

# Program Report for the Initial Preparation of Early Childhood Teachers National Association for the Education of Young Children (NAEYC) Option C

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

## COVER SHEET

### 1. Institution Name

East Stroudsburg University

### 2. State

Pennsylvania

### 3. Date submitted

MM DD YYYY

09 / 01 / 2011

### 4. Report Preparer's Information:

Name of Preparer:

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### 6. Name of institution's program

Early Childhood Education

### 7. NCATE Category

Early Childhood Education-First Teaching License

### 8. Grade levels<sup>(1)</sup> for which candidates are being prepared

N (Nursery) to 3rd grade

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

### 9. Program Type

- Advanced Teaching
- First Teaching License
- Other School Personnel
- Unspecified

### 10. Degree or award level

- Baccalaureate

- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

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

- Yes
- No

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

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

Early Childhood
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**14. Program report status:**

- Initial Review this cycle, Continuing Recognition
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

**15. State Licensure requirement for national recognition:**

**NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?**

- Yes
- No

**SECTION I - CONTEXT**

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

East Stroudsburg University (ESU) is one of the 14 institutions in the Pennsylvania (PA) State System of Higher Education. The following are PA and our department's entry and exit requirements for certification programs: admission to after 48 credits of undergraduate work with a GPA of 3.00, passing scores on the Praxis I exams, and completion of two math and two English courses. PA certification requires a 3.0 GPA and passing scores on the appropriate Praxis II subject area assessment. For many years PA defined Early Childhood as birth to age 8 and awarded initial license as: N (Nursery) –3 (third grade). Beginning in January 2013, PA certification will change to PreK-4th grade. The timing of this SPA report mandated that the data collected and analyses be from the N-3 certification program. In both certifications we provide theory and field experiences with three age groups; infants and toddlers, preschool, and primary classrooms.

ESU's ECE program received National recognition for our ECE program from NAEYC in the Spring of 2005. In completing the SPA process we recognized that we could improve our program in several ways. One gap we wished to fill was to provide our candidates with additional experiences with families. We also wanted to allow ECE majors to take full advantage of the Professional Development school partnerships which the ELED faculty was developing in the local primary schools. Changes were made to the ECE certification program including three new courses ("Child, Family and Culture", "Creating and Managing an ECE Classroom", and "Promoting Best Practice in ECED") and the addition of courses from the ELED primary grades Professional Development School block. These changes were approved by the department and the College of Education. The next step was the University Curriculum Committee. This committee was in the process of looking at these changes when the state announced that it was changing the certification areas to eliminate Elementary Education and instead have only Early Childhood and Middle School certifications. We decided to pull the new courses from the Curriculum Committee until we knew more about the state's new certification areas and requirements. After MUCH delay the state published their requirements and in the Fall of 2008 a new PreK-4th grade program was developed based on the new certification. This new certification program will allow us to provide our students with opportunities to work with families in the new "Family and Community Partnerships" course, provide more time in preschool environments during a preschool semester which will include "Integrating the Curriculum: Projects and Play", "Math I: Investigations and Integrations"; and "Designing and Managing the ECE Literacy Environment". The new program will continue to address infants and toddlers in "Enhancing Language and Cognitive Development" and provide advocacy experiences in "Advocacy, Leadership and Collaboration". The new program will also provide six methods course, three of which will be in K-2 grade schools, and three in 3rd and 4th grades. ECE candidates will have an additional child development course (total of 6 credits), an additional 6 credits in special education (total of 9) and three credits in English Language Learners. Our program was approved in the 2009. We began offering the new program to freshmen entering ESU in Fall 2009. We are excited to begin to teach the methods classes in the new program in the Fall of 2011 with program completers coming in May 2013. We will be using many of the assessments from this report in our new program and have plans for additional measures especially for Standard 2. We are also in the process of revising all our assessments to ensure that they are fully aligned to NAEYC's new 2010 standards.

**2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)**

ESU places a high value on quality field experiences. We are committed to providing a realistic view of the rewards and challenges of the profession. This happens best when students have a wide range of field experiences, starting with entry into the program. In five of their foundational courses candidates complete 47 to 54 hours in the field. These field experiences are designed to help candidates better understand the roles and responsibility of the teaching profession. The initial field experiences help our candidates decide on a major: early childhood, elementary, secondary, and/or special education. The following is a brief description of the field experiences required of all ECE majors prior to full acceptance into the program:

1. Foundations of Education: 3-4 hours interviewing and observing two different teachers
2. Educational Psychology: 8-10 hours of one to one tutoring. Reflective log required
3. Intro. to Special Ed: 20 hours at least five must be direct contact with children. Others can be contact with professional and parent organizations
4. Child Growth and Development: 8-10 hours. This includes 3 classroom observations and one teacher analysis.
5. Intro to Early Childhood Ed: 8-10 hours. This includes 3 classroom observations and one teacher analysis.

After department screening and prior to the clinical semester, ECE candidates participate in eight courses with field experiences. These field experiences give candidates opportunities to work with children across the birth to 8 age range and includes all academic areas. We call these our Apprentice Courses. Field hours in these courses total between 120-125hours and include the following:

1. Creativity in ECE: 8-10 hours. This includes two observations and implementation of two creative arts lessons?
2. Movement Experiences in ECE: 24 hours total –16 with preschool and 8 with primary age children. Field assignment include planning and implementing weekly movement activities
3. Emergent Literacy: 15 hours which includes 3 observations and four lessons (read aloud, storytelling, lang. Experience chart, writing) Assessment of literacy development. This experience is done with children ages 3 to 8.
4. Teaching Reading in Elementary School: 10 hours in K-3 classroom observing environment, relationships, materials, contexts, lesson formats, and other literacy essentials
5. Curriculum I –Infants and Toddlers: 20 hours in Toddler room with children 18 months to 3 years. Field assignments include; journals, case study using the Ounce assessment, classroom observation using the ITERS, and conducting four planned activities (music & movement, sensorial, language and science).
6. Curriculum II- Preschoolers: 20 hours total in a preschool classroom. Field assignments include; journals, parent and teacher interviews, case study using anecdotal and running records assessment, classroom observation using the ECERS, and conducting four planned activities9Art, music, language and science).
7. Curriculum III – Primary Grades: 20 hours total in grades K to 3. Field assignments include; journals, parent and teacher interviews, case study of two children using the PA or school district standards as well as an assessment of Multiple Intelligences, classroom observation using the APEEC, and conducting four planned activities (math, science, social studies and language arts) .
8. Organization and Administration of an ECE Program: 6 hours – Field assignments includes four interviews with a director, observation of the use of administrative software, and observation of a staff,

ESU's clinical semester is fifteen weeks long and encompassing at least 525 hours with two different age levels in two different schools. ECED 430 Early Childhood Student Teaching consists of seven and one-half weeks (5 days per week - 8 hours per day) in an approved preschool or kindergarten setting and seven and one-half weeks (5 days per week - 8 hours per day) in an first, second or third grade. In both settings they are under the guidance of a cooperating teacher and have a minimum of six visits from a university supervisor. Candidates must demonstrate proficiency in all areas of the ESU's Beginning Educator Outcomes: Content, Learner and the Learning Process, Teaching and the Learning Environment and Professionalism. In addition to regular meeting with their university supervisor, the Office of Field Experiences and Partnerships conducts six full day seminar events during the clinical experience semester for candidates to share their experiences, apply for state certification and prepare a professional portfolio for employment interviews.

**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.)**

Course of Study

See **Attachments** 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:

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2008 - 2009	122	34
2009-2010	137	27
2010 -2011	109	28

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

## 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	Susan Harlan
Highest Degree, Field, & University <sup>(3)</sup>	ED.D. Early Childhood Education w/minor in Early Intervention from Rutgers University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty, Assistant Chair
Faculty Rank <sup>(5)</sup>	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>	NCATE Board of Examiners, NAEYC SPA reviewer, NAEYC presenter, Articulation consultant to the state. Appointed to PA Early Learning Council and Pre-K Counts Advisory Board. Past President PA. NAECTE
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Clinical Supervision in preschool programs, Board President of campus child care center. In-service trainer for child care centers. N-3 License

Faculty Member Name	Judith Torres
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D Seton Hall University in NJ
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	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>	ESU's Teacher Education Council member Assessment Committee Member ESL Competencies Training for Faculty
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Clinical Supervision in grades Pre K to 6 Licensures: Elementary Teacher K-8, Bilingual Teacher K-8, ESL Teacher K-12, Supervisor, Administrator, Superintendent.

Faculty Member Name	Karen Widmer
Highest Degree, Field, & University <sup>(3)</sup>	M. Ed., Reading, East Stroudsburg University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
Faculty Rank <sup>(5)</sup>	Adjunct 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>	Facilitate 2-day unit on Literacy for Principal training series (Pennsylvania Inspired Leadership) K-16 Council
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Teaching: Reading Specialist K-8, Administrator: Reading, Language Arts, ESL, Library, World Languages; InService training, Teaching in a PDS, Supervision of Teachers Instructional II Administrative II Reading Specialist Elementary and Secondary Principal Certificate

Faculty Member Name	Nurun N. Begum
Highest Degree, Field, & University <sup>(3)</sup>	Doctor of Education, Indiana University of Pennsylvania, Curriculum and Instruction (August 2007)
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	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>	Member, PA NAME Conference Planning Committee, 2010 Member, Urban Seminar 2008, Harrisburg Panning Committee Book Advisory Board Member- Preparing Urban Teachers Collaboratively in Philadelphia, 2008 University Coordinator, Russell C. Hughes-Monroe County Spelling Championships Member Board of Director, Frederick Douglass Institute
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Student Supervision, Faculty Liaisons, curriculum Developer for pre-k program

Faculty Member Name	Patricia Pinciotti
Highest Degree, Field, & University <sup>(3)</sup>	Ed. D., Creative Arts Education, Rutgers University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty, Clinical Supervisor, Special Assistant to the Dean for ELED PDS
Faculty Rank <sup>(5)</sup>	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>	Researcher, Art Consultant for PASSERA: Promoting and Supporting School Readiness through the Arts – NCC/Child Center, PNC Grow up Great Grant Publications: Phillips, R. D., Gorton, R. L., Pinciotti, P., & Sachdev, A. (2010). Promising findings on preschoolers' emergent literacy and school readiness in arts-integrated early childhood settings. Early Childhood Education Journal, 38, 2, 111-122. (Published online May 2010) Pinciotti, P., Gordon, R. L. & Stivers, J. B. (2009). The languages of inquiry: An assessment tool for teaching in an aesthetic environment. Bethlehem, PA: Northampton Community College
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Clinical supervision at PDS sites, including professional development, inquiry and teaching in PDS K-5

Faculty Member Name	Jennifer Ramos
Highest Degree, Field, & University <sup>(3)</sup>	M. Ed – East Stroudsburg University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct Professor
Faculty Rank <sup>(5)</sup>	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>	Assistant Principal, 2011-2012 and Supervisor Curriculum Instruction – 2010-2011- Allentown School District
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Certifications: Elementary Education Reading Specialist Supervisor of Curriculum and Instruction Principal Certification K-12

Faculty Member Name	Rhonda M. Sutton
Highest Degree, Field, & University <sup>(3)</sup>	Ed. D., Educational Leadership, Nova Southeastern University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	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>	Vice-President, Pennsylvania Reading Teacher Educators; Member, IRA Albert J. Harris Award Committee, Co-Chair, Committee for Excellence in Teaching and Learning
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Superintendent Letter of Eligibility; Administrative II, Instructional II; clinical supervision, in-service training

Faculty Member Name	Alison L. Rutter
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D., Curriculum & Teaching, Teachers College, Columbia University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty, Clinical 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>	Presentations for NAPDS & PAC-TE President, NAPDS 2008-2010 Chapter Author for NSSE Yearbook on PDS
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Clinical Supervision in PDS and Student teaching. 3 yrs teaching mixed age grades 2-6

Faculty Member Name	Margot Waddington Vagliardo
Highest Degree, Field, & University <sup>(3)</sup>	EdD., Education Theory & Practice, Binghamton University (State University of New York @ Binghamton)
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
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>	Publications: Vagliardo, M. W. (). Who are the People Getting off the Van?: Reflections of an Urban Seminar Faculty Coordinator". In Our stories in Philadelphia: Joint reflections on an 18-year urban immersion program for preservice teachers. Vagliardo, M. W. (2008). Exploring the efficacy of Vygotsky's theories in urban field experiences. In J. Bao, L. A. Vold, & M. Tidwell, (Eds.), Preparing urban teachers collaboratively in Philadelphia: Practices, research, and reflections (36-53). El Cajon, CA: NSS Press. Presentation: "Urban Current Events: A Space for Critical Multicultural Thinking", Teacher Education Network Conference, April, 2009, Izmir, Turkey Campus coordinator for Philadelphia Urban Seminar, 2004-2010.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	New York State permanent teaching license, N-6; 16 years experience in public school teaching K-2

Faculty Member Name	Christine Brett, Ph.D.
Highest Degree, Field, & University <sup>(3)</sup>	Doctorate of Philosophy (PhD), Sport and Exercise Education with a cognate in Pedagogy, The Ohio State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	PETE 120 Physical Conditioning PETE 305 Tactical I PETE 307 Mvmt Exp. Pre-Primary Grades PETE 341 Mvmt Exp. Int. Grades PETE 343 Analysis of Teaching in P.E. PETE 440/HLTH 440: Sup. of Student Teachers PETE 499: P.E. Content Specialist
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>	Bechtel, P., Stevens, L.A., & Brett, C.E.W. (In Press). Tips for dealing with behavior management issues. Manuscript accepted for publication to Strategies. Brett, C. E. W. (2006). Assisting your pre-service teacher to be successful during field experiences. Strategies, 19(4), pp.29- 31. Kuchinski, C. and Brett, C.E.W. (2010) Physical Education Teacher Education Student Teaching Manual. In-house publication. Student Advisor to Executive Board - Eastern District Assn AAHPERD (2007-present) NCATE Program Reviewer (2009-present) V.P of Physical Education for PSAHPERD (2007-2010) JOPERD Reviewer (2008-present) NASPE STARS Reviewer (2008- present)
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Grades 9-12 for two years in Florida (1993-1995) Grades p-8 for two years in Florida (1995-1997)

Faculty Member Name	Kathy DiSimoni
Highest Degree, Field, & University <sup>(3)</sup>	Fordham University/Lincoln Center Ph.D. Curriculum and Instruction, Language, Learning, & Literacy
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct Instructor
Faculty Rank <sup>(5)</sup>	Adjunct 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>	Outside evaluator for Bangor Area School District's 21st Century Grant Facilitator for Special Education Project at Washington Elementary School, Bangor Area School District. Use of Kindles in Grade 3 with eleven IEP students to improve reading skills.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Stroudsburg School District 4th grade- 7 years experience

Faculty Member Name	Dr. Andrew Whitehead
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D., Human Development, Marywood University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Chair, Department of Early Childhood and Elementary Education, Faculty Member
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>	Presented at the national Professional Development Schools National Conference in New Orleans, LA, on Communications in Professional Development School Sites; Presented at the national Professional Development Schools on National Conference, in Orlando FL, on measuring the academic success of P-12 students in PDS programs; Co-Counselor, Kappa Delta Pi, International Honor Society in Education
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Taught 5 years in 3rd grade; Building Principal for 3 years in a PreK-5 building and a K-3 building; University supervisor in Professional Development School sites and as a Student Teacher Supervisor

Faculty Member Name	Paula Kelberman
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D. Creative Arts Education; Rutgers University

Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Graduate and undergraduate classes; Graduate Coordinator
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>	September 11 Memorial and Museum; Volunteer Service
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	12 years teaching experience with early childhood and elementary education

Faculty Member Name	Dr. Marilyn J. Narey
Highest Degree, Field, & University <sup>(3)</sup>	Doctor of Education, Curriculum and Instruction, Indiana University of PA
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
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>	Publications: Narey, M.J. (Ed.). (2009). Making meaning: Constructing multimodal perspectives of language, literacy, and learning through arts-based early childhood education. New York: Springer. Grants: Faculty Development and Research Major Grant (funding for research project, Pictures of Reading: An Investigation of Students' and Teachers' Conceptualizations of Literacy) \$6,900. Awarded April 2011 Presentations: Narey, M. J. (2010, November). Persuasion, propaganda, and power: Teaching critical literacy through the six language arts. National Teachers of English 2010 Annual conference, Orlando, FL Narey, M. J. (2009, April). Shut Out of the Circle? Making Meaning as a Question of Social Justice. Paper accepted and presented at the American Educational Research Association Annual Meeting (Division K) San Diego, CA Study of Pedagogy: Post-doctoral Masters: Reading Specialist K-12 from Edinboro University awarded 2010. Service: Coordinator of Empty Bowls Service Learning Project Member of Strategic Plan Implementation Committee, Globalization and Service sub-committee Member: Faculty Development and Research committee
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	PDS (University Supervisor) Current PDE Certification: • Supervisor of Curriculum and Instruction • Instructional Technology Specialist • Reading Specialist • Middle Level English 7-9 • Art K-12

(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 NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

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

(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. 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.**

Type and Number of Assessment	Name of Assessment <sup>(10)</sup>	Type or Form of Assessment <sup>(11)</sup>	When the Assessment Is Administered <sup>(12)</sup>	Since the previous submission is this assessment New	Since the previous submission is this assessment Substantially Changed	Since the previous submission is this assessment Not Substantially Changed
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis Exam 020	State licensure exam	Prior to certification usually senior year	no	no	yes



create environments that are healthy, respectful, supportive, and challenging for all children.									
2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.	b	b	e	b	b	b	e	e	
3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.	b	b	b	b	b	e	b	e	
4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	b	b	b	b	b	e	b	e	
5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	b	b	b	b	b	b	b	b	

**SECTION IV - EVIDENCE FOR MEETING STANDARDS**

DIRECTIONS: For assessments that are listed in Section II as Not Substantially Changed since the previous submission:

1. Upload a current copy of the assessment and scoring guide (to ensure that reviewers are using the correct versions) and
2. Provide current data on all assessments.

For assessments that are listed in Section II as New or Substantially Changed since the previous submission:

The 6 – 8 key assessments listed in Section II as New or Substantially Changed 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 and scoring guides 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 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 listed in Section II as New or Substantially Changed 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 NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

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

For each assessment listed in Section II as New or Substantially Changed, 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 provides 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 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 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 all of the standards. 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 (items 1-5) as outlined in the directions for Section IV**

#1 Data Table	#1 Praxis II Exam
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See **Attachments** 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 1, 2, and 4. Examples of assessments include comprehensive examinations, GPAs or grades<sup>(14)</sup>, and portfolio tasks<sup>(15)</sup>. (Answer Required)**

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

# 2 Data Table	Assessment #2 Grades
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See **Attachments** panel below.

<sup>(13)</sup> 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.

<sup>(14)</sup> 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.

<sup>(15)</sup> 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 (items 1-5) as outlined in the directions for Section IV**

Assessment # 3 Lesson Plans	#3 Data Table
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See **Attachments** 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 all of the standards. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)**

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

Assessment # 4 BEO and PDE Evals of Student Teaching	#4 BEO's Data Tables
#4 PDE Data Tables	

See **Attachments** 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 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 (items 1-5) as outlined in the directions for Section IV

#5 Data Tables	Assessment # 5 Case Study
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See **Attachments** panel below.

**6. Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards 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 (items 1-5) as outlined in the directions for Section IV

#6 Data Tables	Assessment #6 Family Handbook
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See **Attachments** panel below.

**7. Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards 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.**

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

Assessment # 7 Environmental Rating Scales	#7 Data Tables
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See **Attachments** panel below.

**8. Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards 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.**

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

#8 Data Table	Assessment # 8 Portfolio
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See **Attachments** panel below.

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

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

(Response limited to 24,000 characters)

Analysis of Assessment Results  
The Process: Department faculty meets monthly to discuss curriculum and policies across all programs in our department. Faculty teaching early childhood courses meets several times during each semester to examine assessment data and make changes to curriculum, assignments, and rubrics in ECE courses. University supervisors meet four to five times a semester to discuss assessment data from the clinical semester. The Teacher Education Unit (TEU) annually looks at data from across the unit. The TEU looks at Praxis cores as well as the unit-wide

assessments of the PDE 430—the required Pennsylvania statewide Evaluation Form for candidates' Professional Knowledge and Practice—and the Beginning Educator's Outcome assessment done during the clinical semester. During the recent certification changes the TEU added nine credits of special education courses and three credits of courses on English Language Learners to all programs. These changes went into effect for those entering in Fall 2009 so data from candidates in those cohorts are not yet part of this report.

The faculty examining the assessment data contained in this report has determined the following and made recommendations.

1) Content:

Faculty is satisfied that candidates obtain extensive content knowledge based on their Praxis exam scores and their grades in three upper level courses. We plan on enhancing their content knowledge in the areas of special education, family systems theory, English language learners and the primary grades in our newly designed program beginning in Fall 2012. Plans are to maintain the present experiences and assessments in the field of child study and professional pedagogy. The state is working on a new Praxis exam for the new Prek-4 certification.

2) Professional and Pedagogical Knowledge, Skills and Dispositions.

The ESU Early Childhood faculty uses the following assessments to show that candidates have pedagogical knowledge, skills and dispositions; Lesson Plans (Assessment #3), BEO Clinical Experience Assessment and PDE 430 (#4), Child case study (#5), Family handbook project (#6), Environmental Rating Scales projects (#7), and the ECE Exit Portfolio (#8).

When reviewing data from the Child Case studies it is evident that we need to infuse several items into our course work to assist our candidates in being more successful. One area that needs greater focus relates to candidates' ability to provide modifications and extensions for learning activities based on their observations, the state's early learning standards, parental input and multiple intelligences. It is also evident that our candidates need more background in and experiences working with families. In the new program candidates will take a course, "Family and Community Partnerships", as well as develop a collaborative project during their preschool and primary semesters that will involve candidates and their PDS mentors in developing a plan of action in regards to parent interaction. This collaborative project will also provide candidates with opportunity to implement the project approach in their preschool placement. An assessment of their work in these experiences is presently being developed.

3) Student Learning

The ESU ECE faculty uses the following assessments to show that candidates have an impact on the students they teach: Lesson Plans (Assessment #3), BEO Clinical Experience Assessment and PDE 430 (#4), Child case study (#5), and Environmental Rating Scales projects (#7). These three assessments will continue into our new ECE program. Faculty will also develop additional requirements for the Child Case study project, including child work sampling and child portfolios, in the new program.

**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 NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>**

**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 NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponseToConditionsReport/tabid/454/Default.aspx>**

**(Response limited to 24,000 characters.)**

**Please click "Next"**

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