



THE SELF-STUDY REPORT TEMPLATE
ASSOCIATE DEGREE, BACCALAUREATE DEGREE,
AND INITIAL MASTER'S PROGRAMS

RENEWAL ACCREDITATION

QUINEBAUG VALLEY COMMUNITY COLLEGE

ASSOCIATE DEGREE EARLY CHILDHOOD
EDUCATION

Institution Name: Quinebaug Valley Community College

Mailing Address: 742 Upper Maple Street Danielson, CT 06239

Website address: www.QVCC.edu

State: CT

Date Submitted: March 29, 2019

Full Name of Each Degree Program Seeking Accreditation (e.g., A.S. Early Childhood; B.S. Child Development):

A.S. Early Childhood Education

Campuses (list campus names and distance from main campus)

QVCC Willimantic-QV@WT: 23 milies from main campus

Online Classes: Are online classes offered to students in any of the degree programs listed above?

Yes No

If yes, what percentage of courses in the program is offered online? (Check one)

25% or less 50% or less More than 50% 100%

Confirmation of Eligibility Requirements

The Accreditation Eligibility Requirements are objective, baseline criteria that programs must meet in order to pursue accreditation. The requirements affirm that the institution in which the program is housed is in good standing, that the program meets a threshold regarding early childhood content and faculty who have early childhood academic credentials. Each degree program submitted for review must meet the following:

1. The institution offering the degree program(s) must be located in a U.S. state, district, or territory and be currently accredited by a regional institutional accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.
2. The program(s) must not be designated as “low-performing” by the state, as outlined by Title II of the Higher Education Act.
3. The program(s) must be a specialized degree in early childhood or child development with at least 18 credit hours of early childhood coursework. This may include courses from other departments, such as child psychology, sociology of the family, or children’s literature if these courses are aligned with NAEYC accreditation standards and faculty are willing to participate in site visit interviews.
4. The program(s) offers field experiences.
5. The program(s) must have graduated at least one individual.
6. The faculty for each associate degree program(s) must include at least one full-time faculty member (a) whose primary responsibilities are in the early childhood program(s) submitted for review and (b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline, with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact, and one person may serve in this role for multiple programs. The faculty for each baccalaureate and master’s degree program must include at least one full-time faculty member (a) whose primary responsibilities are in the early childhood program(s) submitted for review and (b) who holds a terminal degree in early childhood education, child development, child and family studies, or a related discipline, with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact, and one person may serve in this role for multiple programs.

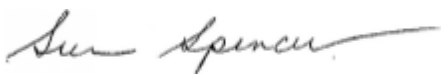
By signing this form, I confirm the following: Our institution intends to pursue accreditation for the degree program(s) listed above. Each degree program listed on this Self-Study Report is maintaining all of the eligibility requirements listed above. We verify that the information contained in this report is an accurate representation of the program's characteristics. Furthermore, we have read the most recent version of the Accreditation Handbook and agree to adhere to the policies and procedures as described.

Primary Contact (Faculty member representing the program):

Name Susan Spencer

Title Program Coordinator/Professor Early Childhood Education

Phone (860) 932-4154 Fax (860) 932-4304 E-mail sspencer@qvcc.edu

Signature 

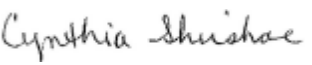
Is this the person who meets eligibility requirement #6? (if no, secondary contact must meet this requirement) Yes No

Secondary Contact (Faculty member representing the program):

Name Cynthia Shirshac

Title Associate Professor Early Childhood Education

Phone (860) 932-4150 Fax (860)932-4304 E-mail cshirshac@qvcc.edu

Signature 

Is this the person who meets eligibility requirement #6? (if no, primary contact must meet this requirement) Yes No

President, Dean or other administrator representing the institution:

Name Dr. Carlee Drummer

Title President Quinebaug Valley Community College

Phone (860) 932-4129 Fax (860) 932-4300

Signature 

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DESCRIPTION OF THE COMPONENTS OF THE SELF-STUDY REPORT

Part One: Affirming/Reaffirming Compliance with Accreditation Eligibility Requirements

In this part the institution will affirm/reaffirm that it meets each of the six accreditation eligibility requirements.

Part Two: Program Context - Addressing Accreditation Criteria

In this part, the early childhood degree program will describe what it does to support candidate learning in relation to the NAEYC standards. This is an opportunity for the program to describe its context and the community it serves, and how this informs the way the program designs its learning opportunities and candidate assessments (which are described and included in Part Three of the report). The twelve accreditation criteria fall under the five major areas as outlined below:

Program Identity and Role

Criterion One: Mission and Role

Program Design

Criterion Two: Conceptual Framework

Criterion Three: Program(s) of Study

Criterion Four: Quality of Teaching

Criterion Five: Role in the Supporting the Education Career Pathway

Candidates

Criterion Six: Qualifications and Characteristics of Candidates

Criterion Seven: Advising and Supporting Candidates

Faculty

Criterion Eight: Qualifications and Composition of Faculty

Criterion Nine: Professional Responsibilities

Criterion Ten: Professional Development

Supportive Infrastructure and Organization of Program

Criterion Eleven: Program Organization and Guidance

Criterion Twelve: Program Resources

Part Three: Program Content and Assessments

In this part, the program will describe how it is aligned to NAEYC Professional Preparation Standards. This part is divided into two sections.

Section A: Learning Opportunities - Here the program will describe and reflect on the many learning opportunities and assessments it offers to develop candidates' knowledge, understanding and application of the standards.

Section B: Assessment and Evidence of Candidate Outcomes - Here the program will submit 5-6 key assessments to demonstrate how it is aligned to all of the standards. The program will submit candidate performance data from each assessment and reflect on what the data indicate about candidates' understanding of the standards, as well as implications for program revision.

Part (i): Multi-Program Assessment Chart – An institution submitting multiple programs within the same Self-Study Report will identify the key assessments associated with each program.

Part (ii): Overview Chart of Key Assessments Aligned With Accreditation Standards 1-6 – The program will complete this chart showing how the key assessments are aligned to the standards and the key elements within each standard.

Part (iii): Key Assessment Descriptions – In this part, the program will describe the course in which each assessment is required, show the assessments' alignment to the relevant standards, and submit the instructions as given to candidates as well as the rubric for each assessment.

Part (iv): Reporting and Analysis of Data by Standard - For Standards 1-6, the program will submit the relevant candidate performance data from the key assessments (or describe a data collection plan if data are not yet available), reflect on candidate performance in relation to the standard, and describe how it will use the data to improve teaching and learning as related to the standard.

Part (v): Reflection on the Program's Assessment System – In this section the program will reflect on its assessment system as a whole, identifying strengths and challenges related to assessing, reporting, and analyzing candidate performance on Standards 1-6 of NAEYC Professional Preparation Standards.

Part Four: Program Outcome Data

In this part, the program will report on performance indicators related to candidate/graduate success in the program.

PART ONE: AFFIRMING/REAFFIRMING COMPLIANCE WITH ACCREDITATION ELIGIBILITY REQUIREMENTS

In the chart below, please indicate compliance with the accreditation system’s eligibility requirements for all programs submitted in the Self-Study Report

	Yes (for all programs listed)	No (for one or more programs listed)
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by a regional institutional accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	x	
The program(s) is not designated as “low-performing” by the state, as outlined by Title II of the Higher Education Act.	x	
The program(s) is a specialized degree in early childhood or child development with at least 18 credit hours of early childhood coursework. This may include courses from other departments, such as Child Psychology, Sociology of the Family, or Children’s Literature if these courses are aligned with NAEYC accreditation standards and faculty are willing to participate in site visit interviews.	x	
The program offers field experiences.	x	
The program(s) has graduated at least one individual.	x	
(for associate degree programs) The faculty for the associate degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs.	x	
(for baccalaureate and master’s degree programs) The faculty for the baccalaureate and master’s degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a terminal degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.		

PART TWO: PROGRAM CONTEXT – The Accreditation Criteria

A. PROGRAM IDENTITY AND ROLE

Criterion 1: Mission and Role

The early childhood degree program has established a clear identity and role in its community, as community is defined by the institution or program, and is responsive to stakeholders.

Rationale: Strong early childhood degree programs are closely connected with the community as they have defined it, and they respond to the growing need to prepare a workforce (educators, administrators, specialists, etc.) to serve young children and families. Stakeholders see the program as providing an important service.

Indicators of strength:

- The program has a clear sense of its mission and identity in meeting the needs of the community with which it identifies.
- The program is able to clearly identify the roles, settings, and age groups for which each degree program is preparing early childhood professionals along with the degree level of each program.
- Others outside the institution or program recognize and value the program's role.

Sources of evidence:

- 1) Report: a one- to two-page description of mission and program identity in relation to the community as it has been identified by the program. Include a description of how your program's mission and role have changed over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the mission and role remain applicable and visible in your program.
- 2) Site Visit: Interviews with stakeholders as identified by the program.

Mission and Role

The vision of Quinebaug Valley Community College continues to be a center for intellectual and cultural enrichment that serves as a source of pride for our students and the community. By providing high quality and continuing education in a learner-centered environment, the College will foster accomplished, well-rounded, employable graduates and lifelong learners. The College is an active partner with the community in local economic, social, and cultural development.

The ECE program continues to be an integral part of Quinebaug Valley Community College and supports the vision of the College. During the last seven years, we found that our mission and goals remain pertinent. The following will address relevant additions/changes that have been implemented because of the changing needs of the students, community, and early childhood best practice.

- We continue to be committed to offering students educational opportunities that meet their needs and fit their schedules by providing day and evening program options. As reflected in our yearly reports, we found it necessary to offer hybrid courses to accommodate our students. We continue to work collaboratively with NAEYC accredited programs that the students utilize to complete observations and the Student Teaching Practicum.
- We continue to be committed to student success by including dedicated faculty, specialized support services, assessment of student proficiency, and quality instruction in developmental education. Faculty credentials and information related to various student services will be addressed in detail in other sections of this report.
- We continue to encourage personal and professional growth of faculty, staff, and students. Print and media postings, students provide with information on programs and services available on-campus and off-campus. Faculty are encouraged to participate in all campus-related activities.
- We continue to be committed to the mutual respect that enables faculty, staff, and students to grow and work together in a cooperative environment of shared governance, open communication, and fairness. Students have opportunities to participate in College activities such as student leadership, clubs and organizations. Faculty can participate in various College activities and serve on College committees that focus on examining and/or improving campus life.
- In conjunction with the College administration, a Task Force determined some 20 percent of students experienced food insecurities. The College formed a committee to address this need. The Early Childhood Education Department worked collaboratively with faculty and staff to collect and distribute food throughout the campus.
- The full-time faculty offer educational support and training to local early care programs.

The Early Childhood Education Program mission statement continues to be:

The mission of the Early Childhood Education Program at Quinebaug Valley Community College is to prepare students entering the field of Early Childhood Education or who are already employed in the field and wish to earn an Associate Degree by expanding their knowledge and competency working with children from birth to age eight. The program is designed to provide learning opportunities that support the NAEYC Core Standards. The courses will provide the theoretical background and practical experience necessary for

students to succeed in a variety of educational settings. Program graduates will be qualified to seek employment in quality early care programs.

We continue to use assessment data to plan, implement, and revise course content to ensure that students completing our program are able to:

- Identify, document, and assess elements that determine quality in early childhood programs;
- Design a learning environment and use teaching strategies based upon child development theory;
- Plan, implement, and evaluate a developmentally appropriate curriculum that fosters children's social, emotional, physical, and cognitive development;
- Examine program philosophy and goals, classroom design, teacher/child interaction, planning and implementation of curriculum, observation and assessment of the young child and family involvement in a variety of early childhood settings;
- Demonstrate developmentally appropriate early childhood practice in an early childhood setting;
- Demonstrate competence in the NAEYC Core Standards: Promoting Child Development and Learning; Building Family and Community Relationships; Observing, Documenting, and Assessing to Support Young Children and Families; Using Developmentally Effective Approaches; Using Content Knowledge to Build Meaningful Curriculum; Becoming a Professional and Early Childhood Field Experiences.

B. PROGRAM DESIGN

Criterion 2: Conceptual Framework

The early childhood degree program is based on a conceptual framework that is linked to the program's mission and values.

Rationale: Strong early childhood degree programs are more than a collection of courses. Strong programs gain coherence by developing, sharing, and implementing a clear, overarching mission and set of values.

Indicators of strength:

- The conceptual framework is linked to the degree program's unique mission and goals (Criterion 1) and to the NAEYC standards. [Note: The program's conceptual framework may be adapted from the conceptual framework of the larger educator preparation program (if applicable)]
- The conceptual framework is a living document: developed collaboratively; clearly written and presented; and recognized and used by program faculty, candidates, field placement supervisors, and other stakeholders.
- The conceptual framework supports the program's commitment to diversity, equity, and inclusion and to preparing candidates to work in diverse, inclusive settings.

Sources of evidence:

1) Report:

- a one- to two-page summary of the program's conceptual framework and how it has been developed and used. Include a description of how your conceptual framework has changed over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how your conceptual framework remains applicable and visible in your program.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with faculty, candidates, and other stakeholders.

Conceptual Framework Early Childhood Education

Quinebaug Valley Community College (QVCC) is one of 12 Connecticut community colleges. QVCC conducts its educational and service programs from two locations: a 68-acre campus in Danielson and a satellite center in Willimantic. From these two locations, the College serves students living in both rural and urban environments, making QVCC unique among the 12 colleges. The ECE program awards associate degrees. According to Institutional Research, during the 2017 - 2018 academic year 1,846* students enrolled in the College. Of that number, 104 were early childhood majors.

*Unduplicated within the Fall & Spring semester grouping, ie. if registered in Fall AND Spring, then counted once.

Mission of the College

Connecticut's 12 two-year public colleges share a mission to make educational excellence and the opportunity for lifelong learning affordable and accessible to all Connecticut citizens.

The colleges support economic growth of the state through programs that supply business and industry with a skilled, well-trained work force.

Mission of the Early Childhood Program

The mission of the Early Childhood Education Program at Quinebaug Valley Community College is to prepare both students entering the field of Early Childhood Education and to enhance those who are already employed in the field by expanding their knowledge and competency working with children from birth to age eight. The courses provide the theoretical background and practical experience necessary for students to succeed in a variety of educational settings. Program graduates will be qualified to seek employment in quality early care programs.

Program Goals

Students completing QVCC's program they will be able to:

- Identify, document, and assess elements that determine quality in early childhood programs;
- Design a learning environment and use teaching strategies that based upon child development theory;
- Plan, implement, and evaluate a developmentally appropriate curriculum that fosters children's social, emotional, physical, and cognitive development;
- Examine program philosophy and goals; classroom design, teacher/child interaction, planning and implementation of curriculum, observation and assessment of the young child, and family involvement in a variety of early childhood settings;
- Demonstrate developmentally appropriate early childhood practice in an early childhood setting;
 - Demonstrate competence in the NAEYC Core Standards: Promoting Child Development and Learning; Building Family and Community Relationships; Observing, Documenting, and Assessing to Support Young Children and Families; Using Developmentally Effective Approaches, Using Content Knowledge to Build

Meaningful Curriculum; Becoming a Professional and Early Childhood Field Experiences

- Understand Connecticut Early Learning and Development Standards (CTELDS) and NAEYC classroom standards and their use in the classroom;
- Demonstrate competence in the College's General Education outcomes.

Student Learning

- Students have many opportunities to make connections between learning theories and practical applications and best practices. Field experiences are a major component of the program.
- The Early Childhood Education program is committed to a developmental hands-on approach to learning and teaching for both adults and young children. Students are introduced to various learning theories that will help them identify developmentally appropriate teaching strategies for an early childhood setting. Students will recognize that a group of young learners will have a range of strengths, needs, and learning styles. The QVCC ECE faculty also recognize the diversity of adult learners in the program. Faculty respond to individual students' backgrounds, levels of experience, needs, and strengths.
- Students are assessed in reading, writing, and math when matriculating into the ECE program. Based on assessment results, students will be placed either in developmental courses to focus on basic skill development or they will enroll in College level classes as outlined in the recommended sequence of courses.
- Students enhance their own learning experiences through observation and participation in field placements in diverse NAEYC accredited educational settings within our local community.

Meaningful Curriculum

The program embraces the belief that care and education coalesce in any high quality program, and that the core knowledge and skills in early care and education should be the same regardless of provider, sponsorship, or funding. The curriculum infuses the following key concepts:

- Professionalism involves ongoing professional development and lifelong learning.
- Research related child development and best practice are to be respected, valued, and evaluated for real world application.
- Children play in a well-prepared environment with learning centers that support the development of the whole child in an integrated curriculum.
- Intentional teaching using a variety of teaching strategies are key to children achieving learning outcomes.
- Teacher self-reflection is an essential teaching skill.
- Observation and documentation of growth and development provide the basis for appropriate curriculum development.
- Teachers need special skills and support to work effectively with culturally diverse children and families.
- Inclusion of children with special needs and disabilities is central to early education for all children.
- The CTEDLS are statements of what children from birth to five should know and be able to do across the earliest years of development. These learning progressions provide students clear goals for planning learning experiences across domains.
- Use of high quality children's literature is central to supporting children's learning.
- Teachers need on-going support to implement positive guidance and discipline approaches.

Faculty

The focus of faculty is to support student learning. Faculty members create strong communities of learners by modeling caring and supportive interactions. Faculty use a variety of approaches and strategies to support varied learning styles of students, establish clear expectations of performance, and use a variety of assessment methods. The faculty qualifications include real life, practical experience in working with families and children in early childhood settings. The faculty are all prepared at the master's degree level in early childhood education or related fields.

Summary of Conceptual Framework including development, use, challenges and plans

Development and Use

The Quinebaug Valley Community College Early Childhood Education Program, under the direction of its Program Coordinator, has adopted a conceptual framework incorporating the program's best existing practices and its mission, the College's vision statement, the Connecticut State Common Course Syllabi, and NAEYC criteria indicative of high quality early educator preparation. The QVCC ECE Program's Advisory Committee reviewed and modified this conceptual framework. Its creation continues to be supported by the College President (who also encourages program efforts to maintain NAEYC Accreditation), and is consistent with the College's current process of seeking reaccreditation through the New England Commission of Higher Education (NECHE).

Since the last submission, the conceptual framework now appears in all course blackboard shells. In addition, students in ECE 101, Introduction to Early Childhood Education, are required to read and respond to the elements outlined in the framework.

The original conceptual framework document remains applicable with the addition of the Connecticut Early Learning and Developmental Standards to be used in place of Connecticut Preschool Assessment Framework ensuring the most current information that provides clear goals related to the development of young children.

Strengths, Challenges and Plans

The conceptual framework is a working document for the QVCC ECE program. The program's faculty and stakeholders are familiar with the document and continue to believe in the foundation of the document and revisit the document often to deem the relevance to the program, students, and faculty.

Since the last submission, QVCC is undergoing a period of transition while being governed by the Board of Regents. On-going discussions related to transfer articulation policies (TAP), guided pathways, and possible restructure of the community college system does not hinder the day-to-day program operation. We continue to work closely with the Dean of Academic Affairs and Student Services and Academic Division Director to ensure quality programming for students. Funding sources and statewide reorganization may present a challenge going forward. Full-time ECE faculty attend scheduled statewide meetings to stay current and offer insight related to the possible policy changes.

ECE program offerings at QVCC have emphasized the training of educators to work with children ages 3-5 years. A challenge in the last self-study was the lack of instruction and experience offered to students with infants and toddlers. We have added a required infant and toddler course (ECE 141) and an optional upper level infant and toddler methods course (ECE 241). Even with these courses in place, the on-going challenge is to find high quality infant/toddler programs. We continue to visit infant and toddler programs for placement sites.

The aggregated data show QVCC's students continue to indicate some diversity. A disparity exists when analyzing the race /ethnicity based on locations. For example, where students in Danielson are identified as white, using English as their primary language, and residing in rural areas versus the students from Willimantic who identify as Hispanic, using English as their secondary language, and residing in an urban setting. The program offers courses in Danielson and Willimantic to provide opportunities for all students.

The QVCC ECE Mission recognizes the need to educate both those who are already working in the ECE field and those who are getting their first ECE experience through their QVCC coursework. The mission acknowledges the importance of supporting learning through simultaneous exposure to theory and practical experiences. In addition, the mission reflects the program's efforts to educate workers who will succeed across the range of diverse ECE settings.

Participation in the NAEYC Accreditation process has been useful to the QVCC ECE program. The College has reaffirmed its commitment to a strong ECE program, and the program itself has built on and expanded a collection of data that will allow for the evaluation and planning necessary to ascertain that the conceptual framework is being carried out. In order to succeed in the future, QVCC must maintain the quality of its current offerings, and continue the addition of infant/toddler course work while working closely with area programs to ensure high quality infant/toddler care.

Criterion 3: Program(s) of Study

The program of study is a coherent series of courses and field and clinical experiences that promote candidate learning in relation to the NAEYC Professional Preparation Standards.

Rationale: Strong early childhood programs are more than a collection of courses. The program of study has a logical, developmental progression and has sufficient depth and breadth of content to prepare candidates adequately to enter the field as professionals.

Indicators of strength:

- The program has a combination of courses and field and clinical experiences that prepares candidates to have a positive impact on the lives of young children and families.
- Program requirements and the sequence of courses reflect the program's mission, role and conceptual framework.
- The program's design is clearly influenced by the NAEYC Professional Preparation Standards
- If applicable, the program is designed to meet the needs of transfer and online candidates and satellite sites.

Sources of evidence:

1) Report:

- a one- to two-page summary of the program(s) of study and how it has been developed and used. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how your program of studies remains relevant to your students as they strive to understand and apply the NAEYC Standards.
- the program(s) of study as published in the course catalog, including admission and graduation requirements, and concentrations or other degree program options. [Baccalaureate and graduate programs that have achieved national recognition through NAEYC's partnership with the Council for Accreditation of Educator Preparation (CAEP) may attach the document they provided in answer to Question 3 in Section I of the CAEP program report.]
- a catalog course list with brief course descriptions.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with administrators and faculty

Program course list with short descriptions (copy of catalog page is fine)

Criterion 3: Program of Studies

Program course list with short descriptions (copy of catalog page is fine)

Admission Requirement

4 Steps to Becoming a QVCC Student

1. Apply for Admission

- Complete the [online Application for Admission](#). To apply online you need an email address and a credit card (Visa, Mastercard or Discover) to pay the application fee of \$20. If needed, a paper application is available to submit with your \$20 application fee by check, cash, or money order. New, readmit, and transfer students must complete an official application to the college.
- Admissions correspondence will be via the email you provide to the college. Future correspondence will be to your assigned community college email address.
- Submit final high school transcript, diploma or GED. Homeschooled students should submit a Homeschool Completion Form.
- Submit immunization records for measles, mumps, and rubella if you were born after 1956. You will also need to submit immunization records for varicella (chicken pox) if you were born after 1979 (waived for students who are both non-degree and part-time). **You must submit your immunization records before you will be allowed to register for the semester.** For further information and forms, refer to www.qvcc.edu/forms.

2. Apply for Financial Aid

- Complete the Free Application for Federal Student Aid (FAFSA)
- www.fafsa.ed.gov
- QVCC School code = 010530

3. Take the Basic Skills Assessment

You need to schedule an appointment for the computerized Basic Skills Assessment (BSA), which is approximately two hours. If you meet the following criteria you are not required to take the BSA:

- Students who have completed an associate, bachelor's or higher college degree.
- Transfer students who submit official transcripts showing proof of successful completion of both an English composition and college level mathematics course.
- Non-degree students seeking to enroll in an occasional course for personal enrichment, or for no more than six (6) credits.
- Students who have taken the SAT or ACT and scored at a level that makes them exempt:

Eligible SAT scores: Taken *after* March 2016

Writing and Languages = 26 or higher
Reading = 25 or higher
Math = 530 or higher

Eligible SAT scores: Taken *before* March 2016

Critical Reading or Writing = 450 or higher
Math = 500 or higher

Eligible ACT scores:

English = 21 or higher
English and Reading = 47 or higher
Math = 18-21

The Assessment testing [Exemption form](#) needs to be submitted to the Student Success Center along with required documentation.

4. Advising and Registration

- Sign-up for a Student Success Workshop.
- You are highly encouraged to meet with an advisor to select the courses appropriate for your degree and/or certificate.
- Advisors are available in Danielson at the Student Success Center C129 across from the cafeteria. Stop by or call 860-932-4008.
- For further information, students can call the Admissions Office at 860-932-4002.

Graduation Requirement

1. High School Graduation
The candidate for a degree or certificate shall have earned a high school diploma or a state equivalency certificate or have been granted a waiver of this requirement by the College president.
2. Degree Candidacy
The candidate shall be enrolled in a planned program of study designated as leading to an associate degree or certificate. The outlines of these planned programs appear elsewhere in this catalog.
3. Fundamental Proficiency
The candidate for a degree or certificate must have placed at the College level on the Basic Skills Assessment in English and mathematics, or completed the recommended developmental coursework.
4. Good Standing
The candidate for a degree or certificate shall have earned a cumulative grade point average (GPA) of not less than 2.0.
5. Credits in Residency
A candidate for a degree or certificate must have completed at least 25 percent of the minimum credit requirements for the degree or certificate through coursework at Quinebaug Valley Community College.
6. Application to Graduate
The candidate for a degree or certificate shall have filed an application for graduation with the Records Office not later than April 1 for spring, June 1 for summer, and November 1 for fall graduation. The professional staff of QVCC also requires that a candidate who is fulfilling part of the degree requirements with credit from another institution shall provide appropriate transcripts reflecting all earned credits.

7. Financial Responsibilities

The candidate for a degree or certificate shall have fulfilled all financial obligations to the College.

8. Second Degree

A student may earn a second degree at QVCC. To earn a second degree, a student must:

1. meet all degree requirements for the second curriculum

AND

2. ensure that at least 25% of the courses used to satisfy requirements of the second curriculum are unique to the second curriculum. That is to say, 25% of the courses required for the second degree must be taken over and above the courses used toward the first degree. Completion of a second option does not constitute a second degree.

9. Additional Degrees

Requests for additional degrees beyond the second require prior approval from the dean of academic affairs. Students who receive approval must then complete all program requirements, including earning at least 25 percent of the minimum requirements for the new curriculum at the College through which the degree is conferred.

Associate in Science Degree (61 semester hours minimum)

This program is designed for students who wish to enter the field of Early Childhood Education or who are already employed in the field and wish to earn a credential by expanding their knowledge and competency in working with children from birth to age 8. The program will provide students with the skills and knowledge to develop competency in working with children. The courses will provide the theoretical background and practical experience necessary for students to succeed in a variety of educational settings. Program graduates will be qualified to seek employment in early care programs. Students may transfer to a four-year institution for further study.

General Education Core

- [ENG* 101 Composition](#)
- COM* Communications Elective
- [ENG* 114 Children's Literature](#)
- ART* ELE (Fine Arts or Music Appreciation Elective)
- MAT* ELE (Greater than [MAT* 137](#))
- ELE Science Elective ¹
-
- [PSY* 111 General Psychology I](#)
- *or*
- [PSY* 112 General Psychology II](#)
-
- [ANT* 105 Introduction to Cultural Anthropology](#)
- Open Elective ²

General Education Core Total: 27/28

Program Core

- [ECE* 101 Introduction to Early Childhood Education](#)
- [ECE* 103 Creative Experiences for Children](#)
- [ECE* 109 Science & Math for Children](#)
- [ECE* 141 Infant/Toddler Growth and Development](#)
- [ECE* 176 Health Safety & Nutrition](#)
- [ECE* 182 Child Development](#)
- [ECE* 210 Observation & Participation](#)
- [ECE* 215 The Exceptional Learner](#)
- [ECE* 231 Early Language and Literacy Development](#)
- [ECE*241 Methods and Techniques Infant and Toddler](#)
- [ECE* 295 Student Teaching](#)

Program Core Total: 33

Total: 60/61

¹ Choose from [SCI*](#), [BIO*](#), [CHE*](#), [OCE*](#), [PHY*](#)

² Choose from [HIS* 201](#), [HIS* 202](#), [ECE* 241](#)

Course Descriptions

ECE* 101 Introduction to Early Childhood Education (3)

A study of the historical, philosophical and social perspectives of early care and education. Emphasis will be on modern development and trends, along with an understanding of the organization and compositions of early childhood education settings, which include curriculum materials, learning environments, and equipment.

ECE* 103 Creative Experiences (3)

This course is designed to study the concept of creativity and the creative process as it applies to art and play for young children. At the completion of this course, the student will be able to set-up a creative play environment, facilitate children's creative play and develop an art philosophy and creative art program for children.

ECE* 109 Science & Math for Children (3)

The purpose of this course is to acquire an understanding of the methods and materials for working with young children. The focus will be on math and science and their integration into the curriculum. An integrated approach to social studies will also be explored. Emphasis will be placed on understanding these from a child development perspective. It encompasses natural science, physics, physical science, biology, mathematical concepts, and social studies including multiculturalism and anti-bias curriculum.

ECE*141 Infant & Toddler Growth and Development (3)

This course content includes the development of children from birth to 36 months. Areas of study will include: attachment, emotions and feelings, social skills, perception, motor skills, cognition and language. Students will participate in a field experience with infants and toddlers in a NAEYC Accredited Center.

ECE* 176 Health Safety & Nutrition (3)

This course explores the issues of health, safety and nutrition in relation to the normal growth and development of young children. Emphasis is placed on recognition and measurement of normal growth patterns, principles of good nutrition, hygiene, health maintenance and illness prevention, and the importance of physical activity. Safety practices as they apply to early childhood settings are also studied, including playground safety, poisons, fire safety, and violence prevention. Understanding cultural issues and special needs of individual children are addressed as aspects of health and safety.

ECE* 182 Child Development (3)

The physical, emotional, social and cognitive development of young children from the neonatal period to age seven. Child development theories will be applied to current issues.

ECE* 210 Observation & Participation (3)

This course is designed to increase objectivity in observing and interpreting children's behavior, to observe developmental characteristics and to increase awareness of typical and atypical patterns of behavior. Observations and participation placements are provided for the study of young children at area preschools. The students will observe and participate in an accredited center for 60 hours to gain experience and competency in working with young children. Weekly seminars devoted to issues in observing and understanding children's development will extend the individual's observing and participating experiences.

Prerequisite: [ECE* 101](#) and [ENG* 101](#)

ECE* 215 The Exceptional Learner (3)

This course provides an overview of the study of the exceptional child with emphasis on the history, laws, concepts, practices, and terminology used by professionals in the field within inclusive settings. Accommodations and teaching techniques for children who have special needs will be covered.

Prerequisite: [ECE* 182](#)

ECE* 231 Early Language and Literacy Development (3)

An introduction to language and literacy development in the young child. Exploration of the early childhood language arts curriculum includes speaking, listening, writing, and reading skills. Emphasis on the influence of a child's background and experiences in emerging literacy development will be explored. Creation of a literacy-rich environment that engages children in developmentally appropriate language arts experience will be included.

Prerequisite: [ECE* 101](#) and [ENG* 101](#)

ECE*241: Methods and Techniques Infants and Toddler (3)

This course will introduce students to developmentally appropriate curriculum for infants and toddlers. Various curriculum models will be explored. Students will interact and facilitate play experiences with children infants and toddlers. Course curriculum will include cognitive, social/emotional, physical, language and creative development. The use of developmentally appropriate materials will be incorporated into the field experience.

ECE* 295 Student Teaching (6)

Guided observation, participation, and supervised student teaching in approved centers or kindergarten is required. The purpose of student teaching is to enable the student to apply child development theory in a learning environment and to work with children under close supervision. Students will manage a classroom independently, plan, organize, implement, and evaluate classroom activities. Students will complete a minimum of 200 hours of student teaching. Weekly seminars devoted to issues in early childhood education and the experience of the student teachers will extend the individual's student teaching experience.

Prerequisites: [ENG 101](#), matriculation in Early Childhood Education program and successful completion of 18 Early Childhood Education credit hours with a grade of C or better. Early Childhood credits must include [ECE* 101](#), [ECE*182](#), and [ECE* 210](#) . Completion of application and approval of program coordinator in semester prior to taking the course. Students must fulfill specific health requirements mandated by CT State Licensing including fingerprinting and DCF background check.*

ENG* 101 Composition (3)

Students develop competence in writing academic essays that are clear, logical, and fully developed, employing rhetorical modes such as summary, comparison, analysis, and argument. Research and bibliography skills are involved, as well as reading, critical thinking, multiple revision, interaction with other students' work, and an understanding of writing as a process.

Prerequisite: [ENG 093](#) with C or better or placement in [ENG* 101](#) on Basic Skills Assessment.*

COM* 171 Fundamentals of Human Communication (3)

A study of oral communication in person-to-person, small group, and public situations. The students will be given the opportunity to study theories, do exercises and activities, and prepare oral presentations in order to improve their skills as senders and receivers of messages.

ENG* 114 Children's Literature (3)

A survey of children's literature, including discussion of the genre's development from oral traditions and folktales, through Grimm's fairy tales, to contemporary writing for children. Course materials and activities will focus on the purposes, sub-genres, forms, and conventions of children's literature; the application of literary criticism to poetry, fiction, and non-fiction for children; the importance of cultural, historical, and social contexts; and the presentation of literature and literary concepts to children.

Prerequisite: [ENG 101](#); Recommended: [ENG* 110](#)*

MAT* 143 Math for Elementary Education: Algebra, Number Systems (3)

This course is designed for students planning to become certified in early childhood, elementary, or middle school level education. Topics include problem solving, sets, numeration systems,

elementary number theory, non-decimal systems and computational algorithms in the elementary school.

Prerequisite: A grade of C or better in [MAT 137](#) or placement at college level math+ on Basic Skills Assessment*

MAT* 146 Math for the Liberal Arts (3)

This course is designed to acquaint the liberal arts student with a broad spectrum of mathematical ideas not emphasized in traditional algebra based courses. The goals of the course are to develop the mathematical and quantitative capabilities of the students; to enable them to understand a variety of applications of mathematics; to prepare them to think logically in subsequent courses and situations in which mathematics occurs; and to increase their confidence in their ability to reason mathematically. Topics may include: inductive reasoning and problem solving, sets, logic, number systems, counting techniques, elementary probability, graph theory, fractal geometry, voting and appointment, consumer mathematics.

Prerequisite: BSA placement at college level+ or [MAT 137](#) with C or better*

MAT* 167 Principles of Statistics (3)

Theory and application of statistics, including measures of central tendency, variability, probability, binomial and normal distribution, regression and correlation. Introduction to sampling theory and statistical inference.

Prerequisite: BSA placement at college level+ or [MAT 137](#) with C or better*

MAT* 186 Precalculus (4)

A review of algebra, simultaneous and quadratic equations, logarithms, the trigonometric functions, circular functions, trigonometric identities, and solutions of triangles.

Prerequisite: BSA placement at college level+ or [MAT 137](#) with C or better*

PSY* 111 General Psychology I (3)

A survey course that provides an overview of introductory topics in the basic schools and systems of psychology. Topics include historical and scientific origins, research, biological foundations, sensation and perception, learning, memory, thinking, language, intelligence, emotion, and motivation.

Prerequisite: Placement at [ENG 101](#) or completion of required developmental English courses*

PSY* 112 General Psychology II (3)

A survey course that provides an overview of introductory topics in the social, behavioral, and applied areas of the science of psychology. Topics include lifespan development, consciousness, personality, social psychology, health psychology, stress and coping, psychological disorders, and types of therapies.

Prerequisite: Placement at [ENG 101](#) or completion of required developmental English courses*

ANT* 105 Introduction to Cultural Anthropology (3)

A cross-cultural comparison of life in diverse cultures. Topics such as marriage, kinship, social organization, and political and economic institutions will be examined through case studies.

Prerequisite: Placement at [ENG 101](#) or completion of required developmental courses.*

ART* 107 Introduction to Studio Art (3)

This is a studio and lecture course designed to develop seeing and understanding of the formal and cultural aspects of the visual arts. The course includes studio assignments and work with a variety of materials, art log entries, discussions of studio work and lecture/discussions of selected works and artists. As this is an introductory course, it is assumed that most students have little or no previous experience in art. This is in no way a disadvantage as the assignments have been carefully chosen to suit the course aims and provide an interesting and creative introduction to the visual arts.

AST* 111 Introduction to Astronomy (3)

This is an introductory course in astronomy which covers the origin and evolution of the sun, the universe, and the planets. In addition, methods of observing and analyzing astronomical events will be discussed. Students may also explore special topics of contemporary interest. Three hours of lecture and one three-hour laboratory per week.

Prerequisite: [MAT* 095](#) or placement at college level math on Basic Skills Assessment

BIO* 115 Human Biology (4)

A study of anatomy and physiology of the human being at all levels of organization from the molecular through the organ system. Themes include the study of unifying principles by which the human organism maintains homeostasis and the consequences of pathology. Special emphasis will be given to pathological conditions which affect individual organ systems and the body as a whole. Three hours of lecture and three hours of laboratory per week.

Prerequisite: Basic Skills Assessment placement at [ENG* 101](#) level

CHE* 111 Concepts of Chemistry (4)

This is an introductory course designed to provide a brief survey of important chemical concepts. The core of the course will involve solution chemistry including: precipitation reactions, redox reactions, stoichiometry, acid-base reactions, and buffer systems. This course will also cover: the metric system, states of matter, scientific measurements, the periodic table, chemical bonding, and an introduction to organic chemistry. This course is not recommended if a one-year chemistry sequence is needed.

Prerequisite: [MAT* 137](#) (may be taken concurrently) or permission of instructor

OCE* 101 Introduction to Oceanography (3)

The science of the ocean is introduced from several perspectives: chemical, biological, physical, and geological. Other topics include ocean exploration and marine policy, as well as the food, mineral, and energy resources of the sea. Field trips are required.

HIS* 201 U.S. History I (3)

A selection of topics in the history of the United States from the Age of Exploration to 1877. Political, economic and social factors influencing the early development of the United States are examined

HIS* 202 U.S. History II (3)

An examination of political, economic and social forces affecting the growth of the U.S. since the Civil War. Topics include the American industrial revolution, immigration, urbanization, imperialism, the New Deal, America as a world power, and contemporary policies.

Narrative description of challenges, strengths and plans:

Narrative description of program of study including use, strengths, challenges, and changes

The ECE program continues to prepare students entering the field of Early Childhood Education or those who are already employed in the field and wish to earn an associate degree by expanding their knowledge and competency working with children from birth to age eight. The program provides learning opportunities that support the NAEYC Core Standards. The courses offer the theoretical background and practical experience necessary for students to succeed in a variety of educational settings. Program graduates will be qualified to seek employment in quality early care programs.

A significant change to the original plan of study is the addition of a required Infant and Toddler Growth and Development course (ECE 141). Looking at our original plan of study, we were not providing enough content related to infants and toddlers. This course provides the students relevant information related to the development of infants and toddlers. Those students who want to focus on teaching in infant and toddler settings may take an additional course, Methods and Techniques for Infants and Toddlers (ECE 241), and be eligible to apply for the Infant/Toddler Early Childhood Teaching Credential Level A (ECTC).

Since our last submission, we have added more daytime and hybrid classes to meet the needs of the changing population of students (recent high school graduates).

Students are now able to take online and hybrid courses in both general education and ECE program core. The program now offers three hybrid ECE courses (ECE 215, ECE 231, and ECE 241).

We continually evaluate the course schedule and collaborate with QVCC faculty to offer required general education courses such as ANT 105, ART 107, ENG 114 and MAT 143 that do not conflict with early childhood education course offerings.

Based on need, general education requirements, and transferability, the students are now able to take any course in the communications area.

The College now offers English and math courses with embedded support to meet the developmental needs of the students. Many early childhood students are benefiting from these courses.

The ECE Program requires students to have a combination of courses, field, and practical experience. Along with the 200 hours required in ECE 295 and 60 hours in ECE 210 an additional 100 hours are dispersed throughout program courses. This ensures practical, hands-on engagement with young children.

The program design clearly reflects the NAEYC Professional Preparation Standards, all standards and the curriculum chart in this document will highlight class experiences that support each standard.

Students are prepared to transfer to a four-year degree program after completing the associate degree program at QVCC. The Connecticut State Colleges and Universities' system has a transfer articulation policy in place.

The sequence of courses reflect the program's mission, role, and conceptual framework. These courses provide students with learning opportunities related to quality care, child development, theory, environments, developmentally appropriate curriculum, assessment, families, CT Early Development Standards (CTELDS), and NAEYC Core standards.

Criterion 4: Quality of Teaching

The teaching strategies used by program faculty reflect the characteristics, instructional methods, and evaluation strategies that are likely to promote candidate learning in relation to the NAEYC Professional Preparation Standards. They reflect the current professional knowledge base and are responsive to the characteristics of the program's candidates.

Rationale: Today, we know a great deal about how to promote the learning of candidates in early childhood degree programs. Teaching-learning experiences in strong programs reflect that knowledge base and are responsive to the characteristics of the program's candidates.

Indicators of strength:

NOTE: Indicators should be evident whether faculty are full-time or part-time, and whether courses are offered in day or evening, in distance or other formats, on- or off-campus.

- The teaching-learning experiences offered in the degree program are consistent with the program's mission, role, conceptual framework and the NAEYC Professional Preparation Standards.
- The content of the program's teaching-learning processes reflects the early childhood field's current knowledge base derived from research on early development and education and other professional sources.
- Teaching reflects current research about the role of faculty as facilitators of candidate learning and about learner-centered education that uses a variety of methods and strategies.
- Candidate participation is frequently fostered and monitored, as appropriate, to the delivery (face-to-face, online, hybrid) of the program.
- Teaching reflects knowledge about and experiences with diverse populations of adults and is based on knowledge of cultural and individual adult approaches to learning.
- The program continuously evaluates the quality of its teaching-learning processes such as through peer review, self-reflection, reflective supervision, course evaluations, and other candidate feedback and uses the results, including candidate performance data from the program's assessments (not just key assessments), to improve the program and to promote all candidates' learning in relation to the NAEYC Professional Preparation Standards.

Sources of evidence:

1) Report:

- a one- to two-page summary of the program's quality of teaching. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with faculty and candidates; observations of classes that illustrate indicators of strength.

Narrative description of quality of teaching including use, strengths and changes

The QVCC Early Childhood Education program provides students with the skills and knowledge to develop competency in working with children in a variety of educational settings. QVCC offers students interested in the field a program to work towards an associate's degree in Early Childhood Education. In this program, students participate in experiences that enable them to:

- Identify, document and assess elements that determine quality in early childhood programs;
- Design a learning environment and use teaching strategies based upon child development theory;
- Plan, implement, and evaluate a developmentally appropriate curriculum that fosters children's social, emotional, physical, and cognitive development;
- Understand the use of the CTEDLS;
- Examine program philosophy and goals, classroom design, teacher/child interaction, planning and implementation of curriculum, observation and assessment of the young child, and family involvement in a variety of early childhood settings;
- Demonstrate best practice in an early childhood setting.

QVCC's early childhood programs focus on providing students with hands-on professional experiences involved in teaching young children. During the time the students are in the program, they will:

- Observe at high quality early childhood sites, interview professionals, and view video clips of best practice;
- Engage in role-playing from the perspectives of educators, family members, and children;
- Participate in a structured student teaching placement;
- Engage in faculty designed in-class large and small group discussions and projects;
- Complete reading assignments, student presentations, essays, and examinations that engage students in describing, reflecting upon, comparing and analyzing educational practices, while integrating foundational theories and relevant research findings in child development.

QVCC's early childhood faculty support students to become reflective practitioners by modeling appropriate teaching techniques for diverse learners, encouraging them to review their own learning styles and prior educational experiences, and comparing and contrasting the practices that they observe and learn about. Instructors guide students to participate in decision-making and problem solving appropriate to the profession, including assessment, planning, curriculum design and implementation, collaboration with peers, advocacy, and ethical reflection.

In addition to the Program Coordinator, the College has a (Full-Time) Associate Professor and a carefully selected group of adjunct faculty with special expertise and strong connections to the local early education community. These instructors share their professional expertise in the classroom. QVCC, in accordance with a statewide union contract, takes a number of steps to ensure the quality of its academic offerings. The College offers professional development opportunities to both full-time and adjunct faculty, including in-service trainings as well as funding for outside study or professional affiliations. Students complete a standardized evaluation for each course, and results are made available to the Academic Dean, the ECE Coordinator, and to the course instructor. The ECE Program Coordinator is responsible for observing and evaluating full-time and part-time faculty.

The Early Childhood Education associate degree program at QVCC continues to meet the early care and education workforce needs. Students who successfully complete the degree program are eligible to apply for a Preschool Early Childhood Teaching Credential Level A (ECTC). Students are able to find, maintain, or advance in the field. Those students pursuing Connecticut State Certification in Early Childhood Education are prepared to transfer to four-year institutions. The teaching-learning experiences offered in the degree program are consistent with the mission, conceptual framework and NAEYC Professional Preparation Standards. Teaching reflects knowledge of culturally and individually diverse adult populations. The program meets these needs evident in the following:

- Student evaluations as well as professional observation of faculty indicate overall satisfaction and success in meeting academic goals and standards.
- The program is flexible in its offerings, providing day and evening courses, on-ground, hybrid, and online.
- Taking into account the diverse population of traditional and adult learners, students taking developmental courses may select courses with embedded support. Even with this embedded support, it is a challenge to meet the varying needs of the students.
- The QVCC library currently includes professional journals such as *Young Children* and continually expanding its collection of early childhood texts, videos, and children's books. The library also offers online access to numerous early education resources. Since the last report, the Library has a designated Early Childhood Education section.
- In order to stay current in the field, ECE faculty engage in personal and professional development opportunities.
- Students can communicate with ECE faculty outside of class time during scheduled office hours, by phone, and electronically through Blackboard and e-mail. Blackboard also provides opportunities for faculty to connect students with online professional resources.
- All classrooms have computer and Internet access, as well as projection capability.
- All faculty provide a variety of teaching-learning processes/methods such large and small group experiences, lectures, student led presentations, and technology-based resources.
- Faculty develop their courses using a statewide Common Course Syllabi as a guide, and incorporate NAEYC standards in their syllabi and course designs.
- Based on data collection from assessments (including key assessments), course content is modified and improved.
- QVCC Early Childhood Education instructors work closely with disability services. A new full-time counselor is available to meet with students as needed. An Advising Director has been added to the Student Success Center staff.
- ECE faculty work closely with the English department faculty, librarians, and learning technology specialists to incorporate new opportunities to use writing, research, and technology in class projects and assessments.
- Since the last submission, a full-time associate professor joined the Program Coordinator.
- Since the last submission, the ECE program has a designated collaborative classroom equipped with materials related to course content. The classroom has ample storage, refrigerator, sink, microwave, convection oven, and printer. These items are essential to deliver course content. The classroom has a small area (classroom within a classroom) used for many in-class experiences.
- A recently renovated early childhood education center is now a learning lab. Depending on course content, the space has been used to set up environments for specific learning experiences.
- Faculty continue to advocate for funds to grow the ECE program in light of possible statewide budget cuts.

Criterion 5: Role in Supporting the Education Career Pathway

The program of study allows early childhood professionals to build on prior credentials and prepares them for future professional education opportunities in order to advance early childhood education and improve student learning.

Rationale: The professional preparation standards are relevant throughout an early childhood professional's educational studies, as individuals pursue education opportunities to advance their knowledge, serve young children in their learning environments, meet professional performance standards in the degree program, and achieve career aspirations. Successful programs consider ways to build on candidates' prior credentials and position them for seamless advancement in their educational studies through supporting transfer, articulation and collaboration across programs and institutions to sequence and reduce redundancy in content and requirements.

Indicators of strength:

- The program(s) reflects on the credentials with which candidates commonly enter the program and considers opportunities to avoid duplication and/or deepen coursework at a more advanced level of study.
- The program(s) identifies common educational steps its graduates take prior to entering and after completing the program and proactively addresses opportunities to streamline requirements, reduce redundancy, align coursework, etc. to create a seamless higher education pipeline for early childhood candidates and professionals
- The program(s) actively participates in partnerships with relevant high schools, community colleges, and/or four-year colleges and universities and graduate programs to support the recruitment and development of early childhood candidates through higher education pathways. (Examples might include dual enrollment agreements or articulation agreements).

Sources of evidence:

1) Report:

- a one- to two-page summary of the program's participation in the professional pipeline. (Programs located within institutions that offer early childhood education degrees at multiple levels should consider how they address this criteria within their own institution as well as with institutions in or near their service area)
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with faculty; candidates; administrators; P-12 partners, and other educational partners when relevant. Review of articulation agreements, letters of support, and other documents that reflect partnerships and cross-institutional initiatives to provide a seamless early childhood higher education pipeline.

Narrative description of role in supporting the education career pathway including use, strengths, challenges, and changes.

QVCC's Early Childhood Education (ECE) program has remained an active partner with each of the local high schools and four-year colleges and universities in its service area.

Recruitment efforts include offering College Career Pathways (CCP) credits for high school students who may be interested in pursuing this career. Students enrolled in CCP courses receive dual support, from their high school staff teachers as well QVCC faculty. This initial step in the pipeline exposes students to the option of earning an associates degree and then transferring seamlessly to a four year College or University to complete the bachelor's degree.

QVCC remains close partners with a number of four-year colleges and universities including Eastern Connecticut State University (ECSU) and the University of Connecticut (UConn). The articulation agreements currently in place allow QVCC graduates to matriculate in a relatively stress-free manner.

In particular, the association with ECSU has evolved into a model partnership. Our QVCC's ECE degree offers students ample classroom experience that helps prepare them for the next step in their educational pipeline. This dual enrollment collaboration has led to a steady flow of students graduating from QVCC and transferring to ECSU.

The CSCU Guided Pathways implementation will help students efficiently complete credentials, transfer, and attain jobs with value in the labor market. Starting with a student's end goal in mind, pathway initiatives focus on providing clear program maps, improving the student experience, and closing equity gaps.

The BOR has tasked colleges with the challenge of creating seamless transfers between the two and four-year colleges through a program called TAP (Transfer Articulation Policy). This work has been ongoing since 2016, and in May of 2017, the Early Childhood Program created its' first TAP degree, with ECSU and Charter Oak. In general terms, these agreements allow students to transfer to a four-year degree program and work towards their Bachelor of Science degree in General Studies with a concentration in Early Childhood Education and the ability to obtain an ECTC Level B credential.

QVCC will continue to support seamless advancement for educational studies by:

- Completing a formal transcript evaluation audit for students entering to avoid duplication of coursework;
- Faculty meeting with individual students to complete a Degree Works evaluation and map an educational program plan;
- QVCC faculty understanding four-year college requirements and advise students for ease of transfer;
- Meeting regularly with community college program coordinators and faculty to discuss common core syllabi, current trends, and initiatives related to the early childhood field;

Identified strengths and challenges

- The TAP agreement creates a pathway ticket that enables students to transfer to a four-year institution and work toward a Bachelor's Degree in General Studies with a concentration in Early Childhood Education. This path prepares students to work in private program, School Readiness Classroom, and Head Start early childhood programs.
- At this time, the TAP transfer ticket does not include a pathway for students seeking CT certification. These students are encouraged to complete a Bachelor's degree in a major that supports the certification requirements and continue the Early Childhood Education degree at the master level with certification.
- The students receive high quality advising while pursuing their associate's degree and when they are seeking transfer to a four-year institution, they often encounter difficult and conflicting information in relation to the plan of study at the college of transfer. QVCC faculty are seeking more effective collaborative efforts to assist in the seamless transfer process.
- Anecdotally we know that QVCC graduates are gainfully employed and/or attending four-year universities. They are well received by the early childhood community and universities.
- Knowing anecdotally our students are successful, we have plans of collaborating with Institutional Research to develop and implement a survey that will quantify numbers related to current employment, job advancement, and education degrees of students since 2005.
- When students are unable to find a course to meet their individual schedule, we work together to find the course at another CT community college that can be transferred back to fulfill the plan of study requirement.

C. CANDIDATES

Criterion 6: Qualifications and Characteristics of Candidates

The program encourages enrollment of a diverse group of candidates who have potential to succeed as early childhood educators.

Rationale: Strong degree programs actively seek out and encourage candidates who will contribute to a future work force of diverse, well prepared early childhood professionals, as well as welcome candidates with many kinds of prior experiences.

Indicators of strength:

- The program actively encourages enrollment of candidates who demonstrate potential for success in the early childhood field as defined by faculty.
- The program actively encourages attention to recruitment, retention, and graduation of a diverse candidate population to meet its mission, goals, and community context.
- The program engages in efforts to ensure that candidates graduating are well qualified and prepared for the roles and settings described in Criterion 1.

Sources of evidence:

1) Report:

- a one- to two-page summary of qualifications and characteristics of candidates. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with faculty, stakeholders, and candidates as appropriate.

Narrative description of student characteristics, recruitment and enrollment strategies including use, strengths, challenges and changes.

The ECE program encourages enrollment of a diverse group of students. The communities in close proximity to QVCC have a lower percentage of identified non-white race/ethnicity categories (Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan Native) than do the state or country as a whole. The charts below illustrate the ECE student population compared to that of the College overall. The QVCC early childhood program has a strong connection with the community. The Program Coordinator and full-time faculty visit high schools, early childhood programs, placement sites, and invite the community to learn about the program through informational open house sessions offered by the College. The Program Coordinator and full-time faculty in conjunction with Associate Director of Admissions schedule presentations related to career options in the early childhood field. The presentations include information about open houses, financial aid, and New Student Orientation.

College Population																			
Term	International		Hispanic		American Indian		Asian		Black		Hawaiian/Pac. Islander		White		Multiple Races		unknown		Totals
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
fall 18	1	0.1%	176	13.2%	4	0.3%	19	1.4%	40	3.0%	2	0.1%	1029	77.1%	35	2.6%	29	2.2%	1335
fall 17	2	0.1%	224	15.1%	6	0.4%	27	1.8%	49	3.3%	4	0.3%	1094	73.9%	35	2.4%	39	2.6%	1480
fall 16	0	0.0%	246	16.2%	2	0.1%	23	1.5%	40	2.6%	4	0.3%	1124	74.2%	33	2.2%	43	2.8%	1515
fall 15	0	0.0%	246	14.5%	5	0.3%	22	1.3%	36	2.1%	3	0.2%	1230	72.7%	104	6.1%	47	2.8%	1693
fall 14	0	0.0%	263	13.9%	6	0.3%	39	2.1%	43	2.3%	2	0.1%	1383	72.9%	101	5.3%	60	3.2%	1897
fall 13	0	0.0%	228	11.8%	9	0.5%	28	1.4%	40	2.1%	3	0.2%	1480	76.5%	98	5.1%	49	2.5%	1935
fall 12	0	0.0%	228	11.5%	9	0.5%	25	1.3%	34	1.7%	3	0.2%	1530	76.9%	88	4.4%	72	3.6%	1989

Early Childhood Education Students																			
Term	International		Hispanic		American Indian		Asian		Black		Hawaiian/Pac. Islander		White		Multiple Races		unknown		Totals
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
fall 18	0	0.0%	12	11.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	90	84.1%	3	2.8%	2	1.9%	107
fall 17	0	0.0%	15	16.9%	1	1.1%	1	1.1%	0	0.0%	0	0.0%	67	75.3%	4	4.5%	1	1.1%	89
fall 16	0	0.0%	21	25.9%	0	0.0%	0	0.0%	1	1.2%	0	0.0%	55	67.9%	3	3.7%	1	1.2%	81
fall 15	0	0.0%	12	12.8%	1	1.1%	0	0.0%	2	2.1%	0	0.0%	69	73.4%	7	7.4%	3	3.2%	94
fall 14	0	0.0%	13	14.4%	0	0.0%	1	1.1%	0	0.0%	0	0.0%	67	74.4%	6	6.7%	3	3.3%	90
fall 13	0	0.0%	11	10.8%	1	1.0%	1	1.0%	1	1.0%	0	0.0%	79	77.5%	6	5.9%	3	2.9%	102
fall 12	0	0.0%	15	15.8%	0	0.0%	1	1.1%	0	0.0%	0	0.0%	71	74.7%	3	3.2%	5	5.3%	95

For students seeking information about the ECE program, we provide the following:

- ECE Brochure: distributed at high school presentations, through the College's Student Success Center; and by the ECE program coordinator;
- ECE Plan of Study: details the program's recommended sequence of courses and other requirements (available online, and through the advising center and program coordinator);
- ECE Website: <https://qvcc.edu/programs/academics/academic-degrees-certificates/early-childhood-education/> . This website went live in spring 2011. The ECE website, now available as a link on the College's homepage, it provides information on courses, faculty, and College support services (i.e. financial aid) for prospective and current students.

The ECE program encourages enrollment of a diverse group of students with the goal of succeeding as an early childhood educator. We encourage students to successfully complete the plan of study so they may contribute to the early care workforce. The completion of the plan of study prepares students to be competent early childhood professionals. The degree enables students to keep their job, move up the career ladder, or transfer to a four-year college or university.

Strengths, challenges, and changes related to qualifications and characteristics of candidates include the following:

- All colleges in Connecticut's community college system maintain an open enrollment policy for students who have attained a high school diploma or GED.
- QVCC provides several developmental courses with embedded support.
- The program's Advisory Board includes administrative staff of local early childhood care centers, current/graduate students, and experts in the field of early childhood education.
- Financial aid is available and utilized by a large percentage of the program's students.
- ECE students may apply for scholarship money each year through the QVCC Foundation.
- ECE course are offered in Danielson, Willimantic and online.
- Various funding agents, licensors, and accreditation organizations, including Head Start, the State of Connecticut Office of Early Childhood, and NAEYC, are raising educational standards for participation in the early childhood education workforce, and providing incentives for certificate or degree attainment.
- QVCC's ECE program collaborates with ECSU, and has an articulation agreement that ensures acceptance of QVCC students who successfully complete their associate degree program.
- By anecdotal report, QVCC students have a high level of success in obtaining employment and/or promotion following completion of their studies.
- The demographic makeup of the QVCC ECE students mirrors that of QVCC students as a whole.
- The College applies for grants that would assist students with the cost of courses while pursuing their ECE associate degree.
- QVCC continues to recruit, retain, and graduate students in the ECE associate degree Program.
- The college maintain high educational standards to support the local ECE workforce.

Students at QVCC, including those in the ECE program, are trending towards earlier participation in college study, and the program is adjusting to students who are younger and may lack experience. The ECE program continues to actively recruit, retain, and graduate a diverse student population.

Criterion 7: Advising and Supporting Candidates

The program ensures that candidates are adequately advised and supported.

Rationale: Candidates need many kinds of assistance if they are to gain the competencies reflected in the NAEYC standards. Strong programs ensure that comprehensive services are available to all candidates, and that candidates' career goals are being met.

Indicators of strength:

- Advising and supports are designed around the needs and characteristics of the candidate population.
- The program ensures that all candidates have equitable access to a comprehensive support system including appropriate academic advisement, career counseling, financial aid information, academic support services, and other resources from admission to the completion of their education.
- On a regular basis, program faculty review the performance of candidates in relation to learning outcomes (including NAEYC standards) and provide candidates with advice and counseling regarding their progress and potential in the program and early childhood profession.
- The program has protocols in place for identifying and advising candidates whose behaviors, actions and/or performance related to the standards are not appropriate for working with young children.
- The program makes every effort to ensure that candidates complete their course of study in a way that recognizes and supports each candidate's goals and characteristics.

Sources of evidence:

1) Report:

- a one- to two-page summary of how the program advises and supports candidates. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with candidates, faculty, administrators and other campus staff as appropriate.

Narrative description of advising and supporting candidates including use, strengths, challenges, and changes

It is evident that retention and student success directly relates to quality advising. The Early Childhood Education associate degree program at QVCC enables students to be successful so they can continue on to a baccalaureate degree program, enter the workforce, or maintain current employment. This program ensures that comprehensive services related to academic advisement, career counseling, financial aid, and supportive counseling services are available to all students. Faculty work directly with students to ensure learning outcomes including NAEYC standards are met.

The ECE program offers students the following support and services from pre-enrollment through graduation:

- ECE assess all students matriculated in the ECE program in reading, writing, and mathematics before registering for ECE courses. Developmental courses are taken as needed to build a foundation of skills required to be successful in college-level courses. Since the last self-study, courses in English and math are now offered with embedded support.
- The ECE Program Coordinator or full-time faculty or staff from the Student Success Center meet individually with students to guide them in choosing courses that will meet program requirements.
- Advising specific to the early childhood program is completed to meet the students' individual academic and professional goals.
- Professional staff from the library are available by appointment to offer presentations to classes related to library resources and research methods.
- The learning center provides academic assistance.
- Students with disabilities are referred to the disability service provider for guidance related to accommodations.
- During the Student Teaching Practicum, faculty work with a Student Success Center staff member for resume writing and interview preparation.
- Students and faculty are encouraged to run Degree Works for degree evaluation at various times during the academic program.

The ECE program strives to maintain communication with students. The ECE Program Coordinator and full-time faculty and staff from the Student Success Center have a clear understanding of the recommended sequence of courses. In order to provide more detailed information on the ECE program requirements and recommendations, we have developed the following initiatives:

- The ECE Program Coordinator and full-time faculty member periodically meet with Student Success Center staff to inform and update them on relevant program information.
- The ECE program plan of study is available for advisors and students.
- The QVCC website provides information related to courses, faculty, and College support services (including the ECE program plan of study, a checklist with recommended sequence of courses required).
- The ECE Program Coordinator and full-time faculty member are available by e-mail at all times, including summer, to communicate with new students enrolling in the program.
- The Student Success Center is open during the summer and winter academic breaks and now offers extended evening hours to provide guidance related to scheduling courses.
- In an effort to ensure student success and address issues and concerns, faculty often meet with students individually, communicate via telephone and email, and make referrals for specialized support/resources as necessary.

Student Performance

- All faculty advise and counsel students regarding their academic performance on a regular basis.
- Faculty evaluate students in every ECE course with special emphasis on the NAEYC standards.
- Discussions related to abilities, characteristics, and competencies needed to succeed in the early childhood profession are infused in all courses. This information allows students to make informed career choices.
- The *Student Handbook* clearly defines student conduct philosophy, expectations for student conduct, and sanctions and procedures.
- The College recognizes academic excellence by hosting a Dean's List Celebration in the fall and spring.

Comprehensive Support System

- Students have access to a robust financial aid team knowledgeable in FAFSA preparation, college scholarships, and payment plans.
- The College sponsors a Financial Aid Informational session each semester.
- The QVCC Foundation awards approximately \$200,000 in scholarships each year, and encourages all students to apply.
- QVCC is proud that no students have incurred any federal student loan debt for past eight years.
- The Student Success Center recently hired two new staff members to assist with advising needs and added a full-time Director of Student Services.
- The Director of Advising and Retention convenes meetings so all advisors have an understanding of program requirements.
- The Director of Advising and Retention organizes college fairs for students planning to transfer.
- Since the last submission, the College has hired a full-time counselor to provide supportive counseling services to students seeking guidance.
- The Learning Center Staff is available to assist with academic needs.
- The Information Technology staff are available with any technology/computer related issues and questions.

Recruitment, Admission, and Graduation

- The Associate Director of Admissions plans College open house events, information sessions, and high school presentations to recruit new students.
- The Program Coordinator and full-time faculty member meet with high school guidance counselors to provide program information for recruitment purposes.
- Faculty encourage all students to attend orientation events in the fall and spring semester.
- ECE faculty assist students with completion of the QVCC graduation application.

D. FACULTY

Criterion 8: Qualifications and Composition of Faculty

The program ensures that faculty members demonstrate the qualifications and characteristics needed to promote candidates' learning in relation to the NAEYC Professional Preparation Standards.

Rationale: Strong programs ensure that both full- and part-time faculty have the academic and practical expertise to guide candidates toward mastery of the competencies reflected in NAEYC's Professional Preparation Standards, and to serve as models and mentors for candidates.

Indicators of Strength

NOTE: Indicators apply to all faculty, whether temporary, part-time, or full-time.

- Faculty have experience in early childhood education or a closely related field. In addition, faculty teaching at the associate's and/or baccalaureate level have a graduate degree in early childhood education or a closely related field; faculty teaching at the graduate level have a doctoral degree in early childhood education or a closely related field;
- Faculty have academic qualifications appropriate to the courses they are assigned to teach.
- Faculty know about and implement the principles in NAEYC's Code of Ethical Conduct, including its Supplement for Early Childhood Adult Educators.
- The program uses a variety of strategies to recruit, hire, mentor, and retain a diverse faculty.
- The institution regularly evaluates faculty on their teaching, scholarship, and service.

Sources of evidence:

1) Report:

- a one- to two-page description of strategies for recruitment, hiring, mentoring and retention of a diverse and qualified faculty. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.
- a chart listing program faculty with brief description of qualifications (see example below). Baccalaureate and master's degree programs that have achieved national recognition through NAEYC's partnership with the Council for Accreditation of Educator Preparation may use the chart submitted with their most recent program report.
- a one-page description of how program is planning to address challenges and build on its current strengths in this area.

2) Site Visit: Interviews with program coordinator and faculty.

Chart of faculty names and qualifications - include all faculty, whether temporary (Temp), part-time (PT), full-time (FT), on-campus or online/distance.

Name	Temp/PT/FT	Academic Degree	Professional Experience	Courses Taught
Susan Spencer	FT	<p>M.S. Early Childhood Education: Eastern Connecticut State University</p> <p>B.S. Early Childhood Education: University of Connecticut</p>	<p>Professor/Program Coordinator QVCC Early Childhood Program</p> <p>TAB Trainer</p> <p>Master Teacher: Child Development, Storrs, CT/Pre-school</p> <p>Director: Willow House Child Care Center/Preschool</p> <p>Teacher: Windham Hospital Daycare/Preschool</p> <p>Director: Mansfield Day Care Center</p> <p>Head Teacher: Hockanum Valley Child Care Center/Preschool</p> <p>TitleXX Project Member: Women's League Daycare Center</p> <p>Head Teacher: First Presbyterian Pre-Kindergarten</p>	<p>Introduction to Early Childhood Education (ECE 101)</p> <p>Creative Experiences (ECE 103)</p> <p>Child Development (ECE 182)</p> <p>Observation and Participation (ECE 210)</p> <p>Methods and Techniques Infant/Toddler ECE 241</p> <p>Student Teaching Practicum (ECE 295)</p>
Cynthia Shirshac	FT	<p>M.S. Early Childhood Education: Eastern Connecticut State University</p> <p>B.S. Early Childhood Education: Eastern Connecticut State University</p>	<p>QVCC Early Childhood Program Educational Assistant</p> <p>Adjunct Faculty: Early Child Education, QVCC</p> <p>Early Childhood Educational Consultant</p> <p>Owner/Director/Head Teacher: Play & Learn Center, LLC/Preschool/Infant/Toddler</p>	<p>Introduction to Early Childhood Education (ECE 101)</p> <p>Creative Experiences (ECE 103)</p> <p>Infant/Toddler Growth and Development (ECE 141)</p>

			<p>Owner/Director/Head Teacher: Kiddie Korner Daycare</p> <p>Owner: Family Daycare/Preschool/Infant/Toddler</p> <p>First Grade Teacher: St. Mary St. Joseph School</p>	<p>Health, Safety & Nutrition (ECE 176)</p> <p>Child Development (ECE 182)</p> <p>Student Teaching Practicum (ECE 295)</p>
Tracy Smith-Michnowicz	PT	<p>M.S. Early Childhood Education/Special Education Birth to Kindergarten: Saint Joseph College</p> <p>B.S. Psychology, Focus Education: Central Connecticut State University</p>	<p>Adjunct Faculty, Early Childhood Education, QVCC</p> <p>Teacher: Child Development Laboratories/Infant/Toddler</p> <p>Teacher: Creative Childcare Center</p> <p>Research Assistant: UCONN Health Center</p> <p>Teacher: Li'l Rascals Daycare Preschool</p> <p>Tutor Corps Coordinator: Central Connecticut State University</p>	<p>Creative Experiences (ECE 103)</p> <p>Math & Science (ECE 109)</p> <p>Child Development (ECE 182)</p> <p>Exception Learner (ECE 215)</p>
Michalene Bedard	PT	<p>M.S. Elementary Education Concentration PK - K : Eastern Connecticut State University</p> <p>B.S. Child Development and Family Relations Concentration: Early Childhood University of Connecticut</p>	<p>Adjunct Faculty: Early Childhood Education, QVCC</p> <p>Director: Windham Willimantic Child Care and Family Development Programs Inc./Preschool/Infant/Toddler</p>	<p>Introduction to Early Childhood Education (ECE 101)</p> <p>Creative Experiences (ECE 103)</p>

Narrative description of qualifications and composition of faculty including strengths, challenges, and changes

The QVCC ECE program has succeeded in recruiting faculty members who are academically and professionally qualified to teach and mentor associate degree students. Since the last self-study the College has hired a full-time ECE faculty member. This additional full-time faculty member assists the Program Coordinator with all aspects of the ECE program.

The ECE program enrolls some Latino/Latina students who may benefit from assistance from faculty or staff who speak their native language. We will continue to encourage their participation in ESL classes. The College will work to maintain the quality of its instructional staff. The College will continue to recruit qualified faculty to address the needs of the diverse student population.

The Program Coordinator will work to create opportunities for full-time and part-time faculty to interact, allowing for the exchange of information, collaboration, and sharing of pedagogy. On-going mentoring is provided by the Program Coordinator to ensure continuity across curriculum.

All ECE faculty have a keen understanding of the principles related to the NAEYC code of ethical conduct and NAEYC associate degree standards. Understanding the importance of the Code and standards ensures faculty are model professionals in all aspects of the field.

The college posts full-time faculty employment opportunities in the *Chronicle of Higher Education*, in local and regional general publications, and through the College website, the CCSU system website, and professional organizations and associations' electronic lists and websites.

Hiring of full-time and adjunct faculty at QVCC is governed by the union contract "The minimum qualifications to teach at the College are a master's degree in an appropriate subject area and 1-3 years college teaching experience. There are exceptions made in some subject areas where a potential faculty member has substantial experience in a pertinent career. Experience as a high school teacher may substitute for college teaching experience."

The hiring process for full-time appointments involves input from a committee of faculty and staff members and administrators, the College President approves all such appointments.

Evaluation of full-time faculty is detailed in an agreement between the faculty union (The Congress of Connecticut Community Colleges, or 4Cs) and The Board of Regents for Higher Education [BOR]. Provisions include:

- Faculty evaluations, based on the quality of the performance related to teaching and associated duties of teaching. [ARTICLE XI, Section 1];
- Employer evaluations, that may include an optional peer evaluation, and in the case of every evaluation "...there shall be provided the opportunity to meet and discuss the evaluation with the evaluator, prior to its submission elsewhere." [ARTICLE XI, Sections 2, 3, and 5];
- Faculty evaluation occur in each of their first two appointment periods, and then once in every three years thereafter prior to the granting of tenure. Following tenured appointments, evaluation occurs once in every five years thereafter [ARTICLE XI, Section 2, (1), (2), and (3)].

Evaluation of part-time faculty is described in ARTICLE X of the AGREEMENT FOR PART-TIME EMPLOYEES:

- “There shall be periodic evaluation as provided by the employer, which may include student evaluation, of all members of the unit. The criterion for the evaluation shall be the quality of performance of professional responsibilities as provided in Article IX of this Agreement for part-time employees. The professional staff member shall be notified in advance of the evaluation and shall be given an opportunity to meet and discuss the evaluation.”

Connecticut Community College System is currently evaluating the structure of the 12 community colleges. The BOR is considering consolidation of the 12 colleges in to one system. The effects of this possible consolidation is unknown. The QVCC ECE faculty remain committed to providing a quality program for the students. Faculty keep current with discussions related to possible consolidation.

Criterion 9: Professional Responsibilities

Faculty responsibilities allow them to promote candidates' learning in relation to the NAEYC standards.

Rationale: Strong early childhood degree programs make sure that faculty assignments balance teaching, institutional and community service, and/or research and scholarly work (in whatever combination is consistent with the mission of the institution and program) in order to fulfill their job responsibilities and support the program in meeting its goals.

Indicators of Strength:

NOTE: Indicators apply to all faculty, whether hired on a temporary, part-time, or full-time basis.

- Work assignments accommodate faculty involvement in activities appropriate to their role in the program and important to their ability to support candidate learning. In addition to teaching and supervision, these may include curriculum development and evaluation; advising and mentoring; collaboration with families and other professionals; scholarly activities; and service to the institution, profession, and community.
- Faculty teaching responsibilities, including overloads and off-campus teaching, are mutually agreed upon and designed to allow faculty to engage effectively in activities appropriate to their role in the program and to their ability to promote candidate learning.
- The program regularly compares the full-time to part-time faculty ratio and faculty to candidate ratio with other programs in the institution to identify whether the program needs additional allocations for faculty.

Sources of evidence:

1) Report:

- a one- to two-page summary of how the program makes sure faculty assignments balance teaching, institutional and community service, and/or research and scholarly work. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.
- a one-page description of plans to address challenges and build on current strengths in this area

3) Site Visit: Interviews with faculty and administrators as needed.

Narrative description of qualifications and composition professional responsibilities including use, strengths, challenges, and changes

Faculty responsibilities within the QVCC ECE program provide for student learning in relationship to NAEYC standards. Faculty are involved in course content planning, preparation and implementation, student advising, supervision of student practica, scholarly activities, and additional responsibilities of value to the College, the community, and the professional field.

Responsibilities for full-time faculty in the QVCC ECE program are detailed in an agreement between the faculty union (The Congress of Connecticut Community Colleges, or 4Cs) and The Board of Regents [BOR] for Higher Education.

The agreement includes the following provisions for full-time faculty during each academic year:

- to serve on college and division/department committees, if chosen [ARTICLE X, Section 1, (b)];
- respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.) [ARTICLE X, Section 1, (f)];
- maintain a minimum of three (3) regularly scheduled office hours per week, ...of no less than one
-half hour periods [ARTICLE X, Section 1, (i)];
- engage in academic and career-oriented advising of students [ARTICLE X, Section 1, (j)];
- development of new instructional techniques, course offerings or programs, or major revisions of courses or programs [ARTICLE X, Section 2, (c)];
- participation in career-development and related advising activities or special retention programs (in addition to academic and career-oriented advising required of all faculty as provided in Section 1(j) above) [ARTICLE X, Section 2, (e)];
- teach twenty-four contact/credit hours [ARTICLE X, Section 3, A,(1)];
- perform Additional Responsibilities equivalent to the preparation and teaching of an additional three contact/credit course or an average of nine hours per week for each semester within the appointment year or teach an additional three contact/credit hours each semester or combine Additional Responsibilities with additional contact/credit hours [ARTICLE X, Section 3, A,(2)];
- Professional development funds are made available to reimburse employees for approved activities that relate to the bargaining unit member's responsibilities at the college. The following are examples that may be appropriate for approval:
 - Tuition and fees for coursework relevant to the member's employment;
 - Conference, seminar and workshop fees relevant to the member's employment;
 - Professional society membership relevant to the member's employment;
 - Travel related to the above. [ARTICLE XVIII, Section 1, A];
- professional staff members are eligible for full-time leave for professional development after one year of service on a full-time standard appointment [ARTICLE XVIII, Section 1, B].
- Key Effectiveness Areas for Program Coordinators include:
 - curriculum planning and development;

- recommendation for selection, oversight, and evaluation of program related faculty;
- student recruitment and retention;
- preparation and budgetary monitoring of program contacts;
- BOR/Department of Higher Education [DHE] program evaluation and licensing and accreditation reports;
- locate, secure and coordinate field placement sites;
- administrative activities, including scheduling of courses, and procurement of supplies and/or materials;
- coordination and supervision of program facilities on campus and at external sites;
- community, field work site and/or work place liaison;

Part-Time Employees: Such employees who are scheduled to teach two or more contact/credit hours of credit instruction during a semester shall be included in the bargaining unit covered by this Agreement (AGREEMENT FOR PART-TIME EMPLOYEES [ARTICLE I, Section A]).

- Each semester shall be for a maximum of sixteen (16) weeks. Each semester shall include eighty (80) scheduled days of instruction and evaluation [ARTICLE IX, Section A,(1)];
- travel expenses: an employee who required to use his/her personal vehicle in the performance of duty shall be reimbursed...(COLLECTIVE BARGAINING AGREEMENT [ARTICLE XXI, Section 6, B]);
- waiver of tuition and fees permitted under Chapter 185b, Section 10a-77 of the Connecticut General Statutes, the Board may waive tuition and fees for part-time and full-time bargaining unit members, emeriti, and their spouses and dependent children at all colleges in the Community College System [ARTICLE XV, Section D];
- access to professional development funds (COLLECTIVE BARGAINING AGREEMENT, MOA, July 2018).

Responding to the last self-study, in 2012 the College hired a full-time ECE faculty member. The percentage of courses being taught by part-time faculty greatly declined. With the increasing number of students in the program, having two dedicated full-time faculty allows for quality programming including advising and mentoring.

Currently, the ECE program consists of a coordinator, a full-time associate professor, and two part-time instructors. The ECE Program Coordinator is responsible for teaching three ECE courses and receives one course reassignment for responsibilities related to the coordination and curriculum implementation of the program each semester. The full-time faculty is responsible for teaching four courses. Overloads are mutually agreed upon and allow faculty to engage effectively in other activities appropriate to their role. The ECE Program Coordinator and full-time faculty are involved in activities that support the College's mission and the need for quality early childhood educators.

The ECE program is fortunate to have a dedicated team of full-time and part-time faculty who bring relevant and current practices to the classes they teach. Further, QVCC is committed to providing a full complement of courses each semester during the day and evenings, and hybrids offer students affordable and accessible programming. The following chart illustrates the number of sections taught by full-time and part-time faculty related to sections offered. The chart also

gives percentages taught by part-time faculty, total ECE section enrollment and total QVCC enrollment. (Refer to Criterion 7 for advising responsibilities.)

Early Childhood Education Courses						
Term	Number of Sections Taught by FT Faculty	Number of Sections Taught by PT Faculty	Total ECE Sections	Percent Taught by PT	Total ECE Section Enrollment	Total QVCC Enrollment
Fall 12	8	1	9	11%	122	2086
Spring 13	8	2	10	20%	126	2026
Fall 13	8	1	9	11%	149	1929
Spring 14	9	1	10	10%	155	1722
Fall 14	10	1	11	9%	188	1883
Spring 15	8	1	9	11%	127	1673
Fall 15	9	1	10	10%	144	1680
Spring 16	7	1	8	13%	126	1466
Fall 16	10	1	11	9%	154	1559
Spring 17	8	1	9	11%	121	1458
Fall 17	7	2	9	22%	144	1524
Spring 18	7	2	9	22%	126	1333
Fall 18*	5	3	8	38%	132	1335

*Program Coordinator on sabbatical

Criterion 10: Professional Development

Faculty are provided with professional development that strengthens their ability to promote candidates' learning in relation to NAEYC standards.

Rationale: Early childhood education is a rapidly developing and changing field. Strong programs help faculty keep current and engaged in their profession, and they continuously assess faculty effectiveness, so that ultimately candidates may benefit.

Indicators of strength:

Note: Indicators apply to all faculty, whether hired on a temporary, part-time, or full-time basis.

- Faculty members stay current and engaged in the field. Depending on the institutional and program mission and the faculty member's individual role in the program, this may occur through a combination of active participation in professional organizations, conferences, scholarly activity, and/or service to the profession.
- Faculty members have opportunities to develop knowledge and collaborative relationships with professionals in other disciplines, such as health, speech and language, or special education.
- Opportunities are provided for faculty development, such as travel support, leave, in-service training, education visits, exchanges, and fellowships.
- Faculty members' performance is periodically reviewed and evaluated; the review uses multiple methods of evaluation, such as self-assessment and reflection, candidate evaluations, professional early childhood peer evaluations, and assessment by other individuals.
- Faculty supervisors support/recommend professional development opportunities for faculty based on program needs, faculty interests, the results of performance reviews (or professional growth plans) and evaluations, and faculty responsibilities (such as teaching online).

Sources of evidence:

1) Report:

- a one- to two-page summary of how the program provides professional development and how it conducts and uses faculty evaluations. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with administrators and faculty

Narrative description of strategies to evaluate faculty and support faculty professional development including use, strengths, challenges and changes

ECE faculty at QVCC engage in professional development that enables them to continuously foster student attainment of NAEYC standards. Faculty participate in professional organizations, attend workshops and trainings, communicate on a regular basis with peers at other institutions, and collaborate with community ECE programs. Evaluation of full-time faculty is detailed in an agreement between the faculty union (The Congress of Connecticut Community Colleges, or 4Cs) and The Board of Regents for Higher Education [BOR]. Provisions include:

- Faculty evaluations, based on the quality of the performance related to teaching and associated duties of teaching. [ARTICLE XI, Section 1];
- Employer evaluations, that may include an optional peer evaluation, and in the case of every evaluation "...there shall be provided the opportunity to meet and discuss the evaluation with the evaluator, prior to its submission elsewhere." [ARTICLE XI, Sections 2, 3, and 5];
- Faculty evaluation occur in each of their first two appointment periods, and then once in every three years thereafter prior to the granting of tenure. Following tenured appointments, evaluation occurs once in every five years thereafter [ARTICLE XI, Section 2, (1), (2), and (3)].

Evaluation of part-time faculty is described in ARTICLE X of the AGREEMENT FOR PART-TIME EMPLOYEES:

- "There shall be periodic evaluation as provided by the employer, which may include student evaluation, of all members of the unit. The criterion for the evaluation shall be the quality of performance of professional responsibilities as provided in Article IX of this Agreement for part-time employees. The professional staff member shall be notified in advance of the evaluation and shall be given an opportunity to meet and discuss the evaluation."

QVCC provides a number of opportunities for collaboration among programs, including:

- The early childhood program has arranged for course offerings particularly relevant to its students through the art and math programs.
- The Center for Teaching offers periodic opportunities for full-time and part-time faculty to meet with other QVCC faculty and outside facilitators for training and professional development.
- The Academic Dean is available to meet with individual faculty who wish to work on professional improvement goals.

Professional development resources and opportunities for full-time faculty in the QVCC ECE program are spelled out in an agreement between the faculty union [The Congress of Connecticut Community Colleges, or 4Cs] and The Board of Regents for Higher Education [BOR].

The agreement includes the following provisions for full-time faculty:

- Professional development funds are available for relevant course work, conferences, workshops, and dues [MoA, effective July 1, 2016 – June 30, 2021].
- Faculty receive short-term (up to five days) paid leave, with reimbursement for costs of "professional meetings, conferences, and seminars" [ARTICLE XVIII, Section 2].
- Faculty may apply for a sabbatical leave for a full year or for a half year for scholarly or creative endeavors that will benefit the College and the staff member professionally [ARTICLE XVII, Section 1].
- Faculty may receive tuition waivers for study at institutions at all colleges in the Connecticut Community College System [ARTICLE XXI, Section 8].

Part-time faculty teaching at least two or more contact/credit hours of credit instruction during a semester shall be included in the bargaining unit covered by the AGREEMENT FOR PART-TIME EMPLOYEES [ARTICLE I, A]:

- Eligibility for a waiver of tuition and fees at all colleges in the Connecticut Community College System [ARTICLE XV, D];
- Increased access to professional development funds for relevant course work, conferences, workshops, and dues on a per semester basis [ARTICLE XVIII, Section 1][MoA, effective July 1, 2016 – June 30, 2021];
- Invitations to periodic department meetings.

Full-time faculty currently participate in the following professional development activities:

- The Program Coordinator and full-time faculty are members of NAEYC and NAREA and have attended numerous national and local community conferences and workshops.
- The Program Coordinator and full-time faculty member have attended NAEYC Institutes and National Conferences.
- The Program Coordinator and full-time faculty meet monthly with peers from other institutions in the state.
- The program has an Advisory Board comprising mentor teachers, site directors, QVCC faculty, experts in the ECE field along with current and graduate students

E. SUPPORTIVE INFRASTRUCTURE AND ORGANIZATION OF PROGRAM

Criterion 11: Program Organization and Guidance

The program's organization and guidance are aligned to the mission and are participatory, placing the needs of candidates as its first priority.

Rationale: Strong programs function out of a clear sense of mission, seek the involvement of all stakeholders, and place the needs of candidates at the center of their operations.

Indicators of strength:

- The program sets goals and plans in conjunction with the college and program mission and in response to stakeholder and community needs.
- Faculty, including part-time faculty, are informed about and regularly participate in program decision-making.
- As appropriate to their role, faculty have opportunities to participate in college-wide decision-making.
- Candidates participate in evaluation of courses, faculty, field experiences, and the program.
- The program (including full- and part-time faculty and program administrators) regularly evaluates its impact on candidate learning and candidate and program outcomes such as year-to-year retention in the program, graduation rates, graduates' employment and education outcomes, graduates' and employers' satisfaction with the program, etc.
- With advisory council, faculty, and other stakeholder involvement, the program establishes strategic objectives to address candidate and stakeholder needs; incorporate new knowledge about the education of children and families, and enhance its performance.

Sources of evidence:

1) Report:

- a one- to two-page summary of key features of program organization and governance; strategies to engage faculty in program and institution-wide decision-making; and strategies to engage faculty, candidates and other stakeholders in program development. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with stakeholders. Program should have available a summary of current strategic objectives and how they were developed.

Narrative description of program organization and governance; strategies to engage faculty in program and institution wide decision-making; and strategies to engage faculty, students, and other stakeholders in program development including use, strengths, challenges, and changes.

The QVCC ECE program has defined a mission consistent with the overall mission of the College. The program has mechanisms for input from students, adjuncts, and full-time faculty, and from the local early education and care community. The key features of the program's organization and decision making processes including faculty and stakeholder involvement are as follows:

The ECE Program Coordinator reports directly to the Dean of Academics Affairs and Student Services. The ECE coordinator and the Dean of Academic Affairs and Student Services meet regularly to discuss the NAEYC self-study, curriculum development, policies, procedures, scheduling, and issues of concern. All program coordinators in the College (Academic Leadership) meet monthly to be updated on relevant policies and to discuss College-wide initiatives (strategic plan, goals, etc).

The ECE Advisory Board includes individuals who work directly and indirectly with young children and families. This Board meets annually with the ECE coordinator and ECE faculty. A list of current members will be provided at the site visit. The ECE Advisory Board meetings offer opportunities for dialogue so that ideas and suggestions can be shared and applied to the program's curriculum, policies, and procedures. The ECE Advisory Board has been involved in the NAEYC self-study process (i.e. contributing to the development of the conceptual framework).

Faculty have been involved in the self-study process. Through meetings and e-mail communication, faculty input has contributed to the analysis of program strengths, challenges, and plans to meet the needs of students. Students participate in the evaluation of courses, faculty, field experiences, and the program itself through established required and voluntary mechanisms.

When course evaluations were conducted online, student participation significantly declined. The administration and faculty decided to reinstate a newly formatted in-class evaluation tool that resulted in an increase of responses from students.

The ECE faculty collaborate frequently to discuss course content and program goals. Meetings may be formally scheduled or conducted informally in person, via e-mail or telephone.

The program maintains a bulletin board with postings relating to NAEYC standards, ECE employment opportunities, student work, children's work, and Early Childhood Club information.

Full-time faculty participate in all College, Academic Senate, and committee meetings as scheduled. Faculty volunteer or elect to serve on committees that directly affect College wide decision-making process. (i.e. Strategic Planning).

The ECE Advisory Board meets every spring. Throughout the year, Advisory Board members are available to speak with the Program Coordinator to discuss topics related to the program.

Assessment has the support of the institution's academic and institutional leadership and involvement of faculty and appropriate staff. QVCC is beginning the process for the upcoming reaccreditation visit from the New England Commission of Higher Education (NECHE). Several committees have been formed to address each of the nine standards. The co-chairs of the standard related to assessment will use ECE rubrics, data collecting, and outcomes as a model of the College assessment process.

The State of Connecticut is rolling out a Students First initiative that will align curriculum, share governance, and implement guided pathways across the 12 community colleges. Uncertainty exists about the effect the proposed changes will have on the College and Early Childhood Program. At this point, changes proposed are monumental. Based on information from administration, QVCC is strong, and we feel confident that changes made will be in the best interest of the College and the Early Childhood Program.

In spite of the doubt with regard to changes proposed by the Board of Regents, our Early Childhood enrollment numbers continue to grow. ECE has the largest number of student teachers-22- in ECE 295 Student Teaching Practicum than ever before. Based on the data in this report, approximately ten percent of the QVCC student population is enrolled in early childhood classes.

Criterion 12: Program Resources

The program has sufficient resources to support its efforts to promote candidates' learning in relation to NAEYC standards.

Rationale: Appropriate learning materials, support staff, and budget resources are essential if strong programs are to meet candidates' learning needs.

Indicators of strength:

- Faculty and candidates have access to and use of appropriate instructional materials and technology to support candidates' success in relation to NAEYC standards, such as early childhood classroom materials, consumable supplies, digital resources and other media equipment, and computers.
- The institution's library/information technology center reflects a commitment to child development and early childhood education as reflected in the NAEYC standards. A sufficient number of current books, journals, periodicals, media, and other materials that reflect the diversity of philosophy in the field are available. Adequate library/information technology center resources may include study space for candidates; instructional and curriculum laboratories; media and data processing and technological equipment; and cooperative educational and research relationships with early childhood settings and practitioners.
- The program's budget reflects a level of support comparable to other programs at the institution or to similar early childhood programs elsewhere, and is adequate to allow the program to support candidates' learning in relation to the standards.
- Faculty have access to adequate institutional resources (such as institutional research offices, marketing communications offices, etc.), to allow them to meet their responsibilities in the program.

Sources of evidence:

1) Report:

- a one- to two-page description of the program's budget and other resources. The program may include a chart comparing the support for the early childhood education program with support for comparable programs at the institution. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with faculty and administrators. Review of additional materials related to program resources. Tours of relevant sites such as media center or curriculum lab, as needed and as suggested by the program.

Narrative description of program resources including use, strengths, challenges, and changes

The ECE program has sufficient resources allotted to support efforts to promote students’ learning in relation to NAEYC standards. Faculty and students have access to and use of appropriate instructional materials and technology. A variety of early childhood classroom materials, consumable supplies, videos, and other media equipment and computers are available and purchased regularly. The ECE coordinator and ECE faculty work together to maintain and order educational materials and consumable supplies used for classroom experiences.

The faculty and students are fortunate to have support and resources through the library. A sufficient number of current journals, children’s books, periodicals, media, and other materials reflect the diversity of philosophy in the field. The recently renovated library affords student access to information technology, personal study space, and a fulltime reference and instruction librarian. In addition, two full-time library assistants provide technical service and support to students.

In the past seven years, the program budget has grown. Increases to this budget are directly related to the recent acquisition of the Early Childhood Education Center, NAEYC Accreditation and membership fees, dedicated classroom improvements, and materials. The tremendous support from the administration allows both faculty and students to thrive in the Early Childhood education environment at the College. The program’s budget clearly demonstrates this level of support. The following charts show the budgets and size of QVCC’s art division, allied health, and early childhood education program. Each department uses it’s funds differently to meet the individual needs of the program. These budgets do not reflect the cost associated with teachers’ salaries that are determined by a set scale related to education, title, years of service, and number of courses taught.

Program	Fiscal Year 2017 Actual	Fiscal Year 2018 Actual	Fiscal Year 2019 Budgeted
Art (L333)	\$ 20,228	\$ 21,949	\$ 10,650
Allied Health (L344)	\$ 35,731	\$ 38,619	\$ 69,800
Early Childhood Education (L348)	\$ 3,729	\$ 11,230	\$ 9,031

Note: The \$11,230 includes \$4,076 of expenses originally covered by bond funds.

These expenses were moved into the operating fund at the end of the year because there was sufficient budget within the College’s total operating funds.

Term	Degree	Major	FTE
Fall 18	AS (LA05)	Early Child. Ed.	67.0
	AA	Arts ¹	25.0
	AS	Allied Health ⁴	103.4
Fall 17	AS	Early Child. Ed.	50.9
	AA	Arts ¹	32.8
	AS	Allied Health ⁴	66.7
Fall 16	AS	Early Child. Ed.	43.8
	AA	Arts ²	37.7
	AS	Allied Health ⁵	52.7
Fall 15	AS	Early Child. Ed.	48.4
	AA	Arts ²	29.8
	AS	Allied Health ⁵	63.1
Fall 14	AS	Early Child. Ed.	56.7
	AA	Arts ³	51.8
	AS	Allied Health ⁵	76.3
Fall 13	AS	Early Child. Ed.	48.5
	AA	Arts ³	53.7
	AS	Allied Health ⁵	77.9
Fall 12	AS	Early Child. Ed.	45.3
	AA	Arts ³	56.8
	AS	Allied Health ⁵	98.1
Fall 11	AS	Early Child. Ed.	49.0
	AA	Arts ³	58.1
	AS	Allied Health ⁵	95.7

1 'Arts' = LA08 (Visual Arts) + LG21 (CSCU Transfer: Art Studies)

2 'Arts' = LA08 (Visual Arts) + LA32 (Fine Arts: Photography) + LA33 (Fine Arts: Studio Art) + LA36 (Fine Arts)

3 'Arts' = LA20 (Fine Arts: Graphic Arts) + LA32 (Fine Arts: Photography) + LA33 (Fine Arts: Studio Art) + LA34 (Graphic Design) + LA36 (Fine Arts)

4 'Allied Health' = LA09 (Medical Laboratory Technician) + LA45 (Medical Assisting)

5 'Allied Health' = LA45 (Medical Assisting)

Technology

- Full-time faculty have office space with phone, computer, internet access, e-mail, and use of *Blackboard*.
- Adjunct faculty have a dedicated office space.
- All faculty are able to communicate with students through a variety of electronic media, including the College e-mail system.
- All QVCC classrooms have computers with internet access, wall projectors, and video equipment.
- Students have access to computer labs with professional staff who can assist.
- The educational technology staff support early childhood faculty in the design and implementation of *Blackboard* and other technological teaching tools.
- The College recently hired an IT/AV Media Specialist.

College Support

- Students have access to Learning Center staff, who support students in academic skills including writing and studying.
- The ECE program collaborates with other disciplines, including English, math, and art (related to course design and scheduling).
- The QVCC Dean of Academic Affairs and Student Services works closely with Early Childhood program staff in designing and implementing evaluation of student progress.
- Students are advised by the ECE Program Coordinator, full-time faculty member, or Student Success Center staff.
- The marketing department provides recruitment materials, posters, business cards, and maintains the College's website.
- Institutional Research is available to provide pertinent numbers related to graduation, retention, and student enrollment.
- QVCC's Foundation provides a substantial number of scholarships to qualifying students.

Financial Resources

- The ECE QVCC projected budget for fiscal year 2019 has grown to \$13,631. All line items have increased over the past seven years to support the needs of the growing program.
- The fees to maintain NAEYC accreditation and the seven year self-study are included in the projected budget.
- Administration has allotted the use of bond money for renovation of the Early Childhood Education Center and dedicated classroom space.

Library

- The QVCC library has more than 1,300 circulating print titles, including 750 circulating print juvenile titles. The library also circulates more than 100 board books and 10 kits. Print volumes are added contingent upon faculty request, student need, and the availability of new or updated publications.
- The library's largest e-book collection, Ebook Central, has 7,200 ECE-related full text titles, including 889 e-books in juvenile literature. An additional 1,000 full text ECE e-book titles are available at EBSCO E-Books. To meet the need for reliable general ECE information online, the library owns more than 3,700 relevant full text articles inside of multivolume, specialized electronic encyclopedias at Credo Reference, as well as 250 relevant multivolume and specialized electronic encyclopedias at the Gale Virtual Reference Library. All e-books and electronic encyclopedias are accessible remotely via myCommNet;
- The library's collections include thousands of subscriptions to ECE-related full text electronic journals and magazines, available through several dozen databases. Through

EBSCOhost Online Research Databases, students and faculty can search ERIC, PsycINFO, Academic Search Premier, and Master File Premier.

The Early Childhood Education program continues to be a viable department within the college. The data collected for this report shows that 10 percent of the total student enrollment comes from students taking early childhood courses. The Early Childhood Education students are also required to complete general education courses to graduate. This requirement is beneficial to the College as a whole. It is evident that the support from administration, both monetarily and with regard to resources enables the ECE program to flourish and thrive in these challenging times.

PART THREE: PROGRAM CONTENT AND OUTCOMES

A. LEARNING OPPORTUNITIES

What is the evidence that the program's candidates have opportunities to learn and are gaining competence in relation to the NAEYC Standards?

Rationale: Strong programs ensure that their candidates can take advantage of courses, field experiences, and other learning experiences that help them gain the knowledge, skills, and professional dispositions appropriate for early childhood degree program graduates. All early childhood degree programs have a responsibility to address all of the standards while recognizing that certain aspects of a standard may appear especially important for programs at particular degree levels and/or with other particular characteristics.

Indicators of Strength:

- The program aligns its courses and field experiences with NAEYC Standards and takes into account state early learning standards, Head Start standards, standards of the Council for the Accreditation of Educator Preparation, and/or other relevant standards.
- The program analyzes what aspects of the standards are emphasized in the program's learning opportunities, and at what breadth and depth.

Sources of evidence:

1) Report:

a five- to ten-page chart of the program's learning opportunities and sample assessments in relation to the standards. Describe the activity or assessment in a phrase such as "family interview" or "quiz," with course numbers. A sample chart follows. Note: This list should provide a thoughtfully selected view of the most meaningful opportunities offered in the program for each standard and is not restricted to the key assessments.

- a one- to two-page commentary on the chart (for example, description of how the program decides which aspects of the standards to address in greater depth; themes or aspects of the conceptual framework embedded throughout the opportunities). Include a description of how your learning opportunities chart has changed since your initial self-study. Reflect on where you were and where you are now. What led to these changes?
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Document review, including course packets that link to the curriculum chart. Interviews with faculty and candidates; visits to classes and field experience sites to expand on and support report.

Narrative description of learning opportunities including use, strengths, challenges, and changes

All ECE Faculty are intentional when planning meaningful experiences that support all key elements of the NAEYC standards. Most experiences have maintained their relevancy since the inception of the NAEYC process. We are knowledgeable with regard to the changing landscape of the early care field as demonstrated in Criterion 4 and Criterion 9.

It is evident that the major themes in the conceptual framework are embedded in the learning opportunities. The seven goals outlined in the conceptual framework are woven throughout all ECE coursework. This ensures that students have repeated experiences related to the goals in the conceptual framework.

Faculty in the ECE program understand the importance of meaningful and intentional curriculum and relate this practice to working with children. In addition, the students gain an understanding of the importance of high quality programming that comes directly from learning opportunities in the classroom.

The learning opportunities devised for ECE coursework relate to professionalism, best practice and the importance of play. Effective teachers need to be self-reflective, need to observe and document growth and development, and need to implement positive approaches to behavior guidance. The program infuses all of these concepts within the required courses.

With the Learning Experience Plan, students gain an understanding of the importance of meeting the individual needs of children. Students plan and implement teaching strategies that include differentiated instruction to meet the varying needs of the children. ECE 215, The Exceptional Learner, is dedicated to providing content and learning experiences with emphasis on history, laws, concepts, practices, and terminology used by professionals within an inclusive setting.

One of the goals in the original self-study related to the lack of content specifically addressing infant toddler growth and development. During discussions with Advisory Board members and stakeholders, ECE faculty decided to add another required course to the plan of study. ECE faculty reviewed the common core syllabi related to infant toddler growth and development. In order to add a course, we had to submit a proposal to the Curriculum, Instruction and Policy Committee. The Committee unanimously approved this course addition. ECE 141, Infant/Toddler Growth and Development, is now a required course for all ECE students.

Understanding the importance of applying theory to practice, students are required to observe and/or practice in most of the ECE classes. This requirement is necessary for obtaining the Connecticut Early Childhood Teaching Credential (ECTC) and meets NAEYC requirements related to learning opportunities involving infants, toddlers, and preschoolers in at least two main types of early education settings.

Learning Opportunities Chart

This chart describes learning opportunities and assessments for each accreditation standard

Learning opportunities address the many ways in which the program helps candidates know, understand, and apply the standards. Learning opportunities are much more than the Key Assessments a program uses. They include classroom discussions, guest speakers, group projects, textbook/journal/periodical readings, reflections, etc. The “related formal and informal assessments of candidate performance” can include the Key Assessments, daily reflections, article reviews, quizzes, portfolios, practica self-evaluations, etc. The assessments do not have to be directly tied to the Learning Opportunities listed in the middle column of the chart below. Given that there is a ten-page limit for this chart, a program is not expected to list every activity and assessment that it offers. Instead, the program should include Learning Opportunities and Related Assessments that most directly address the key elements of the standards.(5-10 pages maximum)

Standard 1: Promoting Child Development and Learning	Learning Opportunities (activity, course number)	Related formal and informal assessments of candidate performance
<p>1a: Knowing and understanding young children’s characteristics and needs</p>	<p><u>Math & Science (ECE 109)</u> Class discussion of Early Learning Standards and Learning Objectives</p> <p><u>Health, Safety & Nutrition (ECE 176)</u>: Discussion high quality care, licensing, and accreditation</p> <p><u>I/T Growth and Development (ECE 141)</u>: Discussion of the Ten Principles of Philosophy of respect</p> <p><u>Child Development (ECE 182)</u>: Theory discussion and name the theorist</p> <p><u>Observation and Participation (ECE 210)</u> Discussion of how early childhood teachers promote child development and learning</p> <p><u>Child Development (ECE 182)</u>: You-tube videos related to child development theory</p> <p><u>Early Language and Literacy Development (ECE231)</u> Class text and articles</p>	<p><u>Math & Science (ECE 109)</u> Learning Experience Plan</p> <p><u>Health, Safety & Nutrition (ECE 176)</u>: Early Childhood Policies</p> <p><u>I/T Growth and Development (ECE 141)</u>: Identify teacher behaviors to support the Ten Principles of Philosophy of respect</p> <p><u>Child Development (ECE 182)</u>: Quiz 1: theory</p> <p><u>Observation and Participation (ECE 210)</u> Reflective Outline</p> <p><u>Early Language and Literacy Development(ECE 231)</u>: Final Exam, On-line Discussion Prompts</p>

<p>1b: Knowing and understanding the multiple influences on development and learning</p>	<p><u>Introduction to Early Childhood Education (ECE 101)</u> Indicators of Quality & Types of Programs worksheets</p> <p><u>Introduction to Early Childhood Education (ECE 101)</u> History of VIP's in class project/reporting</p> <p><u>Introduction to Early Childhood Education (ECE 101)</u> In class group work-cognition-Brain Teasers</p> <p><u>I/T Growth and Development (ECE 141):</u> Text, readings and videos related to Magna Gerber (Getting In Tune Series)</p> <p><u>Child Development (ECE 182):</u> Discussion of social/emotional development</p> <p><u>Exceptional Learner (ECE 215)</u> Discussion on Bandura and his contribution to supporting inclusion.</p> <p><u>Early Language & Literacy (ECE 231)</u> Class text and articles</p> <p><u>Exceptional Learner (ECE 215):</u> Text, readings, video related to inclusion</p> <p><u>Early Language and Literacy Development(ECE231):</u> Text, readings and video related to early language and literacy</p>	<p><u>Introduction to ECE (ECE 101):</u> Observation of Early Childhood Program</p> <p><u>Child Development (ECE 182):</u> Reaction on the article: "I Am Safe and Secure: Promoting Resilience in Young Children" by P. Pizzolongo</p> <p><u>Exceptional Learner (ECE 215)</u> Disability Presentation, Assignment 2: Reflection on Inclusion, Assignment 1: Examining Perceptions</p> <p><u>Early Language and Literacy Development(ECE231)</u> Final Exam, On-line Discussion Prompts</p>
<p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>	<p><u>Introduction to Early Childhood Education (ECE 101)</u> In class project-environments at QVCC and ECE Building</p> <p><u>Creative Experiences ECE 103</u> Video Creativity and Play</p> <p><u>Math & Science (ECE 109):</u> Text, readings and video related to Math, Science, and technology</p> <p><u>Health Safety & Nutrition(ECE 176):</u> Video: <i>The Whole Child</i>: It's the little things: The importance of predictable environment</p> <p><u>Child Development (ECE 182):</u> Readings, video and discussion related to brain development, guidance, temperament and play</p>	<p><u>Introduction to Early Childhood Education (ECE 101):</u> Observation of Early Childhood Program</p> <p><u>Math & Science (ECE 109)</u> Reggio Inspired Math & Science Kits, Math game, and Science Centers</p> <p><u>Child Development (ECE 182):</u> Brain Development, Guidance, Temperament and Play Assignment</p>

	<p><u>Exceptional Learner (ECE 215)</u> Review and discussion of DAP concepts relating to children with special needs.</p> <p><u>Early Language & Literacy(ECE 231)</u> Application of CTElds in classroom language and literacy experiences; in-class application of quality book components to children’s literature</p>	<p><u>Exceptional Learner (ECE 215)</u>: Assignment 2: Inclusion</p> <p><u>Exceptional Learner (ECE 215)</u> Assignment 5: Disability Presentation</p> <p><u>Early Language & Literacy(ECE 231)</u> Learning Experience Plan, Dialogic Read Aloud Assignment, Quality Book Review, On-line Discussion Prompts</p>
Standard 2: Building Family and Community Relationships	Learning Opportunities (activity, course number)	Related formal and informal assessments of candidate performance
2a: Knowing about and understanding diverse family and community characteristics	<p><u>Math & Science (ECE 109)</u>: Lecture and class discussions related to Cultural Considerations and Family Engagement throughout the semester.</p> <p><u>Health, Safety and Nutrition (ECE 176)</u>: Discussion of appropriate resources for health, safety, and nutrition in early childhood</p> <p><u>Observation & Participation(ECE 210)</u> Discussion of how early childhood teachers can build family and community relationships</p> <p><u>Exceptional Learner (ECE 215)</u>: Modules Video, Application and Discussion</p>	<p><u>Math & Science (ECE 109)</u>: Learning Experience Plan: Cultural Considerations and Family Engagement</p> <p><u>Observation & Participation(ECE 210)</u> Reflective Outline</p> <p><u>Exceptional Learner (ECE 215)</u>: Reflection Paper: Examining Perceptions</p>
2b: Supporting and engaging families and communities through respectful, reciprocal relationships	<p><u>Introduction to Early Childhood Education (ECE 101)</u> Video: <i>Listening to Families</i></p> <p><u>Health Safety & Nutrition(ECE 176)</u>: Selecting Quality Programs hand-out and discussion</p> <p><u>Exceptional Learner (ECE 215)</u>: Connect Modules: Analysis of Videos: Family-Professional Partnerships</p> <p><u>Student Teaching Seminar (ECE 295)</u> Discussion of the importance of involving families in their child’s early childhood experience</p>	<p><u>Student Teaching Practicum (ECE 295)</u>: LEP Family Engagement</p>
2c: Involving families and communities in their children’s development and learning	<p><u>Introduction to Early Childhood Education (ECE 101)</u> Indicators of Quality and Types of Programs worksheets</p> <p><u>Introduction to Early Childhood Education (ECE 101)</u> Video - <i>Quality Child Care: Making the Right Choice for You and Your Child</i></p>	<p><u>Introduction to ECE (ECE 101)</u>: Observation of Early Childhood Program</p>

	<p>Health Safety & Nutrition(ECE 176): Discussion of the importance of involving families in the their child’s health, and nutrition</p> <p>Exceptional Learner (ECE 215): Text: <i>Parents and Professionals Partnering for Children with Disabilities</i></p> <p>Student Teaching Practicum (ECE 295): Discussion of the importance of involving families in their child’s early childhood experience.</p>	<p>Health Safety & Nutrition(ECE 176): Family Involvement Newsletter</p> <p>Exceptional Learner (ECE 215): Assignment 2: Reflection on Inclusion and Assignment 3: Inclusion</p> <p>Early Language & Literacy(ECE 231): Learning Experience Plan</p>
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Learning Opportunities (activity, course number)	Related formal and informal assessments of candidate performance
3a: Understanding the goals, benefits, and uses of assessment	<p>Math & Science (ECE 109): Text, readings and video related to observation & assessment</p> <p>Child Development (ECE 182): – Observing preschool children in an early childhood setting(in class discussion, readings, text and videos class discussion)</p> <p>I/T Growth and Development (ECE 141) Observing infant/toddler children in an early childhood setting(in class discussion, readings, text and videos class discussion)</p> <p>Observation & Participation (ECE 210) Why Observe? / Observing and Recording Methods/ In class group work</p> <p>Observation & Participation(ECE 210) Anecdotes, Checklists, Running Records, Frequency Count, Time Sample/Use of tools, Work Sampling system discussion</p>	<p>Math & Science (ECE 109): LEP Assessment tool</p> <p>Child Development (ECE 182): Relate classroom observation to CTELDS and summarize findings</p> <p>I/T Growth and Development (ECE 141): Relate classroom observation to CTELDS and summarize findings</p> <p>Early Language & Literacy(ECE 231): Learning Experience Plan</p> <p>Observation & Participation(ECE 210) Anecdotes, Checklists, Running Records, Frequency Count, Time Sample/Use of tools, and Portfolio Work Sampling system</p> <p>Observation & Participation(ECE 210) Test 1 benefits and uses of observation and assessment</p>

	<p><u>Exceptional Learner (ECE 215)</u>: Discussion on assessment and evaluation for special education services and individualized program planning.</p>	<p><u>Exceptional Learner (ECE 215)</u>: Exam</p>
<p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p>	<p><u>Child Development (ECE 182)</u>: – videos and you-tube observations of children</p> <p><u>Observation & Participation(ECE 210)</u> Review types of observation, assessment and documentation</p> <p><u>Observation & Participation(ECE 210)</u> group work/handout re: anecdotal recording</p>	<p><u>Observation & Participation(ECE 210)</u> Culmination of knowledge of types of observation, assessment and documentation</p> <p><u>Observation & Participation(ECE 210)</u> Time Sample, Frequency Count and running record</p>
<p>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child</p>	<p><u>Introduction to ECE (ECE 101)</u> Review types of assessments</p> <p><u>I/T Growth and Development (ECE 141)</u>: Discussion of the importance of observing and assessing infants and toddlers for curriculum planning</p> <p><u>Observation & Participation(ECE 210)</u> Discussion of the how early childhood teachers observe, document, and assess young children</p> <p><u>Exceptional Learner (ECE 215)</u>: Text: <i>Parents and Professionals Partnering for Children with Disabilities</i></p> <p><u>Student Teaching Practicum (ECE 295)</u>: Video presentation and discussion of Authentic Assessment: <i>The Eyes Have It</i></p>	<p><u>Introduction to ECE (ECE 101)</u> Exam</p> <p><u>Exceptional Learner (ECE 215)</u>: Assignment 2: Inclusion</p> <p><u>Observation & Participation(ECE 210)</u> Reflective Outline</p>
<p>3d: Knowing about assessment partnerships with families & other professional colleagues</p>	<p><u>Introduction to ECE (ECE 101)</u> Review the importance of sharing assessments with families</p> <p><u>Observation & Participation (ECE 210)</u>: Article Discussion: Parents Perspectives on Conferencing; Ohhhh... It’s Conference Time Hints and Strategies; Conferencing with families</p> <p><u>Observation & Participation(ECE 210)</u>: Partnerships for Learning, Conferencing with families</p>	<p><u>Observation & Participation(ECE 210)</u> Reflective Outline</p> <p><u>Observation & Participation(ECE 210)</u>: Narrative report (from portfolio) and mock family conference</p>

Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families	Learning Opportunities (activity, course number)	Related formal and informal assessments of candidate performance
<p>4a: Understanding positive relationships and supportive interactions as the foundation of their work with children</p>	<p><u>Introduction to ECE (ECE 101):</u> Discussion of topics related to teaching and learning in the early childhood environment</p> <p><u>Math & Science (ECE 109):</u> The importance of teaching Math and Science through everyday experiences</p> <p><u>Health, Safety & Nutrition (ECE 176):</u> Discussion of the importance of positive relationships and supportive interactions</p> <p><u>I/T Growth and Development (ECE 141):</u> Discussion of the three r's respect, responsive and reciprocal in building positive attachments</p> <p><u>Exceptional Learner (ECE 215)</u>In-Class Experience "New Child Has Just Come Into Your Classroom"</p> <p><u>Exceptional Learner (ECE 215):</u> Discussion on supporting young children to respect all individuals with or without disabilities.</p> <p><u>Early Language & Literacy(ECE 231)</u>Throughout course: readings and discussions Video (From Pictures to Words)</p>	<p><u>Introduction to ECE (ECE 101):</u> Observation of Early Childhood Program</p> <p><u>Math & Science (ECE 109):</u> Open ended questions related to math and science, Math Talk, science experiments, math game and hands-on experiences</p> <p><u>Exceptional Learner (ECE 215):</u> Reaction Paper on <u>Starting Small: Teaching Tolerance in Preschool and the Early Grades</u> by The Teaching Tolerance Project. Chapter 5 These Little Hands: New Haven, Connecticut</p> <p><u>Early Language & Literacy (ECE 231)</u> Application of the Continuum of Teaching Behaviors within the Learning Experience Plan.</p>
<p>4b: Knowing and understanding effective strategies and tools for early education</p>	<p><u>Introduction to ECE (ECE 101)</u> Types of Programs worksheet and discussion</p> <p><u>Creative Experiences(ECE 103)</u> Discussion related to developmentally appropriate process oriented creative classroom experiences</p> <p><u>I/T Growth and Development (ECE 141):</u> Discussion of appropriate books for infants and toddlers</p> <p><u>Math & Science (ECE 109):</u>Lectures throughout semester on specific types of inquiry based on academic topics in Math, Science and Technology especially</p>	<p><u>Introduction to ECE (ECE 101):</u> Observation of Early Childhood Program</p> <p><u>Creative Experiences(ECE 103)</u> Creative Experience Observation paper</p> <p><u>I/T Growth and Development (ECE 141):</u> Create a book list and read books in an early childhood infant/toddler classroom</p>

	<p><u>Observation & Participation(ECE 210)</u>: Discussion of the developmentally appropriate teaching and learning in early childhood programs</p> <p><u>Early Language & Literacy(ECE 231)</u>Throughout course: readings ,discussions, group activities Video (Storytelling)</p>	<p><u>Observation & Participation(ECE 210)</u>:Reflective outline</p> <p><u>Early Language & Literacy(ECE 231)</u> On-line Discussion prompts</p>
<p>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</p>	<p><u>Math & Science (ECE 109)</u>:Classroom Activity related to cooking and math concepts</p> <p><u>Creative Experiences(ECE 103)</u> Discussion related to planning developmentally appropriate creative experiences</p> <p><u>Creative Experiences(ECE 103)</u> Discussion of appropriate books for use in the classroom with children</p> <p><u>I/T Growth and Development (ECE 141)</u>: Discussion of individual planned explorations</p> <p><u>Health, Safety & Nutrition (ECE 176)</u>: Discussion related to planning developmentally appropriate health and nutrition experiences</p> <p><u>Early Language & Literacy(ECE 231)</u>: Reflection of in-class language and literacy experiences and application of CTCLDS</p>	<p><u>Math & Science (ECE 109)</u>:How does this book (a student chosen children’s book about cooking) integrate cooking with other learning domains</p> <p><u>Creative Experiences(ECE 103)</u> Learning Experience/ Resource File Assignment</p> <p><u>Creative Experiences(ECE 103)</u> Author/Illustrator Project</p> <p><u>I/T Growth and Development (ECE 141)</u>: Develop a planned exploration for and infant or toddler</p> <p><u>Health, Safety & Nutrition (ECE 176)</u>: Menu planning and snack creation</p>
<p>4d: Reflecting on their own practice to promote positive outcomes for each child.</p>	<p><u>Introduction to ECE (ECE 101)</u> In Class worksheet and discussion related to the use of computers</p> <p><u>Introduction to ECE (ECE 101)</u> Video Bev Bos Model Preschool</p> <p><u>Creative Experiences(ECE 103)</u> discussion of tolerance, literature and holidays</p>	<p><u>Creative Experiences(ECE 103)</u> Reflective Essay regarding holidays, literature or video</p>

	<p><u>Math & Science (ECE 109)</u>: Lectures throughout semester on specific types of inquiry based on academic topics in Math, Science and Technology</p> <p><u>Early Language & Literacy (ECE 231)</u> Throughout course: readings, discussion Print rich environment activity</p>	<p><u>Early Language & Literacy (ECE 231)</u>: Reflection Paper: Exploring on our own literacy experiences.</p>
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	Learning Opportunities (activity, course number)	Related formal and informal assessments of candidate performance
5a: Understanding content knowledge and resources in academic disciplines	<p><u>Introduction to ECE (ECE 101)</u>: Introduction to CTElds (domains, strands and indicators)</p> <p><u>Math & Science (ECE 109)</u>: Use sections Math & Science of the CTElds</p> <p><u>Early Language & Literacy (ECE 231)</u> Class text and articles</p>	<p><u>Math & Science (ECE 109)</u>: Develop a LEP related to math and science</p> <p><u>Observation & Participation (ECE 210)</u>: Work Sampling Portfolio and Reflective Outline</p> <p><u>Early Language & Literacy (ECE 231)</u>: Reflection paper on the article: Reading at Five: Why?</p>
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	All ECE classes: Discussion of Continuum of teaching strategies and Higher Order Thinking	<p><u>Creative Experiences (ECE 103)</u>: Develop Learning experience plan related to literature</p> <p><u>Math & Science (ECE 109)</u>: Develop a LEP related to math and science</p> <p><u>Observation & Participation (ECE 210)</u>: Work Sampling Portfolio</p> <p><u>Student Teaching Practicum (ECE 295)</u>: LEP and Personal Portfolio</p>
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	<p><u>Creative Experiences (ECE 103)</u>: Discussion of the use of appropriate literature</p> <p><u>I/T Growth and Development (ECE 141)</u>: discussion of appropriate toys for infants and toddlers</p>	<p><u>Creative Experiences (ECE 103)</u>: author/illustrator project</p> <p><u>I/T Growth and Development (ECE 141)</u>: develop a toy for an infant or toddler including an advertisement for parents. (infants and toddlers play with toys)</p>

	<p><u>I/T Growth and Development (ECE 141):</u> Text, discussion and videos related to environments</p> <p><u>Early Language & Literacy (ECE 231)</u> Class text and articles</p>	<p><u>I/T Growth and Development (ECE 141):</u> Create an infant, toddler or Birth to three environment</p> <p><u>Early Language & Literacy (ECE 231):</u> Learning Experience Plans, Dialogic Read Aloud Assignment</p>
Standard 6: Becoming a Professional	Learning Opportunities (activity, course number)	Related formal and informal assessments of candidate performance
6a: Identifying and involving oneself with the early childhood field	<p><u>Health, Safety & Nutrition (ECE 176):</u> Discussion of the importance of finding appropriate resources related to health, safety and nutrition in an early childhood program</p> <p><u>Observation & Participation(ECE 210):</u> Discussion related to professionalism</p> <p><u>Observation & Participation(ECE 210):</u>In class guest speaker-Program Director-qualifications for positions in the field of ECE</p> <p><u>Student Teaching Practicum (ECE 295):</u>Twelve Characteristics of Highly Effective Teachers discussion and Ken Robinson Ted Talk <i>Changing Education Paradigms</i></p>	<p><u>Health, Safety & Nutrition (ECE 176):</u>Local resources for parents</p> <p><u>Observation & Participation(ECE 210):</u> Reflective Outline</p> <p><u>Student Teaching Practicum (ECE 295):</u> Identify key elements of teaching characteristics and Ted Talk to involving oneself in the ECE field</p>
6b: Knowing about and upholding ethical standards and other professional guidelines	<p><u>Introduction to Early Childhood Education (ECE 101)</u> Code of Ethics in class group work</p> <p><u>Health, Safety & Nutrition (ECE 176):</u> Code of Ethics Discussion</p> <p><u>Observation & Participation(ECE 210):</u>Ethics Discussion related to ethics and assessment</p> <p><u>Student Teaching Practicum (ECE 295):</u> Ethical Code of Conduct review</p> <p><u>Exceptional Learner (ECE 215):</u> Lecture on IDEA and Section 504 and discussion of the impact of young children’s education today and in recent history.</p>	<p><u>Health, Safety & Nutrition (ECE 176):</u> Response to Ethical Dilemma</p> <p><u>Student Teaching Practicum (ECE 295):</u>Ethical Code of Conduct Application</p> <p><u>Exceptional Learner (ECE 215):</u> Exam One</p>

<p>6c: Engaging in continuous, collaborative learning to inform practice</p>	<p><u>Child Development (ECE 182):</u> Overview of how classroom standards correlate with Associate degree standards</p> <p><u>Early Language & Literacy(ECE 231)</u> Small group classroom activities</p> <p><u>Early Language & Literacy (ECE 231)</u> Class discussions</p> <p><u>Student Teaching Practicum (ECE 295):</u> Resume and Cover Letter Workshop</p>	<p><u>Early Language & Literacy(ECE 231)</u> presentations</p> <p><u>Early Language & Literacy (ECE 231)</u> On-line discussion prompts</p> <p><u>Student Teaching Practicum (ECE 295):</u> Write a resume and cover letter</p>
<p>6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>	<p><u>Introduction to Early Childhood Education (ECE 101)</u> Conceptual Framework response</p> <p><u>Creative Experiences(ECE 103):</u> Ted Talk Ken Robinson <i>Do Schools Kill Creativity</i></p> <p><u>I/T Growth and Development (ECE 141):</u> Ten Principles of the Philosophy of Respect</p> <p><u>Health, Safety & Nutrition (ECE 176):</u> In-class discussion on being a reflective early childhood teacher</p> <p><u>Child Development (ECE 182):</u> Review of the handout: <u>Lifetime Effects: The High/Scope Perry Preschool Study</u></p> <p><u>Early Language & Literacy(ECE 231)</u> Discussion of content of articles related to early language and literacy</p>	<p><u>I/T Growth and Development (ECE 141):</u> Identify characteristics that support each principle</p> <p><u>Early Language & Literacy(ECE 231)</u> Reponses to journal articles related to early language and literacy</p>
<p>6e: Engaging in informed advocacy for children and the profession</p>	<p><u>Introduction to Early Childhood Education (ECE 101)</u> In class discussion : Gov. Lamont: Improving Quality of and access to Early Childhood Education Key to our children’s Future Success</p> <p><u>Introduction to Early Childhood Education (ECE 101)</u> 2-1-1 handout and discussion</p>	

	<p><u>Health Safety & Nutrition(ECE 176)</u>: Discussion of being and advocate for children’s health and nutrition</p> <p><u>Observation & Participation(ECE 210)</u>: In class DCF “test” and discussion</p> <p><u>Student Teaching Practicum (ECE 295)</u>:In class discussion : Turning College Students into Leaders in Early Childhood Education</p>	<p><u>Health Safety & Nutrition(ECE 176)</u>: Family Involvement Newsletter</p>
Standard 7: Early Childhood Field Experiences	Learning Opportunities (activity, course number)	Related formal and informal assessments of candidate performance
<p>7a: Opportunities to <u>observe and practice</u> in at least two of the three early childhood age groups (birth-age 3, 3-5 years old, 5-8 years old)</p>	<p><u>Courses</u></p> <p><u>Introduction to Early Childhood Education (ECE 101)</u></p> <p><u>Creative Experiences(ECE 103)</u></p> <p><u>Math & Science (ECE 109)</u></p> <p><u>I/T Growth and Development (ECE 141)</u></p> <p><u>Child Development (ECE 182)</u></p> <p><u>Observation & Participation(ECE 210)</u></p>	<p><u>Sites</u></p> <p>Early Care Centers and Head Starts Programs (B -8) Observe and document elements of quality care program</p> <p>Head Start (3, 4, and 5 year old) Observe a DAP creative experience and write a reflective paper</p> <p>Preschool, Head Start (3, 4, and 5 year old) and Early Care Centers (3, 4, and 5 year old) Observe, plan and implement (practice) an LEP and game related to a math concept</p> <p>Early Care Centers and Head Starts Programs ((I/T) Observe a child and relate observation to the CTELDS. Read appropriate books to infants and toddlers in a Head Start Setting (practice)</p> <p>Head Start (3, 4, and 5 year old) and Early Care Centers (3, 4, and 5 year old) Observe a child and relate observations to CTELDS</p> <p>Preschools, Early Care Centers and Head Starts Programs (3, 4 and 5 year olds) Observe, engage (practice) with children and practice assessment tools and create a work sampling portfolio</p>

	<p><u>Student Teaching Practicum (ECE 295)</u></p>	<p>Preschools, Early Care Programs and Head Starts(3, 4 and 5 year olds) Observe, plan, implement, and create learning experiences in addition to being a student teacher (practice)</p>
<p>7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, early education care centers and homes, Head Start programs).</p>	<p><u>Courses</u></p> <p><u>Introduction to Early Childhood Education (ECE 101)</u></p> <p><u>Creative Experiences(ECE 103)</u></p> <p><u>Math & Science (ECE 109)</u></p> <p><u>I/T Growth and Development (ECE 141)</u></p> <p><u>Child Development (ECE 182)</u></p> <p><u>Observation & Participation(ECE 210)</u></p> <p><u>Student Teaching Practicum (ECE 295)</u></p>	<p><u>Sites</u></p> <p>Early Care Centers and Head Starts Programs (B -8) Observe and document elements of quality care program</p> <p>Head Start (3, 4, and 5 year old) Observe a DAP creative experience and write a reflective paper</p> <p>Preschool, Head Start (3, 4, and 5 year old) and Early Care Centers (3, 4, and 5 year old) Observe, Plan and implement (practice) an LEP and game related to a math concept</p> <p>Early Care Centers and Head Starts Programs ((I/T) Observe a child and relate observation to the CTEDLS. Read appropriate books to infants and toddlers in a Head Start Setting (practice)</p> <p>Head Start (3, 4, and 5 year old) and Early Care Centers (3, 4, and 5 year old) Observe a child and relate observations to CTEDLS</p> <p>Preschools, Early Care Centers and Head Starts Programs (3, 4 and 5 year olds) Observe, engage (practice) with children and practice assessment tools and create a work sampling portfolio</p> <p>Preschools, Early Care Programs and Head Starts(3, 4 and 5 year olds) Observe, Plan, implement, and create learning experiences in addition to being a student teacher (practice)</p>

B. ASSESSMENTS AND EVIDENCE OF CANDIDATE OUTCOMES

Rationale: Early childhood professional preparation focuses on outcomes or results for candidates and ultimately for children. Evidence of candidate outcomes is a stronger indicator of program quality than the details of how courses and field experiences are organized. Documented evidence of candidate competence is essential for programs to know how to meet candidate needs and plan for the future.

The report will highlight no more than six assessments, selected as key to the program's design and alignment with Standards 1-6 of NAEYC 2010 Standards for Initial Professional Preparation Standards. Five key assessments are required for submission, and programs may include an optional sixth key assessment. (While submitting a sixth key assessment is encouraged in order to provide the most opportunity to demonstrate alignment with the standards, it is not a requirement. In deciding whether to include a sixth assessment, programs are encouraged to consider the extent to which the depth and breadth of the NAEYC Standards can be fully addressed within the program's first five assessments.)

Indicators of Strength

The program has developed a system that is used regularly to document evidence of candidate competence related to NAEYC Standards.

- Collectively, they assess all Standards 1-6,
- Each is used by all faculty across relevant course sections, and
- Each is used with all candidates. Explain exceptions for transfer and prior learning assessment in the narrative.

Typically, each of these assessments will address more than one standard. They will evolve in response to evidence of effectiveness. If the key assessments provided in this report have been updated by the time the program receives a site visit, any new or revised materials should be provided to the team as part of the document review.

Sources of Evidence

Report:

- Multi-Program Key Assessment Chart (for institutions submitting multiple degree programs in one Self-Study Report)
- Overview Chart of Key Assessments Aligned with Accreditation Standards for collection of key assessments
- Key Assessment Descriptions, including instructions and rubrics exactly as they are presented to candidates
- Reporting and Analysis of Data by Standard
- Reflection on the Program's Assessment System

Site Visit:

- Review of additional examples of assessments related to standards, their rubrics, and evidence of candidate competence.
- Discussion with faculty and administrators about how these assessments and candidate performance data are being used or will be used to support candidate growth and program improvement.

REQUIREMENTS AND GUIDANCE FOR CREATING KEY ASSESSMENTS THAT CLEARLY ALIGN WITH THE STANDARDS AND WILL LEAD TO MEANINGFUL DATA

1. **All key assessments must be required of each candidate.** Therefore, key assessments should be used in core courses, rather than elective courses that may not be taken by all candidates.
2. Strong programs **develop key assessments that reflect the strengths and challenges of their unique context.** It's about the standards, not standardization.
3. **All the key elements of the standards that are the primary focus of the assessment are easily identifiable and labeled.** Some programs find it helpful to use the exact language from standards when labeling key assessments, but this is not required.
4. While strong key assessments do typically measure more than one standard, by **focusing only on the standards within each assessment for which alignment is the strongest**, the performance data will be more informative. Although collectively the package of assessments should address the full depth and breadth of all standards (i.e., all key elements), it is worth noting that the more standards the program aligns with each assessment, the more complicated data collection and analysis will be.
5. However, a program will also want to **avoid relying on a single key assessment as the sole source of evidence of meeting any particular standard.** Limiting opportunities to demonstrate alignment to a standard too much can result in gaps if the Commission does not see strong alignment to that standard in the identified key assessment.
6. Pay close attention to the **depth and breadth of the cognitive demands and skill requirements described in each Standard.** Collectively, the key assessments should measure what candidates know and understand, as well as their application of that knowledge. The key elements of the standards generally follow a "know-understand-use" pattern. Be clear about which components of the assessment are measuring the candidates' knowledge, understanding, or ability to use their knowledge of the standards. If one assessment is strong in measuring candidates' knowledge of the standards but not their ability to apply that knowledge, be sure the application piece is addressed in another assessment(s).
7. Use **objective, measurable, qualitative language to describe how candidates will be scored.** The rubrics should support consistency and accuracy. This doesn't mean replacing qualitative descriptors with quantitative ones, but it does mean asking whether rubric indicators will be interpreted the same way by everyone who uses the instrument, and whether each cell in the rubric represents one possible score or a range of scores. Rubrics should clearly delineate levels of performance between how candidates meet or do not meet the standards.
8. **Data collection and analysis should focus on candidate performance specifically related to the standards.** When designing rubrics, keep in mind that measuring more than one standard within a single rubric row will lead to data that is not meaningful or able to be disaggregated by standard.
9. **Use this process to support institution-wide efforts** related to candidate-centered practices, learning outcomes and data-driven decision making. A program may incorporate other local and national standards in the key assessments provided the connections and alignment are clear.
10. **Diversity, inclusion, technology, and a focus on the full early childhood spectrum of birth through age 8 are interwoven throughout each standard.** Individual assessments might demonstrate various aspects of these themes; the program should ensure that these areas are embedded within the collective package of assessments and learning opportunities.

Note: Please be sure to refer to the full 2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs document, not just the summary. Each standard includes an introductory statement, key elements, supporting explanation, and rubric in the back of the document that defines expectations.

B(i) Multi-Program Key Assessment to Degree Program Alignment Chart

For an institution submitting more than one program on the Self-Study Report, please complete the chart below. Each degree program will receive an accreditation decision and each must meet accreditation standards. Degree programs are defined by their graduation requirements: lists of required and elective courses, admission requirements, and graduation requirements. Each degree plan/program/curriculum is a separate degree program. The same degree program may be offered at multiple campuses or may be offered both on campus and online. The key assessments (instructions to candidates and faculty rubric) must be used in each degree program submitted for accreditation in this report. The course must be a required course to demonstrate that every graduate will be assessed in relation to every accreditation standard. See the Accreditation Handbook for further policies related to submitting multiple programs for accreditation. **Note:** *The institution is responsible for consistency in degree names and key assessment names throughout its Self-Study Report. Programs should ensure that the degree program requirements, including the course list, as presented in the current course catalog, have been provided for each degree program listed under Criterion 3.*

Key assessment name	Name of Degree program 1	Name of Degree program 2	Name of Degree program 3	Name of Degree program 4	Name of Degree program 5
1	Assessment 1 is required in course # _____	Assessment 1 is required in course # _____	Assessment 1 is required in course # _____	Assessment 1 is required in course # _____	Assessment 1 is required in course # _____
2	Assessment 2 is required in course # _____	Assessment 2 is required in course # _____	Assessment 2 is required in course # _____	Assessment 2 is required in course # _____	Assessment 2 is required in course # _____
3	Assessment 3 is required in course # _____	Assessment 3 is required in course # _____	Assessment 3 is required in course # _____	Assessment 3 is required in course # _____	Assessment 3 is required in course # _____
4	Assessment 4 is required in course # _____	Assessment 4 is required in course # _____	Assessment 4 is required in course # _____	Assessment 4 is required in course # _____	Assessment 4 is required in course # _____
5	Assessment 5 is required in course # _____	Assessment 5 is required in course # _____	Assessment 5 is required in course # _____	Assessment 5 is required in course # _____	Assessment 5 is required in course # _____
6*	Assessment 6 is required in course # _____	Assessment 6 is required in course # _____	Assessment 6 is required in course # _____	Assessment 6 is required in course # _____	Assessment 6 is required in course # _____

*(While submitting a sixth key assessment is encouraged in order to provide the most opportunity to demonstrate alignment with the standards, it is not a requirement.)

B(ii) Overview chart of Key Assessments Aligned with Accreditation Standards

Please list the names of each of the program’s Key Assessments in the chart below

	Name of Assessment	Are two applications of data available from the current version of this key assessment? [See B(iv).]
Key Assessment 1	OBSERVATION OF AN EARLY CHILDHOOD PROGRAM	x Yes <input type="checkbox"/> No
Key Assessment 2	LEARNING EXPERIENCE PLAN	x Yes <input type="checkbox"/> No
Key Assessment 3	ETHICS AND THE EARLY CHILDHOOD EDUCATOR	x Yes <input type="checkbox"/> No
Key Assessment 4	PORTFOLIO/WORK SAMPLING SYSTEM	X Yes <input type="checkbox"/> No
Key Assessment 5	REFLECTIVE ESSAYS	x Yes <input type="checkbox"/> No
Key Assessment 6 (if applicable)	N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No

In the chart below place and “x” in the appropriate box(es) to indicate which key assessment(s) evaluate each of the key elements. **Each key element must be indicated as aligned with at least one key assessment.** (Note: The program has the option to submit either five or six key assessments.) All subsequent charts in Part Three

Chart of Key Elements Aligned With Key Assessments						
Standard 1: Promoting Child Development and Learning Key Elements	Key Assessment					
	1	2	3	4	5	6
1a. Knowing and understanding young’s children’s characteristics and needs, from birth through age 8.		x		x	x	n/a
1b. Knowing and understanding the multiple influences on development and learning.	x				x	n/a
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	x				x	n/a
Standard 2: Building Family and Community Relationships Key Elements	Key Assessment					
	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.		x			x	n/a
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.					x	n/a
2c. Involving families and communities in young children’s development and learning.	x	x		x	x	n/a
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Elements	Key Assessment					
	1	2	3	4	5	6
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.		x			x	n/a

3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.		x			x	n/a
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.				x		n/a
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.					x	n/a
Standard 4: Using Developmentally Effective Approaches	Key Assessment					
Key Elements	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.	x	x			x	n/a
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.		x			x	n/a
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	x				x	n/a
4d. Reflecting on own practice to promote positive outcomes for each child.		x				n/a
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	Key Assessment					
Key Elements	1	2	3	4	5	6
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.				x	x	n/a
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.					x	n/a
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.		x			x	n/a
Standard 6: Becoming a Professional	Key Assessment					
Key Elements	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.			x		x	n/a
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.			x			n/a
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.				x	x	n/a
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.			x		x	n/a
6e. Engaging in informed advocacy for young children and the early childhood profession.			x			n/a

B(iii) Key Assessment Descriptions

Key Assessment 1 Description

Name of Key Assessment: Observation of Early Childhood Program

Briefly describe this assessment and list the courses that use this assessment. (Note: The program is responsible for ensuring consistency in key assessment name and standard alignment throughout its Self-Study Report.):

As a culminating assignment for **ECE 101 Introduction to Early Childhood Education** you will observe an NAEYC accredited early care program. The written assignment will demonstrate your knowledge of the material we have covered in class including: text, discussions, videos, group work and additional reading materials.

Your paper should be 4-5 pages, double spaced and TYPED. If you are quoting material from text and readings be sure to cite your references. This paper should be presented in narrative form. See your syllabus for written work expectations and refer to the grading rubric for specific expectations related to each topic observed.

This key assessment is aligned with which of the following key elements? (Place a check or X where applicable.)

1			2			3				4				5			6				
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e
	x	x			x					x		x									

Do all candidates complete this assessment? yes For all degree programs included in this Report? yes

Please indicate how this key assessment is delivered to the candidate (check all that are applicable):

- Online
- Face-to-Face
- ITV
- Other _____

Include:

- 1) The directions or guidelines for Key Assessment 1 as they are given to candidates. (The key elements of the relevant standards addressed in the directions/guidelines are clearly labeled.)
- 2) The rubric for Key Assessment 1 that is used by faculty or field supervisors to evaluate candidate work on each of the key elements of the standards they are designed to assess. (The key elements of the relevant standards addressed in the rubric are clearly labeled.)

ECE 101 Observation of Early Childhood Education Program Assignment

As a culminating assignment for this course you will observe an NAEYC accredited early care program. The written assignment will demonstrate your knowledge of the material we have covered in class including: text, discussions, videos, group work and additional reading materials.

Your paper should be 4-5 pages, double spaced and TYPED. If you are quoting material from text and readings be sure to cite your references. This paper should be presented in narrative form. See your syllabus for written work expectations and refer to the grading rubric for specific expectations related to each topic observed.

Call ahead to make an appointment to visit the program. Bring a notebook and the rubric as a guide for your observation. You may need to visit more than once to gather all the information required to write your paper. Check with the contact person at the center to be sure you will be observing during an active play time. You will not be able to gather much information during nap time.

The paper should include the information regarding the following :

Name of program, Date(s) and time(s) you observed, number of children and ages and number of staff present.(ratios) This should be part of your introduction.

Teacher / Child Interactions: (4a) Language, guidance, modeling, roles of the teacher-what does the teacher do while you are observing? **Specific quotes between children and staff** should be included.

Child / Child Interactions: (4a) Peer mentoring, interactions, types of play, opportunities for solitary vs. group experiences, **specific quotes from children should be included.**

Environment: (1c) Physical space, equipment and materials, atmosphere-how does the space “feel”

Curriculum: (4c) Types of play experiences observed, child initiated vs. teacher directed, Process vs. product with regard to art experiences, what type of small and large motor opportunities, social / emotional, creative, language and literacy, cognitive and self help opportunities

Parent Involvement: (2c) How are the parents involved in the program? Communication techniques, bulletin boards, experience plans, social events, parent conferences, etc.

Influential Theorists: (1b) Which theorist and how did he/she influence the program?

Written Expression: (SS 3) Well organized, no grammatical errors, typos or misspellings, includes introduction and conclusion

You should include all of the areas listed above in your paper. Your conclusion should be an evaluation of the overall program. What did you like? What did you observe ... compare and contrast to our text and discussions. What did you observe about the program with regard to the dimensions of quality we discussed? Would you choose to work in this center and /or would you send your child to this program? This should be part of your conclusion.

You will need to be a keen observer. Remember **you are a representative of QVCC and should conduct yourself in a professional manner. All information gathered is to be kept confidential.**

Observation of Early Childhood Education Program Rubric
Grade = total points /18 x 3 (300 total points possible)

	Insufficient 0 points	Emergent 1 points	Proficient 2 points	Distinguished 3 points
NAEYC 4a Teacher/Child Interactions Child/Child Interactions	No understanding of positive relationships and supportive interactions as the foundation of their work with young children	Limited understanding of positive relationships and supportive interactions as the foundation of their work with young children	Some understanding of positive relationships and supportive interactions as the foundation of their work with young children	Understands positive relationships and supportive interactions as the foundation of their work with young children
	Indicators	Indicators	Indicators	Indicators
	Teacher/child, child/child interactions are not mentioned	Teacher/child, child/child interactions are mentioned with no details provided	Teacher/child, child/child interactions are described with some detail.	Detailed descriptions of teacher/child, child/child interactions. Many examples are described. Three quotes of children and teachers are provided.
NAEYC 1c Environment	No understanding of developmental knowledge to create healthy, respectful, supportive learning environments	Limited understanding of developmental knowledge to create healthy, respectful, supportive learning environments	Some understanding of developmental knowledge to create healthy, respectful, supportive learning environments	Understands developmental knowledge to create healthy, respectful, supportive learning environments
	Indicators	Indicators	Indicators	Indicators
	Environment is not mentioned	Environment is mentioned, but details are not included or are not complete.	Environment is discussed and some items (equipment, materials, atmosphere, physical space) are mentioned.	A detailed description of the physical environment is provided. Equipment, materials, atmosphere, and physical space are included.
NAEYC 4c Curriculum	No understanding developmentally appropriate teaching/learning approaches	Limited Understanding of developmentally appropriate teaching/learning approaches	Some understanding of developmentally appropriate teaching/learning approaches	Understands developmentally appropriate teaching/learning approaches
	Indicators	Indicators	Indicators	Indicators
	Curriculum is not mentioned	Curriculum is mentioned, but no specific examples are of ELD domains related to curriculum	References to curriculum are included, but lack detail and include only some of the ELD Domain elements related to curriculum	Specific references: Process vs. product, child initiated vs. teacher directed, integrated curriculum including many of the ELD Domains
NAEYC 2c Parent Involvement	No understanding of the importance of the involvement of families and	Limited understanding of the importance of the involvement of families and	Some understanding of the importance of the involvement of families and	Understands the importance of the involvement of

	communities in young children’s development and learning.	communities in young children’s development and learning.	communities in young children’s development and learning.	families and communities in young children’s development and learning.
	Indicators	Indicators	Indicators	Indicators
	Parental involvement is not mentioned	The report makes assumptions about parental involvement without providing details	Report includes some examples of parental involvement.	Report provides at least three specific ways the center involves parents. Many examples are included. The report may also include weaknesses noticed in this area.
NAEYC 1b Connection to Theory	No understanding the multiple influences on early development and learning	Limited understanding of the multiple influences on early development and learning	Some understanding of the multiple influences on early development and learning	Understands the multiple influences on early development and learning
	Indicators	Indicators	Indicators	Indicators
	No reference to theory is provided	Little reference to theory is provided.	Report includes some reference to theory and theorists.	At least three references to theory and theorists are mentioned in the report. Specific items are connected to specific learning theories and theorists.
Written Expression	Written communication skills	Written communication skills	Written communication skills	Written communication skills
	Indicators	Indicators	Indicators	Indicators
	Disorganized, poor grammar, many typos and spelling mistakes; paper format not followed; lacking introduction and/or conclusion	Poorly organized; many grammar, writing and spelling errors; many formatting mistakes; weak introduction and/or conclusion	Somewhat organized; some grammar, writing and spelling errors; limited formatting mistakes; includes introduction and conclusion	Well organized, no grammar and/or writing errors; no typos or misspellings; paper format is followed; includes detailed introduction and conclusion

Key Assessment 2 Description

Name of Key Assessment: Learning Experience Plan

Briefly describe this assessment and list the courses that use this assessment. (Note: The program is responsible for ensuring consistency in key assessment name and standard alignment throughout its Self-Study Report.):

Students are to create a learning experience plan in **ECE 109 Science and Math for Young Children** based on a Math game developed based on a children’s book.

This key assessment is aligned with which of the following key elements? (Place a check or X where applicable.)

1			2			3				4				5			6				
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e
x			x		x	x	x			x	x		x			x					

Do all candidates complete this assessment? yes For all degree programs included in this Report? yes

Please indicate how this key assessment is delivered to the candidate (check all that are applicable):

- Online
- Face-to-Face
- ITV
- Other _____

Include:

- 1) The directions or guidelines for Key Assessment 2 as they are given to candidates. (The key elements of the relevant standards addressed in the directions/guidelines are clearly labeled.)
- 2) The rubric for Key Assessment 2 that is used by faculty or field supervisors to evaluate candidate work on each of the key elements of the standards they are designed to assess. (The key elements of the relevant standards addressed in the rubric are clearly labeled.)

Learning Experience Plan Assignment

Learning Experience Plan

- Must be typed
- Use Learning Experience template on blackboard
- Use Assessment Tool Template on blackboard

Choosing the learning experience

- Choose a topic of interest related to Math or Science

Implementation

- Science experience will be implemented during class
- Math experience will be implemented in the field
(5 hours-observe-create-implement)

Learning Experience

- Use the learning experience template and rubric as a guide
- Components of learning experience plan
 - ❖ (1a) Why are you choosing the learning experience?
 - ❖ (5c) Choose appropriate early learning development strand and corresponding indicator
 - ❖ (3a) Write a measurable learning objective
 - ❖ (4d) Plan your teaching strategies and include differentiated instruction (use teaching continuum language)
 - ❖ List materials
 - ❖ (2a) Plan for individual or cultural considerations
 - ❖ (3b) Assess children during implementation of the experience (use assessment tool)
 - ❖ (2c) Plan a family experience (actual written plan has to be included)
 - ❖ (4a) Based on Assessment what are the next steps
 - ❖ (4d) Reflecting on the implantation of the learning experience how would you modify the learning experience

Evidence of learning experience and assessment

- Provide implemented learning experience plan
- Provide completed Assessment tool with checklist and anecdotes and evidence of children's work
- Provide signed letter of hours completed

Learning Experience Plan
Total points/36 (100 possible points)

Facilitator: _____

Experience:		
Why are you choosing this Experience: (based on observation and/or assessment)		
Early Learning Strand and corresponding Indicator (ELDS learning progression)		
Learning Objective (Identify specific and measurable learning objectives for this learning experience)		
Teaching Strategies (Include intentional teaching strategies and differentiated instruction)		
Emerging Objective	Meeting Objective	Exceeding Objective
Materials		
Individual and Cultural Considerations (How will you meet the individual needs and/or cultural needs?)		
Assessment: (Were the objectives met?... use assessment tool template)		
Family Engagement: (How will you involve the families in this learning experience: Create an actual experience that could be sent home to families)		
Next Steps: (How would you support or extend learning... refer to ELDS learning progression)		
Modifications: (How, What and Why would you change the experience (nothing is perfect))		

Assessment Tool

Facilitator: _____

Experience: _____

ELDSStrand/Indicator: _____

Objective: _____

Child's Name	Emerging	Mastered	Exceeded	Anecdotal

Learning Experience Plan Rubric
Total points/36= (100 possible points)

	Insufficient 0	Emergent 1	Proficient 2	Distinguished 3	Points Received
<p>Why are you choosing this learning experience?</p> <p>NAEYC: 1a Knowing young children's characteristics and needs</p>	The learning experience demonstrates no knowledge of young children's characteristics and needs	The learning experience demonstrates limited knowledge of young children's characteristics and needs	The learning experience demonstrates some knowledge of young children's characteristics and needs	The learning experience demonstrates a great deal of knowledge in relation to young children's characteristics and needs	
	<p><u>Indicators</u></p> <p>Statement does not have specific reasons for choosing this experience that support children's interests and needs</p>	<p><u>Indicators</u></p> <p>Statement has limited reasons for choosing this experience that support children's interests and needs</p>	<p><u>Indicators</u></p> <p>Statement has some specific reasons for choosing this experience that support children's interests and needs</p>	<p><u>Indicators</u></p> <p>Statement has a great deal of specific reasons for choosing this experience that support children's interests and needs</p>	
<p>Early Learning Strand and Corresponding Indicator</p> <p>NAEYC: 5c Appropriate early learning standards</p>	Does not use own knowledge related to appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	Uses limited knowledge related to appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	Uses some knowledge appropriate related to learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child..	Uses a great deal of own knowledge related to appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child..	
	<p><u>Indicators</u></p> <p>The ELDS chosen does not support learning experience choice.</p>	<p><u>Indicators</u></p> <p>The ELDS chosen, somewhat supports learning</p>	<p><u>Indicators</u></p> <p>The ELDS chosen mostly supports learning experience choice.</p>	<p><u>Indicators</u></p> <p>The ELDS standard chosen supports learning experience choice.</p>	

		experience choice.			
Learning Objective NAEYC 3a Understanding goals	Understanding the goals, benefits, and uses of assessment-including its use in the development of goals, curriculum, and teaching strategies for young children	Understanding the goals, benefits, and uses of assessment-including its use in the development of goals, curriculum, and teaching strategies for young children	Understanding the goals, benefits, and uses of assessment-including its use in the development of goals, curriculum, and teaching strategies for young children	Understanding the goals, benefits, and uses of assessment-including its use in the development of goals, curriculum, and teaching strategies for young children	
	Indicators The learning objective does not support ELD indicator and is not measurable.	Indicators The learning objective demonstrates limited support of ELD indicator and is not measurable.	Indicators The learning objective shows some support ELD indicator and is somewhat measurable.	Indicators The learning objective supports ELD indicator and is measurable.	
Teaching Strategies NAEYC: 4b Using developmentally effective approaches	The teaching strategies for the learning experience demonstrated no understanding of effective approaches, strategies and tools for early education	The teaching strategies for the learning experience demonstrated limited understanding of effective approaches, strategies and tools for early education	The teaching strategies for the learning experience demonstrated some understanding of effective approaches, strategies and tools for early education	The teaching strategies for the learning experience demonstrated a great deal of understanding in relation to effective approaches, strategies and tools for early education	
	Indicators The teaching strategies do not support the indicators	Indicators The teaching strategies somewhat support the indicators	Indicators The teaching strategies support the indicators	Indicators The teaching strategies clearly, support indicators with great detail.	

Materials	Material list is not complete	Material list is somewhat complete	Material list is complete	Material list is described in great detail	
Individual and Cultural Considerations NAEYC 2a Understanding Family and Community characteristics	The learning experience demonstrates no knowledge and understanding of individual and cultural characteristics	The learning experience demonstrates limited knowledge and understanding individual and cultural characteristics	The learning experience demonstrates some knowledge and understanding individual and cultural characteristics	The learning experience demonstrates a great deal of knowledge and understanding individual and cultural characteristics	
	Indicators Individual or cultural considerations were not considered.	Indicators Teaching strategies were limited in description related to individual differentiated instruction and cultural considerations.	Indicators Teaching strategies were described in and related to individual differentiated instruction and cultural considerations.	Indicators Teaching strategies were described in great detail related to individual differentiated instruction and cultural considerations.	
Assessment NAEYC: 3b Using appropriate assessments	The learning experience demonstrates no knowledge/ evidence of the use of observation, documentation, and other appropriate assessment tools	The learning experience demonstrates limited knowledge/ evidence of the use of observation, documentation, and other appropriate assessment tools	The learning experience demonstrates some knowledge/ evidence of the use of observation, documentation, and other appropriate assessment tools	The learning experience demonstrates great deal of knowledge/ evidence in relation to the use of observation, documentation, and other appropriate assessment tools	
	Indicators Assessment tool was not included. No evidence of children's work/photos	Indicators Assessment tool supported the objective and included checklist with limited anecdotes. Limited evidence	Indicators Assessment tool supported the objective and included checklist with descriptive anecdotes. Documented evidence of	Indicators Assessment tool supported the objective and included checklist with a great deal of descriptive anecdotes. Documented	

		of children's work/photos	children's work/photos included	evidence of children's work/photos included	
<p>Family Engagement</p> <p>NAEYC: 2c Involving families and communities in children's development</p>	The learning experience showed no evidence of family involvement related to children's development	The learning experience showed limited evidence of family involvement related to children's development	The learning experience showed some evidence of family involvement related to children's development	The learning experience showed a great deal of evidence in relation to family involvement related to children's development.	
	<p>Indicators</p> <p>No plan for involving family</p>	<p>Indicators</p> <p>Family involvement plan was limited.</p>	<p>Indicators</p> <p>Family involvement plan was engaging.</p>	<p>Indicators</p> <p>Family involvement plan was very detailed and engaging.</p>	
<p>Next Steps</p> <p>NAEYC: 4a Connecting with children and families</p>	The learning experience demonstrates no understanding of the use of positive relationships and supportive interactions to extend learning.	The learning experience demonstrates limited understanding of the use of positive relationships and supportive interactions to extend learning.	The learning experience demonstrates some understanding of the use of positive relationships and supportive interactions to extend learning.	The learning experience demonstrates a great deal of understanding in relation to the use of positive relationships and supportive interactions to extend learning.	
	<p>Indicators</p> <p>The plan did not include next steps</p>	<p>Indicators</p> <p>The plan included next steps but they did not support or extend the experience</p>	<p>Indicators</p> <p>The plan included next steps that supported and extended the experience</p>	<p>Indicators</p> <p>The plan included next steps that were very detailed and supported and extended the experience</p>	
<p>Modifications</p> <p>NAEYC: 4d</p>	The learning experience reflected on own practice to	The learning experience demonstrated limited	The learning experience demonstrated some Reflecting	The learning experience demonstrated a great deal of	

Reflecting on own practice to promote positive outcomes for each child	promote positive outcomes for each child	Reflection on own practice to promote positive outcomes for each child	on own practice to promote positive outcomes for each child	Reflecting on own practice to promote positive outcomes for each child	
	Indicators No reflection and modifications,	Indicators Limited reflection and modification	Indicators Reflection and modification was thoughtful and detailed	Indicators Reflection and modification was extremely thoughtful and detailed	
Writing	Poorly written and organized, Numerous errors in grammar, punctuation, capitalization and spelling	Poorly written somewhat organized, Many errors in grammar, punctuation, capitalization and spelling	Well written, mostly organized, Some errors in grammar, punctuation, capitalization and spelling	Well written and organized, virtually all grammar, punctuation, capitalization and spelling are correct	

Key Assessment 3 Description

Name of Key Assessment: Ethics and the Early Childhood Educator

Briefly describe this assessment and list the courses that use this assessment. (Note: The program is responsible for ensuring consistency in key assessment name and standard alignment throughout its Self-Study Report.):

This assignment in **ECE 176 Health, Safety and Nutrition** will assess the students ability to understand and apply the elements of the NAEYC Code of Ethics to situations that may arise while working with young children in an early childhood program.

This key assessment is aligned with which of the following key elements? (Place a check or X where applicable.)

1			2			3				4				5			6				
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e
																	x	x		x	x

Do all candidates complete this assessment? yes For all degree programs included in this Report? yes

Please indicate how this key assessment is delivered to the candidate (check all that are applicable):

- Online
- Face-to-Face
- ITV
- Other _____

Include:

- 1) The directions or guidelines for Key Assessment 3 as they are given to candidates. (The key elements of the relevant standards addressed in the directions/guidelines are clearly labeled.)

- 2) The rubric for Key Assessment 3 that is used by faculty or field supervisors to evaluate candidate work on each of the key elements of the standards they are designed to assess. (The key elements of the relevant standards addressed in the rubric are clearly labeled.)

ETHICS AND THE EARLY CHILDHOOD EDUCATOR

Assignment

This assignment will assess your ability to understand and apply the elements of the NAEYC Code of Ethics to situations that may arise in practice.

Directions

- Two –Three page typed response
- Use your copy of the NAEYC Code of Ethics to answer the following Ethical Dilemma :

Misleading the State Inspector

Shana is a teacher in a child development center. The center has some great qualities but is out of compliance with numerous state licensing regulations. Shana is aware that the director sometimes gives incomplete or misleading information about these things to State Licensing Inspectors. She is struggling to know what to do: is she obligated to report the infractions to an inspector or to the licensing agency? Violations include playground equipment that needs to be repaired, infrequent fire drills, rooms filled beyond their licensed capacity, and failure to maintain required adult: child ratios. Shana knows it isn't right to mislead the state inspectors but is afraid to do anything that would jeopardize her employment; she is a single mother who supports her children on her salary.

What do you think a good early childhood educator should do in this situation? How can Shana use the NAEYC Code to guide her thinking and decision making?

- Identify the problem and discuss why it involves ethics. (6a)
- Identify the stakeholders affected by the situation (6d)
- Look for Guidance in the NAEYC Code: List the relevant items in the Code and indicate how you prioritized their applicability to the situation(6b)
- Identify the most ethically defensible course of action (6e)

Rubric

NAEYC Standard 6: Becoming a professional

- 6a: Identifying and becoming involved with the early childhood field
- 6b: Knowing about and upholding ethical standards and other professional guidelines
- 6d: Intergrating knowledgeable, reflective, critical perspectives
- 6e: Engaging in advocacy for children and the profession

Ethics and the Early Childhood Educator Rubric
(Total Points/18 /total 100 points)

	Insufficient 0 points	Emergent 1 point	Proficient 2 points	Distinguished 3 points
<p>Identify the problem and discuss why it involves ethics</p> <p>NAEYC 6a Identifying and becoming involved with the early childhood field</p>	<p>Does not demonstrate an understanding of the importance of ethical conduct in the early childhood field</p> <hr/> <p>Indicators The problem was not clearly addressed and doesn't state why it involves ethics.</p>	<p>Demonstrates limited understanding of the importance of ethical conduct in the early childhood field</p> <hr/> <p>Indicators The problem showed limited detail regarding the problem and why it involved ethics.</p>	<p>Demonstrates some understanding of the importance of ethical conduct in the early childhood field</p> <hr/> <p>Indicators The problem showed some detail regarding the problem and why it involved ethics.</p>	<p>Demonstrates a great deal of understanding of the importance of ethical conduct in the early childhood field</p> <hr/> <p>Indicators The problem showed a great deal of detail regarding the problem and why it involved ethics</p>
<p>Understanding the NAEYC Code of Ethical Conduct and how it is used in the early childhood setting</p> <p>NAEYC 6b Knowing about and upholding ethical standards and other professional guidelines</p>	<p>Does not demonstrate an understanding of ethical standards and other professional guidelines</p> <hr/> <p>Indicators Does not describe relevant codes.</p>	<p>Demonstrates limited understanding of ethical standards and other professional guidelines</p> <hr/> <p>Indicators Description of relevant codes were weak</p>	<p>Demonstrate some understanding of ethical standards and other professional guidelines</p> <hr/> <p>Indicators Description of relevant codes had some detail</p>	<p>Demonstrate a great deal of understanding of ethical standards and other professional guidelines</p> <hr/> <p>Indicators Description of relevant codes was rich with detail</p>
<p>Identify the stakeholders affected by the situation</p> <p>NAEYC 6d Integrating knowledgeable,</p>	<p>Does not demonstrate critical/reflective thinking skills</p> <hr/>	<p>Demonstrates limited critical/reflective thinking skills</p> <hr/>	<p>Demonstrates some critical/reflective thinking skills</p> <hr/>	<p>Demonstrate a great deal critical/reflective thinking skills</p> <hr/>

reflective, critical perspectives	<u>Indicators</u> Did not identify stakeholders	<u>Indicators</u> Limited discussion of stakeholders	<u>Indicators</u> Some discussion of stakeholders	<u>Indicators</u> A great deal of discussion of stakeholders
Identify the most ethically defensible course of action NAEYC 6e Engaging in advocacy for children and the profession	Does not demonstrate an understanding of being and advocate for children and the profession <u>Indicators</u> Does not discuss the most ethically defensible of action	Demonstrates a limited understanding of being and advocate for children and the profession <u>Indicators</u> Limited discussion of most ethically defensible of action	Demonstrates some understanding of being and advocate for children and the profession <u>Indicators</u> Some discussion the most ethically defensible of action	Demonstrates a great deal of understanding of being and advocate for children and the profession <u>Indicators</u> Discusses in great detail the most ethically defensible of action
Written and Verbal skills	Poorly written and organized. Numerous errors in grammar, punctuation, capitalization and spelling	Poorly written somewhat organized, Some errors in grammar, punctuation, capitalization and spelling	Well written, mostly organized, Very few errors in grammar, punctuation, capitalization and spelling	Well written and organized, virtually all grammar, punctuation, capitalization and spelling are correct
Identifies and uses NAEYC Code of Ethical Conduct	Does not accurately connect content of code to situations presented.	Identifies elements of code that apply, but cannot explain how actions are guided by the code	Identifies some (1 or 2) elements of the code that apply, and explains how the code can guide actions.	Identifies several (3 – 4) elements of the code that apply, and explains how code can guide actions in great detail
Total Points				

Key Assessment 4 Description

Name of Key Assessment: **Portfolio/Work Sampling System**

Briefly describe this assessment and list the courses that use this assessment. (Note: The program is responsible for ensuring consistency in key assessment name and standard alignment throughout its Self-Study Report.):

In ECE 210 Observation and Participation students will observe a focus child in a preschool setting and develop a portfolio that shows a child’s growth over time. They will collect anecdotes, photos, artifacts and work samples in all Early Learning and Developmental Standards.

This key assessment is aligned with which of the following key elements? (Place a check or X where applicable.)

1			2			3				4				5			6					
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e	
x					x			x						x						x		

Do all candidates complete this assessment? yes For all degree programs included in this Report? yes

Please indicate how this key assessment is delivered to the candidate (check all that are applicable):

- Online
- Face-to-Face
- ITV
- Other _____

Include:

- 1) The directions or guidelines for Key Assessment 4 as they are given to candidates. (The key elements of the relevant standards addressed in the directions/guidelines are clearly labeled.)
- 2) The rubric for Key Assessment 4 that is used by faculty or field supervisors to evaluate candidate work on each of the key elements of the standards they are designed to assess. (The key elements of the relevant standards addressed in the rubric are clearly labeled.)

Portfolio/Work Sampling System

What is a portfolio?

A comprehensive collection of teacher observations and children's work to document the child's progress in all developmental domains.

What are work samples?

Any of the child's products, including but not limited to visual arts, all of which reveal many aspects of the child's development.

Assignment:

(3c) Develop a portfolio on a specific child in the classroom

- Collect anecdotes, photos, artifacts, and work samples to show child's growth over time in all Early Learning and Developmental Standards.
 - (5a) CTELDs: broad areas of growth, categories of classroom learning.
 - Cognition: approaches to learning, use of logic and reasoning, strengthen executive function
 - Social and Emotional Development: develop healthy attachments, self-regulation, develop express, recognize and respond to emotions, develop self-awareness, self-concept and competence, develop social relationships
 - Physical Development and Health: develop gross motor skills, develop fine motor skills, acquire adaptive skills, maintain health status and well-being
 - Early Language, Communication and Literacy: receptive language, expressive Language, use of language for social interaction, gain book appreciation and knowledge, gain knowledge of print and its uses, convey meaning through drawing, letters and words
 - Creative Arts: Engage in and enjoy the arts, explore and respond to creative works
 - Early Mathematical Discovery: counting and cardinality, understand and describe relationships to solve problems, understand attributes and relative properties of objects, understand shapes and spatial relationships
 - Early Scientific Inquiry: support children to apply scientific practices, support children to engage in the process of engineering, understand patterns, process and relationships of living things, understand physical sciences, understand features of the earth Social
 - Social Studies: understand self, family and a diverse community, learn about people and the environment, understand economic systems and resources, understand change over time
 - CTELDs : Relate your observations to the CT ELDS. For each standard you will choose a strand and indicator and you will relate your observations to these

The CTELD's is a curriculum-embedded tool. This curriculum and assessment framework provide a system for using standards in both planning curriculum and assessing children's progress.

- Next Steps/Teaching Strategies: State what your next goals are for the child in each domain. You will also develop recommendations for future learning experiences. On the basis of your observations, identify particular strengths that your child has demonstrated in each domain and also skills that appear to be important or timely target for the child in the future. This should be included at the end of each section. Next steps should relate to the next indicator in the learning strand.
- (1a) Write a Narrative: provide an individualized narrative profile of the child's strengths and areas for growth across all domains.
 - Write down phrases that describe the child's strengths and areas for growth in each domain.

- To individualize the child’s report, use the phrase “for example” or “as shown by” followed by a reference to an observational note or a piece of work.
- (2c) This narrative will be used as a guide during the parent conference.

(6c) Specific Portfolio Requirements

- The portfolio should be typed using the work sampling template.
- Include artifacts: pieces you collect-artwork, photos, work samples, anecdotes, writing samples (date all work).
- Spelling, grammar, and clarity of thought will count in the final grade

Portfolio/Work Sampling System Rubric
/21 x3 (300 points)

	Insufficient 0 points	Emergent 1 point	Proficient 2 points	Distinguished 3 points	Points Received
Part 1: Narrative					
NAEYC 1a Knowing young children's characteristics needs	Lacking a narrative or narrative has no detail and does not show understanding of young children's characteristics and needs.	Narrative has limited detail and somewhat negative in tone or demonstrates a limited understanding of young children's characteristics and needs.	Narrative has some detail. Narrative is positive and demonstrates an understanding of young children's characteristics and needs.	Narrative is very detailed and positive Demonstrates a clear understanding of young children's characteristics and needs.	
Written and Verbal Skills	Narrative is slightly or not organized and clear. Numerous errors in grammar, punctuation and spelling	Narrative is somewhat organized and clear. Some errors in grammar, punctuation and spelling	Narrative is mostly organized and clear. Most grammar, punctuation and spelling are correct	Narrative is organized and clear. Virtually all grammar, punctuation and spelling are correct	
Total points/6					
Part 2: Documentation of Domains					
NAEYC: 5a Understanding content knowledge in early childhood	Does not show an understanding of development and the importance of content knowledge in early childhood by not reviewing the learning strands and indicators	Demonstrates a limited understanding of development and the importance of content knowledge in early childhood by briefly reviewing learning strands and indicators	Demonstrates some understanding of development and the importance of content knowledge in early childhood by reviewing an adequate # of learning strands and indicators	Demonstrates a great deal of understanding of development and the importance of content knowledge in early childhood by reviewing many learning strands and indicators	

NAEYC 6c Engaging in continuous, collaborative learning to inform practice; using technology effectively with children, with peers, and as a professional resource	Does not show an understanding of the importance of continuous, collaborative learning to inform practice; using technology effectively with children, with peers, and as a professional resource	Demonstrates a limited understanding of the importance of continuous, collaborative learning to inform practice; using technology effectively with children, with peers, and as a professional resource	Demonstrates some understanding of the importance of continuous, collaborative learning to inform practice; using technology effectively with children, with peers, and as a professional resource	Demonstrates a great deal of understanding of the importance of continuous, collaborative learning to inform practice; using technology effectively with children, with peers, and as a professional resource	
NAEYC: 3c Practicing responsible assessment	Does not show understanding of development and the importance of responsible assessment.	Demonstrates a limited understanding of responsible assessment. Recommendations for next steps is incomplete	Demonstrates some understanding of responsible assessment. Recommendations for next steps is adequate	Demonstrates a great deal of understanding of responsible assessment. Recommendations for next steps are complete and detailed.	
Written and Verbal Skills	Portfolio not organized and clear. Numerous errors in grammar, punctuation and spelling	Portfolio is somewhat organized and clear. Some errors in grammar, punctuation and spelling	Portfolio is mostly organized and clear. Most grammar, punctuation and spelling are correct	Portfolio is very organized and clear. Virtually all grammar, punctuation and spelling are correct	
Total points/12					
Part 3: Parent Conference					
NAEYC 2c Involving families and communities in young children's development and learning	Does not convey developmental information to families	Conveys limited developmental information to families with limited artifacts	Conveys some developmental information to families with supporting artifacts in most domains	Conveys a great deal of developmental information to families with supporting artifacts in all domains	
Total points/3					
TOTAL POINTS RECEIVED Part 1+Part 2+Part 3					<u>300</u>

Key Assessment 5 Description

Name of Key Assessment: Personal Essays Reflecting the 6 Standards (NAEYC Associate Degree Standards)

Briefly describe this assessment and list the courses that use this assessment. (Note: The program is responsible for ensuring consistency in key assessment name and standard alignment throughout its Self-Study Report.):

Students in **ECE 295 Student Teaching Practicum** will use the summary of the NAEYC standards as a guide to writing their personal essays. The essays should demonstrate their knowledge of the standard and what they have actually done in the early childhood classroom to support the standard.

This key assessment is aligned with which of the following key elements? (Place a check or X where applicable.)

1			2			3				4				5			6				
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e
x	x	x	x	x	x	x	x		x	x	x	x		x	x	x	x		x	x	

Do all candidates complete this assessment? yes For all degree programs included in this Report? yes

Please indicate how this key assessment is delivered to the candidate (check all that are applicable):

- Online
- Face-to-Face
- ITV
- Other _____

Include:

- 1) The directions or guidelines for Key Assessment 5 as they are given to candidates. (The key elements of the relevant standards addressed in the directions/guidelines are clearly labeled.)
- 2) The rubric for Key Assessment 5 that is used by faculty or field supervisors to evaluate candidate work on each of the key elements of the standards they are designed to assess. (The key elements of the relevant standards addressed in the rubric are clearly labeled.)

ECE 295 Personal Essays Reflecting the 6 Standards
NAEYC Associate Degree Standards

As a culmination of your practicum experience and coursework from your ECE plan of study you will assemble a portfolio that demonstrates your knowledge and ability to be an effective early childhood educator. One component of your portfolio is to write personal essays related to the NAEYC Associate Degree Standards.

Use the summary of the standards already received as a guide to writing your personal essays. The essays should demonstrate your knowledge of the standard and what you have actually done in the early childhood classroom to support the standard.

Each standard requires at least three artifacts for documentation.

Directions

1. Address the following key elements of each standard
 - ❖ (1a) Knowing and understanding young children's characteristics and needs
 - ❖ (1b) Understands multiple influences on development and learning
 - ❖ (1c) Using developmental knowledge to create learning environments
 - ❖ (2a) Knowing about and understanding diverse family and community characteristics
 - ❖ (2b) Supporting and empowering families and communities through respectful, reciprocal relationships
 - ❖ (2c) Involving families and communities in children's development
 - ❖ (3a) Understanding the goals, benefits, and uses of assessment
 - ❖ (3b) Using appropriate assessment tools
 - ❖ (3d) Knowing about assessment partnerships with families and professionals
 - ❖ (4a) Understanding positive relationships and supportive interactions as the foundation of their work with young children
 - ❖ (4b) Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
 - ❖ (4c) Using a broad repertoire of developmentally appropriate teaching /learning approaches
 - ❖ (5a) Understanding content knowledge and resources in academic disciplines
 - ❖ (5b) Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
 - ❖ (5c) Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging
 - ❖ (6a) Identifying and involving oneself with the early childhood field
 - ❖ (6c) Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource
 - ❖ (6d) Integrating knowledgeable, reflective, and critical perspectives on early education
2. Each standard must be at least two pages TYPED.... Needs to be in your own words and proofread!!!!
3. Grade will be based on your ability to demonstrate your knowledge in each standard, writing skills, and appropriateness of your artifacts to support the standards.

Reflective Essays
6 Standards: Total Points/72 (100 possible points)

Personal Essay	Insufficient 0	Emergent 1	Proficient 2	Distinguished 3	Points Received
Standard 1a: Knowing and understanding young children's characteristics and needs	Does not demonstrate an understanding of young children's characteristics and needs	Demonstrates a limited understanding of young children's characteristics and needs	Demonstrates adequate understanding of young children's characteristics and needs	Demonstrates detailed understanding of young children's characteristics and needs	
	Indicators Reflection does not discuss beliefs of how children learn and teacher role	Indicators Reflection has limited discussion of beliefs of how children learn and teacher role	Indicators Reflection has some discussion of beliefs of how children learn and teacher role	Indicators Reflection has a great deal of discussion of beliefs of how children learn and teacher role	
Standard 1b: Understands multiple influences on development and learning	Does not demonstrate an understanding of the multiple influences on development and learning	Demonstrates a limited understanding of the multiple influences on development and learning.	Demonstrates an adequate understanding of the multiple influences on development and learning.	Demonstrates a detailed understanding of the multiple influences on development and learning	
	Indicators No discussion of theory in relation to child development and learning	Indicators Limited discussion of theory in relation to child development and learning	Indicators Some discussion of theory in relation to child development and learning	Indicators A great deal of discussion of theory in relation to child development and learning	
Standard 1c: Using developmental knowledge to create learning environments	Does not demonstrate an understanding of using developmental knowledge to create learning environments.	Demonstrates a limited understanding of using developmental knowledge to create learning environments.	Demonstrates an adequate understanding of using developmental knowledge to create learning environments.	Demonstrates a detailed understanding of using developmental knowledge to create learning environments.	

	Indicators Does not discuss or give examples of a developmentally appropriate environment.	Indicators Limited discussion and examples of a developmentally appropriate environment	Indicators Some discussion and examples of a developmentally appropriate environment	Indicators A great deal of discussion and examples of a developmentally appropriate environment	
Clarity and organization of standard Written and Verbal Skills	Essay is not organized, poor introduction conclusion, no research, numerous errors in grammar, punctuation, capitalization and spelling	Essay is somewhat organized, weak introduction conclusion, limited research many errors in grammar, punctuation, capitalization and spelling	Essay is mostly organized, clear introduction conclusion some research, some errors in grammar, punctuation, capitalization and spelling	Essay is organized, concise introduction, great deal of research conclusion, virtually all grammar, punctuation, capitalization and spelling are correct	
Artifacts	No artifacts	1 artifacts	2 artifacts	3 or more artifacts	
Standard 1 Total Points					

Standard 2: Building Family and Community Relationships

Personal Essay	Insufficient 0	Emergent 1	Proficient 2	Distinguished 3	Points Received
Standard 2a: Knowing about and understanding diverse family and community characteristics	Does not demonstrate an understanding of family and community characteristics	Demonstrates limited understanding of family and community characteristics.	Demonstrates adequate understanding of family and community characteristic	Demonstrates detailed understanding of family and community characteristics	
	Indicators No examples of how you will demonstrate understanding all families.	Indicators Limited examples of how you will demonstrate understanding all families.	Indicators Some examples of how you will demonstrate understanding all families.	Indicators A great deal of examples of how you will demonstrate understanding all families.	
Standard 2b: Supporting and empowering families and communities	Does not demonstrate an understanding of supporting and	Demonstrates an understanding of supporting and empowering families and	Demonstrates an adequate understanding of supporting and	Demonstrates a detailed understanding of supporting and empowering	

through respectful, reciprocal relationships	empowering families and communities through respectful, reciprocal relationships	communities through respectful, reciprocal relationships	empowering families and communities through respectful, reciprocal relationships	families and communities through respectful, reciprocal relationships	
	Indicators No examples of how reciprocal relations are formed	Indicators Limited examples of how reciprocal relationships are formed	Indicators Some examples of how reciprocal relationships are formed	Indicators A great deal of examples of how reciprocal relationships are formed	
Standard 2c: Involving families and communities in children’s development	Does not demonstrate and understanding of involving families and communities in children’s development	Demonstrates limited understanding of involving families and communities in children’s development	Demonstrates adequate understanding of involving families and communities in children’s development	Demonstrates detailed understanding of involving families and communities in children’s development	
	Indicators No examples of involving families in the classroom	Indicators Limited examples of involving families in the classroom	Indicators Some examples of involving families in the classroom	Indicators A great deal of examples of involving families in the classroom	
Clarity and organization of standard Written and Verbal Skills	Essay is not organized, poor introduction and conclusion, numerous errors in grammar, punctuation, capitalization and spelling	Essay is somewhat organized, weak introduction and conclusion, many errors in grammar, punctuation, capitalization and spelling	Essay is mostly organized, clear introduction and conclusion some errors in grammar, punctuation, capitalization and spelling	Essay is organized, concise introduction and conclusion, virtually all grammar, punctuation, capitalization and spelling are correct	
Artifacts	No artifacts	1 artifacts	2 artifacts	3 or more artifacts	
Standard 2 Total Points					

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

Personal Essay	Insufficient	Emergent	Proficient	Distinguished	Points Received
Standard 3a: Understanding the goals, benefits, and uses of assessment	Does not demonstrate an understanding of assessment goals benefits and uses	Demonstrates limited understanding of assessment goals, benefits and uses	Demonstrates adequate understanding of assessment goals, benefits and uses	Demonstrates detailed understanding of assessment goals, benefits and uses	
	Indicators No evidence of how observing, documenting young children in the classroom is completed	Indicators Limited evidence of how observing, documenting young children in the classroom is completed	Indicators Some evidence of how observing, documenting young children in the classroom is completed	Indicators A great deal of evidence of how observing, documenting young children in the classroom is completed	
Standard 3b : Using appropriate assessment tools	Does not demonstrate understanding of appropriate assessments	Demonstrates limited understanding of using appropriate assessments	Demonstrates adequate understanding of using appropriate assessments	Demonstrate detailed understanding of using appropriate assessments	
	Indicators No examples of appropriate assessment	Indicators Limited examples of appropriate assessment	Indicators Some examples of appropriate assessment	Indicators A great deal of examples of appropriate assessment	
Standard 3d: Knowing about assessment partnerships with families and professionals	Does not demonstrate a knowledge of assessment partnerships with families and professionals	Demonstrates limited knowledge of assessment partnerships with families and professionals	Demonstrates adequate knowledge of assessment partnerships with families and professionals	Demonstrates detailed knowledge of assessment partnerships with families and professionals	
	Indicators No evidence of how the assessments	Indicators Limited evidence of how the assessments	Indicators Some evidence of how the assessments	Indicators A great deal of evidence of how the assessments	

	are shared with families	are shared with families	are shared with families	are shared with families	
Clarity and organization of standard Written and Verbal Skills	Essay is not organized, poor introductions and conclusion, numerous errors in grammar, punctuation, capitalization and spelling	Essay is not somewhat organized, weak introduction and conclusion, many errors in grammar, punctuation, capitalization and spelling	Essay is mostly organized, clear introduction and conclusion some errors in grammar, punctuation, capitalization and spelling	Essay is organized, concise introduction and conclusion, virtually all grammar, punctuation, capitalization and spelling are correct	
Artifacts	No artifacts	1 artifacts	2 artifacts	3 or more artifacts	
Standard 3 Total Points					

Standard 4: Using Developmentally Effective Approaches

Personal Essay	Insufficient 0	Emergent 1	Proficient 2	Distinguished 3	Points Received
Standard 4a Understanding positive relationships and supportive interactions as the foundation of their work with young children	No understanding positive relationships and supportive interactions as the foundation of their work with young children	Limited Understanding positive relationships and supportive interactions as the foundation of their work with young children	Some Understanding positive relationships and supportive interactions as the foundation of their work with young children	A great deal of Understanding positive relationships and supportive interactions as the foundation of their work with young children	
	<u>Indicators</u> No specific examples of how positive interactions are used in classroom	<u>Indicators</u> Limited examples of how positive interactions are used in classroom	<u>Indicators</u> Some specific examples of how positive interactions are used in classroom	<u>Indicators</u> A great deal of specific examples of how positive interactions are used in classroom	
Standard 4b Knowing and understanding effective strategies and tools for early education,	No understanding of effective strategies and tools for early education, including	Limited understanding of effective strategies and tools for early education, including	Some understanding of effective strategies and tools for early education, including	A great deal of understanding of effective strategies and tools for early education, including	

including appropriate uses of technology	appropriate uses of technology	appropriate uses of technology	appropriate uses of technology	appropriate uses of technology	
	<u>Indicators</u> No examples of effective strategies and use of technology in the classroom	<u>Indicators</u> Limited examples of effective strategies and use of technology in the classroom	<u>Indicators</u> Some examples of effective strategies and use of technology in the classroom	<u>Indicators</u> A great deal of examples of effective strategies and use of technology in the classroom	
Standard 4c Using a broad repertoire of developmentally appropriate teaching /learning approaches	No understanding of the use of a broad repertoire of developmentally appropriate teaching /learning approaches	Limited understanding of the use of a broad repertoire of developmentally appropriate teaching /learning approaches	Some understanding of the use of a broad repertoire of developmentally appropriate teaching /learning approaches	A great deal of understanding of the use of a broad repertoire of developmentally appropriate teaching /learning approaches	
	<u>Indicators</u> No examples of DAP teaching and learning approaches used	<u>Indicators</u> Limited examples of DAP teaching and learning approaches used	<u>Indicators</u> Some examples of DAP teaching and learning approaches used	<u>Indicators</u> A great deal of examples of DAP teaching and learning approaches used	
Clarity and organization of standard Written and Verbal Skills	Essay is not organized, poor introduction and conclusion, numerous errors in grammar, punctuation, capitalization and spelling	Essay is somewhat organized, weak introduction and conclusion, many errors in grammar, punctuation, capitalization and spelling	Essay is mostly organized, clear introduction and conclusion, some errors in grammar, punctuation, capitalization and spelling	Essay is organized, concise introduction and conclusion, virtually all grammar, punctuation, capitalization and spelling are correct	
Artifacts	No artifacts	1 artifacts	2 artifacts	3 or more artifacts	
Standard 4 Total Points					

Standard 5: Using Content Knowledge to build Meaning Curriculum

Personal Essay	Insufficient	Emergent	Proficient	Distinguished	Points Received
Standard 5a: Understanding content knowledge and resources in academic disciplines	Does not demonstrate an understanding of content knowledge and resources in academic disciplines	Demonstrates limited understanding of content knowledge and resources in academic disciplines	Demonstrates adequate understanding of content knowledge and resources in academic disciplines	Demonstrates detailed understanding of content knowledge and resources in academic disciplines	
	Indicators No examples of using content knowledge (art, music, science etc)	Indicators Limited examples of using content knowledge (art, music, science etc)	Indicators Some examples of using content knowledge (art, music, science etc)	Indicators A great deal of examples of using content knowledge (art, music, science etc)	
Standard 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Does not demonstrate understanding of the use of central concepts, inquiry tools, and structures of content areas or academic disciplines	Demonstrates limited understanding of the use of central concepts, inquiry tools, and structures of content areas or academic disciplines	Demonstrates adequate understanding of the use of central concepts, inquiry tools, and structures of content areas or academic disciplines	Demonstrates detailed understanding of the use of central concepts, inquiry tools, and structures of content areas or academic disciplines	
	Indicators No examples of inquiry tools in content areas (art, music, science etc)	Indicators Limited examples of inquiry tools in content areas (art, music, science etc)	Indicators Some examples of inquiry tools in content areas (art, music, science etc)	Indicators A great deal of examples of inquiry tools in content areas (art, music, science etc)	
Standard 5c Using own knowledge, appropriate early learning standards, and other resources to design, implement, and	Using own knowledge, appropriate early learning standards, and other resources to design, implement,	Using own knowledge, appropriate early learning standards, and other resources to design, implement,	Using own knowledge, appropriate early learning standards, and other resources to design, implement,	Using own knowledge, appropriate early learning standards, and other resources to design, implement,	

evaluate developmentally meaningful and challenging curriculum for each child.	and evaluate developmentally meaningful and challenging curriculum for each child.	and evaluate developmentally meaningful and challenging curriculum for each child.	and evaluate developmentally meaningful and challenging curriculum for each child.	and evaluate developmentally meaningful and challenging curriculum for each child.	
	Indicators No examples of using standards to evaluate and plan DAP curriculum for children	Indicators Limited examples of using standards to evaluate and plan DAP curriculum for children	Indicators Some examples of using standards to evaluate and plan DAP curriculum for children	Indicators A great deal of examples of using standards to evaluate and plan DAP curriculum for children	
Clarity and organization of standard Written and Verbal Skills	Essay is not organized, poor introduction and conclusion, numerous errors in grammar, punctuation, capitalization, and spelling	Essay is somewhat organized, weak introduction and conclusion, many errors in grammar, punctuation, capitalization and spelling	Essay is mostly organized, clear introduction and conclusion some errors in grammar, punctuation, capitalization and spelling	Essay is organized, concise introduction and conclusion, virtually all grammar, punctuation, capitalization and spelling are correct	
Artifacts	No artifacts	1 artifact	2 artifacts	3 artifacts	
Standard 5 Total Points					

Standard 6: Becoming a Professional

Personal Essay	Insufficient 0	Emergent 1	Proficient 2	Distinguished 3	Points Received
Standard 6a: Identifying and involving oneself with the early childhood field	Does not demonstrate an understanding of being involved in the early childhood field	Demonstrates limited understanding of being involved in the early childhood field	Demonstrates adequate understanding of being involved in the early childhood field	Demonstrates detailed understanding of being involved in the early childhood field	
	Indicators No examples of being involved in	Indicators Limited examples of being involved	Indicators Some examples of being involved	Indicators A great deal of examples of being involved	

	the early childhood field	in the early childhood field	in the early childhood field	in the early childhood field	
Standard 6c Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	Does not engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	Limited engagement in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	Some engagement in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	A great deal of engagement in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	
	Indicators No evidence of continued education, using technology as resource	Indicators Limited evidence of continued education, using technology as resource	Indicators Some evidence of continued education, using technology as resource	Indicators A great deal of evidence of continued education, using technology as resource	
Standard 6d Integrating knowledgeable, reflective, and critical perspectives on early education	Does not Integrate knowledgeable, reflective, and critical perspectives on early education	Limited Integration of knowledgeable, reflective, and critical perspectives on early education	Some Integrating of knowledgeable, reflective, and critical perspectives on early education	A great deal of Integrating knowledgeable, reflective, and critical perspectives on early education	
	Indicators No evidence of being a reflective practitioner	Indicators Limited evidence of being a reflective practitioner	Indicators Some evidence of being a reflective practitioner	Indicators A great deal of evidence of being a reflective practitioner	
Clarity and organization of standard Written and Verbal Skills	Essay is not organized, poor introduction and conclusion, numerous errors in grammar,	Essay is somewhat organized, weak introduction and conclusion, many errors in grammar, punctuation,	Essay is mostly organized, clear introduction and conclusion some errors in grammar,	Essay is organized, concise introduction and conclusion, virtually all grammar, punctuation, capitalization	

	punctuation, capitalization, and spelling	capitalization and spelling	punctuation, capitalization and spelling	and spelling are correct	
Artifacts	No artifacts	1 artifacts	2 artifacts	3 artifacts	
Standard 6 Total Points					
Total Points					

Optional: Key Assessment 6 Description

While submitting a sixth key assessment is encouraged in order to provide the most opportunity to demonstrate alignment with the standards, it is not a requirement. Programs that listed a sixth key assessment in B(ii) should provide information on that assessment here.

Name of Key Assessment: _____

Briefly describe this assessment and list the courses that use this assessment. (Note: The program is responsible for ensuring consistency in key assessment name and standard alignment throughout its Self-Study Report.):

N/A

This key assessment is aligned with which of the following key elements? (Place a check or X where applicable.)

1			2			3				4				5			6				
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e

Do all candidates complete this assessment? _____ For all degree programs included in this Report? _____

Please indicate how this key assessment is delivered to the candidate (check all that are applicable):

- Online
- Face-to-Face
- ITV
- Other _____

Include:

- 1) The directions or guidelines for Key Assessment 6 as they are given to candidates. (The key elements of the relevant standards addressed in the directions/guidelines are clearly labeled.)
- 2) The rubric for Key Assessment 6 that is used by faculty or field supervisors to evaluate candidate work on each of the key elements of the standards they are designed to assess. (The key elements of the relevant standards addressed in the rubric are clearly labeled.)

(INSERT Key Assessment 6 Directions and Rubric Here)

B(iv) Reporting and Analysis of Candidates’ Performance Data by Standard

In this section the program will report and analyze candidate performance data from the key assessments by standard. All programs seeking renewal accreditation should submit the **two most recent applications of data** for each key assessment (may be two semesters, two years, or a different configuration based on how often the assessment is given to candidates).

If one or more assessments was recently revised, a program might not yet have two applications of data for one or more key assessments listed in B(ii). In those cases [assessments where the program checked “no” in B(ii)], the alignment charts below should clearly reflect the key assessments listed in B(ii), but some of the data tables may come from key assessments (or versions of key assessments) that were in use prior to the current assessments. Data from older key assessments should be clearly identified: “This data table was generated from a key assessment that was in use prior to the current version of Key Assessment ____.”

Standard 1: Promoting Child Development and Learning

The key elements of Standard 1 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below.)

Standard 1: Promoting Child Development and Learning Key Elements	Key Assessment					
	1	2	3	4	5	6
1a. Knowing and understanding young’s children’s characteristics and needs, from birth through age 8.		x		x	x	n/a
1b. Knowing and understanding the multiple influences on development and learning.	x				x	n/a
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	x				x	

Looking **collectively across all key assessments aligned with the key elements of Standard 1**, include two applications of the program’s most recent candidate performance data for this standard. If submitting multiple programs in this Self-Study Report, these data must be disaggregated by program (the data chart should be replicated for each program). If the program does not have data from the key assessment(s) yet on this standard, move to the “Data Reporting and Analysis Questions” following this chart.

Below is a suggested data reporting template, but programs are encouraged to report the data in a format that best meets their program needs. **Data charts should reflect data reported by standard** – it is encouraged, but not required, to report data at the key element level. **All data charts must clearly distinguish between how many degree candidates met or did not meet the standard.** The sample data chart below aggregates the data from multiple key assessments related to the standard. A program could choose to complete this chart for each key assessment associated with the standard.

Program name: Associate Degree in Early Childhood Education

Fall 2018, Spring 2018, Fall 2017, Spring 2017 reflects data from all relevant key assessments reflected in chart above (Fall Key Assessments 1,2,3,4 and Spring Key Assessments 1,2,3,5)

PSLO: 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	27	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	22	88.00%	2	8.00%	0	0.00%	1	4.00%	0	0.00%
Spring 2018	20	76.92%	6	23.08%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	22	78.57%	6	21.43%	0	0.00%	0	0.00%	0	0.00%
Overall	91	85.85%	14	13.21%	0	0.00%	1	0.94%	0	0.00%

PSLO: 1b: Knowing and understanding the multiple influences on early development and learning.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	24	88.89%	3	11.11%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	25	86.21%	3	10.34%	0	0.00%	0	0.00%	1	3.45%
Spring 2018	11	52.38%	9	42.86%	0	0.00%	1	4.76%	0	0.00%
Fall 2018	8	38.10%	7	33.33%	0	0.00%	6	28.57%	0	0.00%
Overall	68	69.39%	22	22.45%	0	0.00%	7	7.14%	1	1.02%

PSLO: 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	24	88.89%	2	7.41%	0	0.00%	1	3.70%	0	0.00%
Fall 2017	28	93.33%	1	3.33%	0	0.00%	0	0.00%	1	3.33%
Spring 2018	14	66.67%	7	33.33%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	21	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	87	87.88%	10	10.10%	0	0.00%	1	1.01%	1	1.01%

**Refer to Reflection on the Program Assessment System for Explanation of data collection*

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

1. How are candidates performing in regard to the key elements of Standard 1? Briefly describe each program's data results across all key assessments designed to measure Standard 1. (800 word limit)

With the exception of one semester (Fall 2018), these results show the vast majority of students understand the essence of Standard 1: Promoting Child Development and Learning. Across the key assessments where Standard 1 is evaluated, at least 90% of students were distinguished and proficient in their understanding of child development and learning. The understanding of child developmental and learning is the foundation to quality teaching. These results support the student's ability to apply theory to practice. Even though the data supports this, we understand the importance of infusing content related to Standard 1 in all of the early childhood courses to continue to offer a robust curriculum that includes developmentally appropriate practice.

Standard 1 requires content related specific to theory and the ability to apply theory to practice. It is important that students have repeated experiences with this content to build a strong foundation to be an effective early childhood teacher. Based on the data provided, it is evident that the experiences provided support the key elements of Standard 1.

2. How is the program using the data from Standard 1 to improve teaching and learning **related to the standard**? (800 word limit)

The program evaluates the data related to the standard and makes changes or supports the current curriculum to ensure the students' understands of the standard. The data substantiates effective teaching of curriculum related to Standard 1. The data proves that the experiences provided support learning related to Standard 1. The faculty will continue to provide learning experiences that support the importance of knowing and understanding child development and learning. Experiences include lecture, videos, large and small group discussions, in-class presentations, readings, and use of the textbook. Data collection is crucial to effective teaching practices.

Standard 2: Building Family and Community Relationships

The key elements of Standard 2 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below.)

Standard 2: Building Family and Community Relationships Key Elements	Key Assessment					
	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.		x			x	n/a
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.					x	n/a
2c. Involving families and communities in young children’s development and learning.	x	x		x	x	n/a

Looking *collectively across all key assessments aligned with the key elements of Standard 2*, include two applications of the program’s most recent performance data for this standard. If submitting multiple programs in this Self-Study Report, these data must be disaggregated by program (the data chart should be replicated for each program). If the program does not have data from the key assessment(s) yet on this standard, move to the “Data Reporting and Analysis Questions” following this chart.

Below is a suggested data reporting template, but programs are encouraged to report the data in a format that best meets their program needs. **Data charts should reflect data reported by standard** – it is encouraged, but not required, to report data at the key element level. **All data charts must clearly distinguish between how many degree candidates met or did not meet the standard.** The sample data chart below aggregates the data from multiple key assessments related to the standard. A program could choose to complete this chart for each key assessment associated with the standard.

Program name: Associate Degree Early Childhood Education
Fall 2018, Spring 2018, Fall 2017, Spring 2017 reflects data from all relevant key assessments reflected in chart above (Fall Key Assessments 1,2,3,4 and Spring Key Assessments 1,2,3,5)

PSLO: 2a: Knowing about and understanding diverse family and community characteristics.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	22	81.48%	2	7.41%	0	0.00%	3	11.11%	0	0.00%
Fall 2017	11	84.62%	1	7.69%	0	0.00%	1	7.69%	0	0.00%
Spring 2018	21	77.78%	6	22.22%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	6	85.71%	0	0.00%	0	0.00%	0	0.00%	1	14.29%
Overall	60	81.08%	9	12.16%	0	0.00%	4	5.41%	1	1.35%

PSLO: 2b: Supporting and engaging families and communities through respectful, reciprocal relationships.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	14	93.33%	1	6.67%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	9	75.00%	2	16.67%	0	0.00%	1	8.33%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	23	85.19%	3	11.11%	0	0.00%	1	3.70%	0	0.00%

PSLO: 2c: Involving families and communities in young children's development and learning.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	27	69.23%	10	25.64%	0	0.00%	0	0.00%	2	5.13%
Fall 2017	38	67.86%	12	21.43%	0	0.00%	2	3.57%	4	7.14%
Spring 2018	29	80.56%	6	16.67%	0	0.00%	1	2.78%	0	0.00%
Fall 2018	41	83.67%	7	14.29%	0	0.00%	0	0.00%	1	2.04%
Overall	135	75.00%	35	19.44%	0	0.00%	3	1.67%	7	3.89%

Refer to Reflection on the Program Assessment System for Explanation of data collection

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

1. How are degree candidates performing in regard to the key elements of Standard 2? Briefly describe each program's data results across all key assessments designed to measure Standard 2. (800 word limit)

It is evident from the data results related to Standard 2; Building Family and Community Relationships, the majority of students are distinguished or proficient with regard to this standard. Across the key assessments where Standard 2 is evaluated, at least 90% of students were distinguished and proficient in their understanding of the importance of building family and community relationships. The importance of building positive family and community relationships is critical to building positive home/school connections. These results provide evidence of the student's ability to engage and communicate effectively with families. The number of students emergent or insufficient in the key elements related to Standard 2 is nominal. Even though this number is small, it is imperative that ECE continue to provide

repeated learning opportunities to strengthen these students' understanding of the key elements in Standard 2.

2. How is the program using the data from Standard 2 to improve teaching and learning **related to the standard?** (800 word limit)

In comparison to the original submission seven years prior, this was an area of concern. Making modifications to class content related to families provided the students with additional experiences to bolster their understanding of the importance of building positive family and community relationships. The experiences included developing of a family newsletter, family dynamic, and structure lecture, mock parent conferences, portfolio development, and learning experience plan family component.

The current data demonstrate the students' understanding of the key elements related to Standard 2. ECE will continue to infuse content related to respectful and reciprocal relationships in all of the courses and will continue to offer a curriculum that includes discussions related to diverse families.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

The key elements of Standard 3 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below.)

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Elements	Key Assessment					
	1	2	3	4	5	6
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.		x			x	n/a
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.		x			x	n/a
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.				x		n/a
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.					x	n/a

Looking *collectively across all key assessments aligned with the key elements of Standard 3*, include two applications of the program’s most recent candidate performance data for this standard. If submitting multiple programs in this Self-Study Report, these data must be disaggregated by program (the data chart should be replicated for each program). If the program does not have data from the Key Assessment(s) yet on this standard, move to the “Data Reporting and Analysis Questions” following this chart.

Below is a suggested data reporting template, but programs are encouraged to report the data in a format that best meets their program needs. **Data charts should reflect data reported by standard** – it is encouraged, but not required, to report data at the key element level. **All data charts must clearly distinguish between how many degree candidates met or did not meet the standard.** The sample data chart below aggregates the data from multiple key assessments related to the standard. A program could choose to complete this chart for each key assessment associated with the standard.

Program name: Associate Degree Early Childhood Education

Fall 2018, Spring 2018, Fall 2017, Spring 2017 reflects data from all relevant key assessments reflected in chart above (Fall Key Assessments 1,2,3,4 and Spring Key Assessments 1,2,3,5)

PSLO: 3a: Understanding the goals, benefits, and uses of assessment - including its use in development of appropriate goals, curriculum, and teaching strategies for young children

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	20	74.07%	7	25.93%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	12	92.31%	1	7.69%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	19	73.08%	5	19.23%	0	0.00%	2	7.69%	0	0.00%
Fall 2018	4	57.14%	3	42.86%	0	0.00%	0	0.00%	0	0.00%
Overall	55	75.34%	16	21.92%	0	0.00%	2	2.74%	0	0.00%

PSLO: 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	22	81.48%	5	18.52%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	11	91.67%	1	8.33%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	21	80.77%	4	15.38%	0	0.00%	1	3.85%	0	0.00%
Fall 2018	5	71.43%	1	14.29%	0	0.00%	0	0.00%	1	14.29%
Overall	59	81.94%	11	15.28%	0	0.00%	1	1.39%	1	1.39%

PSLO: 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	12	92.31%	0	0.00%	0	0.00%	1	7.69%	0	0.00%
Spring 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	17	77.27%	5	22.73%	0	0.00%	0	0.00%	0	0.00%
Overall	29	82.86%	5	14.29%	0	0.00%	1	2.86%	0	0.00%

PSLO: 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	15	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	8	72.73%	2	18.18%	0	0.00%	1	9.09%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	23	88.46%	2	7.69%	0	0.00%	1	3.85%	0	0.00%

**Refer to Reflection on the Program Assessment System for Explanation of data collection*

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

1. How are degree candidates performing in regard to the key elements of Standard 3? Briefly describe each program's data results across all key assessments designed to measure Standard 3. (800 word limit)

The results show the majority of the students are distinguished or proficient in Standard 3: Observing, Documenting, and Assessing Young Children and Families. Across the key assessments where Standard 3 is evaluated, at least 90% of the students were distinguished or proficient with the exception of Fall 2018 key element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. This reminds us of the importance of individual support and providing repeated experiences to ensure all students understand content related to the standards. The importance of students understanding authentic assessment is paramount to building curriculum goals and individual teaching strategies for young children. Understanding and practicing responsible assessment aides teachers in promoting positive outcomes for each child. It is evident from the data that QVCC students have a keen understanding of assistive technology for children with disabilities. Having students understand the goals and benefits of appropriate assessment allows them to collaborate with families and professional colleagues to build effective learning environments.

2. How is the program using the data from Standard 3 to improve teaching and learning **related to the standard**? (800 word limit)

The data supports that students understand observation, documentation, and assessment to support young children and families. Each student is required to use technology to prepare and organize portions of the authentic assessment portfolio in ECE 210: Observation and Participation. Experiences include child observations, use of observation tools including running record, check list, time sample and frequency count, mock conference, assessment element of learning experience plan, and work sampling system portfolio. Observation, documentation, and assessment are an on-going process and key to differentiating instruction for children. Faculty will continue to emphasize the importance of key elements related to Standard 3.

Standard 4: Using Developmentally Effective Approaches

The key elements of Standard 4 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below.)

Standard 4: Using Developmentally Effective Approaches Key Elements	Key Assessment					
	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.	x	x			x	n/a
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.		x			x	n/a
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	x				x	n/a
4d. Reflecting on own practice to promote positive outcomes for each child.		x				n/a

Looking *collectively across all key assessments aligned with the Key Elements of Standard 4*, include two applications of the program’s most recent candidate performance data for this standard. If submitting multiple programs in this Self-Study Report, these data must be disaggregated by program (the data chart should be replicated for each program). If the program does not have data from the Key Assessment(s) yet on this standard, move to the “Data Reporting and Analysis Questions” following this chart.

Below is a suggested data reporting template, but programs are encouraged to report the data in a format that best meets their program needs. **Data charts should reflect data reported by standard** – it is encouraged, but not required, to report data at the key element level. **All data charts must clearly distinguish between how many degree candidates met or did not meet the standard.** The sample data chart below aggregates the data from multiple key assessments related to the standard. A program could choose to complete this chart for each key assessment associated with the standard.

Program name: Associate Degree Early Childhood Education

Fall 2018, Spring 2018, Fall 2017, Spring 2017 reflects data from all relevant key assessments reflected in chart above (Fall Key Assessments 1,2,3,4 and Spring Key Assessments 1,2,3,5)

PSLO: 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	28	73.68%	9	23.68%	0	0.00%	1	2.63%	0	0.00%
Fall 2017	28	68.29%	12	29.27%	0	0.00%	0	0.00%	1	2.44%
Spring 2018	29	80.56%	5	13.89%	0	0.00%	1	2.78%	1	2.78%
Fall 2018	27	96.43%	1	3.57%	0	0.00%	0	0.00%	0	0.00%
Overall	112	78.32%	27	18.88%	0	0.00%	2	1.40%	2	1.40%

PSLO: 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	17	65.38%	7	26.92%	0	0.00%	2	7.69%	0	0.00%
Fall 2017	10	76.92%	2	15.38%	0	0.00%	1	7.69%	0	0.00%
Spring 2018	19	70.37%	7	25.93%	0	0.00%	1	3.70%	0	0.00%
Fall 2018	6	85.71%	1	14.29%	0	0.00%	0	0.00%	0	0.00%
Overall	52	71.23%	17	23.29%	0	0.00%	4	5.48%	0	0.00%

PSLO: 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	22	84.62%	4	15.38%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	26	86.67%	3	10.00%	0	0.00%	0	0.00%	1	3.33%
Spring 2018	13	61.90%	8	38.10%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	21	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	82	83.67%	15	15.31%	0	0.00%	0	0.00%	1	1.02%

PSLO: 4d: Reflecting on own practice to promote positive outcomes for each child.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	4	33.33%	7	58.33%	0	0.00%	1	8.33%	0	0.00%
Fall 2017	7	58.33%	5	41.67%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	10	71.43%	2	14.29%	0	0.00%	0	0.00%	2	14.29%
Fall 2018	5	71.43%	2	28.57%	0	0.00%	0	0.00%	0	0.00%
Overall	26	57.78%	16	35.56%	0	0.00%	1	2.22%	2	4.44%

**Refer to Reflection on the Program Assessment System for Explanation of data collection*

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

1. How are degree candidates performing in regard to the key elements of Standard 4? Briefly describe each program's data results across all key assessments designed to measure Standard 4. (800 word limit)

It is evident data results related to Standard 4; Using Developmentally Effective Approaches, that fewer students are distinguished in this standard, although the majority are proficient. The importance of this standard relates to the students' ability to create supportive and positive relationships with young children, while building a broad repertoire of developmentally appropriate teaching and learning approaches. For early childhood educators, it is important to reflect on one's own teaching practices. It is imperative to know and understand what works and what does not work so modifications may be made to offer developmentally appropriate curriculum. In the key element related to reflecting one's own practice to promote positive outcomes for each child, it is evident that students ability to be self-reflective is not a strength.

2. How is the program using the data from Standard 4 to improve teaching and learning **related to the standard?** (800 word limit)

Even though the data shows the majority of the students are distinguished or proficient using developmentally effective approaches, it is evident that these numbers document that the students are in need of more learning opportunities to strengthen these outcomes. The faculty will provide more opportunities to be self-reflective. The students will be provided experiences that require them to ask who, what, when, where, and why questions. In order to be an effective teacher, the ability to ask open-ended questions will be emphasized. ECE will continue to include "Blooms Taxonomy" that requires students to create, evaluate, analyze, apply, understand, and remember, all of which are part of the self-reflective process.

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

The key elements of Standard 5 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below)

Standard 5: Using Content Knowledge to Build Meaningful Curriculum Key Elements	Key Assessment					
	1	2	3	4	5	6
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.				x	x	n/a
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.					x	n/a
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.		x		x	x	n/a

Looking *collectively across all key assessments aligned with the key elements of Standard 5*, include two applications of the program’s most recent candidate performance data for this standard. If submitting multiple programs in this Self-Study Report, these data must be disaggregated by program (the data chart should be replicated for each program). If the program does not have data from the key assessment(s) yet on this standard, move to the “Data Reporting and Analysis Questions” following this chart.

Below is a suggested data reporting template, but programs are encouraged to report the data in a format that best meets their program needs. **Data charts should reflect data reported by standard** – it is encouraged, but not required, to report data at the key element level. **All data charts must clearly distinguish between how many degree candidates met or did not meet the standard.** The sample data chart below aggregates the data from multiple key assessments related to the standard. A program could choose to complete this chart for each key assessment associated with the standard.

Program name: Associate Degree Early Childhood Education

Fall 2018, Spring 2018, Fall 2017, Spring 2017 reflects data from all relevant key assessments reflected in chart above (Fall Key Assessments 1,2,3,4 and Spring Key Assessments 1,2,3,5)

PSLO: 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts - music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Spring 2017	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	12	92.31%	1	7.69%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	11	91.67%	1	8.33%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	21	95.45%	1	4.55%	0	0.00%	0	0.00%	0	0.00%
Overall	47	92.16%	4	7.84%	0	0.00%	0	0.00%	0	0.00%

PSLO: 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Spring 2017	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	10	83.33%	2	16.67%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	13	81.25%	3	18.75%	0	0.00%	0	0.00%	0	0.00%

PSLO: 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Spring 2017	11	73.33%	4	26.67%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	13	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	23	85.19%	3	11.11%	0	0.00%	1	3.70%	0	0.00%
Fall 2018	6	85.71%	1	14.29%	0	0.00%	0	0.00%	0	0.00%
Overall	53	85.48%	8	12.90%	0	0.00%	1	1.61%	0	0.00%

**Refer to Reflection on the Program Assessment System for Explanation of data collection*

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

1. How are degree candidates performing in regard to the key elements of Standard 5? Briefly describe each program's data results across all key assessments designed to measure Standard 5. (800 word limit)

The results show the majority of students are distinguished or proficient in Standard 5; Using Content Knowledge to Build Meaningful Curriculum. The ability to build meaningful curriculum in all academic disciplines is crucial to being an effective early childhood teacher. It is evident the students understand content knowledge and use inquiry tools and appropriate early learning standards to plan a meaningful curriculum. All of the students were distinguished or proficient in the key elements related to understanding content knowledge and resources in academic disciplines: language and literacy; the arts - music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies; and knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines. In the key element related to using one's own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child, only one student was identified as emergent and no students were identified as insufficient. These numbers validate the ability of the faculty to provide meaningful learning opportunities related to this standard.

2. How is the program using the data from Standard 5 to improve teaching and learning **related to the standard**? (800 word limit)

Based on the data, it is evident that the teaching methods and experiences currently being implemented in the classrooms are effective. The entire faculty have a keen understanding of the content in all academic disciplines needed to design, implement, and evaluate meaningful and challenging curriculum. Experiences will include use of real life teaching experiences and use of developmentally appropriate materials. ECE will continue to use "classroom within a classroom", QVCC teaching/learning lab, and classrooms within the community to understanding content knowledge.

Standard 6: Becoming a Professional

The key elements of Standard 6 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below)

The key elements of Standard 6 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below.) Standard 6: Becoming a Professional	Key Assessment					
	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.			x		x	n/a
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.			x			n/a
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.				x	x	n/a
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.			x		x	n/a
6e. Engaging in informed advocacy for young children and the early childhood profession.			x			n/a

Looking *collectively across all key assessments aligned with the key elements of Standard 6*, include two applications of the program’s most recent candidate performance data for this standard. If submitting multiple programs in this Self-Study Report, these data must be disaggregated by program (the data chart should be replicated for each program). If the program does not have data from the key assessment(s) yet on this standard, move to the “Data Reporting and Analysis Questions” following this chart.

Below is a suggested data reporting template, but programs are encouraged to report the data in a format that best meets their program needs. **Data charts should reflect data reported by standard** – it is encouraged, but not required, to report data at the key element level. **All data charts must clearly distinguish between how many degree candidates met or did not meet the standard.** The sample data chart below aggregates the data from multiple key assessments related to the standard. A program could choose to complete this chart for each key assessment associated with the standard.

Program name: Associate Degree Early Childhood Education

Fall 2018, Spring 2018, Fall 2017, Spring 2017 reflects data from all relevant key assessments reflected in chart above (Fall Key Assessments 1,2,3,4 and Spring Key Assessments 1,2,3,5)

PSLO: 6a: Identifying and involving oneself with the early childhood field.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	26	96.30%	1	3.70%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	16	94.12%	1	5.88%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	28	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	12	92.31%	1	7.69%	0	0.00%	0	0.00%	0	0.00%
Overall	82	96.47%	3	3.53%	0	0.00%	0	0.00%	0	0.00%

PSLO: 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
	11	91.67%	1	8.33%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	15	88.24%	1	5.88%	0	0.00%	1	5.88%	0	0.00%
Fall 2017	12	75.00%	4	25.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	13	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	51	87.93%	6	10.34%	0	0.00%	1	1.72%	0	0.00%
Overall										

PSLO: 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	13	92.86%	1	7.14%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	11	84.62%	2	15.38%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	12	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	22	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	58	95.08%	3	4.92%	0	0.00%	0	0.00%	0	0.00%

PSLO: 6d: Integrating knowledgeable, reflective, and critical perspectives on early education.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	26	96.30%	1	3.70%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	16	94.12%	1	5.88%	0	0.00%	0	0.00%	0	0.00%
Spring 2018	28	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2018	11	84.62%	2	15.38%	0	0.00%	0	0.00%	0	0.00%
Overall	81	95.29%	4	4.71%	0	0.00%	0	0.00%	0	0.00%

PSLO: 6e: Engaging in informed advocacy for young children and the early childhood profession.

	Distinguished		Proficient		Developing		Emergent		Insufficient	
Spring 2017	11	91.67%	0	0.00%	0	0.00%	0	0.00%	1	8.33%
Fall 2017	10	58.82%	4	23.53%	0	0.00%	3	17.65%	0	0.00%
Spring 2018	11	68.75%	4	25.00%	0	0.00%	1	6.25%	0	0.00%
Fall 2018	9	69.23%	4	30.77%	0	0.00%	0	0.00%	0	0.00%
Overall	41	70.69%	12	20.69%	0	0.00%	4	6.90%	1	1.72%

**Refer to Reflection on the Program Assessment System for Explanation of data collection*

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

1. How are degree candidates performing in regard to the key elements of Standard 6? Briefly describe each program's data results across all key assessments designed to measure Standard 6. (800 word limit)

As in the previous five standards, Standard 6: Becoming a Professional, demonstrates the majority of students are distinguished or proficient in all key elements related to this standard. In several years, the data shows the students are distinguished in their ability to understand the importance of being professional in the early childhood field. The importance of engaging in continuous, collaborative learning was understood by 100% of students in Spring 2018 and Fall 2018. The faculty stress the importance of being a "lifelong learner". Faculty are role models with regard to all key elements in this standard. They identify in the early childhood field, uphold ethical standards, engage in professional development, are reflective practitioners, and advocate for young children and families.

2. How is the program using the data from Standard 6 to improve teaching and **learning related to the standard?** (800 word limit)

As stated in question the first question, faculty will continue to be role models for the students. The data supports the effectiveness of teaching and learning opportunities offered in all early childhood classes. Experiences include lecture, videos, large and small group discussions, in-class presentations, readings, and use of the textbook.

B(v) Reflection on the Program's Assessment System

Below, include a narrative reviewing the program's candidate assessment system, including strengths, challenges, and plans. In the narrative, address the following questions:

- **Describe the program's data collection system. In this response, the program may want to address what software system or other method it is using to collect and house the data, who is involved in the review and analysis of the data, and how often the data are analyzed. (800 word limit)**

The eLumen system is a tool for the management and analysis of the assessed evidence of student learning. Dr. Brian Donohue-Lynch oversees this system at the College. He has direct contact with eLumen system operators and is responsible for setting up the key assessments for data collection. The ECE program has set up the system using NAEYC's standards, mapped through the curriculum, using carefully designed rubrics, and linked to key assessments in program courses. Within this framework, students' assessed learning achievements are able to be recorded and tracked within and across courses, and ultimately across the program in relation to benchmarks of achievement based on the NAEYC Standards. Through this system, assessed evidence of student learning can be used at multiple levels: by students themselves for self-directed improvement; by faculty for improvement of instruction; by the coordinator, for assessment of consistency of instruction across course sections; and for assessment and improvement of the program itself. As assessment evidence is added to the system over time, students, as well, will eventually have a comprehensive "learning outcomes transcript" of the abilities they have demonstrated over the course of their studies.

The data structure is set up in way that in order to get two applications of each key assessment by key element, requires drawing data from four semesters because Key assessment 4 is only in the Fall semester and Key Assessment 5 is only in the Spring semester.

- **How do the key assessments collectively work together to address all key elements of all six standards? (500 word limit)**

The key assessments address relevant elements related to all six standards. The data collected provides information related to students' understanding of the key assessment as well as individual key elements throughout all five key assessments. The key assessments bolster knowledge that NAEYC accreditation deems important relative to best practice and student success. Evidence provided in B (iv) Reporting and Analysis of Candidates' Performance Data collectively demonstrates most often distinguished or proficient results. This positive data supports the program's teaching practices related to key elements and knowledge gained by students.

- **How does the program support consistency in administering key assessments and analyzing data from them across course sections and faculty? (500 word limit)**

The program continues to support consistency in administering key assessments and analyzing data across course sections and faculty. All key assessments are administered by the Program Coordinator and the only full-time faculty. Data is collected and entered into the eLumen system each semester by the full-time faculty member.

- **How have the assessments evolved and improved in response to new developments in the profession, evidence of effectiveness, and input from stakeholders? (500 word limit)**

Modifications to assignments, assessments, and rubrics have been made as needed since the inception of the NAEYC accreditation process. After looking at the data from key assessment one related to students' understanding of program philosophy in ECE 101 (Introduction to Early Childhood Education) it was evident that students, new to the program, had very little personal experience and knowledge base to be able to develop a philosophy statement. This key assessment was replaced with an Observation of an Early Care Program, that enables the students to apply classroom content directly to the observation. The rubric clearly defines the indicators necessary to complete the assignment. The language and scoring related to the rubrics for the key assessment has been modified to accurately provide guidance for completion of assignments. The accreditation process and development of rubrics have provided useful tools for the students. ECE continually reviews the key assessments with students, Advisory Board members, and faculty to ensure validity and effective teaching practices. All key assessments are relevant to the profession. Data is collected to show students' understanding of topics related to Learning Experience Plan Development, Ethics, Assessment and Reflective Practice related to the NAEYC standards in courses that have key assessments.

- **Looking across assessments and at each standard, what do the data on candidate performance related to the standards convey about the strengths of the program? What do these data convey about challenges in the program? How will this information be used for program planning and improvement? (800 word limit)**

Please refer to B (iv) Reporting and Analysis of Candidates' Performance Data in Part Three: Program Content and Outcomes to find detailed analysis related to this question. Based on the data ECE will continue to use the key assessments as described. Faculty will continue to provide rich learning experiences that support all key elements of the standards.

- **What changes or improvements is the program considering for the coming year? (500 word limit)**

The data supports continuing use of key assessments to assess students' learning outcomes related to all key elements of the NAEYC standards. ECE will continue to input data and analysis results to make changes or improvements as needed. Refer to detailed information related to standards in Part Three: Program Content and Outcomes. The changes already made to the key assessments provide useful information regarding student outcomes. If data in the future shows students' lack of understanding related to the key elements, ECE will make changes in content to enhance learning and will make modifications to key assessments if necessary. At this time, there is a need to make changes to a system that is working.

B(vi) Reflection on the Program's Field Experiences (Standard 7)

Field experiences are a critical component of every program. NAEYC reviews the characteristics and quality of a program's field experiences to ensure that they are meeting the breadth and depth of Standard 7. During the site visit, the Peer Review Team will interview faculty, candidates, cooperating teachers, and other supervisors regarding the quality of field experiences. The team will also review documents such as partnership agreements with field and clinical sites, documents/tools used to train cooperating teachers and supervising faculty, documents such as student handbooks.

Below, include a narrative reviewing the program's field experiences, including strengths, challenges, and plans. *The program should include how the field experiences have evolved during the course of the accreditation period.* In the narrative, address the following questions:

(a) How are the program's field and clinical experiences consistent with outcomes emphasized in NAEYC's standards and with the mission and goals of the program? (500 word limit)

The field experiences are consistent with the outcomes emphasized in the NAEYC standards. ECE provides planned and sequenced experiences for the student to develop knowledge, skills, and a professional disposition necessary to promote learning and development in young children. Understanding the importance of observing and practicing in the early care field, students in the ECE program at QVCC begin field experiences in ECE 101, Introduction to Early Childhood Education. Across several courses, students complete an additional 100 of observation and/or participation. This is not inclusive of the 60 required in ECE 210, Observation and Participation, or 200 hours in ECE 295, Student Teaching Practicum. Students spend time in infant, toddler, and preschool classrooms. These environments include NAEYC-accredited preschools, head start programs, infant/toddler programs, and early care centers. The Early Childhood Education program provides learning opportunities relevant to ECE mission. During their field experiences, students observe and assess elements related to quality early care programs. Students plan, implement, and evaluate developmentally appropriate curriculum across all domains. Students use teaching strategies based on developmentally appropriate practice and are able to blend theory and practice.

(b) Describe the program's partnerships with field and clinical settings that support candidate development and contribute to the needs of the settings. How are field and clinical experiences selected, planned and sequenced, to allow candidates to integrate theory, research, and practice? (500 word limit)

The selection of the appropriate field experience sites is an on-going process. Because of the increase in numbers in the ECE student population, the faculty continually seek out placement sites of quality. The sequence allows students to engage at varying levels depending on where they are in the program. In ECE 101, students are in a NAEYC center to observe quality programming. (See Key Assessment One). As noted in the field experience chart, students are placed in early childhood classrooms throughout their time in the program. All experiences that involve observing and /or participating integrate what students have learned through research related to theory and practice. Students are placed in classrooms in ECE 210 during the fall semester, and in the spring semester in ECE 295, they remain in the same classroom to provide continuity. The children, student teachers, and mentor teachers are all familiar with the daily routine and expectations.

(c) Describe how the program ensures that adults who mentor and supervise candidates provide positive models of early childhood practice consistent with NAEYC's standards.

The program ensures that adults who mentor and supervise the students are positive role models. Mentor teachers have a bachelor's degree or higher. Full-time ECE faculty conduct a minimum of two site visits during the spring semester during ECE 295, Student Teaching Practicum. In addition, students and mentor teachers are provided with a Student Teacher Manual that outline the progressive goals and expectations, guidelines, learning agreement, suggested questions and documentation log. All mentors have been selected based on their knowledge and experience working with young children. ECE full-time faculty have a reciprocal relationship with mentor teachers. Communication through direct contact, e-mail or phone is an on-going process. This open communication system enables proper placement for students. If anyone feels that the placement is "not a good fit", ECE makes other accommodations.

(d) How do faculty and other supervisors help candidates to make meaning of their experiences in early childhood settings and to evaluate those experiences against standards of quality? How does the program provide training and/or guidance to the cooperating teachers and supervising faculty in the field and clinical settings to ensure consistency in the mentoring and evaluation of the candidates? (500 word limit)

Through in-class discussions, field experiences are reviewed with students to ensure their understanding of expectations related to professional relationships. Every mentor teacher has to meet with full-time faculty to receive training or guidance related to program expectations. The meaningful experiences are directly related to the key assessments and other assignments. Mentor teachers are given mid-term and final evaluation forms for ECE 295 students. The evaluations provide important feedback to students and provide the mentor teachers with clearly defined objectives.

(e) Describe the cultural, linguistic, ethnic, and/or ability diversity that candidates experience during their field experiences. (500 word limit)

All programs have identified children with special needs. The students under the supervision of mentor teachers engage with children as appropriate. The early care centers in the Willimantic area have bilingual classrooms that include children and teachers who are bilingual. As stated in Criterion 6, the communities in close proximity to QVCC have a lower percentage of identified non-white race/ethnicity categories than do the state or country as a whole. Therefore, the children in the early care programs reflect the community and provide our students with limited cultural, linguistic, and ethnic diversity.

(f) Describe opportunities for candidates to experience appropriate use of technology, including assistive technology, during field experiences. (500 word limit)

The students have a variety of opportunities to use appropriate technology with young children. They use iPads, digital cameras, computers, and iPhones. Assistive technology is discussed, and the students understand that assistive technology could be something as simple as a step stool or chubby handled paintbrush. The use of technology aids in observation, documentation, assessment, and curriculum planning.

Baccalaureate and graduate programs that have achieved national recognition through NAEYC's partnership with the Council for Accreditation of Educator Preparation are encouraged to use content from their response to Question 2 in Section I of the CAEP program report to address this section of the Self Study Report.

Field Experiences Chart

In order to meet Standard 7, a program must provide opportunities for **all** candidates to **observe and practice** with at least two age groups (birth-age 3, 3-5 years old, 5-8 years old) and in at least two settings (Head Start program, early school grades, and early learning or care centers or homes).

With which age groups do all of your candidates have an opportunity to observe and practice? *(Must select at least two to meet Standard 7)*

- Birth-age 3
- Age 3-5
- Age 5-8

In which settings do all of your candidates have an opportunity to observe and practice? *(Must select at least two to meet Standard 7)*

- Head Start programs
- Early school grades (public preschool)
- Early learning and care centers or homes

Complete the following chart to describe the field experiences (add rows as necessary).

	Indicate the course name and number in which the field experience is located	Indicate the age group of the young children for the field experience in this column (Standard 7a)	Number of Field Experience Hours	Location/ Setting (Head Start program, Early learning or care center or home, early school grades) (Standard 7b)	Indicate if the field experience is an observation (O) and/or practice (P) opportunity	Is this field experience required of all candidates in the program? (Y/N)	If this field experience is part of a key assessment, please indicate which one
Field Experience #1: [Learning Experience Plan]	ECE 109	3 – 5 (preschool)	5 hours	Early Learning Center/Head start	O and P	yes	yes- Key Assessment 2:LEP
Field Experience #2: [Book Experience] Field Experience #3 [Child Observation/CTELDS)	ECE 141	Birth-3	15 hours	Head Start	O and P	yes	

						yes	
Field Experience #4[Portfolio/Work Sampling system)	ECE 210	3 – 5 years old	60 hours	Early Learning Center/Head start/Early School Grades	O and P	yes	yes-Key Assessment 5: Portfolio/Work Sampling System
Field Experience #5 [Student Teaching]	ECE 295	3 – 5 years old	200 hours	Early Learning Center/Head start/ Early School Grades	O and P	yes	
Field Experience #6[Obs. of Early Childhood Program]	ECE 101	3 – 5 years old	5 hours	Early Learning Center/Head Start	O	yes	yes-Key Assessment 1: Obs. of Early Care Program
Field Experience #7[Observe a Creative Exp.]	ECE 103	3-5 years old	5 hours	Head Start	O	yes	
Field Experience #8 [Obs. Child/CTELDS]	ECE 182	3-5 years old	10 hours	Early Learning Center/Head start/ Early School Grades	O		
Field Experience #9 [I/T Practicum]	ECE 241	Birth-3	100 hours	Early Learning Center/Head Start	O and P	no	

PART FOUR: PROGRAM OUTCOME DATA

As part of the program’s achieving and maintaining NAEYC accreditation, it must report annually on at least three of the following measures and display these data via an easily located link on its website.¹ **The program is strongly encouraged to meet with its Institutional Research (IR) office to assist in gathering the data on the outcome measures. Below are suggested data reporting templates, but the program is encouraged to report the data in a format that best meets its program needs.**

Outcome Measure #1: The Number of Program Completers

In the chart below, please indicate the number of program completers for the three most recent academic years

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time ^[1] (at the time of completion)
2016-17	13	4	9
2015-16	21	7	14
2014-15	9	2	7

Outcome Measure #2: The Program Completion Rate

What is the published timeframe for full-time students to complete the early childhood program(s) included in this Self Study Report? 2 years

In the following chart, please indicate **the percentage of full-time students completing the program within the program’s published timeframe**^[2] (Institutions submitting multiple programs in a single Self Study Report should complete a separate chart for each program.) **The program must**

¹ This section of the Self Study Report template is new (2017) and was created for the following reasons. NAEYC is committed to helping prospective degree candidates in their search for high-quality degree programs. As an accrediting agency, NAEYC is also committed to advancing the higher education accreditation field’s efforts to provide greater transparency to current and prospective degree candidates about institutions’ and programs’ outcomes for degree candidates. NAEYC is currently pursuing recognition by the Council for Higher Education Accreditation (CHEA), which requires that programs accredited by a CHEA-recognized accrediting body provide publically available program and candidate outcome data.

^[1] Part-time status is defined by the institution.

^[2] “The Commission defines the published time frame as the number of terms an individual student was actually enrolled in the program. The terms do not have to be consecutive, but the total number of terms must meet the program’s expected time frame for completion. University-approved withdrawals (e.g., leaves of absence for reasons of health, maternity/paternity, mission work, military assignment) do not count toward the number of terms a student was enrolled in the program. Students taking longer due to reasons other than university-approved withdrawals (e.g., course repeats, remediation plans) cannot be considered as meeting completion expectations.” *Language adapted from the Council on Academic Accreditation for Audiology, Speech Language Pathology of the American Speech Language Hearing Association at <http://caa.asha.org/news/calculating-program-completion-rates/>.*

complete the information for the 150% indicator and choose to report on either the 100%, 200% (or twice) or 300% (three times) indicator. The academic years selected must fall within eight years of the date this annual report is submitted.

Example: A program with a published timeline of two years (four semesters at 15 credits a semester) to complete an A.A.S. in Early Childhood could select a Fall 2011 cohort on which to report. At the 150% indicator, it would report on the members of the Fall 2011 cohort who completed the program by Spring 2014. At the 100% indicator it would report on the members of the Fall 2011 cohort who completed the program by Spring 2013. At the 200% indicator it would report on the members of the Fall 2011 cohort who completed the program by Spring 2015. At the 300% indicator it would report on the members of the Fall 2011 cohort who completed the program by Spring 2017.

Program Name: Early Childhood Education

Academic year in which a Fall cohort of full-time students enrolled at the institution (select three sequential years)	Percentage of those students who completed the program within 150% of the published timeframe	Percentage of those students who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle or underline the indicator above on which the program will report.)
2013-14	14	14
2012-13	6	8
2011-12	7	8

A program may (but is not required to) provide a short narrative description (150 words) of the data reflected above to provide context.

Outcome Measure #3: Institutional Selected Data

All programs are required to select at least one of the following outcome measures on which to report. (Institutions submitting multiple programs in a single Self Study Report may select the same or a different measure for each program and should complete a separate chart for each program.)

(A) The fall-to-fall retention rate in the program for each of the three most recently completed academic years

Academic Year	Number of Part-Time Candidates	Retention Rate among Part-Time Candidates	Number of Full-Time Candidates	Retention Rate among Full-Time Candidates

	Enrolled (% of Total Enrollment)		Enrolled (% of Total Enrollment)	
2016-17	55	28	25	14
2015-16	57	26	30	15
2014-15	49	31	39	26

OR

(B) The number and percentage of program graduates employed in the early childhood profession or pursuing further education in the profession within one year of graduation for each of the three most recent academic years for which information is available.

Academic Year	Number of Graduates	Number of Graduates (and % of total) who are employed in the early childhood profession within one year of graduation*	Number of Graduates (and % of total) who are pursuing further education in the early childhood profession within one year of graduation*

*The figures in these two columns do not need to add up to 100%

OR

(C) Institutionally designed measure that speaks to candidate outcomes in the program (list the measure and the data for the measure). The data must be reported for the most recent three academic years. Such measures might include the average GPA of the graduating class, the number of candidates who completed their courses with a “C” or above, the pass rate on national performance assessments such as edTPA, etc.

Academic Year	Outcome Measure	Performance Data
2016-17	average GPA of the graduating class	3.24
2015-16	average GPA of the graduating class	3.39
2014-15	average GPA of the graduating class	3.35

Self-Study Report Completion Checklist

Use the following checklist to determine if your Self Study Report is complete and ready for submission. The program should also review the definition for a complete Self Study Report in the most recent Accreditation Handbook and review the *Instructions for Submitting Accreditation Reports and Forms* which can be found in the online community resource library.

Technical and Formatting Items	
x	The program uses the most current edition of NAEYC's Professional Preparation Standards and Self-Study Report template.
x	The Self-Study Report includes the Cover Sheet supplied in the online community.
x	The Table of Contents and page numbers are updated to correspond with the sections of the Self-Study Report template. The report uses page numbers to help readers find report sections.
x	The font is 10 to 12 point.
x	Responses fall within the word limits associated with various sections of the Self-Study Report.
x	The final Self-Study Report is ready to be submitted as a single, read-only PDF file . Other file formats will not be accepted. Please note that only a single PDF file should be e-mailed, not a collection of multiple files. (The cover sheet can be included as part of the PDF or as a separate PDF attached to the same email message.) Supporting documents that are not part of the report templates should be set aside for review during your site visit, not submitted with reports.
Items Associated with Part One of the Self-Study Report	
x	The program has affirmed (or reaffirmed) that it meets all Accreditation Eligibility Requirements.
Items Associated with Part Two of the Self-Study Report	
x	Every criterion in Part Two of the report has been addressed.
Items Associated with Part Three of the Self-Study Report	
x	The Learning Opportunities Chart is filled out, with information provided for each key element, and with the requested narratives (commentary on the chart and description of challenges/strengths/plans) included.
x	The chart of key assessments is submitted, with alignment indicated for Standards One through Six and each key element associated with those standards .
n/a	For Self-Study Reports addressing more than one degree program, the multi-program alignment chart is completed.

x	Five or six key assessments are submitted that address alignment with Standards One through Six and each key element associated with those standards .
x	For every key assessment in the Chart of Key Assessments, a complete (and single) evidence chart, set of candidate instructions, and rubric are submitted.
n/a	For first-time programs, at least one application of data is submitted for each key assessment or, in the case of new/newly revised key assessments, data are submitted for assessments that were used prior to the current versions ² . Data are disaggregated by standard, and data are also disaggregated by program in Self-Study Reports that incorporate more than one degree program.
a	For renewal programs, at least two applications of data (disaggregated by application) are submitted for each key assessment--or, in the case of new/newly revised key assessments, data are submitted for assessments that were used prior to the current versions. Data are disaggregated by standard, and data are also disaggregated by program in Self-Study Reports that incorporate more than one degree program.
x	The program has included a two- to four-page narrative that reviews strengths, challenges, and plans related to the assessment system.
x	For Standard 7, the narrative and chart are completed, and associated evidence documents are included.
Items Associated with Part Four of the Self-Study Report	
x	The program has included data for Outcome Measures #1, #2 and #3

This list is based on the 2017 Self-Study Report Templates for First-Time and Renewal Accreditation. It will be updated to reflect subsequent changes to the Self-Study Report template; however, it is the responsibility of the program to ensure that it has fully completed the most current template. First-Time accreditation visits may not be scheduled in the absence of a complete Self-Study Report and receipt of the Self-Study Review Fee. Depending on circumstances, renewal accreditation visits may be scheduled in consultation with the program.

When your Self-Study Report is complete and the annual review fee is ready to be paid, the program should email the Self-Study Report to highered@naeyc.org.

Fees can be paid via check, credit card or ACH. Mail fees in the form of a check to the address below. If your institution makes other purchases from NAEYC, be sure that accreditation fees are clearly addressed to Higher Education Accreditation and not to Resource Sales, Membership, etc. It is helpful to send an email to highered@naeyc.org to indicate that the check has been mailed. If paying by credit card or ACH please contact highered@naeyc.org for further instructions.

NAEYC Accreditation of Early Childhood Higher Education
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Washington, DC 20005-4101

² If a first-time program does not submit at least one application of data for each key assessment, it will be given a condition if the program receives a favorable accreditation decision.