

# Program Report for the Initial Preparation of Early Childhood Teachers

## National Association for the Education of Young Children (NAEYC)

### 2010 Standards - Option A

NOTE: This form uses the NAEYC standards approved by NCATE in 2010. Beginning in Fall 2012 ALL programs must use the new standards.

#### COVER SHEET

1. **Institution Name**

Kutztown University of Pennsylvania

2. **State**

Pennsylvania

3. **Date submitted**

MM DD YYYY

03 / 15 / 2019

4. **Report Preparer's Information:**

Name of Preparer:

Dr. Teresa A Sychterz

Phone:

(610)683-4257

Ext.

E-mail:

sychterz@kutztown.edu

5. **CAEP Coordinator's Information:**

Name:

Dr. Carissa Pokorny- Golden

Phone:

(610)683-4333

Ext.

E-mail:

pokorny@kutztown.edu

6. **Name of institution's program**

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

7. **CAEP Category**

Early Childhood Education-First Teaching License

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

Pre-K-4

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

9. **Program Type**
- First Teaching License
  - Non-licensure/non-certification degree
10. **Degree or award level**
- Baccalaureate
  - Post Baccalaureate
  - Master's
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**
- 
- Pennsylvania
14. **Program report status:**
- Initial Review
  - Response to One of the Following Decisions: Further Development Required or Recognition with Probation
  - Response to National Recognition With Conditions
15. **Is your Educator Preparation Provider (EPP) seeking**
- CAEP accreditation for the first time (initial accreditation)
  - Continuing CAEP accreditation
16. **State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. 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)**
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- Kutztown University of Pennsylvania, a member of the State System of Higher Education, is actively dedicated to excellence in learning and to the success of its diverse community of students. The University prepares its students to meet lifelong intellectual, ethical, social, and career challenges and responsibilities by providing quality programs that engage them in critical, analytical, and aesthetic inquiry. Further, Kutztown University of Pennsylvania is committed to continuous improvement, partnerships, and collaborations that encourage the development of citizens who contribute to a global society.
- The mission of the College of Education at Kutztown University is to prepare professional school personnel of the highest quality. The core of basic preparation includes a strong academic knowledge base that fosters practical application. To accomplish its mission, the College offers a broad range of comprehensive degree programs at the Bachelor and Master levels as well as programs leading to teacher certification.

In 2009, The Pennsylvania Department of Education (PDE) developed new framework for Post-Baccalaureate students. The guidelines recommended developing programs that resulted in a higher degree, such as a master degree. Programs were to be accelerated, flexible and integrate course work focused on pedagogy and human development. In 2008, PDE changed the certification programs in the state from Elementary Education to Pre-K- Grade 4 and 4-8. This also affected our post-baccalaureate students. It was decided by the College of Education to create new master programs to accommodate post-baccalaureate students. In 2011, The Elementary Education Department Graduate Faculty developed the Master of Elementary Education with a Specialization in Teaching Pre-K-4 with certification (M.Ed. Pre-K-4). The first cohort of candidates began in 2013.

Master of Elementary Education with a Specialization in Teaching Pre-K-4 with certification Program: The state of Pennsylvania defines Early Childhood as birth to age 8 and awards initial license as: Pre-K (prekindergarten) -4 (fourth). The M. Ed. Pre-K-4 Program prepares candidates to qualify for PA teacher initial certification and to teach children from prekindergarten through 4th grade. The M.Ed. Pre-K-4 Program is comprised of 33 credits: 6 credits in child development and family/community partnerships; 6 credits in special education; 15 credits in methods, assessment, and management and planning which comprises the Professional Semester; 6 credits Clinical Experience. Prior to clinical experience candidates spend 150 hours in field experiences.

Department of Elementary Education Mission Statement: The Department's mission is to develop and certify entry level self-sustaining, classroom teachers whose level of competence will be contemporary in pedagogy, technologically advanced, and performance based through field experiences.

Description of State/Institutional Policies: The Elementary Education Program resides in the College of Education at Kutztown University of Pennsylvania. A Board of Trustees governs Kutztown University locally. As one of fourteen institutions in the State System of Higher Education, the State System's Board of Governors also governs the university. Teacher candidates are certified in the Commonwealth of Pennsylvania under the direction of the Pennsylvania Department of Education (PDE). Title 22, Chapters 49 and 354 of the Pennsylvania code grant statutory authority to the State Board of Education to govern professional educator programs. PDE's authority to promulgate the regulations is granted from the State Board. Chapter 354 is the regulatory document for the design and structure of professional educator preparation programs, while Chapter 49 provides the certification requirements. Chapter 354 specifically addresses program design, applicants and candidates, and faculty. After this legislation was enacted, Kutztown University's College of Education u

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. NOTE: Description of the field and clinical experiences required for the program should explain how the program ensures high quality field experiences. Quality field experiences support candidates to understand and apply the competencies reflected in the NAEYC standards as they observe, implement and receive constructive feedback in real world early learning settings. Programs are encouraged to consider the "indicators of strength" listed in the Supporting Explanation of Standard 7 when writing this narrative.**

**(Response limited to 8,000 characters)**

Field experiences in early childhood classrooms are completed in a variety of diverse settings including local Montessori Schools, Berks County Head Start programs and

various child care centers, and private/public elementary schools. Candidates may also complete some field experiences at their place of employment, if appropriate. Candidates are required by PDE to complete a minimum of 190 hours of field experiences prior to student teaching - 40 hours of observation and exploration and 150 hours of pre-student teaching; and a minimum 12 week full-time supervised student teaching experience. The majority of the 190 hours occur during the professional semester. Ten hours of observation or more occur prior to the professional semester as part of course work or through pre-observations. During the candidate's first two courses in the program, candidates must do pre-observations in a Pre-k or K, in a 1st or 2nd, and in a 3rd or 4th grade classrooms. A template is used to respond to the experiences in each grade setting along with personal reflections. In the professional semester, candidates take a set of courses with a field experience component to complete the 40 hours and additional 150 hours required. During the Professional Semester in the spring, teacher candidates are assigned to a classroom for eleven weeks on Wednesday, Thursday and four Fridays. Candidates are mainly engaged in observation, small group work, and individual instruction for the first three to five weeks. Then candidates begin pre-student teaching. Monday and Tuesday candidates attend classes on campus. Candidates are supervised by graduate faculty and mentor teachers who are viewed as partners in this preparation process. Teacher candidates complete two 8-week student teaching placements, which is more than the state requires, as part of their final semester prior to graduation. Placements are made by the Clinical Experience Coordinator in levels pre-kindergarten through fourth grade in various settings: urban, suburban, and rural. Student teaching in the program includes two placements in prekindergarten through 4th grade settings. Candidates are assigned different grade levels and settings than in the Professional Semester. It is the goal of the Coordinator of Clinical Experience to place candidates at varied grade levels and settings.

3. **Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

M. Ed. Pre-K-4 Description - Catalog.docx	Course Descriptions for M. Ed. Pre-K-4.docx
M.Ed Prek-4 Professional Semster.docx	Professional Semester Pre-Obs forms.docx

See the **Attachment** panel.

4. **This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.**

M.Ed. Pre-k-4 Grid 9-14.docx	M.Ed. PRE-K-4 program format.docx
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See the **Attachment** panel.

5. **Candidate Information**  
**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.**

<b>Program:</b>		
Master of Elementary Education with a Specialization in Teaching Pre-K-4 with certification		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers<sup>(2)</sup></b>
2017-2018	47	18

2016-2017	38	13
2015-2016	32	9

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

6. **Faculty Information**

**Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.**

<b>Faculty Member Name</b>	Dr. Christopher Weiler
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	Ed. D., Educational Administration - Temple University
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	Elementary Education: Prek-4, 4-8, supervision, & graduate faculty
<b>Faculty Rank<sup>(5)</sup></b>	Assistant Professor
<b>Tenure Track</b>	* YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	Weiler, C.S. (in press). Standards. In Mertens, S.B., Caskey, M.,M., Flowers, N. (Eds.). The Encyclopedia of Middle Grades Education, 2nd Ed. Charlotte, NC: Information Age Publishing. (Invitational/Editorial) Weiler, C.S. & Bestwick, A. (in press). Preparing them for the profession: Use of lesson plan study to improve pre-service teachers critical thinking and instructional design. Submitted in 2015 to Pennsylvania Teacher Educator. (Peer Review) Mackey, H.J., Daniels-Lane, A, Rosenbaun, J., Weiler, C. S. & Puri, D. (2016). Technology vs. respect. In Shapiro, J.P. & Stefkovich, J.A. (Eds.). Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas, 4th Ed. New York: Routledge. (Invitational/Editorial) Weiler, C.S. (2016, January). Join the crowd: Building a PLN. AMLE Magazine, 3 (5), 43-44. (Editorial) Member of KU Institutional Climate Committee; Local Union (APSCUF) Rep. for Dept. of El. Ed., Member of KU Children s Literature Conference Committee
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	Sixteen years as a middle level teacher in 2 separate school districts. PA teaching K-8 and Elementary Principal Certification Clinical supervision in grades K-8

<b>Faculty Member Name</b>	Dr. Darlene Schoenly
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	Ed. D., Curriculum & Instruction - Penn State University, PA
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	Elementary Education: Prek-4, 4-8, & graduate faculty
<b>Faculty Rank<sup>(5)</sup></b>	Assistant Professor
<b>Tenure Track</b>	* YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	Scholarship of Teaching, with a focus on Best Practices in Writing and Reading Instruction, Differentiated Instruction, and Engaged Learning Contribution to the field includes participating on college committees, completing Writing Specialist Certificate from Penn State University, and conducting literacy workshops for charter and private schools (gratis).
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	Teacher- Gr. 1, 3, PA Language Arts coordinator-Gr. K-8, PA Curriculum Supervisor & Director of Curriculum K-12, PA Elementary Principal K-6, PA Assistant Superintendent K-12 PA Certifications: Elementary K-8, PA Elementary Principal K-6, PA Secondary Principal 7-12, PA Reading Specialist K-12, PA Assistant Superintendent K-12, PA Conducting ongoing professional development for inservice teachers in two districts in Pennsylvania. Supervising for the Masters pre-4 program in the pre student teaching clinical experience

<b>Faculty Member Name</b>	Dr. Jennefer Gehringer
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	Ed.D. in Literacy, Widener University
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	Elementary Education: Prek-4 and Graduate faculty
<b>Faculty Rank<sup>(5)</sup></b>	Assistant Professor
<b>Tenure Track</b>	* YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	Completed doctoral dissertation on the story narratives of children, presented at the Study of Play conference at Rutgers University, accepted article in NAEYC publication, Teaching Young Children with two current students, Fall 2016. Search committee for the College of Education Dean, Advisor to NAEYC student group on campus, served on University Senate
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	12 years kindergarten teacher/Campus Lab School 10 years public school teaching experience (K-5) PA-certificate elementary/early childhood

<b>Faculty Member Name</b>	Dr. Krista Varano
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	Ed.D., Immaculata University
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	Elementary Education: Prek-4, 4-8, supervision, & graduate faculty
<b>Faculty Rank<sup>(5)</sup></b>	Assistant Professor
<b>Tenure Track</b>	* YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	Varano, K.G., Conely, J., Devine, J., Tener, N. (2018). Building Community Partnerships to Shape #FutureReady Students. Presented at Pennsylvania Department of Education SAS Conference, Hershey, PA. (December 2018) Varano, K.G., Hand, S. (2018). Preparing Pre-service and In-service Teachers to be #FutureReady. Presented at STEMATHON, Lancaster, PA (October 2018) Varano, K.G., Gabriele, A. (2017). K-12/University Partnerships. Administrator Magazine (Winter 2018 - peer reviewed) Currently Pursing: English as a Second Language Minor/Endorsement Certificate Service: University General Education Assessment Reviewer, University Undergraduate Exceptions Committee, College of Education SPA writer Department of Elementary Education Professional Semester Coordinator, Accepted as NAEYC Reviewer
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	15 years teaching experience (K-8). Elementary Teaching Positions, PA Middle School Teaching Position, VA Current PA Level II K-6 Teaching Certification Current Substitute Teacher, Source4Teachers (University Breaks and Summers) Supervisor Clinical Experience and Professional Semester Field Work

<b>Faculty Member Name</b>	Dr. Kristen Bazley
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	Ed.D., Child and Youth Studies - Nova Southeastern University
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	Elementary Education: Prek-4 & Graduate faculty
<b>Faculty Rank<sup>(5)</sup></b>	Associate Professor
<b>Tenure Track</b>	* YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	Clute International Conference on Education, Juried, April 8-12 2018, Washington DC, Teaching Beyond the Blackboard-Tutoring Students in Bush Alaska. Co-Presenters: Undergraduate Students: Samantha Wiik, Kylie Wilson, Kathleen Lapszynski, Brianna Graziano, Leann Heredia Bazley, K. (2015). Teaching Diversity through Children's Literature. Dubuque, IA: Kendall Hunt Publishing. Bazley, K. (2015) Focus on Elementary: Expanding Cultural Awareness Through Online Elementary Tutoring, Childhood Education, 91:3, 212-214,
<b>Teaching or other professional</b>	

<b>experience in P-12 schools<sup>(9)</sup></b>	7 years teaching experience (grades K-3) K-6 teaching certification, and in service teachings.
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<b>Faculty Member Name</b>	Dr. Michele White
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	Ed.D., Educational Leadership-Curriculum, Instruction, and Staff Development, Widener University
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	Elementary Education: Prek-4, 4-8, supervision, & graduate faculty
<b>Faculty Rank<sup>(5)</sup></b>	Assistant Professor
<b>Tenure Track</b>	* YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	Completed doctoral course work and dissertation research and publication entitled "Investigating pre-service teachers' decisions to pursue early childhood and middle level certifications" in ProQuest Dissertations and Theses (2014); peer-reviewed article published entitled "Examining pre-service teacher's decisions to choose middle level education career path" in Betwixt and Between: Education for Young Adolescents (2015); peer-reviewed article published entitled "How pre-service teachers chose to become early childhood and middle level teachers" in Pennsylvania Educator (2015); completed a yearlong research study in examining the responses of first grade students to STEM-focused lessons (2016) Service-2 university committees (Senate Enrollment Management Committee-Co-Chair; Middle States Review); 1 College of Education committee (Recruitment and Retention Committee); Other contributions- acceptance in to Cohort 2 for the YMHFA-IHE Initiative operated through the McDowell Institute at
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	Teaching Experience-14 years total: 4 years in sixth grade; 2 years in fifth grade; 2 years in fourth grade; 2 years in first grade; 2 years Instructional Support/math and reading support K-5; 2 years assistant principal PA certificate (K-8) clinical supervision; professional semester supervision

<b>Faculty Member Name</b>	Dr. Patricia Lutz
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	Ph.D., Human Development & Educational Leadership - Marywood University
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	Elementary Education: Prek-4, 4-8, and graduate faculty
<b>Faculty Rank<sup>(5)</sup></b>	Assistant Professor
<b>Tenure Track</b>	* YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	Research and Presentation in the areas of middle level pedagogy; specifically in mathematics and assessment. Have presented at the last 3 national conferences and have worked on research committees within the National Professors of Middle Level Educators and AERA Middle Level SIG. Currently serve on the University Senate research committee, as co-chair on department professional semester committee, and as chair of the department graduate committee.
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	19 years teaching experience (grades 6-8) PA certificate (K-8) & Secondary Mathematics Supervisory certificate in Curriculum and Instruction.

<b>Faculty Member Name</b>	Dr. Teresa Sychterz
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	Ph. D., Curriculum & Instruction: Language & Literacy, Specialization: Children's Literature - The Pennsylvania State University
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	Elementary Education: Prek-4, 4-8, supervision, & graduate faculty
<b>Faculty Rank<sup>(5)</sup></b>	Professor
<b>Tenure Track</b>	* YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and</b>	Publication: Yenika-Agbaw, V. & Sychterz, T. (2015). Adolescents rewrite their worlds: Using literature to illustrate writing forms. The Rowman & Littlefield Publishing Group: Lanham, MD. Grant: The Anne M. and Philip H. Glatfelter, III

<b>Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	Family Foundation fall 2018. KU Children's Literature Conference to pay for speakers. \$11,500 granted for school children presentations. KU Children's Literature Conference Committee, member 1998-Present, Coordinator of Conference and Co-chair, 2003-Present
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	23 years teaching experience (preschool-grade 2) substitute teacher ( preschool-8) PA Certified Instructional II, Elementary Education K-8 Kutztown 1974; Administrative I, Elementary Principal, Scranton 1991 Clinical Supervision 1998 - present, Prek-4, 4-8. M.Ed.; Field supervision of initial field experience for methodology courses 1998-2006, 2013-Present John Paul II Special Education School, spring 2012- present co-taught pottery classes at Clay on Main, Oley, PA

<b>Faculty Member Name</b>	Dr. Margaret (Angel) Bestwick
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	Ed.D. in Educational Leadership: Educational Technology, Wilkes University, Wilkes-Barre, PA.
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	Faculty, Clinical Supervisor
<b>Faculty Rank<sup>(5)</sup></b>	Assistant Professor
<b>Tenure Track</b>	* YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	Publication: Bestwick, A. & Weiler, C. (2016). Preparing Them for the Profession: Use of Lesson Plan Study to Improve Pre-Service Teachers' Critical Thinking and Instructional Design. Pennsylvania Teacher Educator. Hamburg, PA: Pennsylvania Association of Colleges and Teacher Educators. Leadership: Accepted as a Clinical Practice Fellow to participate in a national Clinical Practice Fellows Symposium in Atlanta, GA, 2/16/19-2/18/19. Selected through peer-reviewed application process. Service: Member of the Advisory Board for the National Council for the Social Studies journal, Social Studies and the Young Learner; Member of KU Children's Literature Conference Committee; Member COE Scholars Committee
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	9 years teaching grades 3-5; 6 years Elementary Science Coordinator; 5 years Computer Lab Aide K-5 Current licensure includes PA teaching K-8 Clinical supervision in grades K-8;

<b>Faculty Member Name</b>	Carol E. Watson
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	PhD, Curriculum & Instruction Virginia Tech
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	Faculty. Clinical supervisor
<b>Faculty Rank<sup>(5)</sup></b>	Associate professor
<b>Tenure Track</b>	* YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	Watson, C. E. (2016). Campus to field transition: 2016 update. Presentation at the annual conference of the Association for Middle Level Education, Austin, TX. Watson, C. E., Roman, E., & Machowski, L. (2016). 7th grade visit: Classroom to campus collaboration. Presentation at the annual conference of the Pennsylvania Association for Middle Level Education, State College, PA. Watson, C. E. (2015). Pokes, toboggans, and masher: Challenging the rule of 'proper English'. Interactive workshop at the annual international conference of the National Association for Multicultural Education, New Orleans, LA. Service: PA Association for Middle Level Education: State Executive Board of Directors - 2years, Eastern Region Board of Directors - 5 years, Student Teacher Recognition Chair - 5 years; PA-Professors of Middle Level Education (Secretary, VP) - 6 years
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	6 years clinical experience supervisor in grades K-8 in a broad range of school districts for the past 5 years; Schools To Watch team evaluation visits, PASCD STEM Workshop, Downingtown, PA 2017

<b>Faculty Member Name</b>	Diane King
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<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	"Ph. D., Special Education - Lehigh University"
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	Special Education
<b>Faculty Rank<sup>(5)</sup></b>	Associate Professor
<b>Tenure Track</b>	* YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	"Editorial Board - Reading & Writing Quarterly -Co-designed 2010 Summer Study Abroad Program to University of Azuay (Cuenca Ecuador)- presentation at 2009 International Association of Special Education (Alicante Spain)
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	8 years teaching experience (handicapped pre-school and adults) -4 years supervisor of special education - PA certificate (SpEd supervisor) - NJ certificate

<b>Faculty Member Name</b>	Dr. Debra Lynch
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	Ph. D., Special Education-University of Virginia"
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	Special Education
<b>Faculty Rank<sup>(5)</sup></b>	Professor
<b>Tenure Track</b>	* YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	"Chairperson, College of Education Curriculum Committee (5 years) -Chairperson of University Promotion Committee -Served on KU general education reform committee"
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	9 years teaching in P12 schools certification in Orthopedically Handicapped and Mental Retardation and Learning Disabilities from Missouri"

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

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

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

(6) Scholarship is defined by CAEP as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

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

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

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

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

## SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NAEYC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

### 1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment <sup>(10)</sup>	Type or Form of Assessment <sup>(11)</sup>	When the Assessment Is Administered <sup>(12)</sup>
Assessment #1: Licensure assessment, or other content-based assessment (required)	PECT TEST	State Licensure Test	Prior to State Licensure



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.									

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.

#1 #2 #3 #4 #5 #6 #7 #8

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.									

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.

#1 #2 #3 #4 #5 #6 #7 #8

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.									

7. **Standard 7: FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD**

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.

## SECTION IV - EVIDENCE FOR MEETING STANDARDS

**DIRECTIONS:** The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP 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 one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
  - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
  - c. A brief analysis of the data findings;
  - d. An interpretation of how that data provide evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide/rubric for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

**Note:** As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. **State licensure tests or professional examinations of content knowledge. NAEYC standards addressed in this entry could include Standards 1-6. 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 as outlined in the directions for Section IV**

Assessment 1 - PECT

See the **Attachment** panel.

2. **Assessment of content knowledge<sup>(13)</sup> in early childhood education. NAEYC standards addressed in this entry could include but are not limited to Standards 1, 2, and 5. Examples of assessments include comprehensive examinations, GPAs or grades<sup>(14)</sup>, and portfolio tasks<sup>(15)</sup>. (Answer Required)**

**Provide assessment information as outlined in the directions for Section IV**

Assessment 2 2019

See the **Attachment** panel.

(13) 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.

(14) 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.

(15) 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 as outlined in the directions for Section IV**

Assessment 3 SPA REPORT 2019.docx

See the **Attachment** panel.

4. **Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NAEYC standards that could be addressed in this assessment include Standards 1-6. An assessment instrument**

used in student teaching or an internship should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 4 SPA REPORT 2019.docx

See the **Attachment** panel.

5. **Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include but are not limited to Standards 1, 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 as outlined in the directions for Section IV

Assessment 5 SPA REPORT 2019.docx

See the **Attachment** panel.

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

Assessment 6 SPA REPORT 2019.docx

See the **Attachment** panel.

7. **Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 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. (Optional)**

Provide assessment information as outlined in the directions for Section IV

Assessment 7 SPA REPORT 2019.docx

See the **Attachment** panel.

8. **Additional assessment that addresses NAEYC initial teacher preparation standards. NAEYC standards 1 - 6 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. (Optional)**

Provide assessment information as outlined in the directions for Section IV

## 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)**

The Master in Elementary Education with a Specialization in Teaching Pre-K-4 (M. Ed. Pre-K-4) with certification is an accelerated master program for post-baccalaureate students who desire to get their first teaching license in early childhood education Pre-kindergarten to fourth grade. The program is designed as a cohort to be completed in a year. The first cohort began in 2013 with five candidates and our current cohort has 31.

#### Results of Findings Leading to Improvement

The data collected and analyzed from the seven key assessments provided the faculty with important information and based on findings, the following recommendations or improvements will be made

#### Content Knowledge:

In the area of content knowledge, it is recognized that the first two courses (EEU 415 Family & Community Collaboration Partnerships and EEU 505 Child Development & Practice) taken by candidates provide them with the knowledge and understanding of child development and relationships with family and community. Results of data demonstrate that candidates are strong in the content knowledge offered in the courses. Assessment 1 - PECT, the state licensure test, indicates a need for continued attention to program modification focused in the area of content knowledge, specifically math, health, and science. Content knowledge was demonstrated in the lesson plan (Assessment #3), unit (Assessment # 5), and student teaching (Assessment #4). The area of need that arose on the lesson plan assessment dealt not with knowing subject matter but rather the correct format of writing content on the lesson plan. Evidence from Assessment #4 indicates this was clearly resolved in student teaching. On Assessment 4 - Student Teaching Final Evaluation, an area of need that did surface related to the content knowledge and resources necessary to differentiate learning and accommodate to student needs. Recognizing this need, additional instruction on differentiated instruction has been added to ELU 545 Managing and Planning in the Classroom. This is part of the syllabus but more emphasis is necessary. A class will be devoted to differentiation and accommodations followed by teacher candidates selecting a process such as Cubing, Tic-Tac-Toe, Tiered Learning, etc. and developing the instrument based on their unit topic for one of their lessons. This is currently in place for spring 2019. Student teachers also attend a professional development day in their second assignment of student teaching. Two sessions offered this spring are on Differentiating Instruction and The Changing Demographic - ESL certification.

#### Pedagogical Knowledge and Skills:

In EEU 415 Family & Community Collaboration Partnerships, candidates were clearly competent in identifying resources and appropriate strategies to use with young learners. Utilizing effective teaching strategies and tools, including technology, was evidenced in the family project, lesson plan, and unit. The Student Teaching Final Evaluation shows that teacher candidates met the criteria but it was lower at the proficient rating. Many school districts do not have technology available and/or use

publisher's programs that require candidates to teach using scripts and specific strategies and tools. Although candidates are encouraged to supplement the publisher's program it is not always possible.

Lesson planning, in the initial assessment, during ELU 545 Managing and Planning indicated a need to develop measurable assessments and data collection. This area was met on the unit assessment. The Student Teaching Final Evaluation indicates that teacher candidates met the criteria by using measurable assessments and collection of data, although those achieving a proficient level were not as strong. Supervising faculty needs to monitor and reinforce the documentation and collection of data on daily lesson plans. Teacher candidates collected and analyzed data successfully as part of their first two courses (EEU 415 Family & Community Collaboration Partnerships and EEU 505 Child Development & Practice). The PECT test data indicates that teacher candidates had a good sense of assessment.

The Student Teaching Final Evaluation indicates modifications are needed in developing positive relationships and supportive interaction when it comes to managing student behavior. Classroom management is always a challenge for student teachers. Faculty will need to focus on developing skills in management, specifically stating expectations - communicating specific behaviors desired and monitoring student behaviors. During the management and planning course in Professional Semester the instructor will also focus on the areas of need.

#### Effect on Student Learning:

Teacher candidates demonstrated a positive effect on student learning as indicated by the unit data specifically the performance based assessment, pre-test, and post test. In looking at the data analysis for the student work sample, it has come to supervisors' attention that although candidates had significant effect on student learning, as indicated by the compilation of all candidates' data, a more precise and effective way to evidence effect on learning would be to look at each candidate's data separately and assesses it. Creating a criterion with a specific percentage required for candidates to demonstrate impact on student learning would be more accurate. To this end, an additional criterion will be added to the rubric for fall 2019.

All areas identified in this report are in process of remediation or are being monitored for improvement. The areas identified in Content Knowledge are in process. The Pedagogical Knowledge and Skills, specifically in EEU 596-597 Clinical Experience needs to monitor documentation and data collection in daily lesson plans. This will be addressed with faculty in Professional Semester and Student Teaching meetings to try and rectify assessment issues through a concentrated effort by all faculty. Classroom management, specifically areas identified as needs, will be addressed in ELU 545 in spring 2019. Clinical Experience supervisors receive all the data reports from the elementary education student teaching coordinator regarding the results of candidates' needs and strengths from the previous semester. This data will give supervisors the necessary information to target specific areas such as classroom management, specifically communicating expectations for student behavior. Effects of student learning were positive. As noted above, an area to improve the data collection process will occur for fall 2019.

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

1. **For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>**

**For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>**

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

The M. Ed. Pre-K-4 program was a new program at the college when the initial submission of data occurred. We finalized our assessments in 2015, which meant data collection began with winter 2016. Some assessments in the report had 2 collections of data where Assessments 3, 4, and 5 had one. The data for the assessments occurred in spring 2016 and fall 2017 due to it being a yearlong program and courses were only taught once in a yearly cycle. Access to three years of data was not possible. We are submitting one year of data for this report as required.

Assessment #1 PECT is the state licensure test. We are unable to make changes to this test. We realigned the NAEYC standards to the test. Our pass rates have improved a great deal especially with the GPA deviation which fell into the 96% range. There was concern over our pass rates with the initial report.

All SPA assessments were revised and all rubrics were rewritten since the first program evaluation reported that "[a]ssessments, including rubrics and analysis, do not consistently reflect an understanding of the meaning, scope, and intent of standards so that alignment with standards is not accurate. Rubrics components do not reflect what candidates are actually expected to do for most assessments." The assessments selected and rubrics were presented to the graduate faculty and as a whole were revised and edited for the entire spring semester at working meetings. It is determined by our graduate faculty that we have met the requirements asked of us.

"Partnerships with children's families and communities are not evident in the program report." This specific statement meant a whole new assessment and rubric needed to be developed for EEU 415 Family and Community Collaboration Partnerships course. We feel we have fully met this challenge by the new assessment. In EEU 415, the teacher candidates study the importance of establishing a strong connection between the classroom and the home. The class develops a parent survey of topics based on information from classes. The survey is distributed to a partner school. The students work in small groups to research and develop a presentation/ workshop on the chosen topics from the survey. The students are responsible to present the research to the participating parents. Presentations are held on several evenings to accommodate the parent schedules. Students are required to attend their own presentation and at least two other presentations. Each student is responsible for their work and is graded individually. This current assessment engages teacher candidates, families, and

partner schools in the community through respectful, reciprocal relationships (2b). It also, involves assessment through a survey, in partnership with families and professional colleagues to support family members in educating their child (3d). Both of these standards were noted as in need in the initial report.

The initial report questioned our assessments "engagement, implementation, and involvement." Meeting this suggestion has occurred through Assessment # 6 as mentioned above. Assessment # 4 - The Student Teaching Final Evaluation is all about engagement, implementation, and involvement as candidates are actually in a classroom demonstrating their ability to teach and reflect upon their teaching. Assessment # 5 - The Long Range Planning Unit definitely involves candidates in planning, using content knowledge, assessing and documenting data, employing strategies, tools, technology, and teaching their unit to learners. The initial report questioned "implementation of practice." Implementation would have had to occur to collect data on the impact of student learning. The description of the assessment clearly states that candidates are teaching the unit, "Candidates develop the unit, pre-assess, teach it, assess students, collect data, and do a data analysis to see how effective their planning and teaching is on student learning." Assessment # 7 - ECERS certainly involves candidates through assessment and reflection. Assessment # 3 - The Lesson Plan was highlighted as not meeting 5b and 5c. Candidates do teach the lesson plan they submit as their final lesson plan. This is clearly stated in the description of the assessment, "the teacher candidate selects a lesson plan they have taught during the field placement to submit as their final lesson plan assessment." This has not changed since the initial review. They are using knowledge of central concepts and content structures to plan a lesson (5b). They are using their knowledge of early learning standards to design, implement, and evaluate a developmentally appropriate lesson using quality resources (5c). The design, implementation, and reflection on student performance and their performance are all part of teaching a lesson using the KU Elementary Education Lesson Plan format.

In the area of reflection (6d), the initial report indicated that Assessment #7 - ECERS did not "reflect a clear and accurate understanding and meaning" of the standard. This was definitely acknowledged and addressed by having candidates integrate knowledge, written reflection and critical perspectives by completing a scholarly reflection on their use and findings of the ECERS (6d).

We feel we have met the considerations and suggestions that were given in the initial evaluation of the SPA report through the above evidence.

**Please click "Next"**

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