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Name:

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6. Name of institution's program

Masters of Science (M.S.) Early Childhood Education

7. NCATE Category:

Early Childhood Education-Advanced Teaching

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

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)

The Master of Science degree is available to individuals who are already licensed and want to expand their work in their teaching areas. It is also available to individuals without licensure who work in education-related settings but do not need teacher licensure. This degree is directed toward the development of competencies necessary for leadership and advancement in PreK-3 settings and fields related to education. The MS 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.

Most students enrolled in the MS degree are teachers working in classrooms. The field component of this degree is implemented through course assignments in the students' schools and classrooms or field work is arranged for non-practitioners.

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 Master of Science degree is available to individuals who are already licensed and want to expand their work in their teaching areas. It is also available to individuals without licensure who work in education-related settings but do not need teacher licensure. This degree is directed toward the development of competencies necessary for leadership and advancement in PreK-3 settings and fields related to education. The MS guidelines are very closely aligned with NAEYC standards, and are understood to include the same age range from birth through eight years (grade 3).

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of field experiences to ensure teacher candidates meet all of the licensure standards.

Most students enrolled in the MS degree are teachers working in classrooms. The field component of this degree is implemented through course assignments in the students' schools and classrooms or field work is arranged for non-practitioners.

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 of student teaching or internships.

The mission of clinical/field 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. Most students enrolled in the MS degree are practitioners teaching in classrooms. The field component of this degree is implemented through course assignments in the students' schools and classrooms. All clinical/field assignments are designed, implemented and evaluated with the ultimate goal of developing educational leaders. An Action Research component of this degree is implemented in the field and presented at the Research Expo as part of the degree requirement. As students work through their class assignments 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 clinical assignments for all MS Early Childhood candidates at U of M is comprised of:

Early Childhood MS Degree Field Assignments

MS I Chart for Question 2 Field Experiences Attachment

The MS student is expected to provide documentation of all field assignments. The contact hours vary due to individual environments but the hours are estimated as more than 80 field hours focused on implementation of assignments.

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)

See MS I Chart for Question 3 Admission Attachment

Applicants whose native language is other than English must score at least 550 (or 210 computer-based) on the Test of English as a Foreign Language (TOEFL).

An Exit survey is administered upon completion of degree requirements and a college-level follow-up survey aligned with INTASC standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes is administered one year after graduation .

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 uniting 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 in MS I Chart for Question 4 Framework Attachment.

(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 4,000 characters)

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 three transition points for the MS graduate program: 1) admission to a graduate program, 2) completion of course work and field assignments, and 3) 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 MS program and meet NAEYC standards. The first transition point for initial teacher education program candidates is Admission to the Graduate School. (See admission requirements)

The second transition point is completion of course work and field assignments. In the program phase, MS candidates complete eight Key Assessments that are unique to the Early Childhood Education program.

MS Assessments during Program Phase

See MS I Chart for Question 5 Framework Attachment

The third 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 MS candidates are assessed over time at three 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 MS program.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. 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.)

MS I Quest 2 Field Experiences	MS I Quest 3 Admissions
MS I Quest 4 Framework	MS I Quest 5 Assessments

See **Attachments** panel below.

7. 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.

MS I Program of Studies

See **Attachments** panel below.

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.

Program: Masters of Science Early Childhood Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	20	12
2005-2006	21	3
2004-2005	8	5

⁽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.

Faculty Member Name	John Johnston
Highest Degree, Field, & University ⁽⁵⁾	PhD Teacher Education Minor Early Childhood Ohio State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="radio"/> YES

Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Member NAEYC Program Review Committee Member NAEYC Advisory and Audit Committee Member NAEYC Associate Degree Program Accreditation Commission
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	2 years kindergarten teacher

Faculty Member Name	Satomi Taylor
Highest Degree, Field, & University ⁽⁵⁾	PhD Virginia Polytechnical & State University Family and Child Development
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Consulting editor for the International Journal of Early Childhood, PlayRights, and Tennessee's Children. NAEYC's Professionals Education Review Panel. Co-PI for the Japanese Ministry of Education grant for 2006-2009 (a cross-cultural study of children's attachment in Japan, the U.S., China, and Sweden).
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Sally Blake
Highest Degree, Field, & University ⁽⁵⁾	PhD Curriculum and Instruction University of Mississippi
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	ECED Content Editor: Tennessee State Department of Education Science Standards Revision Committee. Lesser, L., & Blake, S. (2006). Mathematical Power: Exploring Critical Pedagogy In Mathematics and Statistics. In C. Rossatto, R. L. Allen, & M. Pruyne (Eds.), Reinventing critical pedagogy: Widening the circle of anti-oppression education. Lanham, MD: Rowman & Littlefield Publishers. Blake, S. and Lesser, L. (2006). Exploring the Relationship Between Academic Self-Efficacy and Middle School Students' Performance on a High-Stakes Mathematics Test. 28th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mérida, México: Universidad Pedagógica Nacional
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	17 years: Kindergarten teacher.

Faculty Member Name	Deb Moberly
Highest Degree, Field, &	

University ⁽⁵⁾	PhD Southern Illinois University at Carbondale Child Development and Learning
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Director/Principle Investigator of the Ready, Set, Grow! Pilot Project (RSG). Director/Principle Investigator 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.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	kindergarten 4 years. Day care center director.

Faculty Member Name	Cheyrl Rike
Highest Degree, Field, & University ⁽⁵⁾	PhD Psychology with focus on ECE and Educational Leadership Southern Illinois University at Carbondale
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assisstant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	State board of ACEI. Member ACEI National Professional Standards Committee. Rike, C. J. & Sharp, L. K. (2007). Assessing Pre-Service Teachers' Dispositions: A Critical Dimension of Professional Preparation. Childhood Education: Infancy Through Early Adolescence. ACEI.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Taught every grade level from Kindergarten through 8th grade and served as a principal for a public school early learning center for 10 years.

Faculty Member Name	Kathryn Sharp
Highest Degree, Field, & University ⁽⁵⁾	EdD Early Childhood University of Memphis PhD Psychology with focus on ECE and Educational Leadership Southern Illinois University at Carbondale
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Field Experience Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Field experience supervisor for BSEd and MAT students. Rike, C. J. & 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)
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Taught kindergarten and second grade for Memphis City Schools.

Faculty Member Name	Sandy Eggers
Highest Degree, Field, & University ⁽⁵⁾	PhD Human Development University of Memphis
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Field Supervisor and Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Starting and organizing the U of M student chapter of the National Association for the Education of the Young Child. . Publishing research on Intergenerational connections President of the Memphis Association for the Education of the Young Child.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	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

Faculty Member Name	Amanda Otsuki
Highest Degree, Field, & University ⁽⁵⁾	Ed.D. Instruction Curriculum Leadership University of Memphis
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Field Supervisor
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	New terminal degree.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	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

Faculty Member Name	Sandra Turner Brown
Highest Degree, Field, & University ⁽⁵⁾	B.S.Ed. in Child Development M.S. Ed. in Educational Leadership and Administration
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Director University Lab School
Faculty Rank ⁽⁷⁾	Director
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	"Nurturing Children's Spirits Using Literature" 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 releasing their report "The Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation" June, 2006

Teaching or other professional experience in P-12 schools⁽¹¹⁾

Barbara K. Lipman Early Childhood School and Research Institute

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

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

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

(8) 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.

(9) 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.

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

(11) 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 (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Content-based assessment (required)	ECEd Content Exam	Comprehensive Exam	ECED 7107 Foundations of Early Childhood Education
Assessment #2: Content knowledge in early childhood education (required)	Case Study of an Infant or Toddler	Case Study	ECED 7102 Observations & Assessments of Infants, Toddlers & Young Children With & Without Disabilities
Assessment #3: Candidate ability to plan instruction (required)	Integrated Thematic Unit	Instructional Plan	ECED 7101 Foundations of Early Childhood Special Education
Assessment #4: Internship or other field-based experiences (required)	Center Implementation in Classroom	Application of Center Plan	ECED 7103 Literacy Development in Early Childhood
Assessment #5: Candidate effect on student leaning or creation of supportive learning environments for	Research Paper	Paper	ECED 7107 Constructivism in Early Childhood Education

student learning (required)			
Assessment #6: Additional assessment that addresses NAEYC standards (required)	Master Project/Thesis	Research Presentation	ICL 7992 Master's Project
Assessment #7: Additional assessment that addresses NAEYC standards (optional)	Disposition Checklist	checklist	ECED 7100 Foundations of Early Childhood Education & ECED 7103 Constructivism in Early Childhood Education
Assessment #8: Additional assessment that addresses NAEYC standards (optional)	Research & Presentation on Theorists	Research Presentation	ECED 7100 Foundations of Early Childhood Education

(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

1. For each NAEYC core 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	#2	#3	#4	#5	#6	#7	#8
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.	b	b	s	s	b	s	s	s
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.	e	b	e	e	e	e	e	e
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.	s	b	s	s	s	s	s	s
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	e	b	e	e	e	e	e	e

knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.								
5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	e	e	e	e	b	e	e	e

2. For each essential professional tool for all candidates in advanced programs NAEYC on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC standards.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.	e	b	e	e	b	e	e	e
2. Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of NAEYC’s Code of Ethical Conduct and other guidelines relevant to their professional role.	e	b	e	e	e	e	e	e
3. Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program.	e	b	e	e	b	e	e	b
4. Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.	e	e	e	e	b	b	e	b
5. Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.	e	b	e	e	b	b	e	b
6. Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.	e	e	e	e	b	b	e	e
7. Skills in Collaborating, Teaching, and Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.	e	e	e	e	e	e	e	e
8. Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children.	e	b	e	e	e	e	e	e
9. Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create	e	e	e	e	e	b	e	e

change, and influence better outcomes for children, families, and the profession.

10. Beyond the core standards and essential professional tools, programs may identify additional competencies essential to particular focus areas or specializations. Examples might be knowledge of the legislative process for candidates specializing in public policy and advocacy, or skills in personnel, and fiscal management for candidates in an early childhood administration program. Programs with such additional competencies should identify them in clear performance language and include criteria by which the program assesses these competencies. In their Program Report, programs should (if relevant) insert these additional competencies where noted, providing documentation of learning opportunities and candidate performance in the same way as requested for the core standards and essential professional tools.

€	€	€	€	€	€	€	€	€

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 available.

1. Assessment of content knowledge in early childhood education. NAEYC standards addressed in this assessment could include but are not limited to Core Standards 1, 2, and 4; and Essential Tools 1-6. Emphasis should be on knowledge as related to the advanced program’s identified area (s) of specialization. Examples of assessments include comprehensive examinations, field project, and portfolio tasks⁽¹⁵⁾. (Answer Required)

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

MS IV 1

See **Attachments** panel below.

(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 are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

2. CONTENT KNOWLEDGE: Assessment of content knowledge in early childhood education. NAEYC standards addressed in this assessment could include but are not limited to Core Standards 1, 2, and 4; and Essential Tools 1-6. Emphasis should be on knowledge as related to the advanced program’s identified area(s) of specialization. Examples of assessments include comprehensive examinations, field project, and portfolio tasks. (Answer Required)

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

MS IV 2

See **Attachments** panel below.

3. PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction or other practices (e.g., designing child care programs, policy and advocacy initiatives, and applied research in early childhood education). NAEYC standards that could be addressed in this assessment include but are not limited to Core Standards; Essential Tools 1, 2, and 5-8; and additional specialized competencies. Assessments might emphasize features such as (a) adaptations to individual, developmental, cultural differences; (b) knowledgeable application of subject matter knowledge to specialized professional roles as emphasized in the advanced program; (c) use of effective and appropriate strategies for teaching young children or for communicating these strategies to adult learners; and (d) attention to effects on the learning of young children or adults. These assessments

are often included in a candidate's portfolios. (Answer Required)

Provide assessment information as outlined in the directions for Sections III and IV.

MS IV 3

See **Attachments** panel below.

4. PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: 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, essential tools, and additional specialized competencies. An assessment instrument used in the internship or other field-based experiences should be submitted. (Answer Required)

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

MS IV 4

See **Attachments** panel below.

5. EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include but are not limited to Standards 3, 4, and 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

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

MS IV 5

See **Attachments** panel below.

6. Additional assessment that addresses NAEYC advanced standards. NAEYC standards that could be addressed in this assessment include all of the standards, essential tools, and additional specialized competencies. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies. If the program has identified additional specialized competencies, this assessment should address those competencies. (Answer Required)

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

MS IV 6

See **Attachments** panel below.

7. Additional assessment that addresses NAEYC advanced standards. NAEYC standards that could be addressed in this assessment include all of the standards, essential tools, and additional specialized competencies. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies. (optional)

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

MS IV 7

See **Attachments** panel below.

8. Additional assessment that addresses NAEYC advanced standards. NAEYC standards that could be addressed in this assessment include all of the standards, essential tools, and additional specialized competencies. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies. (optional)

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

MS IV 8

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)

MS Overview

The College of Education Assessment System (COEAS) structures review of assessment data by each program to insure 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. While the ECE MS Program is over 35 years old, during the past year many changes have been made in courses and assessments. The ECE faculty are developing and revising the program assessments as new courses are developed and old courses significantly revised. To date, Assessment 1-ECEd Content Exam, Assessment 5-Research Paper, Assessment-6 Master's Project, and Assessment 8-Research & Presentation on Theorists have been piloted. Since MS courses are offered in only once each year or every other year our data are limited.

CONTENT KNOWLEDGE

Principal Findings

To assess candidates' content knowledge, we have chosen these assessments: Assessment 1 ECED Content Exam, Assessment 2 Case Study of an Infant Toddler Portfolio, Assessment 5 Research Paper, Assessment 6 Master's Project/Thesis and Assessment 8 Research & Presentation on Theorists. The candidates all earned Expectations met with Distinction on the ECED content exam. Currently there is no data for the Case Study Assessment because the new assessment criteria goes into practice in Fall of 2007. The available data from the Research and Presentation on Theorists assessment indicate that 100% of the candidates scored either Acceptable and Highly Proficient. The data from Assessment 5 Research Paper indicate all teacher candidates performed at the Acceptable and Highly Proficient levels. Seventy-five percent of the candidates scored a Highly Proficient in the area of Knowledge of Theory & Research and 100% scored Highly Proficient on the communication section of this assessment. Data on assessment 6, Master's Project indicates all MS candidates earned Acceptable or Proficient ratings on this assessment. The assessment is divided into five skill areas which support the goals of this assessment. All candidates scored at the (highest) proficient level in the following categories: Use professional knowledge to plan action, Analyzes evidence and draws conclusions, Identify an appropriate action research question, Makes and implements a data collection plan, and Analyzes evidence and draws conclusions.

Faculty Interpretation

We now have data on 4 MS candidates and it indicates a high success rate across all standards and advanced program skills. We plan to build on our successes and extend these to other program assessments.

Changes

In review, our program assessment and individual assessment categories has resulted in the following actions.

- Development and refinement of MS assessments to better address NAEYC Standards and Essential Tools.
- Scoring guides more specific to the standards and Essential Tools.
- .Appropriate assessment information identified for input into the COEAS Assessment system.
- Development and refinement of scoring guides as the MS classes are taught for the first time.

Steps Taken to Improve Candidate Performance

1. Clarification of instructions on assessments.
2. More detailed assessment instruments.
3. Revised syllabi to emphasize connections between theory and reality.

Steps Taken to Improve Program

1. Review subparts of scoring guides to verify clear documentation of the standards.
2. Faculty development and refinement of new courses and assessments.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Principal Findings

At this stage of development of our MS program we have developed assessments but no data to support this component of the report. Assessments that will address this component are assessment 2-Case Study of an Infant or Toddler, Assessment 3-Integrated Thematic Unit, Assessment 4-Center Implementation in Classroom, and Assessment 7-Disposition Checklist. These assessments will be piloted in the 2007-2008 academic year and data will be collected.

Faculty Interpretation

As the faculty meet and continue to develop and refine the MS program we are designing assessments to support the NAEYC Standards and Advanced Program Tools.

Changes

Our review of program assessment and individual assessment categories has resulted in the following actions.

- Development of new assessments to align with NAEYC Standards.
- Alignment of assessment with course descriptions of assignments.

Steps Taken to Improve Candidate Performance

Faculty are planning to pilot and analyze program components. For example, alignment of assessments with NAEYC Standards and Advanced Program Essential Tools with assignments is being reviewed and revised.

Steps Taken to Improve Program

Course content changes accomplished:

1. Disposition Skill Checklist developed and ready for implementation.
2. Identification of data points to be collected.

Assessments:

1. Alignment of assessments with NAEYC Standards and Advanced Program Essential Skills.
2. Improvement of alignment of assessment instructions with rubrics.

STUDENT LEARNING

Principal findings

At this stage of development of our MS program we have proposed assessments but no data to support this component of the report. Proposed assessment to address this component are Assessment 2-Case Study of an Infant or Toddler, Assessment 3-Integrated Thematic Unit, and Assessment 4-Center Implementation in Classroom. These assessments will be piloted in the 2007-2008 academic year and data will be collected.

Faculty Interpretation

As the faculty meet and continue to develop and refine the MS program we are designing assessments to support the NAEYC Standards and Essential Tools.

Changes

The faculty continue to discuss changes based on pilots and program assessment development. The MS program requirements are changing to include a stronger emphasis on Early Childhood as opposed to general education as was evident in the old program. For example, review of the old MS program requirements included one course, ICL 7059 Models of Instruction which met none of the EC advanced standards or tools. There were a limited number of courses which directly addressed Early Childhood issues. New courses were developed to address these issues.

Steps Taken to Improve Candidate Performance

Faculty are planning to pilot and analyze program components, for example, data has been identified for collection and analysis for all courses. New data will be collected in the 2007-2008 Academic Year.

Steps Taken to Improve Program

The program is in the developing stage, for example, most new program assessments are designed and

we are now analyzing them to insure alignment with NAEYC Standards and Advanced Program Tools. Course revisions are ready for implementation in the 2007-2008 Academic Year.

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.