

NATIONAL RECOGNITION REPORT

Initial Preparation of Early Childhood Education Teachers (2010 Standards)

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

Cover Page

Name of Institution

Clarion University of Pennsylvania

Date of Review

MM DD YYYY

08 / 01 / 2018

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program covered by this Review

B.S. Ed. Early Childhood Education

Grade Level⁽¹⁾

PreK-4

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

Program Type

- First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

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

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

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

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

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

Comments, if necessary, concerning Test Results:

Summary of Strengths:

The program shows considerable thought and planning behind its key assessments. It uses its data constructively to provide insight for improving their program outcomes.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1.

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

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Met



Met with Conditions



Not Met



Comment:

Assessment 1- Pearson PreK-4 PECT State Licensure Assessment: Addresses child development and learning, assessment and collaboration and professionals (Module 1). Pass/Fail rates reported for 1a and b. Without more information on the assessment objectives or specific discussion and examples of items, support of the Standard is difficult to determine. Subarea Mean scores were not provided only passing percentages. 'Cycles' of assessment administrations were combined for data applications.

Assessment 2 - Comprehensive Exam is a content knowledge assessment taken in the senior year with multiple choice items related to child development and learning, assessment, relationships with families and communities, teaching strategies, content knowledge for meaningful curriculum and professionalism. The exam included 2 items (pass/fail) for Standard 1a and 4 items for Standard 1b. Overall the items appear to address the Standard, however the description of how the items met the Standard was minimal. 'Cycles' of assessment administrations were combined for data applications.

Assessment 3 - Curriculum Project requires candidates to plan a curriculum (Part 1) including philosophy, goals, objectives and daily schedule; and implement the Project Approach (Part 2) in an infant, toddler, preschool or kindergarten classroom. The assessment requires the candidate to use their knowledge of development to create a supportive learning environment for children and provides evidence for 1c. The scoring rubric indicated the item related to the Standard was in 'Curriculum Project: Part I Foundations Classroom' section of the assessment, however the reviewers were unsure what the actual task was as titled in the description. The scoring rubric included a score for exceeds, meets or does not meet for one item for 1c. 'Cycles' of assessment administrations were combined for data applications.

Assessment 4 - Student Teaching Performance Profile is the assessment used to assess teacher candidates' performance with specific criteria related to the SPA Standards and provides evidence for 1a,c. 'Cycles' of assessment administrations were combined for data applications.

Assessment 6 - Family-Community Engagement project assesses candidates planning, implementing and reflecting on learning activities to engage families and community and provides evidence for 1b. 'Cycles' of assessment administrations were combined for data applications.

Assessment 7 - Child Study provides evidence for Standard 1a. 'Cycles' of assessment administrations were combined for data applications.

For Key Assessments 1-8, an additional analyzed and disaggregated application of data was supplied as per the conditions from the previous program report.

For Key Assessment 1 - Pearson PreK-4 PECT State Licensure Assessment, one additional application of data was reported for subarea scores.

Standard 2.

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

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning.

Met



Met with Conditions



Not Met



Comment:

Assessment 1- See Standard 1 for assessment. Provides some support for 2b.

Assessment 2 - See Standard 1 for assessment. Provides some support for 2b.

Assessment 4 - See Standard 1 for assessment. Provides evidence for 2a, c.

Assessment 6 - See Standard 1 for assessment. Provides evidence for 2a, b, c.

For Key Assessments 1-8, an additional analyzed and disaggregated application of data was supplied as per the conditions from the previous program report.

For Key Assessment 1 - Pearson PreK-4 PECT State Licensure Assessment, one additional application of data was reported for subarea scores.

Standard 3.

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

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the

use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Met



Met with Conditions



Not Met



Comment:

Assessment 1- See Standard 1 for assessment. Provides some support for 3a.

Assessment 2 - See Standard 1 for assessment. Provides some support for 3a and 3d.

Assessment 3 - See Standard 1 for assessment. Provides some support for 3b.

For Key Assessments 1-8, an additional analyzed and disaggregated application of data was supplied as per the conditions from the previous program report.

For Key Assessment 1 - Pearson PreK-4 PECT State Licensure Assessment, one additional application of data was reported for subarea scores.

Assessment 4 - See Standard 1 for assessment. Provides evidence for 3b, c.

Assessment 5 - Impact on Child Learning occurs during the student teaching experience as the candidates design learning experiences based on children's current knowledge of the topic and utilize pre and post assessment to determine the impact of their instruction via the learning experience. Provides support for Standard 3abc. 'Cycles' of assessment administrations were combined for data applications.

Assessment 7 - See Standard 1 for assessment. Provides some support for 3b, c, d.

Standard 4.

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

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child.

Met



Met with Conditions



Not Met



Comment:

The program presents four assessments as evidence for meeting Standard 4:

Assessment 1- See Standard 1 for assessment. Provides some support for 4b.

Assessment 3 - See Standard 1 for assessment. Provides some support for 4b, d.

For Key Assessments 1-8, an additional analyzed and disaggregated application of data was supplied as per the conditions from the previous program report.

For Key Assessment 1 - Pearson PreK-4 PECT State Licensure Assessment, one additional application of data was reported for subarea scores.

Assessment 4 - See Standard 1 for assessment. Provides evidence for 4a, b, c, d.

Assessment 5 - See Standard 3. Provides support for Standard 4b, d.

Standard 5.

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

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Met



Met with Conditions



Not Met



Comment:

The program presents four assessments as evidence for meeting Standard 4:

Assessment 1- See Standard 1 for assessment. Provides some support for 4b.

Assessment 3 - See Standard 1 for assessment. Provides some support for 4b,d.

For Key Assessments 1-8, an additional analyzed and disaggregated application of data was supplied as per the conditions from the previous program report.

For Key Assessment 1 - Pearson PreK-4 PECT State Licensure Assessment, one additional application of data was reported for subarea scores.

Assessment 4 - See Standard 1 for assessment. Provides evidence for 4a, b, c, d.

Assessment 5 - See Standard 3. Provides support for Standard 4b, d.

Standard 6.

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

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession.

Met



Met with Conditions



Not Met



Comment:

The program presents four assessments as evidence for meeting Standard 4:

Assessment 1- See Standard 1 for assessment. Provides some support for 4b.

Assessment 3 - See Standard 1 for assessment. Provides some support for 4b, d.

For Key Assessments 1-8, an additional analyzed and disaggregated application of data was supplied as per the conditions from the previous program report.

For Key Assessment 1 - Pearson PreK-4 PECT State Licensure Assessment, one additional application of data was reported for subarea scores.

Assessment 4 - See Standard 1 for assessment. Provides evidence for 4a, b, c, d.

Assessment 5 - See Standard 3. Provides support for Standard 4b, d.

Standard 7.

Standard 7. Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

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

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

Met



Met with Conditions



Not Met



Comment:

Candidates have field experience opportunities at each of the introductory,

application and mastery level provided at different junctures of their program. The introductory field experiences include observations of children different ages (infant to primary school) and settings (home visit to NAEYC accredited/4 STAR center) for approximately 42 hours. The application level provides opportunities for students to apply the standards in their field experiences which occur in early childhood programs for approximately 30 hours. The mastery level provides field experiences in quality early childhood programs, Head Start, or kindergarten classrooms (approximately 75 hours), 1st through 4th grade block courses in elementary schools (approx. 120 hrs) and student teaching for 16 weeks in a high quality early care and learning center, preschool classroom and/or public school.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Data was disaggregated and additional learning objectives and examples were provided to clarify the narrative.

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

Assessment 3 and 4 support candidates ability to understand and apply pedagogical knowledge and data was presented for one semester and not aggregated.

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

Assessment 5 supports student learning and data was not aggregated as per the last review.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

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

The college has made revision to courses and has implemented a Chalk and Wire data management to collected data in a more user friendly way. They have implemented a university wide learning outcome plan.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Continue to support a culture of assessment and data collection to make informed decision on program and departmental needs.

Looking toward future program reports, consider comments in Part B to further strengthen evidence of meeting standards.

PART F - ADDITIONAL COMMENTS

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


None

F.2. Concerns for possible follow-up by the CAEP site visitors:

None

PART G - DECISIONS

Please select final decision:

-  National Recognition. The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit. The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.

Please click "Next"

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