

Program Report for the Initial Preparation of Early Childhood Teachers

National Association for the Education for Young Children (NAEYC)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Prairie View A & M University

2. State

Texas

3. Date submitted

MM DD YYYY

01 / 30 / 2008

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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⁽¹⁾ for which candidates are being prepared

EC-4

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

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

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

EC-4 Generalist

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- 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)

Description of any state or institutional policies that may influence the application of SPA standards.

Prairie View A&M University is a land grant institution and is also designated as a State Wide Special Purpose Institution serving the needs of people of a diverse ethnic and socio-economic population, most of whom are underserved. The university has continued to strive toward excellence and to produce productive people.

In the fall of 2002, the state of Texas changed its certification levels from a two-tiered (EC-6, 6-12) to a three-tiered level of certification (EC-4, 4-8, and 8-12). The state requires that candidates be certified in any of the following levels: Elementary, Middle, Secondary or All-Level. In order to accommodate the changes and the requirements by the state, Prairie View A&M University revised its program. The last cohort to enter under the two-tiered program graduated in May 2003, while the first cohort to be admitted under the new three-tiered level of certification graduated in May 2004.

In accordance with the new system, Prairie View A&M University prepares its candidates under the following categories: Elementary (EC-4), Middle School (4-8), Secondary (8-12), and Special Education (EC-12). Early Childhood candidates are prepared as Generalists. Candidates complete 42 hours of University Core Curriculum, 9 hours of Teacher Education Core Requirements, 18 hours of Delivery System Specialization Requirements, 37 hours of Interdisciplinary Major Requirements, and 24 hours of Professional Education Requirements.

All eligible programs must submit materials to the NCATE affiliated Specialized Professional Associations (SPA) prior to NCATE periodic review process.

Before any new teacher preparation program is approved, the program must meet the content standards set by the Texas Education Agency for each teaching field. These contents must align with the state's Curriculum Frameworks for K-12 teaching and learning. In addition, the TEA objectives for each teaching field are used as the basis for the subject-field test of the Texas Tests for Teacher Certification program. In order for students to be successful on any Texas Test for Teacher Certification, they must have mastered a body of knowledge related to the test objectives and to the content standards for the teaching field. Candidates must also demonstrate proficiency in the content being taught during the student teaching experience, and must take and pass all applicable tests of the Texas Tests for Teacher Certification before being recommended for licensure. The results of follow up studies of recent

program completers and of their immediate supervisors indicate Prairie View A&M University teacher candidates are well prepared in the content areas.

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)

Description of the field and clinical experiences required for the program, including the number of hours for early experiences and the number of hours/weeks for student teaching or internships.

A major component of the EC-4 program at Prairie View A&M University is the Field Experience. The EC-4 requires a planned sequence of field experiences in elementary schools and early childhood programs. Each candidate is required to document 15 hours of field experience for each of the three ECED courses and four CUIIN professional education courses, for a total of 105 clock hours. These field experiences play an important role in the EC-4 program as they are designed to facilitate increased understanding of the teaching profession in the elementary school and early childhood program settings by providing candidates with opportunities to become acquainted with effective classroom procedures and techniques for effective teaching and learning. Field activities are also designed to facilitate increased understanding of child growth and development. This experience provides candidates with opportunities to become acquainted with effective classroom procedures to observe accommodations for students with special needs. Each student is required to complete at least 60 hours (15 hours each in the four CUIIN professional education courses) of classroom observation prior to being admitted to student teaching.

Candidates are required to reflect on their observations by keeping a Field Experience Journal. Included in the journal are assignments from their cooperating teachers, experiences candidates provide to students, and any artifact pertinent to their placement.

Candidates are required to deliver demonstration lessons which cover the following areas “What I Planned”, “What Happened”, and “My Reflections”. These lessons may be designed for individual students, small groups, or whole class instruction.

Documentation of meetings with cooperating teachers is required from the candidates. Candidates must meet with their cooperating teachers to plan the following: (a) Individual mentoring (b) One-to-one instruction, (c) Planning and delivery of instruction, (d) Small group instruction, (e) Large group instruction, and (f) Other guided experiences.

Additionally, all candidates are required to attend a minimum of two faculty meetings and at least two team or grade level meetings with their cooperating teacher. Reflections of these meetings are submitted with the Field Experience Portfolio, a one page reflection on the worth of the field experience, and an evaluation prepared by the cooperating teacher.

Student teaching is comprised of 16 weeks and a minimum of 350 clock hours. Candidates are placed in the classrooms of fully licensed teachers with a minimum of three years teaching experience. The cooperating teachers are trained by Prairie View A&M University to be mentor teachers. Supervision takes place on a weekly basis by trained University Supervisors. Many of these supervisors are retired public school teachers and administrators committed to the profession and to supporting Prairie View A&M University in its efforts to prepare high quality teachers.

3. Description of the criteria for admission, retention, and exit from the program, including

required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

Description of the criteria for admission, retention, and exit from the program, including required GPA and minimum grade requirements for the content courses accepted by the program.

The Prairie View A&M University EC-4 teacher education program has criteria in place for admission, retention, and exit from the program. Satisfactory quality (as measured by grade point average) is a requirement for admission to, retention and exit from the initial teacher preparation program for all candidates.

To be admitted to Teacher Education students are required to complete the University Core Courses in academic good standing (2.5 on a 4.0 scale). Candidates must also have a minimum of “C” in the areas of English and Mathematics. The state exam for minimum skills (THEA) is an additional requirement for admission. The minimum passing scores are 230 in Mathematics, 220 in Writing, and 260 in Reading.

Admittance to Student Teaching requires candidates have a minimum overall GPA of 2.5, a minimum GPA of 2.5 in the major content areas related to the candidate’s area of specialty with no grades below a C, and a minimum GPA of 2.5 in the area of professional development with no grades below a C. In all instances, candidates must demonstrate proficiency in the content being taught during the student teaching experience.

All candidates must take and pass all applicable tests of the Texas Examination for Educator Standards (TExES) Tests for Teacher Certification before being recommended for certification. The results of follow up studies of recent program completers and of their immediate supervisors indicate that Prairie View A&M University candidates are well prepared in the content areas. Attachment 3.1 gives a breakdown for admission, retention and exiting the program

4. Description of the relationship ⁽²⁾ of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

Description of the relationship of the program to the unit’s conceptual framework.

Prairie View A&M University prepares candidates to become productive people. It also prepares them to be leaders and reflective practitioners. The knowledge and skills of reflective teachers are embedded in the core of general education courses in the arts and sciences, mastery of subject matter and pedagogy within the college of education, progressive and meaningful field experiences, the holistic analysis of these learning experiences and insights into their interactions with other people.

As a result of such an experience-based and reflection-enhanced background, teachers graduating from Prairie View A&M University possess the skills to evaluate all aspects of the curriculum and to make changes and adjustments where necessary. Prairie View alumni entering the teaching profession are equipped with skills necessary to critique their own teaching practices and to question their own values and beliefs while using the best teaching practices available.

As facilitators of learning, teachers who graduate from Prairie View A&M University also have the ability to evaluate continuously the efficacy of their teaching methods and to consider alternatives as needed.

The conceptual framework of the College of Education (Attachment 4.1) focuses on Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P). Candidates are prepared and equipped with the skills and knowledge they will need to create a conducive learning environment that is supportive of the diverse backgrounds, abilities, cultural orientations, knowledge, personalities, interests, and

communication patterns of diverse student populations. All courses in the Early Childhood Program reflect the E-FOLD-P framework. The framework plays a major part in the process of preparing candidates as reflective and lifelong learners, and to assume leadership roles among other educators. Candidates demonstrate cultural competence and commitment to professional growth and constantly strive for excellence and to improve their instructional effectiveness. The four major goals of the conceptual framework of the unit are:

- (1) To prepare beginning professionals as problem-solvers, critical thinkers, and decision makers who are able to communicate these cognitive skills to students.
- (2) To prepare beginning professionals as facilitators of student growth and development by exhibiting a positive self-esteem and concept and are able to transmit these affective components to students.
- (3) To prepare beginning professionals as reflective and continual learners who initiate and distribute knowledge and skills and utilize effective teaching practices.
- (4) To prepare beginning professionals as those who understand and appreciate human diversity and demonstrate global awareness by recognizing that diverse learners can meet all learner outcomes.

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system⁽³⁾. (Response limited to 4,000 characters)

Assessments in the College of Education are designed to provide meaningful benchmarks for candidates to help determine their progress. All candidates for undergraduate degrees are assessed at significant points throughout the program.

The assessments for the EC-4 program include the state certification examination, the TExES Pedagogy and Professional Responsibilities (PPR) and EC-4 Content area examinations. To be certified candidates must pass both examinations. The test items on the TExES are multiple choice and test the candidate's knowledge or require the application of the content knowledge to resolve specific problem or problems. Some of the questions may require the candidate to make an assessment of the application of content knowledge in a given scenario.

Other EC-4 specific assessments include:

Instructor designed assessments which may include papers, projects, learning centers, case studies, and instructional materials. The NAEYC Standards and the TExES PPR and EC-4 Generalist Standards are used to planning these assessments.

Sample lesson plans are another tool used in the EC-4 program to assess candidates. The lessons are created as part of the requirement for the program courses and taught during field experiences.

Candidates use the Texas Essential Knowledge and Skills (TEKS) in planning the lessons.

The Professional Development Appraisal System (PDAS) created by the state of Texas, is used to measure candidates' pedagogical knowledge and skills. It is used during student teaching to rate candidates in their abilities to create learner-centered educational environments, their classroom management skills, and their ability to plan and deliver instruction.

These assessments are related to the unit assessments as depicted in Attachment 5.1

TrueOutcomes:

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. 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.

Attachment 3.1 - Early Childhood Entry, Retention and Exit transition points	UNIT ASSESSMENT SYSTEM FLOWCHART - ATTACHMENT 5.1
Attachment 4 - Unit Conceptual Framework	

See **Attachments** panel below.

7. 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.)

EARLY CHILDHOOD EDUCATION DEGREE PLAN	EARLY CHILDHOOD FIELD EXPERIENCES
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See **Attachments** panel below.

8. 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: Bachelor of Science in Interdisciplinary Studies Early Childhood Generalist (EC-4)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2004-2005	71	22
2005-2006	88	33
2006-2007	118	23

(4) 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.

9. 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	Darlington Ndubuike
Highest Degree, Field, & University ⁽⁵⁾	Ed.D., Curriculum and Instruction, University of Houston
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Associate Professor

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Sponsor and advisor of the Prairie View A&M University affiliate of the Texas Student Teachers Association (2005-2008) Mason, E. & Ndubuike, D.I.I. (2005). Preparing Pre-service Teachers for Diverse Classrooms. Journal of Intercultural Disciplines. Co-presented the conference session: Using Interactive Lessons to Enhance the Learning Experience of Pre-service Teachers. At the 2005 International Conference of The Society for Information Technology and Teacher Education in Phoenix, AZ.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Eight years K-5 teaching experience

Faculty Member Name	Martha Bailey
Highest Degree, Field, & University ⁽⁵⁾	Ed.D., Curriculum and Instruction, University of Houston
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty Director of Student Teaching
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Kaarin D. Perkins
Highest Degree, Field, & University ⁽⁵⁾	Ph.D., Multicultural Teacher and Childhood Education with a specialization in Early Childhood Education, University of New Mexico
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty Program Coordinator
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Secretary, Texas Association for Early Childhood Teacher Educators (2006-2007) Perkins, K. & Mackey, B. (2008). Supporting Grieving Children and Families in Early Childhood Programs. Dimensions of Early Childhood. Co-presented the conference session: Storytelling to the Margins: Using a Multi-sensory, Multi-cultural Approach. At the 2007 NAEYC Annual Conference in Chicago, IL.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Nine years P-12 Teaching Experience: 1 year Infant/Toddler 5 years First Grade 2 years Second Grade 1 year Fifth Grade 1 year experience co-directing a university laboratory preschool

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

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

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

(8) 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.

(9) 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.

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

(11) 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 (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	TEExES EC4 Generalist and EC4 Pedagogy and Professional Responsibility Exams	TEExES Licensure Examinations	Near the end of the program, administered six times a year
Assessment #2: Content knowledge in early childhood education (required)	ECED 3003 Introduction to Early Childhood Education Final Exam	Exam	Required course- ECED 3003 Introduction to Early Childhood Education Course Taken at Beginning of the program
Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)	Madeline Hunter Lesson Plan TrueOutcomes Eletronic Portfolio	Lesson Plan Artifacts entered into eletronic portfolio	Student Teaching, Required Course CUIIN 4113 Instructional Methods and Classroom Management Taken at the End of The program Eletronic portfolio is continiously assessed throughout educational program
Assessment #4: Student teaching or internship (required)	PDAS	Assessment of Knowledge, Skills and Dispositions Rubric	Student Teaching - End of the program
Assessment #5: Candidate effect on student leaning (required)	Cooperating Teacher's Assessment	Assessment of Student Laearning Rubric	Student Teaching - End of the program

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	b	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.	e	e	e	b	e	e	e	b

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides 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.

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 that are addressed 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, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. 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.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five

pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

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

State Licensure Content Test	Assessment Description
State Licensure Content Test Data Table	

See **Attachments** panel below.

2. Assessment of content knowledge⁽¹⁵⁾ 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⁽¹⁶⁾, and portfolio tasks⁽¹⁷⁾. (Answer Required)

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

Assessment #2 Final Examination and Exam Data Table	Assessment #2 Content Knowledge in Early Childhood Education
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See **Attachments** panel below.

(15) 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.

(16) 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.

(17) 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 Madeline Hunter Lesson Plan	Madeline_Hunter_Lesson_Plan).doc
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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 Professional Development Appraisal System (PDAS) Evaluation	Assessment #4 PDAS Evaluation Form_Data Table
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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

Assessment #5 Candidate Effect on Student Learning	Assessment #5 Cooperating Teacher's Assessment Form_Data Table
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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

Assessment #6 Child Study	Assessment #6 Child Study Instructions_Rubric_Data
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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 Pre-K Learning Center Activity Data Table_Rubric_Instructions	Assessment #7 Pre-K Learning Center Activity
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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

disposition.doc

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.

(Response limited to 12,000 characters)

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

This focused self-study has been extremely beneficial to the Early Childhood Education program faculty. Based on our findings, in general we believe our candidates are meeting or exceeding standards

in their planning, teaching, professional dispositions, their ability to positively influence student learning and to provide a good, positive environment for the students they teach. While our program is strong, the self-study has illustrated areas we can address to make our program greater.

CONTENT KNOWLEDGE

Principal Findings

The assessments documenting content knowledge were the TExES EC-4 Generalist and EC-4 Pedagogy and Professional Responsibility Exams, the licensure exams for the state of Texas, and the Comprehensive Final Examination for the course ECED 3003 Introduction to Early Childhood Education.

The data from the TExES exams indicate our scoring well in the areas of Instructional Design, Classroom Environment, and Professional Roles, Responsibilities and Ethics on the PPR exam. On the EC-4 Generalist Exam our candidate scores show they are strong in the areas of Reading, Mathematics, and Fine Arts, Health and PE. The data from the exams show our candidates to have average scores below 80% in PPR Domain III Responsive Instruction, Effective Communication, Instructional Strategies, and Quality Feedback. Additionally, candidates have average scores less than 80% on the Generalist Domains Social Studies and Science.

While 91% of candidates met or exceeded expectations, item analysis data from the Comprehensive Final Examination of ECED 3003 Introduction to Early Childhood Education shows 71% met or exceeded expectation for NAEYC Standard I Child Development; 50% met or exceeded expectations on NAEYC Standard II Building Family and Community Relationships; 0% met or exceeded expectations on NAEYC Standard III Observing, Documenting, and Assessing to Support Young Children and Families; 42% met or exceeded expectations on NAEYC Standard IV Teaching and Learning; and 100% met or exceeded expectations on NAEYC Standard V Becoming a Professional.

Faculty Interpretation

The analysis of TExES exam data support the fact our candidates' successful achievement in the areas of PPR Domains I Instructional Design; II Classroom Environment; IV Professional Roles, Responsibilities and Ethics, as well as EC-4 Generalist areas I Reading; II Mathematics; and V Fine Arts, Health and PE. All available data reports indicate our candidate scores are in need of improvement in the PPR Domain III Responsive Instruction, Effective Communication, Instructional Strategies, and Quality Feedback, and EC-4 Generalist areas III Social Studies and IV Science.

Our greatest area of concern for the PPR exam is the domain of Responsive Instruction, Effective Communication, Instructional Strategies, and Quality Feedback. Early Childhood Program faculty believes the application of this content knowledge in the field is essential to candidate success. In reviewing our data and program of studies we have become aware that the vast majority of observation hours required of candidates are completed without the supervision of faculty. Our decision to structure observation hours in this manner has been two-fold, a lack of program faculty and large enrollment in our classes. This proves problematic when finding placements which can accommodate entire classes. The program this year hired a full time, tenured track faculty member and it is our hope to continue to increase our program faculty. To counter this challenge until that time, we have identified options to address the issue which will be discussed further.

The EC-4 Generalist exam areas of Social Studies and Science are areas of concern for our program. Candidates averaged 73.6 % and 74.5 % on the exam. It is important to remember our candidates earn an interdisciplinary degree. The content areas are taught by faculty outside the College of Education. Our analysis of assessment data has given us insight to adjustments necessary in our program of study which will be discussed further in the next section.

The Comprehensive Final Examination for ECED 3003 Introduction to Early Childhood was identified as our second assessment for content knowledge. An item analysis of the fifty item exam revealed 88% of the exam assessed candidate knowledge of child development, teaching and learning, and becoming a professional, while only 12% of the exam assessed building family and community relationships and observing, documenting, and assessing to support young children and families. Though the course Introduction to Early Childhood is designed to be taken at the beginning of the program of studies and provides an overview of the knowledge, skills, and dispositions required of an early childhood professional, analysis of the examination indicate the focus of the course is not balanced across the five NAEYC standards or the TExES PPR domains. The areas our candidates find the greatest challenge on the state licensure exam are the areas of least focus in this course. A discussion of changes to address this concern will follow.

Steps Proposed to Improve Program and to improve Candidate Performance

Increasing candidate experiences with observation, documentation, and assessment to support children and families

Increased candidate experiences with responsive instruction, effective communication, instructional strategies, and quality feedback:

To provide candidates with increased experiences with these domains Early Childhood Program Faculty will restructure the requirements for observations hours required for specific courses. ECED 3003 Introduction to Early Childhood, ECED 4123 Clinical Experiences, and ECED 4113 Instructional Strategies are the only ECED courses requiring observation hours. In addition to these courses, candidates complete 60 hours of observation in the CUIN Curriculum and Instruction courses. Currently candidates complete hours of observation without the supervision of faculty. Early Childhood Program faculty propose enrollment in these courses be capped at 25 candidates. This will allow faculty to locate placements which will accommodate an entire class for observation hours. During observation hours candidates will have opportunities and experiences for planning activities, instruction, and observation and assessment of students while being supervised by program faculty.

Increasing candidate experiences with building family and community relationships

There will be an integration of family/community project activities and assignments for ECED 4003 Communication and Language Development, ECED 4023 Program Organization where candidates will organize and facilitate “family nights” for area early childhood programs.

Increasing candidate experiences with content knowledge necessary for the instruction of EC-4 students Faculty from the Department of Curriculum and Instruction, including the Early Childhood Program, has initiated conversations with faculty from Arts and Sciences who instruct our candidates in the content areas. As a result of these conversations we are working to revise our degree plans to ensure the University Core Courses, Teacher Education Core Requirements, and Interdisciplinary Major Requirements provide candidates the content knowledge reflected on the state licensure examinations. In addition Early Childhood Program faculty recognizes the need to include more focus on instructing students in the content areas in our courses. ECED 4013 Young Child Cognitive Development, ECED 4123 Clinical Experiences, and ECED 4113 Instructional Strategies will all be restructured to provide candidates greater experiences with planning and instruction in the content areas.

Review and revision of all assessment rubrics to better align with NAEYC standards and TExES PPR and EC-4 domains.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Principal Findings

The assessments chosen to measure candidate ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions were the Professional Development Appraisal

System (PDAS) Evaluation and the Lesson Plan Cycle Evaluation from student teaching. All candidates met or exceeded expectations on these standards.

Faculty Interpretation

Analysis of the assessment data support findings and evidence of our candidates' successful achievement of each of the standards, 100% of our candidates met or exceeded expectations on the Lesson Plan Cycle and Professional Development Appraisal System (PDAS) Evaluation. The data indicate the vast majority of our candidates have a clear understanding of the dispositions necessary for successful careers in the field. Both assessments for this standard are collected during student teaching. While student teaching provides us a good measurement of candidate skills and dispositions as they end our program, it would be beneficial to have similar data collected at different points in the program. Doing so would provide the program faculty with information for formative assessments of our program and provide additional information for us to assess how well we are meeting the NAEYC standards.

Though our candidates have scored exceedingly well in this area, the unit recognizes the need for a uniform measure of candidate dispositions at the transition points. A dispositions checklist was developed during the fall of 2007.

Steps Proposed to Improve Program and to improve Candidate Performance

Alignment of assessment instruments with NAEYC standards and TExES EC-4 PPR and Generalist domains.

An increased focus on planning categories to address the understanding and application of family and community and how it relates to professionalism.

Integration of the dispositions checklist at the transition points in the program.

Development of an assessment of candidate ability to plan and implement appropriate teaching and learning experiences to be completed by the teacher of record during observation hours.

FOCUS ON STUDENT LEARNING

Principal Findings

Documentation of candidate effect on student learning is provided through the cooperating teacher's assessment during student teaching. All candidates met or exceeded expectations in this assessment.

Faculty Interpretation

Our candidates scored from the cooperating teacher's assessment from student teaching suggest they have a firm grasp of the content knowledge, instructional strategies, and an understanding of the purpose for observing, documenting and assessing students. We have determined however, this assessment given during student teaching is not sufficient. Early Childhood Program Faculty believes candidates need increased opportunities and experiences in teaching, and observing and assessing student learning.

Steps Proposed to Improve Program and Candidate Performance

1. Activities and Assignments will be developed to focus on observation and assessment of student learning during early field experiences.
2. Assignments will be refined for the Thematic Unit in ECED 4113 Instructional Strategies to better document candidates' understandings of student learning.
3. The cooperating teacher's assessment will be refined to include more narrative information.

During the spring of 2008, True Outcomes software has been initiated, paid for by the university, approved by and embraced by the distance learning department, and mandated for used by the Dean of Education. These steps have corrected the deficits of the previous years and the documentation of Candidate work has been initiated. The first check on Candidate participation in True Outcomes has been announced for January 28, 2008. Faculty and Candidate accountability are currently in place.

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

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

Please click "Next"

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