NOTE: This form uses the NAEYC standards approved by NCATE in 2010.

<table>
<thead>
<tr>
<th>COVER SHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Institution Name</td>
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<tr>
<td>[ ]</td>
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<tr>
<td>2. State</td>
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<td>[ ]</td>
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<tr>
<td>3. Date submitted</td>
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<tr>
<td>MM / DD / YYYY</td>
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<tr>
<td>4. Report Preparer’s Information:</td>
</tr>
<tr>
<td>Name of Preparer:</td>
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<tr>
<td>Phone: Ext.</td>
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<tr>
<td>E-mail:</td>
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<tr>
<td>5. CAEP Coordinator’s Information:</td>
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<tr>
<td>Name:</td>
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<tr>
<td>[ ]</td>
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<tr>
<td>Phone: Ext.</td>
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<td>E-mail:</td>
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<tr>
<td>6. Name of institution’s program</td>
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<tr>
<td>7. CAEP Category:</td>
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<tr>
<td>[ ]</td>
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<tr>
<td>8. Grade levels(1) for which candidates are being prepared</td>
</tr>
<tr>
<td>[ ]</td>
</tr>
<tr>
<td>9. Program Type</td>
</tr>
<tr>
<td>[ ]</td>
</tr>
<tr>
<td>(1) e.g., Birth to Grade 3, P-3</td>
</tr>
</tbody>
</table>
Advanced Teaching
☐ Other School Personnel
☐ Non-licensure/non-certification degree
☐ Unspecified

10. **Degree or award level**
    ☐ Post Baccalaureate
    ☐ Master's
    ☐ Post Master's
    ☐ Specialist or C.A.S.
    ☐ Doctorate
    ☐ Endorsement only

11. **Specialized Area**
    ☐ Accomplished Early Childhood Teacher
    ☐ Early Childhood Administrator
    ☐ Early Childhood Public Policy / Advocacy Specialist
    ☐ Early Childhood Teacher Educator / Researcher
    ☐ Other

12. **Is this program offered at more than one site?**
    ☐ Yes
    ☐ No

13. **If your answer is "yes" to above question, list the sites at which the program is offered**

14. **Title of the state license for which candidates are prepared**

15. **Program report status:**
    ☐ Initial Review
    ☐ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
    ☐ Response to National Recognition With Conditions

16. **State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:**
    CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?
    ☐ Yes
    ☐ No

17. **Is your Educator Preparation Provider (EPP) seeking**
    ☐ CAEP accreditation for the first time (initial accreditation)
    ☐ Continuing CAEP accreditation

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**SECTION I - CONTEXT**

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

2. **Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.**
   NOTE: Description of the field and clinical experiences required for the program should explain how the program ensures high quality field
experiences. Quality field experiences support candidates to understand and apply the competencies reflected in the NAEYC standards as they observe, implement and receive constructive feedback in real world early learning settings. Programs are encouraged to consider the “indicators of strength” listed in the Supporting Explanation of Standard 7 when writing this narrative. (Response limited to 8,000 characters)

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

A LINK to upload or manage your uploaded file(s)

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

A LINK to upload or manage your uploaded file(s)

5. Candidate Information

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

<table>
<thead>
<tr>
<th>Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (Please refer to footnotes for clarification)

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University(3)</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member(4)</td>
</tr>
<tr>
<td>Faculty Rank(5)</td>
</tr>
<tr>
<td>Tenure Track</td>
</tr>
<tr>
<td>Scholarship(6), Leadership in Professional Associations, and Service(7): List up to 3 major contributions in the past 3 years(8)</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools(9)</td>
</tr>
</tbody>
</table>

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.
(4) For example, faculty, clinical supervisor, department chair, administrator
(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor
(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
SECTION II - LIST OF ASSESSMENTS

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

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

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (10)</th>
<th>Type or Form of Assessment (11)</th>
<th>When the Assessment Is Administered (12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Content-based assessment (required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #2: Content knowledge in early childhood education (required)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Assessment #3: Candidate ability to plan instruction (required)</td>
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<tr>
<td>Assessment #4: Internship or other field-based experiences (required)</td>
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</tr>
<tr>
<td>Assessment #5: Candidate effect on student learning or creation of supportive learning environments for student learning (required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses NAEYC standards (required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses NAEYC standards (optional)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #8: Additional assessment that addresses NAEYC standards (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NAEYC Advanced Standard and Key Element on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC standards.

1. **Standard 1**: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

   1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
   1b: Knowing and understanding the multiple influences on early development and learning
   1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

2. **Standard 2**: Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

   2a: Knowing about and understanding diverse family and community characteristics
   2b: Supporting and engaging families and communities through respectful, reciprocal relationships
   2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning.

3. **Standard 3**: Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

   3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
   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.
   3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
   3d: Demonstrating ability to collaborate effectively to build assessment partnerships with families and...
SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments and data reported should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in...
the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP’s Standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

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

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

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

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

1. State licensure tests or professional examinations of content knowledge. NAEYC standards addressed in this entry could include Standards 1, 2 and 5. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

   Provide assessment information as outlined in the directions for Section IV

   A [LINK](#) to upload or manage your uploaded file(s)

2. Assessment of content knowledge [13] in early childhood education. NAEYC standards addressed in this entry could include but are not limited to Standards 1, 2, and 5. Examples of assessments include comprehensive examinations, GPAs or grades [14], and portfolio tasks [15]. (Answer Required)

   A [LINK](#) to upload or manage your uploaded file(s)

   [13] Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children’s learning and development in these areas.

   [14] If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

   [15] For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included.

3. Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. NAEYC standards that could be addressed in this assessment include Standards 1-6. Assessments might emphasize features such as:
   a. Adaptations to individual, developmental, cultural and linguistic differences;
   b. Knowledgeable and developmentally appropriate application of subject matter knowledge;
   c. Use of effective and appropriate teaching strategies for young children; and
   d. Attention to effects on children’s learning.
These assessments are often included in a candidate's portfolios or in student teaching evaluations. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NAEYC standards that could be addressed in this assessment include Standards 1-6. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

5. Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include Standards 1, 3, and 4. Examples of assessments include those based on samples of children’s work, portfolio tasks, case studies, follow-up studies, and employer surveys. They might include follow-up studies of graduates of the ECE program, as they relate to the NAEYC standards and as they document graduates' effectiveness in professional positions where they have an impact on young children’s development and learning. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

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

Provide assessment information as outlined in the directions for Section IV

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

Provide assessment information as outlined in the directions for Section IV

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

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process

For Response to Conditions Reports: Describe what changes or additions have been made to address the
conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process (Response limited to 24,000 characters.)

Please click "Next"

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