

NCATE
Compliance with Specialty Standards

Professional Organization: National Association for the Education of Young Children

Institution Submitting Program: Southern Connecticut State University (CT)

Program: Early Childhood Education

Date of Review: April 27, 2002

Degree Level(s): Baccalaureate Initial

COMMENTS ON PROGRAM'S CONTEXTUAL INFORMATION:

Contextual information provided is adequate with two exceptions. First, demographic information on the institution, its teacher candidates and faculty, and field sites where candidates gain experience with children is lacking. Secondly, specific information on total faculty resources committed to the early childhood education program is limited. It would be helpful to know how many total full time and part time FTE are committed to delivery of the early childhood program.

The Conceptual Framework is brief but well-developed, providing a theoretical, philosophical, and research-based foundation for the early childhood program, the "SAILS" conceptual framework for the School of Education, as well as a clear link between the two perspectives and thus to NAEYC standards. As described, the early childhood conceptual framework appears to lay a solid foundation for program delivery, candidate and program assessment, and positive candidate outcomes consistent with NAEYC standards.

The section on "**candidate performance in relation to the revised standards**" is well developed, providing evidence of a clear understanding of NAEYC standards and of standards-based (outcomes-based) performance assessment. The detailed summaries of learner outcomes potentially developed in various course assignments and activities provide strong evidence of a well-planned assessment system. The reviewers assume that course syllabi reflect such learner outcomes in objectives, assignments and activities, and assessments.

The section on the developing **assessment system** is also presented in a way that provides evidence of both unit and program expectations and priorities. Delineation of quantitative and qualitative measures is commendable, as is the description of "assessment gates" across the program. Data collection, analysis, and review plans also appear to be adequate.

AREAS OF STRENGTH:

1. Overall, the folio is organized, well developed, and readable. The program is commended for its efforts to seek program approval under the new standards and for work that has gone into development of the performance assessment system.
2. Rubrics and assessment instruments provided (beginning on page 40) are generally well developed, reflecting both unit and program performance expectations. Inclusion of INTASC and NAEYC “rulers” on the portfolio assessment instrument provides opportunity for evaluators to integrate these various perspectives on performance assessment.

AREAS FOR IMPROVEMENT:

1. Several documents provided in the appendices (rubrics and assessment instruments) confirm efforts to link the unit’s conceptual framework to that of the early childhood program and to NAEYC standards. Two exceptions to this are the student teaching assessment instrument and the various survey instruments provided. While the student teaching instrument is appropriately based upon the unit’s “SAILS” conceptual framework, it fails to establish a clear connection to the early childhood conceptual framework and program outcomes or to NAEYC standards. The survey instruments also fail to adequately represent the early childhood program. Since the new program has thus far had no graduates, the reviewers would hope to see a revision in these instruments (and accompanying assessment procedures) consistent with that reflected in other instruments provided in the appendices.
2. Information related to the state’s early childhood licensure scheme is somewhat confusing. Recommended program approval (as defined below) assumes that (a) the 1998 “course-based” option will no longer exist after July 1, 2003, and that (b) “state-mandated” post-baccalaureate or graduate coursework offered to licensed teachers in the future will differ substantively from initial licensure coursework. Assuming as well that substantial numbers of candidates will continue to enter the program from community colleges, careful articulation of their programs any yours should be a priority.
3. Inclusion of course syllabi (3-5 in number) representative of various elements of the program (i.e., child development, family and community, assessment, teaching and learning, professionalism) would be helpful in establishing a clear connection between “opportunities” for candidates to develop (and provide evidence of) competencies and expected performance outcomes. Such syllabi might also be linked to candidate and N-3 student work samples provided as evidence.

AREAS FOR IMPROVEMENT (cont.d):

4. While student work samples provided are helpful, a broader range of work could be represented. As candidates complete the full program of study and are licensed, it is assumed the program can provide a full range of work samples reflecting both candidate and N-3 student outcomes consistent with NAEYC performance standards. Work samples should also be provided that are representative of less-than-adequate, adequate, and exemplary outcomes. Accompanying rubrics that reflect these levels of work should also be included.

STANDARD 1
PROMOTING CHILD DEVELOPMENT AND LEARNING

Analysis of evidence:

Based upon evidence provided and in consideration of the program's lack of graduates at this time, the reviewers are satisfied that the program provides adequate opportunity for candidates to develop expected competencies related to this standard. Collection and analysis of performance data on candidates and children, provision of summary reports, and application of results for program improvement are anticipated in view of a subsequent program review.

Standard met _____
Standard met conditionally x
Standard not met _____

STANDARD 2
BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Analysis of evidence:

Based upon evidence provided and in consideration of the program's lack of graduates at this time, the reviewers are satisfied that the program provides adequate opportunity for candidates to develop expected competencies related to this standard. Collection and analysis of performance data on candidates and children, provision of summary reports, and application of results for program improvement are anticipated in view of a subsequent program review.

Standard met _____
Standard met conditionally x
Standard not met _____

**STANDARD 3
OBSERVING, DOCUMENTING, AND ASSESSING
TO SUPPORT YOUNG CHILDREN AND FAMILIES**

Analysis of evidence:

Based upon evidence provided and in consideration of the program's lack of graduates at this time, the reviewers are satisfied that the program provides adequate opportunity for candidates to develop expected competencies related to this standard. Collection and analysis of performance data on candidates and children, provision of summary reports, and application of results for program improvement are anticipated in view of a subsequent program review. As evidence is collected on candidate performance, emphasis should be given to the impact of candidate work on student learning.

Standard met _____
Standard met conditionally x
Standard not met _____

**STANDARD 4
TEACHING AND LEARNING**

Analysis of evidence:

Based upon evidence provided and in consideration of the program's lack of graduates at this time, the reviewers are satisfied that the program provides adequate opportunity for candidates to develop expected competencies related to this standard. Collection and analysis of performance data on candidates and children, provision of summary reports, and application of results for program improvement are anticipated in view of a subsequent program review. As evidence is collected on candidate performance, emphasis should be given to the impact of candidate work on student learning.

Standard met _____
Standard met conditionally x
Standard not met _____

**STANDARD 5
BECOMING A PROFESSIONAL**

Analysis of evidence:

Based upon evidence provided and in consideration of the program's lack of graduates at this time, the reviewers are satisfied that the program provides adequate opportunity for candidates to develop expected competencies related to this standard. Collection and analysis of performance data on candidates and children, provision of summary reports,

**STANDARD 5
BECOMING A PROFESSIONAL**

Analysis of evidence (continued):

and application of results for program improvement are anticipated in view of a subsequent program review.

Standard met _____

Standard met conditionally x

Standard not met _____

SUMMARY JUDGMENT:

 XXX **Program meets NAEYC standards and receives national recognition for five years.**

_____ **Program begins to meet NAEYC standards and receives national recognition conditionally. The program must submit additional assessment evidence in two years. Upon review of this evidence, the "conditional" designation may be removed.**

_____ **Program does not meet national standards and is invited to submit a rejoinder for review.**

* The program is commended for the quality of the program report. The overall program design and the assessment system suggest that the program can succeed in collecting and providing adequate evidence in the future so that the NAEYC standards are fully met.