

# 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
2. State
3. Date submitted  
MM DD YYYY  
 /  /
4. Report Preparer's Information:  

Name of Preparer:	
<input type="text" value="LouAnn Bonnett"/>	
Phone:	Ext.
<input type="text" value="(814)393-2591"/>	<input type="text"/>
E-mail:	
<input type="text" value="lhumphrey@clarion.edu"/>	
5. CAEP Coordinator's Information:  

Name:	
<input type="text" value="Jesse Haight"/>	
Phone:	Ext.
<input type="text" value="(814)393-2385"/>	<input type="text"/>
E-mail:	
<input type="text" value="jhaight@clarion.edu"/>	
6. Name of institution's program
7. CAEP Category
8. Grade levels<sup>(1)</sup> for which candidates are being prepared

PreK-4

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

9. Program Type

First Teaching License

10. Degree or award level

Baccalaureate

Post Baccalaureate

Master's

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

Yes

No

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

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

PA PreK-4 and Special Education PreK-8

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)

Beginning with freshman in the fall of 2009 class, Pennsylvania Department [PDE] of Education certifications changed. Instead preparing early childhood prek-3 and elementary k-6 teachers, universities began preparing early childhood prek-4 and middle level 4-8 teachers. Universities also began preparing special education prek-8 and special education 7-12 teachers instead of special education k-12 teachers. Therefore, this program is a dual certification program. Candidates successfully completing this program earn both PA early childhood prek-4 and special education prek-8 teaching certificates. It is not a blended early childhood/special education program.

The Pennsylvania Department of Education [PDE] revised the Framework for Grades PreK-4 Program Guidelines in December of 2016, which slightly modified the PDE competencies for prek-4 teachers. The PDE guidelines and competencies for the early childhood teacher certification programs align very well with and support the NAEYC standards. The PDE competencies for early childhood teachers include:

Competency 1: Child Development Cognition and Learning

Competency 2: Subject Matter Pedagogy Content

Competency 3: Assessment

Competency 4: Family and Community Collaboration Partnerships

Competency 5: Professionalism

Ensuring that the teacher candidates meet the competencies in these areas strengthens the program's emphasis of the NAEYC standards.

In 2014, the Pennsylvania Office of Child Development and Learning revised Pennsylvania's Core Knowledge Competencies for Early Childhood and School Age Professionals. These Core Knowledge Competencies are a set of core competencies linked to the learning standards that must be mastered by everyone working with children to facilitate child learning and development and to work effectively with families. The knowledge areas include:

Knowledge Area 1: Child Growth and Development

Knowledge Area 2: Curriculum and Learning Experiences

Knowledge Area 3: Families, Schools and Community Collaboration Partnerships

Knowledge Area 4: Assessment

Knowledge Area 5: Communication

Knowledge Area 6: Professionalism and Leadership

Knowledge Area 7: Health, Safety and Nutrition

Knowledge Area 8: Program Organization and Administration

The knowledge areas of the Core Knowledge Competencies reflect and support the NAEYC standards. In 2015, Early Childhood faculty applied for and received grant funding to align early childhood courses with the Core Knowledge

Competencies, strengthening the teacher preparation program at Clarion University and its emphasis of the NAEYC standards.

In addition to other state requirements, PreK-4 teacher candidates must pass the Pearson PreK-4 PECT teacher certification test. The test is comprised of three modules, which complement the NAEYC standards.

Module 1: Child Development, Learning and Assessment; Collaboration and Professionalism

Module 2: Language and Literacy Development; Social Studies, Arts and Humanities

Module 3: Mathematics, Science and Health

Pennsylvania's policies and guidelines positively influence Clarion University's application of the NAEYC standards. The guidelines reinforce the standards; therefore, the early childhood teacher preparation program at Clarion University embraces the NAEYC standards, along with the PDE competencies and the Core Body of Knowledge.

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

(Response limited to 8,000 characters)

Early childhood courses and field experience assignments are designed as an integrated instructional experience. NAEYC standards are addressed at three different levels: introductory, application and mastery. In early course work, teacher candidates are introduced to the standards. They then have opportunities to apply the standards. Level and frequency of application increase as they progress through the program. Field experience is guided by class instruction, assignments and follow-up reflective exercises. The third level requires demonstration of standards mastery. Candidates are expected to function in the field with limited direct supervision in ways that support children's learning. The mastery level accomplishment is viewed as the initial step in life-long learning for these professionals. This teacher preparation program aims to facilitate candidate mastery of the standards and encourage continued formal learning.

At the introductory level, early childhood courses introduce candidates to the standards. They focus on developmental theory and introduce candidates to the field of early childhood education. Candidates observe children of various ages (infant, toddler, preschool, primary, and child with special needs), in the following settings (childcare, preschool, primary school, home visit with early childhood professional, and NAEYC accredited/Star 4 center) and relate their observations to theory. Instructional goals are for candidates to build a theoretical base, understand the complexity of the field of early childhood education and appreciate family influences through readings, class discussions

and field experience. Candidates obtain approximately 30 hours of field experience in these courses.

At the application level, candidates apply the standards. They begin by interacting with and assessing and assessing an early childhood environment. They participate in supervised meeting with families to discuss evaluation outcomes and plan learning goals for their children and make recommendations to improve classroom environments. While not all field assignments are completed in an early childhood program for this course (some are done at a location that is convenient for the family), those that are completed in classrooms are required to be done in quality programs as recognized by the PA Early Learning Keys to Quality. Candidates engage is about 10 hours of field experience doing these.

Candidates achieving the 300 level of courses are expected to have:

A strong knowledge of child development and learning,

Achieved competency in observation and other assessment skills,

Accomplished both theoretical knowledge and application skills to identify developmentally appropriate practice,

An appreciation for developing partnerships with families and the community, and

Demonstrated professionalism in their attitude, interactions and appearance.

Block courses provide additional application of standards. Prek-k courses focus on curriculum, child guidance, advocacy and methods for integrating content areas, teaching reading and engaging families and community. Field experience is completed in quality early childhood program, Head Start classroom, or kindergarten classroom. Candidates spend three to four weeks (about 75 hours) in the classroom, implementing the Project Approach with the children. Assignments require teacher candidates to plan and implement integrated learning experiences, reflect upon their teaching outcomes and engage families and community. Cooperating teachers reflect daily with the candidates; university supervisors visit at least twice weekly to observe and reflect with candidates.

Special education block courses focus on curriculum, methods and content for prek through 8th grade children with disabilities. Field experiences are completed in special education classrooms, where candidates spend about 8 weeks in the classroom (4 weeks with low incidence disabilities and 4 weeks with high incidence disabilities). Assignments require candidates to plan learning experiences for children, differentiate those experiences and implement and reflect on those experiences. Cooperating teachers reflect daily with the candidates; university supervisors visit periodically to observe and reflect.

The 1st - 4th grade block courses focus on curriculum, methods and content for first through fourth grade. Field experience is completed in an elementary

school, where candidates spend three to four weeks in the classroom (about 120 hours). Assignments require candidates to plan and implement learning experiences for children and reflect upon their teaching outcomes. Cooperating teachers reflect daily with the candidates; university supervisors visit periodically to observe and reflect.

Student teaching courses provide teacher candidates with 16 weeks of student teaching experience in a high quality (4 Star) early care and learning center, preschool classroom and/or public school. Candidates spend 8 weeks with children birth through 4th grade and another 8 weeks with children with disabilities, preschool through 8th grade. This experience provides candidates with an opportunity to master the standards so that they are prepared to enter the early childhood workforce as qualified professionals who will have a positive impact on the early childhood profession, young children, families and communities. University supervisors observe at least 4 times throughout the semester to observe and reflect with candidates.

Local field experiences provide candidates with ability, socio-economic and family-structure diversity. Clarion is a small rural county with limited racial diversity; 97% of Clarion County residents are Caucasian. Candidates often experience more racial diversity when student teaching out of the county.

The Pennsylvania Department of Education requires field experience in four stages:

Stage 1-Observation

Stage 2-Exploration

Stage 3-Pre-Student Teaching

Stage 3-Student Teaching

Field experience is a component of the following courses and addresses the four stages of field experience as required by the PA Department of Education:

Stage 1-Observation

ECH 141 Child Development & Learning

ECH 235 Observation: Constructing an Early Childhood Knowledge Base

Stage 2-Exploration

ECH 236 Assessment & Planning: Using an Early Childhood Knowledge Base

Stage 3-Pre Student Teaching

These courses are grouped into three blocks: Pre K through kindergarten; Special Education and 1st through 4th Grade. Candidates take the block courses together, and the field experience for each block consists of at least 75 hours. Candidates work with children birth through kindergarten in a Star 3 or 4 center, Head Start, or Kindergarten classroom for the Pre K -K Block, children with disabilities in the special education block, and with children in a

first, second, third or fourth grade classroom for the 1 through 4 Block.

Pre K-K Block

- ECH 301 Child Development & Guidance
- ECH 310 Family-Community Collaboration
- ECH 322 Curriculum Basis for Learning & Teaching
- ECH 323 Language, Literacy & the Young Child
- ECH 325 Young Children as Theory Builders
- ECH 410 Motor Learning & Development

Special Education Block

- SPED 411 Ed Assessment Practicum
- SPED 422 Special Ed Classroom Administration
- SPED 426 Clinical Practice for High Incidence Disabilities
- SPED 427 Clinical Practice for Low Incidence Disabilities
- SPED 428 Assistive Technology
- SPED 444 Methods for Individuals with High Incidence Disabilities
- SPED 446 Methods for Individuals with Low Incidence Disabilities

1-4 Block

- ECH 414 Learning & Teaching Language & Literacy Grades 1-4
- ECH 415 Learning & Teaching Mathematics Grades 1-4
- ECH 416 Learning & Teaching Social Studies Grades 1-4
- ECH 417 Instructional Technology for Early Childhood Teachers
- ECH 414 Learning & Teaching Science Grades 1-4

Stage 4-Student Teaching

- ECH 424 Early Childhood Student Teaching
- SPED 450 Special Education Student Teaching

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.)

ECH with SPED Program of Study

See Attachment panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.
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:		
Early Childhood/Special Education Dual		
Academic Year	# of Candidates Enrolled in the	# of Program Completers <sup>(2)</sup>

	Program	
2013-2014	262	48
2014-2015	199	46
2015-2016	187	36

(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	Amy Love
Highest Degree, Field, & University <sup>(3)</sup>	EdD, Special Education, West Virginia University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching faculty
Faculty Rank <sup>(5)</sup>	Temporary Instructor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Co-Organizer for Early Career Faculty Special Interest Group, Teacher Education Division, Council for Exceptional Children 2. Lova, A., & Sabousky, R. " The Efficacy of Using a Self-Directed Phonics and Structural Analysis Program on Increasing the Literacy Knowledge of Pre-Service Teachers." Journal article submitted to Pennsylvania Teacher Educator 3. Love, A., Taylor, L., Turner, L., & Sabousky, R. (2015). "Siblings of Children with Disabilities." A chapter in Families of Students with Disabilities: Collaborating Across the Life Span to be submitted to SAGE Publications.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Certifications - Special Education (K-12), Business/Computer/Information Technology (K-12), Middle Level Mathematics, Middle Level English

Faculty Member Name	Amy Shannonhouse
Highest Degree, Field, & University <sup>(3)</sup>	M.S. Health & Physical Ed Frostburg State University Doctoral Candidate University of Pittsburgh
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching faculty, supervise student teachers
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	KDP faculty advisor Education Department Promotion Committee Chair Chair, Search Committee for University School of Education Director
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Health & physical ed. teacher Kinderkinetics Instructor Red Cross Instructor Basketball Coach Certified

Faculty Member Name	Bruce Smith
Highest Degree, Field, & University <sup>(3)</sup>	PhD, Curriculum and Instruction, Pennsylvania State University
Assignment: Indicate the role of the faculty member (4)	Teaching faculty, Student teacher supervision; Interim Dean College of Arts, Education and Science
Faculty Rank <sup>(5)</sup>	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Director of Northwestern PA Science Olympiad 2006-present 2. Chairperson of Research Committee PA Center for Environmental Education 3. Presenter at National Science teachers Association Annual Convention
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Director of Science in Motion at Clarino University providing inservice education 2. Cllsroom presentations to sectondary seicne teachers in 17 area school districts 2001-present Certifications - Secondary Biology, General Science

Faculty Member Name	Jacqueline Manno
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D. Curriculum & Instruction: Emphasis Area Science Education - Penn State University
Assignment: Indicate the role of the faculty member (4)	Teaching Faculty
Faculty Rank <sup>(5)</sup>	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member Professional Development School committee Presenter at local early childhood conferences Coordinator overnight field experience at McKeever Environmental Learning Center for 1-4 block students
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Elementary Science Teacher B.S. EKED - Elementary and Kindergarten Education - Penn State University M.S.Ed in Science Education - Clarion University of PA

Faculty Member Name	Jesse Haight
Highest Degree, Field, & University <sup>(3)</sup>	D.Ed. Curriculum and Instruction, Indiana University of PA
Assignment: Indicate the role of the faculty member (4)	Teaching faculty, Assessment Coordinator
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations,	Haight, J.A. (2015, November). Above and Beyond: Increasing Social Studies Relevance through Field Experience. Session Presentation at the National Council for the Social Studies National Conference, New Orleans, LA. Haight, J. A. & Houston, A. G. (2015, November). Starting Essential Social Studies

and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Concepts Young: Creating Unique Curriculum Maps. Poster Presentation at the National Council for the Social Studies National Conference, New Orleans, LA. Haight, J. A. (2015, April). Above and Beyond: Creating Unique Field Experiences for Teacher Candidates. Session Presentation at the National Student Teaching and Supervision Conference, West Chester, PA.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Certification: Social Studies 7-12 (PA)

Faculty Member Name	Jocelyn L. Smrekar
Highest Degree, Field, & University <sup>(3)</sup>	PhD, Curriculum and Instruction, Pennsylvania State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching faculty, supervisor
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Penn AEYC board member 2. Facilitator/Participant in Governor's Institute 3. Smrekar, J.L. (2012). MyEducationLab Study Plan for Nutrition, health, and safety for young children: Promoting wellness, 2nd edition, by J. Sorte, I. Daeschel, and C. Amador, Pearson/Merrill Publishing.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Supervision of student teachers

Faculty Member Name	John McCullough
Highest Degree, Field, & University <sup>(3)</sup>	EdD, Indiana University of Pennsylvania
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching faculty, student supervision; Education Department Chair
Faculty Rank <sup>(5)</sup>	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Webmaster for the Clarion University of Pennsylvania College of Education and Human Services NCATE Electronic Evidence Room 2. Coordinator of Clarion University of Pennsylvania's Instructional Technology Specialist Certificate Program 3. Coordinatr of Clarion University of Pennsylvania's College of Education and Human Services Technology in Education Computer Lab
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Student teacher supervision Certifications - Secondary Education Mathematics

Faculty Member Name	Karl Sprenger
Highest Degree, Field, & University <sup>(3)</sup>	PhD. Instructional Systems, Penn State University.
Assignment: Indicate the	

role of the faculty member (4)	Teaching Faculty; Student Teacher Supervision
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Peck, K.L. Sprenger, K.R. (2008). One-to-One Educational Computing: Ten Lessons for Successful IMplementation. In Voogt, J. & Knezek, G., International Handbook of Information Technology in Primary and Secondary Education (pp. 935-941). New York: Springer. 2. Peck & Sprenger (2007) Not Seeing is Disbelieving: Why We are Doubting the Power of One-to-One Learning Environments. Academic Intersections. Cupertino, CA: Apple Computer. Available at <a href="http://edcommunity.apple.com/ali/story.php?itemID=11368">http://edcommunity.apple.com/ali/story.php?itemID=11368</a> Retrieved August 5, 2007. 3. Sprenger, K.R. (2007). Line Rider and Physics. Pennsylvania Science Teacher Exchange, 30(2), 6.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	High school science/technology teacher

Faculty Member Name	Kathleen R. Murphy
Highest Degree, Field, & University <sup>(3)</sup>	EdD, Elementary Education: Reading and Language Arts, Indiana University of Pennsylvania
Assignment: Indicate the role of the faculty member (4)	Teaching faculty
Faculty Rank <sup>(5)</sup>	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Seneca Reading Council 2. Member of Keystone State Reading Association 3. Program reviewer for Intenational Reading Association
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Consultant and workshop presenter on reading at local area school districts Pre-student teaching supervision Certifications - Communication 7-12, Reading Specialist K-12

Faculty Member Name	Lisa Turner
Highest Degree, Field, & University <sup>(3)</sup>	PhD, Special Education, Kent State University
Assignment: Indicate the role of the faculty member (4)	Teaching faculty
Faculty Rank <sup>(5)</sup>	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Textbook reviewer in fields of special education and rehabilitative sciences 2. National Certification of Educational Diagnosticians Board of Directors 3. Assessment for Effective Instruction, Journal of Council for Educational Diagnostic Services
	Various in-service training in the areas of differentiated instrucion and gifted

Teaching or other professional experience in P-12 schools <sup>(9)</sup>	education to numerous area school districts Certifications: National Certification of Educational Diagnosticians, Supervisor, Special Education Supervisor, Deaf/Hard of Hearing, Special Education N-12
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Faculty Member Name	Lorie K. Taylor
Highest Degree, Field, & University <sup>(3)</sup>	EdD, Special Education, Univeristy of Southern Mississippi
Assignment: Indicate the role of the faculty member (4)	Faculty, Student Teacher Supervision
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Board Member, Pennsylvania Council for Exceptional Children, 2007-present. 2. Taylor, L. (2010, February). Technology for students with learning disabilities. Learning Disabilities Association International Conference, Baltimore, Maryland. 3. NCATE coordinator, Clarion University of Pennsylvania, November 2010-present.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Student teacher supervision 2. Conducted inservices on behavior management for paraprofessionals, approximately 4 per year from 2006-2009

Faculty Member Name	Lou Ann Bonnett
Highest Degree, Field, & University <sup>(3)</sup>	PhD, Educational Psychology/Child and Family Studies concentration, University of Denver M.Ed. Early Childhood Education B.Ed. Early Childhood Education and Special Education
Assignment: Indicate the role of the faculty member (4)	Teaching faculty, Student Supervision
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Board of Directors Jefferson/Clarion Head Start 2. Member of Professional Development School Committee to develop professional development school with local school district 3. Member of the Committee for the PA Office of Child Development and Learning to develop Infant Toddler Credential
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Coordinator- birth to 3 early intervention program Director/Developmental Specialist Infant Stimulation Program Preschool Teacher Head Start Special Needs Coordinator Supervise field experience and student teachers Certified: Early Childhood Education, Special Education and Elementary Education

Faculty Member Name	Marcella McConnell
Highest Degree, Field, & University <sup>(3)</sup>	PhD. Curriculum & Instruction, Kent State University
Assignment: Indicate the role of the faculty member (4)	Teaching Faculty; Student Teacher Supervision
Faculty Rank <sup>(5)</sup>	Instructor

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. McConnell, M., & Caniglia, J. (2015). Math Rocks. Accepted for Publication: Mathematics Teaching in the Middle School 2. McConnell, M. (in progress from dissertation work) Knowing Low-achieving Students When Teaching Mathematics. Submitting to Journal for Research in Mathematics Education 3. McConnell, M. (in progress from dissertation work) Dynamic Facets of Effective Teaching. Submitting to Review of Educational Research
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Mathematics Teacher

Faculty Member Name	Peggy Apple
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D., Curriculum & Instruction with Early Childhood Concentration and a Minor in Education Policy Studies, Indiana University, Bloomington, IN
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching Faculty; Student Teacher Supervision
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member Professional Development School Committee to partner with local school district in creating Professional Development School Member MidStates Accreditation Committee Presenter at local, state and national early childhood conferences
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Service Learning supervision in K-12 Indianapolis Public Schools and surrounding districts in Central Indiana Discipline and grade level varied based on student interest. Practicum supervision in elementary. Early Childhood practicum supervision. Committee member at various schools/institutions (Carmel High School, Walker Career Center, Ralph Waldo Emerson Elementary School)

Faculty Member Name	Rick Sabousky
Highest Degree, Field, & University <sup>(3)</sup>	PhD, Special Education, Kent State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching faculty, Special Education department chair
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Department Chair 2. Consultant to many school districts 3. Board member, IU # 4
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Presentation to Laurel School District, "Turning Research into Practice and Getting Results!", 2008 2. Consultant in secondary mathematics, Laurel School District 3. Consultant, Franklin Area School District, 2010

Faculty Member Name	Vanessa Boryenace
Highest Degree, Field, & University <sup>(3)</sup>	M.Ed. C&I, Reading Specialist Concentration Clarion University of PA
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching Faculty
Faculty Rank <sup>(5)</sup>	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Tutor candidates who have difficulty passing certification tests Manage Scholastic Book Club
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Teaching Experience Special Education Itinerant Emotional and Learning Support, k-8 Philipsburg-Osceola Area School District Special Education Learning Support, 7-8, Philipsburg-Osceola Area School District Reading Camp, Kindergarten Readiness Classroom, Philipsburg-Osceola Area School District Preschool, Continuing Education Venango College Science Camp, Continuing Education Venango College Techer Cert, Mentally and Physically Handi. Special Ed, k-12 Reading, k-12 General Science, 7-12 English, 7-9 Math, 7-9

Faculty Member Name	Young Kim
Highest Degree, Field, & University <sup>(3)</sup>	EdD, Special Education, Illinois State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching faculty
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Multiple presentations at international TASH conference 2. TASH board member 3. Western PA Special Olympics faculty advisor
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

(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)	Pearson PreK-4 PECT	State Licensure Assessment	Prior to or during Student Teaching
Assessment #2: Content knowledge in early childhood education (required)	Comprehensive Exam	Comprehensive Exam	Senior Year- upon completion of 1-4 Block in ECH 417, prior to student teaching
Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)	Curriculum Project	Project	Junior Year – during Pre K –K Block ECH 322
Assessment #4: Student teaching or internship (required)	Student Teaching Performance Profile	Student Teaching Performance Profile	Senior Year - During student teaching
Assessment #5: Candidate effect on student leaning (required)	Impact on Child Learning	Project	Senior Year - During student teaching
Assessment #6: Additional assessment that addresses NAEYC standards (required)	Family-Community Engagement	Project	Junior Year-during Pre K-K Block ECH 310
Assessment #7: Additional assessment that addresses NAEYC standards (optional)	Child Study	Case Study	Sophomore Year – ECH 236
	Legislative Letter	Letter to Elected Official	Junior Year-during Pre K-K Block ECH 310

Assessment #8: Additional assessment that addresses NAEYC standards (optional)			
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(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).





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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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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 than 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

ECH with SPED Required Assessment 1

See Attachment panel below.

2. Assessment of content knowledge<sup>(13)</sup> 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<sup>(14)</sup>, and portfolio tasks<sup>(15)</sup>. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

ECH with SPED Required Assessment 2

See Attachment panel below.

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

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

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

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

Provide assessment information as outlined in the directions for Section IV

ECH with SPED Required Assessment 3

See Attachment panel below.

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

Provide assessment information as outlined in the directions for Section IV

ECH with SPED Required Assessment 4

See Attachment panel below.

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

Provide assessment information as outlined in the directions for Section IV

ECH with SPED Required Assessment 5

See Attachment panel below.

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

Provide assessment information as outlined in the directions for Section IV

ECH with SPED Required Assessment 6

See Attachment panel below.

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

Provide assessment information as outlined in the directions for Section IV

ECH with SPED Optional Assessment 7

See Attachment panel below.

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

Provide assessment information as outlined in the directions for Section IV

ECH with SPED Optional Assessment 8

See Attachment panel below.

## SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

### Content Knowledge

A. Data analysis has revealed that candidates lack thorough understanding of child development and developmental theory. 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. 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 requires 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 implemented, 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 27% of candidates' letters were unable to be mailed on first submission for each of the three semesters documented in this report, with 91% unable to be mailed on first submission in the most recent (fall 2016) semester. 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 plan to share these data with faculty from other departments to determine if they are finding similar results. We will also begin 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 will be addressed in the next program review for ISLAC.

B. While curriculum mapping has ensured that data are collected at different intervals during the program (sophomore year, junior year, and first semester senior year and second semester senior year) and that those data assess each of the NAEYC Standards and each of the elements of those standards, this review process has confirmed that this early childhood program has several strategies for assessing most of the elements. However, limited approaches are used to formally assess candidate mastery of key elements 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children; 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches; 6a: Identifying and involving oneself with the early childhood field; and 6d: Integrating knowledgeable, reflective, and critical perspectives on early education. Early childhood faculty will thoroughly review each of the key assessments and the key elements that are lacking comprehensive assessment to ensure that thorough formal assessment processes for each of the key elements are established. For example, faculty have already begun discussions regarding standard 6a: Identifying and involving oneself with the early childhood field. While candidates assessed on this standard for other assignments, they are currently only formally assessed on 6a for on key assessment. Faculty have noted that candidates do identify and involve themselves with the early childhood field when they reach out to community members for Key Assessment #6: Family and Community Engagement. We may be able incorporate standard 6a into this key assessment and measure candidate self-identification of and involvement with the early childhood field.

## 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 just hired an individual at the Associate Dean level that will be the lead of all program assessments and action plans to produce meaningful growth in our programs. The Associate Dean will begin 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.)

**Please click "Next"**

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