



Early Childhood Higher Education Programs

ANNUAL REPORT

INSTITUTION NAME: WEBER STATE UNIVERSITY

STATE: UTAH

PLEASE INDICATE THE DATE FOR WHICH THE PROGRAM IS SUBMITTING THIS REPORT

SEPTEMBER 30, 20__

APRIL 14, 2020

PLEASE INDICATE WHICH ANNUAL REPORT THE PROGRAM IS SUBMITTING

YEAR 1 ANNUAL REPORT

YEAR 2 ANNUAL REPORT

YEAR 3 ANNUAL REPORT

YEAR 4 ANNUAL REPORT

WOULD YOU LIKE THE ASSESSMENT REVIEW COMMITTEE TO PROVIDE YOU WITH PEER FEEDBACK ON THE KEY ASSESSMENTS ASSOCIATED WITH THE STANDARD YOU SELECTED TO REPORT DATA ON IN THIS YEAR 4 ANNUAL REPORT? IF YOU CHECK "YES" SEE PAGE X FOR MORE INFORMATION.

YES NO

YEAR 5 ANNUAL REPORT

[NOTE IN YEAR 6 THE PROGRAM WILL SUBMIT A RENEWAL SELF-STUDY REPORT]

NAME OF PERSON COMPLETING THIS REPORT: TERI HENKE

DATE: APRIL 7, 2020

PLEASE REVIEW AND CHECK THE FOLLOWING STATEMENTS AS APPROPRIATE

OUR PROGRAM IS RESPONDING TO CONDITIONS (*MAKE SURE TO COMPLETE PART G OF THE REPORT IF YOU CHECKED THIS BOX*)

I AFFIRM THAT I HAVE READ THE CURRENT NAEYC EARLY CHILDHOOD HIGHER EDUCATION ACCREDITATION HANDBOOK (*REQUIRED FOR ALL ACCREDITED PROGRAMS*)

I VERIFY THAT THE INFORMATION CONTAINED IN THIS REPORT IS ACCURATE (*REQUIRED FOR ALL ACCREDITED PROGRAMS*)

OUR PROGRAM HAS SUBMITTED ITS ANNUAL FEE FOR THE CURRENT YEAR (*REQUIRED FOR ALL ACCREDITED PROGRAMS*)

I WOULD LIKE TO SCHEDULE A PHONE CONSULTATION WITH NAEYC STAFF

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The purposes of the Annual Report are to:

- Affirm the program’s continued compliance with Accreditation Eligibility Requirements
- Document substantive changes to a program
- Provide updates on the program’s context
- Provide Program Outcome Data
- Support the program’s continuous improvement efforts in collecting and analyzing candidate performance data
- Provide data to inform the early childhood degree landscape
- (For some programs) Respond to any conditions identified by the Commission as part of an accreditation decision
- (For programs in Year 4) Provide an opportunity for feedback on key assessments as the program prepares for renewal

A. UPDATES TO CONTACT INFORMATION

Institution Name	Weber State University
Mailing Address	1351 Edvalson St Dept 1301, Ogden, UT 84408-1301
Program Name(s)	Early Childhood
Program name(s) as listed in college catalog, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.	A.A.S. Early Childhood
Program's website address (please list the website address for each program if including more than one program)	https://www.weber.edu/chfam/earlychildhood.html
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/acc-creditation/accredited-programs)?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Program Name (if the institution has more than one accredited program) _____
Primary contact (faculty member representing the program) (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):	Name: Wei Qiu Title: Professor, Department Chair Phone: 801-626-7386 Email: weiqiu@weber.edu
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	
Secondary contact (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):	Name: Teri Henke Title: Associate Professor, Program Chair Phone: 801-626-7228 Email: terihenke@weber.edu
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	

B. REAFFIRMING THAT THE PROGRAM MEETS ACCREDITATION ELIGIBILITY REQUIREMENTS

In the chart below, please indicate compliance with the accreditation system's eligibility requirements for all programs listed on p. 4.

	Yes (for all programs listed)	No (for one or more programs listed)
The institution offering the degree program(s) is located in a U.S. state, district, or territory and currently accredited by a regional institutional accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.	Yes	
The program(s) is not designated as "low-performing" by the state as outlined by Title II of the Higher Education Act. ¹	Yes	
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.	Yes	
The program requires field experiences.	Yes	
The program(s) has graduated at least one individual.	Yes	
Associate degree programs: The faculty for the associate degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs. 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.	Yes	

Please explain any "no" answer above:

¹Teacher licensure programs are required by the U.S. Department of Education to define criteria and procedures for identifying low-performing programs within the state. This requirement does not apply to early childhood programs that do not lead to teacher licensure.

C. UPDATES TO PROGRAM CONTEXT

<p>Have there been any substantive changes to the program, as defined in the Accreditation Handbook?</p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>If the program answered “yes”, please complete the “Notice of Substantive Change Report” template found in the Online Accreditation Resource library and attach to your Annual Report.</p>
<p>Number of full-time candidates enrolled for the most recent semester² available (do not include certificate-only candidates in counts)</p>	<p>Spring 2020 = 7</p>
<p>Number of part-time candidates enrolled for the most recent semester³ available (do not include certificate-only candidates in counts)</p>	<p>Spring 2020 = 6</p>
<p>The number of required early childhood credit hours in the program.</p>	<p>28 credit hours</p>
<p>The number of required general education credit hours in the program.</p>	<p>15 credit hours</p>
<p>The number of required non-early childhood education methodology and other education courses in the program.</p>	<p>18 credit</p>
<p>Number of program graduates in past academic year i.e. the most recent one-year period for which institutional information is readily available (do not include certificate-only candidates in counts). The reporting period may be different for programs that submit Annual Reports to NAEYC on a spring vs. fall cycle but should be consistent for each year’s Annual Report.</p>	<p>2018-2019 Academic Year: 6</p>
<p>Number of full-time faculty who taught in the early childhood program(s) during the past academic</p>	<p>2018-2019 Academic Year: 4</p>

² If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

³ If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

year:	
Number of part-time faculty who taught in the early childhood program(s) during the past academic year:	2018-2019 Academic Year: 4
During the past year, has the program experienced unusual circumstances (e.g., natural disasters or health calamities) that are not reflected elsewhere in the report?	<p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</p> <p>If the program answered “yes”, please provide a short explanation.</p> <p>As this report was being prepared in March and April 2020, the coronavirus global pandemic and related disease COVID-19 necessitated many adjustments for all Americans. As such the college courses at WSU transitioned to an online format and the students were not able to complete 5 of the 15 weeks in field experiences due the closure of early childhood programs and schools. They were able to complete course work as instructors provided alternative formats for course assignment completion.</p> <p>However, this situation does not influence this report since the data being reported is prior to the pandemic.</p>

D. REPORTING PROGRAM OUTCOME DATA

As part of the program’s achieving and maintaining NAEYC accreditation, it must report annually on at least three of the following measures and display these data via an easily located link on the program’s website.

The program is strongly encouraged to meet with its Institutional Research (IR) office to assist in gathering the data on the outcome measures. Below are suggested data reporting templates, but the program is encouraged to report the data in a format that best meets its program needs. For institutions with more than one accredited program, data must be disaggregated and reported for each program.

Outcome Measure #1: The Number of Program Completers

In the chart below, please indicate the number and percentage of program completers for the three most recent academic years. Note: the percentages across each row must add up to 100%.

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time ⁴ (at the time of completion)
2016-2017	8	50%	50%
2017-2018	12	37.5%	62.5%
2018-2019	6	66.6%	33.3%

Outcome Measure #2: The Program Completion Rate

What is the published timeframe for full-time candidates to complete the early childhood program(s) included in this Self-Study Report? (Please indicate in terms of the number of academic years; e.g., five semesters would be 2.5 academic years.) Two Academic Years

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**⁵The program must complete the information for the 150% indicator and choose to report on either the 100%, 200% (or twice) or 300% (three times) indicator. The academic years selected must fall within eight years of the date this report is submitted.

Example: A program with a published timeline of two years (four semesters at 15 credits a semester) to complete an A.A.S. in Early Childhood could select a Fall 2011 cohort on which to report. The 150% indicator,

⁴ Part-time status is defined by the institution.

⁵ “The Commission defines the published time frame as the number of terms an individual student was actually enrolled in the program. The terms do not have to be consecutive, but the total number of terms must meet the program’s expected time frame for completion. University-approved withdrawals (e.g., leaves of absence for reasons of health, maternity/paternity, mission work, military assignment) do not count toward the number of terms a student was enrolled in the program. Students taking longer due to reasons other than university-approved withdrawals (e.g., course repeats, remediation plans) cannot be considered as meeting completion expectations.” *Language adapted from the Council on Academic Accreditation for Audiology, Speech Language Pathology of the American Speech Language Hearing Association at*<http://caa.asha.org/news/calculating-program-completion-rates/>.

indicates all members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. The 100% indicator only contains members of the Fall 2011 cohort who completed the program by Spring 2013. The 200% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2015, including those already counted in the 150% indicator. Lastly, the 300% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2017, including those already counted in the 150% indicator.

Program Name: A.A.S. Early Childhood

Academic year in which a Fall cohort of full-time candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe (Please circle, underline or bold the indicator above on which the program will report.)
2016-2017	37.5%	200% = 25% 300% = 25%
2017-2018	41.7%	200% = 41.7% 300% = 8.3%
2018-2019	0%	100%

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

The published time frame is based on the fact that the candidate must complete the program while continually attending classes full-time (12 credits minimum per semester). A large percentage of our candidates are non-traditional candidates who are single parents, have young children, work part- or full-time, or live in low socioeconomic status (Self Study Report A.A.S., p. 36). They remain part-time to accommodate their financial needs and work/life schedules, making it unrealistic to meet the published time frame. A variety of financial assistance is provided including scholarships, student assistantships, and on-campus student employment program but they are not enough to ensure consistent full-time student status. For example, we collaborate with the T.E.A.C.H. Early Childhood Scholarship Program in Utah to recruit in-service practitioners to seek college degrees. The T.E.A.C.H. Scholarship, though, only pays up to 6 credits per semester for each candidate.

Outcome Measure #3: Institutional Selected Data

All programs are required to select at least one of the following outcome measures on which to report. (Institutions submitting multiple programs in a single Annual Report may select the same or a different measure for each program; a separate chart must be submitted for each program.)

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

Academic Year	Number of Graduates	Percentage of Graduates employed in the early childhood profession within one year of graduation*	Percentage of Graduates pursuing further education in the early childhood profession within one year of graduation*
2016-2017	8	Not available	5 (62.5%)
2017-2018	12	Not available	n/a
2018-2019	6	Not available	n/a

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

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

Academic Year	Outcome Measure	Performance Data
2016-2017	A grade of B- or better in all required major courses	100% passing
2017-2018	A grade of B- or better in all required major courses	100% passing
2018-2019	A grade of B- or better in all required major courses	100% passing

- 1) **Please provide the specific web link where the data on Outcome Measures #1, #2 and #3 of this section are published on the institution’s website.** The link should be accessible from the program’s home page on the institution’s website. The data could be housed directly within the program’s section of the institution’s website. If an institution has a page that houses accreditation data and/or candidate success data for all programs at the institution, the program outcome measures may be included there instead, but must still be linked to directly from the program’s homepage.

WSU Office of Institutional Effectiveness: <https://www.weber.edu/ie/>

E. REPORTING AND ANALYZING DATA FOR A STANDARD

*For Section F, if the institution has more than one accredited program, please replicate and label the Key Assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Elements for each program **if they do not share the same key assessments**.*

Key Assessment Title Chart

Please list the names of each of the program's key assessments in the chart below.

	Name of Assessment	Check here if the assessment is a revision or replacement for an assessment submitted in the previous Annual Report (or Self-Study Report, if the program is submitting a Year 1 Annual Report.
Key Assessment 1	Becoming an Early Childhood Professional (CHF 2990A)	
Key Assessment 2	Reflective Log (CHF 2610)	This assignment has been renamed as Room Mapping.
Key Assessment 3	STEM Family Activities (CHF 2670)	This assessment has been revised to clarify alignment with standards key elements.
Key Assessment 4	Family Engagement Project (CHF 2860)	
Key Assessment 5	Webbing Observation (CHF 2620)	This is the second revision for this assessment to meet conditions
Key Assessment 6 (if applicable)*	N/A	

* While submitting a sixth key assessment is encouraged in order to provide the most opportunity to demonstrate alignment with the standards, it is not a requirement. If a sixth assessment is included, it should meet the same requirements as the other assessments.

Chart of Key Assessments Aligned with Standards and Key Elements

If the program did not check a key assessment for every key element, please explain below.

Standard 1: Promoting Child Development and Learning Key Elements	Key Assessment					
	1	2	3	4	5	
1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.			X		X*	
1b. Knowing and understanding the multiple influences on development and learning.					X	
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.		X			X	
Standard 2: Building Family and Community Relationships Key Elements	Key Assessment					
	1	2	3	4	5	
2a. Knowing about and understanding diverse family and community characteristics.				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*	X		
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Key Assessment					
Key Elements	1	2	3	4	5	
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					
Key Elements	1	2	3	4	5	
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 Assessment					
Key Elements	1	2	3	4	5	
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 Assessment					
Key Elements	1	2	3	4	5	
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					

6e. Engaging in informed advocacy for young children and the early childhood profession.	X					
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* Key element 1a was added to Key Assessment 5 and key element 2c was added to Key Assessment 3 in the revision process.

Reporting Data for a Standard

On which standard will the program report its two most recent applications of data? (Programs are encouraged to select a different standard for each Annual Report.) Please choose one:

Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 6

Which key assessments are used to measure this standard? (Please choose as many as are indicated on the chart as aligning with the selected standard.)

Key Assessment 1 Key Assessment 2 Key Assessment 3 Key Assessment 4 Key Assessment 5
 Key Assessment 6

Please do not attach the actual key assessments unless you are responding to conditions related to key assessments or if you indicated on p. 1 that this is a Year 4 Annual Report for which you are requesting feedback on key assessments. See Part H for more information.

Looking *collectively across all key assessments associated with the standard the program chose*, include two applications⁶ of the most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. **If submitting multiple programs in this Annual Report, this data must be disaggregated by program. Data tables should reflect data reported by the key elements within the standard. All data tables must clearly distinguish between how many degree candidates met or did not meet the standard.** All data tables must clearly indicate which key assessments are included and the dates of application for each key assessment. NAEYC guidance can be found in the Accreditation Resource Library under “Guidance Documents and Other Resources.” Programs are encouraged to review the guidance when completing this section of the Annual Report.

Program name: Weber State University A.A.S. Early Childhood			
Date(s) of Application 1: Key Assessment 5, Fall 2018 (N = 7 candidates) Date(s) of Application 2: Key Assessment 5 (revised) Fall 2019 (N = 9 candidates)			
Key Elements of Standard 5	Not Met	Met	Exceeds
Key Element (a) KA 3	Application 1 N = 1 % = 14.3%	Application 1 N = 1 % = 14.3%	Application 1 N = 5 % = 71.4%
	Application 2 N = 1 % = 11.11%	Application 2 N = 0 % = 0	Application 2 N = 8 % = 88.89%
Key Element (b) KA 3	Application 1 N = 1 % = 14.3%	Application 1 N = 2 % = 28.6%	Application 1 N = 4 % = 62.9%
	Application 2 N = 1 % = 11.11%	Application 2 N = 1 % = 11.11%	Application 2 N = 7 % = 77.78%

⁶One “application” refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)

Key Element (c) KA 3	Application 1 N = 1 % = 14.3%	Application 1 N = 2 % = 28.6%	Application 1 N = 4 % = 57.1%
	Application 2 N = 1 % = 11.11%	Application 2 N = 1 % = 11.11%	Application 2 N = 7 % = 77.8%

Data Analysis Questions

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

- 1. How are candidates performing in regard to the key elements of the standard on which the program reported? Briefly describe each program's data results across all key assessments designed to measure the standard chosen. (600 word limit)**

One key assessment, #3 *Family STEM Activities*, taught in CHF 2670 *STEM and Approaches to Learning in Early Childhood* is used to measure Standard 5. This course is taught in the fall semester only because of low student number. For all key elements of the standard, the majority of candidates meet or exceed expectations. The data from Fall 2018 was used to make revisions to clarify student instructions and to improve the rubric based on recommendation of the commission to remove conditions. The mastery improved from the first application in Fall 2018 to Fall 2019 with at least 77.8 % of candidates exceeding expected mastery levels for all key elements.

- 2. How is the program using the data from the standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (600 word limit)**

Several revisions were made to Key Assessment #3 and the course, CHF 2670, between the two applications based on the data from the previous year. The faculty instructor revised lectures and the sequence of the content to give candidates a better foundation in key concepts prior to the assessment. A "pilot" of the STEM family activity was added to the assessment. This element was an effective addition in helping candidates demonstrate the competencies expected. The attached revised version of Key Assessment #3 shows additional revisions made after revising the data from the second application. This version will be used Fall 2020 to collect data on Standard 5.

Although, in each application (Fall 2018 & Fall 2019) one candidate did not meet expectations for each key element, this can be explained. Both applications included candidates with disabilities. After individualized remediation, the student in the first application, took the course in the second application and did succeed in mastery of the key elements. In the second application, another student working with the university Disability Services and her faculty advisor is getting remedial support to ensure success upon retake of the course this Fall 2020.

Another pertinent detail is that in Fall 2018 an important prerequisite course was waived for several candidates due an effort to meet individual student needs for graduation since the course is only offered during fall semester. That prerequisite was enforced in Fall 2019. It was evident throughout the course that semester and in the data from both applications of Key Assessment #3 that candidates are more successful when they come to the course with the requisite knowledge of curriculum planning and effective teaching strategies.

F: STANDARD 7- FIELD EXPERIENCES

I affirm that (please select only one of the following):

The program's field experiences remain as described in the field experience chart submitted with the most recent Self-Study Report or Annual Report, or field experiences have changed in a way that do not reflect a substantive change as defined in the Accreditation Handbook.

OR

Substantive changes have occurred since the program's most recent report submission. (Please complete the "notice of substantive change report" in the online accreditation resource library.)

In order to meet Standard 7, a program must provide opportunities for **all** candidates to **observe and practice** with at least two age groups (birth-age 3, 3-5 years old, and 5-8 years old) in at least two settings (Head Start program, early school grades, early learning centers, or home-based settings). ***Institutions with multiple accredited programs must complete the information below separately for each program.***

Total number of field experience hours required in this program: 325 hours

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

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

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

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

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

- Head Start (or state equivalent) programs
- Early school grades
- Early learning centers
- Home-based settings

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

- Head Start (or state equivalent) programs
- Early school grades
- Early learning centers
- Home-based settings

**IF YOUR PROGRAM IS NOT RESPONDING TO CONDITIONS AND IS NOT
SUBMITTING A YEAR 4 ANNUAL REPORT, PLEASE GO TO THE ANNUAL REPORT
COMPLETION CHECKLIST PAGE TO COMPLETE THE ANNUAL REPORT.**

G. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

If the program is accredited with conditions, please complete this section. If the program is not responding to conditions, do not complete this section.

1. Cite the condition statement(s) here exactly as it appears in the Accreditation Decision Report.

The Accreditation Decision report from **March 2018** including the following conditions:

-Condition (1) Revise or create key assessments (student instructions and rubrics) for all standards to demonstrate explicit alignment with the depth and breadth of the standards and to meet the cognitive demands and skill requirements congruent with the standards.

-Condition (2) Revise all rubrics so they provide objective and qualitative distinctions between levels of student performance expected with regard to each standard they are designed to assess.

-Condition (3) Provide evidence that all students are required to demonstrate competency related to the standards measured in Key Assessments 4 and 6.

In **May 2019** we received the following from the Commission:

The Commission reviewed the response to conditions submitted in the first Annual Report and found that the originally cited Conditions 2 and 3 (but not yet Condition 1—which pertained only to the A.A.S. program) have been met... With regard to Condition #1, the program has made excellent progress with Key Assessments 1-4. However, Key Assessment 5 does not yet demonstrate clear alignment between the student directions and the assessment rubric. In particular:

- **Key Assessment 5** is indicated in the overview chart as assessing Key Elements 1b, 1c, 3a, 3b and 3c. However, the student instructions cite Key Elements 1b, 3a and 3c (along with “1d,” which may have been a typographical error).
- The rubric reflects the same key elements as the overview chart but not the key elements listed in the directions to candidates; therefore, the items in the rubric are not aligned with what is required in the directions. For example, the rubric states as an evaluation of 3b, the use of “*realtime*” webs, although “*realtime*” webs are not referenced in the assignment directions.
- The program would benefit from looking closely at spelling in the rubric to eliminate spelling errors.

Following the strong examples from Key Assessments 1-4 will assist with the necessary changes needed for Key Assessment 5. For the condition to be removed for the A.A.S. program in the second Annual Report, the program must revise **Key Assessment 5** so that there is clear alignment between the key elements in the assessment directions and the rubric. The overview chart, key element chart, directions and rubric should all reflect the same key elements.

The program is also encouraged to review Key Element 1a: this key element is indicated in the overview chart as being addressed in **Key Assessment 3**, but this key element is not found in this key assessment.

- 2. Describe the progress in addressing the condition(s). Description of work to date is important, but assertion of change is not sufficient. Insert documents, such as revised key assessments or data tables and analysis that provide evidence of change. Programs that are accredited with conditions**

must satisfactorily address conditions by the second Annual Report in order to maintain accreditation.

The following revisions were made to address Condition 1 that was not met in the 2019 review of First Annual Report:

Key Assessment 5 Webbing Observation Assignment (see revised **Key Assessment 5** on pages **31-36** of Second Annual Report):

- Revisions were made to clearly align the overview chart now indicating that Key Assessment 5 assesses Key Elements 1a, 1b, 1c, 3a, 3b, and 3c. These alignments are identified in the directions for candidates and the rubric.
- The directions for candidates were revised to reflect the same key elements in the overview chart and rubrics. In the directions, separate steps were identified with each step aligning to a different key element. Terminology was aligned with the use of “individual child web” and “planned learning experience web” replacing the previous terminology in both the directions and rubric. Directions for each step and rating criteria at each level in the rubrics were revised for accurate alignment.
- Spelling and typographical errors have been corrected.

Key Assessment 3 STEM Family Activities (see revised **Key Assessment 3** on pages **21-30** of Second Annual Report):

- Based on the feedback from the 2019 review of First Annual Report, Key Assessment 3 was revised to address the misalignment between the overview chart and the key assessment itself. Key Element 1a is clearly addressed in the candidate instructions and the rubric in the section of the assignment where candidates provide a rationale for how the activity is developmentally appropriate and supported by early childhood education and developmental theories.
- Additional revisions were made based on analysis of the data from this key assessment. Instructions and rubrics were improved. A new step “pilot the activity with a child” was added to instructions and rubrics to measure Key Element 2c that Key Assessment 3 was not aligned with in the First Annual Report.

d.1) EVIDENCE CHART

Key Assessment 3: STEM Family Activities

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

This assessment is used in CHF 2670 STEM and Approaches to Learning in Early Childhood. Candidates will prepare learning activities to be completed at home by children with their families. It then is documented in a way that children can share their experience back at school. Incorporated within this assignment are three of the five NAEYC Guidelines for Developmentally Appropriate Practice including a) teaching to enhance development and learning, b) planning curriculum to achieve important goals, and c) establishing reciprocal relationships with families. The assessment gives candidates opportunity to:

- demonstrate their knowledge and understanding of STEM concepts integrating math and science by designing and implementing a learning activity
- identify appropriate math and science concepts using the curriculum focal points provided by the National Council of Teachers of Mathematics (NCTM), and the Framework for K-12 Science Education.
- write specific learning objectives linked with the Utah Early Childhood Core Standards
- describe process skills and effective teaching strategies for inquiry, exploration or play-based learning to be implemented by parents
- try the activity with a child and his/her parent
- present the activity to colleagues

Candidates are asked to provide a rationale for their choices based in their knowledge of child developmental theories and developmentally appropriate practice. An explanation about how this activity is meaningful and challenging curricula in the STEM content areas by extending learning to the home will be provided. Activities are to be professionally packaged in a “kit” and ready to be used by children and families.

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.

CHF 2670 STEM and Approaches to Learning in Early Childhood is a taught each fall semester. It was designed as part of the program’s NAEYC accreditation self-study process to provide candidates another course focused on specific academic content to completely assess candidates’ mastery of key elements 5a, 5b, and 5c. In the 2018 Accreditation Decision report suggestions were made to separate data cells to disaggregate the data. The 2019 Annual Review suggests additional clarifications. These revisions were made including a “pilot” of the activity with a child and his/her family. The most recent semester (Fall 2019) that revised version of the key assessment and rubric was used. The data collection plan is for this assessment will be completed each semester the course is taught (fall only). This data is reported on for Standard 5 elsewhere in the Annual Report. The 4-point assessment for each criterion 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 all of the key elements of standard 5 as well as

Standard 1a and Standard 2c.

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 the first semester the original version of the key assessment was used along with suggestions to meet conditions indicated in the 2018 Accreditation Decision Report and the Annual Report review were used to create a more integrated assignment. Instructions for this assessment were revised to clarify expectations for Standard 5a, 5b, and 5c). Classroom lectures and discussions regarding STEM concepts, process skills used in inquiry were streamlined. Relationships that are more direct were discussed between effective teaching strategies and approaches to learning in the STEM content areas. More focused instruction was included to build candidates knowledge and understanding of young children's characteristics and needs to design developmentally appropriate learning experiences (Standard 1a). The interactive element with families brought a new dynamic that deepened learning by providing candidates with the opportunity to evaluate instruction and implementation.

It will be important for the instructor to reflect on more data results with a continued openness to making revisions.

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 the STEM disciplines to support content area curriculum development in the education of young children. Our program philosophy indicates an intention for providing learning experiences for candidates that encourage active engagement in learning and support understanding and involving families in each child's learning process (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.

The content provided for candidates in this course and through this key assessment reflect the program's commitment to continuous quality improvement and support in the early childhood field for providing learning activities specifically designed to develop skills related to STEM including process and inquiry skills in the early childhood curriculum (Criterion 4). With the addition of this new course focusing on STEM and Approaches to learning, candidates will have opportunities to use the knowledge and skills they have learned in math and science general education courses to plan for learning experiences for children (Supportive Skill #2).

**CHF 2670/4670 STEM and Approaches to Learning
STEM Family Learning Activity
Instructions**

Purpose: To plan an activity that will involve families in STEM learning with their children through hands-on exploration, experimentation, or skill-building activities.

Introduction and Overview:

Through planning and preparing this activity, you will demonstrate your knowledge of mathematical and scientific content and explain how this content can be approached with young children and their families. You will show your understanding of effective teaching strategies and approaches to learning in these STEM disciplines.

You will design one complete STEM Family Activity Kit that is ready to take-home. This STEM take-home learning activity to be used by families, to be completed at home, and then returned to the classroom with documentation or a “product” to demonstrate active, shared participation between the child and at least one adult family member.

To evaluate the implementation and effectiveness of this activity you will need to pilot it with a child and his/her family. You may do this with a family you know personally or a child you have a connection with in the Melba S. Lehner Children’s School. *This pilot must be completed with a child in the designated early childhood age range for the activity.*

Finally, you will present your activity for the class using a PowerPoint and bringing your complete kit to show.

Step 1: Choose the learning concepts for this activity

(NAEYC Standard 5a. Understanding content knowledge and resources in academic disciplines.)

This STEM activity must include at least one **science concept** and at least one **math concept** that is developmentally appropriate for the identified age group. (It may include more concepts, if appropriate.)

- Identify concepts using the curriculum focal points provided by the National Council of Teachers of Mathematics (NCTM), and the Framework for K-12 Science Education. These resources have been discussed in class and are provided on Canvas. Concepts are different from standards and objectives.

Step 2: Write at least two learning objectives (one for science and one for math) that align with specific standards

(NAEYC Standard 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.)

- In addition to the content area concepts, write two objectives using parent-friendly language using the following learning objective format:
 - **Your child will + active verb + skill or content knowledge.**
- Next, link each objective with appropriate standards using the Utah Early Childhood Core Standards for Mathematics beginning on (pp. 53-70) and Approaches to Learning and Science (pp. 71-90). At least one for math and one for science but you may include more
 - Identify the age range column based on the age of the children the activity is suitable for (i.e., Preschool Foundational Standards, Kindergarten Readiness Standards, or Utah’s Core Kindergarten Standards).
 - For Mathematics include the domain (i.e., Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, or Geometry) cluster (see book for information). For identification purposes, include the number and letter of the standard and the page number.

- For Approaches to Learning and Science include the Standard number and name, as well as the substandard number and page number.

Step 3: Design the activity.

This activity must be a developmentally appropriate method for a play-based activity that includes at least one of the following: exploration, discovery, a design challenge, or an inquiry project (examples could include building projects, experiments, games, cooking adventures, or other similar ideas.)

(NAEYC Standard 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines)

- Create typed list of all materials necessary to complete the activity for at least one family to go in the kit so parents will know what materials are included and should then be returned to the school. The list should be easily accessible. You may consider taping it to the container.
- The kit must be in a plastic container* either a small storage box or a large Ziploc bag that includes all materials and will close tightly so it is easy for children to take home and return.
- Type the directions and print on cardstock (heavy weight paper). Laminating them will protect the information and it will last longer.
- Directions include:
 - All of the steps necessary for complete the activity that keeps the focus on the identified objectives.
 - Directions for a component that gives families the opportunity to document their experience through photos, record keeping, journaling, etc. OR offers them the ability to produce something which can be brought back to school demonstrating child and family involvement in learning related to the objectives.
 - Instructions for sending the kit and the documentation or product back to school (when, how, where).
 - An explanation of what will be done with the documentation or product brought back to school. (for example, a class book, an instructional bulletin board, a documentation panel for the hall, a window display, etc.)
 - Include a complete APA citation reference to give credit to where you got the original idea for this activity.

(NAEYC Standard 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.)

- Support parents in completing the project by indicating the following as part of the directions or a separate “tip card”.
 - Explain process skills. The child should use at least two process skills for this activity. Basic Process Skills (observing, comparing, classifying, measuring, communicating); Intermediate Process Skills (inferring, predicting); Advanced Process Skills (hypothesizing, defining and controlling variables)
 - Describe at least two effective teaching strategies adults can use to implement this activity (list of strategies is posted on Canvas). Parents don’t know these so you will need to explain or give examples.

***Remember, it should be in a plastic container that is appealing to children. If it looks fun, the children will want to take it home!**

Step 4: Pilot the activity with a young child*.

(NAEYC Standard 2c: Involving families and communities in their children’s development and learning.)

You will try or “pilot” the activity with a child in the appropriate age range or you can ask a parent you know to try it with their own child(ren) of the appropriate age(s). Encourage the parents to do the activity so you can see how well they understand the directions and tips (even if your brother just wants you to do it with your niece – but, as always, follow the child’s lead).

***You must pilot the activity with a young child (2 to 8 years – no older than third grade) that is the age for whom your activity is designed.**

Write a reflection to evaluate the activity that includes the following:

- What worked well? Why? What didn't work? Why?
- What were the children's responses/reactions (i.e., what did they say and do)? What was the interest level? Why or why not did they engage?
- Explain how your objectives were met (or not met) by the children. How do you know?
- Was it challenging for the children? Too challenging? Too easy? Why?
- Were the instructions easy to follow?
- Did the materials work the way you planned?
- Was the documentation or product an effective assessment of child learning?
- How could you make changes/improvements to make it more appropriate or effective?
- How is the activity a meaningful part of STEM curriculum to extend learning for children and families?

Step 5: Write a rationale for the activity.

This rationale will not be written for the families but as a professional academic document. It will not be included in the kit but will be submitted on Canvas.

The rationale will demonstrate your understanding of developmentally appropriate practice, developmental theories, as well as the content areas of math and science (standards, framework, and focal points).

The rationale will include the following (with appropriate citations):

- An **introductory paragraph** (probably just one paragraph – about 1/3 to 1/2 page) catches the reader's attention and informs the reader about what you are writing about. It should lay out what to expect for the reader. For this assignment a general comment or two describing the purpose of this family activity is appropriate. Then describe what you will do. First, I will explain how this activity is developmentally appropriate etc. _____. Next, I will use _____ theory/theories to show _____. Finally, I will describe why I believe this is (You don't have to format it exactly like that as a fill-in-the-blank but that gives you the idea of the structure.)

(NAEYC Standard 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8)

- An **explanation of how this STEM** activity is developmentally appropriate including at least 3 age-related skills or characteristics of child development a child should have mastered for this activity for the identified age group (at least 2 paragraphs).
- **Theoretical support** for this STEM activity should be based on more than one of the theories of early childhood education and development (Piaget, Vygotsky, Erikson, Bandura, Gardner, Bronfenbrenner, Montessori, etc.) (at least 2 paragraphs).

(NAEYC Standard 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.)

- A **description of why this is a good activity for families** to support child learning in the areas of math, science, and/or engineering and why engaging families in STEM learning is important for children (at least 2 paragraphs)
- A closing paragraph should briefly summarize the main ideas that you have written about and provide closure to the paper.

Step 6: Presentation to the class.

(NAEYC Standard 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.)

This will be a brief presentation for you to explain your activity to your colleagues. You will plan a power point presentation using the provided template.

For your presentation:

- Explain the STEM (math and science) concepts along with the objectives and related standards for the activity.
- Read the directions parents will use to implement the activity including the process skills and teaching strategies you identified.
- Show the materials list and all of the materials for the activity.
- Demonstrate or describe the documentation or product that will be brought back to school
- Explain how parents will send the kit and documentation or product back to school and what will be done with it back to school.
- Explain how it worked when piloted and changes you made. You are welcome to show photos of piloting the activity with children but this is not required.

**CHF 2670/4670 STEM and Approaches to Learning
STEM Family Learning Activity
Assignment Rubric**

NAEYC Standards & Key Elements	Criteria	Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Does Not Meet Expectations
	Complete STEM Family Activity Kit	All required elements are included with complete, detailed information.	Required elements are all included but details are incomplete.	One or two elements are missing but activity could still be completed.	Incomplete kit would not allow for activity to be completed.
5a: Understanding content knowledge and resources in academic disciplines	Learning concepts	Accurately identifies at least one math concept and one science concept using the curriculum focal points provided by the National Council of Teachers of Mathematics (NCTM), and the Framework for K-12 Science Education.	Accurately identifies at least one math concept and one science concept but <u>did not</u> use the curriculum focal points provided by the National Council of Teachers of Mathematics (NCTM), and the Framework for K-12 Science Education.	Math or science concept is not accurately identified but did attempt to use the curriculum focal points provided by the National Council of Teachers of Mathematics (NCTM), and the Framework for K-12 Science Education.	Does not accurately identify math or science concept and does not use the curriculum focal points provided by the National Council of Teachers of Mathematics (NCTM), and the Framework for K-12 Science Education.
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 learning activity information	Demonstrates knowledge and use of STEM concepts by identifying the activity name, DAP age group, family-friendly objective and EC Core Standard to design a challenging learning experience.	Demonstrates knowledge and use of STEM concepts but one of the following is incorrect or missing: activity name, DAP age group, family friendly objective or EC Core Standard.	Demonstrates knowledge and use of STEM concepts but two or more of the following is incorrect or missing: activity name, DAP age group, objective, EC Core Standard.	All information is missing

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Materials list and directions for activity	Includes a list of all materials; directions are complete and describe all steps for the activity with specifics regarding the STEM content area related to the concepts or objective.	Includes a list of all materials: directions are missing just 1 or 2 steps for the activity but does include specifics about the STEM content area related to the concepts or objective.	Materials list is missing one or two items. Directions are complete but does not include specifics about the STEM content area related to the concepts or objective.	Materials list is incomplete or missing. Directions are incomplete or missing. Nothing about STEM content area.
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Description of inquiry process skills and effective teaching strategies	Accurately identifies and explains process skills used in inquiry and effective strategies for supporting the learning process to meet the stated STEM objective.	Identifies with 2 or fewer mistakes the process skills used in inquiry and effective strategies for supporting the learning process to meet the stated STEM objective.	Identifies with more than 2 mistakes the process skills used in inquiry and effective strategies for supporting the learning process to meet the stated STEM objective	Cannot identify either process skills used for inquiry or effective strategies for supporting the learning process to meet the stated stem objective.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Activity documentation for families	Directions for documenting child participation in the learning activity are included that describe what the adult and child should do to complete the activity; represents accurate knowledge of STEM content areas related to the concepts or objective.	Directions for documenting child participation in the learning activity are included but details are missing about what either the child or the adult must do to indicate accurate knowledge of STEM content areas related to the concept of objective.	Directions for documenting child participation in the learning activity are included but do not include knowledge of STEM content area related to the concepts or objective.	Directions for documentation is not included

2c: Involving families and communities in their children’s development and learning	Pilot of activity with a child.	Reflects on and evaluates instructional design of activity as a meaningful extension of the STEM curricula for family implementation and engagement in child learning.	Reflects on the activity and how it connects as a meaningful extension of the STEM curricula to engage families in child learning but neglects to evaluate instructional design or implementation.	Reflects on but does not evaluate the instructional design and implementation of the activity and neglects to include how it connects with a meaningful extension of the STEM curricula for family engagement in child learning.	Does not reflect or evaluate the instructional design or implementation of activity.
1a. Knowing and understanding young children’s characteristics and needs, from birth through age 8	STEM Activity DAP Explanation	Explanation of DAP includes a description of at least 3 age-related skills or characteristics of child development.	Explanation DAP includes a description of 2 age-related skills or characteristics of child development.	Explanation DAP includes a description of 1 age-related skills or characteristics of child development.	Explanation does not demonstrate an understanding of DAP or developmental age-related skills or characteristics.
	STEM Activity Theoretical Support	Theoretical support for this STEM activity must be based on more than one of the theories of early childhood education and development (Piaget, Vygotsky, Erikson, Bandura, Gardner, Bronfenbrenner, Montessori, etc.)	Theoretical support for this STEM activity is based on one of the theories of early childhood education and development (Piaget, Vygotsky, Erikson, Bandura, Gardner, Bronfenbrenner, Montessori, etc.)	Theoretical support for this STEM activity is NOT based on at least one of the theories of early childhood education and development (Piaget, Vygotsky, Erikson, Bandura, Gardner, Bronfenbrenner, Montessori, etc.)	There is no attempt at theoretical support.
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	STEM Activity Description of Engagement with Family	Description demonstrates knowledge of STEM content and evaluates the effectiveness of this activity and reasons to engage families meaningful STEM learning experiences for children.	Description demonstrates knowledge of STEM content and evaluates the effectiveness of this activity does NOT include reasons to engage families meaningful STEM learning experiences for children.	Description demonstrates knowledge of STEM content but does NOT evaluate the effectiveness of this activity or reasons to engage families meaningful STEM learning experiences for children.	There is not attempt to communicate knowledge, effectiveness or engagement.

<p>5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.</p>	<p>Presentation to Class</p>	<p>Presentation includes a complete explanation of the activity and evaluation of the pilot with a child that demonstrates knowledge of standards, resources, implementation and how to evaluate child learning and activity effectiveness in supporting the STEM curriculum.</p>	<p>Presentation explaining activity and evaluating pilot with a child is missing or inaccurate in demonstrating knowledge of one of the following: standards, resources, practices for implementation or how to evaluate child learning but still demonstrates effectiveness in using the activity to support the STEM curriculum.</p>	<p>Presentation of activity does not demonstrate knowledge of two or more of the following: standards, resources, practices for implementation or how to evaluate child learning or cannot explain how this activity is effective as a support for the STEM curriculum.</p>	<p>Presentation does not demonstrate knowledge of standards, resources, implementation or how to evaluate child learning and cannot explain how this activity is effective as a support for the STEM curriculum.</p>
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d.1) EVIDENCE CHART

Key Assessment 5: Webbing Observation

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

The Webbing Observation is an assessment completed by candidates taking CHF 2620 Planning Creative Experiences with Young Children. In addition to time in class and related course work, candidates are required to spend 2 hours each week in a lab classroom with children practicing skills related to course content and necessary for planning creative learning experiences with young children. This assessment allows candidates to develop skills for observing children, practice efficient and effective methods to document observations of individual child learning within the planned curriculum, and reflect on the meaning of their specific observations related to intentionally planning curriculum based on each child's interests and needs. Candidates choose two children to observe during child-directed time in their assigned field experience classroom. Candidates create individual child webs to use for the observation. The individual child webs include developmental needs, individual interests and strengths along with important family background information. Candidates create these webs prior to observation. Both children are observed on the same day.

Candidates schedule a time to observe for the full child-directed time scheduled. During the observation, the candidate creates a second web for each child to document the day's planned learning experiences with the date and/or project topic in the middle and learning activities circling. While observing, the candidates note what learning experiences the two children participate in and if those experiences meet a strength, developmental need or interest of the child or link to important family background information. If the experience meets a need, strength, etc., the candidate draws a connection line to show and define the link between the individual child web and the planned experiences web of the day. At the conclusion of the observation period, candidates write a reflective evaluation of each child's experience based on what they know about the child and how this type of information could inform teaching interactions, curriculum planning, and assessments. They are also required to analyze the webbing as an observational assessment tool.

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.

CHF 2620 Planning Creative Experiences with Young Children is taught every fall and spring semesters. The Webbing Observation assessment has to be used as one of the observation assignments related to planning curriculum and instruction in this course for a number of years. The rubric used for grading has been revised to better meet the NAEYC Accreditation requirements for assessing the competencies candidates gain in this program related to standards 1b, 1d, 3a, b, c. Data will be collected from this assessment each semester. This observation is submitted in hard copy and graded using the 4-point rubric. 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 standards 1 and 3. Data from this assessment is with Key Assessment 3 to assess key element 1a and Key Assessment 2 to assess key elements 1c and 3b.

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 2620 Planning Creative Experiences with Young Children, the knowledge and practice of doing systematic observations and documentation are critical to understanding types of authentic assessments that should be completed by teachers in high quality early childhood programs. Therefore, it is essential to give pre-service teachers the opportunity to develop these skills as early childhood professionals. The data from this this key assessment has been used to focus course instruction more intentionally on assessment in the cycle of planning learning experiences. It is used by candidates in this course as part of the planning, implementing, and evaluating of the learning experiences they plan and implement with the children in the lab classrooms in which they are assigned. Anecdotally, candidates report that this observation is of high value in assessing individual children's interests and needs to support their planning. The commitment to collect data as a key assessment in the program will inform an understanding of candidates' progress towards knowledge and understanding of the characteristics and development of young children and using that knowledge for curriculum planning (Standard 1a, 1b, 1c) and observing, documenting, assessing the learning and development of young children (Standard 3a, 3b, and 3c).

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 advance their understanding of the importance of authentic assessment through observation and documentation in the process of planning curriculum. This key assessment is aligned with our program philosophy because it required that candidates demonstrate critical thinking and reflection while also considering the developmental diversity of the child (Criterion 1). The program conceptual framework is reflected in this key assessment as the framework is constructed around the NAEYC core considerations and guidelines of developmentally appropriate practice that take into account each child's level of development, individual interests and culture while recognizing the importance of assessment in the process of planning, implementing and evaluating effective learning experiences (Criterion 2). This observation requires candidates grow in knowledge, understanding, and use of developmentally appropriate practices. This particular assessment is one of a variety of strategies used in field experiences that are consistent with NAEYC values (Criterion 5).

CHF 2620

Webbing Observation Assignment

Purpose: The purpose of this assignment is to complete a graphic organizer web for two children that incorporates abilities interests, strengths, and needs. Then using these organizer webs and a web current classroom curriculum experience, assess and reflect on individualized planning in the context of the current group instruction.

Estimated Time: Approximated 2.5 hours: 30 minutes to review observations and create child graphic organizer webs; 90 minutes of dedicated live classroom observation and documentation; 30 minutes for assessment and reflection.

Materials

- Two pieces of 8 ½" x 11" paper, one for each focus child.
- Two large pieces of construction paper (12" x 18") - one for each focus child.
- Colored writing instruments for visual differentiation of important elements.

Step 1: Review the article *Weaving a Web with Children at the Center* (Buell & Sutton, 2008). Considering the information in the article, choose two children to be your focus for this assignment. You are encouraged to choose children that you consider different from each other (i.e., personality, likes).

Step 2: Expanding on the information from the article, create an individual child web (using 8.5' x 11" paper) for each of the two children you chose as your focus for this assignment (NAEYC Standard 1a).

1. Add child's name, age and current date in middle of the paper (the center of the web).
2. Add 4 developmental needs of the child
3. Add 4 interests the child shows
4. Add 4 strengths this child exhibits
5. Add most important family background information
6. **Create a legend to explain how needs and interests are distinguished (e.g. color coding)**
- 7.

Step 3: Demonstrate your understanding of the links between the different elements of the individual child web (NAEYC Standard 1b).

1. Use "connection lines" to note relationships between children's needs or strengths and interests or family background
2. Explain the connections you make.

Step 4: Go into the observation booth of your assigned classroom during the child-choice time when the children freely choose their own learning experiences. Stay for the full scheduled length of this part of the classroom routine (check the schedule posted in the observation booths for estimated times).

During the observation you will be documenting the child's learning experience choices and making connections between the child's needs/strengths/interest/family and the chosen learning experience participation (NAEYC Standard 3b).

1. Copy your individual child webs from step 2 to the left side/half of separate pieces of large paper (12" x 18" - handed out in class).
2. Create a second web of today's planned learning experiences on the right side of the large paper with the date in the middle and planned experiences listed on the posted lesson plan webbed from that center/date.
3. If the child you are observing participates in an experience that was not part of the written plan, add the experience to the web and code it as unplanned/child requested and follow #4 above instructions for these as well.

Step 5: Making connections between each individual child web and the planned learning experience web (NAEYC Standard 3c).

1. As you observe, note what planned experiences the child engages in making links with lines to the left side web. This part shows connections between child chosen learning experiences and their needs/strengths/interests/family background.
2. On each line, provide an explanation of the connections. **Note: a chosen learning experience may connect to multiple areas on left.*

After the conclusion of the child choice observation time (1-1.5 hours), review your completed documentation webs. On the back of your dual web documentation for each child, reflect on the questions in steps 6 & 7:

Step 6: Provide an evaluation of the planned learning experience for each child (NAEYC Standard 1c).

1. Explain the effectiveness of each child's chosen learning experience in meeting this child's needs/interests and providing practice opportunities to support further development of the children's strengths, applying information from the relevant cultural/family background, and supporting this child as a whole (at what level of success).

Step 7: Provide a description of implications for future curriculum planning including teaching strategies, learning experiences, and an analysis of webbing as an assessment tool (NAEYC Standard 3a).

1. Consider, as a teacher, what would you do next, how would you use this information to inform your planning? Include a specific effective teaching strategy and learning experience in your response. Then discuss what you like about this assessment method and the benefit of using this in your future classroom.

CHF 2620 Webbing Assignment Rubric

NAEYC Standards & Key Elements	Criteria	Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Does Not Meet Expectations
1a: Knowing and understanding young children’s characteristics and needs	Child Web (Step 2)	For both individual child webs: <ul style="list-style-type: none"> • Child’s age and current date in middle of web. • Documentation of at 4 interests; 4 development needs/opportunities for growth; 4 child strengths; family background/characteristics learned through specific child observation appropriate to the instructions for webbing as an assessment tool. • Legend present and supports understanding of web components 	For both individual child webs: <ul style="list-style-type: none"> • Child’s name and age in middle of web. • Documentation of at <4 interests and/or < 4 development needs/opportunities for growth; <4 child strengths; family characteristics/background learned through specific child observation appropriate to the instructions for webbing as an assessment tool. • Legend present; describes all components 	For both individual child webs: <ul style="list-style-type: none"> • Child’s name or age is missing. • Inaccurate or missing documentation of interests and/or development needs/opportunities for growth, strengths or family background/characteristics gathered through observation of specific children. • Legend may not support readers understanding 	Missing this component of the observation
1b: Knowing and understanding the multiple influences on development and learning	Related Elements (Step 3)	For both individual child webs: <ul style="list-style-type: none"> • Connection lines indicate specific relationship among all elements with explanations. 	For both individual child webs: <ul style="list-style-type: none"> • Connection lines indicate relationship among one or two elements with explanations. 	For both individual child webs: <ul style="list-style-type: none"> • Connection lines indicate relationship among all elements without explanations. 	No connection lines
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.	Planned Learning Experiences Web (Step 4)	Planned learning experience webs document the date of observation in center of web and all learning experiences from lesson plan plus any unplanned activities the child participated in as required for this observational assessment tool.	Planned learning experience webs document the date of observation in center of web with planned experiences but unplanned activities are omitted making documentation for this assessment tool incomplete.	Planned learning experience webs documentation is incomplete or missing one or more required elements either date of observation or planned learning experiences that are required for this assessment tool.	Missing this component of the observation

NAEYC Standards & Key Elements	Criteria	Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Does Not Meet Expectations
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child	Connections between Individual Webs and Planned Learning Experiences Web (Step 5)	<ul style="list-style-type: none"> Each connection between children needs and interests are noted by a connecting line. All line connections are supported by text that describes how the interests or growth needs were met to promote positive child outcomes (or not met). 	<ul style="list-style-type: none"> Each connection between children needs and interests are noted by a connecting line. Line connections are supported by text but these only partly or disjointedly describe how growth needs or interests were met to promote positive child outcomes (or not met). 	<ul style="list-style-type: none"> Each connection between child needs and interests are noted by a line. Line connections are not supported by text so no indication of how positive child outcomes were promoted or missed. 	Missing this component of the observation
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Evaluation of Effectiveness of Planned Learning Experiences (Step 6)	<p>Using information from this observation assessment, the candidate explains the effectiveness of each child chosen learning experience in meeting this child's:</p> <ul style="list-style-type: none"> needs/areas for growth interests strengths family context 	<p>Using information from this observation assessment, the candidate explains the effectiveness of each planned learning experience in meeting this child's but only addresses one of the following:</p> <ul style="list-style-type: none"> needs/areas for growth interests strengths family context 	<p>Using information from this observation assessment, the candidate explains the effectiveness of each planned learning experience in meeting this child's but does not address:</p> <ul style="list-style-type: none"> needs/areas for growth interests strengths family context 	Candidate does not demonstrate using information from the observation assessment.
3a: Understanding the goals, benefits, and uses of assessment, including its use in development of appropriate goals, curriculum, and teaching strategies for young children.	Implications for Future Planning and Analysis of Assessment Tool (Step 7)	<p>Gives a description with a specific example of individual considerations for future curriculum planning to prepare for learning experiences;</p> <ul style="list-style-type: none"> Describes an effective teaching strategy/learning experience that could be used to meet appropriate goals. Analyzes this assessment method with at least 2 details. 	<p>Gives a description with a specific example of individual considerations for future curriculum planning to prepare for learning experiences;</p> <ul style="list-style-type: none"> But does not describe an effective teaching strategy/learning experience that could be used to meet appropriate goals Analyzes this assessment method with less than 2 details. 	<p>Gives a description but without a specific example of individual considerations for future curriculum planning to prepare for learning experiences;</p> <ul style="list-style-type: none"> Does not describe an effective teaching strategy/learning experience that could be used to meet appropriate goals. Analysis is not included 	Planning implications and analysis are not included.

H. YEAR 4 PROGRAM SUBMITTING KEY ASSESSMENTS FOR REVIEW

If the program is submitting a Year 4 Annual Report and is submitting key assessments for review, please complete this section. Programs in Year 4 are not required to use this service. If the program is not submitting a Year 4 Annual Report, do not complete this section.

Programs can submit **up to two key assessments** that measure the Standard on which they submitted data in Section F.

On which standard did the program report its two most recent applications of data in this Annual Report?

- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5
- Standard 6

Please indicate which key assessments that measure this standard you are including for review (select up to two).

- Key Assessment 1
- Key Assessment 2
- Key Assessment 3
- Key Assessment 4
- Key Assessment 5
- Key Assessment 6

Please include in this Annual Report up to two Key Assessments (instructions to candidates and rubrics) that measure this standard.

Annual Report Completion Checklist

This checklist is meant to be a guide. Completing it is not a requirement of the Annual Report.

✓	The two-page cover sheet, is complete including the check box for the appropriate year of the Annual Report.
✓	Section A contains all relevant contact information. If new contacts are listed the program has provided the graduate degrees (and subject areas) that they hold
✓	The program has affirmed compliance with eligibility requirements in Section B. and provided a narrative explanation in cases where it is not compliant.
✓	In Section C the program has completed the table providing updates to program context.
✓	In Section D the program has reported program outcome data on three measures and has provided a web link on the institution's website where the data is published.
N/A	In Section E the program has indicated whether there has been a substantive change(s) to the program(s) and attached the Substantive Change Report form if needed.
✓	In Section E the program has indicated continued compliance with Standard 7 (Field Experiences). This information is reported in section F per the template provided.
✓	The program has completed the key assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Elements in Section F for all accredited programs.
✓	In Section F, the program has indicated on which standard it is submitting candidate performance data, included a data table, and answered the data analysis questions. This information is provided in Section E per the template provided.
✓	If the Annual Report includes multiple programs, the program has disaggregated the data in Section F by program. Only the AAS in Early Childhood is reported here.
✓	Each data table included in Section F is clearly labeled to indicate which key assessments are included and the dates for each application of data. This information is provided in Section E per the template provided.
✓	If the program is accredited with conditions, it has submitted evidence of addressing conditions in Section G.
N/A	If the program is submitting a Year 4 Annual Report and wants to have its key assessments reviewed, it has completed Section H.

What to Expect After Submitting an Annual Report

- Once the program submits its Annual Report, NAEYC will acknowledge receiving the report.
- NAEYC will then review it for completeness. If the review finds that all items are complete, then the program will be notified that its Annual Report has been accepted. Programs can expect to hear back from NAEYC within ten weeks.
- If the report is missing information or NAEYC has clarifying questions, NAEYC staff will ask for the necessary data. If the program does not comply with the information request, it will be placed on Administrative Probation.
- If the program is responding to conditions in its Annual Report, the Commission will review the evidence submitted. In most cases, the program should plan to receive feedback on its conditions prior to the end of the year (if submitting during the fall cycle) or by mid-summer (if submitting in the spring cycle); in some cases the program may be notified that it has been placed on a subsequent Commission agenda.
- If the program submitted a Year 4 Annual Report and submitted Key Assessments for review, it should expect feedback on key assessments during the winter (if submitting during the fall cycle) or summer (if submitting during the spring cycle).