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

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

09 / 15 / 2010

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

Department of Elementary Education - Early Childhood Education

7. NCATE Category

Early Childhood Education-First Teaching License

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

Prek to Grade 2

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

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

Early Childhood Pre-k to Grade 2

14. Program report status:

- ◯ Initial Review
- ◯ Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- ◯ Response to National Recognition With Conditions

15. 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 B.A.in Early Childhood Education Program at Rhode Island College is located in the Feinstein School of Education and Human Development (FSEHD). Rhode Island College is a public institution, one of three in Rhode Island: The University of Rhode Island, Community College of Rhode Island and Rhode Island College. Rhode Island College was established in 1854 as the Rhode Island State Normal School with the goal of providing teacher preparation. Later it became a full-fledged teachers' college, The Rhode Island College of Education. In 1958, the college was renamed Rhode Island College to reflect its new purpose as a comprehensive institution of higher education. With an enrollment predominantly from Rhode Island and nearby Massachusetts and Connecticut, the college has served as a "College of Opportunity" for first-generation college students and now serves approximately 9,000 students. Academic offerings are provided in five schools: the FSEHD, the Faculty of Arts and Sciences, the School of Management, the School of Nursing, and the School of Social Work. Rhode Island College is accredited by the New England Association of Schools and Colleges (NEASC) and the FSEHD by NCATE.

The B.A. in Early Childhood Education is an initial licensure program that is designed to prepare teachers to work in the early care and education field. With an emphasis on the unique needs of children from birth through grade 2, the program explores areas of study including child growth and development, infants and toddlers, as well as curriculum development in mathematics, science, social studies, and literacy. The mission statement of the Early Childhood Undergraduate Program considers teaching and learning to include the preparation of meaningful curriculum that connects with children and families, the use of developmentally effective approaches, the understanding of content knowledge in early education and the promotion of comprehensive developmental and learning outcomes for all children through reflective practice, pedagogy, knowledge, diversity, assessment, and professionalism. The Rhode Island College early childhood teacher preparation program operates with the approval of the Rhode Island Department of Education (RIDE).

In 2007 RIDE adopted the RI Professional Teaching Standards(RIPTS). The RIPTS were designed as a way to articulate and guide what excellent teachers do to promote learning for their students and for themselves and are incorporated into Rhode Island College's FSEHD Conceptual Framework. The FSEHD Conceptual Framework includes four themes including: knowledge, pedagogy, diversity, and professionalism. Knowledge is addressed through general education, human learning and development, contexts of schooling, and areas of specialization. Pedagogy as part of the Conceptual Framework is addressed through theory and practice of teaching and learning, instructional uses of technology, and assessment as an aid to practice. Diversity is addressed through cultural diversity and multicultural education, and special needs and inclusion. Finally, professionalism is addressed through professional ethics, collaboration and advocacy, and professional development. The Conceptual Framework and the RIPTS influence the development of coursework, rubrics, assessments, and the application of the NAEYC Initial Licensure Standards in the FSEHD Early Childhood Undergraduate Program.

In addition to RIDE, The Rhode Department of Children Youth and Families (DCYF) along with the Rhode Island Department of Health and Human Services oversee and implement several policies, initiatives, and programs in the state of Rhode Island. These policies, initiatives, and programs include: the RI Early Learning Standards (RIELS); Bright Stars, the Rhode Island Quality Rating System; RIDE Standards for Approval of Preschool and Kindergarten Programs; and DCYFY Child Day Care Center

Regulations for Licensure.

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)

Field and Clinical Experiences
Observation and practicum experiences are in integral component of the Early Childhood Undergraduate Program which provides opportunities to extend learning beyond the college classroom. Each course includes either an observation or practicum experience which is designed to support the content of the course and compliment the teaching theory presented. The practicum experience is under the supervision of a certified teacher to assist the teacher candidate with developing the competencies identified in the specific college course. Practicum teachers have a minimum of three years teaching experience although most have far more than the minimum years in the field.
The six core courses in the early childhood undergraduate program include:
-ECED 301 Developmental Approaches to Teaching and Learning: Teacher candidates participate in 4 - 1 hour observations and 8 – 1 hour practicum teaching experiences in pk-2 settings.
-ECED 419 Day Care for Children from Birth to Three: Teacher candidates participate in 10 hours of practicum teaching in an infant or toddler setting. Candidates prepare and implement learning experiences for infants and toddlers using their knowledge of infant and toddler development.
-ECED 420 Mathematics, Prekindergarten through Second Grade: Teacher candidates participate in 16 hours of practicum teaching in kindergarten and second grade settings. Candidates plan and implement mathematics lessons utilizing appropriate teaching and learning strategies, content, and materials for teaching young children.
-ECED 423 Developmental Literacy and the Language Arts I: Teacher candidates participate in 25 hours of practicum teaching in kindergarten and first grade settings. Candidates plan and implement experiences that promote literacy and language skills utilizing methods, materials, and strategies appropriate for young children.
-ECED 425 Developmental Literacy and Language Arts II: Teacher candidates participate in 25 hours of practicum teaching in infant through second grade two settings. Candidates plan and manage literacy programs for young children.
-ECED 429 Social Studies ad Science: Teacher candidates participate in 24 hours of practicum teaching in preschool and first grade settings. Candidates plan and implement science and social studies experiences for young children that utilize appropriate methods, content, and materials.

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

Guide to Undergraduate Program in Early Childhood Education

See **Attachments** panel below.

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

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: Early Childhood Undergraduate Program		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]
Fall 2007	14	5
2008	32	21
2009	37	17

(2) 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.

6. 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	Lapke, Shalyn
Highest Degree, Field, & University[3]	Doctor of Philosophy in Instructional Leadership, Virginia Commonweath University
Assignment: Indicate the role of the faculty member[4]	Faculty ECED ELED 424: Teaching Developmental Reading II ELED 508: Teaching Language Arts in the Elementary School
Faculty Rank[5]	Adjunct
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]	2009-Present Adjunct Instructor at Rhode Island College 2007-2009 - Adjunct Instructor Florida Insitute of Technology 2003-2007 - University Supervisor; Research Assistant; Adjunct Instructor 1999-2002 - Language Arts and Mathematics Teacher, 6th grade

Faculty Member Name	McGuire-Schwartz, Mary Ellen
Highest Degree, Field, & University[3]	Ed.D. in Child and Family Studies, University of Massachusetts, Amherst
Assignment: Indicate the role of the faculty member[4]	Faculty, M.Ed Coordinator
Faculty Rank[5]	Associate Professor
Tenure Track	ᵇ YES

Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	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. & 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 Insititute 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[9]	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	Rowell, Elizabeth
Highest Degree, Field, & University[3]	Ph.D., Reading, University of Connecticut
Assignment: Indicate the role of the faculty member[4]	Faculty - Department of Elementary Education
Faculty Rank[5]	Professor
Tenure Track	ᑕ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	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[9]	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	Sevey, Leslie
Highest Degree, Field, & University[3]	M.Ed Individualized, ECE Administration, Rhode Island College Currently working on PhD dissertation
Assignment: Indicate the role of the faculty member[4]	Faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	ᑕ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3	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

years[8]	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[9]	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 licensed in RI

Faculty Member Name	West, Nancy
Highest Degree, Field, & University[3]	MEd Administration/Curriculum Goddard College
Assignment: Indicate the role of the faculty member[4]	Adjunct Instructor ELED/ECED
Faculty Rank[5]	Instructor
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]	Adjunct Instructor University of Rhode Island Adjunct Instructor Johnson & Wales Adjunct Instructor Community College of Rhode Island Adjunct Instructor Bristol Community College 1998-2000 Director/General Assistant Child Care Connection 1995-1998 Owner/Director Nana's Place 1990-1995 Director/Site Coordinator New Visions for Newport County 1979-1990 Director/Founder Westwind Preschool and Child Care Center 1978-1990 Director/Founder Westwind Academy

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

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

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

(6) Scholarship is defined by 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.

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

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

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

SECTION II - LIST OF ASSESSMENTS

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

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

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II: 0022	Praxis II: Licensure Exam (Early Childhood Content Knowledge) (NAEYC Std 4c)	Phase One: During ECED 301
Assessment #2: Content knowledge in early childhood education (required)	Praxis II: 0021	Praxis II: (Education of Young Children Exam) (NAEYC Std 4a, b, c, d)	Prior to Student Teaching
Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)	ECED 301: Faculty Feedback Lesson Plan/Rubric (Artifact)	Faculty Feedback on Impl. Lesson (NAEYC Std 1 & 4)	Phase I: ECED 301
Assessment #4: Student teaching or internship (required)	Teacher Candidate Work Sample (TCWS)	Teacher Candidate Work Sample (NAEYC Std 1, 2, 3, 4, 5)	Upon Completion of Student Teaching
Assessment #5: Candidate effect on student leaning (required)	ECED 425 Assessment Paper	Assessment Paper (NAEYC Std 3)	Phase II: ECED 425
Assessment #6: Additional assessment that addresses NAEYC standards (required)	ECED 420: Family Book Bag	Family Book Bag Project (NAEYC Std 2)	Phase II: ECED 420
Assessment #7: Additional assessment that addresses NAEYC standards (optional)	ECED 419: Advocacy Letter Rubric	Advocacy Letter (NAEYC Std 5)	Phase II: ECED 419
Assessment #8: Additional assessment that addresses NAEYC standards (optional)	Preparing to Student Teach Portfolio Disposition Assessment	Disposition Evaluation (NAEYC Std 5)	Phase II: Preparing to Student Teach Portfolio

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) 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).

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.	⊜	⊜	ⓑ	ⓑ	⊜	⊜	⊜	⊜
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.	€	€	€	ⓑ	€	ⓑ	€	€
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.	⊜	⊜	⊜	ⓑ	ⓑ	⊜	⊜	⊜
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.	ⓑ	ⓑ	ⓑ	ⓑ	€	€	€	€
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 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. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides 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. Data tables should

also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score..

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

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

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

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

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

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

Licensure Exam Content Knowledge Praxis II: 0022	Praxis II Early Childhood Candidate Data

See **Attachments** panel below.

2. 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 4. 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

Content Knowledge in Early Childhood Praxis II: 0021	Praxis II Early Childhood Candidate Data

See **Attachments** panel below.

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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

ECED 301 Lesson Plan Rubric	ECED 301 Lesson Plan

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 as outlined in the directions for Section IV

TCWS Rubrics	TCWS Early Childhood Data
Student Teaching Exit Portfolio TCWS	

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 as outlined in the directions for Section IV

ECED 425 Assessment Paper Rubric	ECED 425 Assessment Paper

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 as outlined in the directions for Section IV

ECED 420 Family Book Bag Rubric	ECED 420 Family Book Bag

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 as outlined in the directions for Section IV

ECED 419 Advocacy Letter	ECED 419 Advocacy Rubric

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 as outlined in the directions for Section IV

Preparing to Teach Disposition Assessment	Dispositions Assessment Data
Disposition Rubric	

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)

The Early Childhood Undergraduate Program is part of the Feinstein School of Education and Human Development (FSEHD) which prepares professional educators. The FSEHD Conceptual Framework utilizes the PAR acronym to represent the theme carried out throughout the program in which theory and practices are implemented throughout the programs. PAR represents three phases: Planning, Acting, and Reflecting which are distinct but intertwined. In addition to the PAR model the Conceptual Framework is built around Four Themes: Knowledge, Pedagogy, Diversity, and Professionalism. The PAR model represents the way in which reflective practitioners ply their craft and the Four Themes define the requisite knowledge, skills and dispositions needed to be effective practitioners. Along with the interconnectedness of planning, acting, and reflecting in teaching, there is also constant interaction and overlap with the Four Themes in actual practice.

The BA in Early Childhood Education incorporates an assessment system that is designed to build and assess reflective practice (Planning, Acting, Reflecting) and the organizing themes of Knowledge, Pedagogy, Diversity, and Professionalism in accordance with the State of Rhode Island Professional Teacher Standards and the National Association for the Education of Young Children's Initial Licensure Standards. The assessment system is designed to fulfill three purposes: 1) to assess the development of reflective practice and Knowledge, Pedagogy, Diversity, and Pedagogy, 2) to monitor the attainment of

the knowledge and habits of mind as outlined in NAEYC's Initial Licensure Standards, and 3) to monitor the progress towards the Rhode Island Professional Teaching Standards. Although the assessments are aligned to all three systems, they emphasize the standards established by NAEYC. It is important to note that the Unit-Level Assessment System is undergoing significant revision that affects work in each of the programs in the FSEHD. These assessment changes have been newly implemented during student teaching (Teacher Candidate Work Sample, and a revised Observation and Progress Report) and practicum courses (mini-Teacher Candidate Work Sample, and Lesson Plan Observation and Progress Report). All of these unit-level assessments have been reviewed within the Early Childhood Undergraduate Program with stronger correlation between existing assessments being developed and implemented. For example the Teacher Candidate Work Sample (TCWS) fully replaced the Student Teaching Exit Portfolio beginning in the Spring of 2010. This assessment continues to meet NAEYC Standards 1, 2, 3, 4, 5, yet is designed to yield relevant unit data as well.

Analysis of Data to Improve Content Knowledge
Changes in the Early Childhood Undergraduate Program courses were made to better reflect the knowledge required to be effective early childhood practitioners. Beginning in the Fall of 2005 the courses in the Early Childhood Undergraduate Program were given a distinct heading and listing in the course catalog as Early Childhood Education (ECE) instead of the previous listing as Elementary Education (ELED). In addition, teacher candidates accepted into the Early Childhood Undergraduate Program are required to take ECED 301: Developmental Approaches to Teaching and Learning instead of the previously required course ELED 300: Concepts of Teaching which is taken by the elementary education candidates. The text for ECED 301 was carefully analyzed and changed to better support the teacher candidates in developing the necessary knowledge to take and pass the Praxis II: Early Childhood Content Knowledge Exam. In addition changes were made to the ECED 419: Day Care for Children From Birth to Three beginning with the title ECED 419: Early Care and Education for Children, Birth to Three, and the content of the course to better reflect the unique characteristics of the infant/toddler field. Lastly, the ELED 430: Language Arts and Mathematics course was redesigned as ECED 420: Mathematics, Prekindergarten through second grade. The language arts content was shifted to the newly redesigned ECED 423 and 425: Developmental Literacy and the Language Arts I and II courses. In addition to the courses themselves the sequence for courses was changed. Pre-requisites were required to for teacher candidates to take the coursework in a sequence that was designed to better support their developmental needs as they progress through the program. By adding a specific sequence to the order that the courses are taken, teacher candidates are supported in developing the knowledge and skills to be an effective early childhood practitioner beginning with promoting child development and learning, to developing an understanding of how to support children's understanding in specific content areas through teaching and assessment, to how to build relationships with families and communities, and finally to becoming a professional.
Specific artifacts have been designed for each course in the Early Childhood Undergraduate Program. Teacher candidates are expected to pass each artifact and include it a preparing to student portfolio to demonstrate the preparedness to take on the rigors of the student teaching experience. Analysis of the data revealed that some teacher candidates received passing grades in their courses while not passing the artifact. A decision was made by the Elementary Education Department to allow teacher candidates one revision of their artifact. Teacher candidates who do not pass the artifact are then referred to the Elementary Education Department Retention Committee. The Retention Committee after reviewing each case, and in some cases meets with the teacher candidate, makes recommendations to the Department Chair regarding whether the candidate should move forward in the program or take the course over. This data is also collected to provide course instructors with the opportunity to review the artifact and assessment to make necessary changes when needed. For example in the Spring of 2009, 13 artifacts out of 16 from ECED 420, which are designed to meet Standard 2, needed revision after the first submission. The rubric and artifact instructions were revised to make the assignment expectations clearer to the teacher candidates and to better meet NAEYC Standard 2. The Fall 2009 data demonstrates that only 3

artifacts needed a revision and in the Spring of 2010 only 2 artifacts needed revision. Analysis of the overall data indicated that a limited number of candidates required revisions on the artifacts and only 1 was reported as unacceptable over the course of three semesters: Spring 2009, Fall 2009, Spring 2010. In addition the Early Childhood Undergraduate Program Committee meets on a regular basis to review the artifacts and make changes to better meet the NAEYC standards. In the Fall of 2010 the committee will be looking at ways to collect disaggregated data about each artifact to determine specific areas of strength and needs for improvement. The committee will also be reviewing artifacts to align more closely with the NAEYC Standards to include the key elements.

Analysis of Data to Improve Professional and Pedagogical Knowledge, Skills, and Dispositions:
Due to the changes in the Unit-Level Assessment in the Spring of 2010 with the adoption of the Teacher Candidate Work Sample (TCWS), revised Observation and Progress Report, Mini-Teacher Candidate Work Sample and Lesson Plan Observation Progress Report a review is scheduled in the Fall of 2010 of the rubrics used by the Early Childhood Undergraduate Program to assess implemented lessons and teacher dispositions which meets NAEYC Standards 1 & 4. The revised FSEHD Observation and Progress Report was implemented to streamline unit-wide data efforts to enhance learning of teacher candidate strengths/needs and program responsiveness during student teaching. A shorter version of this document was also created to be used during practicum experiences as well. Clinical supervisors, practicum and cooperating teachers will input candidate data based on NAEYC Standards 1 and 4 more readily. All of these unit-level changes will provide the Early Childhood Undergraduate Program with the ability to better understand the strengths/weaknesses of our programs, to enhance the opportunities for the development of professional and pedagogical knowledge, skills, and dispositions of our teacher candidates, and to report these efforts in meaningful ways to various stakeholders. In addition the Early Childhood Undergraduate Program Committee will review the use of the Disposition Evaluation form and determine whether it continues to provide sufficient data and information about the developing professionalism of the teacher candidates (5).

Analysis of Data to Improve Student Learning
With the adoption of the Unit-Level Assessment, the Teacher Candidate Work Sample, there is a greater emphasis on the impact of the teacher candidates' teaching on student learning during student teaching. Collection of the data will provide an in-depth look at the impact of teacher candidates' teaching effectiveness toward student learning. However, since this data is collected at the end of the program it is important for the Early Childhood Program Committee to develop an assessment along the way to determine teacher candidate effectiveness on student learning during practicum experiences.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

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 NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

(Response limited to 24,000 characters.)

Please click "Next"

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