NAEYC Accreditation of Early Childhood Higher Education Programs

Peer Review Team Report to the Commission

This report presents the findings of the peer review team representing the NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs. The Peer Review Report is submitted to the primary contact at the program for review and written response. The Peer Review Report, along with the Self-Study Report and the Written Response, will be reviewed by the Commission, which will make the accreditation decision.

Institution Name, State:	**Weber State University, UT**
Dates of Site Visit:	**October 15-18, 2017**
Names of Peer Review Team:	**Tammie Vail Shoultz McCole, Dr. Ajay Singh,**
	Jayanti Tambe, Kristen Hommel-Miller
Team Chair:	**Tammie Vail Shoultz McCole**
Degree Program Reviewed:	**B.S. Early Childhood**
	B.S. Early Childhood Education

Overall Strengths and Commendations:

The peer review team found many areas of strength in the Bachelor of Science in Early Childhood and in the Bachelor of Science in Early Childhood Education at Weber State University.

The mission of the college is rooted in professionalism, developing educators and rigor. This is effectively reflected in the leadership of the administration and in the professionalism and leadership of the faculty in the college, and in the community (Self-Study Report, p. 7; student, faculty and administration interviews).

The faculty represents the colleges' commitment to teaching. It is clear to the team that the ECE faculty goes above and beyond in this area. The quality of faculty, the collaborative relationship with the Melba S. Lehner Children's School, and the advisement of candidates were areas of excellence. The commitment of faculty came through with enthusiasm in interviews with the administration, candidates and community stakeholders (Self-Study Report, p. 30; student, faculty, administration, and stakeholder interviews).

Overall Areas for Commission Consideration:

Some of the concerns that the peer review team identified during the visit were in relation to the flexibility that students have to take coursework out of sequence from what is recommended on the department's course map.

Also, it was noted in student and faculty interviews that students may not have experience with the different age groups or learning environments outlined in Criterion 5.

The Accreditation Criteria: Program Context

The accreditation standards are meant to provide a shared vision for early childhood professional preparation that is developed and implemented in unique programs that are responsive to particular Candidates, faculty and communities. This unique program context is described through the framework of the twelve accreditation criteria. The rest of this report offers feedback on your program's areas of strength and areas for consideration in each criteria cluster:

- Program Identity, Role and Design

- Candidates

- Faculty

- Supportive Infrastructure and Organization of Program

Program Context

> **Criterion 1:** The early childhood program has established a clear identity and role in its community and is responsive to community stakeholders.

> **Criterion 2:** The early childhood program is based on a conceptual framework that is linked to the program's mission and values.

> **Criterion 3:** The program of studies is a coherent series of courses and field experiences that promote candidate learning in relation to the NAEYC Standards and supportive skills.

> **Criterion 4:** 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.

> **Criterion 5:** The program's field experiences support candidates' learning in relation to the NAEYC Standards.

> **Criterion 6:** Programs ensure that candidates have the skills needed to gain competence in relation to the core standards.

> **Criterion 7:** The program of study contributes to opportunities for early childhood professionals to build on prior credentials and prepare for future professional growth opportunities.

In both the A.A.S. and B.S. programs, a strength is in the creation of coaching credential courses and use of practice-based coaching model and National Center for Quality Teaching and Learning to improve individualized mentoring for each student's field experiences (Self-Study Report, pp. 11, 20, 24; faculty and stakeholder interview).

In both the A.A.S. and B.S. programs, the close collaboration with Melba S. Lehner Children's School and the Weber State University Charter Academy (Lab Kindergarten) enhances the learning opportunities for students through joint creation of the conceptual framework and field experiences with mentor teachers (Self-Study Report, pp. 14, 16, 30; discussed in all interviews). The B.S. level also benefits from a diversity in partnerships with other organizations and institutions, including two Chinese universities,

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YMCA Northern Utah, Air Force Base, Ogden United Way, Ogden Division of Child and Family Services, and Weber County Juvenile Court (Self-Study Report, p. 8; stakeholder interviews).

At both degree levels, the department does not track the age groups with which students are completing field experience with. In discussions with the department chair and faculty, it was noted that the Melba S. Lehner Children's School enrolls children beginning at 24 months.

The Self-Study Report identified, at both degree levels, the lack of a course specifically focused on early childhood documentation and assessment (Self-Study Report, p. 18), as well as an increasing need for faculty knowledge and implementation of culturally relevant adult learning strategies (Self-Study Report, p. 22; discussed in faculty and student interview).

NOTE: On page 14 of the Self-Study Report, next to "Program Prerequisite: Not required," this only relates to students needing to take the PRAXIS prior to admittance. Students must complete the AAS program before being admitted.

Candidates

> **Criterion 8:** The program encourages enrollment of a diverse group of candidates who have potential to succeed as early childhood educators.
>
> **Criterion 9:** The program ensures that candidates are adequately advised and supported.

Strengths and Areas for Consideration related to Candidate Enrollment and Support

At both degree levels, advising is viewed as an ongoing process. There are two advisors—an academic and faculty mentor who check in with the students regularly over the semester. As noted in the Self-Study Report (p. 39) and in all interviews, advisors use a relationship-based approach.

A variety of services offered to candidates at both degree levels: information sessions, campus orientations, dissemination of data, advising brochures, and graduation maps, involvement in campus events, health and wellness center, medical clinic, counseling services, technology assistance, regular instructors for math and writing center, library loans out laptop. These are described in the Self-Study Report on page 39 and were observed by the team during a campus tour.

The program actively recruits students who faculty feel would be a good fit for the program. This includes noticing students working in the community and general education course (Self-Study Report, page 42; administration interview).

BS candidates work one-on-one with their advisor to find a cooperative work experience that will offer professional mentoring from someone already working in the field (Self-Study Report, p. 46; faculty interview).

At both degree levels, it was noted in the Self-Study Report (p. 37) and confirmed during interviews that low wages are identified as a big roadblock to recruitment of qualified candidates. In addition, in-service early childhood teachers who need college degrees for their job find it hard to fit courses and fieldwork into their work schedules.

At both degree levels, the program also self-identified (Self-Study Report, p. 41; student and faculty interviews) a need for systematic approach for communicating critical importance regarding need to meet with advisors early on.

It was noted that bachelor's-level ECE majors taking courses required for the Utah K-3 license may not have formal contact with an ECE faculty advisor (Self-Study Report, p. 47; discussion with program director).

Faculty

Criterion 10: The program ensures that faculty members demonstrate the qualifications and characteristics needed to promote candidates' learning in relation to the NAEYC Standards and supportive skills.

Criterion 11: Faculty responsibilities allow them to promote candidates' learning in relation to the NAEYC Standards and supportive skills.

Criterion 12: Faculty members are provided with professional development that strengthens their ability to promote candidates' learning in relation to NAEYC Standards and supportive skills.

Strengths and Areas for Consideration Related to Faculty Qualifications, Characteristics, Responsibilities and Professional Development

The four full-time faculty, who teach at both degree levels, have experience and are highly qualified regarding education (Self-Study Report, pp. 44-46). Faculty at both degree levels participate actively in the MSL Children's Center. They also participate in staff meetings, staff development training sessions, and committees for the centers (Self-Study Report, p. 53; faculty and administration interviews). Full-time faculty can apply for up to $3,500 annually along with an additional $500 to support professional development including conferences and research activities (Self-Study Report, p. 55; faculty and administration interviews).

The program identified that a major challenge is filling the open early childhood tenured faculty position, as current faculty at both degree levels are often stretched in their capacity (Self-Study Report, p. 53; faculty, stakeholder, and administration interviews). Another self-identified area for growth is how to best incorporate what is learned in profession development activities in the community into all of the programs in an intentional, systematic way (Self-Study Report, p. 57; program director and faculty interviews).

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Supportive Infrastructure and Organization of Program

> **Criterion 13:** The program's organization and guidance are mission driven and participatory, placing the needs of candidates as first priority.

> **Criterion 14: T**he program has sufficient resources to support its efforts to promote candidates' learning in relation to NAEYC Standards and supportive skills.

Strengths and Areas for Consideration related to Infrastructure and Organization of Program

Institution-wide, there is a shared governance policy which allows for and welcomes input from faculty and staff (Self-Study Report, p. 59; administration and faculty interviews). Prior to making final decisions for the program, all faculty and staff are provided an opportunity to express views and provide input. An example of this would be the selections of the key assessments.

The Weber State University 50/50 program hires additional candidates (across degree levels) to support faculty research and other activities. Currently four undergraduate students are employed (Self-Study Report, p. 62; interviews with faculty, students, and administration).

Faculty identified a need for ongoing training and professional development for the staff in the MSL Children's School (Self-Study Report, p. 60; interview with faculty and program director).

The department views the lower wage for faculty as a barrier for hiring another full-time faculty member (Self-Study Report, p. 64; interview with faculty and program director).

Peer Review Findings Related to the Accreditation Standards

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

	☒ THE PEER REVIEW DID NOT IDENTIFY SIGNIFICANT CONCERNS.		☐ THE PEER REVIEW IDENTIFIED SIGNIFICANT CONCERNS.
A. LEARNING OPPORTUNITIES TO SUPPORT KEY ELEMENTS	☐ Strong learning opportunities are provided for the key elements of this standard and support the program's context (related to one or more Criteria).	☒ Learning opportunities are aligned with key elements of this standard.	☐ Learning opportunities need significant improvements to help candidates learn and practice in relation to the key elements of this standard.
B. KEY ASSESSMENTS RELATED TO KEY ELEMENTS	☐ The designated key assessments are well aligned with all key elements of this standard and support the program's context (related to one or more Criteria).	☒ The designated key assessments (including rubrics and instructions to candidates) are aligned with key elements of this standard and describe program expectations for candidates' growth and competence in relation to the standard. • The categories of content are the same or consistent • The span or range of knowledge is equivalent and • The cognitive demands and skill requirements are congruent with those described in the standard.	Assessment tools do not: ☐ Provide clear alignment with key elements of the standard. ☐ Describe what candidates should know and do to meet program expectations.
C. DATA ON CANDIDATE PERFORMANCE	☐ Aggregate data on candidate performance from key assessments related to this standard are presented in the Self-Study Report in a way that is clear and meaningful.	☐ The program has aggregate data related to this standard. ☒ The program does not have aggregate data related to this standard but has a written data collection plan that would provide data by the first Annual Report.	☐ The program does not have data related to this standard or a written collection plan that would provide data by the first Annual Report. ☐ NA – Assessment tools will not yield data because they are not aligned with the Standard or do not describe what candidates should know and do to meet program expectations (Indicator B).
D. USE OF CANDIDATE PERFORMANCE DATA	☐ The program is using candidate performance data related to the standard to improve the program and to help candidates succeed in the program's context (related to one or more Criteria).	☐ The program has analyzed candidate performance data related to this standard and has reflected on implications for teaching and learning. ☒ The program has a written plan regarding how they will analyze candidate performance data related to this standard and reflect on implications for teaching and learning.	☒ The program is not yet using data to improve student teaching and learning related to the standard and does not have a written plan for using data in this way. ☐ NA – The program does not have data related to this standard (Indicator C), or assessment tools will not yield data because they are not aligned with the standard or do not describe what candidates should know and do to meet program expectations (Indicator B).

Reviewer Comments for Standard 1 Ratings

Names of Key Assessments Submitted for this Standard:
Key Assessment 1: Child Development Observation – CHF 2500
Key Assessment 6: Advocacy Paper – CHF 4990

Comments on Learning Opportunities to Support Key Elements:

According to the Curriculum Chart (Self-Study Report, pp. 73-82), there are learning opportunities that can happen prior to coursework or during the same semester. Those include:

Key Element 1a: In CHF 2500, candidates complete observations of preschool and kindergarten age children in early care and education settings. In CHF 1500, candidates write a paper based on reality experiences in different life stages.

Key Element 1b: In CHF 2500, candidates complete a closed book essay. In CHF 4730, candidates complete an observation of a program and interview the program director.

Key Element 1c: In CHF 2500, students reflect on a child's novel including developmental theories, characteristics and milestones.

In addition to these, the team noted there were some learning opportunities that had the potential to or would take place after the key assessment. For Key Assessment #1, all learning opportunities in courses in the 3000 and 4000 levels would happen after the course.

Comments on Key Assessments Related to Key Elements:

Key Assessment 1 – Child Development Observation. Students complete a one-hour observation of young children using an anecdotal record form using objective language. Inclusion of child development theory is expected to be discussed in the comments area of the form. There is alignment with Key Elements 1a and 1b. Key Element 1c is not aligned as the students do not create anything in this project beyond an observation paper.

Key Assessment 6: Advocacy Paper The team found evidence for alignment of Key Element 1b. Students create an advocacy paper after researching several professional early childhood websites regarding child growth, advocacy, and policy. They then provide rational that includes the multiple influences on children's growth.

Comments on Data on Candidate Performance:

The ECE faculty have a plan to use their online learning platform to aggregate data by element per key assessment in order to access usable student data. Faculty clearly understand the need to analyze the data to inform and guide teaching and learning in relation to the standards.

Comments on Use of Candidate Performance Data:

Faculty clearly understand the need to analyze the data to inform and guide teaching and learning in relation to the standards.

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Standard 2 Building Family and Community Relationships: Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

	☒ THE PEER REVIEW DID NOT IDENTIFY SIGNIFICANT CONCERNS.		☐ THE PEER REVIEW IDENTIFIED SIGNIFICANT CONCERNS.
A. LEARNING OPPORTUNITIES TO SUPPORT KEY ELEMENTS	☐ Strong learning opportunities are provided for the key elements of this standard and support the program's context (related to one or more Criteria).	☒ Learning opportunities are aligned with key elements of this standard.	☐ Learning opportunities need significant improvements to help candidates learn and practice in relation to the key elements of this standard.
B. KEY ASSESSMENTS RELATED TO KEY ELEMENTS	☐ The designated key assessments are well aligned with all key elements of this standard and support the program's context (related to one or more Criteria).	☒ The designated key assessments (including rubrics and instructions to candidates) are aligned with key elements of this standard and describe program expectations for candidates' growth and competence in relation to the standard. • The categories of content are the same or consistent • The span or range of knowledge is equivalent and • The cognitive demands and skill requirements are congruent with those described in the standard.	Assessment tools do not: ☐ Provide clear alignment with key elements of the standard. ☐ Describe what candidates should know and do to meet program expectations.
C. DATA ON CANDIDATE PERFORMANCE	☐ Aggregate data on candidate performance from key assessments related to this standard are presented in the Self-Study Report in a way that is clear and meaningful.	☐ The program has aggregate data related to this standard. ☒ The program does not have aggregate data related to this standard but has a written data collection plan that would provide data by the first Annual Report.	☐ The program does not have data related to this standard or a written collection plan that would provide data by the first Annual Report. ☐ NA – Assessment tools will not yield data because they are not aligned with the Standard or do not describe what candidates should know and do to meet program expectations (Indicator B).
D. USE OF CANDIDATE PERFORMANCE DATA	☐ The program is using candidate performance data related to the standard to improve the program and to help candidates succeed in the program's context (related to one or more Criteria).	☐ The program has analyzed candidate performance data related to this standard and has reflected on implications for teaching and learning. ☒ The program has a written plan regarding how they will analyze candidate performance data related to this standard and reflect on implications for teaching and learning.	☐ The program is not yet using data to improve student teaching and learning related to the standard and does not have a written plan for using data in this way. ☐ NA – The program does not have data related to this standard (Indicator C), or assessment tools will not yield data because they are not aligned with the standard or do not describe what candidates should know and do to meet program expectations (Indicator B).

Reviewer Comments for Standard 2 Ratings

Names of Key Assessments Submitted for this Standard:

Key Assessment 4: Family Involvement Plan – CHF 3640

Key Assessment 6: Advocacy Paper – CHF 4990

Comments on Learning Opportunities to Support Key Elements:

According to the Curriculum Chart (Self-Study Report, pp. 73-82), there are learning opportunities that can happen prior to coursework or during the same semester. The key assessment in course CHF 3640 occurs before the key assessment in course CHF 4990. Course CHH 3640 is in fact a prerequisite for course 4990.

Key Element 2a: In CHF 2600, the learning opportunities are included in a paper: Students write a paper based on observations in early childhood settings focusing on teaching practices that support individual cultural and linguistic diversity.

Key Element 2b: In CHF 3640, candidates engage in the presentation of a poster at a local conference to disseminate information to caregivers, teachers, family and community. With Key Element 2b, some learning opportunities in courses in the 3000 and 4000 levels would happen after the course in which Key Assessment 2 was embedded.

Key Element 2c: In CHF 4670, students prepare STEM learning activities for children to complete at home with families.

Comments on Key Assessments Related to Key Elements:

Key Assessment 4: Family Involvement Plan. A key element in this course is using Joyce Epstein's Model for Parental Involvement. For this assessment, candidates create a plan for their classroom (or other professional role) for involving families with their children's learning. Candidates will need to cover all six involvement types and have multiple strategies for each. This key assessment aligns with Key Elements 2a, 2b and 2c. 2b enables candidates to understand diverse families and teaches them how to support and empower families and communities through respectful, reciprocal relationships.

Key Assessment 6: Advocacy Paper. Key Assessment 6 clearly aligns with Key Element 2a. This is 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. 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.

Comments on Data on Candidate Performance:

The ECE faculty have a plan to use their online learning platform to aggregate data by element per key assessment in order to access usable student data. Faculty clearly understand the need to analyze the data to inform and guide teaching and learning in relation to the standards.

Comments on Use of Candidate Performance Data:

Faculty clearly understand the need to analyze the data to inform and guide teaching and learning in relation to the standards.

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Standard 3 Observing, Documenting and Assessing to Support Young Children & Families: Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.

	☒ THE PEER REVIEW DID NOT IDENTIFY SIGNIFICANT CONCERNS.		☐ THE PEER REVIEW IDENTIFIED SIGNIFICANT CONCERNS.
A. LEARNING OPPORTUNITIES TO SUPPORT KEY ELEMENTS	☐ Strong learning opportunities are provided for the key elements of this standard and support the program's context (related to one or more Criteria).	☒ Learning opportunities are aligned with key elements of this standard.	☐ Learning opportunities need significant improvements to help candidates learn and practice in relation to the key elements of this standard.
B. KEY ASSESSMENTS RELATED TO KEY ELEMENTS	☐ The designated key assessments are well aligned with all key elements of this standard and support the program's context (related to one or more Criteria).	☒ The designated key assessments (including rubrics and instructions to candidates) are aligned with key elements of this standard and describe program expectations for candidates' growth and competence in relation to the standard. • The categories of content are the same or consistent • The span or range of knowledge is equivalent and • The cognitive demands and skill requirements are congruent with those described in the standard.	Assessment tools do not: ☐ Provide clear alignment with key elements of the standard. ☐ Describe what candidates should know and do to meet program expectations.
C. DATA ON CANDIDATE PERFORMANCE	☐ Aggregate data on candidate performance from key assessments related to this standard are presented in the Self-Study Report in a way that is clear and meaningful.	☐ The program has aggregate data related to this standard. ☒ The program does not have aggregate data related to this standard but has a written data collection plan that would provide data by the first Annual Report.	☐ The program does not have data related to this standard or a written collection plan that would provide data by the first Annual Report. ☐ NA – Assessment tools will not yield data because they are not aligned with the Standard or do not describe what candidates should know and do to meet program expectations (Indicator B).
D. USE OF CANDIDATE PERFORMANCE DATA	☐ The program is using candidate performance data related to the standard to improve the program and to help candidates succeed in the program's context (related to one or more Criteria).	☐ The program has analyzed candidate performance data related to this standard and has reflected on implications for teaching and learning. ☒ The program has a written plan regarding how they will analyze candidate performance data related to this standard and reflect on implications for teaching and learning.	☐ The program is not yet using data to improve student teaching and learning related to the standard and does not have a written plan for using data in this way. ☐ NA – The program does not have data related to this standard (Indicator C), or assessment tools will not yield data because they are not aligned with the standard or do not describe what candidates should know and do to meet program expectations (Indicator B).

Reviewer Comments for Standard 3 Ratings

Names of Key Assessments Submitted for this Standard:

Key Assessment 1: Child Development Observation – CHF 2500

Key Assessment 2: Reflective Log 10 – CHF 2610

Key Assessment 5: Child Profile – CHF 4710

Comments on Learning Opportunities to Support Key Elements:

According to the Curriculum Chart (Self-Study Report, pp. 73-82), there are some learning opportunities that would happen prior to or during the same semester as the key assessment. Those include:

- Key Element 3a: Learning opportunities are embedded in the key assessment for Course CHF 2610, taken prior to CHF 4710. In this course, learning opportunities are embedded in a webbing observation where candidates focus their observations of individual children to enhance their planning of child-interest based curricula.

- Key Element 3b: Learning opportunities are embedded in the key assessment for CHF 2500, taken prior to CHF 4710, where candidates make structured observations of children. In CHF 2610, candidates create Individual Guidance Plans to guide their curriculum planning.

- Key Element 3d: CHF 2610 Candidates use Reflective Logs to document their learning of children observed.

In addition to these, the team noted there were some learning opportunities that had the potential to or would take place after the key assessment because of individualized student enrollment patterns for Key Assessment 1 and Key Assessment 2.

Comments on Key Assessments Related to Key Elements:

Key Assessment 1 – Child Development Observation. Students complete a one-hour observation of young children using an anecdotal record form using objective language. Inclusion of child development theory is expected to be discussed in the comments area of the form. There is alignment with Key Element 3b.

Key Assessment 2 – Reflective Log 10. Student complete several different topic-based reflections. Week 10 focuses on the following: Trust Relationships, Follow-up on Previous Goals, Observations Task and Reflection, Short Term goals and Plan for Next Visit, Underlying Concepts for Guidance including theories, Professionalism. There is partial alignment with Key Element 3d as family partnership is not clearly defined.

Key Assessment 5 – Child Profile. 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. While there is alignment to Key Elements 3a, 3b, and 3c, the team observed that candidates may not have

opportunities to work in two different settings or with different age groups while doing their fieldwork experience.

Comments on Data on Candidate Performance:

The ECE faculty have a plan to use their online learning platform to aggregate data by element per key assessment in order to access usable student data.

Comments on Use of Candidate Performance Data:

Faculty clearly understand the need to analyze the data to inform and guide teaching and learning in relation to the standards.

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Standard 4 Using Developmentally Effective Approaches: Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

	☒ THE PEER REVIEW DID NOT IDENTIFY SIGNIFICANT CONCERNS.		☐ THE PEER REVIEW IDENTIFIED SIGNIFICANT CONCERNS.
A. LEARNING OPPORTUNITIES TO SUPPORT KEY ELEMENTS	☐ Strong learning opportunities are provided for the key elements of this standard and support the program's context (related to one or more Criteria).	☒ Learning opportunities are aligned with key elements of this standard.	☐ Learning opportunities need significant improvements to help candidates learn and practice in relation to the key elements of this standard.
B. KEY ASSESSMENTS RELATED TO KEY ELEMENTS	☐ The designated key assessments are well aligned with all key elements of this standard and support the program's context (related to one or more Criteria).	☒ The designated key assessments (including rubrics and instructions to candidates) are aligned with key elements of this standard and describe program expectations for candidates' growth and competence in relation to the standard. • The categories of content are the same or consistent • The span or range of knowledge is equivalent and • The cognitive demands and skill requirements are congruent with those described in the standard.	Assessment tools do not: ☐ Provide clear alignment with key elements of the standard. ☐ Describe what candidates should know and do to meet program expectations.
C. DATA ON CANDIDATE PERFORMANCE	☐ Aggregate data on candidate performance from key assessments related to this standard are presented in the Self-Study Report in a way that is clear and meaningful.	☐ The program has aggregate data related to this standard. ☒ The program does not have aggregate data related to this standard but has a written data collection plan that would provide data by the first Annual Report.	☐ The program does not have data related to this standard or a written collection plan that would provide data by the first Annual Report. ☐ NA – Assessment tools will not yield data because they are not aligned with the Standard or do not describe what candidates should know and do to meet program expectations (Indicator B).
D. USE OF CANDIDATE PERFORMANCE DATA	☐ The program is using candidate performance data related to the standard to improve the program and to help candidates succeed in the program's context (related to one or more Criteria).	☐ The program has analyzed candidate performance data related to this standard and has reflected on implications for teaching and learning. ☒ The program has a written plan regarding how they will analyze candidate performance data related to this standard and reflect on implications for teaching and learning.	☐ The program is not yet using data to improve student teaching and learning related to the standard and does not have a written plan for using data in this way. ☐ NA – The program does not have data related to this standard (Indicator C), or assessment tools will not yield data because they are not aligned with the standard or do not describe what candidates should know and do to meet program expectations (Indicator B).

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Reviewer Comments for Standard 4 Ratings

Names of Key Assessments Submitted for this Standard:

Key Assessment 2: Reflective Log 10 – CHF 2610

Comments on Learning Opportunities to Support Key Elements:

According to the Curriculum Chart (Self-Study Report, pp. 73-82), there are some learning opportunities that would happen prior to or during the same semester as the key assessment. Those include:

Key Element 4a: CHF 2610: In this course, learning opportunities are embedded in in a Webbing Observation where candidates focus their observations of individual children to enhance their planning of child-interest based curricula. Learning opportunities were observed in CHF 2600, which may or may not be taken prior to this course in the assignment: Connecting Age Appropriate Developmentally Appropriate Practice and Theory, where candidates write a paper based on their observations of children.

Key Element 4b: CHF 2600: Students write a paper based on observations in early childhood settings focusing on teaching practices that support individual cultural and linguistic diversity. Learning opportunities are also found in Key Assessment 2, in Reflective Logs, where candidates document their observations of children.

Key Element 4c: CHF 2610: In this course, learning opportunities are embedded in in a Webbing Observation where candidates focus their observations of individual children to enhance their planning of child-interest based curricula. In CHF 2600, students write a paper based on observations in early childhood settings focusing on teaching practices that support individual cultural and linguistic diversity.

Key Element 4d: CHF 2610: Learning opportunities are also found in Key Assessment 2, in Reflective Logs, where candidates document their observations of children.

The team noted there were some learning opportunities that had the potential to or would take place after the key assessment because of individualized student enrollment patterns.

Comments on Key Assessments Related to Key Elements:

Key Assessment 2 – Reflective Log 10. Student complete several different topic-based reflections. Week 10 focuses on the following: Trust Relationships, Follow-up on Previous Goals, Observations Task and Reflection, Short Term goals and Plan for Next Visit, Underlying Concepts for Guidance including theories, Professionalism. There is alignment with Key Elements 4a and 4b, as the rubric outlines students are to discuss trust relationships and sensitivity to child needs. Key Element 4d is aligned as these reflection journals are directly related to their interactions with children, family, staff in the classroom. Key Element 4c is aligned based on the foundation that CHF 2610 course focuses on DAP.

Comments on Data on Candidate Performance:

The ECE faculty have a plan to use their online learning platform to aggregate data by element per key assessment in order to access usable student data.

Comments on Use of Candidate Performance Data:

Faculty clearly understand the need to analyze the data to inform and guide teaching and learning in relation to the standards.

Standard 5 Using Content Knowledge to Build Meaningful Curriculum: Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

	☒ THE PEER REVIEW DID NOT IDENTIFY SIGNIFICANT CONCERNS.		☐ THE PEER REVIEW IDENTIFIED SIGNIFICANT CONCERNS.
A. LEARNING OPPORTUNITIES TO SUPPORT KEY ELEMENTS	☐ Strong learning opportunities are provided for the key elements of this standard and support the program's context (related to one or more Criteria).	☒ Learning opportunities are aligned with key elements of this standard.	☐ Learning opportunities need significant improvements to help candidates learn and practice in relation to the key elements of this standard.
B. KEY ASSESSMENTS RELATED TO KEY ELEMENTS	☐ The designated key assessments are well aligned with all key elements of this standard and support the program's context (related to one or more Criteria).	☒ The designated key assessments (including rubrics and instructions to candidates) are aligned with key elements of this standard and describe program expectations for candidates' growth and competence in relation to the standard. • The categories of content are the same or consistent • The span or range of knowledge is equivalent and • The cognitive demands and skill requirements are congruent with those described in the standard.	Assessment tools do not: ☐ Provide clear alignment with key elements of the standard. ☐ Describe what candidates should know and do to meet program expectations.
C. DATA ON CANDIDATE PERFORMANCE	☐ Aggregate data on candidate performance from key assessments related to this standard are presented in the Self-Study Report in a way that is clear and meaningful.	☐ The program has aggregate data related to this standard. ☒ The program does not have aggregate data related to this standard but has a written data collection plan that would provide data by the first Annual Report.	☐ The program does not have data related to this standard or a written collection plan that would provide data by the first Annual Report. ☐ NA – Assessment tools will not yield data because they are not aligned with the Standard or do not describe what candidates should know and do to meet program expectations (Indicator B).
D. USE OF CANDIDATE PERFORMANCE DATA	☐ The program is using candidate performance data related to the standard to improve the program and to help candidates succeed in the program's context (related to one or more Criteria).	☐ The program has analyzed candidate performance data related to this standard and has reflected on implications for teaching and learning. ☒ The program has a written plan regarding how they will analyze candidate performance data related to this standard and reflect on implications for teaching and learning.	☐ The program is not yet using data to improve student teaching and learning related to the standard and does not have a written plan for using data in this way. ☐ NA – The program does not have data related to this standard (Indicator C), or assessment tools will not yield data because they are not aligned with the standard or do not describe what candidates should know and do to meet program expectations (Indicator B).

Reviewer Comments for Standard 5 Ratings

Names of Key Assessments Submitted for this Standard:

Key Assessment 3: Weekly Lesson Plan Content Reflection – CHF 4720

Comments on Learning Opportunities to Support Key Elements:

Key Element 5a: CHF 4720. In this course, learning opportunities are embedded in in a Weekly Lesson Plan Reflection Assignment where candidates reflect on language and literary practices that they have implemented in their lesson plan. Learning opportunities are also found in CHF 2620, where candidates create written plans and evaluate children's learning experiences.

Key Element 5b: CHF 4720. In this course, learning opportunities are embedded in in a Weekly Lesson Plan Reflection Assignment where candidates reflect on language and literary practices that they have implemented in their lesson plan. For this assignment, candidates focus on one content area to observe and reflect upon. Learning opportunities are also found in CHF 4670, where candidates prepare STEM learning activities for children to complete at home with families.

Key Element 5c: CHF 4720. In this course, learning opportunities are embedded in in a Weekly Lesson Plan Reflection Assignment where candidates reflect on language and literary practices that they have implemented in their lesson plan. For this assignment, candidates focus on one content area to observe and reflect upon. Learning opportunities are also found in CHF 2620, where candidates create written plans and evaluate children's learning experiences.

Comments on Key Assessments Related to Key Elements:

Key Assessment 3: Weekly Lesson Plan Content Reflection. This key assessment aligns well with Key Elements 5a, 5b, and 5c. Candidates use their knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. In this key assessment, candidates focus their reflection on a single content area including language and literacy, mathematics, science, social studies, and creative arts. Candidates have 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.

Comments on Data on Candidate Performance:

The ECE faculty have a plan to use their online learning platform to aggregate data by element per key assessment in order to access usable student data.

Comments on Use of Candidate Performance Data:

Faculty clearly understand the need to analyze the data to inform and guide teaching and learning in relation to the standards.

Standard 6 Becoming a Professional: Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

	☒ THE PEER REVIEW DID NOT IDENTIFY SIGNIFICANT CONCERNS.		☐ THE PEER REVIEW IDENTIFIED SIGNIFICANT CONCERNS.
A. LEARNING OPPORTUNITIES TO SUPPORT KEY ELEMENTS	☐ Strong learning opportunities are provided for the key elements of this standard and support the program's context (related to one or more Criteria).	☒ Learning opportunities are aligned with key elements of this standard.	☐ Learning opportunities need significant improvements to help candidates learn and practice in relation to the key elements of this standard.
B. KEY ASSESSMENTS RELATED TO KEY ELEMENTS	☐ The designated key assessments are well aligned with all key elements of this standard and support the program's context (related to one or more Criteria).	☒ The designated key assessments (including rubrics and instructions to candidates) are aligned with key elements of this standard and describe program expectations for candidates' growth and competence in relation to the standard. • The categories of content are the same or consistent • The span or range of knowledge is equivalent and • The cognitive demands and skill requirements are congruent with those described in the standard.	Assessment tools do not: ☐ Provide clear alignment with key elements of the standard. ☐ Describe what candidates should know and do to meet program expectations.
C. DATA ON CANDIDATE PERFORMANCE	☐ Aggregate data on candidate performance from key assessments related to this standard are presented in the Self-Study Report in a way that is clear and meaningful.	☐ The program has aggregate data related to this standard. ☒ The program does not have aggregate data related to this standard but has a written data collection plan that would provide data by the first Annual Report.	☐ The program does not have data related to this standard or a written collection plan that would provide data by the first Annual Report. ☐ NA – Assessment tools will not yield data because they are not aligned with the Standard or do not describe what candidates should know and do to meet program expectations (Indicator B).
D. USE OF CANDIDATE PERFORMANCE DATA	☐ The program is using candidate performance data related to the standard to improve the program and to help candidates succeed in the program's context (related to one or more Criteria).	☐ The program has analyzed candidate performance data related to this standard and has reflected on implications for teaching and learning. ☒ The program has a written plan regarding how they will analyze candidate performance data related to this standard and reflect on implications for teaching and learning.	☐ The program is not yet using data to improve student teaching and learning related to the standard and does not have a written plan for using data in this way. ☐ NA – The program does not have data related to this standard (Indicator C), or assessment tools will not yield data because they are not aligned with the standard or do not describe what candidates should know and do to meet program expectations (Indicator B).

Reviewer Comments for Standard 6 Ratings

Names of Key Assessments Submitted for this Standard:
Key Assessment 2: Reflective Log 10 – CHF 2610
Key Assessment 5: Child Profile – CHF 4710
Key Assessment 6: Advocacy Paper – CHF 4990

Comments on Learning Opportunities to Support Key Elements:

According to the Curriculum Chart (Self-Study Report, pp. 73-82), there are some learning opportunities that would happen prior to or during the same semester as the key assessment. Those include:

Key Element 6a: CHF 4990A, students write an Advocacy Paper for an urgent advocacy issue. Learning opportunities are also found in CHF 3640 where candidates also engage in the presentation of a poster at a local conference to disseminate information to caregivers, teachers, family and community.

Key Element 6b: Learning opportunities are found in previous Reflective Logs, where candidates document their observations of children. Learning opportunities are found in the exams for CHF 2600 and CHF 4990A where candidates demonstrate knowledge of learning outcomes in early childhood.

Key Element 6c: In CHF 4710 Child Profile Candidates use observational methods to guide their curriculum and receive feedback prior to Key Assessment. Learning opportunities are found in CHF 2610, where candidates conduct a collaborative meeting to make decisions on a young child who may need individualized attention (Individual Guidance Plan Meeting).

Key Element 6d: Learning opportunities are found in CHF 2610, where candidates conduct a collaborative meeting to make decisions on a young child who may need individualized attention (Individual Guidance Plan Meeting). In CHF 4990A, students write a Connection Paper to discuss connections on all ECE courses.

Key Element 6e: In CHF 4990A, Candidates have an Oral Advocacy that mimics the real advocacy audience and setting about an issue related to child risk and well-being.

The team noted there were some learning opportunities that had the potential to or would take place after the key assessment because of individualized student enrollment patterns.

Comments on Key Assessments Related to Key Elements:
Key Assessment 2 – Reflective Log 10. Student complete several different topic-based reflections. Week 10 focuses on the following: Trust Relationships, Follow-up on Previous Goals, Observations Task and Reflection, Short Term goals and Plan for Next Visit, Underlying Concepts for Guidance including theories, Professionalism. There is alignment with Key Element 6b as these reflection journals are directly related to their interactions with children, family, and staff in the classroom.

Key Assessment 5: Child Profile. This key assessment aligns well with Key Elements 6c and 6d. Candidates engage in continuous, collaborative learning to inform practice and use technology effectively with young children, with peers, and as a professional resource. 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.

Key Assessment 6: Advocacy Paper. The key assessment aligns well with Key Elements 6a, 6d, and 6e. Candidates, through this assignment, learn to integrate knowledgeable, reflective, and critical perspectives on early education. 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.

Comments on Data on Candidate Performance:

The ECE faculty have a plan to use their online learning platform to aggregate data by element per key assessment in order to access usable student data.

Comments on Use of Candidate Performance Data:
Faculty clearly understand the need to analyze the data to inform and guide teaching and learning in relation to the standards.

Closing Statement

The team would like to express our appreciation for the warm and welcoming atmosphere created during the site visit. It was evident throughout our visit that the faculty work together as a team to provide quality educational opportunities for the students.

We convey our thanks to:

- The College for being a forerunner in the accreditation process and supporting the program for pursing the process.

- The program coordinator and the department for the hard work in the self-study process.

- The College for the pleasant accommodations and Dr. Qiu and her colleagues for their hospitality and coordination of our visit, and welcome to the peer review team.

We look forward to hearing about the continued growth of your program in the future.