Program Report for the Blended Preparation of Early Childhood Teachers and Early Childhood Special Education Teachers

National Association for the Education for Young Children (2010 Standards) and Council for Exceptional Children (2012 Standards) (Option A)

NOTE: This form uses the NAEYC standards approved by NCATE in 2010.

CO	VER SHEET
1.	Institution Name
2.	State
3.	Date submitted
	MM DD YYYY
4.	Report Preparer's Information:
	Name of Preparer:
	Phone: Ext.
	E-mail:
5.	CAEP Coordinator's Information:
	Name:
	Phone: Ext.
	(「)「-「 E-mail:
	E-mail.
6.	Name of institution's program
7.	CAEP Category:
8.	Grade levels ⁽¹⁾ for which candidates are being prepared

^	Dua	(1) e.g. Early Childhood; Elementary K-6
9.	O	gram Type First teaching license
	0	Advanced Teaching
	0	First teaching license
	0	Other School Personnel
	0	Non-licensure/non-certification degree
	0	Unspecified
10.	Deg	ree or award level
	\circ	Baccalaureate
	0	Post Baccalaureate
	0	Master's
	0	Post Master's
	0	Specialist or C.A.S.
	0	Doctorate
	0	Endorsement only
11.	Is t	his program offered at more than one site?
	0	Yes
	0	No
12.	If yo	our answer is "yes" to above question, list the sites at which the program is offered
13.	 Title	e of the state license for which candidates are prepared
		· ·
14.	Prog	gram report status:
	0	Initial Review
	0	Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
	0	Response to National Recognition With Conditions
15.		our Educator Preparation Provider (EPP) seeking
	0	CAEP accreditation for the first time (initial accreditation)
	0	Continuing CAEP accreditation
16.	CAE who	te Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: P requires programs to provide completer performance data on state licensure examinations for completers take the examination for the content field, if the state has a licensure testing requirement. Test information data must be reported in Section IV. Does your state require such a test?
	0	Yes
	0	No
SE	CTIC	ON I - CONTEXT
1.		cription of any state or institutional policies that may influence the application of NAEYC and CEC standards.

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. (Response limited to 8,000

2.

•	naracters)

3. 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.

A LINK to upload or manage your uploaded file(s)

4. 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.)

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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.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾

(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. (Refer to footnotes for clarification)

	ment in this programm (trongs to recent earnings)
Faculty Member Name	
Highest Degree, Field, & University ⁽³⁾	
Assignment: Indicate the role of the faculty member ⁽⁴⁾	
Faculty Rank ⁽⁵⁾	
Tenure Track	☐ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

⁽³⁾ For example, PhD in Curriculum & Instruction, University of Nebraska.

⁽⁴⁾ For example, faculty, clinical supervisor, department chair, administrator

⁽⁵⁾ For example, 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⁾ For example, 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, in-service training, teaching in a PDS)

SECTION II - LIST OF ASSESSMENTS

In this section, list the 8-12 assessments that are being submitted as evidence for meeting both NAEYC and CEC 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.

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

Type and Number of Assessment	Name of Assessment (9)	Type or Form of Assessment (10)	When the Assessment Is Administered (11)
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Content knowledge in early childhood education (required)			
Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences			
(required)			
Assessment #4: Student teaching or internship (required)			
Assessment #5: Candidate effect on student leaning (required)			
Assessment #6: Additional assessment that addresses NAEYC & CEC standards (required)			
Assessment #7: Additional assessment that addresses NAEYC & CEC standards (required)			
Assessment #8: Additional assessment that addresses NAEYC & CEC standards (required)			
Assessment #9: Additional assessment that addresses NAEYC & CEC standards (optional)			
Assessment #10: Additional assessment that addresses NAEYC & CEC standards (optional)			
Assessment #11: Additional assessment that addresses NAEYC & CEC standards (optional)			
Assessment #12: Additional assessment that addresses NAEYC & CEC standards (optional)			

- (9) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
- (10) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
- (11) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NAEYC and CEC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC or CEC standards.

1. NAEYC 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.

	#1	#2	#3#	4#	5#	6#	#7 7	#8	#9	#10	#11	#12
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.][
NATVO CLEAR I O CONTRACTOR OF THE STATE OF T		.1 .1.			/	c . ı			- 1-	11.11.	1	

2. NAEYC 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.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12
a: Knowing about and understanding diverse family and community characteristics b: Supporting and engaging families and communities through respectful, reciprocal elationships												
c: Involving families and communities in young children's development and learning.												

3. NAEYC 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.

#1	#2	#3	#4	#5	#6	#7	#8	#9	#	10	#1	1	#1	12
" -	" ~	,, ,	"	"	,, 0	" "	"	"	"		"		" -	

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.											
NAEYC Standard 4: Candidates prepared in early childhood degree programs unders young children is a complex enterprise, and its details vary depending on children's a within which teaching and learning occur. They understand and use positive relations foundation for their work with young children and families. Candidates know, underst developmentally appropriate approaches, instructional strategies, and tools to connect influence each child's development and learning.	ges, nips and, t wit	cha and and th c	aracte d sup d use	eris por a v en a	tics, tive wide and	an int ar fam	d th erac ray o nilies	e se tion of and	etting s as d pos	gs the sitiv	·
 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. 		# 2	# 3 # °] [] [
NAEYC Standard 5: Candidates prepared in early childhood degree programs use th design, implement, and evaluate experiences that promote positive development and Candidates understand the importance of developmental domains and academic (or c curriculum. They know the essential concepts, inquiry tools, and structure of content can identify resources to deepen their understanding. Candidates use their own know implement, and evaluate meaningful, challenging curriculum that promotes comprehe outcomes for every young child.	lear onte area edg nsiv	nin nt) s, i e ai e d	g for disci nclud nd ot	ead plin ing her pm	ch a nes i aca res nenta	nd e n e nder our al a	ever arly mic : ces nd l	y yo chilo subj to do earn	dhod ects esign	chil od , and n,	d. d
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, implements and evaluate developmentally meaningful and challenging	#1	#2	#3#4	1]	# 7	#8#] [] [[12
curriculum for each child. NAEYC Standard 6: Candidates prepared in early childhood degree programs identife the early childhood profession. They know and use ethical guidelines and other profest childhood practice. They are continuous, collaborative learners who demonstrate known perspectives on their work, making informed decisions that integrate knowledge from advocates for sound educational practices and policies.	sion vled	al s gea	stand ble, r	ard efle	s re ectiv	late ⁄e a	d to	ear critic	ly cal		
•		" ~					" 0		10#	11#	12
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.		#2	#3#4] [5#6	# /	#8#	9#] [□ [

4.

5.

6.

7.

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)

through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes,

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.

8.	CEC Standard 1: Learner Development and Individual Learning Differences Beginning special education professionals understand how exceptionalities may interactuse this knowledge to provide meaningful and challenging learning experiences for income	ividu	ıals		ı ex	cept	iona	lities	s.		
	(1.1) Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.(1.2) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	#1#	7	#3#4		# O #			#10	#11	#12
9.	CEC Standard 2: Learning Environments Beginning special education professionals create safe, inclusive, culturally responsive l with exceptionalities become active and effective learners and develop emotional well- self-determination.										
		#1#	# つ +	#3#4	L#5	#6#	+7#9	2 # Q	#10	#11	#12
	(2.1) Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	# 1 T		7 3 # -	η σ 1	#0#		1 -	#10	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	# 12
	(2.2) Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.										
10.	(2.3) Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. CEC Standard 3: Curricular Content Knowledge										
	Beginning special education professionals use knowledge of general and specialized cu individuals with exceptionalities.								-		"40
	(3.1) Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop	#1#	‡2‡	#3#4	1#5	#6#	<i>‡ / #</i> 8	3#9	#10	#11	#12
	meaningful learning progressions for individuals with exceptionalities (3.2) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities (3.3) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.										
11.	CEC Standard 4: Assessment										
	Beginning special education professionals use multiple methods of assessment and dadecisions. $ \\$										#1 2
	(4.1) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias (4.2) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational	# 1 #	+ 2 +	#3#4	# 3	#0#	+ / # 0	3#9	#10	#11-	#12
	decisions for individuals with exceptionalities (4.3) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities (4.4) Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide										
12.	feedback to guide them. CEC Standard 5: Instructional Planning and Strategies Beginning special education professionals select, adapt, and use a repertoire of eviden	ce-b	ase	ed ins	struc	ction	al s	trate	egies	to	
	advance learning of individuals with exceptionalities.	#1#	# O #	#3#4	L#5	#6#	£7#	R#9	#10	#11:	#12
	(5.1) Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.		,						" 10		" 12
	(5.2) Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. (5.3) Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. (5.4) Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities (5.5) Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals,										

	(5.7) Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.											
13.	CEC Standard 6: Professional Learning and Ethical Practice Beginning special education professionals use foundational knowledge of the field and and Practice Standards to inform special education practice, to engage in lifelong learn	ing	, ar	nd t	o a	idva	anc	e th	ne p	rofe	essi	
	(6.1) Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice (6.2) Beginning special education professionals understand how foundational knowledge and current issues influence professional practice (6.3) Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services (6.4) Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. (6.5) Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring (6.6) Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.											
14.	CEC Standard 7: Collaboration Beginning special education professionals collaborate with families, other educators, re exceptionalities, and personnel from community agencies in culturally responsive ways exceptionalities across a range of learning experiences.	to	ad	dre	ss t	the	ne	eds	of i	indi	ividu	wit
	 (7.1) Beginning special education professionals use the theory and elements of effective collaboration (7.2) Beginning special education professionals serve as a collaborative resource to colleagues (7.3) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. 											

SECTION IV - EVIDENCE FOR MEETING STANDARDS

(5.6) Beginning special education professionals teach to mastery and promote

DIRECTIONS: The 8-12 key assessments listed in Section II must be documented and discussed in Section IV. The assessments and data reported must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. 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 to the same depth, breadth, and specificity as in the SPA standards.

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 that are addressed in CAEP Standard 1:

• Content knowledge (Assessments 1 and 2)

families, and teams

- 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 a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

- 1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
- 2. 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.
- 3. A brief analysis of the data findings;
- 4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
- 5. Attachment of assessment documentation, including:
- (a) the assessment tool or description of the assignment;
- (b) the scoring guide/rubric for the assessment; and
- (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

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

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

Provide assessment information as outlined in the directions for Section IV

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- (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

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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

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5. Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include but are not limited to 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

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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

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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

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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

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 Additional assessment that addresses NAEYC & CEC initial teacher preparation standards. All NAEYC and CEC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

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10. Additional assessment that addresses NAEYC & CEC initial teacher preparation standards. All NAEYC and CEC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

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11. Additional assessment that addresses NAEYC & CEC initial teacher preparation standards. All NAEYC and CEC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

12. Additional assessment that addresses NAEYC & CEC initial teacher preparation standards. All NAEYC and CEC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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)

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

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.)

Please click "Next"

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