

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

## COVER SHEET

### 1. Institution Name

Arkansas State University

### 2. State

Arkansas

### 3. Date submitted

MM DD YYYY

09 / 15 / 2008

### 4. Report Preparer's Information:

Name of Preparer:

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### 6. Name of institution's program

Early Childhood Education

### 7. NCATE Category:

Early Childhood Education-Advanced Teaching

## 8. Grade levels<sup>(1)</sup> for which candidates are being prepared

(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

### 14. Program report status:

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

### 15. State Licensure requirement for national recognition:

**NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?**

- Yes
- No

## SECTION I - CONTEXT

### **1. Description of any state or institutional policies that may influence the application of NAEYC standards. (Response limited to 4,000 characters)**

The Master of Science in Early Childhood Education is an advanced degree appropriate for individuals holding initial licensure in early childhood education. The advanced degree extends the framework of basic understanding, expanding the candidate's knowledge and ability to influence the field. The advanced degree exposes the candidate to the profession from varied perspectives while requiring the identification of a specialty area for in-depth focus and study. Upon completion of the degree, candidates are better prepared to actively address the needs of the field, to serve in multiple capacities, to facilitate the development of the family and the child, and to continue to expand the knowledge base of the profession through research and practice.

The Master's degree builds upon initial licensure obtained at the undergraduate level for grades P – 4. Initial licensure is a requirement for admission to the MSE degree program. Because students have successfully completed the appropriate PRAXIS exams for initial licensure, no new assessments are required.

Significant changes have occurred within the state in recent years, impacting the status of early childhood education. As a result, modifications to the MSE degree became necessary to maintain relevance. The implementation of state-funded preschool programs has resulted in growth and created unique needs. The State of Preschool 2007 (Barnett, 2007) provides an overview of preschool education in America and reports steady increases in state funding for preschools in Arkansas. State-funded preschool programs are available for three- and four-year-old children in families below 200% of the federal poverty level, who live in school districts that are in school improvement status, or in which at least 75% of the children perform poorly on state benchmark exams in math and literacy. In a national comparison of state-spending, Arkansas ranks 15th in program access for four-year-olds and fourth in access for three's. One hundred percent, or all 75 counties in Arkansas, provide state-funded preschool programs to at-risk populations. In addition to the increase in quantity of programs, efforts have been made to ensure quality. Barnett (2007) indicates that in the area of program quality, Arkansas scored 9 out of 10 on the Quality Standards checklist targeting such factors as staff qualifications, staff salary, ratios, early learning standards, and program access. In public school programs, one lead teacher with a bachelor's degree in Early Childhood Education and a P – 4 license, is required for every three classrooms. In non-public school, state-funded programs, the Bachelor's degree in ECE or Child Development is required for the lead teacher.

Along with this increase in classroom teaching positions has been an increase in career opportunities in related areas. A plethora of positions including program managers, administrators, parent coordinators, grant writers, resource and referral staff, trainers, program evaluators, technical assistance staff, higher education instructors, program monitors and staff mentors, CDA instructors and advisers, and many more are now available within the state. Many of these positions require training beyond the basic undergraduate degree level.

To better provide a population of individuals ready and capable to lead the state in its efforts toward enhancing early childhood, and to continue to provide K – 4th teachers, the Master's degree was revised and became available for candidates in fall, 2006. The changing dynamics of the state provided an opportunity for subsequent changes to strengthen the degree program and to identify specialty areas for degree candidates further enhancing ASU's ability to meet NAEYC standards. ASU's intent has been and continues to be, meeting the needs of the population it serves, the state, educational programs, and most importantly, the children and families.

### **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)**

Although all MSE degree candidates hold the licensure for P – 4 in Arkansas, and most are practicing professionals, field experiences are an important component of the degree plan. Field experiences, with an opportunity to focus on concepts presented in specific courses and field experiences to focus on development of the individual within the context of the specialty areas, are necessary to complete the goals of the MSE in Early Childhood Education. To effectively prepare individuals to serve and to provide leadership within professional capacities, a variety of field experiences are utilized. A culminating, capstone field experience requires candidates to create and implement a plan leading to change, and impacting developmental outcomes. A portfolio showing the degree candidates' growth over time documents, in part, this capstone experience.

Because degree candidates are primarily practicing professionals, it is believed that the candidates, the students they teach, and the families with whom they work, can benefit from implementation of field experience requirements in each individual's work setting. Research suggests this scenario will more likely lead to consistent and long-term change. For that reason, degree candidates are expected to utilize the classroom, or work site, for implementation of field experience requirements when possible.

However, when a specific assignment cannot be implemented, or if an individual is a full time student, alternative sites will be identified by the instructor to most advantageously achieve the goals of the field experience component. Field experiences are organized into three categories: Core Experiences, Major Experiences, Specialty Area Experiences.

#### Core Experiences

Core experiences provide an opportunity for candidates to experience and embrace core values essential to a practicing professional in any arena of early childhood education. Individuals teaching in the classroom, working primarily with parents and families in outreach programs, program administrators, community college instructors, mentors and program monitors, need a basic understanding of the theoretical framework of the educational domain. A variety of field experiences are utilized to transition theoretical understanding to application in a practical setting. At the basic understanding or core level, these consist of:

(1) Implementation of an action plan helping the teacher or professional connects families from culturally diverse backgrounds to the school, classroom, or community;

(2) Implementation of intentional teaching models with appropriate pre-assessments, learning experiences, and post assessments to determine student growth and developmental gains;

Core field experiences are designed to ensure in-depth knowledge and understanding of the application of learning theories in a classroom setting, skill in teaching and assessing, a high level of competence in understanding and responding to diversity of culture, language, and ethnicity, and skill in working collaboratively with other adults to ensure positive gains for children and families.

#### Major Experiences

Major field experiences reinforce basic principles of child growth and development, while helping individuals achieve a higher degree of understanding. Field experiences for this component of the degree plan target important values and concepts generic to all individuals practicing within the profession, regardless of the capacity or role. Major field experiences include: child development within the context of the family and environment, documentation of growth and development through assessment, curriculum planning and individualization, and development of the individual as an advocate and leader of the profession. Major experiences include:

(1) Observations and interviews for a case study of an individual child within the context of the home, school, and community environment;

(2) Implementation of an assessment analysis project in which informal and formal assessments are utilized to assess growth and development and to provide recommendations to positively impact learning and change;

(3) Interactions with a family, child, and pertinent professionals, in the development of a support plan in consideration of community characteristics, family characteristics, culture, socio-economic status, and language.

As a result of these field experiences, degree candidates will be more informed, more confident, a

stronger advocate for the profession and leader in promoting policies and practices enhancing the constituency served. Major field experiences develop skills of multiple communication tools, and strategies to facilitate change and positively influence children and families. The intent of the major field experience is to provide a venue to enhance the degree candidate's ability to work collaboratively with other professionals and adults for the benefit of the child and family.

#### Specialty Area Experiences

The final field experience component occurs in the specialty areas. The MSE in Early Childhood Education allows individuals to focus efforts in one of four specialty areas in which unique field experiences are provided: Administrator Specialty, National Board Specialty, Master Teacher Specialty, and the Early Literacy Specialty.

Each specialty area includes a Practicum in Teacher Education, designed to bring the entire experience together in a culminating event. This capstone experience consists of the implementation of an Action Research project, developed in the course, Research in ECE. The plan is related to a student's chosen specialty area and is designed to impact learning and development. The field experience placement for practicum is the individual's classroom, school, child care program, or work site, as is appropriate. For the very small number of individuals who may be full-time students, a placement site is identified for the practicum experience and implementation of the action research plan. The TE practicum is a one semester or 16 week experience. A minimum of 65 clock hours, or one and one-half the number of hours for a lecture class is required for a practicum. In most instances, degree candidates require much more than the minimum hours for implementation of the action research project.

Specific field experiences for each Specialty Area follow:

(1) Administrator Specialty: Observations using: ECERS, ITERS, and PAS, each with analysis and reflection questions.

(2) National Board Specialty: Implementation of lessons documented in a portfolio, a written narrative, videotape, and artifacts of student work showing change;

(3) Master Teacher Specialty: Observations using three data collection and evaluation techniques including a videotape of a student intern or teacher. Observations for development of a supervisory process of a student intern including a videotape of a supervisory session, and observations for the purpose of conducting a comprehensive Pathwise Evaluation;

(4) Emergent Literacy Specialty: Directed observations of children who are ELL, and who are in low SES backgrounds; observations for literacy comparison of a preschool and first grade class.

Implementation of an author/illustrator study in a classroom setting.

All degree candidates complete the common core experiences, the common major experiences and the experiences within one selected specialty area. Hours needed to complete identified field experiences vary according to the individual nature of the assigned or selected task. The cumulative impact of course content and field experiences results in a degree candidate with a broad background of information and in-depth specialization and competence in an area relevant to the candidate's current work or future goals.

### **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)**

Graduate School Admission Requirements:

To be granted unconditional Admission Status in the Graduate School, applicants must have:

1. Submitted application for admission.
2. Earned a baccalaureate degree from an accredited institution (or its equivalent).
3. Achieved a minimum cumulative undergraduate GPA of 2.75 on a 4.00 scale or a 3.00 GPA on the last 60 hours.
4. Achieved a minimum 3.00 GPA on any previous graduate courses.

5. Submitted official transcripts from each college or university.

Conditional Admission Status - An applicant who fails to meet any of the above requirements must have:

1. Submitted official transcripts from each college or university.
2. Achieving a minimum cumulative undergraduate grade point average of 2.50 on a 4.00 scale or a 2.75 GPA on the last 60 hours for admission into a graduate program or for admission as a non-degree student (see "Admission as a Graduate Non-degree Student").

Department of Teacher Education, MSE in ECE Admission Requirements:

Students seeking admission into the Master of Science in Education degree program in Early Childhood Education must meet the admission requirements of the Graduate School. In addition, applicants must have completed a minimum of 18 semester hours of professional education courses including the requirements for a valid teaching certificate based on a four year teacher education program.

• Unconditional Admission:

In addition to Graduate School criteria, academic proficiency must be established through satisfaction of either of the following:

A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours of undergraduate work) and a raw score of at least 30 on the Miller Analogies Test (MAT) or a minimum score of 790 on the combined verbal and quantitative sections of the Graduate Record Examination (GRE), or

A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours of undergraduate work) and a raw score of at least 35 on the MAT (or a minimum score of 820 on the combined verbal and quantitative sections of the GRE).

• Conditional Admission

In addition to Graduate School criteria for conditional admission, academic proficiency must be established through satisfaction of one of following:

The total undergraduate GPA is 2.50 and when the undergraduate GPA is multiplied by 10 and then multiplied by the MAT score the total is at least 600 ( $GPA \times 10 \times MAT = 600$ ), or

The total undergraduate GPA is 2.50 and when the undergraduate GPA is multiplied by the GRE score the total is at least 1850 ( $GPA \times GRE = 1850$ ).

Retention Procedures: Graduate Student Adviser - Notification of admission to the Graduate School will include assignment of an adviser. Graduate advisers are responsible for helping students plan a unified and balanced program of graduate work adapted to the students' particular interests, needs, and abilities, and directed toward the students' field of specialization or advising on non-degree status matters. No grade below "C" will be accepted for graduate credit.

Exit Requirements: Successful completion of the identified courses, field experience components, and degree hours for the Core, Major, and selected Specialty Area. Completion of the capstone experience, the Practicum in Teacher Education, in which degree candidates, reflecting on the entirety of the program, select personal works designed to show an understanding of content areas appropriate for the practicing professional at the advanced level. Implementation of an Action Research project within the Practicum experience provides the final opportunity to show the ability to positively impact student growth, learning and development. The Degree Program Portfolio documents the candidate's performance in meeting program and course goals inclusive of NAEYC standards and tools and concludes the exit requirements for the MSE in ECE.

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

At the graduate level, the Department of Teacher Education provides the advanced conceptual framework, Empowering Teachers as Leaders, for the MSE in Early Childhood Education. This framework gives guidance and direction to three different master's degree programs within the

department, one of which is ECE. The framework consists of four major strands: Strengthening Pedagogy, Embracing Diversity, Reflective Decision-Making, and Professional Community Collaboration. These strands reflect NAEYC's Advanced Professional Preparation Core Standards and Essential Tools. Degree candidates, upon the completion of the MSE in ECE, will have gained knowledge and skill in each of these strands and will be better prepared to meet the needs of the population served.

**Strengthening Pedagogy:** Master's level candidates engage in strengthening pedagogy by providing leadership in the development, implementation and evaluation of learning experiences. Consistent with Standard 1, 4, and Essential Tools 4,5,6,7, this strand is built on the foundation of widely accepted theories of development. The research provides guidance in understanding and applying appropriate theories which capitalize upon the developmental characteristics of all learners and which support instructional choices to maximize growth and learning. Interdisciplinary knowledge, connections between curriculum areas and prior knowledge, effective instructional practices, the role of the mentor, and a student-centered, positive learning environment are cornerstones of this strand.

**Embracing Diversity:** The master's level candidates embrace diversity by creating a positive learning environment that reflects an in-depth understanding of the structural factors that impact the lives of students. Reflecting the core values of Standards 1,2,3,4 and Essential Tools 1, 2, this strand has as its foundation, understanding and demonstrating sensitivity to structural factors within society that affect the learning environment such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion. Building positive and productive relationships between schools, families and communities, planning and selecting materials and creating classroom climates are focused in this strand. Creating a learning environment that facilitates an ongoing discourse on issues of diversity that affect a school culture in order to meet the changing needs of all children is a key outcome for candidates.

**Reflective Decision Making:** The Master's level candidates employ reflective decision making to enhance professional performance. Reflecting the core values of Standard 3, Tools 6,7, this strand emphasizes effectiveness in regard to instructional practice, appropriate instructional materials and assessments, utilizing evidence based on rational strategies to meet the needs of all learners. Reflection for the purpose of determining the impact of developmental and cultural background and the role on learning are key components.

**Professional Community Collaboration:** The Master's level candidate demonstrates a commitment to quality of education while improving skills critical to collaborating in professional communities which include family, school, and the broader community. This strand correlates to Standards 2, 4, 5, and Tools 3, 8, 9. Master's level candidates will model community collaboration by application of appropriate research, demonstration of a high level of skill in identifying human, material, and technological resources necessary to be effective within the professional role. Demonstrating ability to work collaboratively and effectively with stakeholders, applying ethical guidelines to public policy and advocacy issues to promote more caring, just equitable communities of service to students and families, using opportunities to build consensus, create change and influence better outcomes for children, families, and the profession are desired outcomes.

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

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

For the MSE in ECE, the graduate school at the university level, provides the structure and guidelines for Master's degree programs. This degree does not lead to licensure; therefore, there is no unit assessment system. However, there are important checkpoints and assessments in place throughout the degree plan. The entry point begins with application to the Graduate School which is first reviewed to ensure all requirements have been met for Unconditional or Conditional admission status. Requirements

for admission to the Graduate School were described in Section I, 3. Approved candidate files are submitted to the Assistant Chair of the Department of Teacher Education who assigns an adviser. The adviser will review the application to determine if the individual meets departmental program admission requirements. The adviser signs an adviser form and returns it to the graduate school. The Graduate School then informs the student of his or her admission status. If a student is accepted into the degree program, he or she must schedule an appointment to meet with the assigned adviser. A degree candidate cannot register until an adviser has cleared the advising hold, helping to ensure retention and success. An important part of the retention and advising process is the identification of a chosen Specialty Area for the degree candidate. This requires thought, discussion, reflection, and may be an evolving process as the degree candidate grows and develops within the context of the academic program.

To remain in the program, students must maintain required GPA standards. The GPA review is completed each semester by the graduate school, who informs the student of problems. Ongoing consultation also occurs with the adviser as the next enrollment period is planned. A rotation of courses is posted on the TE website, <http://teachered.astate.edu>. The courses are structured to ensure that degree program standards are met.

Two concluding assessments help determine students' readiness for program completion. These two assessments are the Degree Program Portfolio and the Action Research Project, both of which are, typically, completed in the TE 6283, course, Practicum in Teacher Education. As the degree candidate proceeds through the program, he or she will document mastery of program standards, core standards and essential tools. This documentation culminates in a portfolio presented in the concluding capstone experience, TE 6283. During this practicum, students also implement a concluding project, the Action Research Project, for which a plan was previously developed in the course ECH 6773, Research in Early Childhood Education, with input from the Specialty Area professor(s). A team of at least two faculty members, facilitate and approve the development of the Action Research Plan, and are present for the culminating presentation. If appropriate and possible, a major professor of the Specialty Area participates in the development of the plan and is present for the concluding presentation. The Instructor of the TE Practicum and the degree candidate's adviser form the team responsible for the review of the Degree Program Portfolio. In the event the instructor and adviser are the same, an additional major faculty member in early childhood education will assist in the review.

To exit the program, the degree candidate submits an "Intent to Graduate Card," and the adviser submits to the Graduate School, a completed degree plan checklist, and a course substitution form if necessary. The Instructor of the Practicum course notifies the Graduate School of individuals who have successfully completed the exit requirements of the Degree Program Portfolio and the Action Research Project. These procedures, along with the successful completion of coursework, conclude the assessments and checkpoints for the MSE in Early Childhood Education.

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(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. 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.)**

MSE, ECE, Program of Study Checklist
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See **Attachments** panel below.

**7. 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.**

## 8. Candidate Information

**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.**

Program:		
Advanced Early Childhood Education - MSE		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(4)</sup>
2005-2006	12	6
2006-2007	14	1
2007-2008	22	4

<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.**

Faculty Member Name	Beverly Boals Gilbert
Highest Degree, Field, & University <sup>(5)</sup>	Ed.D. , Early Childhood Education, University of Mississippi
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	faculty (primarily ECE)
Faculty Rank <sup>(7)</sup>	professor
Tenure Track	<input checked="" type="checkbox"/> 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>	Presented at the NAEYC Annual conference the last 3 years Program coordinator for state Early Care and Education Direct certificate Graduate coordinator for MSE in Early Childhood Education and MS in Early Childhood Services which included leading the graduate program redesign
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Clinical supervision of graduate practicum and interns in public school preschool and primary settings; Coordinate/supervise Field II in community based and public school prekindergarten programs

Faculty Member Name	Dianne Lawler Prince
Highest Degree, Field, & University <sup>(5)</sup>	Ed. D., Early Childhood Education, Peabody College of Vanderbilt University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	department chair
Faculty Rank <sup>(7)</sup>	professor
Tenure Track	<input checked="" type="checkbox"/> 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>	Secretary, Association for Childhood Education International Executive Board, 2005-2008 Presented at the Association of Teacher Educators annual conference 2007, 2008 Presented at the Annual Academic Chairperson Conference, 2008.
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	ASU Professional Development School Partnership Council Executive Committee 2006 - 2008

Faculty Member Name	Joanna Grymes
Highest Degree, Field, & University <sup>(5)</sup>	Ph.D., Family and Child Development, Virginia Tech
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	faculty (primarily ECE)
Faculty Rank <sup>(7)</sup>	associate professor
Tenure Track	<input checked="" type="checkbox"/> 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>	Chair, Traveling Arkansas' Professional Pathways (TAPP) Steering Committee (previously the Arkansas Early Childhood Professional Development Steering Committee) 2003 - present Presented at the NAEYC Annual Conference past 3 years Advisory Committee Member (governing body), The National Registry Alliance since 2006
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Supervise graduate practica students in community and public school preschool programs Work sampling system mentor (on site) for state funded prekindergarten programs Professional development on Ounce and Work Sampling System assessments for state funded prekindergarten program staff Professional development on Social Emotional Learning for state funded prekindergarten program staff

Faculty Member Name	Marci Malinsky
Highest Degree, Field, & University <sup>(5)</sup>	Ph. D., Curriculum and Instruction, University of New Orleans
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	faculty (primarily ECE)
Faculty Rank <sup>(7)</sup>	associate professor
Tenure Track	<input checked="" type="checkbox"/> 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>	Presented at American Education Research Association annual conference 2008 Presented at Southern Early Childhood Association annual conference 2006 Article published in PlayRights; 2006
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Supervise Field III and interns in K 4 public schools Current Arkansas licensure: Elementary Education (1-8)

Faculty Member Name	Zelda McMurtry
Highest Degree, Field, & University <sup>(5)</sup>	Ed.D., Instruction & Curriculum Leadership with Early Childhood Education Emphasis; University of Memphis

Assignment: Indicate the role of the faculty member <sup>(6)</sup>	faculty (primarily ECE)
Faculty Rank <sup>(7)</sup>	assistant professor
Tenure Track	<input checked="" type="checkbox"/> 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>	Presented at American Education Research Association annual conference 2008 Presented at Southern Early Childhood Association annual conference 2006 Article published in PlayRights; 2006
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Supervise Field III and interns in K 4 public schools Current Arkansas licensure: Elementary Education (1-8)

Faculty Member Name	Stephanie Davidson (05 – 07)
Highest Degree, Field, & University <sup>(5)</sup>	Ph.D., Early Childhood Education, Mississippi State University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> 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>	• Presented at the NAEYC Annual Conference 2 years • Presented at the Arkansas Early Childhood Association Annual Conference 2 years • Presented at the Southern Early Childhood Education Annual Conference 2 years
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Field II supervision in community based and public school prekindergarten programs

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

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

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

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

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

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

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

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

## SECTION II - LIST OF ASSESSMENTS

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

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

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Content-based assessment (required)	Degree Program Portfolio	Capstone Assessment Program Portfolio Assessment Documentation of Performance for Degree Program	TE 6283 Practicum in Teacher Education Capstone Course – End of Degree Program
Assessment #2: Content knowledge in early childhood education (required)	Literature Review & Research Proposal	Written Paper and Research Proposal Plan Content Knowledge Assessment	ECH 6773 Research in ECE During Course – Taken Prior to Practicum
Assessment #3: Candidate ability to plan instruction (required)	Project Approach Assessment	Project Approach Planning Assessment	ECH 6533 Sources & Models of EC Curriculum - During Course
Assessment #4: Internship or other field-based experiences (required)	Practicum in Teacher Education – Action Research Project	Action Research Project – Culminating Field Experience	TE 6283 Practicum in Teacher Education Field Experience – End of Degree Program
Assessment #5: Candidate effect on student learning or creation of supportive learning environments for student learning (required)	Documenting Young Children's Learning and Development: Case Study	Case Study Assessment	ECH 6423 Documenting Young Children's Learning & Development - During Course
Assessment #6: Additional assessment that addresses NAEYC standards (required)	Child and Family Development Support Plan	Family-Child Support Plan Assignment and Reflection Assessment	ECH 6513 Developmental Perspectives - During Course
Assessment #7: Additional assessment that addresses NAEYC standards (optional)	Advocacy Public Policy Project	Advocacy Assignment Assessment	ECH 6783 Leadership in Early Childhood - During Course
Assessment #8: Additional assessment that addresses NAEYC standards (optional)			

(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).



specialization for the specific professional role(s) emphasized in the program.	b	e	e	b	b	e	b	e
4. Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.	b	e	b	b	e	e	b	e
5. Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.	b	e	b	b	b	b	e	e
6. Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.	b	b	e	b	e	e	b	e
7. Skills in Collaborating, Teaching, and Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.	b	b	e	b	e	e	e	e
8. Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children.	b	e	e	b	e	e	b	e
9. Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.	b	e	e	b	e	e	e	e
10. Beyond the core standards and essential professional tools, programs may identify additional competencies essential to particular focus areas or specializations. Examples might be knowledge of the legislative process for candidates specializing in public policy and advocacy, or skills in personnel, and fiscal management for candidates in an early childhood administration program. Programs with such additional competencies should identify them in clear performance language and include criteria by which the program assesses these competencies. In their Program Report, programs should (if relevant) insert these additional competencies where noted, providing documentation of learning opportunities and candidate performance in the same way as requested for the core standards and essential professional tools.	e	e	e	e	e	e	e	e

## 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 available.

**1. Assessment of content knowledge in early childhood education. NAEYC standards addressed in this assessment could include but are not limited to Core Standards 1, 2, and 4; and Essential Tools 1-6. Emphasis should be on knowledge as related to the advanced program's identified area (s) of specialization. Examples of assessments include comprehensive examinations, field project, and portfolio tasks<sup>(15)</sup>. (Answer Required)**

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

Section IV Assessment 1, Narrative, Tool, Data	SPA Assessment 1 Directions to Students
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See **Attachments** panel below.

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<sup>(15)</sup> 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 are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

**2. CONTENT KNOWLEDGE: Assessment of content knowledge in early childhood education. NAEYC standards addressed in this assessment could include but are not limited to Core Standards 1, 2, and 4; and Essential Tools 1-6. Emphasis should be on knowledge as related to the advanced program’s identified area(s) of specialization. Examples of assessments include comprehensive examinations, field project, and portfolio tasks. (Answer Required)**

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

Section IV Assessment 2, Narrative, Tool, Data	SPA Assessment 2 Directions to Students
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See **Attachments** panel below.

**3. PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction or other practices (e.g., designing child care programs, policy and advocacy initiatives, and applied research in early childhood education). NAEYC standards that could be addressed in this assessment include but are not limited to Core Standards; Essential Tools 1, 2, and 5-8; and additional specialized competencies. Assessments might emphasize features such as (a) adaptations to individual, developmental, cultural differences; (b) knowledgeable application of subject matter knowledge to specialized professional roles as emphasized in the advanced program; (c) use of effective and appropriate strategies for teaching young children or for communicating these strategies to adult learners; and (d) attention to effects on the learning of young children or adults. These assessments are often included in a candidate’s portfolios. (Answer Required)**

**Provide assessment information as outlined in the directions for Sections III and IV.**

Section IV Assessment 3, Narrataive, Tool, Data	SPA Assessment 3 Directions to Students
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See **Attachments** panel below.

**4. PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: 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, essential tools, and additional specialized competencies. An assessment instrument used in the internship or other field-based experiences should be submitted. (Answer Required)**

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

Section IV Assessment 4, Narrative, Tool, Data	SPA Assessment 4 Directions to Students
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See **Attachments** panel below.

**5. EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include but are not limited to Standards 3, 4, and 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)**

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

Section IV Assessment 5, Narrative, Tool, Data	SPA Assessment 5 Directions to Students
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See **Attachments** panel below.

**6. Additional assessment that addresses NAEYC advanced standards. NAEYC standards that could be addressed in this assessment include all of the standards, essential tools, and additional specialized competencies. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies. If the program has identified additional specialized competencies, this assessment should address those competencies. (Answer Required)**

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

Section IV Assessment 6, Narrative, Tool, Data	SPA Assessment 6 Directions to Students
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See **Attachments** panel below.

**7. Additional assessment that addresses NAEYC advanced standards. NAEYC standards that could be addressed in this assessment include all of the standards, essential tools, and additional specialized competencies. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies. (optional)**

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

Section IV Assessment 7, Narrative, Tool, Data	SPA Assessment 7 Directions to Students i
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See **Attachments** panel below.

**8. Additional assessment that addresses NAEYC advanced standards. NAEYC standards that could be addressed in this assessment include all of the standards, essential tools, and additional specialized competencies. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies. (optional)**

**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)**

The MSE in ECE was designed to enhance candidate learning and performance while making purposeful connection between course work, assignments, and field experiences. The intent was to integrate throughout these planned experiences candidate understanding and performance in: (1) content knowledge, (2) professional and pedagogical knowledge, skills, and dispositions, and (3) student learning. A review of the findings relative to program intent follows:

#### (1) Content Knowledge - Principal Findings

To evaluate student performance in Content Knowledge, Assessments 1 and 2 provide the primary source of data. Assessments 3,4,5, and 6 as well as Tools 1 – 6 provide additional information.

Candidate performance on the Degree Program Portfolio provides sound evidence of documentation of ability in content knowledge. Candidates' ability in regard to at least one content area of literacy/reading, mathematics, science, social studies, fine arts, physical education/ health, and technology was demonstrated at the exemplary or proficiency level. The chosen Specialty Area and some Core courses provide artifacts students use to document content knowledge. The assessment of Standards 1, 2, and 4, show 8 performances at the exemplary levels and 10 at the acceptable levels. Assessment # 2 is possibly one of the most challenging of the program. Candidate performance on the development of the Action Research Project in a chosen specialty area/content area documenting child outcomes is shown in the Assessment 2 data, Standard 4, and Tools 2 and 6. Again, student understanding of content knowledge is documented at approximately the 50% level for acceptable and exemplary. An additional assessment used to document performance in Content Knowledge is Assessment # 3, in which Standards 3 and 4, Tools 5 and 7 show student ability to plan curriculum focusing on content areas inclusive of children's needs. Performance on these standards confirms previous findings of performance at the 50% level for both acceptable and exemplary findings.

#### Content Knowledge – Faculty Interpretation of Assessment Results

Although faculty are satisfied with the results, there is a desire to ensure candidate ability and confidence in this area of vital importance to children's developmental outcomes. Additionally, faculty always want candidates to perform at higher levels. The general opinion of faculty is to continue to document this aspect of candidate understanding to determine if clarification of assignments, or presentation of course material would be beneficial. Faculty will continue to meet each semester to review data findings accordingly.

#### Content Knowledge – Program Changes

With initial program offering beginning in Fall 2006, data for candidate performance exists for at best, two semesters or years, and at worst, only one semester or year. For that reason, a complete review of data findings will be warranted before conclusive decisions can be made in regard to the candidate understanding and performance of content area knowledge.

#### (2) Professional and Pedagogical Knowledge – Principal Findings

Assessments 1,4,5, and 6 provide the source for the primary review of pedagogical and professional knowledge, skills, and dispositions. Standards 1,2,3 and 5 and Tools 1,2,3,4,5,8 provide evidence of candidate performance in this area. Assessment 1, of the Program Degree Portfolio and Assessment 4, the field experience for implementation of the Action Research project clearly provide opportunities to assess candidate performance of knowledge, skills, and dispositions. Assessment 5, the Case Study and Assessment 6, the Family and Child Development Support Plan give evidence for candidate performance on Standards 1,2, 3, 5, and Tools 2,3,4, 5. Clearly a strength of the program and of student performance on Professionalism and Dispositions is Standard 5 and Tool 2. On multiple assessments, student performance for Standard 5 and Tool 2 reflected outstanding understanding and ability to practice and implement – Assessment 4 both at 100%, Assessment 1, Tool 2 – 100% at exemplary and Standard 5 – 83% at exemplary and -17% at acceptable , with a “n” of 6; Standard 5 on Assessment # 6, 100% at exemplary. Additional assessments confirm findings, Assessment 2, Tool 2 at 100% exemplary; Assessment 7, Standard 5 with 60% at the exemplary level and 40% at the acceptable level. Assessments 6 and 7 show candidate ability to modify and adapt learning environments and to enhance

development based on individual differences, cultural and family characteristics. Standards 1 and 2 shown on Assessment 6 reveal 79.5% acceptable understanding and performance in addressing individual development respective of family, community, language, ethnic, and culture differences and a 20.5% at the acceptable performance level. In a university service region and geographic area just now developing a base of ELL children and families, this is an important skill and behavior for continued focus. Assessment 5, Tool 5 shows a 58% acceptable performance level in adapting and modifying, selecting professional resources, and a 42% for exemplary performance.

#### Professional and Pedagogical Knowledge, Skill and Dispositions - Faculty Interpretation of Assessment Results

Faculty believe this important area must continue to be monitored for documentation of candidate mastery and ability. Based on previous findings, faculty see some areas of strength, and are satisfied with components such as the manner in which candidates value and display ethical behaviors. At the same time, faculty are guarded while recognizing that attitudes, dispositions and skills can quickly change even as school and region demographics change. For that reason, faculty will continue to meet each term to monitor and review data.

#### Professional and Pedagogical Knowledge, Skill, and Dispositions – Program Changes

Due to the limited data available, faculty are not ready to recommend program changes at this time. Additional performance data will continue to be monitored before a conclusive decision is made regarding the need for program change.

#### (3) Student Learning - Principal Findings

Student learning is assessed on Assessments 1,4,5, as Standards 1,3,4,5 and targeted. Assessment 1 is for the Degree Program Portfolio in which candidates selected a number of different items to reflect student learning. Standard 4 includes, developmentally effective approaches to impact children's learning, incorporating strategies to appropriately teach and impact content knowledge in numeracy, scientific discovery, social understandings of peoples and cultures; and designing, implementing, and evaluating meaningful, challenging curriculum that promotes development within and across domains. Student performance on Standard 4 of Assessment 1 is 50% at the exemplary level and 50% at the acceptable level. Assessment 4 can also be used to document student gains through assessment of the Field Experience in which the Action Research component is implemented. For the field experience, Standard 3 on assessment includes "documenting data designed to show student performance levels". On Standard 3, performance was 75% exemplary and 25% acceptable. Assessment 5, The Case Study, Standard 4 includes an intervention plan designed to show individualized gain and progress for the individual in the study. Findings indicate 75% performance level of exemplary and 25% performance level of acceptable. Data findings indicate successful performance, however, it is the opinion of the instructors and graduate faculty committee, that a review of the strength of the assessments/assignments is needed to ensure the goal of student learning is achieved by efforts of the MSE in ECE degree candidates.

#### Student Learning – Faculty Interpretation of Assessment Results

Faculty interpretation of results is that the candidates are performing in an acceptable manner. However, in reviewing documents, faculty also believe assignments may be a little vague in the area of student learning. In going back and reviewing the assessments and the rubrics, it appears that there may be better assignments and assessments that can be developed. The data show that students have performed acceptably in this area, but faculty believe this needs a closer and continued inspection to ensure child gains and to effectively prepare degree candidates.

#### Student Learning – Program Changes

No changes are proposed for the present, but as additional data are collected from Assessments 1,4,5 and the standards identified, the data will provide the information needed to determine if this area of the program should be enhanced to strengthen degree candidates.

**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.)**

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