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

NOTE: This form uses the NAEYC standards approved by NCATE in 2010. Beginning in Fall 2012 ALL programs must use the new standards.

COVER SHEET

1. Institution Name

   Clarion University of Pennsylvania

2. State

   Pennsylvania

3. Date submitted

MM	DD	YYYY
03	15	2018

4. Report Preparer's Information:

   Name of Preparer:

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6. Name of institution's program

   B.S. Ed. Early Childhood Education

7. CAEP Category

   Early Childhood Education-First Teaching License

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

   PreK-4

_____

9. Program Type

    ◉ First Teaching License

10. Degree or award level

    ◉ Baccalaureate

    ○ Post Baccalaureate

    ○ Master's

11. Is this program offered at more than one site?

    ○ Yes

    ◉ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

    [   ]

13. Title of the state license for which candidates are prepared

    [Pennsylvania Instructional I Teaching Certification   ]

14. Program report status:

    ○ Initial Review

    ○ Response to One of the Following Decisions: Further Development Required
      or Recognition with Probation

    ◉ Response to National Recognition With Conditions

15. Is your Educator Preparation Provider (EPP) seeking

    ○ CAEP accreditation for the first time (initial accreditation)

    ◉ Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area
    scores:
    CAEP requires programs to provide completer performance data on state licensure examinations for
    completers who take the examination for the content field, if the state has a licensure testing
    requirement. Test information and data must be reported in Section IV. Does your state require such a
    test?

    ◉ Yes

    ○ No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NAEYC standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. NOTE: Description of the field and clinical experiences required for the program should explain how the program ensures high quality field experiences. Quality field experiences support candidates to understand and apply the competencies reflected in the NAEYC standards as they observe, implement and receive constructive feedback in real world early learning settings. Programs are encouraged to consider the "indicators of strength" listed in the Supporting Explanation of Standard 7 when writing this narrative.

    (Response limited to 8,000 characters)

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Candidate Information
    Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

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

Faculty Member Name	
Highest Degree, Field, & University[3]	
Assignment: Indicate the role of the faculty member (4)	
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in	

Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	
Teaching or other professional experience in P-12 schools[9]	

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

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

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

(6) Scholarship is defined by CAEP as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

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

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NAEYC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment [11]	When the Assessment Is Administered [12]
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Content knowledge in early childhood education (required)			
Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)			
Assessment #4: Student teaching or internship (required)			
Assessment #5: Candidate effect on student leaning (required)			
Assessment #6: Additional assessment that addresses NAEYC standards (required)			
Assessment #7: Additional assessment that addresses NAEYC standards (optional)			
Assessment #8: Additional assessment that addresses NAEYC standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on

appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

For each NAEYC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC standards.

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

	#1	#2	#3	#4	#5	#6	#7	#8
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8. 1b: Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	☐	☐	☐	☐	☐	☐	☐	☐

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

	#1	#2	#3	#4	#5	#6	#7	#8
2a: Knowing about and understanding diverse family and community characteristics 2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Involving families and communities in young children's development and learning.	☐	☐	☐	☐	☐	☐	☐	☐

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

	#1	#2	#3	#4	#5	#6	#7	#8
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	☐	☐	☐	☐	☐	☐	☐	☐

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

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

	#1	#2	#3	#4	#5	#6	#7	#8
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches 4d: Reflecting on own practice to promote positive outcomes for each child.	☐	☐	☐	☐	☐	☐	☐	☐
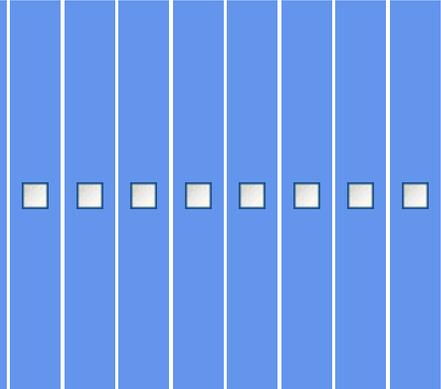
5. Standard 5: Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

	#1	#2	#3	#4	#5	#6	#7	#8
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	☐	☐	☐	☐	☐	☐	☐	☐
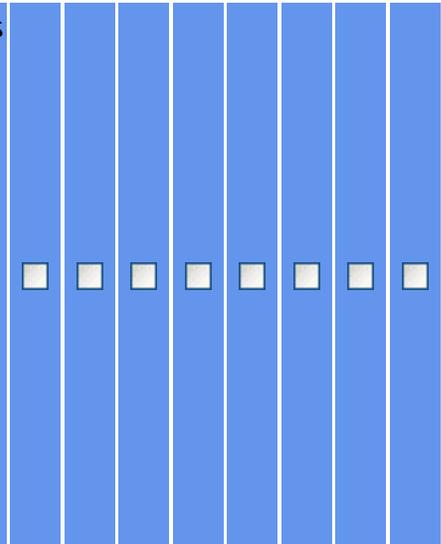
6. Standard 6: Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

	#1	#2	#3	#4	#5	#6	#7	#8
6a: Identifying and involving oneself with the early childhood field 6b: Knowing about and upholding ethical standards								
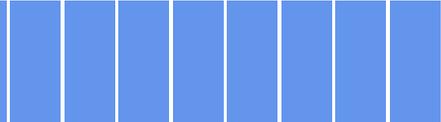
| and other early childhood professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education 6e: Engaging in informed advocacy for young children and the early childhood profession. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
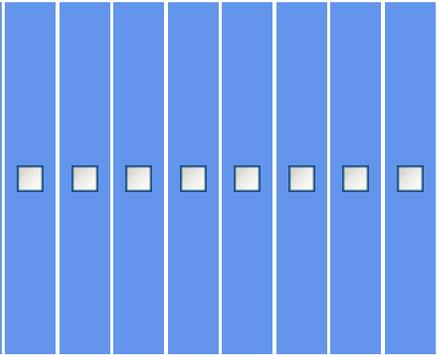
7. Standard 7: FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

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

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

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

SECTION IV - EVIDENCE FOR MEETING STANDARDS

   DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:
• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provide evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide/rubric for the assessment; and
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. NAEYC standards addressed in this entry could include Standards 1-6. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

   Provide assessment information as outlined in the directions for Section IV

1 Required Assessment.docx

   See the Attachment panel.

2. Assessment of content knowledge[13] in early childhood education. NAEYC standards addressed in this entry could include but are not limited to Standards 1, 2, and 5. Examples of assessments include comprehensive examinations, GPAs or grades[14], and portfolio tasks[15]. (Answer Required)

   Provide assessment information as outlined in the directions for Section IV

2 Required Assessment.doc

   See the Attachment panel.

(13) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(14) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. NAEYC standards that could be addressed in this assessment include but are not limited to Standard 4. Assessments might emphasize features such as (a) adaptations to individual, developmental, cultural and linguistic differences; (b) knowledgeable and developmentally appropriate application of subject matter knowledge; (c) use of effective and appropriate teaching strategies for young children; and (d) attention to effects on children's learning. These assessments are often included in a candidate's portfolios or in student teaching evaluations. (Answer Required)

   Provide assessment information as outlined in the directions for Section IV

3 Required Assessment.doc

   See the Attachment panel.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NAEYC standards that could be addressed in this assessment include Standards 1-6. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)

   Provide assessment information as outlined in the directions for Section IV

4 Required Assessment.docx

   See the Attachment panel.

5. Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include but are not limited to Standards 1, 3, and 4. Examples of assessments include those based on samples of children's work, portfolio tasks, case studies, follow-up studies, and employer surveys. They might include follow-up studies of graduates of the ECE program, as they relate to the NAEYC standards and as they document graduates' effectiveness in professional positions where they have an impact on young children's development and learning. (Answer Required)

   Provide assessment information as outlined in the directions for Section IV

5 Required Assessment.doc

   See the Attachment panel.

6. Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Answer Required)

   Provide assessment information as outlined in the directions for Section IV

6 Required Assessment.docx

   See the Attachment panel.

7. Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field

experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Optional)

Provide assessment information as outlined in the directions for Section IV

7 Optional Assessment.docx

See the Attachment panel.

8.   Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Optional)

Provide assessment information as outlined in the directions for Section IV

8 Optional Assessment.docx

See the Attachment panel.

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)

Content Knowledge

A. Data analysis has revealed that, while this was a strong area for candidates later in the program, as evidenced on the Pearson PreK-4 PECT test, lack of thorough understanding of child development and developmental theory is an area of concern earlier in the program. This was evident in data presented in Key Assessment # 7: Child Study, which is completed in the sophomore year and in Key Assessment # 2: Comprehensive Exam, which is taken in the senior year. While candidates appear to be familiar with developmental milestones, they lack knowledge of holistic child development and developmental theory and how to effectively use that knowledge. Comprehensive understanding of child development and developmental theory provides a strong foundation for appropriately interacting with children, planning developmentally appropriate learning experiences and environments for children, and meaningfully assessing children's development and learning.

Analysis of these data has resulted in a change in program requirements. ED 121: Human Development and Learning was the foundation course that all early childhood majors took as a prerequisite to all other early childhood courses. This course is not taught by early childhood faculty and provides a brief overview of infant, toddler, preschooler and young school age child development and developmental theory. In this class, candidates focus observations on one child that ranges in age from birth through 12 years. Early childhood faculty have concluded that this course does not provide early childhood teacher candidates with the necessary foundational understanding of child development and developmental theory.

Beginning with the Fall 2016 semester, the early childhood program no longer required that candidates take ED 121: Human Development and Learning. Candidates are now required to take ECH 141: Child Development and Learning as their foundation course prior to taking any other early childhood courses. This course emphasizes child development and developmental theory from ages birth to eight years, allowing for additional time to focus on the early ages. Candidates are required to observe and complete a case study for each of the age groups: infant, toddler, preschool, young primary. Because this is an early childhood course, early childhood faculty members, who have extensive background in child development and developmental theory teach

this course.

Early childhood faculty members are hopeful that replacing ED 121: Human Development and Learning, which is taught by faculty not specialized in early childhood education with ECH 141: Child Development and Learning, which is taught by faculty specialized in early childhood education will result in candidates' improved understanding of child development and developmental theory. Since this change was just recently implement, data for those taking ECH 141: Child Development and Learning have not yet been collected.

B. Another discussion point related to content knowledge that has resulted from this review related to the required Key Assessment #2: Assessment of Content Knowledge. Data have revealed that the teacher candidates at Clarion University tend to do better on authentic assessments (Key Assessment #3: Curriculum Project; Key Assessment #4: Student Teaching Performance Profile; Key Assessment #5: Impact on Child Learning; Key Assessment #6: Family-Community Engagement; Key Assessment #7: Child Study; and Key Assessment #8: Legislative Letter) than on tests (Key Assessment #1: Pearson PreK-4 PECT; and Key Assessment #2: Comprehensive Exam). In light of this, and to better measure candidate's comprehension of early childhood content knowledge, early childhood faculty plan to explore more creative, authentic options for Key Assessment #2: Assessment of Content Knowledge.

Professional and Pedagogical Knowledge, Skill, and Dispositions

A. While early childhood faculty members have often expressed concern regarding candidates' ability to write effectively, using correct grammar, spelling and punctuation, data analysis of Key Assessment #8: Legislative Letter has validated this concern. At least 83% of candidates' letters were unable to be mailed on first submission. Candidates' lack of ability to use conventions of formal writing will negatively affect their ability to communicate with parents, supervisors, peers, and the community in general (including elected officials). It will also hinder their effectiveness to instruct children to correctly use grammar, spelling and punctuation. Candidates also demonstrated inability to cite and reference sources in American Psychological Association format. While not as concerning as their lack of conventional writing skills, it is a concern for those candidates who will matriculate to graduate programs.

Discussions around these data led early childhood faculty to think that improper use of grammar and punctuation and misspelling are beyond the realm of just the early childhood program. While not sure how to remedy this problem, early childhood faculty have shared these data with faculty from other departments to discuss solutions. We have also begun conversations that focus on solutions to this concern, being sure to involve those from the English Department and Student Support Services. This is something that needs to be addressed on many levels.

One way to address this concern university-wide is through the Clarion University Institutional Student Learning Assessment Committee (ISLAC). In 2014 Clarion University created the Institutional and Student Learning Assessment Committee (ISLAC) to promote a culture of assessment on campus. Every program must create and implement a program improvement plan informed by data that align to the University-Wide Learning Outcomes. This plan requires programs to interpret and use the data to spur growth in and strengthen programs. Annual reports are submitted and reviewed by the university-wide ISLAC committee. Our concerns regarding lack of conventional writing skills have been addressed in the program review for ISLAC.

B. Candidates appeared to struggle during this data collection period describing the demographics of the communities in which they completed a pre-student teaching field experience, understanding family goals for the children with whom they worked during this pre-student teaching field experience, and reflecting on their family-engagement strategies. This is the first of two pre-student teaching experiences in the program, and candidates appeared to focus more on planning meaningful learning experiences for the children that integrate content area and align with standards than familiarizing themselves with the community, getting to know the children's families, their cultures and their goals for their children, and reflecting on their family engagement strategies. Candidates take a class on Family-Community Collaboration during this pre-student teaching semester that emphasizes the importance of establishing relationships with families and community. Faculty have reviewed these data and question if it is candidate inability to do these or the timing of when they and how they learn about community demographics, family cultures and goals. They typically do these during their field experience, when they are also planning daily learning experiences that lead the children through the three phases of the Project Approach, documenting children's learning and assisting in the classroom. Since candidates know where they will be completing their field experience weeks prior to beginning the field experience, they will be expected to explore and research the community weeks prior to actually going into the classroom. They will also prepare means for learning about the children's families' cultures and goals before beginning field experience so they are ready to begin building partnerships with families when they start.

Student Learning

A. While data on Key Assessment #4: Student Teaching Performance Profile and Key Assessment #5: Impact on Child Learning have indicated that candidates positively influence child development and learning, data for these two assessments are sparse. During this review period, Clarion University has lacked an efficient data collection system, and for the early childhood program, collection for student teacher data has been particularly challenging. Administration has acknowledged our frustrations and has adopted the Chalk

and Wire data management system, which will allow for greater ease and a more robust analysis of key data. This data management system began for all freshmen education students during the fall 2016 semester. It allows for easy storage and manipulation of the data, and will make the data readily available for sharing at department and curricular meetings. Not only will this system ensure comprehensive data collection, it will facilitate more frequent and enriched discussions regarding the data, as data will be readily accessible to faculty.

B. The final change that will allow for a greater concentration on program growth is the hiring of a full-time administrator that has a focus on assessment and accreditation. Clarion University has recently an individual at the Associate Dean level that will to be the lead of all program assessments and action plans to produce meaningful growth in our programs. The Associate Dean, School of Education Director began working on July 1, 2017.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

    For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

    (Response limited to 24,000 characters.)

    In order to address the conditions cited in the original recognition report, at least one additional application of data for each assessment 1 through 8, disaggregated by the semester and subarea scores of the Pearson PreK-4 PECT State Licensure Assessment for one additional application of data on the Pearson are provided in Section IV.

Please click "Next"

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