



Early Childhood Higher Education Programs
Self-Study Report Cover Sheet

Institution/College: Weber State University

Mailing Address: 1301 Edvalson Street Dept 1301, Ogden, Utah 84408-1301

Website address: <http://www.weber.edu/chfam>

State: Utah Date Submitted: June 30, 2017

Full Name of Each Degree Program Seeking Accreditation (e.g., A.S. in Early Childhood):

B.S. in Early Childhood

B.S. in Early Childhood Education

Campuses (list campus names and distance from main campus)

Ogden (main campus)

Layton (about 12 miles 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

(1) 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.
(2) The program(s) is not designated as "low-performing" by the state, as outlined by Title II of the Higher Education Act.
(3) 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.
(4) The program offers field experiences.
(5) The program(s) has graduated at least one individual.
(6a) (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



Early Childhood Higher Education Programs

childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs.

(6b) (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.

Faculty member who meets Eligibility Requirement #6: Sheila Anderson, Teri Henke, Carrie Ota, & Wei Qiu

Our institution intends to pursue accreditation for the degree program(s) listed above. By signing this statement, I confirm that 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.

Primary Contact (Faculty member representing the program):

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Signature Wei Qiu

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Signature Teri Henke

President, Dean or other administrator representing the institution:

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Signature Jack Rasmussen

**NAEYC EARLY CHILDHOOD BACCALAUREATE
DEGREE ACCREDITATION**

JUNE 30, 2017

WEBER STATE UNIVERSITY, UTAH

**SELF-STUDY REPORT
FOR
ACCREDITATION REVIEW
(First-Time Accreditation)**

2016 UPDATE

NAEYC 1313 L Street, Suite 500 NW, Washington D.C. 20005-4101

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THE ACCREDITATION CRITERIA AND STANDARDS

PART ONE: PROGRAM CONTEXT

A. PROGRAM IDENTITY

Criterion 1: Mission and Role in Community

The early childhood degree program has established a clear identity and role in its community and is responsive to community stakeholders.

B. DESIGN OF PROFESSIONAL PROGRAM

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.

Criterion 3: Program of Studies

The program of studies is a coherent series of courses and field experiences that promote candidate learning in relation to the NAEYC 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 standards. They reflect the current professional knowledge base and are responsive to the characteristics of the program's candidates.

Criterion 5: Quality of Field Experiences

The program's field experiences support candidates' learning in relation to the NAEYC standards.

Criterion 6: Supportive Skills

Programs ensure that candidates have the skills needed to gain competence in relation to the core standards.

Criterion 7: Role in the Professional Pipeline

The program of study contributes to opportunities for early childhood professionals to build on prior credentials and prepare for future professional growth opportunities.

C. CANDIDATES

Criterion 8: Qualifications and Characteristics of Candidates

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

Criterion 9: Advising and Supporting Candidates

The program ensures that candidates are adequately advised and supported.

D. FACULTY

Criterion 10: Qualifications and Composition of Faculty

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

Criterion 11: Professional Responsibilities

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

Criterion 12: Professional Development

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

E. SUPPORTIVE INFRASTRUCTURE AND ORGANIZATION OF PROGRAM

Criterion 13: Program Organization and Guidance

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

Criterion 14: Program Resources

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

PART TWO: PROGRAM CONTENT AND OUTCOMES

F. LEARNING OPPORTUNITIES

The program provides learning opportunities that explore key elements of the NAEYC Accreditation Standards for early childhood professional preparation programs. These learning opportunities are connected to and prepare candidates for assessment.

G. ASSESSMENTS AND EVIDENCE OF CANDIDATE PERFORMANCE

The program assesses and is documenting evidence of candidate performance related to the NAEYC Standards for early childhood professional preparation programs. Data collected on candidate performance are used to make ongoing improvements in the program that respond to documented candidate needs.

The Standards*

Standard 1: Promoting child development and learning

Standard 2: Building family and community relationships

Standard 3: Observing, documenting, and assessing to support young children and families

Standard 4: Using developmentally effective approaches to connect with children and families

Standard 5: Using content knowledge to build meaningful curriculum

Standard 6: Becoming a professional

**The standards referenced in this Self-Study Report template are the NAEYC Standards for Initial Early Childhood Professional Preparation Programs, which pertain to associate, baccalaureate, and many master's degree programs. Master's degree programs that follow the NAEYC Standards for Advanced Early Childhood Professional Preparation Programs are encouraged to contact NAEYC staff for guidance in adapting this report template.*

SELF-STUDY REPORT TEMPLATE

Save an electronic copy of this report template and use it to enter the narratives and charts required in your report. Be sure that your report responds to the Indicators of Strength for each Accreditation Criterion and Standard.

Please use a font size of 10 or 12 points when using this template, and stay within recommended page limits for each section as indicated.

PART ONE: PROGRAM CONTEXT

What does the early childhood degree program provide to candidates to support their learning in relation to the NAEYC standards? What is important to know about the context of this program? How does this context (Part One of the report) inform the way that the program designs its learning opportunities and candidate assessments (Part Two of the report)?

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 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 they identify.
- 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.
2. Site Visit: Interviews with stakeholders as identified by the program

Please provide a one- to two-page description of mission and program identity, in relation to the community as it has been identified by the program:

The Early Childhood (EC) and Early Childhood Education (ECE) Programs in the Department of Child and Family Studies at Weber State University are two baccalaureate programs that prepare university students to become early care and education professionals working with children and families in diverse settings. Aligned and grounded in NAEYC standards, the EC and ECE programs are guided by the following vision and mission statements and program philosophy:

Vision Statement

The vision of the EC and ECE Programs at Weber State University is to prepare well qualified teachers of young children, inspire a lifetime of learning and responsible leadership, through a faculty dedicated to teaching and the construction of knowledge. We aim to support adult learners in developing the knowledge, skills, and dispositions needed to reach their full potential as early childhood professionals. Our goal is that every candidate will be able to realize their dreams through course work and field experiences tailored to their personal and career goals. We believe that adults are independent and autonomous learners that should be given opportunities to actively engage in shaping learning processes and content, with the guidance of experts in the field of early childhood as well as current practitioners. To accomplish this, we seek to cultivate a sense of personal ownership and community building that deepens educational experiences and truly engages adult students in developing evidence-based practices and professional competencies for working with diverse children and families.

Mission Statement

The mission of the EC and ECE Programs at Weber State University is to provide a comprehensive curriculum that enables candidates to seek employment in any of the various areas of the field of Early Childhood Care and Education, working with children and families from diverse backgrounds through knowledge gain, skill development, and applied practice.

Program Philosophy

The EC and ECE Programs at Weber State University adopted a philosophy that includes a perspective about how learning occurs and how teaching, relationships, and environment influence learning. The program's philosophy stresses the importance of preparing dedicated and skilled professionals to work in the learning community knowing diverse theories including, but not limited to, the views of Erikson, Piaget, Vygotsky, Bowlby, Maslow, Bandura, and Bronfenbrenner.

The EC and ECE programs recognize the responsibility of the faculty to interact with each candidate as an individual, value diversity, and recognize that the candidate's behavior is a direct reflection of his or her life experiences.

In keeping with the Weber State University's mission and the EC and ECE Programs' mission, we hold the following principles and strive to foster in candidates the awareness that:

- Learning occurs through active engagement.
- Connections to the real world are critical to learning.
- Critical thinking, reflection, and problem solving are skills that support success.
- Multiple measures of assessment provide a well-rounded insight of the learner's construction of knowledge.
- Knowing and understanding the families of children and the communities in which they live is key to enhancing a child's development and learning and paramount to involving families and communities.

- Cultural diversity of the family and developmental diversity of the child must be understood and appreciated.
- Utilization of multiple learning modalities addresses a variety of learning styles.

Community Connections

Community responsiveness is a key component of the EC and ECE Programs. The Melba S. Lehner (MSL) Children’s School is an on-site laboratory preschool of the EC and ECE Programs, serving as a model of evidence-based practices in early care and education, a field placement site for observation, practicum, and student teaching, and a laboratory setting for early childhood research. Every year high quality childcare is provided to about 100 children aged two to five years and their families. The outreach of this children’s program into the community is evidenced by the expansion of the MSL Children’s School to serve the needs of faculty, staff, and students from different disciplines at Weber State University as well as children and families in the Ogden community.

Currently, the EC and ECE Programs at Weber State University are actively involved in a variety of international, national, state, and local community organizations and agencies. Since 2014, the EC and ECE Programs at Weber State University have established an academic cooperation with the Preschool Education Department at the Changsha Normal University and the Preschool Education Department at the Nanjing Normal University in China. Mutual visits and collaborative research and teaching in the field of early childhood education have been continuous between Weber State University and the two Chinese institutions.

At the national level, faculty members of the EC and ECE Programs are actively involved in several professional organizations: National Association for the Education of Young Children, National Association of Early Childhood Teacher Educators, the EarlyEdU Alliance, Society for Research in Child Development, and National Council on Family Relations.

At the state level, EC and ECE Programs have representatives currently serving as leaders or active participants at: Early Childhood Utah, Utah State Advisory Council on Early Care and Education, State Office of Childcare, Help Me Grow Utah, Utah Association for the Education of Young Children, Utah T.E.A.C.H. Project, Utah Coaching Consortium, and Care about Childcare.

Local community partners with the EC and ECE Programs include: Ogden-Weber Community Action Partnership, Davis Head Start and Early Head Start, Ogden United Way, Ogden Promise Prenatal-3, Hill Air Force Base Child Development Center, Your Community Connection Family Crisis Center, YMCA of Northern Utah, Ogden Division of Child and Family Services, Weber County Juvenile Court, etc. The EC and ECE Programs work closely with a Child and Family Studies Community Advisory Board that represents diverse local community agencies serving families and young children. This board not only helps to assist and advise the EC and ECE Programs in accomplishing the vision and mission, but also to address issues and concerns that currently confront children and families in the community. The regular meetings with the board look at concerns that local agencies are facing and potential support that EC and ECE Programs might provide. Most recently, the EC and ECE Programs at Weber State University collaborated with the Help Me Grow Utah and United Way of Northern Utah to organize a *Help Me Know as My Child Grows Community Developmental Screening Day* on March 24, 2017. Over a hundred EC and ECE candidates from Weber State University participated in this community service project to assist families with completing developmental screenings and activities for children birth to five years.

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.
- 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 your conceptual framework and how it has been developed and used.
- 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.

Please provide a one- to two-page summary of your conceptual framework and how it has been developed and used:

Weber State University Early Childhood (EC) and Early Childhood Education (ECE) Programs use NAEYC standards and position statements along with the core considerations, guidelines and principles of developmentally appropriate practice to guide the development and use of a conceptual framework. The conceptual framework can be captured in the following adult education philosophy statement:

The primary purpose of our adult education program is to support adult learners in developing the knowledge, skills, and dispositions needed to reach their full potential as early childhood professionals. Our goal is that every candidate will be able to realize their dreams through course work and field experiences tailored to their personal and career goals. We believe that adults are independent and autonomous learners that should be given an opportunity to actively engage in shaping learning processes and content, with the guidance of experts in the field of early childhood as well as current practitioners. To accomplish this, we seek to cultivate a sense of personal ownership and community building that deepens educational experiences and truly engages adult students in developing evidence-based practices and professional competencies for working with diverse children and families.

This adult education philosophy can be broken down into the following elements:

1. A high-quality early childhood teacher preparation program that is aligned with the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation.
2. An individualized early childhood professional development system that is tailored to every adult learner's characteristics, needs, potentials, interests, strengths, knowledge, dispositions, personal and career goals, competencies, etc.
3. Diverse, evidence-based opportunities through coursework and field experience for adult learners to actively engage in independent and autonomous learning.
4. A caring community of adult learners supported by responsive early childhood faculty and practitioners that uphold high expectations.
5. A respect for diversity in everyone including adult learners, children, and families.

This conceptual framework was developed when Melba S. Lehner (MSL) Children's School, the program's laboratory preschool, was about to apply for candidacy of NAEYC Accreditation of Early Learning Programs in 2015. The associate and bachelor's degree EC and ECE Programs were also pursuing possibilities to be accredited by NAEYC at that time. There seemed to be a need to develop a joint philosophy that would allow early childhood teacher education programs and the laboratory preschool in the same department to streamline and align with NAEYC standards. The team consisted of the department chair, all EC and ECE faculty members, and all staff in the MSL Children's School worked together through many discussions and draft revisions to finalize the program's conceptual framework. A Child Guidance World Cafe (March 2015) and an Appreciative Inquiry Summit (May 5-6, 2015) were held as part of this process with the whole team attending and providing insights. It was not until September 2016 when the department voted and accepted the final version of the conceptual framework.

Please provide a one-page description of plans to address challenges and build on current strengths in this area:

A major challenge faced by the EC and ECE Programs is to continue to provide appropriate support in order to help candidates reach individual goals in the early childhood profession. Candidates in the EC and ECE Programs are characterized by diverse characteristics, needs, potentials, interests, dispositions, and knowledge base. To help each candidate succeed in his or her personal and career goals, an individualized early childhood professional development system has been implemented.

To address this major challenge, every component of the Weber State University early childhood professional development system, e.g., coursework, assessments, field experiences, and mentoring, is aligned with the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs.

A strength to build on is the caring community of adult learners that respects diversity and focuses on a relationship-based approach. Every candidate in the EC and ECE Programs is assigned a faculty advisor who provides one-on-one mentoring with course selection, graduation timeline, career goals, and community field experiences.

Another strength to build on is the quality of field experiences, especially lab practicum and student teaching in the Melba S. Lehner (MSL) Children's School, the program's laboratory preschool. The MSL Children's School was accepted for candidacy in the NAEYC Accreditation of Early Learning Programs in February 2017 and is pending a site visit. Alignment with the NAEYC Early Learning Program Standards and Criteria helps improve the quality of the MSL Children's School where EC and ECE candidates are required to complete hundreds of hours of observations, lab practicum, and student teaching for different courses.

Since Fall 2015, a Practice-Based Coaching Model developed by the National Center on Quality Teaching and Learning has been implemented in five core required courses for EC and ECE candidates. The goal is to implement Practice-Based Coaching materials in EC and ECE course instruction, align candidate lab experience feedback and evaluation, and integrate the Classroom Assessment Scoring System (CLASS) observational tool for building observational skills, providing feedback, and evaluating course curriculum changes.

Finally, a challenge faced by the EC and ECE Programs is to teach professionalism and leadership skills to candidates as well as to help them see themselves as members of the early childhood profession. A variety of efforts have been made to address this challenge. For example, the Weber State University Early Childhood Showcase is being held annually on campus where EC and ECE candidates present their best work in a poster format. Candidates must dress professionally at this event and use trifold posters boards or have their posters printed. The last Early Childhood Showcase was held on December 8th, 2016 and drew more than 100 student presenters. Starting from Fall 2015, a new course *CHF 4730 Early Childhood/Early Childhood Education Program Development* has been taught to prepare candidates with skills specific to leadership roles in early childhood education programs including: professional ethics, ensuring the health and safety of children, ongoing quality improvement, program leadership, planning, and management. The *Help Me Know as My Child Grows Community Developmental Screening Day* on March 24, 2017 (see Criterion 1) is another effort to help candidates identify and involve themselves with the early childhood professional field.

Criterion 3: Program of Studies

The program of studies is a coherent series of courses and field experiences that promote candidate learning in relation to the NAEYC standards.

Rationale: Strong early childhood programs are more than a collection of courses. The program of studies 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 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 conceptual framework and the mission of the institution.

Sources of evidence:

1) Report:

- a one- to two-page summary of your program of studies and how it has been developed and used.
- the program of studies as published in your 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

Please provide a one- to two-page summary of your program of studies and how it has been developed and used:

Early Childhood (EC) and Early Childhood Education (ECE) Programs at Weber State University both use the NAEYC Standards for Early Childhood Professional Preparation as the overarching document to guide the program of studies. Course offerings are aligned with all seven standards.

1. Promoting child development and learning
2. Building family and community relationships,
3. Observing, documenting, and assessing to support young children and families
4. Using developmentally effective approaches
5. Using content knowledge to build meaning curriculum
6. Becoming a professional
7. Early childhood field experience

Another document guiding the program of studies for both programs is the Weber State University general education requirement policy that applies to every baccalaureate program. These general education requirements add up to 35 credit hours and include coursework in: 1) Composition, 2) American Institutions, 3) Quantitative Literacy, 4) Computer and Information Literacy, 5) Humanities & Creative Arts, 6) Social Sciences, and 7) Physical Sciences and Life Sciences

The other document guiding the ECE Program (licensure track) but not the EC Program (non-licensure track) is the Utah State Board of Education (USB E) with the administrative code: R277-504-4 (www.rules.utah.gov/publicat/code/r277/r277-504.htm). Based on state requirement, any early childhood education (K-3) licensure program of an institution in Utah must provide appropriate content knowledge in: (a) literacy including listening, speaking, writing, and reading; (b) mathematics; (c) physical and life science; (d) health and physical education; (e) social studies; and (f) fine arts. ECE candidates who are in the licensure track must receive specific training in the following areas to be prepared to teach K-3 grades in elementary schools.

- a) in the science of reading instruction including phonemic awareness, phonics, fluency, vocabulary and comprehension;
- b) in the science of mathematics instruction including quantitative reasoning, problem solving, representation, and numeracy;
- c) with the technical skills to utilize common education technology;
- d) to integrate technology to support and meaningfully supplement the learning of students;
- e) to facilitate student use of software for personalized learning;
- f) to teach effectively in traditional, online-only, and blended classrooms;
- g) to design, administer, and review educational assessments in a meaningful and ethical manner; and
- h) in early childhood development and learning, if it is an Early Childhood Education (K-3).

Please provide the program of studies as published in your 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 national recognition report.]

EARLY CHILDHOOD (B.S.)

Students preparing to work in childhood programs or agencies serving young children that do not require a teaching certificate graduate with a major in Early Childhood.

Students who wish to obtain certification to teach in kindergarten through 3rd grade graduate with a major in Early Childhood Education. (See Early Childhood Education description.)

- **Program Prerequisite:** Not required.
- **Minor:** Required. In lieu of a minor, a specialization of 15 credit hours may be substituted as approved by the department. Six of these hours must be upper division (courses numbered 3000 or above).
- **Grade Requirements:** Students must have a grade of B- or better in each required major course in addition to a cumulative GPA of 2.50 or higher for all college courses. If a grade in a major course does not meet the minimum requirement for graduation, the student may retake the course once. In special circumstances, by the judgment of the department chair, the student may petition to the Early Childhood/Early Childhood Education Committee, as appropriate, to graduate with the lower grade.
- **Credit Hour Requirements:** A total of 120 credit hours is required for graduation; 51 of these are required within the major. A minimum of 40 credit hours must be upper division (courses numbered 3000 and above); 30 of these are required within the major.

Advisement

Students must follow the Department of Child and Family Studies Advisement procedures. Contact the department advisor located in the McKay Education Building, Room 248 (801-626-6411).

Admission Requirements

Declare your program of study (see Program of Study (Major/Minor) Declaration). Sign a Program of Study Contract with the Department of Child and Family Studies. Contact the department advisor, 801-626-6411.

To be allowed to work with children in the Melba S. Lehner Children's School for lab practicum and student teaching, students must have clearance of criminal background check approved by the Utah Department of Health, Child Care Licensing Program. Look for more information on the Weber State University Fingerprinting Office website (www.weber.edu/fingerprinting).

General Education

Refer to Degree Requirements for Bachelor of Science requirements. CHF 1500 (3) will satisfy a general education requirement and is prerequisite to most major courses. GEOG 1300 or GEOG 1520 is recommended.

Major Course Requirements for BS Degree

Pre Core Course Required (3 credit hours)

- CHF 1500 SS/DV - Human Development **Credits: (3)**

Note: *(This course will satisfy a general education and diversity requirement.)*

Core Courses Required (48 credit hours)

- CHF 2400 - Family Relations **Credits: (3)**
- CHF 2500 - Development of the Child **Credits: (3)**
- CHF 2600 - Introduction to Early Childhood Education **Credits: (3)**
- CHF 2610 - Guidance Based on Developmental Theory **Credits: (3)**
- CHF 2620 - Planning Creative Experiences for Young Children **Credits: (3)**
- CHF 3500 - Young Children at Risk **Credits: (3)**
- CHF 3570 – Infants and Toddlers: Development and Practice **Credits: (3)**
- CHF 3640 - Working with Parents **Credits: (3)**
- CHF 4130 - Language Development and Emergent Literacy in Early Childhood **Credits: (3)**
- CHF 4670 - STEM and Approaches to Learning in Early Childhood **Credits: (3)**
- CHF 4710 - Advanced Guidance and Planning for Early Childhood Education **Credits: (3) ***
- CHF 4720 - Student Teaching in the Children's School **Credits: (3-6)** (6 credit hours required) *
- CHF 4730 - Early Childhood/Early Childhood Education Program Development **Credits: (3)**
- CHF 4890 - Cooperative Work Experience **Credits: (1-6)** (3 credit hours required)
- CHF 4990A - Seminar in Child Development **Credits: (3)**

Note:

** Taken concurrently. Students are encouraged to apply two semesters prior to student teaching in the Melba S. Lehner Children's School.*

In addition

Students must complete an advisor-approved specialization of 15 hours or advisor-approved minor.

EARLY CHILDHOOD EDUCATION (B.S.)

The Departments of Child and Family Studies and Teacher Education offer a major in Early Childhood Education with certification for teaching in programs which serve children from birth through eight years of age (Pre-K through 3rd grade). Students preparing to teach a Pre-K early care and education program, Head Start, or a Kindergarten to 3rd grade classroom of a public school graduate with a major in Early Childhood Education. Early Childhood Education students meet the requirements of Elementary Education K-6 License Track with specialization in Early Childhood. They double major in both Early Childhood Education and Elementary Education and are eligible for receiving a second license to teach from kindergarten through 6th grade (K-6).

- **Program Prerequisite:** Students must have completed at least 36-38 credit hours of required prerequisite support courses and meet all other Teacher Education admission requirements. (See Department of Teacher Education in this catalog.)
- **Minor:** Not required. Early Childhood is the specialization.
- **Grade Requirements:** Early Childhood Education students must meet minimum major course grade requirements and maintain a cumulative GPA of 3.00 or higher in all college work. Early Childhood Education students take two groups of required courses: Early Childhood Education courses and Elementary Education Professional Education Courses (Teacher Education Levels). Students must receive a grade of B- or better in all required Early Childhood Education courses. A grade of “B-” or better is required in all Teacher Education Professional Education courses. If a grade in an Early Childhood Education course does not meet the minimum requirement for graduation, the student may retake the course once. If the student retakes a course, the student will receive the grade earned in the second course attempt. In special circumstances, by the judgment of the department chair, the student may petition to the Early Childhood/Early Childhood Education Committee, as appropriate, to graduate with the lower grade. Early Childhood Education majors must also achieve at least a “C” grade in MATH 210, MATH 215, and MATH 220.
- **Credit Hour Requirements:** A minimum of 120 credit hours is required for a bachelor’s degree; 109-111 of these are required within the major.

Advisement

Students must follow the Department of Child and Family Studies Advisement procedures. Contact the department advisor located in the McKay Education Building, Room 248 (801-626-6411). (Also refer to the Department Advisor Referral List.)

Admission Requirements

Declare your program of study (see Program of Study (Major/Minor) Declaration). Early Childhood Education majors must meet the Teacher Education admission and licensure requirements (see Department of Teacher Education).

To be allowed to work with children in the Melba S. Lehner Children’s School for lab practicum and student teaching, students must have clearance of criminal background check approved by the Utah Department of Health, Child Care Licensing Program. Look for more information on the Weber State University Fingerprinting Office website (www.weber.edu/fingerprinting).

General Education

See Degree Requirements for Bachelor of Science requirements. The following courses required for the Early Childhood Education major will also satisfy general education requirements: COMM HU 1020 or COMM HU 2110, GEOG SS/DV 1300 OR GEOG SS/DV 1520, MATH QL 2020, and CHF SS/DV 1500.

Students pursuing a BS degree must take 9 credit hours, at least 3 credit hours from Life Sciences and at least 3 credit hours from Physical Sciences. One of the courses must be GEO 1350 PS (Principles of Earth Science), PHYS 1360 PS (Principles of Physical Science), BTNY 1370 PS (Principles of Life Science), or at least one science course with lab.

Major Course Requirements for BS Degree

Pre Core Course Required (3 credit hours)

- CHF 1500 SS/DV - Human Development **Credits: (3)**

Note: *This course will satisfy a general education and diversity requirement.*

Core Courses Required (30 credit hours)

- CHF 2500 - Development of the Child **Credits: (3)**
- CHF 2600 - Introduction to Early Childhood Education **Credits: (3)**
- CHF 2610 - Guidance Based on Developmental Theory **Credits: (3)**
- CHF 2620 - Planning Creative Experiences for Young Children **Credits: (3)** (Taken with Level 1 courses)
- CHF 3500 - Young Children at Risk **Credits: (3)** or EDUC 2010 - Human Exceptionality **Credits: (3)**
- CHF 3640 - Working with Parents **Credits: (3)**
- CHF 4710 - Advanced Guidance and Planning for Early Childhood Education **Credits: (3)** *
- CHF 4720 - Student Teaching in the Children's School **Credits: (3-6)** (6 credit hours required) *
- CHF 4990A - Seminar in Child Development **Credits: (3)**

Note:

* CHF 4710 and CHF 4720 are taken concurrently in fall or spring semester, typically between Level 1 and Level 2. Students are encouraged to apply two semesters prior to student teaching in the Melba S. Lehner Children's School.

Support Courses Required (24-25 credit hours)

- EDUC 1010 - Exploring Teaching **Credits: (3)**
- COMM 1020 HU - Principles of Public Speaking **Credits: (3)** or
- COMM 2110 HU - Interpersonal and Small Group Communication **Credits: (3)**

- GEOG 1300 SS/DV - Places and Peoples of the World **Credits: (3)** or
- GEOG 1520 SS/DV - Geography of the United States and Canada **Credits: (3)**

- MATH 2010 - Arithmetic for Teachers **Credits: (3)**
- MATH 2015 - Algebra and Functions for Teachers **Credits: (3)**
- MATH 2020 QL - Geometry for Elementary Teachers II **Credits: (3)**
- ENGL 3300 - Children's Literature **Credits: (3)**

At least one course from the following:

ART 1030 CA - Studio Art for the Non-Art Major **Credits: (3)**

EDUC 3430 - Creative Processes in the Elementary School **Credits: (3)**

DANC 3640 - Teaching Creative Dance in the Elementary School **Credits: (3)**

MUSC 3824 - Music for Elementary Teachers **Credits: (4)**

THEA 4603 - Creative Drama **Credits: (3)**

Professional Education Courses Required (53 credit hours)

Admission to teacher education is required prior to enrollment in Professional Education courses. Students are required to pass the appropriate Praxis II content test prior to enrolling in Level 1 courses.

Level 1 (10 credit hours)

- EDUC 3116 - Media Integration in Elementary Education Setting 1 **Credits: (1)**
- EDUC 3120 - Reading Instruction in the Primary Grades **Credits: (3)**
- EDUC 3205 - Culturally and Linguistically Responsive Teaching **Credits: (3)**
- EDUC 3270 - Differentiation and Collaboration for Inclusive Teaching **Credits: (3)**
- CHF 2620 - Planning Creative Experiences for Young Children **Credits: (3) ***

Note:

** Credits of CHF 2620 are counted under "Core Courses Required."*

A Semester Between Level 1 and Level 2

- CHF 4710 - Advanced Guidance and Planning for Early Childhood Education **Credits: (3) ***
- CHF 4720 - Student Teaching in the Children's School **Credits: (3-6)** (6 credit hours required) *
- CHF 4990A - Seminar in Child Development **Credits: (3) ***

Note:

** Credits of CHF 4710, CHF 4720, and CHF 4990A are counted under "Core Courses Required." CHF 4990A may be taken concurrently with CHF 4710 and CHF 4720, or at a later time.*

Level 2 (14 credit hours)

- EDUC 3100 - Instructional Planning & Assessment **Credits: (3)**
- EDUC 3117 - Media Integration in Elementary Education Setting 2 **Credits: (1)**
- EDUC 3210 - Elementary Level II Practicum **Credits: (2)**
- EDUC 3230 - Data Analysis for Elementary Teachers and Math Pedagogy **Credit: (2)**
- EDUC 3240 - Reading Instruction in the Intermediate Grades **Credits: (3)**
- EDUC 4345 - Elementary Integrated Arts Methods **Credits: (3)**

Level 3 (17 credit hours)

- EDUC 3280 - Elementary Social Studies Methods **Credits: (3)**
- EDUC 4210 - Elementary Level III Practicum **Credits: (3)**
- EDUC 4320 - Elementary Language Arts Methods **Credits: (3)**
- EDUC 4330 - Elementary Science Methods **Credits: (3)**
- EDUC 4350 - Elementary Mathematics Pedagogy **Credits: (2)**
- PEP 3620 - Methods of Teaching Physical Education and Health for Elementary Teachers **Credits: (3)**

Level 4 (12 credit hours)

- EDUC 4840 - Student Teaching in Elementary Education **Credits: (8)**
- EDUC 4850 - Integrated Elementary Education Student Teaching Seminar and Synthesis **Credits: (4)**

Note:

The Professional Education component of the Early Childhood Education major requires four semesters to complete. Therefore, it is very important that candidates have completed the General Education requirements and have taken most of the required Support courses prior to entering the program. Because of the possible scheduling difficulties, failure to do so could mean spending an extra semester (or more) in completing the program.

Please provide a catalog course list with brief course descriptions:

CHF 1500 SS/DV - Human Development

A survey course which addresses the developmental aspects of individuals across the lifespan. Course content encompasses the study of biological, cognitive, social, and emotional developmental changes of the healthy individual in the context of the family and society. It emphasizes and demonstrates the vital connections between theory, research, and application.

CHF 2500 - Development of the Child

Examines the major physical, socioemotional, and cognitive/language developmental milestones for children, both typical and atypical, through middle childhood. There is an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students observe children, evaluate individual differences and analyze characteristics of development at various stages. Prerequisite: CHF 1500.

CHF 2600 - Introduction to Early Childhood Education

An overview of the historical roots of early childhood education; theoretical approaches, developmentally appropriate practice, types and efficacy of early childhood programs; and political issues and ethical conduct within the early childhood profession. 3 hours lecture per week and 12 hours field observation. Prerequisite: CHF 1500, concurrent or prior enrollment in CHF 2500, or instructor consent.

CHF 2610 - Guidance Based on Developmental Theory

The development of a philosophy and a plan of action for guiding the child based on theories of development. Lectures combine with laboratory experiences to provide opportunity for building relationships with young children. Students complete a minimum of 24 hours practicum arranged by the instructor. Prerequisite: CHF 1500.

CHF 2620 - Planning Creative Experiences for Young Children

Development of attitudes, materials, and skills needed to plan and teach age, individually, and culturally appropriate curriculum for young children. Students complete a minimum of 24 hours practicum arranged by the instructor. Prerequisite: CHF 1500 and CHF 2610.

CHF 2670 - STEM and Approaches to Learning in Early Childhood

The purpose of this course is to build on a foundation of knowledge of developmentally appropriate practice for teaching integrated content in the disciplines of science, technology, engineering, and math (STEM) in early childhood settings. Fundamental approaches to learning will be employed to integrate learning across these disciplines. Students will develop meaningful curriculum content through hands-on learning experiences designed for children (birth through age 8) based on accepted learning standards in each content area. Prerequisites: CHF 2600, CHF 2610, and CHF 2620.

CHF 2860 – Practicum

Work experience which applies prior academic learning in a supervised setting. Prerequisite: For Early Childhood majors: CHF 1500, CHF 2500, CHF 2600, CHF 2610, CHF 2620, or consent of faculty advisor prior to registration.

CHF 2890 - Cooperative Work Experience

Open to all students in the Child and Family Studies Department who meet the minimum Cooperative Work Experience requirements of the department. Provides academic credit for on-the-job experience. Grade and amount of credit will be determined by the department and faculty advisor. Prerequisite: For Early Childhood AAS majors: CHF 2860, or consent of faculty advisor.

CHF 2990A - Seminar in Child Development

Discussion and analysis of readings and selected topics in growth, development, and education of the young child. Prerequisite: CHF 1500, CHF 2500, CHF 2600, CHF 2610, CHF 2620, and concurrent or prior enrollment in CHF 2860, or instructor's consent.

CHF 3500 - Young Children at Risk

Focuses on the elements of the child's history, status, biological traits, and social circumstances that have the potential of placing the child in a position of risk in early childhood settings during the early childhood period. Prerequisite: CHF 1500 or equivalent.

CHF 3570 – Infants and Toddlers: Development and Practice

This course provides an in-depth study of physical, cognitive, language, social, and emotional development from prenatal period through toddlerhood. Practical application and assessment play an integral part of the course. Students will be introduced to observation, early intervention, and relationship-based care in diverse settings. Prerequisite: CHF 1500

CHF 3620 - Curriculum Planning for Kindergarten

An introduction to planning curriculum in kindergarten with an emphasis on design of learning environments and curriculum that are developmentally appropriate and evidence based. Students complete a minimum of 24 hours practicum. Students are required to complete a required background check by the beginning of the semester. Prerequisite: CHF 1500, CHF 2500, and CHF 2610

CHF 3640 - Working with Parents

Prepares students to be advocates and practitioners of parent involvement by exploring philosophies, processes, and methods for working with parents and involving them in their child's learning process. Components of family structure, economics, cultural diversity, second-language learners, communication skills, community resources, and a model for parent involvement are integrated into the student experience. Prerequisite: CHF 1500.

CHF 4130 - Language Development and Emergent Literacy in Early Childhood

This course explores current theory, research, and evidence based practices for promoting early language and emergent literacy development (birth- 8 years) in home, child care, prekindergarten, and primary education environments through collaborative practices between early childhood professionals and parents. Prerequisite: CHF 1500.

CHF 4201 - Coaching EC/ECE Professionals: Foundation & Organization of Coaching Application: Organization & Self Reflection

Educator coaching is an evidence-based strategy to increase program quality and teacher effectiveness in early childhood/early childhood education classrooms, programs, and home delivery systems. This course will train EC/ECE coaches using material from research-based sources and program experiences. Participants will learn recommended practices in coaching related to early childhood and develop a systematic, individualized approach to effective coaching. Participants will learn practical strategies for coaching early childhood staff of diverse backgrounds and varying adult learning styles. Materials and discussions will include interpersonal communication skills and a systematic approach to more intentional coaching. Students will apply these strategies to Case Studies and field work experiences throughout the course and will participate in hands-on activities in class to apply new skills. Coaching skills will apply to any EC/ECE curriculum or model. This is course 1 in a three-course series for the Utah Coaching Credential.

CHF 4202 - Coaching EC/ECE Professionals: Connecting Awareness with Application & Deepening of Practice

Becoming an effective coach is a result of introspection, thoughtful planning, application of coaching skills and knowledge, and continuous self-improvement. This course will identify effective ongoing support strategies for individuals providing coaching. Participants will integrate skills with effective application in real life coaching experiences. Discussions will include self-reflective practices, self-directed action, planning and goal setting, and managing progress and accountability. Students will apply these strategies to case studies and real life experiences throughout the course. Students will be encouraged to engage in self-reflection and share ideas, successes, and challenges with other students in this course. This is course 2 in a three-course series for the Utah Coaching Credential. Prerequisite: CHF 4201/MED 6201 or instructor permission.

CHF 4203 - Coaching EC/ECE Professionals: Attuning for Personal and Organizational Change

The success of the educator coaching relationship has been based on the trusting relationship between two peers, coach, and adult learner, through a collaborative process of co-learning. The opportunity for the adult learner to self-monitor, self-analyze, and self-modify enhances the adult learner's own resourcefulness and alters his/her own personal understanding. In addition, when the act of coaching is a collaborative process, the coach is also allowed the same opportunity to reflect on self as part of their learning. This course is designed to support the coach in creating a social learning climate where a synergy of shared learning and reflective dialogue about practice are examined, analyzed and refined. Participants will integrate skills from Course 1 and 2 with opportunities to engage in conducting and constructing ongoing support strategies the coach can apply, refine and alter based on the adult learners' needs, readiness, and values about practice. Using strategies and protocols, coaching for organizational change in diverse settings (home-based programming, early care settings, classrooms, and school districts, etc.), and identifying effective ongoing personal supports will also be addressed. Students will apply these strategies to case studies and real life experiences throughout the course. This is course 3 of a three-course series for the Utah Coaching Credential. Prerequisite: CHF 4201/MED 6201 and CHF 4202/MED 6202 or instructor permission.

CHF 4670 - STEM and Approaches to Learning in Early Childhood

The purpose of this course is to build on a foundation of knowledge of developmentally appropriate practice for teaching integrated content in the disciplines of science, technology, engineering, and math (STEM) in early childhood settings. Fundamental approaches to learning will be employed to integrate learning across these disciplines. Students will develop meaningful curriculum content through hands-on learning experiences designed for children (birth through age 8) based on accepted learning standards in each content area. Prerequisites: CHF 2600, CHF 2610, and CHF 2620.

CHF 4710 - Advanced Guidance and Planning for Early Childhood Education

A synthesis of guidance and planning with an emphasis on assessment, appropriate objectives and strategies for individual and specific groups of children. Requires both lecture and lab time. Students majoring in EC, ECE, or taking an early childhood specialization with their K-6 license will register for the section that is offered the first 5 weeks of the semester, and take it concurrently with CHF 4720. Prerequisite: CHF 1500, CHF 2500, CHF 2600, CHF 2610, CHF 2620, and CHF 3640.

CHF 4720 - Student Teaching in the Children's School

Experience in application of generalizations regarding growth, guidance, and development of children in the Melba S. Lehner Children's School. For juniors and seniors. Prerequisite: CHF 1500, CHF 2500, CHF 2600, CHF 2610, CHF 2620 and CHF 3640. To be taken concurrently with CHF 4710. (Will be taken the last 10 weeks of the semester.) May be repeated 2 times up to 9 credit hours.

CHF 4730 - Early Childhood/Early Childhood Education Program Development

This course prepares students with skills specific to leadership roles in early childhood education programs including: professional ethics, ensuring the health and safety of children, ongoing quality improvement, program leadership, planning, and management. Content and skills focus on practices endorsed by the National Association for the Education of Young Children (NAEYC) and are aligned with the NAEYC Standards for Early Childhood Professional Preparation Programs. Prerequisite: CHF 2600, CHF 2610, CHF 2620, or consent of the instructor, and concurrent or prior enrollment in CHF 4710 and CHF 4720.

CHF 4890 - Cooperative Work Experience

Open to all students in the Child and Family Studies Department who meet the minimum Cooperative Work Experience requirements of the department. Provides academic credit for on-the-job experience. Grade and amount of credit will be determined by the department and faculty supervisor. Prerequisite: for Early Childhood BS majors: CHF 4710 and CHF 4720, or consent of faculty supervisor.

CHF 4990A - Seminar in Child Development

Discussion and analysis of special topics for advanced Early Childhood and Early Childhood Education majors. Prerequisite: CHF 2500, CHF 2600, CHF 3640, and CHF 3500 (or EDUC 2010) or instructor's consent, and concurrent or prior enrollment in CHF 4710 and CHF 4720.

Please provide a one-page description of plans to address challenges and build on current strengths in this area:

One big challenge faced by the EC and ECE Programs is the lack of full time faculty to teach all courses that candidates are required to take. There is currently an Early Childhood tenure track position available but it has not been filled for two years, causing the other faculty to shoulder the extra teaching and candidate mentoring responsibilities.

There is a growing need from candidates to take courses under diverse instructional methods including online, hybrid, and flipped classes, and courses taught in summer or on satellite campuses. The small faculty body makes it challenging for instructors to meet candidates' need while not overloading themselves. Another reason for EC and ECE courses to be less flexible with time and location is consideration of candidate practicum requirement. The program's laboratory preschool does not have funding to expand, to operate in summer, or run on a satellite campus. To send candidates to off-campus sites for practicum does not guarantee level the quality of coaching and supervision they are able to receive from the mentor teachers at the Melba S. Lehner (MSL) Children's School.

Another challenge in these programs of study is the lack of a course specifically designated to "early childhood documentation and assessment." Instructors have been addressing this challenge by incorporating an assessment component into every core early childhood course. For example, candidates must complete developmental screening and anecdotal record observations in *CHF 2500 Development of the Child*. In *CHF 2610 Guidance Based on Developmental Theory*, candidates complete weekly observational assessments on child behaviors, teacher-child interactions, and classroom environments. In *CHF 2620 Planning Creative Experiences*, candidates use pre- and post-assessments to guide curriculum planning. In *CHF 4710 Advanced Guidance and Planning*, candidates develop child portfolios to document and assess an individual child's learning and development. EC and ECE candidates have lots of opportunities to learn about and practice different types of early childhood assessments. To help candidates make informed decisions based on assessment results to guide teaching practices is something that instructors need to continue to work on.

At the university level, there has been a push to reduce the total coursework candidates need to complete in order to graduate within four years. Right now the maximum limit is 124 credit hours. EC candidates are generally able to meet this credit hour requirement. ECE candidates seeking the K-3 teaching license, however, have to go beyond the limit and take up to 129 credit hours including an additional student teaching semester to meet additional requirements of the Utah State Board of Education policy on early childhood teacher preparation. One benefit for ECE candidates of taking a heavier course load is that they automatically meet the requirements of Elementary Education (EE) Program K-6 License Track with specialization in Early Childhood. Therefore, ECE candidates at Weber State University are also classified as Double Majors in Early Childhood Education and Elementary Education. At the completion of coursework, ECE Double Majors are eligible for receiving two Bachelor degrees and two Utah teaching licenses: K-3 Early Childhood Education License, and K-6 Elementary Education License. ECE Double Majors take 53 credit hours of professional education courses taught by elementary education faculty. There is a potential challenge that the elementary education professional training is inconsistent with the NAEYC Standards for Early Childhood Professional Preparation. The EE Program at Weber State University is currently using the Utah Effective Teaching Standards (UETS) (<http://www.uen.org/k12educator/uets/>) to guide their program of studies. In Spring 2016, the EE Program received the Council for the Accreditation of Educator Preparation (CAEP) Accreditation but did not participate in NAEYC Recognition for the ECE Program. One strength to build on is that there has been a lot of collaboration and common understanding between the ECE and EE Programs.

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 standards and supportive skills. 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 conceptual framework and the NAEYC 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.
- 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 and uses the results, including candidate performance data, to improve the program and to promote all candidates' learning in relation to the NAEYC standards.

Sources of evidence:

- 1) Report:
 - a one- to two-page summary of the program's quality of teaching.
 - 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.

Please provide a one- to two-page summary of the program's quality of teaching:

The teaching-learning experiences offered in the degree program are consistent with the program's conceptual framework and the NAEYC standards.

Our program's conceptual framework is grounded in adult learning theory. Key assumptions include that adults are independent and autonomous learners that should be given an opportunity to actively engage in shaping learning processes and content. The role of faculty and mentor teachers is to guide and cultivate a sense of personal ownership and community building that deepens educational experiences and engages adult candidates in developing evidence-based practices and professional competencies for working with diverse children and families. Teaching content and processes are aligned with the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Standards. For example, in courses with field experiences conceptual knowledge is linked to application using the Practice Based Coaching (PBC) model of Know – See – Do. Candidates first learn evidence based teaching practice and why the practice is important for child development. Then have opportunities to observe and identify the practice. The next step is implementing the practice and learning contextual adjustments with support and feedback from mentor teachers.

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.

To ensure that program content reflects the field's current knowledge base, the NAEYC position statement Developmentally Appropriate Practice provides a foundation for course content. Additional, text books and readings for courses are carefully selected to ensure content reflects current evidence based practices. Faculty consistently attend annual Early Childhood Education conferences and stay abreast of current trends in the field. Program content is regularly reviewed to ensure consistency with contemporary research and current trends. Examples of recent updates include National Center for Quality Teaching and Learning process quality videos, child care licensing foundations training, and developmental screening practices consistent with a statewide initiative. In addition, we have recently added courses on early childhood language and literacy, STEM, and infancy. One area we are working on strengthening is assessment of children. Two faculty members have received a grant to review and update assessment plan and protocols used by the lab school and course content.

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.

Faculty use a variety of teaching strategies that reflects current research about their role as facilitators. These include in-class discussions, reflective assignments, experiential learning and application, peer review, collaborative group assignments, and critical analysis of research and advocacy issues. An example of the faculty role of facilitators is the PBC framework. Collaborative relationships between faculty, mentor teachers and candidates are established to facilitate the learning process. Faculty guide candidates through a self-assessment of skills (strengths and needs) and priorities to set goals. Mentor teachers provide weekly focused observation feedback that candidates reflect on and use to plan next steps.

Teaching reflects knowledge about and experiences with diverse populations of adults and is based on knowledge of cultural and individual adult approaches to learning.

Our conceptual model emphasizes individualized learning tailored to learner characteristics, needs, potentials, interests, strengths, knowledge, dispositions, personal and career goals, and competencies.

Throughout the program student learning experiences focus on constructing a professional identity, and teaching and learning philosophy. Faculty use a variety of learning strategies to support this process. Each candidate has a faculty advisor to support them in planning an individualized program of study. Candidates receive detailed individualized feedback on written reflective assignments. Candidates may select topics of interest that support their career goals for research and advocacy assignments. Candidates in the curriculum planning course receive individual mentoring in planning learning experiences for children. Field experience candidates develop their own goals as a foundation for focused observations weekly feedback. Student teachers receive individual mentoring throughout their experience and have an individualized oral exam with faculty instructors. When candidates need remediation, a faculty committee considers candidate strengths and needs and works with candidates to develop appropriate supports. Once a year candidates showcase their best professional work in the Early Childhood Showcase. The process of developing a professional identity culminates as candidates receive mentoring in constructing a professional portfolio to document their professional competencies and identity. Candidates also develop a resumé and receive individualized coaching in interviewing skills to help them successfully communicate their professional identity to others.

Respect for diversity is a key element of our conceptual model. Examples of teaching strategies include using discussion strategies that create opportunities for faculty and candidates to learn about the beliefs and cultures within the class community of learners. This facilitates trust and openness. Provocations are posed to foster discussion of diverse perspectives. Case study problem solving is used to consider ethical dilemmas dealing with potential cultural conflicts. Classroom activities such as role-play and guest speakers foster exploration of culturally diverse values and experiences. Professional cultural competence and culturally responsive practices are taught. Candidates also explore the history of critical issues of cultural diversity in Early Childhood Education and connect these issues to their own experiences and contemporary trends in the field through reflective writing.

The program continuously evaluates the quality of its teaching-learning processes and uses the results, including candidate performance data, to improve the program and to promote all candidates' learning in relation to the NAEYC standards.

Our program uses a continuous quality improvement model. The program strategic planning includes a 3-year plan that outlines goals and strategies for the next three years. At the end of each semester faculty meet to review assessment data and adjust. Candidate performance data include the Classroom Assessment Scoring System (CLASS), Teacher Practices and Beliefs Q-sort, Student Teaching evaluations, Professional Portfolios, and a Capstone exam. All measures are aligned with NAEYC standards for professional preparation. In addition, faculty and mentor teacher qualitative observations and reflections are used to inform program improvements and promote candidates learning. In the 2017-2018 school-year data from accreditation key assessments will be added.

Faculty performance evaluation, progress towards tenure, and promotion includes assessment of quality teaching. Faculty document progress towards quality teaching through analysis of student evaluations, use of innovative teaching practices, peer observations and feedback, development of skills through ongoing professional development, and use of community engaged learning strategies. The university also requires an annual report of student outcomes.

Please provide a one-page description of plans to address challenges and build on current strengths in this area:

Challenges to address include increasing faculty knowledge and implementation of cultural adult learning strategies, strengthening child assessment program content, strengthening the use of professional portfolios to foster individual professional identity, and effective use of key assessment data.

1. Faculty knowledge and implementation of cultural adult learning strategies. All faculty have completed university training on foundational strategies for working with diverse candidates and ethics. Some faculty have completed additional training sponsored by the Diversity Center on campus and have developed inclusivity policies for courses. Some candidates who are learning English as a second language in our program have demonstrated high levels of competency in practice, but struggle with the written articulation required on comprehensive exams and other assignments. To date these candidates have been encouraged to take advantage of the campus Writing Center but the work-study candidates hired for the Writing Center have limited to capacity to work with those candidates for whom English is not their native language. Our plan for improvement is to capitalize of strengths by working with the campus Diversity Center to evaluate program practices and identify ways to strengthen instructional strategies. This will include identifying and implementing strategies across program course work that are aligned with NAEYC professional preparation standards.

2. Strengthening child assessment program content. Currently, there is not a course focused solely on observation and assessment. The lab school has a systematic assessment plan, but it has not been fully implemented. To address this challenge two faculty members have received a grant to purchase assessment tools and data systems. Implementation in the lab school and course work will take place over the next two years.

3. Strengthening the use of professional portfolios to foster individual professional identity. Currently, candidates begin a professional portfolio in the Introduction to Early Childhood Education course, and complete their portfolios several semesters later during the Senior Seminar course. We will capitalize on this strength by integrating professional portfolios throughout core course work. This will be accomplished by having candidate in core early childhood courses update professional portfolios at the end of each semester.

4. Effective use of key assessment data. During the self-study process faculty identified key assessments. Grading rubrics have been updated to be consistent across courses and aligned with NAEYC professional preparation standards. Currently, data collection and aggregation methods are being developed. The next step will be to analyze the data and apply findings to inform and refine teaching practices.

Criterion 5: Quality of Field Experiences

The program's field experiences support candidates' learning in relation to the NAEYC standards.

Rationale: Candidates will understand and apply the competencies reflected in the NAEYC standards when they are able to observe, implement, and receive constructive feedback in real-life settings.

Indicators of strength:

- Field experiences are consistent with outcomes emphasized in NAEYC's standards, are well planned and sequenced, and allow candidates to integrate theory, research, and practice.
- When the settings used for field experiences do not reflect standards of quality, candidates are provided with other models and/or experiences to ensure that they are learning to work with young children and families in ways consistent with the NAEYC standards.
- 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.
- Adults who mentor and supervise candidates provide positive models of early childhood practice consistent with NAEYC's standards.
- Field experiences expose candidates to a variety of cultural, linguistic, and ethnic settings for early childhood care and education.
- Field experiences provide opportunities for candidates to observe and practice in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8) and in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Sources of evidence:

1) Report:

(Option 1)

- a one- to two-page description of program's approach to using field experiences.
- program chart of field experiences (see example below)
- a one-page description of plans to address challenges and build on current strengths in this area.

(Option 2)

- Baccalaureate and graduate programs that have achieved national recognition through the partnership with the Council for Accreditation of Educator Preparation may submit their response to Question 2 in Section I of the CAEP program report in lieu of the two narratives + program chart above.

2) Site Visit: Interviews with faculty, candidates, cooperating teachers, and other supervisors

If using Option 1, please provide a one- to two-page description of program's approach to using field experiences:

The structure of coursework in the Early Childhood (EC) and Early Childhood Education (ECE) Programs provides many opportunities for field experiences. Observations and placements in the Weber State University Melba S. Lehner (MSL) Children's School (laboratory preschool) and the Weber State University Charter Academy (laboratory kindergarten) are critical to meeting the outcomes in many of our core courses.

Field experiences are consistent with outcomes emphasized in NAEYC's standards, are well planned and sequenced, and allow candidates to integrate theory, research, and practice.

Field experience candidate outcomes and evaluation are aligned with NAEYC standards. Field experience sequence is outlined in the table below. Field experience hours begin in the Introduction to ECE course with 12 observation hours in a variety of community and campus settings, with different ages of children. Candidates in the Child Guidance course complete 24 hours a semester in the lab school focusing on establishing trust relationships and applying positive guidance strategies based on child development theory. Candidates in the Curriculum Planning course spend 24 hours a semester in the lab school focused on designing learning experiences based on developmentally appropriate practice, linked to standards, and theoretically supported. During student teaching, candidates take on the lead teacher role for 20 hours a week for five weeks. Before graduating candidates complete 10 hours a week of cooperative work experience with a community partner to facilitate transition to the workforce.

When the settings used for field experiences do not reflect standards of quality, candidates are provided with other models and/or experiences to ensure that they are learning to work with young children and families in ways consistent with the NAEYC standards.

When candidate field experiences do not reflect standards of quality, faculty use a variety of strategies to ensure learning practices consistent with NAEYC standards. Strategies include class and individualized discussions comparing experiences with evidence based practices. Viewing and evaluating video observations. Reflecting on the impact of observed practices on child development and learning.

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.

Faculty use a variety of strategies to help candidates make meaning of their field experiences and evaluate experience against standards of quality. Examples include reflective journals that require candidates to connect field experiences to course concepts, focused observation and feedback, reflective documentation of learning experiences, critical thinking discussions comparing what was observed to evidence based practice. Evaluating and reflecting on video self-observations, and peer feedback.

Adults who mentor and supervise candidates provide positive models of early childhood practice consistent with NAEYC's standards.

To ensure positive models consistent with NAEYC's standards our lab school is pursuing NAEYC accreditation. In addition, the lab school mentor teachers have completed a series of Coaching Credential Courses, and performance evaluation is being strengthened to align with NAEYC standards. Cooperative work experience mentors are preapproved by faculty. Faculty meet frequently with candidates to ensure mentor models are consistent with NAEYC standards. Candidates provide faculty with feedback about their experiences with mentors.

Field experiences expose candidates to a variety of cultural, linguistic, and ethnic settings for early childhood care and education.

Lab school and community field experiences include programs that serve children and families from diverse cultural, linguistic, and ethnic backgrounds. Approximately 50% of lab school children are from WSU student families, 30% faculty, and 20% from the surrounding community. Demographics of children and families are summarized in the table below.

Children’s Racial and Ethnic Diversity	Children’s Home language
American Indian – 1%	Bengali – 1%
Middle Eastern – 3%	Arabic – 3%
Asian – 7%	Chinese – 2%
Hispanic – 10%	Spanish – 8%
Caucasian – 80%	English – 86%

Community field experiences in public schools, Head Start and other community agencies provide opportunities to work with diverse populations. Approximately 30% of the population in the Ogden identify as Hispanic ethnicity and the poverty rate is double that of the rest of the state (30%). Most community early childhood programs serve diverse families with children who are dual language learners. Cooperative work field experiences are typically completed in programs serving culturally and ethnically diverse populations such as Head Start, United Way, and YWCA.

Field experiences provide opportunities for candidates to observe and practice in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8) and in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Lab school field experience classrooms serve children ages of 2-3, 3-5, and 5-6. Cooperative work experience selected by candidates based on their career goals may be completed with children birth through age 8. Candidates in Introduction of Early Childhood are required to observe in 3 different age groups. This indicator could be strengthened by systematically tracking the age groups of children that candidates have had field experience observation and practice with to ensure that all candidates receive experience with at least 2 different age groups.

If using Option 1, please provide a program chart of field experiences (see example below):

Early Childhood Program (B.S.)

Field Experience	Location/Setting	# Hours	Age Group	Assignments
CHF 2600 - Introduction to Early Childhood Education	Required to visit 3 different types of ECE programs (Head Start, child care centers and homes, primary grades). One could be WSU MSL Children's School. One can be WSU Charter Academy. Must visit at least 1 community program for 2 hours. Could complete up to 12 hours into community programs		Required to visit at least 3 different age groups: Infant/Toddler Prekindergarten Kindergarten Primary Grades	Field Experiences: 1, 2, 3, 4
CHF 2610 - Guidance Based on Developmental Theory	WSU MSL Children's School	24 hours	Toddler, Preschool, Extended School/Kindergarten	Weekly Observation Tasks and Reflective Logs
CHF 2620 - Planning Creative Experiences for Young Children	WSU MSL Children's School	24 hours	Toddler, Preschool, Extended School/Kindergarten	-Observation/ Assessment Reports -3 Learning Experience Plans, Implementations, and Reflective Self-Evaluations
CHF 4890 - Cooperative Work Experience	Varies based on individual professional goals	135 hours	Varies based on individual professional goals	Professional Development Portfolio
CHF 4720 Student Teaching in the Children's School	WSU MSL Children's School	300 hours	Toddler, Preschool, Extended School/Kindergarten	-5 full weeks acting as head teacher -4 parent-teacher conferences -design documentation/parent education hall bulletin boards -reflective logs

Early Childhood Education Program (B.S.)

Field Experience	Location/Setting	# Hours	Age Group	Assignments
CHF 2600 - Introduction to Early Childhood Education	Required to visit 3 different types of ECE programs (Head Start, child care centers and homes, primary grades). One could be WSU MSL Children's School. One can be WSU Charter Academy. Must visit at least 1 community program for 2 hours. Could complete up to 12 hours into community programs	12 hours	Required to visit at least 3 different age groups: Infant/Toddler Prekindergarten Kindergarten Primary Grades	Field Experiences: 1, 2, 3, 4
CHF 2610 - Guidance Based on Developmental Theory	WSU MSL Children's School	24 hours	Toddler, Preschool, Extended School/Kindergarten	<ul style="list-style-type: none"> • Weekly Observation Tasks and Reflective Logs
CHF 2620 - Planning Creative Experiences for Young Children	WSU MSL Children's School	24 hours	Toddler, Preschool, Extended School/Kindergarten	<ul style="list-style-type: none"> • Observation/Assessment Reports • 3 Learning Experience Plans, Implementations, and Reflective Self-Evaluation
CHF 4720 Student Teaching in the Children's School	WSU MSL Children's School	300 hours	Toddler, Preschool, Extended School/Kindergarten	<ul style="list-style-type: none"> • 5 full weeks acting as head teacher • 4 parent-teacher conferences conducted • Reflective logs • Design documentation boards/parent education boards in halls

If using Option 1, please provide a one-page description of plans to address challenges and build on current strengths in this area:

Challenges to address include ensuring models are consistent with NAEYC standards, and that all candidates receive experience with in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8) and in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs).

1. Ensuring candidates are provided with models consistent with NAEYC standards. The MSL Children's School is committed to continuous improvement. The lab school has completed the self-study process and is now a candidate for the NAEYC Accreditation for Early Learning Programs. The accreditation site visit is expected in the Fall of 2017.

2. All candidates receive experience in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8) and in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs). Currently, candidates have multiple opportunities to observe and practice with at least two of the three early childhood age groups and main types of early education settings. However, the experiences of individual candidates are not tracked to ensure that each candidate meets the criteria. This will be addressed by adding standard 7 to the candidate professional portfolio template. Candidates will then provide documentation for meeting these indicators. Faculty teaching field experience courses will also mentor candidates to ensure placement in field experiences that meet these criteria.

Criterion 6: Supportive Skills

The profession has identified five skills that support candidates' ability to gain competence in relation to the core standards. With these skills, students are better able to make use of learning opportunities provided by the program and progress in a career as an early childhood professional.

SUPPORTIVE SKILL 1: Self-assessment and self-advocacy

SUPPORTIVE SKILL 2: Mastering and applying foundational concepts from general education

SUPPORTIVE SKILL 3: Written and verbal skills

SUPPORTIVE SKILL 4: Making connections between prior knowledge/ experience and new learning

SUPPORTIVE SKILL 5: Identifying and using professional resources

Indicators of strength:

Supportive Skill #1

- Students assess their own goals, strengths, and needs.
- Students know how to advocate for their own professional needs.

Supportive Skill #2

- Students understand foundational concepts from areas such as science, mathematics, literature, and the behavioral and social sciences.
- Students can apply these concepts in their work as early childhood professionals

Supportive Skill #3:

- Students have effective skills in written and verbal communication.
- Students are technologically literate.

Supportive Skill #4:

- Students respect and draw upon their past or current work experience.
- Students are able to reflect critically upon their experience.

Supportive Skill 5:

- Students know how to identify and use credible professional resources from multiple sources.
- Students use these resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.

Sources of Evidence

Self-Study Report:

- *Option 1:* a one-page description of program's approach to evaluating supportive skills (at admission, throughout the program, and/or prior to completion)
- *Option 2:* In lieu of a narrative, programs may use the chart that follows to highlight opportunities within the program for candidates to develop and strengthen their skills in these areas.
- For either option above, programs should include a one-page description of plans to address challenges and build on current strengths in this area.

Site Visit:

Document review provides evidence of implementation of learning opportunities, key assessments, and ongoing strategic planning process (sample course outlines or syllabi demonstrate that the learning opportunities and key assessments are being implemented in the courses identified in the report, samples of graded candidate work on key assessments demonstrate that the assessments are being implemented and all faculty members are using consistent candidate instructions and scoring guides).

Interviews with faculty and candidates provide evidence that learning opportunities, key assessments and planning process are being implemented.

If using Option 1, please provide a one-page description of program's approach to evaluating supportive skills (at admission, throughout the program, and/or prior to completion).

SUPPORTIVE SKILL #1: Self-assessment and self-advocacy

Candidates have several opportunities in our courses to practice assessing their own goals, strengths, and needs. We have adopted a Practice Based Coaching (PBC) Model to support growth towards process quality skills for candidates in courses with a lab experience. Self-assessment and self-advocacy are inherent in the PBC Model. Candidates evaluate their interactions with children in the classroom and work towards developing specific skills each week. This process is intended to support each candidate's capacity for intentionally practicing the skills they are learning in the course by identifying and building on their strengths, identifying new skills they would like to master, and advocating for professional support needed from mentor teachers and course instructors.

SUPPORTIVE SKILL #2: Mastering and applying foundational concepts from general education

Candidates demonstrate mastery of foundational concepts in science, mathematics, literature, and the behavioral and social sciences by completing required general education coursework with a passing grade. Opportunities to apply mastery of foundational concepts from general education to their work as early childhood professionals occurs as they incorporate these concepts into teaching, curriculum design, assessment, communication with colleagues and families to ensure children progress in all domains of development and across content areas.

SUPPORTIVE SKILL #3: Written and verbal skills

This is accomplished through completing written assignments (using APA 6th edition formatting for citations etc., when appropriate) using a wide variety of formats including observation reports, weekly reflective logs, learning experience plans, research papers and professional portfolios, in all required course work. Verbal communication skills develop through in-class discussions, presentations (research and advocacy) keynote speeches, and professional portfolios. Candidates are provided with detailed feedback from instructors for refining written and verbal skills.

SUPPORTIVE SKILL #4: Making connections between prior knowledge/experience and new learning

We recognize that candidates enter the program with diverse and rich personal and work experiences. Our program includes many non-traditional candidates who are parents, have worked in professional settings with children before returning to school, or have worked in other careers and are returning to school to embark on a new career working with young children. Most of our candidates, in addition to being full-time candidates, are employed many hours a week. Due to this wealth of experience they bring rich prior knowledge to our courses. Instructors promote candidates' ability to make connections between prior experience and new course learning by fostering in-class discussions that provide opportunities to reflect and share diverse perspectives, incorporating assignments that encourage collaborative group work, and providing opportunities for candidates to tailor assignments to their interests and personal goals.

SUPPORTIVE SKILL# 5: Identifying and using professional resources

Candidates are taught skills for identifying widely recognized professional resources for the specific skills related to each course. This includes identifying high quality empirical research, available to candidates and professional. A primary resource for our candidates is NAEYC publications and position statements that are used throughout our courses. Candidates are provided with information about professional resources such as list serves and associations. Candidates are encouraged to join professional associations and supported in participating in the annual NAEYC sponsored Utah Early Childhood. We also emphasize local programs and agencies that serve diverse young children and families that candidates may visit, observe, and interview to meet course requirements. In addition, candidates are taught techniques for searching for and reading empirical research articles using online research data bases.

Please provide a one-page description of plans to address challenges and build on current strengths in this area:

The above descriptions include many of the ways we have addressed how we are meeting our challenges and ensuring that candidates have the supportive skills that enable them to capitalize on their learning throughout our programs. The PBC model, Self-Assessment of Practices, and Weekly Focused Observation Feedback Forms that we have incorporated into our practicum and student teaching courses have been effective and well received by candidates and mentor teachers.

Faculty participate in professional development by attending conferences and avail ourselves of other resources such as those through Weber State University Teaching and Learning Forum and Early EdU Alliance. In these ways faculty are continually seeking ideas to incorporate into newly designed or existing courses that nurture supportive skills.

Regarding challenges, many of our faculty and mentor teachers are relatively new in their roles. We are in a program building phase. Navigating frequent changes which has created increased workload and stress has been a challenge. As a result, we are still on the upward climb of the learning curve for improving, coordinating, and streamlining candidates' learning experiences to ensure NAEYC professional development standards are met. We have made substantial changes in course work and lab experience practices each semester for several years. Although many of these changes have been positive and created increased energy and effectiveness, implementing many of these changes been challenges as we learn more efficient and effective ways.

To address this challenge, the four tenure-track faculty and Director of the MSL Children's School meet at the end of each semester to evaluate, plan and prioritize next steps. With experience we are increasing our ability to better target resources towards the most meaningful change for candidates. In addition, we have begun to consider how to capitalize on additional funding sources, such as grants, to provide supplementary compensation for faculty and staff for time and responsibility requirements that require work above and beyond contract time.

Criterion 7: Role in the Professional Higher Education Pipeline

The program of study allows early childhood professionals to build on prior credentials and prepares them for future professional education opportunities.

Rationale: The professional preparation standards are relevant throughout an early childhood professional's educational studies, as individuals pursue education opportunities to advance their knowledge, meet workplace expectations, and achieve career aspirations. Successful programs consider ways to build on candidates' prior credentials and position them for seamless advancement in their educational studies.

Indicators of strength:

- Programs reflect on the credentials with which candidates commonly enter the program and consider opportunities to avoid duplication and/or deepen coursework at a more advanced level of study.
- Programs identify common educational "previous steps" and "next steps" (current or desired) for their graduates and proactively address opportunities to streamline requirements, align coursework, etc. to create a seamless higher education pipeline for early childhood candidates and professionals.

Sources of evidence:

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.

Site Visit: Interviews with faculty; candidates; administrators; and community stakeholders, including stakeholders at other higher education institutions when relevant.

Please provide a one- to two-page summary of the program's participation in the professional pipeline:

The state of Utah System of Higher Education (USHE) includes the eight public higher education institutions in the state providing support to “facilitate articulation and the seamless transfer of courses within the state system of higher education” (53B-16-105.1a) and “allow students to proceed toward their educational objectives as rapidly as their circumstances permit” (53B-16-105.1d). The USHE Early Childhood Education (ECE) Major Committee meets annually to discuss common planning across early childhood programs in the state. A common course numbering system is used to facilitate the transfer of credits between programs. Representatives from each of the institutions of higher education, the Utah State Board of Education (USBE), and the Family and Consumer Sciences (FACS) High School, ECE program consider how to best meet the needs of candidates who desire to be early childhood professionals.

There is an active high school FACS program from which candidates can graduate with a Child Development Associate (CDA) certificate. We are working with the Utah Association for the Education of Young children (UAEYC) and teachers in the high school programs to encourage their students to continue their education beyond the CDA. Students who come to Weber State University with a CDA must obtain at least 30 credits from Weber State University before they can apply for Experiential Credit. Students pay a \$10 fee and receive 3 credits in lieu of CHF 2860 Practicum and 3 credits in place of CHF 2600 Introduction to Early Childhood to meet the requirements for the AAS. Some students come to our program with an AAS or having taken courses at another institution. Weber State University accepts credit from all USHE institutions for courses with corresponding numbers for completion of the non-licensure or licensure bachelors’ degree programs. Weber State University does not offer a masters’ degree program in early childhood or early childhood education. However, the Moyes College of Education does offer a Master of Education. Students may choose to focus their thesis on a topic related to early childhood education.

The state of Utah, through the Department of Workforce Services Office of Child Care, has adopted a professional development career ladder specifically designed for early childhood educators in child care settings. An associate degree is required for the second highest level of the career ladder and bachelor level degree is required to for the highest level. There is financial remuneration for each level achieved in the career ladder with the completion of approved annual training. College level courses can be taken to meet this annual training requirement. Weber State University is exploring options through scheduling, online and hybrid offerings to make our program/courses more accessible to potential candidates to enhance their professional development. At Weber State University our associate and bachelor level early childhood non-licensure programs are designed as to be a 2 + 2 Program = Early Childhood Major (AAS & BS). This is well-suited for our non-traditional student population. This design facilitates students completing one degree to attain career ladder benefits in the field with the potential to take time away from schooling and return to our program to easily complete the bachelor degree requirement.

Our ECE licensure program requirements are completed in combination with the Weber State University Teacher Education program. After completing the early childhood courses in our program the students continue to “Levels” in the Teacher Education program for several content area methods courses and additional practicum field experiences. Students at Weber State University who want to teach in the public school setting may choose to obtain a USBE K-3 license (ECE) or a USBE K-6 license (Elementary Education). Students in our ECE program may choose to double major leading to two Utah teaching licenses.

Please provide a one-page description of plans to address challenges and build on current strengths in this area:

Strengths include a strong relationship with other USHE institutions, a shared commitment with the state in supporting education of the early childhood workforce and offering multiple degrees to candidates so they can choose pathways that best fit with their life and career goals as early childhood professionals.

In addition, we have begun to seek funding streams at Weber State University to support T.E.A.C.H. Early Childhood program scholarships to expand access for candidates currently employed in early childhood programs who desire obtaining a degree. Current employers make a commitment to help candidates seeking an associate degree and hopefully will continue. Weber State University is well suited to accommodate early childhood caregivers in the Ogden area who want to advance their educations. We are exploring ways that we could make our program more accessible to this unique population.

The Utah teaching license structure is such that in-service teachers sometimes look for opportunities to add an Early Childhood Endorsement to their current teaching license. We are exploring possibilities of how to schedule and design courses to make them more accessible for practicing teachers. For example, we are investigating feasibility options for offering specific courses and perhaps an associate degree online.

A significant challenge we have is a drastic statewide teacher shortage and a concurrent decline in enrollment in teacher preparation programs across the state. To address the teacher shortage we are working with faculty from other state institutions to advocate for the T.E.A.C.H. program with state and nonprofit agencies. These efforts have included working with the governor's education advisor to seek funding in the governor's budget. We are working with Early EdU faculty and community partners to design three entry-level online courses that can be offered to those currently employed in the field at a very low cost. The intentionally designed courses scaffold early childhood caregivers with CDA certificates into beginning an associate degree program.

A second challenge is that the Weber State University Teacher Education department refers to the early childhood courses taken by both the Early Childhood Education majors and the Elementary Education majors as "pre-professional" courses that seems to promote the view that Early Childhood Education is not a profession.

We have established a collaboration committee with the Teacher Education Department. The purpose of this committee is to facilitate collaboration and alignment of student experiences in the two programs. This year this committee negotiated program changes that will result in reducing the number of semesters to degree completion and redundancy in coursework. Next, year we plan to address the issue of titling EC and ECE course work as "pre-professional" to help students stay connected to their roots in early childhood developmentally appropriate practice as they progress through the teacher education licensure program with an emphasis on elementary education.

C. CANDIDATES

Criterion 8: 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.
- The program engages in efforts to ensure that candidates graduating are well qualified and prepared in 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.
 - 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.

Please provide a one- to two-page summary of qualifications and characteristics of candidates:

There are a variety of ways for the Early Childhood (EC) and Early Childhood Education (ECE) Programs to actively encourage enrollment of candidates who demonstrate potential for success in the early childhood field. The Early Childhood faculty works closely with Academic Advisor in the Department of Child and Family Studies (CHF), Recruiter in the College of Education, and Weber State University (WSU) High School Concurrent Enrollment officers. The goal is to recruit candidates currently enrolled at WSU or in community high schools who have a strong interest in working with young children. Every semester CHF Academic Advisor is invited to introductory early childhood education courses to talk to candidates about the program and career opportunities. At the end of every academic year, faculty members identify from CHF 1500 Human Development, the early childhood general education course, students who might be a good fit with the EC or ECE Program. Letters are sent out by faculty to personally invite candidates to consider enrolling in the program. Child and Family Studies Student Association (CFSSA), the CHF student organization, participates in on-campus marketing activities such as the Block Party that is held the first Friday of fall semester. The CHF website (www.weber.edu/chfam) went through major updates in spring 2017 to better serve the marketing and recruitment purposes.

The EC and ECE Programs actively encourage attention to recruitment, retention, and graduation of a diverse candidate population. WSU is an open enrollment institution, attracting candidates with diverse backgrounds. The current WSU enrollment is approximately 26,000, from all over the United States and 46 nations in the world. The average age of undergraduate students is 26 years. Non-traditional students count for 56% of student population campus wide. Within the EC and ECE Programs, there is a large percentage of non-traditional candidates who are single parents, have young children, work part- or full-time, or live in low socioeconomic status. To better support the diverse needs of those candidates, the program has kept course schedule flexible and class size small. Each candidate is assigned a faculty advisor from the beginning to receive individualized mentoring. A variety of financial assistance is provided including scholarships, student assistantships, and on-campus student employment program.

The EC and ECE Programs have been closely involved in the activities held by the Utah Association for the Education of Young Children (UAEYC). Several early childhood faculty members are taking leadership roles in UAEYC. Right now the program is in the process of collaborating with UAEYC and its T.E.A.C.H. Early Childhood Scholarship Program to recruit in-service early childhood practitioners.

Candidates graduating from the EC and ECE Programs are well qualified teachers of young children, prepared for a lifetime of learning and responsible leadership. Candidates in the AAS Program must complete 63 credit hours, 28 of those are required within the major. Candidates in the ECE Program must complete at least 129 credit hours to graduate, 111 of these are required within the major. Candidates in the EC Program must complete at least 120 credit hours, 51 of these are required within the major. The minimum passing grade for all required major courses is B-. In addition to the high academic performance expectations, the overall goal of the program is that all candidates will be able to realize their dreams through course work and field experiences tailored to their personal and career goals. We believe that candidates are independent and autonomous learners that should be given opportunities to actively engage in shaping learning processes and content, with the guidance of experts in the field of early childhood as well as current practitioners. To accomplish this, we seek to cultivate a sense of personal ownership and community building that deepens educational experiences and truly engages candidates in developing evidence-based practices and professional competencies for working with diverse children and families.

Please provide a one-page description of plans to address challenges and build on current strengths in this area:

Low salaries for early childhood teachers in the State of Utah and across the country have probably been the biggest road block for the program to recruit highly qualified candidates to major in Early Childhood. In addition, the fact that Utah has no licensure requirement for pre-kindergarten education has made some candidates believe that the early childhood job is at a lower professional level than elementary or secondary education. The general Utah paradigm that mother should stay at home with her young children has also influenced some candidates' mindset about the quality of early care and education.

In the past five years, the program has focused a lot on professionalism and the creation of a community of adult learners among candidates. This has helped candidates strengthen their professional identity and connect their coursework with the importance of their career in promoting positive outcomes in children's development and learning. Once candidates see the "big picture" that they are making a difference in children's lives, it is much easier to encourage recruitment and retention in the program.

WSU's open enrollment policy may have brought in candidates who lack the motivation or potential to succeed in the early childhood professional preparation. To maintain the high quality of early childhood teacher preparation, advising has to be tailored to individual candidate's needs, interests, strengths, skills, etc. A relationship-based approach is used as foundation of mentor-candidate interactions in face-to-face conversations, in-class activities, and field experiences. Candidates are consistently provided opportunities to actively engage in shaping their own learning processes and content so that they will become independent and autonomous learners.

The high percentage of non-traditional students who are single parents of young children or living in poverty may need additional support to pay for their tuition and childcare. Care about Childcare, a federally funded organization with its Ogden office housed in the Department of Child and Family Studies, has been a great resource to refer candidates to the best fit for their needs for childcare. The Melba S. Lehner Children's School offers reduced tuition rates for WSU students currently paying fees on at least 6 credit hours for the semester.

In-service early childhood teachers who need college degrees for their jobs in programs such as Head Start often find it hard to fit courses into their work schedules. Candidates who are in blocked classes or doing field experiences do not have the flexibility for additional coursework during the day. To address this challenge in candidate enrollment, the program has offered classes taught at different times (e.g., evening class, summer class) and in different formats (e.g., online courses, hybrid courses).

Criterion 9: 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:

- Advisement is used as a tool to assist candidates in clarifying their goals and career plans.
- 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 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.
 - 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.

Please provide a one- to two-page summary of how the program advises and supports candidates:

Advisement is used as a tool to assist candidates in clarifying their goals and career plans.

The Department of Child and Family Studies employs a Senior Academic Advisor who assists candidates with planning their academic coursework. The mission of the advising office is to assist candidates, both majors and minor, in the Child and Family Studies Department to realize their academic potential. This is achieved by individual advising sessions using advisor tools and making referrals to appropriate community and campus resources.

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.

Advising is viewed as an ongoing process aimed at helping candidates utilize the University's resources to succeed in reaching their academic goals. Some of the specific services offered through the academic advisor include individual appointments, information sessions, campus orientations, dissemination of data, advising brochures and Graduation Maps, review of graduation requirements, involvement at university events (i.e., Major Fest, Scholarship Day, Multi-cultural Fairs, Transfer College Days, etc.), updating of the department website, and maintaining candidate files and records to track and support candidates' progress toward graduation.

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.

In consultation with the candidate, the Senior Academic Advisor designates a member of the faculty in the Early Childhood (EC) and Early Childhood Education (ECE) programs to work with each candidate majoring in these fields. Candidate are encouraged to use both the academic and their faculty advisor while attending Weber State University. The Faculty Advisor for EC majors works with the candidate to recommend and approve courses to fulfill the 15-credit hour requirement for a specialization if a minor has not been declared. Courses chosen for the specialization are individualized for candidates that will advance them toward their career goals and plans.

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.

The Senior Academic Advisor and the Faculty Advisor both work with candidates to help them determine the best path for each based on individual goals and the support needed. Our program has several options for candidates who want to work professionally with young children. Many candidates are non-traditional already having some experience working in the field, currently raising families, or returning to school after raising their families. For some individuals the AAS degree is a good choice or a good milestone on the way to their BS in EC. For other candidates, who want to obtain a state teaching license, the ECE or even the double major in ECE and Elementary Education are better options because they want to teach in the K-12 setting public or private school setting but are most interested in working with the younger children.

Candidates earning a BS in EC work one-on-one with their faculty advisors to meet the requirements of CHF 4890 Cooperative Work Experience. In this course faculty advisor's help candidates determine a location in which they can receive professional mentoring from someone already working in the field. Candidates may choose working in a Head Start setting, a preschool or child care center, a family preschool or day care, or in another type of setting such as home visiting, and even United Way programs. It is really up to the candidate to choose a placement location that will best help them use and develop the skills and competencies they will need for their careers after graduation.

Please provide a one-page description of plans to address challenges and build on current strengths in this area:

The accessibility of the Senior Academic Advisor and the faculty for candidates is a great strength for our programs. As a teaching focused institution the relationships forged with candidates is highly valued. Faculty will usually have the opportunity to teach candidates in more than one course which provides opportunities for closer relationships. Most faculty have open-door policies and are very willing to meet with candidates outside of office hours.

The graduation maps prepared by the Senior Academic Advisor are valuable documents to guide candidates as the progress through the program.

In the process of preparing this self-study report some challenges have become more apparent. It will be important to take steps to clarify the assignment of faculty advisors to work with candidates. A systematic process is needed for communicating the critical importance for candidates to meet with their Faculty Advisors earlier in their program and to make candidates accountable for their responsibilities in this process.

One aspect of the faculty advising responsibilities to help EC majors to choose an area of specialization if a minor has not been declared with the academic advisor. Since this area of specialization for these EC majors often seems to be done at the last minute without a strategy that supports the candidate's career goals, it would be of benefit for both the candidate and Faculty Advisor to begin this planning early in the program.

This would also prevent the last minute, end-of-semester communication with faculty, who do not realize candidates are their advisees informing faculty that they are planning to take CHF 4890 Cooperative Work Experience without the preparation for required components of the course. Faculty Advisors are often put on the spot having to advise candidates even in the summer when they are not under contracted feeling obligated to help candidates meet their needs for a timely graduation. During fall and spring semesters, EC and ECE faculty are expected to advise and monitor the cooperative work experience above and beyond the 12 credit hours (4 courses) each faculty is required to teach each semester without compensation.

It has also come to our attention that ECE majors take courses required for the Utah K-3 teaching license in the Teacher Education Department may never have formal contact with their Faculty Advisor in the ECE Program since they do not need a specialization or do a cooperative work experience. There is a concern that these candidates may be neglected especially if they are struggling. A systematic process will need to be established for these candidates to keep in touch with an ECE Faculty Advisor throughout their progression in the licensure program to make sure their needs are being met toward reaching their career goal as teachers of young children.

D. FACULTY

Criterion 10: 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 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 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 Teacher Educators.
- The program uses a variety of strategies to recruit, hire, mentor, and retain a diverse faculty.

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.
- chart listing program faculty with brief description of qualifications (see example below)
- a one-page description of how program is planning to address challenges and build on its current strengths in this area.

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

Please provide a one- to two-page description of strategies for recruitment, hiring, mentoring and retention of a diverse and qualified faculty:

Five full-time tenure track positions are designated for faculty in the Early Childhood (EC) and Early Childhood Education (ECE) Programs. Four faculty currently fill those positions with one open full-time tenure-track position. The director of the Melba S. Lehner (MSL) Children's School is an integral part of the instructional support for the programs. Other faculty in the department as well as adjunct instructors teaches some required courses.

New faculty for the Early Childhood (EC) and Early Childhood Education (ECE) Programs are recruited through national advertising in publications such as the Chronicle of Higher Education, the National Association for the Education of Young Children website, Higherjobs.com, and the National Association of Early Childhood Teacher Educators website. New faculty are offered salary and benefits that are comparable with other departments in the college, however, lower than national averages for comparable universities with similar programs. An effort is made to attract a diverse faculty through national advertising and incentives from the university office of affirmative action and equal opportunity to hire diverse faculty.

New faculty members are provided with several resources to support their success and retention. These include mentoring from administrators and senior faculty in regard to teaching, research, and service activities. New faculty are provided with an opportunity to become involved with the University Teaching and Learning Forum, which provides mentoring, workshops, and professional development activities to support quality teaching at the university. First year faculty are invited to participate in a two-day retreat for new faculty on quality teaching pedagogies (sponsored by the university teaching and learning forum). A peer review committee reviews teaching materials, syllabi, and other support materials. The peer review committee also observes classroom teaching activities and provides written feedback to new faculty. The Department Chair will observe classes and provide informal feedback to new faculty. The Department of Child and Family Studies hires teaching assistants who support faculty in all programs by assisting with course preparation, grading of materials, and data entry.

Support is provided to new faculty for scholarship and research activities in the following ways: Weber State University offers funding that is earmarked for new faculty through the Research, Scholarship, and Professional Growth fund. These funds are to support and facilitate new faculty as they launch their research activities. The department and college enjoys a friendly and engaging culture that welcomes and encourages collaboration. Several faculty and candidates work collaboratively on research and service activities.

The tenure and promotion process provides a system for retention of faculty who qualify after a 6-year probationary period. Furthermore, a promotion from associate professor to full professor is available for faculty who choose to go through the process. With each promotion, there is a substantial pay increase. There is also an opportunity for pay increases through post-tenure review that occurs after promotion to full professor. Successful candidates receive pay increases as they demonstrate continued accomplishments in teaching, scholarship, and service activities. In addition to the opportunity for promotion and tenure, when funds are available, faculty are awarded merit pay for accomplishments in teaching, research, and service activities. Additional efforts to retain quality faculty include recognition awards and monetary compensation for highly accomplished faculty.

Please provide a chart listing program faculty with brief description of qualifications. (See example below for one possible format. Programs that have achieved national recognition through the partnership with the Council for Accreditation of Educator Preparation may use the chart submitted with their most recent program report.)

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	Assignment (e.g. courses, field supervision, advising, program coordination)	Academic degrees	Professional experience
Sheila Anderson	FT	<p>Courses - CHF 1500, 2600, and 4730</p> <p>Advising - faculty advisor for field experience courses CHF 2860, 2890, 4860, and 4890.</p> <p>Faculty advisor for undergraduate student research.</p>	<p>Ph.D. Family & Human Development, Early Childhood Emphasis</p> <p>M.Ed. Education Curriculum & Instruction, EC Emphasis</p> <p>B.S. Psychology and Human Development</p> <p>A.A.S. Child Development</p>	<p>Assistant Professor, Department of Child and Family Studies, Weber State University (2 years)</p> <p>Professional experience with young children and families (10 years)</p> <p>Higher Education Consultant (teaching, coaching, and mentoring) (12 years)</p> <p>Researcher (7 years)</p>
Camie Bearden	FT	<p>Courses – CHF 4710 and 4720</p> <p>Administration - Director, MSL Children's School</p> <p>Principal, Weber State University Charter Academy</p>	<p>M.Ed. Curriculum and Instruction</p> <p>B.S. Early Childhood Education/Elementary Education</p> <p>Emphasis: Special Education</p>	<p>Preschool Teacher, MSL Children's School, Weber State University (16 years)</p> <p>Administrator, MSL Children's School, Weber State University (4 years)</p> <p>Adjunct Faculty, Department of Child and Family Studies, Weber State University (5 years)</p>
Sara Biel	FT	<p>Courses – CHF 2860, 4860, and 4720 Mentor Teacher</p>	<p>B.S. Early Childhood</p>	<p>Mentor Teacher, MSL Children's School, Weber State University (10 years)</p>
Teri Henke	FT	<p>Courses – CHF 1500, 2610, 2620, 3500, 4730, 2670/4670, and 2890/4890</p> <p>Advising - faculty</p>	<p>Ph. D. Child and Family Studies</p> <p>M.Ed. Early Childhood Education</p>	<p>Assistant Professor, Department of Child and Family Studies, Weber State University</p> <p>Teacher/Therapist,</p>

		<p>advisor for field experience courses CHF 2860, 2890, 4860, and 4890.</p> <p>Faculty advisor for undergraduate student research.</p>	<p>B.S. Deaf Education and Elementary Education</p>	<p>Knoxville Center for Autism</p> <p>Adjunct Faculty, University of Tennessee</p> <p>Adjunct Faculty, Chattanooga State University</p> <p>Graduate Assistantship in Teaching, University of Tennessee</p> <p>Graduate Research Assistant, University of Tennessee</p> <p>Mentor, Education for Ministry, University of the South, Sewanee</p> <p>Consultant/Teacher Trainer, Catechesis of the Good Shepherd</p> <p>Director, Children's Ministries</p> <p>Teacher, Deaf Kindergarten</p>
Chloe D. Merrill	FT	<p>Courses – CHF 1500 Administration - Associate Dean, Department of Child and Family Studies</p> <p>Principal Investigator /Executive Director, Care About Childcare, Weber State University</p> <p>Director, Boyd K. and Donna S. Packer Center for Family and Community Education</p>	<p>Ph.D. Vocational Education</p> <p>Specialty: Teacher Education,</p> <p>M.S. Home Economics and Consumer Education</p> <p>B.S. Home Economics and Consumer Education</p> <p>Certified Family Life Educator (CFLE), National Council on Family Relations</p>	<p>Professor, Department of Child and Family Studies, Weber State University (37 years)</p>
Carrie Ota	FT	<p>Courses - CHF 1500, 2620, 3640, 4201, 4202 4710, 4890, 4130, and</p>	<p>Ph. D. Family and Human Development/ Early</p>	<p>Assistant Professor, Department of Child and Family Studies, Weber State</p>

		<p>4730</p> <p>Advising - faculty advisor for field experience courses CHF 2860, 2890, 4860, and 4890.</p> <p>Faculty advisor for undergraduate student research.</p> <p>Program Coordination - Co-chair, Early Childhood and Early Childhood Education Committee</p>	<p>Care and Education/Child Development</p> <p>M.S. Family, Child, and Consumer Science/Early Childhood Education</p> <p>B.S. Health and Human Development/ Child Development</p>	<p>University</p> <p>Program Consultant, The Children's Center and DDIV Early Head Start</p> <p>Temporary Faculty, Utah State University</p> <p>Research Coordinator, Utah State University</p> <p>Early Childhood Education Trainer, Utah Child Care Resource and Referrals Agencies</p> <p>Graduate Assistant, Louisiana State University</p> <p>Training Coordinator, The Fund for Child Care Excellence</p> <p>Director, The Children's Courtyard</p> <p>Director Assistant/Head Teacher, Grand Avenue Daycare</p>
Paul Schvaneveldt	FT	<p>Courses – CHF 2400</p> <p>Administration - Department Chair, Department of Child and Family Studies</p>	<p>Ph.D. Human Development and Family Studies</p> <p>CFLE</p>	<p>Faculty, Department of Child and Family Studies, Weber State University</p>
Wei Qiu	FT	<p>Courses - CHF 2500, 2610, 2990A, 3570, and 4990A</p> <p>Advising - faculty advisor for field experience courses CHF 2860, 2890, 4860, and 4890.</p> <p>Faculty advisor for undergraduate student research.</p> <p>Program Coordination -</p>	<p>Ph.D. Human Development and Family Studies</p> <p>M.S. Human Development and Family Studies</p> <p>M.S. English</p> <p>B.A. English</p>	<p>Associate Professor, Department of Child and Family Studies, Weber State University (2 years)</p> <p>Assistant Professor, Department of Child and Family Studies, Weber State University (6 years)</p> <p>Teaching, Research, & Graduate Assistant, Department of Individual and Family Studies, University of Delaware (4</p>

		Co-chair, Early Childhood and Early Childhood Education Committee		years) Lecturer, Department of Foreign Languages and Literatures, Fudan University, China (3 years)
Stephanie Szanter	FT	Courses – CHF 2860, 4860, and 4720 Mentor Teacher, Extended Day Toddler Classroom	B.S. Early Childhood A.S. General Studies	Mentor Teacher, MSL Children's School, Weber State University Assistant Teacher, MSL Children's School, Weber State University
Cheryl Wendt	FT	Courses - CHF 2860, 4860, and 4720 Mentor Teacher	B.S. Early Childhood Education and Elementary Education	Mentor Teacher, MSL Children's School, Weber State University (7 years)
Adrianna West	FT	Courses - CHF 2860, 4860, and 4720 Mentor Teacher, Extended Day Preschool Classroom	B.S. Early Childhood	Mentor Teacher, MSL Children's School, Weber State University (4 years)
Sherrie West	FT	Courses - CHF 2860, 4860, and 4720 Mentor Teacher	M.Ed. Education: Curriculum and Instruction	Mentor Teacher, MSL Children's School, Weber State University (30 years) Assistant Director, MSL Children's School, Weber State University (5 years) Adjunct Teaching, Weber State University (6 years)
Adjuncts and Concurrent Enrollment Courses in the EC/ECE Program				
Aaron Jeffrey	PT	Courses - CHF 1500 and CHF 2400	Ph.D. MFT	Counselor, Counseling Center, Weber State University
Jeff Tesch	PT	Courses - CHF 1500 and CHF 2400	M.S. MFT	Director, Counseling Services, Ogden-Weber Community Action Partnership
Ryan Dunn	FT	Courses - CHF 1500	Ph.D.	Faculty, Department of Child and Family Studies, Weber State University

Daniel Hubler	FT	Courses - CHF 2400	Ph.D. CFLE	Faculty, Department of Child and Family Studies, Weber State University
Mark Adams	FT	Courses - CHF 2400	Ph.D. MFT	Faculty, Department of Child and Family Studies, Weber State University
Pamela Payne	FT	Courses - CHF 1500	Ph.D. M.A. B.A.	Assistant Professor, Department of Child and Family Studies, Weber State University Lecturer/Program Coordinator, Family & Consumer Sciences
Lynell Packer	PT	Courses - CHF 1500	M.S. LCSW	Medical Social Worker, LDS Hospital
Lucy Sharisia	PT	Courses - CHF 1500	M.S. HDFS	Librarian. Weber State University

Please provide a one-page description of how the program is planning to address challenges and build on its current strengths in this area:

A genuine strength of our program is cohesive faculty with complementary knowledge, skills, and personalities who enjoy working together. However, we are often stretched in our capacity to meet all of the demands of coordinating our programs, developing new coursework, staying current with best practices in the field, marketing our programs, and meeting the needs of our candidates.

As such the *major challenge* in this area is filling the open faculty position in EC and ECE. Two search committees over the last two years have been unable find a suitable fit for the opening, although the position was offered to one candidate, the offer was not accepted. The applicant pool in each case has been small. To address this we revised the job description and evaluation criteria to make sure they aligned with our philosophy and NAEYC developmentally appropriate practice. It is possible that the relatively lower salary and, potentially, the location contribute to the challenge. We continue to be hopeful that the next search committee will find a good fit regardless of the limitations that are outside of our control at the department or program level.

Over the last three years, we have focused on strengthening our cohesion and redefining our program's long term goals. We see ourselves as a team with trust, accountability, clear vision, and support for reflection. As we grow and continue to improve our EC and ECE programs new challenges will arise and we will need a strong team moving forward. With this in mind, we have taken opportunities to develop as a working team and have explored personality types, individual perspectives and experiences, as well as our individual goals to better support and align the program's vision. Continuing to do these team building, self-awareness activities allows us to have a better understanding of ourselves and each other. We believe this proactive approach will prepare us for challenges we have yet to anticipate. We also believe that these practices that are part of our continuous improvement process will foster smooth incorporation of new faculty in the future.

Criterion 11: 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 responsibility to candidates.

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. 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.

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.
- a one-page description of plans to address challenges and build on current strengths in this area

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

Please provide 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:

Weber State University is a regional, comprehensive university with a focus on quality teaching as a top priority for faculty. We are an open enrollment university that simultaneously serves the roles of an open enrollment community college supporting the attainment of associate degrees as well as a university offering undergraduate and graduate degrees. The Early Childhood (EC) and Early Childhood Education (ECE) programs as part of the Child and Family Studies (CHF) Department currently offer an AAS in EC and two BS degrees; one is in EC (non-licensure) and the other is in ECE (licensure). At this time there are no graduate degrees offered in the CHF Department. However, graduate students in the Master of Education Program in the Teacher Education Department may design their theses with an early childhood focus. Scholarship and service expectations are also highly valued and encouraged, however, quality teaching is primary.

The professional responsibilities of the four current tenured and tenure-track faculty are concentrated on continuous quality improvement surrounding high quality and engaging instruction in our courses that support candidates' learning and developing as future teachers and early childhood professionals. The teaching requirement is high with a teaching load of 12-credit hours both Fall and Spring Semesters. Occasionally, faculty will be allowed a one-course relief; this is the exception due to being short one EC and ECE faculty member, all faculty are needed to teach courses to meet demand.

In addition to teaching a full load, all tenured and tenure track faculty are expected to engage in scholarly activities and to publish research in reputable, peer-reviewed journals. As the primary focus is on teaching, the research expectations are relatively lower than at universities that place more emphasis on research and external funding. The Promotion and Tenure Document at the University states that tenure track faculty must publish one peer reviewed article during each review period, meaning one during the first three years of the probationary period and a second article during the second three years of the probationary period. Thus, a total of 2 peer reviewed articles during the probationary period. Promotion from associate to full professor has the expectation of at least one peer reviewed publication during the probationary period. The CHF Department or research grants can support the higher of a student assistant to work with faculty for research purposes.

Service activities to the program, department, college, institution, profession, and community are expected and valued. All faculty are expected to serve on committees at the department, college, and university levels. The extent of service varies depending upon needs and interests of the department or college as well as the interest of faculty member.

At the department level all EC and ECE faculty participate in regular department meetings and EC and ECE committee meetings. EC and ECE faculty also participate in the staff meeting as staff development training sessions with the Melba S. Lehner (MSL) Children's School. We have for the last two years been actively participating in committees and activities as part of the self-study process for the NAEYC Early Learning Program Accreditation of the MSL Children's School. Additional service has been needed for the NAEYC Higher Education Accreditation program. Faculty also attend the CHF Community Advisory Board that meets for lunch five times a year as long a teaching schedule does not conflict.

CHF Department search committees for faculty and staff have been at least an annual service necessity that positively allows faculty a voice in the hiring process. Ad hoc committees are also formed, for example, to develop department marketing initiatives or work on the bi-annual Families Alive Conference. EC and ECE faculty are required to take on the leadership role as chair of the conference based on seniority and years of employment.

EC and ECE Program faculty are assigned as faculty advisors for each candidate in the program. Faculty Advisors get to know candidates through coursework and provide support for them as they discern their career goals. For EC majors, faculty must approve courses to comprise an area of specialization for an advisee. Faculty also individually work with candidates and advise them through finding a location, determining goals, objectives, strategies and documentation that will be used to meet requirements that result in creating a professional development portfolio as part of CHF 4890 Cooperative Work Experience. This is an expectation of service in the CHF Department specific to the EC program. It is in addition to the regular teaching load and is not compensated. Many faculty even take on candidates for the cooperative work experience during the summer when they are not officially on contract to support candidates in graduating in a timely manner.

Weber State University has a strong Concurrent Enrollment program with area high schools that require both faculty leadership, annual training, and that faculty visit the high schools once a year to observe, provide support, and evaluate the high schools teachers approved to teach the CHF Department courses. Fortunately, the Concurrent Enrollment budget does allow for a nominal stipend in recognition of the time invested.

Two EC and ECE faculty members serve on the WSU Charter Academy Kindergarten Board of Directors. This public kindergarten charter school is housed in the CHF Department. Board positions are three year appointments. One of the faculty serve as the Chair of the Board. This academic year, this leadership position has been compensated with a one course buy-out each semester provided through the Moyes College of Education Dean.

At the college level, members of the faculty in the EC and ECE programs serve on college committees such as the College Curriculum Committee, the Moyes Academic Support and Technology Endowment Committee (ASTEAC) and the program related EC and Elementary Education Committee. University committee service is also an expectation for tenure. Committees EC and ECE faculty are currently serving on include the University Curriculum Committee and the Research, Scholarship and Professional Growth Committee.

Another expectation recognized as valuable for tenure is service to the profession and greater community. All EC and ECE faculty serve on boards in the community or as part of professional organizations that support the advancement of early childhood as a profession and the needs of young children in the state of Utah.

Please provide a one-page description of plans to address challenges and build on current strengths in this area:

A genuine strength of our EC and ECE Program is cohesive faculty with complementary knowledge, skills, and personalities who enjoy working together. However, we are often stretched in our capacity to meet all of the demands of coordinating our programs, developing new coursework, staying current with the research literature and best practices in the field, marketing our programs, and meeting the needs of our candidates.

As such, the major challenge in this area is filling the open EC and ECE faculty position. Two search committees over the last two years have been unable find a suitable fit for the opening, although the position was offered to one candidate, the offer was not accepted. The applicant pool in each case has been small. To address this after the first search, we revised the job description and evaluation criteria to make sure they aligned more closely with our mission, philosophy, and NAEYC developmentally appropriate practice. It is possible that the relatively lower salary and, potentially, the unfamiliar location contribute to this challenge. We continue to be hopeful that the next search committee in the fall of 2017 will find someone who will be a good fit to bring into our EC and ECE faculty as a member of our team regardless of the limitations that are outside of our control at the department or program level.

Being a small program with limited faculty, it is easy to bring all members into every project, committee, and decision. In part this is because we work so well together and value the opinions and contributions of each member of the team. However, at times this is a factor in workloads that have grown too intense. To combat this we evaluate each faculty member's strengths, experience, and goals. We have restructured committees to have less members, but strategically include the most valuable member for that committee. We cross-prep course so we can shift teaching assignments and we have two courses that are co-taught. These strategies provide some flexibility and support for our faculty members.

We currently have several research projects that are collaborative efforts across faculty or directly support the continuous improvement of our program(s). Additionally, to build on our strength of cohesiveness, we schedule a one a year daylong meeting to recap on the year and plan for the upcoming year and further into the future. This allows for focus time to process, collaborate, reflection, evaluate our program as well as support each individual team member.

In the future, we will be exploring more ways to be compensated for some of the work that seems above and beyond contract responsibilities and the usual requirements for tenure. Investigating possibilities for funding course buy-outs to work on large special projects would be one avenue to leverage our time and talents. One idea discussed has been creating a traditional course for CHF 4890 Cooperative Work Experience taught by one faculty member would be a way to address the issue of compensation as well as benefit candidates in opportunities to co-construct knowledge. Another possibility is to accrue .5 hour credit per student advised through the cooperative work experience which would result in relief of teaching one course after six candidates advised. This is also true for the AAS candidates that also take CHF 2890 Cooperative Work Experience and the CHF 2860 Practicum.

Criterion 12: 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.

Sources of evidence:

1) Report:

- a one- to two-page summary of how program provides professional development and how it conducts and uses faculty evaluations.
- 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

Please provide a one- to two-page summary of how program provides professional development and how it conducts and uses faculty evaluations:

The field of early childhood is a diverse community in the state of Utah. Each member of our faculty is involved in various projects and committees at the university, community, and state level that motivate keeping current with research and appropriate practices in the early childhood field as well as contributing to our engagement in the profession.

Faculty have taken advantage of several opportunities for professional development. Working with UAEYC, members of the WSU faculty have developed a coaching certificate program in our state. Each member of the faculty actively participates in the annual Utah Early Childhood Conference by helping organize the conference, presenting workshops, and supporting student participation and poster presentations. All members of the faculty have completed training in Pre-K Classroom Assessment Scoring System (CLASS) Observation Training. Faculty have worked diligently to incorporate teaching effective interactions in several of our courses based on the CLASS domains of emotional support, classroom organization, and instructional support.

Faculty have worked persistently to integrate research-based practices from the National Center for Quality Teaching and Learning (NCQTL) and the EarlyEdU Alliance. One of our faculty members has participated in this training led by the University of Washington's College of Education. The Supporting Language and Literacy Development in Preschool course has formed the basic framework for the online version of CHF 4130 Language Development and Emergent Literacy in Early Childhood currently taught as one of the required courses in our program. Other elements of courses offered through the Early EdU Alliance have been incorporated into our existing and newly designed courses, particularly as they support teaching effective interactions using the CLASS. Additionally, faculty have committed to a Practice Based Coaching (PBC) Model. This has required professional development for the faculty as well as the mentor teachers in the Melba S. Lehner (MSL) Children's School.

Faculty regularly participate in conferences including international, national, state/regional including World Association for Infant Mental Health, NAEYC, Society for Research in Child Development (SRCD), Administration for Children and Families (ACF) National Research Conference on Early Childhood, National Conference on Family Relations (NCFR), Society for Research on Human Development (SRHD), and the Utah Early Childhood Conference. The Jerry and Vickie Moyes College of Education Endowment supports travel for up to \$3,500 annually to fund faculty in the EC and ECE Programs for travel to participate in and present research at professional conferences. The department provides up to \$500 annually to cover the cost of conference registration; other travel funds are available through university resources.

All of our full-time Early Childhood (EC) and Early Childhood Education (ECE) faculty are tenured or have tenure-track appointments. As part of the tenure process, faculty are reviewed and evaluated on a regular basis as part of the tenure process. This includes a thorough self-assessment and reflection of contributions made across the areas of teaching, scholarship, and professional service. Student evaluations at the end of the semester provide insight into the effectiveness of our teaching from the candidates' perspective. Part of the tenure self-assessment is to reflect on these student evaluations indicating changes made based on this feedback. Peer review committees observe in faculty teaching, interview candidates, and provide feedback. Committees at the department, college and university levels review all tenure documents.

The normal probationary period for a faculty member in a tenure-track appointment is six years, with a formal interim review scheduled during the third year, and a formal, final tenure review scheduled during the sixth year. The time in rank for normal promotion from assistant to associate professor is six years. To be promoted from assistant to associate professor one must either have been granted tenure or be granted tenure at the same time as the promotion. A candidate who fails the tenure review process cannot be advanced in rank (see WSU Policies & Procedures Manual 8.11)

Please provide a one-page description of plans to address challenges and build on current strengths in this area:

A definitive strength for the EC and ECE Program is our openness to learning new ideas and strategies for expanding our program quality to support candidates' success and develop candidate's identity as professionals in the field of early childhood. The challenge is how to best incorporate what we learn through professional development opportunities into our program in an intentional, systematic way. This takes continuous coordination to maximize our resources. One way that we address this challenge is through collaborative meetings of all program instructors teaching core courses at the end of each academic year to plan for the next year and ensure a cohesive quality of our program as we make changes integrating new information.

The process of going through this self-study has been one way that we are meeting the challenge of how to assimilate professional development including new information, research, and practices into our program. We believe that our willingness to pursue accreditation for all three of our programs (AAS, and BS in EC and ECE) as a part of the pilot for the baccalaureate accreditation is indicative of our commitment to continuous professional development.

There are many more opportunities for professional development than resources (time and money) allow. Therefore, the EC and ECE Programs' faculty and team members attempt to use our limited resources wisely by looking for and participating in professional development opportunities that build on individual skills and interests in a way that is complementary for our work as a team with a shared mission and vision of advancing the field of early childhood.

E. SUPPORTIVE INFRASTRUCTURE AND ORGANIZATION OF PROGRAM

Criterion 13: Program Organization and Guidance

The program's organization and guidance are mission-driven and 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.
- 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:

3) 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.
- a one-page description of plans to address challenges and build on current strengths in this area.

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

Please provide 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.

The Early Childhood (EC) and Early Childhood Education (ECE) Programs are housed in the Department of Child and Family Studies (CHF), within the Jerry and Vickie Moyes College of Education. The department, college, and university engage in a shared governance policy which allows for and welcomes input from faculty and staff. Decisions are based upon consensus building and democratic processes. Prior to making final decisions, all faculty and staff are provided an opportunity to express views and provide input.

The program organizational structure includes one EC and ECE Committee which is comprised of all faculty in these programs, the Director of the Melba S. Lehner (MSL) Children's School (lab school), and the Department Chair. The EC and ECE Committee is charged with curriculum decisions, assessment, course scheduling, and accreditation for all EC and ECE programs including the Early Childhood AAS, Early Childhood BS (non-licensure), and Early Childhood Education BS (licensure)..

The MSL Children's School is a lab school solely affiliated with the CHF Department and the EC and ECE Programs. The MSL Children's School has a director whose responsibilities include enrolling children and building relationships with families, coordinating schedules, managing facilities, training, mentoring and supporting staff and classroom teachers. The director reports to the CHF Department Chair and coordinates curriculum and university student experiences with the EC and ECE faculty.

There is a committee comprised of faculty in both the ECE and Elementary Education Programs that meets regularly to review curriculum issues that affect both programs. This committee is charged with facilitating collaboration and integration between the two programs.

At the college level, there are several committees that are connected to the EC and ECE Programs including curriculum, leadership council comprised of department chairs in the college, and academic support and technology funding. At the university level, there are several committees and organizations that impact the EC and ECE Programs. Some of these university committees include due process, curriculum, salaries and benefits, academic resource and computing, faculty senate, and several other committees. All faculty are eligible to serve on these committees and are selected by vote or appointment.

The EC and ECE Programs work closely with a Child and Family Studies Community Advisory Board that represents diverse local community agencies serving families and young children. This board not only helps to assist and advise the EC and ECE Programs in accomplishing the vision and mission, but also to address issues and concerns that currently confront children and families in the community. The regular meetings with the board look at concerns that local agencies are facing and potential support that EC and ECE Programs might provide.

Please provide a one-page description of plans to address challenges and build on current strengths in this area:

The challenges in the area of organization and guidance entail collaboration and connection between the EC and ECE faculty and the MSL Children's School director and teaching staff. In response to these challenges, several changes in governance and decision-making occurred. The Executive Committee of the MSL Children's School was established to foster and facilitate effective communication, collaboration, and integration of experiences for university students in the classroom and the lab school. University faculty became more involved with staff and training meetings with the mentor teachers in the MSL Children's School. Additionally, ad-hoc committees were formed to facilitate the NAEYC Accreditation of the early learning program of the MSL Children's School. An ad-hoc committee was also formed to facilitate the accreditation of the Early Childhood AAS, BS and Early Childhood Education BS Programs. These committees include faculty members as well as staff members in the MSL Children's School. Much progress has been made; however, there are still areas for improvement.

The areas for improvement include an ongoing need for training and professional development for the staff in the MSL Children's School. Another ongoing area of improvement is the integration of university classroom experiences with the candidate experiences in the lab school environment. The EC and ECE Committee provides an organizational structure to facilitate improved communication, training, and collaboration between these aspects of our program. The director of the MSL Children's School and the Department Chair conduct annual reviews and performance evaluations of all staff in the MSL Children's School. Specific feedback is provided to foster improvement and professional growth. A committee is working on a better-defined system for these performance evaluations that align with NAEYC standards and our program philosophy.

Recent program changes designed to align with our mission and philosophy have been made with the addition of new courses, clarification of pre-requisites, and revisions of traditionally taught courses. The EC and ECE faculty are working closely with the, CHF Department Chair, MSL Children's School Director, the Elementary Education program in Teacher Education, and Senior Academic Advisors to develop systematic processes that will ensure each candidate's experience contributes to meeting professional goals and gaining deeper knowledge about the education of children and families.

Criterion 14: 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, video 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 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 should include a chart comparing the support for the ECE program with support for comparable programs at the institution.
- 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.

Please provide a one- to two-page description of the program's budget and other resources. The program should include a chart comparing the support for the ECE program with support for comparable programs at the institution.

The Child and Family Studies Department receives approximately 20K in annual revenue from a departmental based endowment that is specifically targeted for support of the Early Childhood program and its' faculty and approximately 17K in annual revenue from Concurrent Enrollment fee sharing with approximately 15K in annual revenue from grant indirect sharing.

The Early Childhood (EC) and Early Childhood Education (ECE) Programs in the Child and Family Studies department have designated salary lines funded in the university budget to pay the salary and benefits for 5 tenure-track positions in the department. Four of these positions currently are filled. The university also funds one, full-time administrative assistant who supports the Department of Child and Family Studies. An academic advisor is funded by the university to support for all programs in the department by providing academic advising to candidates. The academic advisor assumes the majority of the duties of advising candidates, particularly in the early years of their program, which frees up time for faculty to engage in other professional activities. The EC and ECE Programs in the Child and Family Studies Department is housed in the Jerry and Vickie Moyes College of Education. The college has a full time Technology Specialist who supports all faculty and staff in the college. This individual keeps track of the age and condition of computers and other technology in the college and makes sure that equipment is updated and/or replaced on a regular basis. All classrooms have up-to-date technology and are kept in good working order. The college has a full time recruiter that works on campus and in the community to advance the departments, programs and events in the college. In addition to federal work studies, who can be hired to support departments and faculty, the WSU 50/50 program provides an opportunity to hire additional candidates to support faculty research and other activities. Currently the department has four undergraduate student Teaching Assistants employed; two are specifically assigned to assist the four early childhood faculty with teaching tasks for up to about six hours/faculty each week.

The Department of Child and Family Studies operating budget that covers the costs of office supplies such as paper, printing, pens, etc. The college funds computer upgrades and replacement on a regular schedule (every 3-6 years). Support for technology is available through the Jerry and Vickie Moyes College of Education Endowment: Academic Support and Technology Committee. Faculty and staff are eligible to apply for funding for a wide variety of ideas including: funds to support research, specialized software or technology, and program renewal or new program start-up funds. The Moyes Endowment also provides funding to faculty in the EC and ECE Programs for travel for up to \$3,500 to participate in and present research at professional conferences. The department provides up to \$500 annually to cover the cost of conference registration; other travel funds are available through university resources. The department provides funding for individual faculty to hire a research assistant for 10-hours a week. The university also provides support to identify funding sources and grant writing through the Office of Sponsored Projects. There are multiple professional service opportunities available to faculty and can readily serve on committees at the university and in the community.

The Melba S. Lehner (MSL) Children's School is a significant part of our program since it is the location for several field experiences completed by candidates. There is a director of the school, four full-time mentor teachers, one three-quarter time mentor teacher, and several part-time paid assistants assigned to classrooms as needed. The MSL Children's School budget is separate from the department's operating budget.

There is a large endowment (\$2.5 million when fully funded) to support the MSL Children’s School. These funds are designated for the following areas: 1) Upgrades in facilities and equipment in the MSL Children’s School. 2) Development and implementation of parent education in the MSL Children’s School. 3) Program development to improve the educational offerings for candidates who use the MSL Children’s School and needs of the Department which impact the education of early childhood teachers (e.g., accreditation, curriculum development, books, manuals, etc.). 4) Research projects related to the MSL Children’s School conducted by faculty, staff, and candidates. 5) Faculty activities and projects that enhance teaching related to the MSL Children’s School. 6) Scholarships for students majoring in the Department of Child and Family Studies. Annual proceeds from the endowment, when fully funded, are estimated to be between \$50,000 – 100,000, depending upon market performance.

Grants are written annually through the Carl D. Perkins federal program. These funds are used to purchase materials and equipment that are used to support lab classrooms in the MSL Children’s School for the Early Childhood and Early Childhood Education Programs. Annually this brings in between \$10,000 – \$30,000 through this funding source.

Chart comparing the support for the EC and ECE Programs in the Department of Child and Family Studies with support for comparable programs at the institution

College Departments	Teacher Education	Athletic Training & Nutrition	Health Promotion & Human Performance	Child and Family Studies
Number of Faculty	19	9	10	10
Department E&G Budget	3,536 per faculty member	3,230 per faculty member	3,661 per faculty member	3,663 per faculty member
Average salary (Assistant Professor)	53,987	55,037	54,089	54,084
*Average salary (Associate Professor)	59,407	n/a	59,714	59,491
Academic Advisor	2	1	1	1

* Comparisons on Full Professors were not run as number and time in rank varies so much between departments.

Please provide a one-page description of plans to address challenges and build on current strengths in this area.

A challenge is relatively lower salaries for all faculty at Weber State University compared to similar universities across the country. The Early Childhood (EC) and Early Childhood Education (ECE) faculty do not have lower salaries than faculty in similar programs at the university. Faculty compensation is a challenge that requires action from the Utah State Legislature and high-level university administration (i.e., President, Provost).

One challenge we have had is finding qualified new faculty to hire to fill the fifth tenure-track faculty position currently open. Two search committees over the last two years have been unable find a suitable fit for the opening, although the position was offered to one candidate, it was not accepted. The applicant pool in each case has been small. To address this we revised the job description and evaluation criteria to make sure they align with our philosophy and NAEYC developmentally appropriate practice. It is possible that the relatively lower salary and, potentially, the location contribute to the challenge. We continue to be hopeful that the next search committee will find a good fit regardless of the limitations that are outside of our control at the department or program level.

Another identified challenge is making sure that the mentor teachers in the MSL Children's School are able to provide high quality coaching for our candidates in their lab experiences. To this end, we have taken specific steps to address scheduling of candidates to be in the lab during prime times when mentor teachers are best able to provide support toward the learning outcomes in each course. We have been consistently challenged by paid assistants with varying availability to work due to candidate class schedules. Recently approved was the hire of a full-time assistant for the lab school. Our vision is to be able to provide more full-time assistants such that we rely less on the variable schedules of candidates as paid assistants. This will also provide more consistency in the classrooms supporting children's learning and allowing for more time for mentor teachers to give feedback and coaching with candidates.

PART TWO: PROGRAM CONTENT AND OUTCOMES

F. 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:

3) Report:

- a five- to ten-page curriculum chart of 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. Note: This list should provide a thoughtfully selected view of the most meaningful assessments used in the program for each standard and is not restricted to your 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).
- a one-page description of plans to address challenges and build on current strengths in this area.
- 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.

Please provide a five- to ten-page curriculum chart of 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. Note: This list should provide a thoughtfully selected view of the most meaningful assessments used in the program for each standard and is not restricted to your key assessments.

Below is a list of required major courses for the Early Childhood and Early Childhood Education B.S. Programs:

CHF 1500 - Human Development

CHF 2500 - Development of the Child

CHF 2600 - Introduction to Early Childhood Education

CHF 2610 - Guidance Based on Developmental Theory

CHF 2620 - Planning Creative Experiences for Young Children

CHF 3500 - Young Children at Risk

CHF 3570 – Infants and Toddlers: Development and Practice

CHF 3640 - Working with Parents

CHF 4130 - Language Development and Emergent Literacy in Early Childhood

CHF 4670 - STEM and Approaches to Learning in Early Childhood

CHF 4710 - Advanced Guidance and Planning for Early Childhood Education

CHF 4720 - Student Teaching in the Children's School

CHF 4730 - Early Childhood/Early Childhood Education Program Development

CHF 4890 - Cooperative Work Experience

CHF 4990A - Seminar in Child Development

Curriculum Chart: Sample learning opportunities and assessments for each accreditation standard

(5-10 pages maximum)

Standard 1: Promoting Child Development and Learning	Learning Opportunities (activity, course number)	Related assessments of candidate performance
1a: Knowing and understanding young children's characteristics and needs	Exams (1500)	Closed book multiple choice exams
	Exams 1 & 2 (2500)	Closed book essay exams
	Exams 3 & 4 (2600)	Closed book exams including multiple choice, true/false, short answer, and essay questions
	Exams (3570)	Closed book essay exams
	Online Quizzes (2500)	Weekly open book mini quizzes with true/false, multiple choice, fill in blank, and matching questions
	Reality Experience Assignments (1500)	Papers based on reality experiences in different life stages
	Child Development Observations (2500)	Structured observations of preschool and kindergarten age children in early care and education settings
	Infant and Toddler Observations 1-4 (3570)	Milestone Checklists by the Centers for Disease Control and Prevention; Ages and Stages Questionnaires, Third Edition (ASQ-3); Early Learning Accomplishment Profile (E-LAP); Bayley Scales of Infant and Toddler Development (Bayley-III)
	Child Interviews (2500)	Interviews with children 6-12 years
	Case Study for Individualizing and Culturally Responsive Practices (2600)	An in-class discussion and an exam question
1b: Knowing and understanding the multiple influences on development and learning	Exams (1500)	Closed book multiple choice exams
	Exams 1 & 2 (2500)	Closed book essay exams
	Exams 3 & 4 (2600)	Closed book exam including multiple choice, true/false, short answer, and essay questions
	Exams (3570)	Closed book essay exams
	Online Quizzes (2500)	Weekly open book mini quizzes with true/false, multiple choice, fill in blank, and matching questions
	Reality Experience Assignments (1500)	Papers based on reality experiences in different life stages
	Child Interviews (2500)	Interviews with children 6-12 years
	Child Development Observations (2500)	Structured observations of preschool and kindergarten age children in early care and education settings
	Infant and Toddler Observations 5-6 (3570)	Infant Toddler Environment Rating Scale (ITERS); Home Observation Measurement of the Environment (HOME)
	Case Study for Individualizing and Culturally Responsive Practices (2600)	An in-class discussion and an exam question
Exploring Practices for Embracing Individual, Cultural, and Linguistic Diversity (2600)	A paper based on observations in early childhood settings focusing on teaching practices that support individual, cultural, and linguistic diversity	

	Child Care Center Environmental Observation and Interview (4730)	A project that includes observations of a license early care and education program and interview with the program director
	Advocacy Paper (4990A)	A paper that advocates for an urgent ECE issue
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Child Development Observations (2500)	Structured observations of preschool and kindergarten age children in early care and education settings
	Child Interviews (2500)	Interviews with children 6-12 years
	Book Assessment (2500)	An assessment of a children's novel to reflect child development theories, characteristics, and milestones.
	Connecting Age Appropriate Developmentally Appropriate Practice and Theory (2600)	A paper based on observations in an early childhood classroom using the developmentally appropriate practice framework to identify characteristics of classroom quality
	Individual Guidance Plan Written Report (2610)	A lab-based report on documentation, decision-making, intervention, and monitoring of challenging behaviors in a young child who needs more individualized assistance in social and emotional learning
	Learning Experience Plans, Implementations, and Self-Reflections (2620)	Written plans, implementation, and evaluative reflections on developmentally appropriate child directed learning experiences
	Home-Based Learning Activity (3570)	A cumulative project that includes planning and implementation of a home-based learning activity plan for a child 0-3 years, evidence base, and an oral presentation.
	STEM Family Activities (4670)	STEM learning activities for children to complete at home with families.
	Logic Model and Theory of Change Statement (4730)	A paper that proposes a plan for improvement of an early care and education program
	Inquiry Brief (4730)	An inquiry project to learn more about an early childhood program, develop a focused interview, identify a quality improvement issue, and provide recommendations for measurement and data collection
Standard 2: Building Family and Community Relationships	Learning Opportunities (activity, course number)	Related assessments of candidate performance
2a: Knowing about and understanding diverse family and community characteristics	Exams 1 & 2 (2500)	Closed book short essay exams
	Exam 4 (2600)	Closed book exam including multiple choice, true/false, short answer, and essay questions
	Exams (3570)	Closed book short essay exams
	Reality Experience Assignments (1500)	Papers based on reality experiences in different life stages
	Case Study for Individualizing and Culturally Responsive Practices (2600)	An in-class discussion and an exam question
	Program Types & Historical Influences (2600)	Observations and descriptions of two different types of early childhood programs regarding program type and services, purpose, demographics of children and families serviced, philosophy, funding, and type of quality regulation
	Exploring Practices for Embracing Individual, Cultural, and Linguistic Diversity (2600)	A paper based on observations in early childhood settings focusing on teaching practices that support individual, cultural, and linguistic diversity
	Indicator of Well-Being Quiz (3500)	In-class quiz on national indicators of well-being and measures of child well-being in Utah
	Speaker Questions and Responses (3500)	Questions to ask guest speakers who work with young children and families in the community

	Final Exam (3500)	A cumulative final exam with part essay and part multiple choice questions
	Review of a Program (3500)	Description, interview, and evaluation of a social services organization or program in the community that serves “children at-risk”
	Support Interview (3640)	Interviews with parents on how parents get support for the trials in meeting the demands of parenting
	Family Involvement Plan (3640)	A written plan for involving the classroom’s families with their children’s learning
	Quizzes (3640)	In-class quizzes on course content
	Licensed Family Care Visit (4730)	Written analysis based on the visit to a licensed family care provider in the community
	Inquiry Brief (4730)	An inquiry project to learn more about an early childhood program, develop a focused interview, identify a quality improvement issue, and provide recommendations for measurement and data collection
	Advocacy Paper (4990A)	A paper that advocates for an urgent ECE issue
2b: Supporting and engaging families and communities through respectful, reciprocal relationships	Case Study for Individualizing and Culturally Responsive Practices (2600)	An in-class discussion and an exam question
	Speaker Questions and Responses (3500)	Questions to ask guest speakers who work with young children and families in the community
	Review of a Program (3500)	Description, interview, and evaluation of a social services organization or program in the community that serves “children at-risk”
	Home-Based Learning Activity (3570)	A cumulative project that includes planning and implementation of a home-based learning activity plan for a child 0-3 years, evidence base, and an oral presentation.
	Support Interview (3640)	Interviews with parents on how parents get support for the trials in meeting the demands of parenting
	Family Involvement Plan (3640)	A written plan for involving the classroom’s families with their children’s learning
	Keynote Address (3640)	A group project to present a poster at a local conference to disseminate information to caregivers, teachers, families, and community
	Home Visits (4720)	Visits to homes of approximately 4 children from the student teaching classroom
	Parent-Teacher Conferences (4720)	Face-to-face meetings with parents of approximately 4 children from the student teaching classroom
	Inquiry Brief (4730)	An inquiry project to learn more about an early childhood program, develop a focused interview, identify a quality improvement issue, and provide recommendations for measurement and data collection
2c: Involving families and communities in their children’s development and learning	Speaker Questions and Responses (3500)	Questions to ask guest speakers who work with young children and families in the community
	Review of a Program (3500)	Description, interview, and evaluation of a social services organization or program in the community that serves “children at-risk”
	Home-Based Learning Activity (3570)	A cumulative project that includes planning and implementation of a home-based learning activity plan for a child 0-3 years, evidence base, and an oral presentation.
	Family Involvement Plan (3640)	A written plan for involving the classroom’s families with their children’s learning
	Keynote Address (3640)	A group project to present a poster at a local conference to disseminate information to caregivers, teachers, families, and community

	STEM Family Activities (4670)	STEM learning activities for children to complete at home with families.
	Home Visits (4720)	Visits to homes of approximately 4 children from the student teaching classroom
	Parent-Teacher Conferences (4720)	Face-to-face meetings with parents of approximately 4 children from the student teaching classroom
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Learning Opportunities (activity, course number)	Related assessments of candidate performance
3a: Understanding the goals, benefits, and uses of assessment	Lab Experience Observations (2620)	Observations of lab experience using multiple observational tools
	Webbing Observation (2620)	Focused observations of individual child behavior to enhance individualized planning for group instruction
	Child Profiles (4710)	Documented assessment results for two children in different developmental domains and appropriate, domain-specific goals to guide future teaching practice
	Child Portfolios (4710)	Portfolios that contain selected materials to support what has been learned about two children
	Exam (4710)	A written essay and an individual oral exam covering topics such as assessment, developmentally appropriate planning, how planning and guidance are related, and integration of curriculum
	Final Comprehensive Exam (4990A)	A closed book capstone exam to measure learning outcomes in the Early Childhood or Early Childhood Education Program
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	Child Development Observations (2500)	Structured observations of preschool and kindergarten age children in early care and education settings
	Individual Guidance Plan Meeting (2610)	A collaborative meeting to make decisions on a young child who needs more individualized assistance in social and emotional learning
	Individual Guidance Plan Written Report (2610)	A written report on documentation, decision-making, intervention, and monitoring of challenging behaviors in a young child
	Webbing Observation (2620)	Focused observations of individual child behavior to enhance individualized planning for group instruction
	Lab Experience Observations (2620)	Observations of lab experience using multiple observational tools
	Infant and Toddler Observations 1-4 (3570)	Milestone Checklists by the Centers for Disease Control and Prevention; Ages and Stages Questionnaires, Third Edition (ASQ-3); Early Learning Accomplishment Profile (E-LAP); Bayley Scales of Infant and Toddler Development (Bayley-III)
	Infant and Toddler Observations 5-6 (3570)	Infant Toddler Environment Rating Scale (ITERS); Home Observation Measurement of the Environment (HOME)
	Child Profile (4710)	Documented observation results for two children in different developmental domains and appropriate, domain-specific goals to guide future teaching practice
	Child Portfolios (4710)	Portfolios that contain selected materials to support what has been learned about two children
	Child Care Center Environmental Observation & Interview (4730)	A project that includes observations of a license early care and education program and interview with the program director

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child	Individual Guidance Plan Written Report (2610)	A written report on documentation, decision-making, intervention, and monitoring of challenging behaviors in a young child
	Webbing Observation (2620)	Focused observations of individual child behavior to enhance individualized planning for group instruction
	Lab Experience Observations (2620)	Observations of lab experience using multiple observational tools
	Child Profile (4710)	Documented observation results for two children in different developmental domains and appropriate, domain-specific goals to guide future teaching practice
	Child Portfolios (4710)	Portfolios that contain selected materials to support what has been learned about two children
	Child Care Center Environmental Observation & Interview (4730)	A project that includes observations of a license early care and education program and interview with the program director
3d: Knowing about assessment partnerships with families & other professional colleagues	Reflective Logs (2610)	12 weekly logs to document and reflect on trust relationships in the lab, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit
	Individual Guidance Plan Meeting (2610)	A collaborative meeting to make decisions on a young child who needs more individualized assistance in social and emotional learning
	Infant and Toddler Observations 5-6 (3570)	Infant Toddler Environment Rating Scale (ITERS); Home Observation Measurement of the Environment (HOME)
	Support Interview (3640)	Interviews with parents on how parents get support for the trials in meeting the demands of parenting
	Child Portfolios (4710)	Portfolios that contain selected materials to support what has been learned about two children
	Inquiry Brief (4730)	An inquiry project to learn more about an early childhood program, develop a focused interview, identify a quality improvement issue, and provide recommendations for measurement and data collection
Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families	Learning Opportunities (activity, course number)	Related assessments of candidate performance
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children	Classroom Structure and Process Quality Observation (2600)	Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies
	Connecting Age Appropriate Developmentally Appropriate Practice and Theory (2600)	A paper based on observations in an early childhood classroom using the developmentally appropriate practice framework to identify characteristics of classroom quality
	Exploring Practices for Embracing Individual, Cultural, and Linguistic Diversity (2600)	A paper based on observations in early childhood settings focusing on teaching practices that support individual, cultural, and linguistic diversity
	Online Quizzes (2610)	Weekly open book mini quizzes with objective questions, e.g., true/false, multiple choice, fill in blank, and matching.
	Reflective Logs (2610)	12 weekly logs to document and reflect on trust relationships in the lab, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit

	Exam (4710)	A written essay and an individual oral exam covering topics such as assessment, developmentally appropriate planning, how planning and guidance are related, and integration of curriculum
	Final Comprehensive Exam (4990A)	A closed book capstone exam to measure learning outcomes in the Early Childhood or Early Childhood Education Program
4b: Knowing and understanding effective strategies and tools for early education	Exam 2 (2600)	Closed book exam including multiple choice, true/false, short answer, and essay questions
	Connecting Age Appropriate Developmentally Appropriate Practice and Theory (2600)	A paper based on observations in an early childhood classroom using the developmentally appropriate practice framework to identify characteristics of classroom quality
	Exploring Practices for Embracing Individual, Cultural, and Linguistic Diversity (2600)	A paper based on observations in early childhood settings focusing on teaching practices that support individual, cultural, and linguistic diversity
	Classroom Structure and Process Quality Observation (2600)	Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies
	Online Quizzes (2610)	Weekly open book mini quizzes with objective questions, e.g., true/false, multiple choice, fill in blank, and matching.
	Reflective Logs (2610)	12 weekly logs to document and reflect on trust relationships in the lab, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit
	Individual Research Project (2620)	A project to develop a deeper understanding of a special interest topic related to curriculum planning
	Exam (4710)	A written essay and an individual oral exam covering topics such as assessment, developmentally appropriate planning, how planning and guidance are related, and integration of curriculum
	Final Comprehensive Exam (4990A)	A closed book capstone exam to measure learning outcomes in the Early Childhood or Early Childhood Education Program
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches	Connecting Age Appropriate Developmentally Appropriate Practice and Theory (2600)	A paper based on observations in an early childhood classroom using the developmentally appropriate practice framework to identify characteristics of classroom quality
	Exploring Practices for Embracing Individual, Cultural, and Linguistic Diversity (2600)	A paper based on observations in early childhood settings focusing on teaching practices that support individual, cultural, and linguistic diversity
	Reflective Logs (2610)	12 weekly logs to document and reflect on trust relationships in the lab, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit
	Individual Guidance Plan Meeting (2610)	A collaborative meeting to make decisions on a young child who needs more individualized assistance in social and emotional learning
	Individual Guidance Plan Written Report (2610)	A written report on documentation, decision-making, intervention, and monitoring of challenging behaviors in a young child
	Emergent Planning Project (4710)	Lesson plans that are created, implemented, and reflected on
4d: Reflecting on their own practice to promote positive	Reflective Logs (2610)	12 weekly logs to document and reflect on trust relationships in the lab, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit

outcomes for each child.	After-Class Reflective Essays (2610)	Essays completed after class to further reflect on course content and in-class discussions
	Individual Guidance Plan Written Report (2610)	A lab-based report on documentation, decision-making, intervention, and monitoring of challenging behaviors in a young child who needs more individualized assistance in social and emotional learning
	Reflective Practice (4710)	Self, peer, and instructor reviews of videotaped teaching practices, one at baseline and the other at the end of student teaching
	Reflective Logs (4710)	Reflective papers on guided topics
	Leadership Statement (4730)	Personal definition of leadership and self-assessment of strengths and growth areas as a developing leader
	Inquiry Brief (4730)	An inquiry project to learn more about an early childhood program, develop a focused interview, identify a quality improvement issue, and provide recommendations for measurement and data collection
	Final Comprehensive Exam (4990A)	A closed book capstone exam to measure learning outcomes in the Early Childhood or Early Childhood Education Program
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	Learning Opportunities (activity, course number)	Related assessments of candidate performance
5a: Understanding content knowledge and resources in academic disciplines	Learning Experience Plans, Implementations, and Self-Reflections (2620)	Written plans, implementation, and evaluative reflections on developmentally appropriate child directed learning experiences
	Group Discussion Leader (2620)	Class discussion on content areas
	Exams (2620)	Closed book essay exams
	Individual Research Project (2620)	A project to develop a deeper understanding of a special interest topic related to curriculum planning
	Weekly Homework Assignments (4130)	Specific language and literacy practices that are implemented and reflected on
	Materials and Equipment File (4670)	A list of classroom materials and equipment for teaching STEM is prepared
	STEM Learning Experiences (4670)	Developmentally appropriate STEM active learning experiences are developed
	STEM Family Activities (4670)	STEM learning activities for children to complete at home with families
	Technology and Interactive Media Research Review or Inquiry Project (4670)	A paper that reviews current research literature or describes an action research project
	Exams (4670)	Closed book multiple choice, short answer, and essay exams
	Emergent Planning Project (4710)	Lesson plans that are created, implemented, and reflected on
	Exam (4710)	A written essay and an individual oral exam covering topics such as assessment, developmentally appropriate planning, how planning and guidance are related, and integration of curriculum
5b: Knowing and using the central concepts, inquiry tools, and structures	Weekly Lesson Plan Content Reflections (4720)	Reflection on a single content area from prepared lesson plan learning experience for each week
	Learning Experience Plans, Implementations, and Self-Reflections (2620)	Written plans, implementation, and evaluative reflections on developmentally appropriate child directed learning experiences
	Exams (2620)	Closed book essay exams
	Weekly Homework Assignments	Specific language and literacy practices that are

of content areas or academic disciplines	(4130)	implemented and reflected on
	Midterm Project (4130)	Analysis of video of student reading with children
	Final Project (4130)	Analysis of video of student reading with children
	Literacy Connections Project (4670)	A paper describing how children's books are chosen to connect with STEM concepts
	Materials and Equipment File (4670)	A list of classroom materials and equipment for teaching STEM
	STEM Learning Experiences (4670)	Developmentally appropriate STEM active learning experiences
	STEM Family Activities (4670)	STEM learning activities for children to complete at home with families
	Technology and Interactive Media Research Review or Inquiry Project (4670)	A paper that reviews current research literature or describes an action research project
	Exams (4670)	Closed book multiple choice, short answer, and essay exams
	Emergent Planning Project (4710)	Lesson plans that are created, implemented, and reflected on
	Exam (4710)	A written essay and an individual oral exam covering topics such as assessment, developmentally appropriate planning, how planning and guidance are related, and integration of curriculum
Weekly Lesson Plan Content Reflections (4720)	Reflection on a single content area from prepared lesson plan learning experience for each week	
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Learning Experience Plans, Implementations, and Self-Reflections (2620)	Written plans, implementation, and evaluative reflections on developmentally appropriate child directed learning experiences
	Webbing Observation (2620)	Focused observations of individual child behavior to enhance individualized planning for group instruction
	Weekly Homework Assignments (4130)	Specific language and literacy practices that are implemented and reflected on
	Midterm Project (4130)	Analysis of video of student reading with children
	Final Project (4130)	Analysis of video of student reading with children
	STEM Learning Experiences (4670)	Developmentally appropriate STEM active learning experiences
	STEM Family Activities (4670)	STEM learning activities for children to complete at home with families
	Emergent Planning Project (4710)	Lesson plans that are created, implemented, and reflected on
Weekly Lesson Plan Content Reflections (4720)	Reflection on a single content area from prepared lesson plan learning experience for each week	
Standard 6: Becoming a Professional	Learning Opportunities (activity, course number)	Related assessments of candidate performance
6a: Identifying and involving oneself with the early childhood field	Classroom Structure and Process Quality Observation (2600)	Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies
	Exams 1 & 2 (2600)	Closed book exams including multiple choice, true/false, short answer, and essay questions
	Advocacy Presentation (3500)	A group presentation to advocate for an issue related to child risk and well-being
	Keynote Address (3640)	A group project to present a poster at a local conference to disseminate information to caregivers, teachers, families, and community
	Teaching and Learning Philosophy (2620)	A teaching and learning philosophy statement to reflect on and articulate beliefs and practices as a teacher.
	Philosophy (3640)	A vision, critical rationale, and a sense of purpose to

		reflect personal core tenets, beliefs, and assumptions that influence how to act as a teacher/professional
	Emergency Preparedness Plan (4730)	An emergency plan including first aid, and steps for disaster preparedness, emergency response evacuation, and shelter-in-place procedures, etc.
	Leadership Statement (4730)	Personal definition of leadership and self-assessment of strengths and growth areas as a developing leader
	Philosophy of Education (4990A)	A refined articulation of personal beliefs and attitudes about children, families, and role as a teacher, intended for employment search
	Resume (4990A)	A professional resume for employment search
	Job Interview (4990A)	A mock job interview in which students play the role of a candidate at a face-to-face job interview and respond to questions from a hiring panel (instructor and classmates), or sit with the hiring panel and question the candidates
	Connection Paper (4990A)	A summative evaluation that discusses connections between all EC/ECE courses (intra-connections) and link course learning outcomes together as they pertain to student's professional growth (inter-connections)
	Advocacy Paper (4990A)	A paper that advocates for an urgent ECE issue
6b: Knowing about and upholding ethical standards and other professional guidelines	Classroom Structure and Process Quality Observation (2600)	Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies
	Exams 1-4 (2600)	Closed book exams including multiple choice, true/false, short answer, and essay questions
	Reflective Logs (2610)	12 weekly logs to document and reflect on trust relationships in the lab, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit
	Logic Model and Theory of Change Statement (4730)	A paper that proposes a plan for improvement of an early care and education program
	Final Comprehensive Exam (4990A)	A closed book capstone exam to measure learning outcomes in the Early Childhood or Early Childhood Education Program
6c: Engaging in continuous, collaborative learning to inform practice	Classroom Structure and Process Quality Observation (2600)	Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies
	Individual Guidance Plan Meeting (2610)	A collaborative meeting to make decisions on a young child who needs more individualized assistance in social and emotional learning
	Keynote Address (3640)	A group project to present a poster at a local conference to disseminate information to caregivers, teachers, families, and community
	Reflective Practice (4710)	Self, peer, and instructor reviews of videotaped teaching practices, one at baseline and the other at the end of student teaching
	Reflective Logs (4710)	Reflective papers on guided topics
	Child Profile (4710)	Documented observation results for two children in different developmental domains and appropriate, domain-specific goals to guide future teaching practice
	Inquiry Brief (4730)	An inquiry project to learn more about an early childhood program, develop a focused interview, identify a quality improvement issue, and provide recommendations for measurement and data collection
	Connection Paper (4990A)	A summative evaluation that discusses connections between all EC/ECE courses (intra-connections) and link course learning outcomes together as they pertain

		to student's professional growth (inter-connections)
	Professional Portfolio (2600/4990A)	An online portfolio that uses artifacts and reflections to demonstrate student's achievement of learning outcomes in early childhood coursework aligned with NAEYC Standards
6d: Integrating knowledgeable, reflective, and critical perspectives on early education	Classroom Structure and Process Quality Observation (2600)	Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies
	Exam 1 (2600)	Closed book exam including multiple choice, true/false, short answer, and essay questions
	Individual Guidance Plan Written Report (2610)	A lab-based report on documentation, decision-making, intervention, and monitoring of challenging behaviors in a young child who needs more individualized assistance in social and emotional learning
	Individual Research Project (2620)	A project to develop a deeper understanding of a special interest topic related to curriculum planning
	Review of a Program (3500)	Description and evaluation of a social services organization or program in the community that serves "children at-risk"
	Child Profile (4710)	Documented observation results for two children in different developmental domains and appropriate, domain-specific goals to guide future teaching practice
	Inquiry Brief (4730)	An inquiry project to learn more about an early childhood program, develop a focused interview, identify a quality improvement issue, and provide recommendations for measurement and data collection
	Final Comprehensive Exam (4990A)	A closed book capstone exam to measure learning outcomes in the Early Childhood or Early Childhood Education Program
	Connection Paper (4990A)	A summative evaluation that discusses connections between all EC/ECE courses (intra-connections) and link course learning outcomes together as they pertain to student's professional growth (inter-connections)
	Professional Portfolio (2600/4990A)	An online portfolio that uses artifacts and reflections to demonstrate student's achievement of learning outcomes in early childhood coursework aligned with NAEYC Standards
	Advocacy Paper (4990A)	A paper that advocates for an urgent ECE issue
6e: Engaging in informed advocacy for children and the profession	Classroom Structure and Process Quality Observation (2600)	Final exam and a synthesis paper to observe and evaluate structure and process quality of 2 classrooms and to examine implications for public policies
	Exam 1 (2600)	Closed book exam including multiple choice, true/false, short answer, and essay questions
	Advocacy Presentation (3500)	A group presentation to advocate for an issue related to child risk and well-being
	Keynote Address (3640)	A group project to present a poster at a local conference to disseminate information to caregivers, teachers, families, and community
	Advocacy Paper (4990A)	A paper that advocates for an urgent ECE issue
	Advocacy Oral Presentation (4990A)	An oral presentation based on the advocacy paper that mimics the real advocacy audience and setting

Please provide 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):

The EC and ECE Programs at Weber State University have traditionally had a very strong foundation in preparing early childhood teachers in the key elements of Standards 1 and 4 related to a strong understanding of child development and developmentally effective practices. The current EC and ECE faculty have built on this strength by intentionally evaluating the courses in our programs taking into account the professional needs of our candidates as reflected in the feedback received from recent graduates and from the community regarding the most important needs for professional skills that they hope our graduates have when they are working in the field of early childhood.

Based on this information, there are several aspects of the standards that we have made efforts to refine such that candidates receive more experience and practice. Several courses have been revised reflecting course outcomes that are more closely aligned with NEAYC Standards. In the CHF 3640 Working with Families course assessments have been revised to include a stronger relational aspect to better reflect the importance of relationships with families and the community (Standard 2). CHF 3500 Young Children at Risk has been revised to also address issues surrounding diversity in families (Standard 2) and advocacy for children and families at risk as future professionals (Standard 6). CHF 4990A Seminar in Child Development has also been revised to better address becoming a professional in the field of early childhood and the importance of advocating for children (Standard 6).

CHF 2610 Guidance and CHF 2620 Planning Creative Experiences with Children have been refined to emphasize effective teaching strategies and positive teacher-child interactions using the Classroom Assessment Scoring System (CLASS) to strengthen the key elements of Standard 4. While also integrating types of authentic assessment of children is including in the weekly reflective logs to focus on Standard 3 more directly. Additionally, Practice Based Coaching (PBC) has provided a method for bolstering reflective practice and collaborating to inform practice (Standard 6).

The new content specific courses CHF 4130 Language Development and Emerging Literacy and CHF 2670/4670 have firmed up our commitment to support development of early childhood curriculum in content areas (Standard 5). Another new course CHF 4730 Early Childhood/Early Childhood Education Program Development was specifically designed to meet needs of our candidates who want to be in leadership positions in the field of early childhood (Standard 6).

We made an intentional to integrate throughout all of our courses is Standard 3 to give our candidates multiple experiences with authentic assessment of children. Several courses include the use of observational assessments including anecdotal records, time sampling, event sampling, interest maps, checklists, and developmental screenings.

Please provide a one-page description of plans to address challenges and build on current strengths in this area:

An essential part of the endeavor of creating our Early Childhood (EC) and Early Childhood Education (ECE) Program that reflect NAEYC Professional Preparation Standards is evaluating the strengths and challenges of the courses in our programs.

One strength is the thorough knowledge of child development and learning that is not restricted to one course, but rather addressed in several courses throughout a candidate's advancement through the degree program. This is a strength that the program intends to build upon in order to ensure that each standard receives adequate and varied coverage in the program's curriculum. Faculty have been and will continue to work in conjunction with one another in order to create curricula that connect with and complement each other to support the thorough implementation of each standard across the program's courses.

A challenge that became apparent with the completion of the Curriculum Chart was the need to strengthen the implementation of Standard 5 in the Language and literacy as a content area was addressed in CHF 4130 Language Development and Emergent Literacy in Early Childhood first taught in Spring 2016. Topics such as Literacy, Science, Mathematics, and Social Studies are addressed through lectures and in-class activities in CHF 2620 Planning Creative Experiences with Young Children and in the process of the planning and implementing learning experiences candidates do in the MSL Children's School lab placement to a certain extent. One way that this challenge is being addressed is by the introduction of a new course CHF 2670/4670 STEM and Approaches to Learning in Early Childhood beginning Fall 2017. This class will focus on the content areas of Science and Mathematics, giving more breadth and depth to the content areas covered in the program's curriculum.

When the 5th faculty position is filled, there is a strong commitment to develop a new course that focuses on Assessment (Standard 3). This will definitely be a benefit for our candidates when they are working in the field.

We recognize that planning for future courses is limited by the parameters of Weber State University that suggests degree requirements for graduation not exceed 120 credit hours so candidates in all degree programs can graduate in four years taking 15 credit hours/semester. Therefore, we must make judicious decisions before adding additional degree requirements. We must also consider the number of candidates in our courses not to exceed supply and demand.

G. 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 assessments selected as key to the program's design. Five key assessments are required for submission, and programs have the option of including a sixth key assessment.

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 six standards,
- 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 your narrative.

Typically, each of these assessments will address more than one standard. They will evolve in response to evidence of effectiveness. If these assessments are revised between submission of the self-study report and the site visit any new or revised materials should be provided to the site visit team as part of the document review.

Additional Indicators of Strength are described in relation to each standard and supportive skill.

Sources of Evidence

1) Report:

- a) *Multi-Program Key Assessment to Degree Program Alignment Chart* (for institutions submitting multiple degree programs in one Self-Study Report)
- b) *Overview Chart of Key Assessments Aligned with Accreditation Standards* for collection of key assessments
- c) Documentation for each key assessment. This documentation should be limited to the equivalent of five pages each, however in some cases the assessment directions or scoring guides may go beyond five pages.
 - c.1) *Evidence Chart*
 - c.2) The directions or guidelines as they are given to candidates
 - c.3) The rubric or scoring guide that is used by faculty or field supervisors to evaluate candidate work
 - c.4) Data from the assessment, if available: two applications over time, disaggregated by standard and by program
- d) a two- to four-page narrative reviewing your program's candidate assessment system, strengths, challenges and plans.

2) Site Visit:

- a) Review of additional examples of assessments related to standards, including their scoring guides, and evidence of candidate competence.
- b) 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.

3) Multi-Program Key Assessment to Degree Program Alignment Chart

Note: This section is only required for institutions submitting multiple degree programs on one Self-Study Report. Institutions may submit multiple programs at the same degree level on one Self-Study Report. Each degree program will receive a separate 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.

List the course number that implements the key assessment for each degree program. The key assessments (instructions to candidates and faculty rubric or scoring guide) 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. **Note: Programs are responsible for consistency in key assessment name and degree name throughout their Self-Study Report.**

Key assessment name	Early Childhood Program (B.S.)	Early Childhood Education Program (B.S.)
1. Child Development Observation	Assessment 1 is required in CHF 2500 Development of the Child.	Assessment 1 is required in CHF 2500 Development of the Child.
2. Reflective Log 10	Assessment 2 is required in CHF 2610 Guidance Based on Developmental Theory.	Assessment 2 is required in CHF 2610 Guidance Based on Developmental Theory.
3. Weekly Lesson Plan Content Reflection	Assessment 3 is required in CHF 4720 Student Teaching in the Children's School.	Assessment 3 is required in CHF 4720 Student Teaching in the Children's School.
4. Family Involvement Plan	Assessment 4 is required in CHF 3640 Working with Parents.	Assessment 4 is required in CHF 3640 Working with Parents.
5. Child Profile	Assessment 5 is required in CHF 4710 Advanced Guidance and Planning for Early Childhood Education.	Assessment 5 is required in CHF 4710 Advanced Guidance and Planning for Early Childhood Education.
6. Advocacy Paper	Assessment 6 is required in CHF 4990A Seminar in Child Development.	Assessment 6 is required in CHF 4990A Seminar in Child Development.

b) Overview Chart of Key Assessments Aligned with Accreditation Standards and Skills

Write a short title for each of your key assessments (e.g. portfolio, interview, case study, candidate teaching evaluation, advocacy project, etc.) to assist your readers. (Note: Programs are responsible for consistency in key assessment name and standard alignment throughout their Self-Study Report.)

Baccalaureate and graduate programs that have achieved national recognition through the partnership with the Council for Accreditation of Educator Preparation may submit the table from Section III of the program report submitted to CAEP, omitting state licensure exams and course grades and including any additional assessments, if needed to meet the goal of 5-6 key assessments that are well aligned with the standards.

Place an X under the NAEYC Standards assessed in each of your key assessments.

STD = standards 1-6

Assessment (Name, course #)	STD1	STD2	STD3	STD4	STD5	STD6
1. Child Development Observation (2500)	X		X			
2. Reflective Log 10 (2610)			X	X		X
3. Weekly Lesson Plan Content Reflection (4720)					X	
4. Family Involvement Plan (3640)		X				
5. Child Profile (4710)			X			X
6. Advocacy Paper (4990A)	X	X				X

a) Chart of Key Elements Aligned with Key Assessments						
Standard 1: Promoting Child Development and Learning	Key Assessment					
	1	2	3	4	5	6
Key Elements						
1a. Knowing and understanding young’s children’s characteristics and needs, from birth through age 8.	X					
1b. Knowing and understanding the multiple influences on development and learning.	X					X
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	X					
Standard 2: Building Family and Community Relationships	Key Assessment					
	1	2	3	4	5	6
Key Elements						
2a. Knowing about and understanding diverse family and community characteristics.				X		X
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.				X		
2c. Involving families and communities in young children’s development and learning.				X		
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Key Assessment					
	1	2	3	4	5	6
Key Elements						
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	
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	
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.					X	
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.		X				
Standard 4: Using Developmentally Effective Approaches	Key Assessment					
	1	2	3	4	5	6
Key Elements						
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.		X				
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.		X				
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.		X				
4d. Reflecting on own practice to promote positive outcomes for each child.		X				

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			
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.			X			
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.			X			
Standard 6: Becoming a Professional Key Elements	Key Assessment					
	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.						X
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.		X				
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.					X	
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.					X	X
6e. Engaging in informed advocacy for young children and the early childhood profession.						X

d.1) EVIDENCE CHART

Key Assessment 1: Child Development Observation

Briefly describe the assignment and list the courses that use this assignment.

This Child Development Observation is an assignment used in CHF 2500 Development of the Child. Candidates will complete a written report based on a 60-minute observation of a preschool or a kindergarten classroom in an early care and education program. This report will include: an objective and a subjective description of the classroom environment, and two anecdotal records on behaviors and interactions of children and adults in the classroom. Candidates will need to demonstrate application of child development concepts and theories in the observation report.

Place an X under the NAEYC Standards assessed through this activity

STD = standard

STD1			STD 2			STD3				STD4				STD5			STD6				
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														

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain the program’s plans to collect data related to the standards.

This key assessment has been used as an assignment in CHF 2500 Development of the Child, an introductory child development course taught every fall and spring semester during the regular academic year. Revisions were recently made in the self-study for NAEYC Higher Education Accreditation. Data collection plan is to continue to use this assessment as an assignment in CHF 2500. Candidates enrolled in this course will be asked to complete the Child Development Observation twice in the semester. Their observation reports will be submitted on Canvas, the online course management system, and graded based on the rubric that uses a 4-point grading scale. Percentage of candidates who score at or above 2 (Meets Expectations) will be calculated for each grading criterion that aligns with at least one key element of the NAEYC Professional Preparation Standards.

Describe how data from this key assessment are being used (or will be used) to improve teaching and learning related to the standards.

At the end of each academic year, all Early Childhood instructors will meet and use data from this key assessment to evaluate candidates’ progress towards NAEYC Professional Preparation Standards and discuss ways to improve program quality. In CHF 2500 Development of the Child, teaching abstract theoretical concepts has been a challenge. During class time instructor would typically ask candidates to provide examples or show video clips to illustrate a child’s developmental milestone, behavior, emotion, utterance, etc., but candidates would quickly forget the information after class if they did not practice it in the real world. During field experiences later in the program, some candidates might feel uncomfortable to use child development language to discuss theoretical foundations for curriculum planning, interactions with children and families, or other practices in the early childhood classroom. This key assessment allows candidates to “see” developmental characteristics and needs of children and influences on them (Standard 1a & 1b), document the developmental information through assessments of classroom environment and anecdotal records (Standard 4b), and “use big words” to discuss observational results in order to build a firm ground in a child development knowledge base (Standard 1c).

Briefly describe how this key assessment supports the program's context related to one or more Accreditation Criteria.

The primary purpose of this key assessment is to provide an indicator that candidates build a firm ground in a child development knowledge base. The assessment measures candidates' knowledge and understanding of children's characteristics and needs at preschool and kindergarten age. Candidates will evaluate how physical environment, teachers, and other children may influence a child's development and learning. Candidates will also use anecdotal records to document how children interact with teachers and peers in the early childhood classroom and engage in different types of learning activities. The anecdotal records also include a comment section in which candidates will use developmental knowledge (e.g., child development theories and concepts, empirical evidence) to discuss how to create healthy, respectful, supportive, and challenging learning environments for young children. This key assessment supports the program's mission that emphasizes the support of adult learners in developing the knowledge, skills, and dispositions needed to reach their full potential as early childhood professionals (Criterion 1). Candidates are required to use observational data to help them make informed decisions on tough topics such as development of the individual child, appropriate ways of guiding the child, or learning activities that meet the child's developmental, individual, and cultural needs. This prepares candidates to have a positive impact on the lives of young children (Criterion 3). Finally, this key assessment supports the program context by providing an indicator of candidate foundational preparation towards NAEYC Professional Preparation Standards 1 and 3 and progress towards Supportive Skill #2 for applying foundational concepts in their work as early childhood professional (Criterion 6).

d.2) The directions or guidelines for Key Assessment 1 as they are given to candidates

**CHF 2500 Development of the Child
Child Development Observation**

You will conduct a 60-minute observation of a preschool or a kindergarten classroom in an early care and education program. Do not observe children in your own house or friends' and relatives' houses unless it is a home-based day care. You are encouraged to observe the preschool classrooms of the WSU Melba S. Lehner Children's School (ED 105, 106, and 108) and the kindergarten classroom of the WSU Charter Academy (ED 116). No appointment is necessary. You may observe both indoor and outdoor times of the class. When observing from the observation booth, please keep quiet and follow the "no food/beverage" policy. If you have the required credential (e.g., criminal background and TB clearance) to observe inside the classroom, please wear your badge and plan to stay in the background unless invited by the teacher to participate. When observing on the playground, please be sure to stay in the background and do not hover over the children or interact with them. Rules of confidentiality apply in this assignment. Information about the children you observe should be discussed in class only. Do not share information about the children you observe outside of class. Be professional. A written report on classroom environment and two anecdotal records are required based on the observation. You are expected to demonstrate application of concepts and theories that you have learned from the course. Please check the grading rubric and use the provided template to type your observation.

CHF 2500 CHILD DEVELOPMENT OBSERVATION TEMPLATE

Observer's Name:	Children's Age:
Location:	Date of Observation:
Start Time:	End Time:
DESCRIPTION OF THE OVERALL SETTING	
Objective Description	Subjective Description

ANECDOTAL RECORD #1	
Child(ren)'s Name(s)	Setting/Activity
Anecdote	
Comments	

ANECDOTAL RECORD #2	
Child(ren)'s Name(s)	Setting/Activity
Anecdote	
Comments	

d.3) The rubric or scoring guide for Key Assessment 1 that is used by faculty or field supervisors to evaluate candidate work on each key assessment.

See the rubric on the next page.

Grading Rubric of the Child Development Observation

NAEYC Standards	Criteria	Exceeds Expectations 3	Meets Expectations 2	Progressing Toward Expectations 1	Does Not Meet Expectations 0
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.	<i>Grammar, Spelling, & Introduction</i>	Report is free of grammatical and spelling errors; introduction section is complete and accurate	Occasionally a grammatical or spelling error; introduction section is complete and accurate	Occasionally a grammatical or spelling error; at least one entry in the introduction section is left blank	Grammar and spelling are bad; introduction section is blank
	<i>Objective Description</i>	Description is thorough, detailed, and value-free; displays close observation	Description is detailed; some personal judgments	There are a few details in the description; strong personal judgments	Very brief or no description
	<i>Subjective Description</i>	Evaluations are adequate, appropriate, and thoughtful	Evaluations are mostly adequate; some evaluations are inappropriate or superficial	Evaluations are inadequate or inappropriate	Very few or no evaluation
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.	<i>Background Information & Anecdote 1</i>	Includes name(s) of child(ren) involved in the incident; accurately and adequately identifies what is going on; accurately and adequately describes the incident; objective details are used	Includes name(s) of child(ren) involved in the incident; identifies what is going on; some descriptions are inaccurate, inadequate or subjective	Inaccurate mentioning of what is going on in the incident; brief description of the incident	No name recorded; inaccurate or no mentioning of what is going on in the incident; no description of the incident
	<i>Background Information & Anecdote 2</i>	Includes name(s) of child(ren) involved in the incident; accurately and adequately identifies what is going on; accurately and adequately describes the incident; objective details are used	Includes name(s) of child(ren) involved in the incident; identifies what is going on; some descriptions are inaccurate, inadequate or subjective	Inaccurate mentioning of what is going on in the incident; brief description of the incident	No name recorded; inaccurate or no mentioning of what is going on in the incident; no description of the incident
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.	<i>Comment 1</i>	Discusses the significance of the incident in the child development framework; applies theories, research, and other course-related things to the discussion; thoughtful reflections	Discusses theory(s) and other things in child development but does not fully relate to the observed incident	Mentions some child development theory(s) and terms but fails to substantively relate to the observed incident	Is unable to relate to anything in child development
	<i>Comment 2</i>	Discusses the significance of the incident in the child development framework; applies theories, research, and other course-related things to the discussion; thoughtful reflections	Discusses theory(s) and other things in child development but does not fully relate to the observed incident	Mentions some child development theory(s) and terms but fails to substantively relate to the observed incident	Is unable to relate to anything in child development

d.4) Data table for this assessment, if available, showing one or two applications of the assessment, aligned with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs. If data are presented, the data should be disaggregated by standard. If you are submitting multiple programs in one Self-Study Report, you should also disaggregate the data by degree program. (Note: Programs are not required to submit data to earn initial accreditation.)

d.1) EVIDENCE CHART

Key Assessment 2: Reflective Log 10

Briefly describe the assignment and list the courses that use this assignment.

This Reflective Log 10 is an assignment used in CHF 2610 Guidance based on Developmental Theory, a course in which candidates are required to complete two hours per week for 12 weeks and a total of 24 hours of field experience in the program's laboratory preschool, coached by a mentor teacher. After each weekly lab, candidates will write a log to document and reflect on: trust relationships with children in the classroom, feedback provided by mentor teachers, results of a specific observation task, and plan for the next lab visit. Each week candidates are assigned a different observation task (see d.2 assessment directions for the complete list of observation tasks). In this key assessment, candidates are asked to use the modified Classroom Assessment Scoring System (CLASS) Form to complete a 15-minute observation of the mentor teacher or another teacher in the classroom. In the reflection on CLASS results, candidates must use observed examples to illustrate the Positive Climate, Teacher Sensitivity, Regard for Student Perspective, and Behavior Management dimensions.

Place an X under the NAEYC Standards assessed through this activity

STD = standard

STD1			STD 2			STD3				STD4				STD5			STD6				
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			

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain the program's plans to collect data related to the standards.

This key assessment has been used as an assignment in CHF 2610 Guidance based on Developmental Theory, a course taught every fall and spring semester during the regular academic year. Revisions were recently made in the self-study for NAEYC Higher Education Accreditation. Data collection plan is to continue to use this assessment in CHF 2610. Candidates enrolled in this course will be asked to complete this assessment as one of the 12 weekly reflective logs related to their lab practicum. The reflective log will be submitted on Canvas, the online course management system, and graded based on the rubric that uses a 4-point grading scale. Percentage of candidates who score at or above 2 (Meets Expectations) will be calculated for each grading criterion that aligns with at least one key element of the NAEYC Professional Preparation Standards.

Describe how data from this key assessment are being used (or will be used) to improve teaching and learning related to the standards.

At the end of each academic year, all Early Childhood instructors will meet and use data from this key assessment to evaluate candidates' progress towards NAEYC Professional Preparation Standards and discuss ways to improve program quality. This key assessment allows candidates to critically discuss their effectiveness in building trust relationships and using positive guidance strategies to increase the quality of their interactions with children and families in the lab classroom (Standard 4a, 4b, and 4c). In this key assessment, candidate would document results of the CLASS observation and reflect on related guidance practice to promote positive child outcomes (Standard 4d). Based on mentor teacher's feedback as well as CLASS data, candidates are expected to critically analyze their own use of guidance strategies to more effectively meet individual child's goals (Standard 3d). Finally, candidates must practice the NAEYC Code of Ethical Conduct in their lab classroom and write about children, families, and co-teachers in a respectful and ethical way (Standard 6b).

Briefly describe how this key assessment supports the program's context related to one or more Accreditation Criteria.

The primary purpose of this key assessment is to provide an indicator that candidates know, understand, and use a wide array of developmentally appropriate approaches to interact with children and positively influence each child's development and learning. This key assessment supports the program philosophy that highlights the importance of developing critical thinking and reflection skills among candidates (Criterion 1). Through this key assessment, candidates combine a face-to-face course with field experience and practice high-quality teacher-child interactions in the early childhood classroom (Criterion 3). Candidates work closely with mentor teachers who provide models of early childhood practice consistent with NAEYC standards. They also receive evaluations from course instructor on the quality of their field experience (Criterion 5). Finally, this key assessment supports the program context by providing an indicator of candidate foundational preparation towards NAEYC Professional Preparation Standards 3, 4, and 6 and progress towards Supportive Skill #4 for reflecting critically upon their experience (Criterion 6).

d.2) The directions or guidelines for Key Assessment 2 as they are given to candidates

Every candidate will be required to complete a minimum of 24 hours of field experience in the Melba S. Lehner (MSL) Children's School with one classroom of children, coached by a mentor teacher. You will sign up on Canvas for a weekly two-hour lab that starts from the 3rd week through the end of the semester. Each week during your time in the lab, you will be assigned a task in which you are asked to complete specific objectives using observation skills and concepts that you have learned in your coursework or tools and methods that can be used to help you understand more about the children in your assigned classroom. You will use the provided template to complete a written log to reflect on each completed task and submit it on Canvas. Every reflective log will need to include:

1) Documentation of Lab Visit (1 point):

Your name:

Your mentor teacher's name:

Total number of lab hours currently:

Date of lab visit:

Start time:

End time:

2) Summary of Trust Relationship (2 points): A short summary how your trust relationships are progressing during the two-hour lab time this week. It is essential that your summary include how you are applying the specific components of trust relationship. (NAEYC Standard 4a)

3) Follow-up on last weeks' short-term goal (3 points) (Does not apply on the first week): Describe how you carried out what you had planned in your reflection/log from your last visit. Why do you think you were successful (or unsuccessful) at meeting your goal? How is this helping you reach your long-range goals? (NAEYC Standard 3d)

4) Specific Observation Task (5 points): Instructions vary in each log. Be sure to CAREFULLY read and follow the instructions. (NAEYC Standard 4b)

5) Reflection on Observation (5 points): you will write a specific reflection to demonstrate what you learned from that task. This reflection is a CRITICAL part of the assignment. (NAEYC Standard 4d)

6) Short-Term Goal/Plan for Next Visit (2 points): Come up with a plan or idea to help you prepare for the next visit and focus your interactions with children during your lab time. This might be an idea of how you would behave differently, what you might say to children, or the attitude you might have as you enter the classroom. (NAEYC Standard 4c)

7) Underlining Concepts (1 point): As you write you must underline current specific guidance concepts, strategies, theories, and principles discussed in class and from assigned readings that are relevant to the observation task for this log. This is how you demonstrate your understanding of concepts. Just underlining is not enough. Concepts must be appropriately explained and applicable. (NAEYC Standard 4b)

8) Professionalism (1 point): Candidate follow instructions to write about children, families, and co-workers in a respectful and ethical way. Thoughts are expressed using correct grammar and minimal spelling and/or typing errors. (NAEYC Standard 6b)

<i>Reflective Log #</i>	<i>Observation Task</i>
1	Get to Know
2	Anecdotal Record
3	Running Record
4	Social Attributes Checklist
5	Room Mapping
6	Time Sampling
7	Event Sampling
8	ASQ-3
9	ASQ-3
10	CLASS
11	Theory Application
12	Using Positive Guidance Strategies

See the template for Reflective Log 10 on the next page.

CHF 2610 Reflective Log #10

Goal for this observation: *Use the Classroom Assessment Scoring System (CLASS) to analyze teacher-child interactions.*

Documentation of Lab Visit:

Your name:

Your mentor teacher's name:

Total number of lab hours currently:

Date of lab visit:

Start time:

End time:

Summary of Trust Relationship:

A short summary of how your trust relationships are progressing during the two-hour lab time this week. It is essential that your summary include how you are applying the specific components of trust relationship. (NAEYC Standard 4a)

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Follow-Up on Weekly Focused Observation Feedback:

Reflect on how you used positive guidance strategies this week to more effectively meet individual children's needs and goals. Incorporate feedback from your mentor teacher based on her weekly focused observation. (NAEYC Standard 3d)

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Specific Observation Task for Reflection:

Classroom Assessment Scoring System (CLASS)

Complete a 15-minute observation of the mentor teacher or student teacher inside your lab classroom. Fill out the modified CLASS Observation Form based on information you gather during this observational period. (NAEYC Standard 4b)

Modified CLASS Observation Form

Teacher Name: _____

Emotional Support - <i>Positive Climate</i>: Reflects the emotional connection between the teacher and students and among students		1-2	3-4-5	6-7
1	Teachers and students enjoy warm, supportive relationships. <ul style="list-style-type: none"> • students appear comfortable with positive affect generally returned or accepted • frequent social conversations are evident 			
2	Positive affect/emotion is frequently displayed by teacher and students. <ul style="list-style-type: none"> • warm and pleasant with many smiles • many instances of enthusiasm including laughter 			
3	Positive verbal and physical communication is frequently seen. <ul style="list-style-type: none"> • teacher responds positively to students' efforts • teacher communicates positive expectations regularly 			
4	Respect is consistently demonstrated for all. <ul style="list-style-type: none"> • teacher uses warm, calm voice • frequently used manner words by all 			
Emotional Support - <i>Teacher Sensitivity</i>: Teacher's awareness of and responsiveness to students' academic and emotional needs that facilitates student ability to explore and learn.		1-2	3-4-5	6-7
1	Consistent awareness of students who need extra support, assistance, or attention. <ul style="list-style-type: none"> • teacher anticipates problems • teacher notices when students are not engaged or struggling 			
2	Consistently responsive to students and matches support to children's needs and abilities. <ul style="list-style-type: none"> • teacher responds quickly to provide appropriate comfort, assistance, and reassurance • teacher acknowledges students' feelings 			
3	Consistently and effectively addresses problems and concerns. <ul style="list-style-type: none"> • teacher is very "in tune" with students • teacher provides academic and social support 			
4	Teacher is a source of support and "secure base" <ul style="list-style-type: none"> • students are comfortable seeking teacher support • teacher effectively helps students resolve their problems 			
Emotional Support - <i>Regard for Student Perspectives</i>: Interactions and activities place an emphasis on students' interests, motivations, and points of view, and encourage student responsibility and autonomy.		1-2	3-4-5	6-7
1	Plans are flexible and organized with students' ideas and interests in mind <ul style="list-style-type: none"> • looks for opportunities to involve students in meaningful ways • follows students' lead, pace, and signals 			
2	Provides consistent support for student autonomy and leadership <ul style="list-style-type: none"> • enables students to be as independent as possible • students often lead activities 			
3	Opportunities for students' expression of ideas and perspectives <ul style="list-style-type: none"> • teacher is genuinely interested in and elicits students' ideas • student talk may predominate 			
4	Students have free movement and placement during activities <ul style="list-style-type: none"> • clear behavioral expectations appropriate for activities allowing movement without rigidity 			
Classroom Organization - <i>Behavior Management</i>: Encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior		1-2	3-4-5	6-7
1	Rules and expectations for the behavior are clear and consistently enforced. <ul style="list-style-type: none"> • evidence that all members understand the rules 			
2	Teacher is consistently proactive and monitors the classroom effectively to prevent problems from developing. <ul style="list-style-type: none"> • teachers scan the room and show awareness of all children 			
3	The teacher effectively redirects misbehavior by focusing on positives and making use of subtle cues. <ul style="list-style-type: none"> • behavior management does not take time away from learning • consistent, positive, individualized feedback is used 			
4	There are few, if any, instances of student misbehavior in the classroom. <ul style="list-style-type: none"> • children conduct themselves appropriately without reminders • children do not engage in behavior that is disruptive to others 			

Reflection

Discuss what you observed in relation to the Positive Climate, Teacher Sensitivity, Regard for Student Perspective, and Behavior Management dimension of CLASS. State the things the teacher has done well in accordance with the 4 dimensions and things that need improvement. Use at least one example that you observed or experienced to illustrate each dimension. (NAEYC Standard 4d)

Intent for Next Visit:

Based on your experience this week and the feedback you received from your mentor teacher, consider what practice you would like to intentionally focus on next week and get feedback on from you mentor teacher. You should take the opportunity to explain why you think this is important for your professional development, ability to build trust relationships, or have positive interactions with children and colleagues. (NAEYC Standard 4c)

Underlining Concepts:

As you write you must underline current specific guidance concepts, strategies, theories, and principles discussed in class and from assigned readings that are relevant to the observation task for this log. This is how you demonstrate your understanding of concepts. Just underlining is not enough. Concepts must be appropriately explained and applicable. (NAEYC Standard 4b)

d.3) The rubric or scoring guide for Key Assessment 2 that is used by faculty or field supervisors to evaluate candidate work on each key assessment.

CHF 2610 Grading Rubric of Reflective Log

NAEYC Standards & Key Elements	Criteria	Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Does Not Meet Expectations
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines	Documentation of Lab Visit	Complete and accurate information recorded as evidence of professionalism	Minor errors in accuracy of information (i.e. spelling/typos)	Incomplete or inaccurate information	Missing
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children	Summary of Trust Relationship	Uses broad knowledge and insightful understanding of specific elements of trust relationships to describe interactions in the classroom. Reflects deep sensitivity to individual needs of the child.	Uses limited knowledge and understanding of specific elements of trust relationships to describe interactions in the classroom. Reflects some sensitivity to individual needs of the child.	Only describes what happened without profoundly relating to specific elements of trust relationship and or deeper interactions of individual children and their needs.	Description is brief; specific elements of trust relationship are not mentioned
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.	Follow Up on Weekly Focused Observation Feedback	Demonstrates high competence in analyzing one’s own use of guidance strategies to more effectively meet individual child’s goals based on mentor teacher’s feedback	Demonstrates some ability to analyze one’s own use of guidance strategies to meet individual child’s goals based on mentor teacher’s feedback	Information is provided about what did and did not work without analysis for improvement; mentor teacher’s feedback is mentioned briefly	No information is provided on the use of guidance strategies; mentor teacher’s feedback is not mentioned
4b: Knowing and understanding effective strategies and tools for early education	Specific Observation Task	Observation task is completed with accuracy using effective strategies and tools for guidance.	Observation task is completed using strategies and tools for guidance.	Observation task is attempted without evidence of understanding strategies and tools for guidance.	Observation task is missing.
4d: Reflecting on their own practice to promote positive outcomes for each child.	Reflection on Observation Task	Clearly reflects on guidance practice related to the observation task to promote positive child outcomes.	Somewhat reflects on guidance practice related to the observation task to promote positive child outcomes.	Reflection is minimal.	Reflection is missing.
4c: Using a broad repertoire of developmentally appropriate teaching/learning practices	Intent for Next Visit	Demonstrates knowledge and understanding of how to plan strategies for supporting the socioemotional development of young	Demonstrates knowledge and understanding of how to plan strategies for supporting the socioemotional	Strategies to continue to work on are identified without evidence of understanding or how strategies support	Plan for next week is stated very briefly without the goal of guidance in mind or the understanding of

		children considering professionalism, trust, and positive interactions.	development of young children but does not consider professionalism, trust, and positive interactions.	socioemotional development of young children considering professionalism, trust, and positive interactions.	how strategies support socioemotional development of young children
4b: Knowing and understanding effective strategies and tools for early education	Underlining Concepts	At least 3 different <i>current</i> key guidance concepts are identified appropriately.	At least 3 different key guidance concepts are identified appropriately.	Guidance concepts are identified inappropriately.	Guidance concepts are not identified.
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines	Professionalism	Candidate writes about children, families, and co-workers in a respectful and ethical way; log instructions are followed; thoughts are expressed using correct grammar and minimal spelling and/or typing errors.	Candidate writes about children, families, and co-workers in a respectful and ethical way; log instructions are followed; thoughts are expressed with grammar and spelling errors.	Candidate writes about children, families, and co-workers in a respectful and ethical way; log instructions are not completely followed.	Candidate struggles with communicating in a respectful and ethical way; may include multiple errors in grammar, spelling, and typing.

d.4) Data table for this assessment, if available, showing one or two applications of the assessment, aligned with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs. If data are presented, the data should be disaggregated by standard. If you are submitting multiple programs in one Self-Study Report, you should also disaggregate the data by degree program. (Note: Programs are not required to submit data to earn initial accreditation.)

d.1) EVIDENCE CHART

Key Assessment 3: Weekly Lesson Plan Content Reflections

Briefly describe the assignment and list the courses that use this assignment.

This assessment is used in CHF 4720 Student Teaching in the Children’s School. Candidates will reflect on their content area knowledge using their prepared lesson plan learning experiences for each of the five weeks they act as head teacher in the Melba S. Lehner Children’s School. For each weekly lesson plan, the candidates will focus their reflection on a single content area including language and literacy, mathematics, science, social studies, and creative arts. This will give candidates the opportunity to reflect on how their plan integrated the specific content area skills and concepts, and demonstrated their understanding of that content area knowledge, resources, strategies, and appropriate practices to advance child learning.

Place an X under the NAEYC Standards assessed through this activity

STD = standard

STD1			STD 2			STD3				STD4				STD5			STD6				
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					

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain the program’s plans to collect data related to the standards.

The data collection plan is that this assessment will be completed each semester the course is taught. This assignment is aligned with the CLASS domain of Instructional Support. Through observations of student teachers, we have identified this as a domain that our candidates would benefit from additional support in course work and assignments. The 4-point assessment will be used to assign grades as one of the assignments used to assess meeting course outcomes. The percentage of candidates whose score either *exceeds expectations* or *meets expectations* for each criterion aligned with a standard key element will be considered to have satisfactorily met the key elements of Standard 5.

Describe how data from this key assessment are being used (or will be used) to improve teaching and learning related to the standards.

At the end of each academic year, all Early Childhood instructors will meet and use data from this key assessment to evaluate candidates’ progress towards NAEYC Professional Preparation Standards and discuss ways to improve program quality. Data from this key assessment will be used to revise and improve instructional strategies for out student teachers. It will be important for the instructors to also reflect on the data results and to be open to making revisions that will clarify assignment requirements and refine the rubric as needed to better reflect an understanding of content knowledge and ability to apply resources, central concepts, effective teaching strategies, and learning standards (Standard 5a, 5b, and 5c).

Briefly describe how this key assessment supports the program’s context related to one or more Accreditation Criteria.

The primary purpose of this key assessment is to provide an indicator that candidates can use content knowledge and effective teaching practices in planning the learning experiences for young children. Our program philosophy indicates an intention for providing learning experiences for candidates that encourage active engagement in learning and self-reflection (Criterion 1).

This key assessment is designed as part of our program of studies to build on each candidate's knowledge of child development and planning curriculum learned in previous courses in the program (Criterion 3) to provide a cohesive progression of learning experiences to support their practice in the field as early childhood professionals.

d.2) The directions or guidelines for Key Assessment 3 as they are given to candidates

CHF 4720 Weekly Lesson Plan Content Reflections Instructions

Using your individual weekly lesson plans, you will reflect on a single content area each week for the five weeks that you are the head teacher of the classroom you are student teaching in. Content areas will include: **Language and Literacy, Mathematics, Science, Social Studies, and Creative Arts**. The reflections will include:

- your knowledge of each of these content areas,
- your planning and implementation of the learning experiences,
- how you integrated this content area learning with other content areas,
- how you integrated this content area across children's developmental domains (physical, cognitive/language, and social/emotional),
- how you supported children's development of higher-order thinking skills and cognition (aka CLASS Instructional Support Domain).

You must use the provided template to complete the weekly lesson plan content reflection. Each reflection should be at least three pages in length. Type your reflection and submit on Canvas. Be ready to discuss your lesson plan content reflection when we meet in class.

CHF 4720 Weekly Lesson Plan Content Reflection

Academic Discipline/Content Area:

Math Social Studies Science Language/Literacy Creative Arts

Content Area Knowledge:

Using the *Intentional Teacher* text, *Utah’s Early Childhood Core Standards*, and what you have learned from other courses or readings, please identify and describe the key components of the content area or academic discipline of focus in your most recently implemented weekly plan. (What are the key components or pertinent abilities, skills, content, process, concepts, attitudes, and areas in the weekly lesson plan?)

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Implementation of Content:

Provide at least five examples of learning experiences within the specific content area.	Describe where and how each example occurred during the implementation of your learning experiences. Discuss how each example tied to the <i>Utah’s Early Childhood Core Standards</i> .
1.	
2.	
3.	
4.	
5.	

Integration Overview:

Discuss specifically how other content areas were integrated across the domains of development in the weekly plan through both child-directed and teacher-guided learning experiences. (Be sure to include at least 4 other content areas and 2 developmental domains in your discussion.)

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Reflection on CLASS Instructional Support for Learning in the Content Area:

Discuss how you supported children’s higher-order thinking skills and cognition to develop concept understanding.

- *How did you encourage children to think through asking open questions, fostering problem-solving, promoting experimentation, children evaluating their work?*
- *How did you encourage creating by engaging in brainstorming and planning with the children?*
- *How did you integrate knowledge, find out what the children already knew, link information to prior knowledge?*
- *How did you make learning meaningful by making connections to the real world and children’s lives?*

Discuss how you provided quality feedback to expand children’s learning and understanding and to encourage participation.

- *How did you use scaffolding by offering hints and assistance?*
- *How did you keep conversations going through feedback loops using back and forth exchanges, persistence, and follow-up questions?*
- *How did you prompt thought processes by asking children to explain their thinking and rationale for their actions?*
- *How did you provide information through expanding, clarifying, or giving specific feedback?*
- *How did you encourage and affirm effort to increase involvement and persistence including recognizing, reinforcing (not empty praise)?*

Discuss how you used language-stimulation and language facilitation techniques.

- *How did you support frequent conversation with back-and-forth exchanges, contingent responding, and peer conversations?*
- *How did you engage children with open-ended questions to require more than a one-word response?*
- *How did you use repetition and extension to expand your conversations with the children?*
- *How did you provide support using language by mapping your actions (self-talk) or mapping the child’s actions (parallel talk)?*
- *How did you encourage the use of advanced language by using a variety of words and connecting new words or ideas to the familiar?*

d.3) The rubric or scoring guide for Key Assessment 3 that is used by faculty or field supervisors to evaluate candidate work on each key assessment

CHF 4720 Assessment Rubric for Weekly Lesson Plan Content Reflection

NAEYC Standards & Key Elements	Criteria	Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Does Not Meet Expectations
5a. Understanding content knowledge and resources in academic disciplines	Content Area Knowledge	Accurately identifies and describes all key components of the academic discipline of focus.	Accurately identifies and describes some but not all key components of the academic discipline of focus.	Does not accurately identify and describe some key components of the academic discipline of focus.	Does not accurately identify and describe any key components of the academic discipline of focus.
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Context and Examples of Learning Experiences	Demonstrates broad knowledge of the content area concepts through using and identifying multiple appropriate strategies for play, exploration, inquiry.	Demonstrates good knowledge of the content area concepts through using and identifying at least 4 appropriate strategies for play, exploration, inquiry.	Demonstrates some knowledge of the content area concepts through using and identifying 2 or 3 appropriate strategies for play, exploration, inquiry.	Demonstrates little knowledge of the content area concepts through using and identifying only 1 appropriate strategy for play, exploration, or inquiry.
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Identification of Utah EC Core Standards	Clearly connects children’s learning experiences to appropriate learning standards to specific content and skills.	Connects children’s learning experiences to appropriate learning standards to specific content and skills but rationale is weak.	Connects some children’s learning experiences to appropriate learning standards to specific content and skills but struggles with making all connections.	Does not connect children’s learning experiences to appropriate learning standards to specific content and skills.
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Integration Overview	Details specific content and skills are integrated across domains and other content areas through child-directed and teacher-directed learning experiences. Includes at least 4 other content areas and 2 domains.	Details specific content and skills are integrated across domains and other content areas through child-directed and teacher-directed learning experiences. Includes at least 3 other content areas and 2 domains.	Details specific content and skills are integrated across domains and other content areas through child-directed and teacher-directed learning experiences. Includes at least 2 other content areas and 1 domain.	Details specific content and skills are integrated across domains and other content areas through child-directed and teacher-directed learning experiences. other content areas and domain.

5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Reflection	Frames reflection of content learning using components of CLASS dimensions (i.e., Concept Development, Quality of Feedback, and Language Modeling). Includes at least 2 practices from each dimension.	Frames reflection of content learning using components of CLASS dimensions (i.e., Concept Development, Quality of Feedback, and Language Modeling). Includes at least 1 practice from each dimension.	Frames reflection of content learning using components of CLASS dimensions (i.e., Concept Development, Quality of Feedback, and Language Modeling). Includes at least less than 1 practices from each dimension.	Frames reflection of content learning using components of CLASS dimensions (i.e., Concept Development, Quality of Feedback, and Language Modeling). Does not specifically include practices from the required dimensions.
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d.4) Data table for this assessment, if available, showing one or two applications of the assessment, aligned with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs. If data are presented, the data should be disaggregated by standard. If you are submitting multiple programs in one Self-Study Report, you should also disaggregate the data by degree program. (Note: Programs are not required to submit data to earn initial accreditation.)

d.1) EVIDENCE CHART

Key Assessment 4: Family Involvement Plan

Briefly describe the assignment and list the courses that use this assignment.

The Family Involvement Plan is an assignment used exclusively in CHF 3640 Working with Parents. A key element in this course is using Joyce Epstein's Model for Parental Involvement. This model describes six types of parental involvement including: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. For this assessment candidates create a plan for their classroom (or other professional role) for involving families with their children's learning. The plan for involving families in the classroom or in activities related to candidates' career choice should include the strategies, detailed description, potential barriers, and ways to promote success for each. Candidates will need to cover all six (6) involvement types and have multiple strategies for each.

Place an X under the NAEYC Standards assessed through this activity

STD = standard

STD1			STD 2			STD3				STD4				STD5			STD6				
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																

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain the program's plans to collect data related to the standards.

This assignment has been used in this course for three semesters. CHF 3640 Working with Parents course is offered every fall and spring semester. It is assigned during the final third of the semester as candidates begin to synthesize their learning during this course. Data will be collected based on the newly revised rubric to evaluate the percentage of candidates who score at or above 2 (Meets Expectations) and will be calculated for each grading criterion that aligns with at least one key element of the NAEYC Professional Preparation Standards.

Describe how data from this key assessment are being used (or will be used) to improve teaching and learning related to the standards.

At the end of each academic year, all Early Childhood instructors will meet and use data from this key assessment to evaluate candidates' progress towards NAEYC Professional Preparation Standards and discuss ways to improve program quality. Family involvement is critical for children, professional, and families. We know that without a clear plan, family involvement often becomes limited or pushed aside. Many early childhood and preschool programs and all public schools have family involvements plan as part of the broader program, but teachers and other professionals who work with children and families often need to devise their own plans for family involvement based on research and reflecting their personal style. If early childhood educators and professionals understand the value of family involvement and how it fits into their own philosophy and curriculum approach, they will be more likely to implement the practices they include in this assignment when they are working in the field. Therefore this assessment is specifically designed to give candidates greater knowledge and understanding about working with diverse families, building reciprocal relationships with families, and involving families in their children's development and learning (Standard 2a, b, c).

Briefly describe how this key assessment supports the program's context related to one or more Accreditation Criteria.

This assessment measures candidates' understanding of the diverse needs of families and the communities where they live by considering varying strategies and processes to support reciprocal relationships through involvement in children's development and learning. This is in keeping with the mission of our program that indicates the importance of preparing candidates to work with children and families from diverse backgrounds as well as the program philosophy that emphasizes knowing and understanding families with a sensitivity to cultural diversity (Criterion 1). This assessment directly addresses the program conceptual framework founded on the core considerations, guidelines and principles of developmentally appropriate practice that all signify the importance of working with families as essential in the field of early childhood (Criterion 2).

d.2) The directions or guidelines for Key Assessment 4 as they are given to candidates

**CHF 3640 Working with Parents
Family Involvement Plan**

Family involvement is critical for professionals working with children and families. Often, without a clear plan, family involvement becomes limited or pushed aside. The purpose of this project is for you to develop a plan for including families in your classroom or other activities you may expect to participate in as a professional working with children and families.

The plan should incorporate all (6) family involvement types as identified in Joyce Epstein's research/model including each of the following elements:

- A detailed description of each involvement type, first impressions, and how it will be encouraged.
- Application of multiple strategies to support involvement for each involvement type
- A vision that describes exactly how each strategy will be implemented (how, when, how often, what it looks like, etc.)
- Identification of potential barriers (family, teacher, school, community) that may interfere with the effectiveness of each strategy
- A description of resources (all types) that promote success and effectiveness of each strategy.
- The expectation of overall quality includes using correct spelling, grammar, and punctuation.

d.3) The rubric or scoring guide for Key Assessment 4 that is used by faculty or field supervisors to evaluate candidate work on each key assessment

NAEYC Standards & Key Elements	Criteria	Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Does Not Meet Expectations
2a. Understand diverse family and community characteristics	Description of plans for each involvement type and first impressions	Plan describes with detail each involvement type and how it will be encouraged.	Plan describes each involvement type and how it will be encouraged.	Plan describes each involvement type but not how it will be encouraged.	Plan does not describe each involvement type or how it will be encouraged.
2c. Involving families and communities in children's development	Use of multiple strategies per involvement type	Plan applies multiple strategies to support involvements for each involvement type	Plan applies two strategies to support involvements for each involvement type	Plan applies multiple strategies to support involvements for some involvement types	Plan few strategies to support involvements or is missing involvement types
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	Strategy Vision	Plan describes how each strategy will be implemented (how, when, how often, what it looks like, etc.)	Plan describes how each strategy will be implemented (how, when, how often, what it looks like, etc.)	Plan describes how each strategy will be implemented (how, when, how often, what it looks like, etc.)	Plan describes how each strategy will be implemented (how, when, how often, what it looks like, etc.)
2a. Understand diverse family and community characteristics	Barriers	Plan identifies multiple potential barriers (family, teacher, school, community) that may interfere with the effectiveness of each strategy	Plan identifies potential barriers (family, teacher, school, community) that may interfere with the effectiveness of the strategies	Plan identifies a potential barrier (family, teacher, school, community) that may interfere with the effectiveness of each strategies	Plan does not identify potential barriers (family, teacher, school, community) that may interfere with the effectiveness of the strategies
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	Promoting Success	Plan considers availability of resources (all types) that will support the effectiveness of the strategy.	Plan considers availability of different types of resources that will support the effectiveness of the strategy but are generally limited in perspective.	Plan narrowly considers availability of one or two types of resources that will support the effectiveness of the strategy.	Plan narrowly considers availability of a few common resources that will support the effectiveness of the strategy.
	Overall quality	Plan contains few (less than 2) spelling, grammar, or punctuation errors	Plan contains some (between 2 and 5) spelling, grammar, or punctuation errors	Plan contains many (between 6 and 8) spelling, grammar, or punctuation errors	Plan contains many (more than 8) spelling, grammar, or punctuation errors

d.4) Data table for this assessment, if available, showing one or two applications of the assessment, aligned with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs. If data are presented, the data should be disaggregated by standard. If you are submitting multiple programs in one Self-Study Report, you should also disaggregate the data by degree program. (Note: Programs are not required to submit data to earn initial accreditation.)

d.1) EVIDENCE CHART

Key Assessment 5: Child Profile

Briefly describe the assignment and list the courses that use this assignment.

The Child Profile is an assignment used in CHF 4710 Advanced Guidance and Planning, a senior-level course taken concurrently with CHF 4720 Student Teaching in the Melba S. Lehner (MSL) Children's School. All candidates completing this assessment are teaching 20 hours per week for 15 weeks in an early childhood classroom that serves children aged 2 to 6 years. This assessment requires candidates to document observation results for two children in physical, cognitive/language, and social/emotional developmental domains and to set up appropriate, domain-specific goals for the child's development and learning. In each child profile, candidates provide an overall reflective summary and analysis to guide future teaching practice.

Place an X under the NAEYC Standards assessed through this activity

STD = standard

STD1			STD 2			STD3				STD4				STD5			STD6				
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	

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain the program's plans to collect data related to the standards.

This key assessment has been used as an assignment in CHF 4710 Advanced Guidance and Planning, a course taught every fall and spring semester during the regular academic year. Revisions were recently made in the self-study for NAEYC Higher Education Accreditation. Data collection plan is to continue to use this assessment in CHF 4710. Candidates enrolled in this course will be asked to complete this assessment towards the end of student teaching. The two child profiles will be submitted on Canvas, the online course management system, and graded based on the rubric that uses a 4-point grading scale. Percentage of candidates who score at or above Level 3 (Proficient) will be calculated for each grading criterion that aligns with one key element of the NAEYC Professional Preparation Standards.

Describe how data from this key assessment are being used (or will be used) to improve teaching and learning related to the standards.

At the end of each academic year, all Early Childhood instructors will meet and use data from this key assessment to evaluate candidates' progress towards NAEYC Professional Preparation Standards and discuss ways to improve program quality. This key assessment allows candidates to understand and use systematic observations and documentation to support the development and learning of young children (Standard 3a, 3b, and 3c). Through critical, in-depth reflection and analysis, candidates make informed decisions on how to better support the child (Standard 6c) and practice the skill to integrate data from multiple assessments (Standard 6d).

Briefly describe how this key assessment supports the program's context related to one or more Accreditation Criteria.

The primary purpose of this key assessment is to provide an indicator that candidates understand that child observation, documentation, other forms of assessment are critical to the practice of all early childhood professionals. This key assessment supports the program philosophy that highlights the importance of using multiple measures of assessment and developing critical thinking and reflection skills among candidates (Criterion 1). This key assessment supports the program context by providing an indicator of candidate foundational preparation towards NAEYC Professional Preparation Standards 3 and 6. Finally, this key assessment helps candidates progress towards Supportive Skill #3 for having effective skills in written communication and being technologically literate and Supportive Skill #5 for using multiple sources to better serve children with a wide range of cultures, languages, needs, and abilities (Criterion 6).

d.2) The directions or guidelines for Key Assessment 5 as they are given to candidates

CHF 4710 Advanced Guidance and Planning Child Profile

Choose two children in your class to be your “focus” children for the semester. Use a total of four observational methods to document each child’s interests, preferences, and development to guide your curriculum planning for the classroom as the semester progresses. Here are some examples of observational methods:

- Annotated Pictures
- Anecdotal Record
- Running Record
- Webbing for Child Interest
- Child Interest Survey
- Frequency or Time Sampling
- Event Sampling or ABC Observation
- Social Attributes Checklist or other checklists
- Ages and Stages Questionnaires, Third Edition
- Ages and Stages Questionnaires: Social-Emotional, Second Edition

Based on your observational assessments and planned learning experiences, you will create a developmental profile for each focus child. The child profile will include:

- 1. About the child:** This will be the child’s age, birthday, family information, personality, temperament, and other background information that you feel important to document.
- 2. Developmental documentation:** Organize the documentation based on three main developmental domains: Cognitive/Language, Social/Emotional, and Physical. Under each developmental domain, you will include a detailed explanation of child's development and the growth he/she has shown, support provided for all statements made and developmental progresses explained, diverse examples, and the application of professional terminology.
- 3. Goals:** Under each developmental domain, state at least one goal that is creative, appropriate for the age of the child, and meaningful based on observational results. The goal is intended to guide teacher planning of learning experiences for this child. Use the *Utah’s Early Childhood Core Standards* and the *Utah’s Early Learning Guidelines Birth to Age Three* as resources when you write the goals.
- 4. Reflective summary:** This is a comprehensive, thoughtful summary of domain-specific observational data put together in professional terminology. A teacher who has not worked in the classroom should be able to obtain a solid baseline understanding of the child’s development and learning after reading your reflective summary.
- 5. Analysis:** This is your summative interpretation of what the observational data “means.” Discuss the overall developmental characteristics and needs of the child in the context of child development theories and early childhood education best practices. Demonstrate thoughtful connections between anecdote and theory. Consider how you will use the interpretation to inform your future teaching practice.

d.3) The rubric or scoring guide for Key Assessment 5 that is used by faculty or field supervisors to evaluate candidate work on each key assessment.

Grading Rubric of the Child Profile

NAEYC Standard & Key Element	Criterion	Level 4 Exemplary	Level 3 Proficient	Level 2 Developing	Level 1 Emerging
3a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.	<i>Introduction</i>	Detailed description of child including age, date of birth, temperament, likes/dislikes, personality, characteristics that are unique to this child. Introduction makes reader want to know more.	Detailed description of child including current age, date of birth, personality traits, and temperament.	Description of child includes a few details.	Very little description of assigned child.
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.	<i>Cognitive & Language Development</i>	Detailed explanation of child's intellectual abilities at the start and presently. Candidate supports stated growth with a lot of examples. Developments described & support provided.	Detailed explanation of child's intellectual abilities at the start and presently. Candidate uses examples from first hand experiences. Support provided to back up said growth & or lack of growth.	Some details of intellectual ability and growth. Candidate copied developments from a list with statements and little support is provided.	A few details may be present; little or no support given.
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.	<i>Social & Emotional Development</i>	Detailed explanation of child's emotional/social development and the growth he/she has shown. Support provided for all statements made and developments explained. Many examples given & c.d. terminology applied.	Detailed explanation of child's emotional/ social development at the present time and changes the child has gone through. Developmental checklists used & support given.	Some details of child's emotional/ social abilities. Candidate copied statements from developmental checklists and provided little support.	A few details present on emotional/ social development. Little or no support.
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.	<i>Physical Development</i>	Detailed explanation of child's physical abilities and growth he/she has shown since the start. Many examples given with support.	Detailed explanation of child's physical abilities and growth he/she has shown since the start. Some examples given.	Some details on physical development of assigned child. Candidate notes developments but does not fully support statements.	A few details on physical development present. Candidate does not always support statements.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	<i>Goals</i>	One goals described for each developmental area. Goals are creative and appropriate for the age of child. Goals show understanding of the needs of the observed child.	One goal described for each developmental area. Goals are appropriate for the age of child.	One goal described for each developmental area. Goals are not appropriate for the age of child.	Does not include at least one goal for each developmental area.

NAEYC Standard & Key Element	Criterion	Level 4 Exemplary	Level 3 Proficient	Level 2 Developing	Level 1 Emerging
6d. Integrating knowledgeable, reflective, and critical perspectives.	<i>Reflective Summary</i>	Shows comprehensive, thoughtful reflection with depth and breadth.	Reflection shows diverse thinking across topics; is clear and understandable.	Reflection address a couple areas and is understandable.	Reflection is lacking in readability, completeness, and/or appropriateness.
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	<i>Analysis</i>	Interpretation is comprehensive. Includes thoughtful connections between anecdote and theory. Shows understanding of relationship between theory and the child.	Interpretation summary is adequate. Includes some connections between anecdote and theory. Shows evidence of some understanding of relationship between theory and the child.	Interpretation summary is somewhat complete. Includes few or no connections between anecdote and theory. Shows lack of understanding of relationship between theory and the child.	Interpretation summary is inadequate. Includes no connections between anecdote and theory.

d.4) Data table for this assessment, if available, showing one or two applications of the assessment, aligned with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs. If data are presented, the data should be disaggregated by standard. If you are submitting multiple programs in one Self-Study Report, you should also disaggregate the data by degree program. (Note: Programs are not required to submit data to earn initial accreditation.)

d.1) EVIDENCE CHART

Key Assessment 6: Advocacy Paper

Briefly describe the assignment and list the courses that use this assignment.

The Advocacy Paper is an assignment used in CHF 4990A Seminar in Child Development, a capstone course taken by candidates as they graduate from the Early Childhood or Early Childhood Education Program. In this key assessment, candidates are asked to select an issue to advocate for. This issue must be urgent and related to young children, families, and the early childhood profession. Candidates must use diverse evidence including personal experiences, official statistics, and published research findings to illustrate why the issue is critical and what educational practices and policies need to be in place.

Place an X under the NAEYC Standards assessed through this activity

STD = standard

STD1			STD 2			STD3				STD4				STD5			STD6				
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

Briefly summarize candidate performance data from this key assessment. If your program has not yet collected data from this key assessment, explain the program's plans to collect data related to the standards.

This key assessment has been used as an assignment in CHF 4990A Seminar in Child Development, a course taught every fall and spring semester during the regular academic year. Revisions were recently made in the self-study for NAEYC Higher Education Accreditation. Data collection plan is to continue to use this assessment in CHF 4990A. Candidates enrolled in this course will be asked to complete this assessment and submit on Canvas, the online course management system. The assessment will be graded based on the rubric that uses a 4-point grading scale. Percentage of candidates who score at or above 2 (Meets Expectations) will be calculated for each grading criterion that aligns with one key element of the NAEYC Professional Preparation Standards.

Describe how data from this key assessment are being used (or will be used) to improve teaching and learning related to the standards.

At the end of each academic year, all Early Childhood instructors will meet and use data from this key assessment to evaluate candidates' progress towards NAEYC Professional Preparation Standards and discuss ways to improve program quality. This key assessment allows candidates to better understand the multiple influences on early development and learning (Standard 1b) and diverse family and community characteristics (Standard 2a). Through this key assessment, candidates involve themselves with the early childhood field (Standard 6a) and use integrative knowledge and critical perspectives to advocate for young children and their own early childhood profession (Standard 6d and 6e).

Briefly describe how this key assessment supports the program's context related to one or more Accreditation Criteria.

The primary purpose of this key assessment is to provide an indicator that candidates identify and conduct themselves as true members of the early childhood profession. This key assessment supports the vision statement and conceptual framework in the program's context that highlights the importance of preparing responsible leaders who can reach their full potential as early childhood professionals (Criteria 1 & 2). Through this key assessment, candidates show commitment to have a positive impact on the lives of young children and families (Criterion 3). This key assessment supports the program context by providing an indicator of candidate foundational preparation towards NAEYC Professional Preparation

Standards 1, 2, and 6. Finally, this key assessment helps candidates progress towards Supportive Skill #1 for advocating for their own professional needs and Supportive Skills #5 for knowing how to identify and use credible professional recourses from multiple sources (Criterion 6).

d.2) The directions or guidelines for Key Assessment 6 as they are given to candidates.

CHF 4990A Seminar in Child Development Advocacy Paper

Being a professional in the early childhood field involves more than being a great teacher in the classroom. According to the NAEYC Early Childhood Professional Preparation Standards about becoming a professional (2009), you need to demonstrate that you can engage in informed advocacy for children, families, and your own profession. This demands knowledge about the central policy issues in the field, including professional compensation, financing of the early education system, and standards setting and assessment. You need to be aware of and engaged in examining ethical issues and societal concerns about program quality and provision of early childhood services and the implications of those issues for advocacy and policy change. It is also critical to have a basic understanding of how public policies are developed, and demonstrate essential advocacy skills, including verbal and written communication and collaboration with others around common issues.

Based on your knowledge of what is right for young children, families, and the early childhood profession, select an issue that you have been aware of and feel urgent to advocate for. I encourage you to use your “gut feeling” first to brainstorm an advocacy topic. The following are websites that may help you gain more insights into that topic:

- National Center on Quality Teaching and Learning: Child Advocacy/Children’s Issues in Child Development (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/families-too/Parenting/famcom_int_00023_061405.html) (This is a very comprehensive resource center.)
- NAEYC Effective Advocacy Resources (www.naeyc.org/policy/advocacy)
- Children’s Defense Fund (www.childrensdefense.org)
- American Academy of Pediatrics Advocacy and Policy (www.aap.org/en-us/advocacy-and-policy/Pages/Advocacy-and-Policy.aspx)
- Society for Research in Child Development Policy Briefs (www.srcd.org/policy-media/policy-updates/policy-briefs)
- Zero to Three Public Policy (www.zerotothree.org/public-policy)
- Council for Exceptional Children Policy and Advocacy (www.cec.sped.org/Policy-and-Advocacy)
- Voices for Utah Children (www.utahchildren.org)

This advocacy paper should include:

- 1) what is the issue being advocated for;
- 2) a personal rationale on why the issue is critical;
- 3) at least one citation of official statistics related to importance of the issue;
- 4) at least two citations of research findings from peer reviewed journal articles related to the issue; and
- 5) what changes need to take place at a broader level such as schools, community, early childhood profession, policymaking, or the general public.

Your writing must follow APA guidelines (6th Edition). The paper is about 3 pages in length, double-spaced, excluding references and appendix.

d.3) The rubric or scoring guide for Key Assessment 6 that is used by faculty or field supervisors to evaluate candidate work on each key assessment.

Grading Rubric of the Advocacy Paper

NAEYC Standards and Key Elements	Exceeds Expectations 3	Meets Expectations 2	Partially Meets Expectations 1	Does Not Meet Expectations 0
<i>1b: Knowing and understanding the multiple influences on early development and learning</i>	Demonstrates in-depth knowledge of how young children develop in the context	Demonstrates adequate but not in-depth knowledge of how young children develop in the context	Demonstrates some knowledge of how young children develop in the context; understanding is occasionally superficial	Fails to demonstrate knowledge or understanding of contextual influences on young children
<i>2a: Knowing about and understanding diverse family and community characteristics</i>	Demonstrates in-depth knowledge of diverse family and community characteristics	Demonstrates adequate but not in-depth knowledge of diverse family and community characteristics	Demonstrates some knowledge of diverse family and community characteristics; understanding is occasionally superficial	Fails to demonstrate knowledge or understanding of diversity in family and community characteristics
<i>6a: Identifying and involving oneself with the early childhood field</i>	Addresses a highly critical issue pertinent to the current early childhood field and policy-making	Addresses a pertinent but not critical issue related to the current early childhood field and policy-making	Addresses an issue that is not quite pertinent to the current early childhood field and policy-making	Fails to address any issue related to the early childhood field and policy-making
<i>6d: Integrating knowledgeable, reflective, and critical perspectives on early education</i>	Uses rich, relevant resources (e.g., child development theories, statistics and research) to strengthen the discussion of the issue being advocated for	Uses relevant but not rich resources (e.g., statistics and research) to strengthen the discussion of the issue being advocated for	Uses some resources (e.g., statistics and research) in the discussion; loose connection with the issue being advocated for	Fails to use resources (e.g., statistics and research) to in the discussion to support the issue being advocated for
<i>6e: Engaging in informed advocacy for young children and the early childhood profession</i>	Demonstrates essential advocacy skills	Demonstrates some advocacy skills	Demonstrates limited advocacy skills	Fails to demonstrate any advocacy skills

d.4) Data table for this assessment, if available, showing one or two applications of the assessment, aligned with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs. If data are presented, the data should be disaggregated by standard. If you are submitting multiple programs in one Self-Study Report, you should also disaggregate the data by degree program. (Note: Programs are not required to submit data to earn initial accreditation.)

d) a two- to four-page narrative reviewing your program's candidate assessment system, strengths, challenges and plans.

Do your key assessments address all key elements of all six standards? How do you support consistency across course sections and faculty? How has your program evolved and improved in response to new developments in the profession, evidence of effectiveness, and input from stakeholders?

All key elements of all six NAEYC standards for professional preparation have been addressed in the key assessments described above. Each key assessment includes criteria that address at least two standards with specific criterion assessing specific key elements of those standards. Some standard key elements are therefore addressed with more than one key assessment giving us more data as evidence that candidates are meeting desired competencies.

As a relatively small program, most courses are taught each semester with just one section that is taught by the same faculty member each time. CHF 2610 Guidance Based on Developmental Theory is an exception with two sections taught each fall and spring semesters. This is because CHF 2610 is a required course for Elementary Education majors and is encouraged as an elective course for Special Education majors; both of those programs are housed in the Teacher Education department at Weber State University. The two faculty members who teach this course work closely together to design similar assignments particularly the weekly reflective logs planned around specific observations or tasks that must be completed during their lab/field experience in the Melba S. Lehner (MSL) Children's School (including Key Assessment 2 Reflective Log 10). Likewise, due being a required course for Elementary Education majors, CHF 2620 Planning Creative Experiences with Young Children has traditionally been taught in two sections during fall and spring semesters with instructors working together to provide consistency in key assignments particularly for the three learning experiences candidates must plan, implement, and reflect on during the field experience in the MSL Children's School. However, to support recent Early Childhood (EC) and Early Childhood Education (ECE) program changes that will better support the needs of candidates in these programs, Elementary Education majors will no longer be required to take CHF 2620. A new course has been developed with them in mind. CHF 3620 Curriculum Planning for Kindergarten will now be required for Elementary Education majors to better meet their professional preparation needs.

As part of the self-study process for NAEYC accreditation, faculty have decided on a common metric using a 4-point grading scale for each criterion within an assessment to ensure consistency across all key assessments and facilitate our analysis and interpretation of the data.

As of the 2014-2015 academic year all four of the current full-time tenure-track faculty and the current Director of the MSL Children's School have been a part of an instructional team for supporting candidates in the EC and ECE programs in the Child and Family Studies Department at Weber State. The complementary skills of each member have contributed to the process of continuous quality program improvement in response to the research literature and new findings regarding evidence-based practices. In addition to addressing issues of quality and structure at regular CHF Department and EC/ECE committee meetings, the instructional team meets at the end of each academic year to discuss ideas to improve our program and better support the success of the candidates in each of our courses.

Significantly the EC and ECE Programs are supporting the process of NAEYC Accreditation for Early Learning Programs for the MSL Children's School and the NAEYC Early Childhood Higher Education Programs for our AAS and two BS programs. Although this has been challenging, the faculty have been convinced that this commitment to meeting the standards and criteria for the NAEYC Accreditations improves our quality for both the children and families we serve in the MSL Children's School and the

candidates in our higher education programs. These processes have aided EC and ECE Program faculty and the Director and mentor teachers in the MSL Children's School in keeping informed about evidence-based practices and refining effective instructional strategies for learning at the college level and for teaching young children using developmentally appropriate practices.

Important stakeholders, such as Early Childhood Utah, Head Start, and Help Me Grow Utah, have been instrumental in motivating some exciting additions to the courses in our program. One example of a specific change made, impacting several of our courses, includes using the Practice Based Coaching (PBC) model to support candidates in setting their own goals for learning and providing high quality effective feedback on their learning and practice, particularly in the early childhood classroom. Another example would be using the Classroom Assessment Scoring System (CLASS) to augment our instruction in many of our core courses regarding the knowledge, understanding, and practice of positive teacher-child interactions. Other efforts in the past three years that have involved candidates in our EC and ECE courses has been an Early Childhood Showcase in which candidates share with each other some of their most significant accomplishments. Most recently, in response to our stakeholders, candidates participated in meeting a community need by helping with the *Help Me Know as My Child Grows* community developmental screening day. This event was well received by all (stakeholders, candidates, and community members). It strengthened candidates understanding of child development and the importance of developmental screenings and their knowledge about resources for young children in the Ogden community.

In addition, some substantive program changes have been made over the last three years that have filled some identified gaps in our program. New courses were developed included CHF 4130 Language Development and Emergent Literacy and CHF 4730 Early Childhood/Early Childhood Education Program Development. These courses filled the need for more focus on content area knowledge for teaching young children and for those candidates who are interested in administration in early care and education centers or in opening an in-home preschool or day care. Effort has also been made to channel candidates through the courses in our program such that knowledge and skills learned in one course can be built on in each successive course.

(For programs that have collected candidate data on their assessments) Looking across assessments and at each standard, describe what the data on candidate performance on these assessments tell you about the strengths of your program? What does it tell you about challenges in your program? How will this information be used for program planning and improvement?

Data collection using all key assessments will begin Fall 2017.

What changes or improvements in your program are you considering for the coming year?

Beginning in Fall 2017, several program changes will come into effect. These adjustments have been made as a result of our accreditation self-study process. We have refined course content in our two child development courses. CHF 2500 Development of the Child will examine milestone across the domains of development through middle childhood. A new course CHF 3570 Infants and Toddlers: Development and Practice will focus on development and practices at these earliest stages of development. The rationale was that candidates needed to be better prepared for working in settings with infants and toddlers to meet the needs of our community for high quality child care. The new CHF 2670/4670 STEM and Approaches to Learning course was developed to fill a gap in the content knowledge our candidates need for teaching young children in an integrated curriculum using inquiry, discovery, and play-based instructional strategies.