

NATIONAL RECOGNITION REPORT

Initial Preparation of Early Childhood Education Teachers (2010 Standards)

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

Cover Page

Name of Institution

Kutztown University of Pennsylvania

Date of Review

MM DD YYYY

08 / 01 / 2019

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program covered by this Review

Master of Elementary Education with a Specialization in Teaching Pre-K - 4 with Certification

Grade Level⁽¹⁾

Pre-K-4

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

Program Type

- First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

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

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

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

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

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

Comments, if necessary, concerning Test Results:

Summary of Strengths:

Good alignment of rubric tasks to individual standard elements.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1.

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

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

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

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

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessments #1, #2, #4 and #7 provide evidence for Standard #1:

Assessment #1 - PECT - For the Pennsylvania Educator Certification Tests ,the program provided a chart of the modules from the state exam aligned to the SPA standards. There are three modules in the exam. Module 1 - Subarea Child Development is aligned with this standard and candidates met element 1a.

Assessment #2 - ECE Philosophy Paper- This assessment was revised and the rubric and data charts indicate that 1a is addressed. 96.4% (n=27) scored at the exceeds expectations level.

Assessment #4 - Student Teaching - This assessment was revised and the rubric and data charts reflect the elements of the standard. For 1a, 1b and 1c, candidates for two placements had an average of 78.86 at the proficient level and 21.14 at the acceptable level.

Assessment #7 - ECERS - This assessment was revised and the rubric and data charts reflect the element of the standard. For element 1b 100% (n=28) exceeded the expectations.

Given the preponderance of the evidence, Standard 1 is met.

Standard 2.

Standard 2. Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

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

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

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

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessments #1, #4 and #6 provide evidence for Standard #2:

Assessment #1 - PECT- For the Pennsylvania Educator Certification Tests ,the program provided a chart of the modules from the state exam aligned to the SPA standards. There are three modules in the exam. Module 1- Collaboration and Professionalism is aligned with this standard and candidates met element 2a.

Assessment #4 - Student Teaching - This assessment was revised and the rubric and data charts reflect the elements of the standard. For 2b, candidates for the two placements had an average of 76.10 at the proficient level and 23.90 at the acceptable.

Assessment #6 - Family and Community Partnership Project - The rubric and data chart reflect the language of the SPA and elements 2a and 2c are addressed. 96% (n=24) exceeded expectations and 84% (n=21) met expectations respectively.

Given the preponderance of the evidence, Standard 2 is met.

Standard 3.

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

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

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

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

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

Met



Met with Conditions



Not Met



Comment:

The program indicates that Assessments #1, #3, #4, #5, #6 and #7 provide evidence for Standard #3:

Assessment #1 - PECT- For the Pennsylvania Educator Certification Tests ,the program provided a chart of the modules from the state exam aligned to the SPA standards. There are three modules in the exam. Module 2 is aligned with 3a and candidates met this element.

Assessment #3 - Lesson Plan - The description of the assessment is detailed. The rubric and data charts are aligned with elements from the standard. For element 3b 39% in the pre-plan met expectations 30.5% exceeded expectations, however in the post plan 30.5% met expectations and 64.5% exceeded expectations. For element 3c, 26% scored in the met expectations and 74% in the exceeded expectations.

Assessment #4 - Student Teaching- This assessment was revised and the rubric and data charts reflect the elements of the standard. For 3a 3b and 3c candidates for the two placements exceeded an average of 80% at the proficient level.

Assessment #5 - Long Range Planning Unit - The revised assessment has a rubric and data chart which align with the elements of the SPA. For elements 3b and 3c, over 82% and 83% respectively exceeded expectations .

Assessment #6 - Family and Community Partnership Project - The rubric and data chart reflect the language of the SPA and element 3d is addressed. 100% (n=25) exceeded expectations.

Assessment #7 - ECERS - This assessment was revised and the rubric and data charts reflect the elements of the standard. For element 3b 100% (n=28) exceeded the expectations.

Given the preponderance of the evidence, Standard 3 is met.

Standard 4.

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

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

The program indicates that Assessments #3, #4, #5 and #6 provide evidence for Standard #4:

Assessment #3 - Lesson Plan -The description of the assessment is detailed. The rubric and data charts are aligned with elements from the standard. For element 4c, 61% in the pre-plan met expectations and 17% in the pre-exceeded expectations. in the post plan, 17% met expectations and 83% exceeded expectations. for 4d, 26% met expectations and 69% exceeded expectations.

Assessment #4 - Student Teaching - This assessment was revised and the rubric and data charts reflect the elements of the standard. For 4a, 4b and 4c, candidates in the two placements exceeded 75% at the proficient level.

Assessment #5 - Long Range Planning Unit - The revised assessment has a rubric and data chart which align with the elements of the SPA. For elements 4b and 4d, 82.35% and 94.12% respectively exceed expectations.

Assessment #6 - Family and Community Partnership Project - The rubric and data chart reflect the language of the SPA and elements 4b and 4d are addressed. 86%% and 96% respectively (n= 22 and 24) exceeded expectations.

Given the preponderance of the evidence, Standard 4 is met.

Standard 5.

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

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

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

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

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessments #1, #3, #4 and #5 provide evidence for Standard #5:

Assessment #1 - PECT - For the Pennsylvania Educator Certification Tests, the program provided a chart of the modules from the state exam aligned to the SPA standards. There are three modules in the exam. Module 2 and 3 are aligned with this standard and element 5a is met.

Assessment #3 - Lesson Plan - The description of the assessment is detailed. The rubric and data charts are aligned with elements from the standard. For 5a, 5b and 5c, in the post lesson plan 69%, 95% and 74% exceeded expectations.

Assessment #4 - Student Teaching - This assessment was revised and the rubric and data charts reflect the elements of the standard. For 5a, 5b and 5c, candidates in the two placements exceeded 80% at the proficient level.

Assessment #5 - Long Range Planning Unit- The revised assessment has a rubric and data chart which align with the elements of the SPA. For elements 5a, 5b and 5c, 64.70, 64.70% and 76.47% respectively exceeded expectations. 29.42%, 29.42 and 17.75% respectively, met expectations.

Given the preponderance of the evidence, Standard 5 is met.

Standard 6.

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

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

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

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

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

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

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessments #1, #2, #4 and #7 provide evidence for

Standard #6:

Assessment #1 - PECT -For the Pennsylvania Educator Certification Tests,the program provided a chart of the modules from the state exam aligned to the SPA standards. There are three modules in the exam. Module 1 - Subarea: Collaboration and Professionalism is aligned with element 6b and it is met.

Assessment #2 - ECE Philosophy Paper - This assessment was revised and the rubric and data charts indicate that 6d is addressed. 96.4% (n=27) scored at the exceeds expectations level.

Assessment #4 - Student Teaching - This assessment was revised and the rubric and data charts reflect the elements of the standard. For 6a, 6c and 6d, candidates in the two placements exceed 85% at the proficient level.

Assessment #7 - ECERS- This assessment was revised and the rubric and data charts reflect the element of the standard. For element 6d 100% (n=28) exceeded the expectations.

Given the preponderance of the evidence, Standard 6 is met.

Standard 7.

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

Met in Previous Report.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Given the revisions to the program report, there is evidence of candidate performance in this area.

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

Given the revisions to the program report, there is evidence of candidate performance in this area.

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

Given the revisions to the program report, there is evidence of candidate performance in this area.

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)

Met in previous report.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Include more coursework/professional content and field experiences related to infants and toddlers. Perhaps state a bit more clearly, the actual age of child and location for the field experiences candidates will complete in each assessment.

PART F - ADDITIONAL COMMENTS

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

None

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

None

PART G - DECISIONS

Please select final decision:

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

Please click "Next"

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