

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

Lock Haven University, PA

Date of Review

MM DD YYYY

08 / 01 / 2017

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program covered by this Review

Pre-K-Grade 4/Early Childhood Education

Grade Level⁽¹⁾

PreK-Grade 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:

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:

Assessment 1: Pearson Pre-K PECT. Alignment is indicated with key element 1a of Standard 1. The rubric is aligned with this key element and data are disaggregated by academic year. Three years' of data are provided and results indicate that 100% of candidates' exceeded the required pass rate of 80% on the overall exam. On average, candidates answered more than 80% of the items in the section pertaining to this key element correctly. This assessment provides evidence in support of key element 1a of Standard 1.

Assessment 4: Student Teacher Competency Form. Section III indicates alignment of this assessment with Standard 1; however, no alignment with key elements of Standard 1 is indicated in the description of this assessment.

Assessment 5: Teacher Work Sample. This assessment is a masterpiece of alignment with the NAEYC standards, and is coherent and thorough. Alignment is indicated with key elements 1a, 1b, and 1c of Standard 1. The rubric is aligned with individual key elements of this Standard. Data indicate that the majority of candidates exceeded the target for the items pertaining to the key elements of this Standard. One additional application of data is provided, as requested in the response to the initial report. This assessment provides evidence in support of key element 1a, 1b, and 1c of Standard 1.

Assessment 6: Pre-Student Teaching Domains & Competency Observation. Alignment is indicated with key elements 1a and 1c of Standard 1. Items in the rubric are aligned with individual key elements of this Standard. Data indicate that the majority of candidates performed at the "Met" level on the items pertaining to these key elements; because this is a Response to Conditions report, only 1 application of data is required. This assessment provides evidence in support of key elements 1a and 1c of Standard 1.

Taken together, these assessments provide strong evidence in support of key element 1a, with less but sufficient support for key elements 1b and 1c.

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:

Assessment 1: Alignment is indicated with key element 2c of Standard 2. The rubric is aligned with this key element and data are disaggregated by academic year. Three years' of data are provided and results indicate that 100% of candidates' exceeded the required pass rate of 80% on the overall exam. On average, the majority of candidates answered the questions pertaining to this key element correctly. This assessment provides evidence in support of key element 2c of Standard 2.

Assessment 2: Family & School Project; this assessment was Assessment 6 in the initial report. Alignment is indicated with key element 2a, 2b, and 2c of Standard 2. According to the narrative, this project involves both an individual and a group component; scores for the individual component have been disaggregated and provide evidence for candidates' performance relative to this Standard. Scores on group projects cannot provide this evidence. Items in the rubric are aligned with the key elements of this Standard. Data indicate that the majority of candidates performed at the Proficient level or higher. Data are disaggregated by semester and the additional application of data requested in the response to the initial report is provided. This assessment provides evidence in support of key elements 2a, 2b, and 2c of Standard 2.

Assessment 4: Student Teacher Competency Form. Alignment is indicated with key element 2b of Standard 2. The data for this assessment are collected by the Cooperating Teachers at the end of candidates' student teaching placement. There is one item in the rubric aligned with this key element, and data indicate that the majority of candidates performed at the Proficient level or higher on this item. One additional application of data is provided, as requested in the response to the initial report. This assessment provides evidence in support of key element 2b of Standard 2.

Assessment 6: Alignment is indicated with key element 2c of Standard 2. Items in the rubric are aligned with individual key elements of this Standard. Data indicate that just over half of the candidates performed at the "Met" level on the items pertaining to this key element, with the remaining performing at the "Developing" level. The program notes changes to course content, cross-curricular course offerings, and assignments to address areas of weakness. Data are disaggregated by semester; because this is a Response to Conditions report, only 1 application of data is required. This assessment provides evidence in support of key element 2c of Standard 2.

Taken together, these assessment provide strong evidence in support of key element 2c, with less but sufficient evidence in support of key elements 2a and 2b.

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:

Assessment 1: Alignment is indicated with key element 3a of Standard 3. The rubric is aligned with this key element and data are disaggregated by academic year. Three years' of data are provided and results indicate that 100% of candidates' exceeded the required pass rate of 80% on the overall exam. On average, the majority of candidates answered the questions pertaining to this key element correctly. This assessment provides evidence in support of key element 3a of Standard 3. The program notes that revisions to the program and the hiring of new faculty with expertise in the areas tested likely explain increases in scores over the timeframe indicated.

Assessment 4: Aligned with key elements 3a and 3b of Standard 3. Items in the rubric are aligned with individual key elements of this Standard, and data indicate that the majority of candidates performed at the Proficient level or higher on the items pertaining to these key elements. One additional application of data is provided, as requested in the response to the initial report. This assessment provides evidence in support of key elements 3a and 3b of Standard 3.

Assessment 5: Alignment is indicated with key elements 3a, 3b, 3c, and 3d of Standard 3. The rubric is aligned with individual key elements of this Standard, and data indicate that the majority of candidates exceeded the target for the items pertaining to the key elements of this Standard. One additional application of data is provided, as requested in the response to the initial report. This assessment provides evidence in support of key element 3a, 3b, 3c, and 3d of Standard 3.

Assessment 6: Alignment is indicated with key elements 3a and 3c of Standard 3. The rubric is aligned with individual key elements of this Standard. As with Standard 2, data indicate that half or just over half of the candidates

performed at the "Met" level on some of the items pertaining to key element 3a, with the remaining performing at the "Developing" level on these items. In addition, for one of the items pertaining to key element 3c, 42% of the candidates performed at the "Not Met" level. This item pertains to applying the interpretations of status (PSSA) and growth (PVASS) assessment models, and the program notes that this is an area of weakness in the program. The majority of candidates performed at the "Met" level on the other items pertaining to key element 3c. The program notes changes to course content, cross-curricular course offerings, and assignments to address areas of weakness. Data are disaggregated by semester; because this is a Response to Conditions report, only 1 application of data is required. This assessment provides evidence in support of key elements 3a and 3c of Standard 3.

Taken together, these assessments provide strong evidence in support of key element 3a, with less but sufficient evidence for key elements 3b, 3c, and 3d.

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:

Assessment 1: Aligned with key element 4c. Rubric is aligned with this key element; data are disaggregated by academic year. Three years' of data provided indicate that 100% of candidates' exceeded the required pass rate of 80% on the overall exam. On average, the majority of candidates answered the questions pertaining to this key element correctly. This assessment provides evidence in support of key element 4c of Standard 4.

Assessment 3: Lesson Plans. Aligned with key elements 4a, 4b, 4c, and 4d of Standard 4. Rubric items are aligned with individual key elements. Data indicate that most candidates performed at the Proficient level or higher on the items pertaining to these key elements. This report includes the additional application of data requested in the review of the initial report. This assessment provides evidence in support of these key elements of Standard 4.

Assessment 4: Aligned with key elements 4a, 4b, 4c, and 4d of Standard 4. Rubric items are aligned with individual key elements of this Standard, and data indicate that most candidates performed at the Proficient level or higher on the items pertaining to these key elements. One additional application of

data is provided, as requested in the response to the initial report. This assessment provides evidence in support of key elements 4a, 4b, 4c, and 4d of Standard 4.

Assessment 5: Aligned with key elements 4a, 4b, and 4d of Standard 4. The rubric is aligned with individual key elements of this Standard, and data indicate that most candidates exceeded the target for the items pertaining to these key elements. One additional application of data is provided, as requested in the response to the initial report. This assessment provides evidence in support of key elements 4a, 4b, and 4d of Standard 4.

Assessment 6: Aligned with key elements 4a, 4b, 4c, and 4d of Standard 4. Rubric items are aligned with individual key elements of this Standard. As with Standards 2 and 3, data indicate just over half of the candidates performed at the "Met" level on one item pertaining to key element 4c, with the remaining performing at the "Developing" level on this item. The majority of candidates performed at the "Met" level for the remaining items pertaining to the key elements of this Standard. Data are disaggregated by semester; because this is a Response to Conditions report, only 1 application of data is required. This assessment provides evidence in support of key elements 4a, 4b, 4c, and 4d of Standard 4.

Taken together, these assessments provide strong evidence for all four key elements of Standard 4.

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:

Assessment 1: Alignment is indicated with key element 5c of Standard 5. Individual sections of the exam are aligned with this key element and data are disaggregated by academic year. Three years' of data are provided and results indicate that 100% of candidates' exceeded the required pass rate of 80% on the overall exam. On average, the majority of candidates answered the questions pertaining to this key element correctly. This assessment provides evidence in support of key element 5c of Standard 5. The program notes that revisions to the program and the hiring of new faculty with expertise in the

areas tested likely explain increases in scores over the timeframe indicated.

Assessment 3: Alignment is indicated with key elements 5a and 5c of Standard 5. Items in the rubric are aligned with individual key elements. Data indicate that the majority of candidates performed at the Proficient level or higher. This report includes the additional application of data requested in the review of the initial report. This assessment provides evidence in support of these key elements of Standard 5.

Assessment 4: Alignment is indicated with key elements 5a, 5b, and 5c of Standard 5. Items in the rubric are aligned with individual key elements of this Standard, and data indicate that the majority of candidates performed at the Proficient level or higher on the item pertaining to this key element. One additional application of data is provided, as requested in the response to the initial report. This assessment provides evidence in support of key elements 5a, 5b, and 5c of Standard 5.

Assessment 5: Alignment is indicated with key elements 5a and 5c of Standard 5. The rubric is aligned with individual key elements of this Standard, and data indicate that the majority of candidates exceeded the target for the items pertaining to the key elements of this Standard. One additional application of data is provided, as requested in the response to the initial report. This assessment provides evidence in support of key elements 5a and 5c of Standard 5.

Assessment 6: Alignment is indicated with key elements 5a and 5c of Standard 5. Items in the rubric are aligned with individual key elements of this Standard. Data indicate that the majority of candidates performed at the "Met" level on the items pertaining to these key elements. Data are disaggregated by semester; because this is a Response to Conditions report, only 1 application of data is required. This assessment provides evidence in support of key elements 5a and 5c of Standard 5.

Taken together, these assessments provide strong evidence in support of key elements 5a and 5c, with less evidence in support of key element 5b.

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:

Assessment 1: Alignment is indicated with key element 6b of Standard 6. The rubric is aligned with this key element and data are disaggregated by academic year. Three years' of data are provided and results indicate that 100% of candidates' exceeded the required pass rate of 80% on the overall exam. On average, the majority of candidates answered the questions pertaining to this key element correctly. This assessment provides evidence in support of key element 6b of Standard 6.

Assessment 4: Alignment is indicated with key elements 6a, 6b, 6c, 6d, and 6e of Standard 6. Items in the rubric are aligned with individual key elements of this Standard. Data are disaggregated by semester and indicate that the majority of candidates performed at the Proficient level or higher on the item pertaining to this key element. One additional application of data is provided, as requested in the response to the initial report. This assessment provides evidence in support of key elements 6a, 6b, 6c, 6d, and 6e of Standard 6.

Assessment 5: Alignment is indicated with key elements 6a, 6c, 6d, and 6e of Standard 6. The rubric is aligned with individual key elements of this Standard, and data indicate that the majority of candidates exceeded the target for the items pertaining to the key elements of this Standard. One additional application of data is provided, as requested in the response to the initial report. This assessment provides evidence in support of key elements 6a, 6c, 6d, and 6e of Standard 6.

Assessment 6: Alignment is indicated for key elements 6a, 6b, and 6c of Standard 6. Items in the rubric are aligned with individual key elements of this Standard. Data indicate that candidates performed particularly well on the items pertaining to the key elements of this Standard, with 100% of candidates performing at the "Met" level on several items. Data are disaggregated by semester; because this is a Response to Conditions report, only 1 application of data is required. This assessment provides evidence in support of key elements 6a, 6b, and 6c of Standard 6.

Taken together, these assessments provide strong evidence in support of the key elements of this Standard.

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 per the initial report

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

See previous report.

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

See previous report.

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

See previous report.

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)

See previous report.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None

PART F - ADDITIONAL COMMENTS

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

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. National recognition is dependent upon CAEP accreditation. 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.