

NATIONAL RECOGNITION REPORT

Initial Preparation of Early Childhood Education Teachers

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

- First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

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

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

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

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

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

Comment:

Summary of Strengths:

Program requires multiple field experiences in diverse settings, including different age levels, student populations, and geographic locations (urban, rural).

Program has clearly defined decision points throughout the program that involve multiple factors (dispositional, academic, personal), and has plans for redirecting candidates with difficulties in any of these areas.

Conceptual framework for the unit can be aligned with NAEYC standards. State standards for Early Childhood are aligned with NAEYC and with INTASC. Assessments include 3 Unit assessments and 5 uniquely EC assessments.

Large group of qualified faculty teach in the program. which offers some courses with middle level educators and some with EC-Special Educators.

PART B - STATUS OF MEETING SPA 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, 2, 3, 4, 5, 6, and 8 are listed as meeting Standard 1.

Assessment 1: Praxis II scores with high pass rates are reported for the PRAXIS assessments required by the state of Arkansas, providing some evidence in support of meeting Standard 1.

Assessment 2: Field III portfolio (primary grades) provides evidence of candidates using knowledge of child development and learning to create appropriate learning activities. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 1.

Assessment 3: Internship Integrated Instruction Plans (kindergarten, grades 1-4) provides evidence that candidates use developmental knowledge to create meaningful and developmentally appropriate learning opportunities for children in kindergarten and in the primary grades. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 1.

Assessment 4: Internship clinical evaluation, a unit assessment, provides evidence that candidates are able to utilize their knowledge of child development in kindergarten and primary grade classrooms. Program provides a table aligning unit standards with NAEYC standards. Data indicate that candidates are highly successful in their internship settings.

Assessment 5: Internship Action Plan (case study) provides some evidence of candidates' ability to interpret assessment data in order to create healthy and respectful learning environments for children in kindergarten and primary grade settings. Rubric is aligned to NAEYC standards and data indicate that candidates are successful.

Assessment 6: Field III clinical evaluation, a unit assessment, provides some evidence of candidates' ability to use knowledge of children in K-4 settings. Rubric is similar to Assessment 4; program provides a table aligning unit standards with NAEYC standards. Data indicate that candidates are successful in their field III settings.

Assessment 8: Infant/Toddler teacher-made materials project, completed during field II, provides evidence of candidates' ability to use their knowledge of developmental characteristics of very young children to create appropriate learning experiences. Rubric is aligned with NAEYC standards, and data indicate that candidates are meeting Standard 1. Program discusses areas of candidate weakness and plans to address their concerns.

Summary: Program provides ample evidence of candidates' ability to use their knowledge of child development to promote learning opportunities for all children. 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

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jn

Comment:

Assessments 1, 4, 5, 7, and 8 are listed as meeting Standard 2.

Assessment 1: Praxis II scores with high pass rates are reported for the PRAXIS assessments required by the state of Arkansas, providing some evidence in support of meeting Standard 2.

Assessment 4: Internship clinical evaluation, a unit assessment, provides limited evidence (one item) that candidates communicate effectively with families. Program provides a table aligning unit standards with NAEYC standards. Summary data indicate that candidates are highly successful in their internship settings, but data on the one item relating to families are not reported.

Assessment 5: Internship Action Plan (case study) provides strong evidence of candidates' ability to interact with families, develop respectful and reciprocal relationships with families, and use their knowledge to create positive learning experiences for children in kindergarten and primary grade settings. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 2.

Assessment 7: Family involvement plan provides evidence of candidate knowledge of the importance of family and community characteristics. While originally designed to be applied in community

placements, this goal has not been achieved. Rubric aligns with NAEYC standards and data provide clear evidence of candidate knowledge related to Standard 2.

Assessment 8: Infant/Toddler teacher-made materials project, completed during field II, provides candidates with the opportunity to conference with parents of very young children, thus using their knowledge of families to interact respectfully and involve families. Rubric is aligned with NAEYC standards, and data indicate that candidates are meeting the applied aspect of Standard 2.

Summary: Assessments 7 and 8 provide high quality evidence of candidates' knowledge of the complexity and importance of families and communities, and the use of this understanding to create respectful relationships to involve families with their children's development and learning. 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

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Comment:

Assessments 1, 2, 3, 4, 5, and 6 are listed as meeting Standard 3.

Assessment 1: Praxis II scores with high pass rates are reported for the PRAXIS assessments required by the state of Arkansas, providing some evidence in support of meeting Standard 3.

Assessment 2: Field III portfolio (primary grades) provides evidence of candidates' knowledge and use of effective assessment strategies as part of the reading case study. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 3.

Assessment 3: Internship Integrated Instruction Plans (kindergarten, grades 1-4) provides substantial evidence that candidates use knowledge of assessment, apply assessment data, plan and utilize a variety of effective assessment strategies to positively influence children's learning in Kindergarten and in the primary grades. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 3.

Assessment 4: Internship clinical evaluation, a unit assessment, provides evidence that candidates are able to design and use effective assessment strategies in kindergarten and primary grade classrooms. Program provides a table aligning unit standards with NAEYC standards. Data indicate that candidates are highly successful in their internship settings.

Assessment 5: Internship Action Plan (case study) provides strong evidence of candidates' ability to partner with families and successfully utilize assessment data to positively influence children's learning in kindergarten and primary grade settings. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 3.

Assessment 6: Field III clinical evaluation, a unit assessment, provides some evidence of candidates' ability to design and use effective assessment strategies in K-4 settings. Rubric is similar to Assessment 4; program provides a table aligning unit standards with NAEYC standards. Data indicate that

candidates are successful in their field III settings.

Summary: Program provides evidence which indicates that candidates know about and use a variety of effective assessment strategies to positively influence children's development and learning. 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

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jn

Comment:

Assessments 1, 2, 3, 4, 5, 6, and 8 are listed as meeting Standard 4.

Assessment 1: Praxis II scores with high pass rates are reported for the PRAXIS assessments required by the state of Arkansas, providing some evidence in support of meeting Standard 4.

Assessment 2: Field III portfolio (primary grades) provides strong evidence of candidates' effective planning and instruction in the curriculum areas of language, emergent literacy, reading, mathematics, science, and social studies. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 4. Program faculty have reflected on areas of candidate weakness and used data to identify areas for program improvement.

Assessment 3: Internship Integrated Instruction Plans (kindergarten, grades 1-4) provides evidence that candidates use a variety of effective teaching and learning approaches for children in kindergarten and in the primary grades. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 4.

Assessment 4: Internship clinical evaluation, a unit assessment, provides evidence that candidates are able to teach effectively in the range of academic disciplines. Program provides a table aligning unit standards with NAEYC standards. Data indicate that candidates are highly successful in their internship settings.

Assessment 5: Internship Action Plan (case study) provides some evidence of candidates' ability to involve families in the development of effective teaching and learning experiences for children in kindergarten and primary grade settings. Rubric is aligned to NAEYC standards and data indicate that candidates are successful.

Assessment 6: Field III clinical evaluation, a unit assessment, provides some evidence of candidates' ability to teach effectively in K-4 settings. Rubric is similar to Assessment 4; program provides a table aligning unit standards with NAEYC standards. Data indicate that candidates are successful in their field III settings.

Assessment 8: Infant/Toddler teacher-made materials project, completed during field II, provides candidates with the opportunity to integrate their understanding of children and families with their ability to design, implement, and evaluate teaching materials designed for very young children. Rubric is aligned with NAEYC standards, and data indicate that candidates are meeting Standard 4.

Summary: Program provides a wide range of substantive evidence in support of candidates' ability to plan and implement learning experiences in a range of subject areas, based on their knowledge of developmentally effective approaches and children and families. Standard 4 is met.

Standard 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.

Met

Met with Conditions

Not Met

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Comment:

Assessments 1, 2, 3, 4, 5, 6, and 7 are listed as meeting Standard 5.

Assessment 1: Praxis II scores with high pass rates are reported for the PRAXIS assessments required by the state of Arkansas, providing some evidence in support of meeting Standard 5.

Assessment 2: Field III portfolio (primary grades) provides some evidence of candidates' professionalism, use of a variety of resources, and reflection. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 5. Program faculty have reflected on areas of candidate weakness and used data to identify areas for program improvement.

Assessment 3: Internship Integrated Instruction Plans (kindergarten, grades 1-4) provides evidence that candidates are reflective, make informed planning decisions, apply professional standards, and advocate for children's learning in kindergarten and in the primary grades. Rubric is aligned to NAEYC standards and data indicate that candidates meet Standard 5.

Assessment 4: Internship clinical evaluation, a unit assessment, provides evidence that candidates are reflective practitioners who adhere to legal and ethical guidelines. Program provides a table aligning unit standards with NAEYC standards. Data indicate that candidates are highly successful in their internship settings.

Assessment 5: Internship Action Plan (case study) provides some evidence of candidates' ability to reflect and make informed decisions that advocate for families and children in kindergarten and primary grade settings. Rubric is aligned to NAEYC standards and data indicate that candidates are successful.

Assessment 6: Field III clinical evaluation, a unit assessment, provides some evidence that candidates are professional and reflective practitioners in K-4 settings. Rubric is similar to Assessment 4; program provides a table aligning unit standards with NAEYC standards. Data indicate that candidates are successful in their field III settings.

Assessment 7: Family involvement plan provides evidence of candidate use of appropriate professional standards and a variety of sources in their professional practice. Rubric aligns with NAEYC standards and data provide evidence of candidate knowledge related to becoming a professional.

Summary: Program provides sufficient evidence from a range of assessments that indicate candidates are professional, ethical, use a range of resources and standards, and reflect on their practice. Standard 5 is met.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Program provides ample evidence that candidates demonstrate knowledge of content appropriate to early childhood education. Praxis II scores (Assessment 1) are strong, as is evidence from field experiences (Assessments 2, 3, 4, 5, 6, and 8). Candidates show evidence of knowledge of disciplines taught (e.g. literacy, math, science, social studies) as well as child development, family relationships, and processes of learning.

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

Program provides ample evidence that candidates demonstrate and apply knowledge of pedagogy and professional skills appropriate to early childhood education. Field-based assessments that focus on planning and professional dispositions include Assessments 2, 3, 4, 5, 6, and 8. Candidates demonstrate excellence, as shown on these varied assessments, during field placements and internships.

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

Program provides evidence that candidates have a positive effect on P-12 learning. Field-based assessments include components on assessment and impact on students, especially Assessments 3, 5, 7, and 8. Field performance on clinical evaluations (Assessments 4 and 6) and portfolio (Assessment 2) also provide substantial data related to candidate performance with students in the age range. Data are consistently strong regarding candidates' ability to have a positive impact on children.

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 narrative in Section V provides a detailed discussion of how the faculty use assessment results from these data and other assessment information gathered from candidates and from field partners. In addition, in Section IV there is discussion of the use of assessment results for candidate and program improvement. Faculty in this program clearly focus their efforts on outcomes for their candidates, alignment with their Conceptual Framework, state standards, and NAEYC standards. They use the evidence they have gathered to recommend changes and make improvements on a regular basis.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The majority of assessments are collected from K-grade 4 experiences (6 of 8 assessments). Culminating field experience and internship are completed in public school settings. Early field experience occurs in infant, toddler, and preschool settings within the community.

PART F - ADDITIONAL COMMENTS

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

Program is offered at multiple sites, but data are reported as a whole. Data provide excellent evidence of meeting standards; however, faculty may want to consider reviewing data by site in order to determine reliability and quality of each location and recommend site-specific program improvements.

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

Program reports 2006-2007 data lost in College Live Text. This may have some impact on the Board of Examiners visit.

PART G - DECISIONS

Please select final decision:

- 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 note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

Please click "Next"

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