

# NATIONAL RECOGNITION REPORT

## Advanced Preparation of Early Childhood Professionals

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

### COVER PAGE

#### Name of Institution

Arkansas State University

#### Date of Review

MM DD YYYY

02 / 01 / 2009

#### This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

#### Program Covered by this Review

Early Childhood Education

#### Program Type

Advanced Teaching

#### Award or Degree Level(s)

- Master's
- Specialist
- Doctorate
- Endorsement, Certificate, or License

### PART A - RECOGNITION DECISION

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

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

**Test Results (from information supplied in Assessment #1, if applicable)<sup>(2)</sup>**

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

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

**Comment:**

Program does not lead to licensure. Candidates already hold initial ECE license and thus have passed all state licensure exams prior to admission into the program.

**Summary of Strengths:**

Faculty have strong credentials in early childhood education.  
 Program has responded to state and national need for highly qualified workforce in early childhood education and modified program to meet the needs of the state for teacher leaders.  
 Program is responsive to needs of professionals who are enrolled, and provides opportunities for them to apply knowledge in their employment classrooms and other work settings.  
 Specialty areas provide choice for candidates.  
 Conceptual framework aligns successfully with NAEYC standards for advanced programs.  
 Assessments are clearly aligned with NAEYC standards for advanced programs.  
 Faculty demonstrate commitment to program improvement and use assessment data effectively.

**PART B - STATUS OF MEETING SPA STANDARDS**

CORE STANDARDS

**Standard 1. Promoting Child Development and Learning.** Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Met	Met with Conditions	Not Met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comment:**

Assessments 1, 3, 4, and 6 are listed as meeting Standard 1.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools, and with the candidate specialty area (chosen from four options). Candidates selected appropriate artifacts to demonstrate the ability to promote child development and learning, as evidenced by data provided.

Assessment 3 Project Approach Project requires candidates to design, implement, and evaluate curriculum using constructivist theory and the Project Approach. Candidates demonstrate their ability to use their developmental knowledge as they design a developmentally appropriate project in an early childhood classroom. Data indicate that candidates meet Standard 1.

Assessment 4 Action Research Project provides evidence of candidates' ability to use their knowledge of child development to promote positive learning environments as candidates implement an action

research project designed to impact student learning. Faculty have discussed improvements and acknowledge that they presently have only a small data set (6 candidates). Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 1.

Assessment 6 Family/Child Development Support Plan provides evidence of candidates' use of their understanding of children's characteristics and the multiple factors influencing development and learning as they summarize and develop the Family Resource Map and create the child plan. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 1.

Summary: Assessments provide a variety of ways to demonstrate that candidates promote child development and learning at an advanced level. Standard 1 is met.

**Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

Assessments 1, 4, 5, and 6 are listed as meeting Standard 2.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate the ability to build family and community relationships, as evidenced by data provided. Faculty discuss the connection to family and community as an area of growth for the future.

Assessment 4 Action Research Project provides evidence of candidates' ability to build partnerships with families and communities as candidates implement an action research project designed to impact student learning. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 2. Faculty acknowledge potential for program improvement here.

Assessment 5 Case Study includes a family interview and ecological context assessment and thus provides evidence of candidate knowledge of the importance of families and communities. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 2.

Assessment 6 Family/Child Development Support Plan provides evidence of candidates' use of their understanding of the complex characteristics of families and communities as they summarize and develop the Family Resource Map and create the family plan. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 2.

Summary: Assessments provide a variety of ways to demonstrate that candidates build family and community relationships at an advanced level. In particular, Assessments 5 and 6 provide strong evidence of family and community relationships. Standard 2 is met.

**Standard 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.

Met

Met with Conditions

Not Met

j<sup>n</sup>

j<sup>n</sup>

j<sup>n</sup>

**Comment:**

Assessments 1, 2, 3, 4, and 5 are listed as meeting Standard 3.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate the ability to observe, document, and assess children's learning in partnership with families and professionals, as evidenced by data provided.

Assessment 2 Literature Review and Research Proposal involves candidates in using assessment approaches to support children and families as they prepare a research proposal for a project to be implemented during their Practicum. Data show growth in candidate abilities over the two semesters reported.

Assessment 3 Project Approach Project requires candidates to design, implement, and evaluate curriculum using constructivist theory and the Project Approach. Candidates demonstrate their ability to use observations, documentation strategies, and other effective assessment techniques in partnership with families and professionals, as they design a developmentally appropriate project in an early childhood classroom. Data indicate that candidates meet Standard 3.

Assessment 4 Action Research Project provides evidence of candidates' ability to use appropriate and research-based assessment strategies effectively as candidates implement an action research project designed to impact student learning. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 3.

Assessment 5 Case Study includes a focus on assessment and documentation to support children and families as candidates collect a range of assessment data and design an intervention based on that data. This section of the rubric is missing the description of the levels of performance; however, language under Standard 4 (first time listed) seems to be focused on assessment. Based on thoroughness of all other rubrics it can be assumed that this assessment also addresses the standard appropriately. Data indicate that candidates meet Standard 3.

Summary: Assessments provide a variety of ways to demonstrate that candidates observe, document, and assess learning to support children and their families at an advanced level. Standard 3 is met.

**Standard 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.

Met

Met with Conditions

Not Met

j<sup>n</sup>

j<sup>n</sup>

j<sup>n</sup>

**Comment:**

Assessments 1, 2, 3, 4, and 5 are listed as meeting Standard 4.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate the ability to integrate their knowledge and

relationships into their teaching, and to demonstrate expertise in content area(s), as evidenced by data provided.

Assessment 2 Literature Review and Research Proposal involves candidates in researching early childhood content areas as they develop a research plan to be implemented during their Practicum. Data show growth in candidate abilities over the two semesters reported.

Assessment 3 Project Approach Project requires candidates to design, implement, and evaluate curriculum using constructivist theory and the Project Approach. Candidates demonstrate their ability to use effective approaches to teaching and learning as they design a developmentally appropriate project in an early childhood classroom. Data indicate that candidates meet Standard 4.

Assessment 4 Action Research Project provides evidence of candidates' ability to identify developmentally appropriate and effective approaches to teaching and learning in a range of academic disciplines as candidates implement an action research project designed to impact student learning. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 4.

Assessment 5 Case Study includes the use of knowledge of family and child development to design an intervention that will promote positive learning and development. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 4.

Summary: Assessments provide a variety of ways to demonstrate that candidates are effective in designing, implementing, and evaluating developmentally appropriate teaching and learning experiences at an advanced level. Standard 4 is met.

**Standard 5. Growing as 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.

Met

Met with Conditions

Not Met

jn

jn

jn

**Comment:**

Assessments 1, 4, 6, and 7 are listed as meeting Standard 5.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate professional growth, as evidenced by data provided.

Assessment 4 Action Research Project provides evidence of candidates' ability to apply ethical guidelines to professional practice, to utilize a range of resources, and to reflect critically on professional practices as candidates implement an action research project designed to impact student learning. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 5.

Assessment 6 Family/Child Development Support Plan provides evidence of candidates' ability to reflect critically on their work and make informed decisions that integrate knowledge from a variety of sources. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 5.

Assessment 7 Advocacy Public Policy Project provides strong evidence of candidates' professionalism and ability to advocate for sound educational practices and policies using ethical guidelines. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 5.

Summary: Assessments provide a variety of ways to demonstrate that candidates are growing as professionals with knowledge of ethical guidelines and professional resources at an advanced level. Standard 5 is met.

## ESSENTIAL PROFESSIONAL TOOLS FOR ALL CANDIDATES IN ADVANCED PROGRAMS

**Cultural Competence.** Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.

Met	Not Met	Met with Conditions
jñ	jñ	jñ

### Comment:

Assessments 1, 3, 4, and 6 are listed as meeting the essential professional tool of Cultural Competence.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate the ability to understand and respond to cultural, language, and ethnic diversity, as evidenced by data provided.

Assessment 3 Project Approach Project requires candidates to design, implement, and evaluate curriculum using constructivist theory and the Project Approach. Candidates demonstrate evidence of cultural competence during the planning phase of the project. Data indicate that candidates meet this expectation successfully.

Assessment 4 Action Research Project provides evidence of candidates' cultural competence as they implement an action research project in the classroom. Rubric is aligned with Essential Tools and data indicate that candidates meet this expectation successfully.

Assessment 6 Family/Child Development Support Plan provides evidence of candidates' cultural competence as they research the multiple factors influencing the child and family and develop an appropriate plan. Rubric is aligned with Essential Tools and data indicate that candidates meet this expectation successfully.

Summary: Assessments provide a variety of ways to demonstrate that candidates show cultural competence.

**Knowledge and Application of Ethical Principles.** Advanced program candidates demonstrate in-depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to their professional role.

Met	Not Met	Met with Conditions
jñ	jñ	jñ

### Comment:

Assessments 1, 2, 4, and 5 are listed as meeting the essential professional tool of Knowledge and Application of Ethical Principles.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate the ability to apply ethical guidelines in their professional role, as evidenced by data provided.

Assessment 2 Literature Review and Research Proposal involves candidates in applying the NAEYC Code of Ethics and other ethical guidelines as they develop a research plan to be implemented during their Practicum. Data show consistent exemplary performance in this area.

Assessment 4 Action Research Project provides evidence of candidates' ability to apply ethical principles in the professional role. Rubric is aligned with Essential Tools and data indicate that candidates meet this expectation successfully.

Assessment 5 Case Study includes consideration of ethical principles relating to families and children. Rubric is aligned to Essential Tools and data indicate that candidates meet this expectation successfully.

Summary: Assessments provide a variety of ways to demonstrate that candidates know and apply ethical principles..

**Communication Skills.** Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program.

Met	Not Met	Met with Conditions
jñ	jñ	jñ

**Comment:**

Assessments 1, 4, 5, and 7 are listed as meeting the essential professional tool of Communication Skills.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate solid communication skills, as evidenced by data provided.

Assessment 4 Action Research Project provides evidence of candidates' communication skills, presentation skills, and use of technology. Rubric is aligned with Essential Tools and data indicate that candidates meet this expectation successfully.

Assessment 5 Case Study includes a range of communication skills in the interview with families, development of assessments, data collection and analysis, and final presentation. Rubric is aligned to Essential Tools and data indicate that candidates meet this expectation successfully.

Assessment 7 Advocacy Public Policy Project provides strong evidence of candidates' communication skills as candidates write a research paper, create a public service announcement, and interact electronically and virtually. Rubric is aligned to Essential Tools and data indicate that candidates meet this expectation successfully.

Summary: Assessments provide a variety of ways to demonstrate that candidates possess appropriate professional communication skills.

**Mastery of Relevant Theory and Research.** Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.

Met	Not Met	Met with Conditions
jn	jn	jn

**Comment:**

Assessments 1, 3, 4, and 7 are listed as meeting the essential professional tool of Mastery of Relevant Theory and Research.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate a mastery of relevant theory and research appropriate to their specialty area, as evidenced by data provided.

Assessment 3 Project Approach Project requires candidates to design, implement, and evaluate curriculum using constructivist theory and the Project Approach. Candidates demonstrate evidence of their in-depth, critical knowledge of this relevant theoretical approach in their final report on the project. Data indicate that candidates meet this expectation successfully.

Assessment 4 Action Research Project provides evidence of candidates' mastery of relevant theory and research in the development and implementation of the action research project in their particular specialty area. Rubric is aligned with Essential Tools and data indicate that candidates meet this expectation successfully.

Assessment 7 Advocacy Public Policy Project provides evidence of candidates' mastery of theory and research as candidates write a research paper on public policy issues related to their professional roles. Rubric is aligned to Essential Tools and data indicate that candidates meet this expectation successfully.

Summary: Assessments provide a variety of ways to demonstrate that candidates master relevant theory and research.

**Skills in Identifying and Using Professional Resources.** Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.

Met	Not Met	Met with Conditions
jn	jn	jn

**Comment:**

Assessments 1, 3, 4, 5, and 6 are listed as meeting the essential professional tool of Skill in Identifying and Using Professional Resources.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate skills in identifying and using professional resources appropriate to their specialty area, as evidenced by data provided.

Assessment 3 Project Approach Project requires candidates to design, implement, and evaluate curriculum using constructivist theory and the Project Approach. Candidates demonstrate evidence of skill in using the professional resources (human, material, and technological) through design and implementation in the classroom, and through the final presentation of the project. Data indicate that



candidates meet this expectation successfully.

Assessment 4 Action Research Project provides evidence of candidates' skill in identifying and utilizing a range of resources to keep current in their field. Rubric is aligned with Essential Tools and data indicate that candidates meet this expectation successfully.

Assessment 5 Case Study demonstrates skill in identifying and using current professional resources as candidates use a range of sources to complete the developmental assessment and intervention plan. Rubric is aligned to Essential Tools and data indicate that candidates meet this expectation successfully.

Assessment 6 Family/Child Development Support Plan provides evidence of candidates' skill in using professional resources as they use the internet and other resources to develop the plan. Rubric is aligned with Essential Tools and data indicate that candidates meet this expectation successfully.

Summary: Assessments provide a variety of ways to demonstrate that candidates show skill in identifying and using professional resources, including technology, and keep abreast of changes to knowledge within the field.

**Inquiry Skills and Knowledge of Research Methods.** Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.

Met	Not Met	Met with Conditions
jn	jn	jn

**Comment:**

Assessments 1, 2, 4, and 7 are listed as meeting the essential professional tool of Inquiry Skills and Knowledge of Research Methods.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate the use of inquiry skills and research methods appropriate to their specialty area, as evidenced by data provided.

Assessment 2 Literature Review and Research Proposal involves candidates in using appropriate professional sources and research methodology as they develop a research plan implemented during their Practicum. Data show growth in candidate abilities over the two semesters reported.

Assessment 4 Action Research Project provides evidence of candidates' inquiry skills, ability to formulate and investigate appropriate research questions, and knowledge of research methods. Rubric is aligned with Essential Tools and data indicate that candidates meet this expectation successfully.

Assessment 7 Advocacy Public Policy Project provides evidence of candidates' inquiry skills and knowledge of research methods as candidates conduct research related to public policy issues. Rubric is aligned to Essential Tools and data indicate that candidates meet this expectation successfully.

Summary: Assessments provide a variety of ways to demonstrate that candidates use professionally accepted approaches to inquiry and research methodology.

**Skills in Collaborating, Teaching, and Mentoring.** Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional

roles.

Met	Not Met	Met with Conditions
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

Assessments 1, 2, 3 and 4 are listed as meeting the essential professional tool of Collaborating, Teaching, and Mentoring.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate skills in collaborating, teaching, and mentoring, as evidenced by data provided.

Assessment 3 Project Approach Project requires candidates to design, implement, and evaluate curriculum using constructivist theory and the Project Approach. Candidates demonstrate evidence of mentoring through working with other professionals in the classroom implementation of the project. Data indicate that candidates meet this expectation successfully.

Assessment 4 Action Research Project provides evidence of candidates' ability to collaborate with others in professional roles. Rubric is aligned with Essential Tools and data indicate that candidates meet this expectation successfully.

Summary: Assessments provide a variety of ways to demonstrate that candidates possess skills in collaboration, teaching, and mentoring other professionals.

**Advocacy Skills.** Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children.

Met	Not Met	Met with Conditions
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

Assessments 1, 4, and 7 are listed as meeting the essential professional tool of Advocacy Skills.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate advocacy skills, as evidenced by data provided.

Assessment 4 Action Research Project provides evidence of candidates' ability to articulate and advocate for sound practices and policies. Rubric is aligned with Essential Tools and data indicate that candidates meet this expectation successfully.

Assessment 7 Advocacy Public Policy Project provides strong evidence of candidates' advocacy skills as candidates research public policy issues and create public service announcements that advocate for sound professional practices and policies. Rubric is aligned to Essential Tools and data indicate that candidates meet this expectation successfully.

Summary: Assessments provide a variety of ways to demonstrate that candidates are able to advocate for sound professional practices and policies that impact young children.

**Leadership Skills.** Advanced program candidates reflect on and use their abilities and opportunities

to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

Met	Not Met	Met with Conditions
jñ	jñ	jñ

**Comment:**

Assessments 1 and 4 are listed as meeting the essential professional tool of Leadership Skills.

Assessment 1 Program Portfolio is clearly aligned with all NAEYC Standards and Essential Tools. Candidates selected appropriate artifacts to demonstrate leadership skills, as evidenced by data provided.

Assessment 4 Action Research Project provides evidence of candidates' ability to think critically and influence outcomes for children and families. Rubric is aligned with Essential Tools and data indicate that candidates meet this expectation successfully.

Summary: Assessments provide a variety of ways to demonstrate that candidates possess leadership skills.

**ADDITIONAL SPECIALIZED COMPETENCIES**

Beyond the core standards and essential professional tools, programs may identify additional competencies essential to particular focus areas or specializations. Examples might be knowledge of the legislative process for candidates specializing in public policy and advocacy, or skills in personnel, and fiscal management for candidates in an early childhood administration program. Programs with such additional competencies should identify them in clear performance language and include criteria by which the program assesses these competencies.

In their Program Report, programs should (if relevant) insert these additional competencies where noted, providing documentation of learning opportunities and candidate performance in the same way as requested for the core standards and essential professional tools.

Met	Not Met
jñ	jñ

**Comment:**

**PART C - EVALUATION OF PROGRAM REPORT EVIDENCE**

**C.1. Candidates' knowledge of content**

Content knowledge appropriate to early childhood is clearly addressed throughout the assessments submitted. In particular the Program Portfolio (#1), the literature review (#2), the Project Approach project (#3), and the Action Research project (#4) provide evidence of content knowledge and professional tools.

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

Pedagogical and professional knowledge, skills, and dispositions are clearly met through the range of assessments used for this program. The Project Approach project (#3) and the Action Research project (#4) provide substantive evidence of candidates' ability to demonstrate pedagogical and professional knowledge, skills, and dispositions.

In addition, the Program Portfolio (#1), the Family/Child support plan (#6) and the Advocacy Project (#7) provide additional evidence of candidates' professional knowledge and essential tools.

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

Candidates regularly document and analyze their impact on P-12 student learning. The Case Study (#5), the Family/Child support plan (#6) provide primary evidence, but so too do the Project Approach project (#3), the Action Research project (#4), and the Program Portfolio (#1).

## **PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS**

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

Program faculty provide ample evidence of the evaluation and application of assessment results to program improvement. This discussion can be found in Section V, as well as throughout the program report. Each narrative provided in Section IV includes the alignment of the assessment with NAEYC standards and essential tools. Data findings are clearly discussed and the program identifies areas for growth and improvement within each standard. In addition, the program clearly articulates next steps and overall improvement goals. The program began in 2006, so there are limited data at present. In the future, additional data will allow more specific next steps. This program has a clear vision of preparing candidates to further develop their skills in the field of early childhood.

## **PART E - AREAS FOR CONSIDERATION**

### **Areas for consideration**

None.

## **PART F - ADDITIONAL COMMENTS**

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

Report is very well written, rubrics are clear, documentation is extensive, and assessment data show that NAEYC standards for advanced professionals are at the core of the program. Report was a pleasure to read and review. This is a model report from which other advanced programs could learn.

### **F.2. Concerns for possible follow-up by the Board of Examiners:**

None.

## **PART G - DECISIONS**

### **Please select final decision:**

<sup>in</sup> Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other

publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation.

**Please click "Next"**

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