

NATIONAL RECOGNITION REPORT

Initial Preparation of Early Childhood Education Teachers (2010 Standards)

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

Cover Page

Name of Institution

Clarion University, PA

Date of Review

MM DD YYYY

08 / 01 / 2017

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program covered by this Review

Early Childhood with Special Education Teacher Certification Bachelor Degree Program

Grade Level⁽¹⁾

PreK-4

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

Program Type

- First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

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

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

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

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

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

Comments, if necessary, concerning Test Results:

Summary of Strengths:

Clear, well-written assessments (in most cases) aligned with single key elements of the Standards.

Data disaggregated by semester with three semesters of data reported.

Clear efforts to utilize data to improve program quality and candidate performance.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1.

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

Assessment 1: The Pearson Pre-K PECT is the state licensure exam for Pennsylvania. The report indicates that Module One of the Pearson Pre-K PECT is aligned with key elements 1a and 1b of Standard 1. Data indicate that 100% of candidates passed this assessment with repeated attempts; the data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key elements 1a and 1b of this Standard.

Assessment 2: Comprehensive Exam. Aligned with key elements 1a and 1b of Standard 1. Both the narrative and the data table indicate that a significant number of candidates performed poorly on this assessment. A closer examination of the assessment items revealed a possible relationship between candidates' scores and the quality of the exam items themselves. In many cases, the questions are vague and distinguishing characteristics between choices are too subtle. Questions written in the "not" format are best avoided. Revising the exam may improve candidate performance. The narrative also indicates that course requirements have been changed to address this issue. This assessment does not provide evidence for this Standard.

Assessment 3: Curriculum Project. Aligned with key element 1c of Standard 1. Data indicate that the majority of candidates performed satisfactorily on this assessment; the data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key element 1c of Standard 1.

Assessment 4: Student Teaching Performance Profile. Aligned with key elements 1a and 1c of this Standard. Data indicate that candidates performed well on the items related to these key elements, and data are disaggregated for three semesters. This assessment provides evidence in support of key elements 1a and 1c of Standard 1.

The preponderance of evidence supports key elements 1a and 1c; evidence for key element 1b is based on the Pre-K PECT only.

Standard 2.

Standard 2. Candidates prepared in early childhood degree programs understand that successful early childhood

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

Assessment 1: The report indicates that Module One of the Pearson Pre-K PECT is aligned with key element 2b of Standard 2. Data indicate that 100% of candidates passed this assessment with repeated attempts; the data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key element 2b of Standard 2.

Assessment 2: The report indicates that this assessment is aligned with key element 2b of Standard 2. Data indicate that candidates did well on one of the items related to this key element; less well on the second item. Please note comments under Standard 1 regarding this assessment. Data are disaggregated by semester and three semesters of data are reported. This assessment provides some evidence in support of key element 2b of Standard 2.

Assessment 4: The narrative indicates that this assessment is aligned with key elements 2a and 2c of Standard 2. Candidates performed satisfactorily on the items pertaining to these key elements. Data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key elements 2a and 2c of Standard 2.

Assessment 6: The narrative indicates alignment with key elements 2a, 2b, and 2c of this Standard. Two items in the rubric indicate alignment with key elements of more than one Standard (1b and 2a); therefore, these items cannot provide evidence in support of this Standard. There is one additional item that is aligned with key element 2a; however, candidates' performance on this item is of concern. Data indicate mixed results for the items pertaining to key elements 2b and 2c. Data are disaggregated by semester and three semesters of results are reported; however, candidate performance on this assessment is of concern. This assessment provides some evidence in support of key elements 2a, 2b, and 2c.

The preponderance of evidence supports key element 2b, with less support for key elements 2a and 2c.

Standard 3.

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

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate

goals, curriculum, and teaching strategies for young children

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

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

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

Met



Met with Conditions



Not Met



Comment:

Assessment 1: The report indicates that Module One of the Pearson Pre-K PECT is aligned with key element 3a of Standard 3. Data indicate that 100% of candidates passed this assessment with repeated attempts; the data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key element 3a of Standard 3.

Assessment 2: Narrative indicates alignment with key element 3a only; however the data table also indicates alignment with key element 3d of Standard 3. Candidates' performance on the items related to key element 3a was poor; please see comments under Standard 1 regarding revision of this assessment. The majority of candidates' performance on the items pertaining to key element 3d were satisfactory. This assessment provides some evidence in support of key element 3d only.

Assessment 3: Aligned with key element 3b of Standard 3. Narrative indicates that the documentation project is a group project; individual candidates' performance on the item related to key element 3b cannot be determined. This assessment does not provide evidence for Standard 3.

Assessment 4: Aligned with key elements 3b and 3c of Standard 3. The majority of candidates performed at or above expectations on the items pertaining to these key elements. Data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key elements 3b and 3c of Standard 3.

Assessment 5: ECH Teacher Candidate Impact on Child Learning Assignment. Aligned with key elements 3a, 3b, and 3c of Standard 3. The majority of candidates' performance met or exceeded expectations for the items pertaining to all three of these key elements of Standard 3. Data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key elements 3a, 3b, and 3c of Standard 3.

Assessment 7: Aligned with key elements 3b, 3c, and 3d of Standard 3. Data indicate mixed results for the items pertaining to key element 3b and low scores on the items pertaining to key element 3c. The majority of candidates met or exceeded expectations for the item pertaining to key element 3d. Data are disaggregated by semester and three semesters of data are reported. This

assessment provides evidence of support for key element 3d; however, candidate scores for key elements 3b and 3c are of concern.

The preponderance of evidence provides support for this Standard, with some concerns regarding scores on 3b and 3c, particularly in Assessment 7.

Standard 4.

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

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

Assessment 1: The report indicates that Module Two of the Pearson Pre-K PECT is aligned with key element 4b of Standard 4. Data indicate that 100% of candidates passed this assessment with repeated attempts; the data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key element 4b of Standard 4.

Assessment 3: The narrative indicates alignment with key elements 4b and 4d of Standard 4. Data indicate the majority of candidates performed successfully on the items related to these key elements; data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key elements 4b and 4d of Standard 4.

Assessment 4: The narrative indicates alignment with all four key elements (4a, 4b, 4c, and 4d) of Standard 4. As with the other key elements, candidates performed at or above expectations on the items pertaining to these key elements. Data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of all four key elements of Standard 4.

Assessment 5: The report indicates alignment with key elements 4b and 4d of Standard 4. The majority of candidates met or exceeded expectations on the items pertaining to these two key elements. Data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key elements 4b and 4d of Standard 4.

The preponderance of evidence supports the key elements of this Standard as met, with stronger evidence for key elements 4b and 4d than key elements 4a and 4c.

Standard 5.

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

Assessment 1: The report indicates that Modules Two and Three of the Pearson Pre-K PECT are aligned with key element 5a of Standard 5. Data indicate that 100% of candidates passed this assessment with repeated attempts; the data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key element 5a of Standard 5.

Assessment 2: The narrative indicates that this assessment is aligned with key elements 5a and 5b of Standard 5. Data indicate that candidates' performance on the items related to key element 5a is mixed; performance on the items related to key element 5b was of concern. As indicated in the comments under Standard 1, revision of this assessment is needed. This assessment does not provide sufficient evidence in support of the Standard 5.

Assessment 3: Please see comments under Standard 1 regarding age groups. The narrative indicates alignment with key elements 5a and 5b only; however, the rubric and data table indicate alignment with key element 5c as well. Data indicate that candidates performed satisfactorily on the items pertaining to these three key elements; data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key elements 5a, 5b, and 5c of Standard 5.

Assessment 4: The narrative indicates alignment with key element 5c of Standard 5. Data indicate that the majority of candidates performed at or above expectations on the item pertaining to this key element. Data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key element 5c of Standard 5.

Assessment 5: The narrative indicates alignment with key elements 5a, 5b, and 5c. Data indicate that the majority of candidates met or exceeded expectations on the items pertaining to these key elements. Data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of all three key elements of Standard 5.

The preponderance of evidence supports this Standard as met.

Standard 6.

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

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

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

Assessment 1: The report indicates that Module One of the Pearson Pre-K PECT is aligned with key element 6b of Standard 6. Data indicate that 100% of candidates passed this assessment with repeated attempts; the data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key element 6b of Standard 6.

Assessment 2: The narrative indicates that this assessment is aligned with key element 6e of Standard 6. Data indicate that candidates' performance on the items related to this key element was satisfactory; data are disaggregated by semester and three semesters of data are reported. Please see comments under Standard 1 regarding this assessment. This assessment provides support for key element 6e of Standard 6.

Assessment 4: The narrative indicates alignment with key elements 6b and 6c of Standard 6. Data indicate that the majority of candidates performed at or above expectations on the items pertaining to these key elements. Data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key elements 6b and 6c of Standard 6.

Assessment 7: The report indicates alignment with key element 6b of Standard 6. Data indicate that the majority of candidates met or exceeded expectations for the item pertaining to this key element. Data are disaggregated by semester and three semesters of data are reported. This assessment provides evidence in support of key element 6b of Standard 6.

Assessment 8: Legislative Letter. The narrative indicates alignment with key elements 6a, 6c, 6d, and 6e. Data indicate that the majority of candidates met or exceeded expectations with regard to the items pertaining to key element 6a, 6c, and 6d, but struggled with the item pertaining to key element 6e. Discussion in the narrative of this assessment and in the report's overall narrative indicate concerns regarding candidates' writing ability. The program

is working with other departments to address these concerns. Data are disaggregated by semester and three semesters of data are reported. Given the low scores on the item pertaining to key element 6e, this assessment provides evidence for key elements 6a, 6c, and 6d only.

The preponderance of evidence supports key element 6b and 6c, with less strong support for key elements 6a, 6d, and 6e.

Standard 7.

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

The narrative describes field experiences at three levels: the introductory level, the application level, and student teaching. At the introductory level, candidates observe children of various ages in a variety of settings, obtaining approximately 30 hours of field experience at this level. At the application level, the candidates spend approximately 10 hours in supervised meetings with families to discuss evaluation outcomes and plan learning goals. In addition, candidates engage in approximately 75 hours in Pre-K classrooms, implementing the Project Approach, and another 120 hours in elementary classrooms, planning and implementing learning experiences for children. Student teaching involves 16 weeks, with 8 weeks devoted to working with children with disabilities.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Candidates' performance on the state licensure exam (Pre-K PECT) provides evidence in support of candidates' content knowledge. Assessment 2 is problematic - the program has made changes to try to address low scores on this assessment. The assessment itself could be revised to increase clarity.

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

Candidates' performance on Assessment 3 and Assessment 4 provide evidence of their ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. Assessment 7 also provides support.

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

Candidates' performance on Assessment 5 provides support for effects on student learning.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

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

As indicated in Section V of the report, the program has analyzed the data regarding candidates' content knowledge and addressed this issue by changing a required course to one that is more directly related to child development and learning. The report also indicates that the faculty are exploring the use of authentic assessment to address the issue of low scores on the comprehensive exam (Assessment 2). With regard to professional knowledge, skills, and dispositions, the program indicates that it is seeking help from other campus programs to address candidates' difficulty in writing effectively. The program has also begun discussions to address the scarcity of evidence in support of key elements 4a, 4c, 6a, and 6d. With regard to student learning, the college has adopted a more efficient data management system which is intended to make the data more readily available. The college has also hired a full-time administrator at the Associate Dean level to focus on assessment and accreditation.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None

PART F - ADDITIONAL COMMENTS

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

None

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

None

PART G - DECISIONS

Please select final decision:

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

Please click "Next"

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