Program Report for the Initial Preparation of Early Childhood Teachers
National Association for the Education for Young Children (NAEYC)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Rhode Island College

2. State

Rhode Island

3. Date submitted

MM   DD   YYYY

03   / 15   / 2010

4. Report Preparer's Information:

Name of Preparer:

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5. NCATE Coordinator's Information:

Name:

Phone: Ext.

(   )   -

E-mail:

6. Name of institution's program

Master of Education in Early Childhood Education

7. NCATE Category

Early Childhood Education-Advanced Teaching

8. Grade levels[1] for which candidates are being prepared

Pre-K - Grade 2

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

9. Program Type

- ◌ Advanced Teaching
- ◌ First teaching license
- ◌ Other School Personnel
- ◌ Unspecified

10. Degree or award level

- ◌ Baccalaureate
- ◌ Post Baccalaureate
- ◌ Master's
- ◌ Post Master's
- ◌ Specialist or C.A.S.
- ◌ Doctorate
- ◌ Endorsement only

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

NA

14. Program report status:

- ◌ Initial Review
- ◌ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- ◌ Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable

state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. 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)

The M.Ed. in Early Childhood Education is an advanced degree program that prepares early childhood educators for leadership positions in the field. It is not an initial teaching licensure program, but instead provides certified educators opportunities to pursue professional development at the graduate level. With emphasis on birth to age 8, the program explores areas of study including curriculum development, child development, infant-toddler care, program administration, family and community relationships, and early literacy. The goals of the program provide its foundation and include: promoting children's optimal development and learning; promoting candidates' advanced understanding and learning of child development and early childhood education; and providing a constructivist framework of learning. The program embraces the Feinstein School of Education and Human Development (FSEHD) Conceptual Framework and the NAEYC professional dispositions, standards, values and ethics. The program focuses on advanced knowledge, research, and pedagogy in early childhood education and development; diversity through cultural competence and multicultural education; and professionalism through ethics, advocacy, and collaboration.

State policies: Rhode Island Department of Education (RIDE) policies regarding Early Childhood Education that may influence the application of NAEYC standards are the Rhode Island Early Learning Standards (RIELS); Rhode Island Quality Rating and Improvement System: Bright Stars Center/Preschool Standards and Criteria Framework; and Rhode Island Department of Children, Youth and Families Child Care Center Regulations for Licensure. These Rhode Island policies, regulations, and standards are incorporated into the graduate coursework and influence the application of the NAEYC Advanced Core Standards. They provide lenses to examine, analyze, and meet the NAEYC Standards within the context of Rhode Island values, policies, standards, and regulations. They reflect RIDE's commitment to early childhood education and belief that in the early childhood years, children develop the foundation upon which subsequent development in all domains of learning is built. RIDE is committed to the RIELS and comprehensive early childhood education programs which recognize that children learn through play and social interactions and construct their knowledge through active engagement with people and materials; that child development and learning are characterized by individual variation; and that family partnerships positively impact both child and program outcomes. The M.Ed. program shares this commitment and addresses it throughout the program influencing the application of and providing close alignment with the NAEYC Advanced Core Standards.

Institutional policies: The Mission Statement of graduate education at FSEHD focuses on the advanced preparation of reflective professionals. There is commitment to content mastery, ethical practice, systematic inquiry, and professional collaboration.

The FSEHD Conceptual Framework which includes a focus on KNOWLEDGE through General Education, Human Learning and Development, Contexts of Schooling, Area of Specialization; on PEDAGOGY through Theory and Practice of Teaching and Learning, Instructional Uses of Technology, Assessment as an Aid to Practice, on DIVERSITY through Cultural Diversity and Multicultural Education, Special Needs and Inclusion; on PROFESSIONALISM through Professional Ethics, Collaboration and Advocacy, and Professional Development. These frameworks and policies influence

the development of coursework, rubrics, assessments, and the application of NAEYC Advanced Core Standards.

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. (Response limited to 8,000 characters)

Candidates are certified teachers. In general, they are practicing teachers. On occasion, candidates are not employed. Field and clinical experiences are often held in the candidates own classroom or school. If a candidate is not employed in a classroom, experiences are held in a home or school settings.

Experiences requiring field and clinical experiences include:

ECED 502: Curriculum, Developmental Play and Programs: Curriculum Based Activities in Classroom or Home. Each candidate selects two activities not previously completed to be completed with a young child or children, the child's families, teachers, or care givers. The curriculum based activities are based on the readings and research findings regarding different areas of the early childhood curriculum and program models. These activities take place with an individual child or with a small group of children. Evaluate the impact of the activity on the child's or children's learning based upon observations, documentation, or other appropriate assessment tools. Approximate time spent doing activities is 2 - 3 hours.

ECED 503: Infants and Toddlers in Early Care and Education Programs: Observations of Infant-Toddler Centers. Observe in two infant-toddler early care and education programs in diverse settings. Write a report of each observation including a detailed room arrangement, the philosophy of program, staffing patterns, schedule, policies, funding, and observations of staff-child interactions. A reflection on the observation should address any issues or concerns observed. Each observation is approximately one hour for a total of two hours.

ECED 505: Early Childhood Education and Developmental Issues: Three Classroom Observations, Case Study of Child, Observations, Home Visits.

Observations in Classrooms - Candidates visit three classrooms in early care and education programs to observe young children and their development. An in-depth report summarizes/draws conclusions from a written journal of the observation. Include descriptions, vignettes, and anecdotes of children's interactions, behaviors, routines, and learning activities. Use Observing and recording the behavior of young children as a guide. Observations should be scheduled in diverse settings, if possible, including Head Start, public and private schools, and non-traditional settings and with different age groups including infant-toddler, preschool, kindergarten, and grades 1-2.

Case Study - Each candidate writes an in-depth case study of a young child from birth to age eight. The case study addresses all developmental domains, family life – including risk and protective factors – and culture. Bronfenbrenner's Ecological Systems Theory is incorporated into the study focusing on the microsystem, mesosystem, exosystem, and the macrosystem affecting the child's life. The case study is a comprehensive study of one child. Include classroom observations, anecdotal records, informal observations, physical descriptions, assessments, and interests of the child in the study. Obtain "informed voluntary consent" of the child and parent. In-depth information on the child's family and community life and school behaviors add to the comprehensiveness of the case study. The case study is an accumulation and interpretation of information from many different sources. The case report may be written as a personal reflection of your understanding of the child's development based upon observations, records, and descriptions of the child and his/her world. Be sure to address the physical,

social, emotional, and cognitive development of the child. Case study of child requires observations of the child at home and in school. Approximate time is 8 - 10 hours.

ECED 512: Working with Families: Building Home-School Partnerships - Three observations of family-staff interactions, family interviews, classroom observations, and community involvement, family case study and advocacy letter.

Observation Research Report on Family Involvement: Candidates gather data about families and home-school involvement by observing family-staff interactions in three diverse early care and education programs. Candidates develop three questions about family involvement. Candidates interview families and early care and education professionals on family-school involvement using the three questions developed. This action research on family involvement in early care and education programs adds to the data collection. Write a report on your findings on family-school involvement, home-school partnerships, and family involvement. Approximate time is 3 - 4 hours.

Family Case Study and Advocacy Letter: Each candidate writes an in-depth case study on one family in a diverse early care and education setting which addresses family life – including risk and protective factors – and culture. The case study examines all areas of family life possible. Conclusions, assessments, and recommendations for advocacy and interventions, if needed, are included. Bronfenbrenner's Ecological Systems Theory is incorporated into the study focusing on the microsystem, mesosystem, exosystem, and the macrosystem affecting the family and child's life. The case study is a comprehensive study of one family. Classroom observations included: Anecdotal records, informal observations, physical descriptions, assessments, interests, and interviews of the family. Confidentiality, professional conduct, and respect for the subjects are to be maintained at all times. Obtain "informed voluntary consent" of the family. In-depth information on the child's family and community life and school behaviors add to the comprehensiveness of the case study. The case study is an accumulation and interpretation of information from many different sources. Reflect critically on your observations of the family, weaving in the many areas of family development discussed in class. The report may be written as a personal reflection of your understanding of the family based upon your observations, records, and descriptions of the family. Please make sure that you address the family in context, the cultural context, child rearing practices and patterns, family form and structure, family strengths and stresses, family support, and home–school involvement and partnerships. Write an advocacy letter based upon your findings and recommendations for the family to a school, community group, state agency, advocacy group, or professional agency. Approximate time is 8 - 10 hours.

ECED 661: Directing Early Care and Education Programs Observations and analysis of 2 programs.

Observations: Observe two early care and education programs. Prepare a report that includes a summary of the observation and interview, and analyzes the program quality based on the criteria of 'quality' presented in class. Approximate time is 2 - 3 hours.
ECED 662: Seminar in Early Childhood Education Research (3) Research Study and Case Study Observations.

Small-scale Research Study Project: Conduct a small-scale research project including an abstract, a research question, literature review, methodology, results/findings, bibliography, and implications with a poster presentation. Research study requires field work. Time in the field depends upon specifics of the research study. It could vary from approximately 2 hours to 10 hours or more.

Case Study: Write an in-depth case study of a young child, which addresses development in all domains, family life – including risk and protective factors – and culture. Conclusions and recommendations for intervention are to be included. Approximate time varies from 8 -10 hours.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

The criteria for admission, retention, and exit from the program, includes required GPA's and minimum grade requirements is taken from Rhode Island College Feinstein School of Education and Human Development Advanced Program Admission Factors, Academic Policies and Requirements in the College catalog and Graduate Studies Manual. The criteria are listed below:

Rhode Island College
Feinstein School of Education and Human Development
ADVANCED PROGRAM ADMISSION FACTORS*

The Grade Point Average - Threshold is a Minimum cumulative undergraduate GPA of 3.0 on a 4-point scale.
Supplementary - Last two years of study, ast year of study, GPA within academic major, GPA within graduate courses recently completed

Standardized Test Score -Threshold is at least one measure. The MAT score minimally within the Average range or the GRE score minimally within the Average range.

Supplementary - Point in time scores, Highest scores attained over time, or other standardized test scores as determined by major adviser or program admission committee (e.g., PRAXIS II, TOEFL)

Professional Goals Essay - Threshold is evaluated on a common scoring rubric by program faculty and rated as Acceptable or Exemplary.

Supplementary - Discussion of essay during a follow-up interview, submission of revised essay, submission of alternative essay; topic determined by adviser or program admission committee.

Candidate Reference Form - Threshold is submission of Likert-type rating scale completed by two references.

Supplementary - Discussion of references ratings within a follow-up interview, follow-up phone calls of reference authors, request for letters of recommendation by program faculty

Performance-based Evaluation - Threshold is submission of recent teacher or performance evaluations.

Supplementary - Evaluation of a specific work-related activity, letter of recommendation from supervisor or principal addressing your professional skills, telephone consultation with supervisor or principal with candidate's permission by program faculty, teacher certification in elementary education, early childhood or an appropriate field.

*Relative weight of each factor in decision-making determined by each program (http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/graduate_toolbox.php).

Academic Policies and Requirements include the following:

Retention Requirements:

1. Graduate candidates are assigned a graduate advisor and in order to complete the admission process, candidates must confer immediately with their advisor to develop a plan of study which must be

approved by the advisor and filed with the graduate academic dean.

2. To qualify for continuation in degree-candidate status in order to graduate, a minimum grade point average (GPA) of 3.00 in all graduate course work is required.

3. Grades below a B are not considered of graduate quality and are of limited application to degree work.

4. Students who receive a C in courses in the plan of study must consult with their advisors. Two C grades are sufficient cause for consideration of dismissal. Grades below C- are unacceptable.

5. Students are responsible for meeting all departmental requirements for the thesis or comprehensive exam.

6. A program of study must be completed within six years from the time of registration following acceptance to degree candidacy (http://www.ric.edu/recordsOffice/pdf/2009-2011Catalog.pdf, Graduate Academic Policies and Requirements, pp.100-101).

EXIT REQUIREMENTS FOR DEGREE

1. Completion of all program requirements contained in the approved plan of study, including any approved changes, is mandatory. (http://www.ric.edu/academics/pdf/GraduateStudiesManual.pdf)

4. Description of the relationship [2] of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

The values of the Program are derived from the FSEHD Conceptual Framework. The Conceptual Framework's values include: Reflective Practice (the Plan-Act-Reflect model), Knowledge, Pedagogy, Diversity, and Professionalism. It focuses on Knowledge through general education, human learning and development, contexts of schooling, area of specialization; on Pedagogy through theory and practice of teaching and learning, instructional uses of technology, assessment as an aid to practice, on Diversity through cultural diversity and multicultural education, special needs and inclusion; on Professionalism through professional ethics, collaboration and advocacy, and professional development. These values are aligned throughout the program in the coursework, assessments, and experiences.

The Program embraces these values. It adds an early childhood teacher education perspective embedded in the NAEYC Core Standards Advanced Professional Preparation and Tools. They align with the program's and unit's conceptual frameworks. The Program's Conceptual Framework emphasizes an understanding and commitment to the importance of the early years from Birth to age 8. Children's optimal development and learning is strongly advocated for, as well as, the role of research as critical to a strong knowledge of theory and practice. Cultural competence is intrinsic to the program. Each learner is considered and respected as a unique individual who is a member of a group from a unique family configuration that is embedded in a unique social/cultural context. The program embraces professional dispositions, values, and professional ethics that encompass reflective practitioners who value lifelong learning, technological competency, collaboration, professionalism, and excellence through equity, diversity, and social advocacy. An understanding of the role of research in education is critical to a strong knowledge of theory and practice. The integration of technology enhances candidate learning.

Within the program, teaching and learning include the preparation of meaningful curriculum that connects with children and families, uses developmentally effective approaches, understands content

knowledge in early education and promotes comprehensive developmental and learning outcomes for all children through reflective practice, pedagogy, knowledge, diversity, assessment, and professionalism. Families are valued as partners in the educational process. Collaborative community, school, and family relationships and interrelationships are highly valued and viewed as integral parts of the learning process. Ethical guidelines and professional standards provide a framework for practice. Advocacy for young children and their families, early care and education programs, educational policies and practices is a valued goal for all early childhood education professionals and leaders within the program.

The early childhood education program is committed to preparing early childhood professionals and leaders who value knowledge, research, and learning with ethical principles and professionalism. A respect for diversity and collaboration with others are nurtured and supported. Democracy, social justice, and equity for all are valued. The program promotes excellence for all learners, students, and families with full access to learning and knowledge within a context of cultural and linguistic diversity, anti-bias education, and cultural competence. Constructivist pedagogy, reflective practice, and professionalism are highly valued. For early childhood education professionals and leaders, a deep understanding of how children grow, develop, and learn includes knowledge of learning as a developmental process within a constructivist framework of hands-on learning and respect for the diversity of every child's culture, learning styles, and language.

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system[3]. (Response limited to 4,000 characters)

Major curriculum revisions were made to the courses and assessments to more fully address the Advanced Core Standards, the Sub-Standards, and the Tools between the 2003 -2005 catalog and the 2007 - 2009 catalog. A vision and Conceptual Framework for the Early Childhood Program that closely aligned with the Core Standards, Tools, and the Unit's Conceptual Framework were developed and articulated by the Early Childhood Program. There is close alignment between the Core Standards and Tools, the Unit's Conceptual Framework and Assessment System with the Program's Conceptual Framework and Assessment System. Common values and goals in the Conceptual Frameworks align to provide program assessments that fully align with the Unit's Assessment System.

The Unit Assessment System aligns with the Unit Conceptual Framework. The Conceptual Framework provides consistency and structure for all program assessments. The Unit Assessment System includes three transition points for candidates in advanced program: Admission into the program, Formative (the midpoint assessment); and Summative (the exit assessment). Data are used to evaluate candidate, program, and unit performance. The M.Ed. in Early Childhood Education includes both unit-wide and program assessments.

Admission into the program relates to qualifications for the M.Ed. and graduate study. These include minimum cumulative undergraduate degree and GPA of 3.0 on a 4-point scale; standardized test score on either the MAT (406 avg) or GRE (400Q, 402Vavg) within the Average range, Professional Goals Essay evaluated on a common scoring rubric, candidate reference forms, performance-based evaluation, and teacher certification in elementary education, early childhood or an appropriate field. The relative weight of each factor in decision making is determined by the program.

At the second transition point, the formative assessment, candidates are evaluated with a work sample performance, a self evaluation, and a faculty evaluation based on NCATE Standards which align with the Conceptual Frameworks and NAEYC Standards.

The Summative Exit Assessments include a faculty and self-evaluation and had been a Capstone performance assessment. The FSEHD Advanced Programs Assessment System is being revised with modifications proposed on 3/30/10. The Capstone performance assessment would be replaced with a Professional Intervention Project(PIP). The modification is attached.

Program and Unit assessments are aligned during the transition points, in initial, formative, and summative assessments. The program assessments are used to evaluate candidate performance, the program in meeting the Standards, and alignment with the Unit.

The M.Ed. in Early Childhood Education includes unit-wide and program assessments. Program assessments include initial, formative, and summative assessments. In addition to the Unit Assessmensts that are completed, there are Program Assessments in each course. There are multiple assessments in each course. Initial assessments found in ECED 502, Curriculum, Developmental Play and Programs include assessments of a Creative Curriculum and Curriculum Based Activities. Initial assessments are also in ECED 503, Infants and Toddlers in Early Care and Education Programs include a Meaningful Curriculum for Infants and Toddlers and a Review of Research. Formative assessments are in ECED 505, Early Childhood Education and Development Issues, a Research Paper and in ECED 512, Working with Families: Building Home-School Partnerships a Family Case Study and Advocacy Letter. A Summative assessment in ECED 662, Seminar in Early Childhood Research, is a Research Study and Poster Presentation. These assessments integrate the values of the Unit's and Program's Conceptual Frameworks and the Core Standards and Tools. They are related to the faculty member's evaluation of the candidate, work samples, Capstone or PIP, and candidate self-evaluation.

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(3) This response should clarify how the key accessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. 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.

Section 1 Context 1	Section 1 Context 4
Section 1 Context 5	

See **Attachments** panel below.

7. 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.)

Section 7 M.Ed. in Early Childhood Education Program of Study

See **Attachments** panel below.

8. 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:
Candidate Information
Master of Education in Early Childhood Education
Rhode Island College

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2006-2007	7	1
2007-2008	7	3
2008-2009	7	1

Program:
Candidate Information
Master of Education in Early Childhood Education
Rhode Island College

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2009-2010	8	

(4) NCATE 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.

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

Faculty Member Name	Mary Ellen McGuire-Schwartz
Highest Degree, Field, & University[5]	Ed.D. in Child and Family Studies, University of Massachusetts, Amherst
Assignment: Indicate the role of the faculty member[6]	Faculty, M.Ed Coordinator
Faculty Rank[7]	Associate Professor
Tenure Track	☑ YES
	McGuire-Schwartz, M.E. (2007). Relationships between family and social support and mother-child bonds: Multicultural perspectives in Ireland and the United States. Journal of Children and Poverty, 13(2):133-156. McGuire-Schwartz, M.E.

Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	& Arndt, J.S. (2007). Transforming Universal Design for Learning in early childhood teacher education from college classroom to early childhood classroom. Journal of Early Childhood Teacher Education, 28:127-139. McGuire-Schwartz, M.E. & Arndt, J. (April 2007). Utilizing Universal Design for Learning to Transform Teacher Candidates' Practice in the Classroom. Paper presented at the American Education Research Association Conference, Chicago, IL. (http://www.aera.net) Co-chair Reggio Emilia Insititue at RIC 2009 Academic Technology Advisory Committee member, presenter at ATAC mini-conference Chair (2008-2009), Awards Committee, ACEI, Early Childhood Committe, Technology Committee
Teaching or other professional experience in P-12 schools[11]	Clinical Practica Supervisor: ECED 301 Prek - Grade 3 Clinical Practica Supervisor: ECED 419 - Infants and toddlers Clinical Practica Supervisor for Student Teaching: Kindergarten - Grade 5 New York Permanent Teaching Certificate Nursery, Kindergarten & Grades 1-6

Faculty Member Name	Elizabeth Rowell
Highest Degree, Field, & University[5]	Ph.D., Reading, University of Connecticut
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Professor
Tenure Track	ꙮ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	3 faculty research grants-one each year. Co Chair of College wide Dialogue on Diversity Committee and Diversity Week for 3 years (ending 2007) Publications: Missing! Picture Books Reflecting LGBT (Gay and Lesbian) Families: Make the Curriculum Inclusive for All Children" Young Children May and Beyond the Journal on Line http://www.journal.naeyc.org 2007. Promoting Dialogue on the Transgender Experience through Films and Literature. Human Architecture (Winter 2009). 16 presentations given during this time period related to my research studies involving children's literature and/or antibias issues
Teaching or other professional experience in P-12 schools[11]	Clinical supervision each semester for field component of Early Childhood Literacy/language arts course in a rural and suburban school. Certification in ELED, ECED, and Reading

Faculty Member Name	Leslie Sevey
Highest Degree, Field, & University[5]	M.Ed Individualized, ECE Administration, Rhode Island College Currently working on dissertaion for PhD in Education at Rhode Island College and the University of Rhode Island, ABD
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Assistant Professor
Tenure Track	ꙮ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Early Childhood Undergraduate Coordinator & Data Collector 08/09 & 09/10 Faculty Advisor for the student club - Future Elementary & Early Childhood Teachers (FEET) Member of the RI Association for the Education of Young Children Accreditation Committee Serve on the Rhode Island Early Learning Standards Steering Committee Served on the RIC Committee on Academic Policies and Procedures 08-09 Served on the FSEHD ELED Department retreat planning committee 09 Member of the 09/10 M.Ed. in Early Childhood committee member Undergraduate Retention -Chair 08/09 & 09/10 Member of Undergraduate Retention Committee 07/08 Co-Chaired the Reggio Emilia

	Institute at RIC 09
Teaching or other professional experience in P-12 schools[11]	Clinical supervision for both courses ECED 420 & 429 Supervise student teachers in public school settings Clinical supervision for both courses ECED 420 & 429 Pk-2 liscensed in RI

Faculty Member Name	Sheila Grant Orphanides
Highest Degree, Field, & University[5]	M.S., Early Intervention/Birth – Three, Wheelock College
Assignment: Indicate the role of the faculty member[6]	Adjunct Faculty
Faculty Rank[7]	Instructor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	President, Board of Trustees, Calvary Nursery School, Child Care program assessor- using ITERS, FCCERS for pilot study for local QRS, reporting to FPG at UNC- Chapel Hill
Teaching or other professional experience in P-12 schools[11]	Child Assessor, Early Intervention Program, Child Care Consultant and Trainer (PreK), Supervisor PreK, Program Assessment Specialist, PreK

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(6) e.g., faculty, clinical supervisor, department chair, administrator
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(8) Scholarship is defined by NCATE 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.
(9) 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.
(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(11) 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 (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
	Admissions Rubric	Admissions Rubric Standards 4 & 5	Admission Process Assessment

Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Content knowledge in early childhood education (required)	Professional Goals Essay & Teaching Certification	Professional Goals Essay Rubric Teaching Certification Standards 1, 4, & 5	Admission Process Assessment Professional Goals Rubric Admissions Documentation
Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)	Creative Curriculum Model with Learning Activities	Creative Curriculum Model Rubric Standards 1a, c, 4a, b, c, d Tools 1, 3, 4, 5, 6, 7, 8	ECED 502 Curriculum, Developmental Play, and Programs Initial Program Course Assessment
Assessment #4: Student teaching or internship (required)	Family Case Study and Advocacy Letter	Family Case Study and Advocacy Letter Rubric Standards 1a, b, 2a, b, c, 3a, b, c, d, 4a, 5a, b, c, d, e Tools 1, 2, 3, 4, 5, 6, 7, 8, 9	ECED 512 Formative Program Course Assessment
Assessment #5: Candidate effect on student leaning (required)	Curriculum Based Activities and Evaluation Rubric	Curriculum Based Activities and Evaluation Rubric Standard 1a,b,c 3,a,b,c 4a, b, c, d Tools 2, 3, 7, 9	ECED 502 Initial Program Course Assessment
Assessment #6: Additional assessment that addresses NAEYC standards (required)	a. Review of Research and Bibliography b. Meaningful Curriculum for Infants and Toddlers	Review of Research Rubric Standards1a,b,4c, 5a,bc,d Tools 3, 4, 5, 6 Curriculum Grading Guide Standards1a, b, c, 2a,b,c,4a,b,c,d,5b,c,d Tools 1, 2, 3, 4, 5, 6	ECED 503 ECED 503 Initial Program Course Assessment
Assessment #7: Additional assessment that addresses NAEYC standards (optional)	Research Paper and Presentation	Research Paper and Presentation Rubric Standards 1a, 4c, 5b, c, d Tools 2, 3, 4, 5, 6	ECED 505 Formative Program Course Assessment
	Research Study and Poster Presentation		ECED 662 Summative Program Course Assessment

Assessment #8: Additional assessment that addresses NAEYC standards (optional)		Research Study and Poster Presentation Rubric Standards 1b,3a,b,c,d,5a,b, c, d, e Tools 1, 2, 3, 4, 5, 6, 7, 8, 9	

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) 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 standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC standards.

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

	#1	#2	#3	#4	#5	#6	#7	#8
1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.	b	b	b	b	b	b	b	b
2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.	e	e	e	b	e	b	e	e
3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.	e	e	e	b	b	e	e	b
4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	b	b	b	b	b	b	b	e
5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making	b	b	e	b	e	b	b	b

informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments 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 and scoring guides 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 NCATE's unit 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 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 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 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 avail

1. State licensure tests or professional examinations of content knowledge. NAEYC standards addressed in this entry could include all of the standards. 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 (items 1-5) as outlined in the directions for Section IV

Assessment 1

See **Attachments** panel below.

2. **Assessment of content knowledge[15] in early childhood education. NAEYC standards addressed in this entry could include but are not limited to 1, 2, and 4. Examples of assessments include comprehensive examinations, GPAs or grades[16], and portfolio tasks[17]. (Answer Required)**

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

Assessment 2

See **Attachments** panel below.

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(15) 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.
(16) 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.
(17) 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 (items 1-5) as outlined in the directions for Section IV

Assessment 3

See **Attachments** panel below.

4. **Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NAEYC standards that could be addressed in this assessment include all of the standards. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)**

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

Assessment 4

See **Attachments** panel below.

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

Assessment 5

See **Attachments** panel below.

6. Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards 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 (items 1-5) as outlined in the directions for Section IV

Assessment 6a	Assessment 6b

See **Attachments** panel below.

7. Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards 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.

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

Assessment 7

See **Attachments** panel below.

8. Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards 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.

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

Assessment 8

 See **Attachments** panel below.

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)

Assessment results are used to improve candidate and program performance. Every semester, the assessments are informally reviewed prior to the beginning of the semester and at the end of the semester for relevance to meeting the Core Standards and Tools, revisions in syllabus, changes in the program, changes and revisions in the Unit's Conceptual Framework, and updates in meeting the Standards Report. Questions from candidates about the assessments can influence revisions that might require changes for clarity, details and understanding. The assessment results of the candidates from 2006-2009 indicate acceptable and exemplary work. The candidates' results and feedback on the assessments have driven improvements in the assessments. Candidate and program performance is assessed every semester through an analysis of results, coursework, assignments, requirements, and course projects to meet the Standards within the program. Adjustments and revisions to the assessments are made as required to fine tune and improve candidate and program performance. The results of the data indicate success in meeting the Core Standards and Tools.

Between 2003 and 2006, major changes were made to the M.Ed. in Early Childhood curriculum, coursework and assessments to improve candidate and program performance and to better meet the Core Standards and Tools. The previous curriculum and coursework did not fully meet the Core Standards and Tools. It was necessary to develop new courses and assessments. Early Childhood faculty developed new courses that focused on the Advanced Core Standards and Tools. New courses that are closely aligned with the Advanced Core Standards and Tools were developed. Major curriculum changes were made in the coursework and assessments from the 2003 - 2005 catalog to the 2007 - 2009 catalog to more fully address the Core Standards and Tools. These changes were approved by the College's Curriculum Committee in Spring 2006. The 2006 - 2007 semester was a transition period in the program

from the old curriculum to the new curriculum. Data in that year was limited to two courses, ECED 502 in the Fall 2006 and ECED 505 in Spring 2007.

The curriculum changes included content and subject areas to meet the Core Standards including content knowledge, pedagogical knowledge, skills, and dispositions, and focus on student learning. New core courses in the program included ECED 502 Curriculum, Developmental Play and Programs; ECED 505, Early Childhood Education and Development Issues; ECED 512, Working with Families: Building Home-School Partnerships. These courses were accepted by the Curriculum Committee and adopted in the 2007 - 2009 catalog. These courses and their assessments were intentionally developed to better meet the Advanced Core Standards and Tools. The Core Standards and Tools were holistically integrated throughout the curriculum. Multiple assessments were developed for many of the courses. Rubrics and scoring guides were developed to guide the candidates and align with the NAEYC Standards and Tools and the Program and Unit Conceptual Framework. Records are kept of all of the assessments. Revisions are made as needed to the assessments to better meet the Core Standards, to improve candidate and program performance, and to align more closely with them and the Unit's Conceptual Framework. They are a work in progress. Results from the last three years indicate success in meeting the Core Standards and Tools. Minor revisions have been made, but the substance of the assessments are the same. The addition in the Curriculum Based Activities to include the candidates assessing the impact of their learning activities on student learning was made to better meet the Core Standards and document the candidates' effects on student learning.

New courses and assessments more closely align with the Core Standards and Tools. Examples include: Standard 1, Promoting Child Development and Learning, ECED 505, Early Childhood Education and Development Issues (content knowledge); Standard 2, Building Family and Community Relationships, ECED 512, Working with Families: Building Home-School Partnerships (professional and pedagogical knowledge, skill, and dispositions); Standard 3, Observing, Documenting, and Assessing to Support Young Children and their Families was more fully integrated into all of the coursework with a Family Case Study in ECED 512 and a case study of a child in ECED 505 (content knowledge, student learning, and professional and pedagogical knowledge, skill, and dispositions); Standard 4, Teaching and Learning is now more fully addressed in coursework and assessments in ECED 503, Infants and Toddlers in Early Care and Education Programs through the assessment of a Meaningful Curriculum for Infants and Toddlers and in ECED 502, Curriculum, Developmental Play and Programs through the assessments of a Creative Curriculum and Curriculum Based Activities (student learning; professional and pedagogical knowledge, skill, and dispositions; and content knowledge); Standard 5, Growing as a Professional is now more fully addressed in assessments in ECED 502, 503, 505, 512, and 662 through the further integration of research, ethics, advocacy, reflection, and collaborative learning (professional and pedagogical knowledge, skill, and dispositions).

The College sent faculty to a training for NAEYC/NCATE Program Report preparation in the Spring of 2006 in San Antonio, Texas. As a result of this training, major revisions were made to the assessments to more fully address the Advanced Core Standards, the Sub-Standards, and the Tools. A vision and Conceptual Framework for the Early Childhood Program that aligned with the Core Standards, Tools, and the Unit's Conceptual Framework were developed and articulated by the Early Childhood Program. Alignment was more fully addressed between the Core Standards and Tools, the Unit's Conceptual Framework, and the course outcomes.

Through the use of the principles of Universal Design for Learning (UDL), candidates' learning styles are more fully addressed in the coursework and assessments through the principles of providing multiple, flexible methods of (1) presentation, (2) engagement and apprenticeship, and (3) expression. The use of these principles embedded in the coursework and assessments support and enable the candidates' success in the data. Through the use of the UDL framework, curricula, methods, and

materials are flexible, varied, and diverse. The UDL principles and framework provide supports for diverse learners and helps to better meet the needs of the candidates in the M.Ed. Early Childhood Program and provide learning models.

The M.Ed. Early Childhood Education is a small program, with 7 - 10 candidates between 2006 - 2009. Candidates in an Individualized Early Childhood Special Education M.Ed. Program take courses in the Early Childhood Program. There are currently two students working in both programs. There is collaboration between the Early Childhood and Special Education Programs. In addition to matriculated candidates, teachers take the courses for professional development and to meet early childhood certification requirements.

When the Rhode Island Department of Education guidelines and requirements for professional development for teachers in public schools changed to an I-Plan, enrollment in the M.Ed. program was reduced. Master's degrees were no longer required. Non-matriculated students take the courses in the M.Ed. program as part of their I-Plan's and to add an early childhood teacher certification endorsement. They are not required to complete a higher degree. The data with the results of the assessments are only provided for the matriculated students. Non-matriculated students also complete the assessments, although their results are not reflected in the data presented. It is, however, still examined and analyzed to improve candidate and program performance. Sometimes non-matriculated students decide to become matriculated. In these cases, I have and use their records and data.

Most core courses are only offered once a year with the exception of ECED 503 which is offered in the Fall and Summer semesters. On occasion, a course such as ECED 662 is offered for a candidate who needs it for graduation, sometimes during a different semester than it is regularly scheduled.

Content knowledge is the main focus in the following assessments:

Assessment 1 in the Admissions Process with 70% exemplary and 30% acceptable ratings.
Assessment 2 in the Admissions process with 86% Exemplary ECE certification and 14% Acceptable Ratings with Elementary Education Certificates and 40% Exemplary and 60% Acceptable ratings with the professional Goals Rubric.
Assessment 3 in ECED 502 with 100% Exemplary in the Creative Curriculum Assessment.
Assessment 6a in ECED 503 with 75% Exemplary and 25% Acceptable with the Review of Research.
Assessment 7 in ECED 505 with 83% Exemplary and 17% Acceptable in the Research Paper (6).

Professional, Pedagogical Knowledge, Skill, and Dispositions are the main focus of the following assessments:

Assessment 4 in ECED 512 with 50% Exemplary and 50% Acceptable in the Family Case Study & Advocacy Letter (4).
Assessment 5 in ECED 505 with 100% Exemplary in Curriculum Based Activities (9).
Assessment 8 in ECED 662 with 80% Exemplary and 20% Acceptable in the Research Study and Poster (5).

Student Learning is the main focus in the following assessments:

Assessment 3 in ECED 502 with 100% Exemplary in the Creative Curriculum Assessment (8).
Assessment 5 in ECED 502 with 100% Exemplary in the Curriculum Based Activities (9).
Assessment 6B with 75% Exemplary and 25% Acceptable in the Meaningful Curriculum for Infants and Toddlers (8).

Based on the evidence, the candidates meet the Core Standards in the Program with exemplary and acceptable ratings on the assessments. The areas of Content Knowledge, Professional and Pedagogical Knowledge, Skill, and Dispositions, and Student Learning are evenly distributed among the assessments. The majority of the Content Knowledge and Student Learning Assessments take place in initial courses. The majority of the Professional, Pedagogical Knowledge, Skill, and Dispositions Assessments take place in the formative period.

Although there are no specific areas of specialization in the program, candidates have options to focus some of their research, assignments, and coursework in the areas that they are interested in. For example, some candidates have a special interest in infants and toddlers, while others may have a special interest in kindergarten. Throughout the curriculum there are opportunities to focus on their specific areas of interest, such as in a case study, a research paper, and a research study. Candidates are encouraged to pursue their individual interests. This provides candidates the opprtunity to self-initiate areas of specialization. Specific areas of interest for individual candidates include infant and toddler care and development, the Reggio Emilia Approach and Reggio Inspired Programs, and administering early care and education programs. There are core courses in these areas, but also opportunities to further explore these areas throughout the program. Last fall, the Early Childhood Program responded to the interests of candidates and community members for further study in the Reggio Emilia Approach and Reggio Inspired Programs with a three day Reggio Emilia Institute that offered graduate credit.

In conclusion, the M.Ed. in Early Childhood Education is a small but vibrant program that is committed to further improvement through the Assessments and Advanced Core Standards and Tools. As indicated, assessment data results, and other factors are used to improve the program.

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

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

Please click "Next"

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