COVER SHEET

1. Institution Name
Delaware State University

2. State
Delaware

3. Date submitted
03/14/2010

4. Report Preparer's Information:
Name of Preparer: Janet Hill
Phone: (302) 857-7393
E-mail: jhill@desu.edu

5. NCATE Coordinator's Information:
Name: Dr. Billie Friedland
Phone: (302) 857-6739
E-mail: bfriedland@desu.edu

6. Name of institution's program
Early Childhood Education (0-grade 2)
7. NCATE Category
Early Childhood Education-First Teaching License

8. Grade levels\(^{(1)}\) for which candidates are being prepared
Early Childhood: Birth - 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
DOE Initial - Early Childhood Birth-grade 2

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)

Delaware State University is a progressive 1890 land-grant, comprehensive, public-assisted institution committed to academic excellence and intellectual competence. The University is committed to providing all prospective undergraduate students with a strong liberal arts education. The Early Childhood Teacher Education program at Delaware State University is housed in the Education Department in the College of Education.

State and Institutional Policies Influencing NAECY

There are a number of factors that influence program design and implementation of early childhood preparation at DSU. These factors represent mandates by the college, the State of Delaware and other accrediting or monitoring agents as summarized below.

The DEDOE requires each candidate for Delaware early childhood licensure to pass Praxis II content test. This test frames some of the content (discipline based and professional) that is covered in the program and is closely aligned with NAEYC standards.

The Early Childhood program is responsible for meeting institutional and unit goals as well. These additional standards are complimentary with NAEYC purposes and are listed below.

Delaware State University Goals
There are 4 academic goals of Delaware State University. They are: a. Competent Communicators, b. Effective inquirers, critical thinkers and problem solvers, c. Ethical, Collaborative, Productive Citizens, d. Independent learners able to integrate knowledge and technology

Unit Goals
The goal of the Professional Education Unit is to design and implement high quality teacher education P-12 programs that address standards-driven performance competencies that are informed by the Delaware Teaching Standards, the Specialized Professional Association Standards, and the Professional Education Unit Standards. The model closely aligns with the standards as prescribed by the NAEYC, NCATE, and the State (DEDOE).

The core of the Unit's conceptual framework is manifested in the acronym DIRECT, standing for Diversity, Interpersonal Communications, Reflection, Effective Teaching and Assessment Strategies, Content and Pedagogical Knowledge and Technology. These goals are detailed in # 4 below.

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)

There are four phases to field experiences at Delaware State University: Phase 1 - observation; Phase 2 - observation with minimal participation (teaching); Phase 3 - Practicum (methods class requirements); and Phase 4 - student teaching. Teacher candidates participate in each phase and have a variety of experiences at different age levels in their licensure areas within diverse populations of students. Early childhood candidates complete 3 practica: Infant/Toddlers, Prek, and Primary.
In all, teacher candidates in the Early Childhood program complete 140 clinical field hours prior to student teaching in a variety of settings including local public and charter schools and at the Delaware State University Early Childhood Lab School. The Lab School serves toddlers, three, four, and five year olds in small class settings. Student teaching occurs during the last full semester of enrollment prior to graduation and is considered the culminating experience for students in Teacher Education. Student teaching consists of one semester of an assigned, on-site practice in a primary grade classroom with a minimum of 65 days and 200 clock hours of teaching. During this time, students are not permitted to register for additional courses without approval from the Council for Professional Education (CPE).

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)

Teacher Education Program General Admission Regulations
1. All students seeking admission to the Teacher Education Program (TEP) must file an application with the Council for Professional Education (C.P.E.).
2. During the sophomore year, students must file an application by October 1st or March 1st. All applicants must have a cumulative grade point average of 2.5 or higher on a 4.0 scale.
3. Students are expected to take the PRAXIS I by the end of their freshman year and pass the PRAXIS I by the end of their sophomore year. Satisfactory performance on the PRAXIS is a prerequisite for admission to the Teacher Education Program.
4. The chair of the Education Department with a designated committee will review each application for admission and submit a list of students for final approval to the Council for Professional Education. Each applicant will be informed in writing of the action taken by the Council.
5. Students who do not meet the admission requirements (1-6) must: a. Meet with his/her advisor to develop a TEP Success Plan. b. Sign a contract that specifies the plan. Both the advisor and department chair must also sign. c. File the Plan with the Education Department. d. Adhere to the requirements as specified in the TEP Success Plan.
6. The Council for Professional Education may withdraw a student from the Teacher Education Program at any time based upon one or more of the following reasons: a. Unsatisfactory academic progress. b. Disciplinary action by the institution against the applicant because of conduct. c. Failure to remove deficiencies or to maintain standards of the Teacher Education Program.
7. Readmission to Teacher Education Program encompasses the following: a. File a formal application for readmission to the program. b. Document successful completion of the TEP success plan. c. Submit a written request as to why he/she should be readmitted.
10. Applicants meeting the Specific Admissions Criteria below will be approved for admission to the Teacher Education Program.

Student Teaching General Admission Criteria
1. Student teaching occurs during the last full semester of enrollment prior to graduation and is considered the culminating experience for students in Teacher Education.
2. Completed applications for student teaching must be submitted to the Office of Clinical & Field Experiences prior to March 1 for the fall semester and October 1 for the spring semester. Application forms for student teaching are available in the Office of Clinical & Field Experiences in the Education and Humanities Building.
3. After review, the Director of Clinical & Field Experiences, upon the approval of the Council for Professional Education, will notify the applicant by letter that the application for admission to student teaching has:
   a. been approved; or b. been disapproved with a statement of the reason(s) for disapproval.
4. Applicants who meet the Specific Criteria below will be approved for admission to student teaching.
Specific Admission Criteria for Student Teaching
Criteria 1 Senior Status — Students who have senior status or above
Criteria 2 Grade Point Average of 2.5 and a "C" or better in the teaching area and in all courses taught by
the Education Department. Students must also have a "C" or better in methods courses in the respective
content area.
Criteria 3 Curriculum Audit
Students must submit a senior status curriculum audit to the Records Office. All courses listed on the
curriculum sheet must be completed prior to student teaching.
Criteria 4 Prerequisites
No applicant will be permitted to student teach while on academic probation.
Criteria 5
Students who are successfully completing student teaching should apply for an Institutional
Recommendation for Certification through the Office of Clinical Experiences.

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

4. The goal of the Professional Education Unit is to design and implement high quality teacher education
P-12 programs that address standards-driven performance competencies that are informed by the
Delaware Teaching Standards, the Specialized Professional Association Standards, and the Professional
Education Unit Standards. The theme of the Unit is "Effective Teachers Within Diverse Populations for
the 21st Century". The conceptual framework is grounded in the educational theories of social learning
theories, constructivist learning, cognitive/informational processing and behavioral learning. The model
closely aligns with the standards as prescribed by the NAEYC, NCATE, and the State (DOE).
The core of the Unit's conceptual framework is manifested in the acronym DIRECT, standing for
Diversity, Interpersonal Communications, Reflection, Effective Teaching and Assessment Strategies,
Content and Pedagogical Knowledge and Technology.
Below is a description of each element and its relation to the conceptual framework, D.I.R.E.C.T.
D: Teacher candidates will demonstrate an awareness of diversity issues that impact effective teaching
and learning;
Early Childhood Candidates are expected to collaborate with others through the development of positive
relationships and networking with interested, involved, and invested others, envision and create a better
social order as an educator, honor pluralism, and respect diversity in the school and community.
Sensitivity and awareness of cultural differences is inherent in early childhood philosophy and expected
at Delaware state.

I: Teacher candidates will demonstrate effective interpersonal communication;
(EC) Early Childhood philosophy lends itself to the creation of democratic communities within both the
college and early childhood classrooms. Candidates are expected to work in a collegial, collaborative
environment in their classes and to create spaces in the early childhood classroom for the holistic
development of young children in which they can have a voice, work with others, give and receive, and
address problems in a democratic manner.

R: Teacher candidates will demonstrate meaningful reflection in their practice;
(EC:) Our program provides classroom and field-based experiences that offer opportunities for
collaborative learning, self and group evaluation, and thoughtful responses to learning experiences.
Reflective practice is inherent in all candidate work.
E: Teacher candidates will use effective teaching and assessment strategies in appropriate classroom settings with appropriate student populations in order to monitor learning and adjust teaching strategies, methods, and materials;
(EC): Assessment is at the core of our early childhood program. Candidates are expected to use assessment to inform their teaching and relationships with children, parents, and the community.
C: Teacher candidates will be proficient in the content area and use theories of teaching and learning to address issues and concerns regarding effective teaching and learning;
(EC): The foundation of our program is based on knowledge of early childhood development, learning, and curriculum.
T: Teacher candidates will demonstrate appropriate technological literacy in the content areas.
(EC): Candidates are encouraged and expected to use technology in their teaching in developmentally appropriate ways. Each course syllabus addresses the standards of the University, the Unit, and NAEYC by aligning the objectives of the course, student learning activities, and assessment of learning activities with each of the standard making bodies.

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)

The Early Childhood Program follows the assessment requirements of the Delaware State University Professional Education Unit. In addition, a number of the Early Childhood program-specific assessments are grounded in two capstone Unit-wide assessments, the Teacher Work Sample and the Student Teaching Assessment. In order for the Teacher Work Sample to meet the needs of Early Childhood candidates and NAEYC standards, additional assessments were created as overlays to the generic Teacher Work Sample rubrics. The Teacher Work Sample is found in the Assessment Binder for Assessment 5. Similarly, the Student Teaching Assessment has also been augmented to meet NAEYC standards and is included in Assessment 4.

The Teacher Work Sample has seven steps that students complete while planning an integrated unit during their student teaching semester. They are: a. Contextual factors, b. Learning Goals, c. Assessment Plan, d. Design for Instruction, e. Instructional Decision-Making, f. Analysis of Student Teaching, g. Reflection and Self-Evaluation. The project is scored by two faculty members, one of which is the candidate's field supervisor.

All unit and program rubrics for these assessments can be found in this document.

(3) This response should clarify how the key assessments 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.

Assessments aligned with standards

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...
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.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers&lt;sup&gt;(4)&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>2007-08</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>2006-07</td>
<td>17</td>
<td>2</td>
</tr>
</tbody>
</table>

<sup>(4)</sup> 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.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Janet Hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>PhD - Curriculum and Instruction - Kent State University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Faculty, Early Childhood Program Coordinator</td>
</tr>
<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-16 years – early childhood educator Clinical Supervision- Grade Pre-K-4 Extracurricular work in literature with students- Grade 7,8</td>
<td></td>
</tr>
<tr>
<td>Faculty Member Name</td>
<td>Connie Williams</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Highest Degree, Field, &amp; University</strong>&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>Master of Education ECE Widener U 85 credits toward PhD Walden U</td>
</tr>
<tr>
<td><strong>Assignment: Indicate the role of the faculty member</strong>&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Director - Delaware State University Early Childhood Lab School</td>
</tr>
<tr>
<td><strong>Faculty Rank</strong>&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Instructor</td>
</tr>
<tr>
<td><strong>Tenure Track</strong></td>
<td>b YES</td>
</tr>
<tr>
<td><strong>Scholarship</strong>, Leadership in Professional Associations, and Service&lt;sup&gt;(8)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>Co Advisor of Teacher in Progress Club, NAEYC membership, CPE</td>
</tr>
<tr>
<td><strong>Teaching or other professional experience in P-12 schools</strong>&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Dr. Billie Friedland</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highest Degree, Field, &amp; University</strong>&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>Ed.D West Virginia State University</td>
</tr>
<tr>
<td><strong>Assignment: Indicate the role of the faculty member</strong>&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Faculty and Department Chair</td>
</tr>
<tr>
<td><strong>Faculty Rank</strong>&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Associate Professor</td>
</tr>
<tr>
<td><strong>Tenure Track</strong></td>
<td>b YES</td>
</tr>
<tr>
<td><strong>Scholarship</strong>, Leadership in Professional Associations, and Service&lt;sup&gt;(8)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>- Supervision of clinical field experiences for teacher candidates in special education. - Work with the school system to improving Elementary Math instruction.</td>
</tr>
<tr>
<td><strong>Teaching or other professional experience in P-12 schools</strong>&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Dr. Keun K. Kim</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highest Degree, Field, &amp; University</strong>&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>Ph. D/ Early childhood Education/ The University of Georgia</td>
</tr>
<tr>
<td><strong>Assignment: Indicate the role of the faculty member</strong>&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>Faculty Rank</strong>&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td><strong>Tenure Track</strong></td>
<td>b YES</td>
</tr>
<tr>
<td><strong>Scholarship</strong>, Leadership in Professional Associations, and Service&lt;sup&gt;(8)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>• ø Korean Sports Daddy Research Project, Keun K Kim &amp; Jae Yong Chung (2009 in progress) sponsored by Korean Broadcasting Service (KBS) • ø Professional Association Memberships: 1. NAEYC, Member, Since Dec. 2004 2. PECERA, since Feb. 2006 3. The Korea Open Association for Early Childhood Education since 1998 4. The Korea Society for Early Childhood Education</td>
</tr>
<tr>
<td>years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>(KSECE), since 1998 • ø Contributions &amp; Scholarly Activities 1. Presenter at the OMEP• sf 2008 annual conference in Hong Kong 2. Presenter at the annual conference of the PECERA in Hong Kong, China (May 4-7, 2007).</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Faculty Member Name | Elaine Marker
Highest Degree, Field, & University<sup>(5)</sup> | Ed. D. Widener University
Assignment: Indicate the role of the faculty member<sup>(6)</sup> | Elementary Coordinator/ Literacy Specialist/clinical
Faculty Rank<sup>(7)</sup> | Assistant
Tenure Track | YES
Scholarship<sup>(8)</sup>, Leadership in Professional Associations, and Service<sup>(9)</sup>: List up to 3 major contributions in the past 3 years<sup>(10)</sup> | SAHE Grant for Improvement of Math Instruction; NCATE SPA Coordinator for ACEI (El. Ed); CoChair of NCATE Standard 1 Committee; Submission of article A Different Kind of Coaching: The Professional Preparation of Graduate Level Reading Specialists Combining Videocoaching with Concurrent Feedback ALER Journal
Teaching or other professional experience in P-12 schools<sup>(11)</sup> | C&I K-12, Sup of Reading; Supervised student teachers in Elem. Ed. & ECE for past 3 semesters; Trained & supervised reading specialists in clinical exp.; mentored reading specialist in K-8 charter school; director of K-12 reading clinic

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<sup>(5)</sup> e.g., PhD in Curriculum & Instruction, University of Nebraska.

<sup>(6)</sup> e.g., faculty, clinical supervisor, department chair, administrator

<sup>(7)</sup> e.g., professor, associate professor, assistant professor, adjunct professor, instructor

<sup>(8)</sup> Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

<sup>(9)</sup> 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.

<sup>(10)</sup> 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.

<sup>(11)</sup> 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)

<p>| Type and Number of Assessment | Name of Assessment&lt;sup&gt;(12)&lt;/sup&gt; | Type or Form of Assessment&lt;sup&gt;(13)&lt;/sup&gt; | When the Assessment Is Administered&lt;sup&gt;(14)&lt;/sup&gt; |</p>
<table>
<thead>
<tr>
<th>Assessment #1: Licensure assessment, or other content-based assessment (required)</th>
<th>Praxis II</th>
<th>Standardized Test</th>
<th>Prior to Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #2: Content knowledge in early childhood education (required)</td>
<td>Child Development and Learning Binder</td>
<td>Rubrics</td>
<td>After admission into the Teacher Education Program. Course #12-205 Child Development and Learning</td>
</tr>
<tr>
<td>Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)</td>
<td>Preschool Unit Plan</td>
<td>Knowledge and Performance Rubrics</td>
<td>After admission into the Teacher Education Program Course #12-337</td>
</tr>
<tr>
<td>Assessment #4: Student teaching or internship (required)</td>
<td>Student Teaching Evaluation</td>
<td>Knowledge and Performance Rubrics</td>
<td>Course # 12-400 - Student Teaching Evaluation Student Teaching</td>
</tr>
<tr>
<td>Assessment #5: Candidate effect on student leaning (required)</td>
<td>Teacher Work Sample</td>
<td>Knowledge and Performance Rubrics</td>
<td>Course # 12-400 Teacher Work Sample Student Teaching</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses NAEYC standards (required)</td>
<td>Philosophy Statement</td>
<td>Knowledge and Performance Rubric</td>
<td>12-206 - Intro to ECED Prior to admission into Teacher Education Program</td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses NAEYC standards (optional)</td>
<td>Partnerships Binder</td>
<td>Rubrics</td>
<td>After admission into Teacher Education Program. Course # 12-315 Parent, Family, and Community Partnerships</td>
</tr>
<tr>
<td>Assessment #8: Additional assessment that addresses NAEYC standards (optional)</td>
<td>Action Research Project – Special Needs</td>
<td>Rubric</td>
<td>After admission into the Teacher Education Program Course #12- 333 - Methods in Teaching the Preschool Child with Exceptional Needs</td>
</tr>
</tbody>
</table>

(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).
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.

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
</tr>
<tr>
<td>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.</td>
<td>b</td>
<td>e</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>b</td>
</tr>
<tr>
<td>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.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>g</td>
<td>b</td>
</tr>
<tr>
<td>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.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>b</td>
</tr>
<tr>
<td>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.</td>
<td>b</td>
<td>b</td>
<td>g</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
</tr>
</tbody>
</table>

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

See Attachments panel below.

2. **Assessment of content knowledge** 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, and portfolio tasks. (Answer Required)
Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2 - Understanding Child Development and Learning Binder

See Attachments panel below.

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

Assessment 4 - Student Teaching Observation

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

<table>
<thead>
<tr>
<th>Assessment 5 - Teacher Work Sample</th>
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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

<table>
<thead>
<tr>
<th>Assessment 6 - Philosophy</th>
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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

<table>
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<tr>
<th>Assessment seven - Partnership Binder</th>
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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
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)

Content Knowledge

In 2008-09 there was a 100% pass rate for the PRAXIS II exam with a mean score of 181. The test scores indicate that our candidates have a comprehensive knowledge of education in the Early Childhood field, as determined by PRAXIS. Low pass rates for two data sets for Assessment Two indicate to us that this is an area where we need to concentrate our efforts. As stated in Section IV, the scores for this assessment are not reliable because of the inconsistency of administering the instruments. This study has indicated the importance of consistent data collection in order to assure that our candidates are well prepared in the knowledge and understanding of the basic knowledge level of teaching young children, as described by NAEYC.

Professional and Pedagogical Knowledge, Skill, and Dispositions

The three principle assessments for these areas are Assessment 3 (Preschool Unit Plan), Assessment 4 (Student Teaching Observation), and Assessment 5 (the Teacher Work Sample). Data from the NAEYC addendum along with the DSU Unit Observation Instrument indicate that our four early childhood candidates were well prepared for the requirements of student teaching in the primary grades in the areas of knowledge, skills and dispositions. Likewise, the Teacher Work Sample data indicates that our candidates are well prepared. The new assessment (#3 Preschool Unit Plan) will give us a clear picture of our candidates’ knowledge, skills, and dispositions in teaching for preschool age children. Multiple data sets for all three assessments will help us determine the validity of the instruments. With the NAEYC addendum, the Student Teaching Observation Instrument has become quite cumbersome and time consuming for assessors. We are working on how we will address this problem without sacrificing the integrity of the Unit or the Program assessments.

Effects on Student Learning

Our data shows that our candidates performed well in this area during their student teaching semester. We believe that one of our strongest assessments is the Teacher Work Sample which is, by design, specifically directed toward student learning. During the student teaching semester, our candidates learn to focus their primary lens away from their own teaching performance and direct it toward student learning. The Teacher Work Sample is the culmination of that process. Prior to this assessment, candidates have had experiences in conducting assessments to inform and evaluate student learning through a number of their courses (particularly in 12-304- Assessment of Young Children and 12-333-
Methods of Teaching Pre-K Students with Exceptional Learning Needs). However, we are aware that the lowest scores on the Praxis II exam were in the area of assessment and its application to curriculum. With this knowledge, we can examine where our students fall short prior to the exam. Also, our new assessment (#3 Preschool Unit Plan) has a strong student learning component which should help us strengthen our candidates’ abilities to determine whether student learning has taken place and the program’s effectiveness on candidates’ sense of efficacy in this area.

Conclusion
In the past two years, the Early Childhood Program at Delaware State has undergone many changes in faculty positions, including the primary early childhood faculty member, the program coordinator, and the director of the DSU Early Childhood Lab School. The process of creating this report has helped us strengthen our assessments and our courses, increase communication, and begin to establish a vision of how the program will proceed. Currently, the professional block of our Teacher Education Program has a very low enrollment, due to our students’ difficulties in passing Praxis I and, consequently, their inability to enter our Teacher Education Program. New members of the Student Support staff have been working diligently to increase the Praxis I pass rate with some success. Also, advisement during the freshman, sophomore, and junior years has improved and our students have a better understanding of the direction they are heading. As our program enrollment increases we will be better able to assess the program’s effectiveness and make improvements. This report provides us with a starting point. We are pleased that our candidates that reach student teaching perform well on the culminating assessments. We also realize that we need to work with students who are at the beginning of their program to improve their performance and meet expectations in lower level courses.

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.)