



ANNUAL REPORT

INSTITUTION NAME: MASSACHUSETTS BAY COMMUNITY COLLEGE

STATE: MASSACHUSETTS

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

☒ SEPTEMBER 30, 2019

☐ MARCH 31, 20__

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]

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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 student performance data
- Provide data to inform the early childhood degree landscape
- (For some programs) Resolve 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	Massachusetts Bay Community College
Mailing Address	50 Oakland St., Wellesley Hills, MA 02481-5307
Program Name(s)	A.S. Early Childhood Education; A.A. Liberal Arts: Early Childhood Education
Program name(s) as listed in <u>college catalog</u>, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.	A.S. Early Childhood Education; A.A. Liberal Arts: Early Childhood Education
Program's website address (please list the website address for each program if including more than one program)	The Early Childhood Education webpage houses both programs. https://www.massbay.edu/academics/early-childhood-education
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/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) (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):	Name Linda M. Romero Title Professor, Early Childhood Education, Department Chair Phone 508-270-4288 Email lromero@massbay.edu
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	
Secondary contact (<i>for institutions with more than one accredited program, please add another row to the table if there are changes across programs</i>):	Name Rita Rzezuski Title Associate Professor, Early Childhood Education Phone 508-270-4294 Email rrzezuski@massbay.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.	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 offers field experiences.	YES	
The program(s) has graduated at least one individual.	YES	
(for associate degree programs) The faculty for the associate degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role in multiple programs. (for baccalaureate and master's degree programs) The faculty for the baccalaureate and master's degree program(s) includes a) at least one full-time faculty member whose primary responsibilities are in the early childhood program(s) submitted for review and b) who holds a terminal degree in early childhood education, child development, child and family studies, or a related discipline with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact. One person may serve this role for multiple programs.	YES	

Please explain any "no" answer above:

C. UPDATES TO PROGRAM CONTEXT

<p>Have there been any significant changes to the institution or program that affect the design or quality of the program (this could include changes to the physical facilities, unforeseen conditions such as natural disasters or health calamities, changes to faculty, changes to the college service area or candidate populations)?</p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>If the program answered “yes”, please provide a short explanation.</p>
<p>Number of full-time candidates enrolled for the most recent semester¹ available</p>	<p>ASECE 12 AALAECE 10</p>
<p>Number of part-time candidates enrolled for the most recent semester² available</p>	<p>ASECE 45 AALAECE 18</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. 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>ASECE 8 AALAECE 4</p>
<p>Number of full-time faculty who taught in the early childhood program(s) during the past academic year:</p>	<p>2</p>
<p>Number of part-time faculty who taught in the early childhood program(s) during the past academic year:</p>	<p>5</p>

¹ If the institution uses a period other than semesters, substitute information from the most recent quarter or other relevant time period

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

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 its 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.

1) Outcome Measure #1: The Number of Program Completers

In the chart below, please indicate the number of program completers for the three most recent academic years. (note: the percentages in each row should 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 ³ (at the time of completion)	
	ASECE	AALAECE	ASECE	AALAECE	ASECE	AALAECE
2016-17	11	8	1 (9%)	1 (12.5%)	10 (91%)	6 (87.5%)
2017-18	13	5	1 (7.7%)	3 (60%)	12 (92.3%)	2 (40%)
2018-19	8	4	1 (12.5%)	2 (50%)	7 (87.5%)	2 (50%)

2) Outcome Measure #2: The Program Completion Rate

What is the published timeframe⁴ for full-time candidates to complete the early childhood program(s) included in this Annual Report? 2 years

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe** (institutions submitting multiple programs in a single Annual Report should complete a separate chart for each program) for the three most recent academic years for which the program has data. **The 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 annual report is submitted. If reporting on the 200% or 300%**

³ Part-time status is defined by the institution.

⁴ "The Commission defines the published timeframe 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/>.

measure, the percentage of completers who finished within this time frame will include those counted in the 150% measure.

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

Program Name: A.S. Early Childhood Education (ASECE) and A.A. Liberal Arts: Early Childhood Education (AALAECE) (separated in graph)

Academic year in which a Fall cohort of full-time students enrolled at the institution (select three sequential years)	Percentage of those students who completed the program within 150% of the published timeframe		Percentage of those students who completed the program within 100%, 200% (twice) or <u>300% (three times)</u> of the published timeframe (Please circle or underline the indicator above on which the program will report.)	
	ASECE	AALAECE	ASECE	AALAECE
2011-12	22%	22%	33%	27%
2012-13	7.3%	0%	19.5%	10.5%
2013-14	15.6%	6.3%	15.6%	6.3%

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

As explained previously, defining cohorts is challenging with so many students who switch between the five education programs, both certificates and degrees. Length of enrollment in a major and timeframe for completion vary widely, with the majority of students taking more than 300% of the published timeframe to finish, and some not completing because they stopped with completion of Lead Teacher courses to work full-term or transferred early. Most of our students are working part- or full-time, even if they began as full-time students. Stop-outs are frequent. Last year Institutional research seems to have included all early education students who graduated, regardless of which major, as a completer, so the numbers were higher. This year we used a more accurate formula but are still having difficulty defining a cohort, as opposed to headcount or FTEs. We are still working on a formula that is effective, and the Education Department has begun to track individual students each semester. Although labor intensive, long-term this should result in more accurate data or at least provide a clearer rationale for students' academic trajectory.

3) Outcome Measure #3: Institutional Selected Data

(A) 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.

(B)

Academic Year	Number of Graduates		Number of Graduates (and % of total) who are employed in the early childhood profession within one year of graduation*		Number of Graduates (and % of total) who are pursuing further education in the early childhood profession within one year of graduation*	
	ASECE	AALAECE	ASECE	AALAECE	ASECE	AALAECE
2015-16	11	8	9 (82%)	7 (87.5%)	5 (45%)	8 (100%)
2016-17	11	8	10 (91%)	8 (100%)	4 (36%)	4 (50%)
2017-18	13	6	8 (61.5%)	6 (100%)	5 (38.5%)	4 (66.7%)

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

4) 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 web site. The link should be accessible from the program's home page on the institution's website. The data could be housed within the program's section of the institution's website or, if an institution has a page that houses all accreditation data and/or student success data, the program outcome measures could be included there.

<https://www.massbay.edu/academics/early-childhood-education>

E. UPDATES TO PROGRAM OF STUDY

<p>Has there been any substantive changes⁵ in courses, program design, or leadership.</p> <p>If there have been substantive changes in courses, please include the current program of study as described in the college catalog, including concentrations or other degree program options, with course lists.</p> <p><i>Attach a copy of the actual college catalog page or pages from the college website.</i></p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>If “yes”, please describe the changes.</p>
<p>Did these changes involve removal of any courses from the program?</p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>(If so, please note that key assessments need to be given in classes that are required of all candidates.)</p>
<p>Have there been substantive changes in field experiences?</p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>If “yes”, attach documentation that the program still meets Standard 7. Examples of documentation include (but are not limited to) a field experience chart for the program or a tracking sheet indicating that the program ensures that all candidates have each of these experiences somewhere within the program.</p>
<p>Please confirm continued compliance with Standard 7 by checking the boxes as appropriate.</p>	<p><input checked="" type="checkbox"/> 7a. The program provides opportunities for all candidates to observe in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8)</p> <p><input checked="" type="checkbox"/> 7a. The program provides opportunities for all candidates to practice in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8)</p>

⁵ NAEYC understands and appreciates that programmatic changes are a routine and healthy part of the continuous improvement process. Most of these changes will not impact the accreditation of the program (as described and captured in the Self-Study Report and site visit). However, substantive changes should be reported to the Commission on the Accreditation of Early Childhood Higher Education Programs in the program’s Annual Report. The Commission will review these changes to determine if they impact the accreditation status of the program. Substantive changes include, but are not limited to,

- changes in the management, oversight and administrative home of the program;
- changes in geographical setting, including moving the program to a new location, or establishing a branch campus or a new off-campus cohort program;
- adding or modifying courses that represent a significant departure in terms of either the content or method of delivery from those that were offered at the last site visit, such as online courses (here a substantive change is operationally defined as 25% or more of the credit hours of the accredited curriculum);

	<p><input type="checkbox"/> 7b. The program provides opportunities for all candidates to observe in at least two of the four main types of early education settings (early school grades, early learning and care centers, home-based early learning and care programs, Head Start (or equivalent) programs)⁶</p> <p><input type="checkbox"/> 7b. The program provides opportunities for all candidates to practice in at least two of the four main types of early education settings (early school grades, early learning and care centers, home-based early learning and care programs, Head Start (or equivalent) programs)⁷</p>
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⁶ In fall 2017, NAEYC released guidance on Standard 7, updating 7b to better reflect the current landscape of early learning programs. The guidance can be accessed in the Accreditation Resource Library on Basecamp in the “Guidance Documents and Other Resources” Discussion Thread.

⁷Ibid.

F. 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 don't 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	Bibliotherapy Assignment	
Key Assessment 2	Professional Resources Assignment	
Key Assessment 3	Activity Plan	
Key Assessment 4	Progress Report	
Key Assessment 5	Practicum Portfolio	
Key Assessment 6 (if applicable)*		

* 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

Standard 1: Promoting Child Development and Learning Key Elements	Key Assessment					
	1	2	3	4	5	6
1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.	x		x	x		
1b. Knowing and understanding the multiple influences on development and learning.	x		x	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	6
2a. Knowing about and understanding diverse family and community characteristics.	x				x	
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	x				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 Elements	Key Assessment					
	1	2	3	4	5	6
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.				x	x	
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	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 Elements	Key Assessment					
	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.			x		x	
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.			x		x	
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.			x		x	
4d. Reflecting on own practice to promote positive outcomes for each child.			x		x	
Standard 5: Using Content Knowledge to Build Meaningful Curriculum Key Elements	Key Assessment					
	1	2	3	4	5	6
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.			x		x	
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.			x		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		x	
Standard 6: Becoming a Professional Key Elements	Key Assessment					
	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.		x			x	
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.		x		x		
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.		x			x	
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.		x			x	
6e. Engaging in informed advocacy for young children and the early childhood profession.		x			x	

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

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 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 applications⁸ 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 (as shown in the sample chart below); 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.** Below is a suggested data reporting template, but programs are encouraged to report the data in a format that best meets their program needs⁹. All data charts must clearly distinguish between how many candidates met or did not meet standards. All data charts must clearly indicate which key assessments are included and the dates of application for each key assessment.

A.S. Early Childhood Education Performance Data for Fall 2018 (7 students) and Spring 2019 (8 students) Key Assessment #4 Progress Report											
PERFORMANCE LEVEL	EXCEEDS CRITERIA		MEETS CRITERIA		PARTIALLY MEETS		TOTAL MEETS/ EXCEEDS				
	F18	S19	F18	S19	F18	S19	F18		S19		
STANDARD 3							#	%	#	%	
	3a	6	3	1	5	0	0	7	100%	8	100%
	3b	2	1	4	6	1	1	6	86%	7	87.5%
	3c	7	6	0	2	0	0	7	100%	8	100%
	3d	5	5	2	3	0	0	7	100%	8	100%

⁸ One “application” refers to one time the assessment was given. (Dates should be clear, distinct, and recent.)

⁹ In fall 2017, NAEYC issued guidance on reporting and analyzing data by standard. This guidance can be found in the Accreditation Resource Library on Basecamp in the “Guidance Documents and Other Resources” discussion thread. Programs are encouraged to review the guidance when completing this section of the Annual Report.

A.A. Liberal Arts: Early Childhood Education Performance Data for Fall 2018 (2 students) and Spring 2019 (1 students) Key Assessment #4 Progress Report										
PERFORMANCE LEVEL	EXCEEDS CRITERIA		MEETS CRITERIA		PARTIALLY MEETS		TOTAL MEETS/ EXCEEDS			
	F18	S19	F18	S19	F18	S19	F18		S19	
							#	%	#	%
STANDARD 3										
3a	1	1	0	0	1	0	1	50%	1	100%
3b	0	0	2	0	0	1	2	100%	0	0%
3c	2	1	0	0	0	0	2	100%	1	100%
3d	1	1	1	0	0	0	2	100%	1	100%

A.S. Early Childhood Education Performance Data for Fall 2018 (7 students) and Spring 2019 (8 students) Key Assessment #5 Practicum Portfolio										
PERFORMANCE LEVEL	EXCEEDS CRITERIA		MEETS CRITERIA		PARTIALLY MEETS		TOTAL MEETS/ EXCEEDS			
	F18	S19	F18	S19	F18	S19	F18		S19	
							#	%	#	%
STANDARD 3										
3a	2	4	4	4	1	0	6	85.7%	8	100%
3b	4	5	2	3	1	0	6	85.7%	8	100%
3c	2	3	3	3	2	2	5	71.4%	6	75%

A.A. Liberal Arts: Early Childhood Education Performance Data for Fall 2018 (2 students) and Spring 2019 (1 students) Key Assessment #5 Practicum Portfolio										
PERFORMANCE LEVEL	EXCEEDS CRITERIA		MEETS CRITERIA		PARTIALLY MEETS		TOTAL MEETS/ EXCEEDS			
	F18	S19	F18	S19	F18	S19	F18		S19	
							#	%	#	%
STANDARD 3										
3a	0	0	2	1	0	0	2	100%	1	100%
3b	0	1	2	0	0	0	2	100%	1	100%
3c	0	1	2	0	0	0	2	100%	1	100%

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)

Students performed adequately on the criteria that assess Standard 3 in the Progress Report assignment, although the extremely small number of A.A. students makes the data for them not very meaningful since one student's impact is dramatic. The A.A. student who received Partially Meets, for example, wrote excellent observations but was missing some and chose not to submit them to improve her grade. Overall, 3b was the Key Element with the weakest performance on the Progress Report, with significantly fewer students receiving Exceeds Criteria than Meets in the A.S. program, with one in each semester receiving Partially Meets.

On the Practicum Portfolio assignment, the small group of A.A. students met all evaluated criteria for Standard 3, although 3d is not assessed in that assignment. A.S. degree students in Fall 18 also performed less well, with between 71% and 86% of students meeting or exceeding the criteria. In Spring 19 performance on 3c was weak, but a couple of the students were enrolled in their second practicum and had improved their performance overall since Fall 18.

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)

It is clear that students need more practice writing objective observations since observations are significant parts of both of the Key Assessments used for Standard 3. Some of our students take their Child Development course with an instructor from the Education Department, but many don't, and this may be a factor. Although all Child Development instructors are required to use agreed upon Student Learning Outcomes, some adjuncts from outside our Division may not be following through on assigning child observations and using the assessment criteria for those assignments critical for developing students' recording skills. We have started emphasizing observing and recording skills in other classes to provide additional reinforcement but will work with the psychology department on providing more guidance for their instructors who may teach the class.

We have also realized that the Practicum Portfolio needs a separate criterion for assessing Key Element 3d. It seems to have gotten lost in our most recent update of the rubric, so it is currently assessed only in the Progress Report Key Assessment. Students attend a family conference and write up a report, which is currently assessed within the criteria for Family Engagement, but it needs its own criterion to clarify its importance and function.

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.

- ☐ 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.

Included on following pages.

PROGRESS REPORT ASSIGNMENT

After consultation with the cooperating teacher, select a child to observe carefully for the semester. Select a child who does not display extreme behavior difficulties or have difficult issues. 15 observations of this child will be submitted with the Report. Note evidence of the different developmental areas. At the end of the semester you will write a professional progress report detailing the progress and changes you have observed in all areas of the child's development (4 pages long). Also see the assignment rubric.

1. Write an **introductory paragraph** describing the child objectively, including appearance, and comparing his/her development to developmental norms. Demonstrate positive regard for the child.
2. Provide **evidence of progress in each area of development/learning** in a separate paragraph:
 - a. **Physical** (health/nutrition, fine, gross motor, and sensory skills as well as self-care, etc.)
 - b. **Speech and Language** (receptive and expressive, ability to communicate clearly, speech, emerging literacy skills). Samples of the child's language from your observations in the form of quotes must be included.
 - c. **Cognitive** (learning interests, preferred activities, problem-solving, understanding instructions, understanding cause and effect, organizing information, creativity (including engagement in Arts), curiosity, concepts learned, attention span, etc.)
 - d. **Social** (interactions w. children and w. adults, sharing, taking turns, following directions, engagement in group time, empathy, etc.) **and Emotional** (evidence of happiness or unhappiness, withdrawal or aggression, dependent or independent behavior, emotional tension, separation response, reaction to frustration, self-esteem, self-confidence, etc.)
3. **Comparison to Development Norms.** Use Developmental Profiles from a child development text or other professional source to compare the child's development in each domain above to typical development.
4. **Suitability for Parents.** The report must be suitable for presenting to a family, showing you value the child. Use language parents would understand. Include the family by consulting your Cooperating Teacher. She may be willing to share some information with you. Generally, a family interview by a student teacher is not appropriate. Your Cooperating Teacher may want you to ask the family's permission to study their child, or complete anonymity may be acceptable. She might want to use your Progress Report data for a parent conference. Whatever the case, you should write as though it will be shared and follow the guidance of your Cooperating Teacher.
5. **Objective Documentation.** Include examples and samples of the child's work to validate your statements of progress in areas of development. Anecdotes of children's behavior, direct quotes of language, samples of artwork, photographs of block constructions, etc., should be included. Use your analyzed observations (at least 15) to inform your paper and submit them with the report. Maintain objectivity when writing.
6. **Activities Designed w. Child in Mind.** Arrange activities where you can observe the child's progress in various areas of development. These can be individual, small group, or whole group; impromptu or

actual activity plans. Refer to them in your Report. Suggest activities that would support continuing progress.

7. **Professional Tone and Conclusion.** The tone and language of the report must be professional, including use of developmental terminology, and demonstrate appreciation for the child. The concluding paragraph should summarize strengths, progress, needs and include recommendations to support ongoing progress. Be sure to end on a positive note.
8. **Professional Standards.** Show evidence that you have met these by maintaining confidentiality and the child's right to protection from harm from your assessment process (observations, planned activities, interviews, etc.). Your Cooperating Teacher will sign off on the Report affirming that it is reasonably accurate and that you have maintained ethical standards.
9. **Reflection.** Write a reflection expressing your thoughts about completing the Progress Report. Demonstrate your understanding of the goals, benefits and uses of the assessment. This is an attached page, not part of the Progress Report itself.
10. Be sure that the written report is error-free (spelling and grammar) and well-organized.

PROGRESS REPORT (NAEYC KEY ASSESSMENT #4)
ED 230/240 - PRACTICUM AND SEMINAR IN ECE

NAME _____ **DATE** _____ **PROGRAM** _____

CRITERIA/ NAEYC STANDARD	EXCEEDS CRITERIA 5	MEETS CRITERIA 4	PARTIALLY MEETS CRITERIA 3	PTS
1. Introductory Paragraph	Description includes objective statements and excellent comparison to developmental norms.	Describes the child objectively and compares his/her development to developmental norms.	Description has some objective statements and/or some comparison to developmental norms.	
2. Evidence of Growth and Development				
2a Physical Development	Examples of observed fine and gross motor skills are exceptional (specific, varied, detailed) and provide clear evidence of how progress has occurred in that domain.	Uses enough relevant examples of fine and gross motor skills to show progress in the domain.	Uses some examples of physical skills that are relevant but are not adequate evidence of progress in the domain	
2b Speech and Language Development	Examples of observed speech and language skills exceptional (specific, varied, detailed) and provide clear evidence of how progress occurred in that domain.	Uses enough relevant examples of speech and language skills (including quotes) to show progress in the domain.	Uses some examples of speech and language skills that are relevant but not adequate evidence of progress in the domain. Quotes of child's language absent.	
2c Cognitive Development	Examples of observed cognitive skills (including creative thinking) are exceptional (specific, varied, detailed) and provide clear evidence of how progress has occurred in that domain.	Uses enough relevant examples of cognitive skills to show progress in the domain. Examples of creative thinking are included..	Uses some examples of cognitive skills that are relevant but not adequate evidence of progress in the domain. Examples of creative thinking are not included.	
2d Social and Emotional Development	Examples of observed social and emotional skills are exceptional (specific, varied, detailed) and provide clear evidence of how progress occurred in that domain	Uses enough relevant examples of social and emotional skills to show progress in the domain.	Includes some examples of relevant social and emotional skills but not adequate evidence of progress in the domain.	
Evidence of Growth and Development <u>STD 1b</u> 2a-d:				Total for items
	10	8	6	
3. Comparison to Developmental Norms <u>STD 1a</u>	Developmental profiles are referenced consistently and accurately to provide norms for comparison in each domain. Source for the profiles is identified/included.	Developmental profiles are used frequently to provide norms for comparison. They are generally used accurately and their source provided.	Developmental profiles are used rarely to provide norms for comparison. Source not included.	

	5	4	3	PTS
4. Suitability for Parents <u>STD 3d</u>	All language and tone demonstrate positive regard for the child. The report is clearly directed at parents. Their input has been sought and the report shared and discussed w. teacher.	The report is suitable for presenting to the family. Most language shows positive regard for child, is easily understandable. Teacher has signed off.	The report is unsuitable for presenting to the family and/or the cooperating teacher has not signed off.	
	10	8	6	
5. Objective Documentation <u>STD 3b</u>	At least 15 excellent specimen records are included that are objective, specific, detailed and very thoughtfully and accurately analyzed.	Supportive, objective documentation is provided, including at least 15 specimen records that reflect progress described	Documentation includes fewer than 15 observations of the child and/or they are not objective.	
6. Activities Designed with Child in Mind <u>STD 1c</u>	Multiple examples are provided of activities designed/carried out by the student teacher to (1) assess and meet the child's specific learning needs and (2) support continuing progress.	At least one good example provided of an activity designed by the student teacher to (1) assess/meet this child's learning needs and (2) support progress.	No examples or examples provided do not adequately support the child's specific needs or the description does not make the relationship clear.	
7. Overall Professional Tone and Conclusion <u>STD 3c</u>	The tone and language of the report are highly professional and demonstrate appreciation for the child. Developmental terms are accurately used. The child's strengths, progress, needs and areas needing improvement and recommendations have been summarized well. Ends with a positive final statement.	Most language and much of the report's tone are free of negativity and are professional. The child's strengths and progress have been summarized at the end and the final statement is not negative.	Report demonstrates some appreciation for the child, but tone and language are too informal and/or negative. Some strengths and progress have been summarized, but a final positive statement is absent.	
8. Professional Standards <u>STD 6b</u>	Consistently maintains ethical standards including upholding children and staff's rights to confidentiality and subject's protection from harm.	Maintains ethical standards including upholding children's rights to confidentiality and protection from harm.	Report provides evidence of inconsistency in maintaining professional standards.	
9. Reflection (a separate page about assessing) <u>STD 3a</u>	Reflection is exceptionally thoughtful and demonstrates thorough understanding of the goals, benefits and uses of the assessment.	Reflection demonstrates understanding of the goals and some benefits/uses of the assessment.	Reflection does not adequately demonstrate understanding of the goals, benefits and uses of the assessment.	
10. Written Report <u>SS 3</u>	The report is well-written, presented in professional format with fewer than 3 spelling or grammar errors. It is well-organized.	Organization is adequate and required format followed. Largely accurate in spelling and grammar with no more than 6 errors.	The report is poorly organized and/or needs improvement in spelling and/or grammar. 6+ errors	
Comments:				TOTAL POINTS: _____
Grade: _____				

PRACTICUM PORTFOLIO INSTRUCTION SHEET (For Student)

Your Practicum Portfolio documents your practicum experience and demonstrates your knowledge, skills, and dispositions as a teacher. It provides important evidence to your practicum supervisor as she evaluates your performance. It will be graded twice during the semester. Set up your Portfolio with separate sections for each type of documentation described (7 sections) and check the rubric for grading criteria. The number of items for most sections is stated and must be submitted for the Portfolio to be complete. One or two missing is not permissible. The passing grade is B-, so you will receive a course grade of Incomplete until your Portfolio has **everything** in it and is a B- or better.

I. Placement Site Information School name, address, phone number, director's name, teacher's name and home or cell phone.

- First name, birthdate, and age, in years and months, of each child in class. (Do *not* include last name)
- Daily class schedule.
- Floor plan of classroom indicating (and labeling) curriculum areas, exits and room dividers.
- Emergency Plan: Route and Directions to follow.
- School Calendar: Days when school will not be in session.

II. Observations of All Children (Weekly Observations and Analyses 15)

For 10-15 minutes each week you will just observe a child and record without interacting. Be sure to do at least one of every child in the class since you are trying to learn more about them. (You will also write 15 more observations of the child you select for the Progress Report, but those will be submitted and graded as part of the Progress Report.) There is an **observation form** for you to use. The first part of each observation will be an objective, detailed recording of what you see and hear of at least half a page typed. Include quotes and body language. This will be followed by your analysis/interpretation (at least half a page) of the meaning of the behavior related to developmental norms. Is the behavior developmentally "typical" of children of this age? Use **developmental profiles** to obtain data on normative development (from a text or online source). Refer to them in your analysis. Include **suggestions** for supporting the child's learning and development based on what you learned about him/her (like ideas for activities that would help, long-term behavior interventions, etc. Number and date each entry of 1-2 pages.

III. Curriculum (Activity Plans and Evaluations 15)

Number each one, identify the curriculum content area and use the appropriate standards for the age group. 5 of your 15 activities will be part of an organized Integrated Curriculum Unit. There are separate assignment sheets and rubrics that provide the formats for the plans and the ICU.

The **Curriculum Content Areas** that are required to be covered by your plans are listed below. At least one is required from each content area unless otherwise specified, with some flexibility among the areas for the remainder. *At least one plan must incorporate technology.*

- **creative arts** (music, visual arts, dance/creative movement, drama) [*at least 2 of these*]
- **sciences**
- **mathematics**
- **language arts** (language and early literacy/literacy skills) [*at least 2*]
- **social studies** (history/social sciences and diversity/multicultural experiences)
- **health education** (including learning about the body, safety, nutrition/cooking)

Early childhood curriculum must support **the whole child** (not just academics), so your plans will also include goals for children's physical, social, emotional, cognitive and creative development and include accommodations for learning and other differences. Activities must be age/stage appropriate for the group, individually appropriate and socially and culturally appropriate. They should be child-centered with minimal teacher direction, active and rich in sensory engagement. Plans should be well-organized and aligned. Include questions to engage thinking and language responses. After you do each activity with children, write a thorough **evaluation** of how well the objectives were met, children's responses, and ideas for improvement.

IV. Family/Community Engagement (10 +at least 10 resources for families).

Provide documentation demonstrating your commitment to engaging families in their children's learning and to engaging with the community. First fill out the **Class/School/Community Profile** with the help of your Cooperating Teacher. Add to it as you learn more about the families and community. Collect other evidence of engagement. Collaboration with parents is an essential part of developmentally appropriate practices. Show your efforts to include parent input and to communicate with families about your curriculum planning as well as to establish a trusting relationship. Send notes to families or add to class websites. Attend as many family-related school functions as possible. A report on a Family Conference is required (see format). If you are not able to attend one, base the report on an interview with your Cooperating Teacher about one she conducted. Note that the tone of your communications with parents will be assessed. Be sure it is respectful and collaborative. Also collect community resources that you could share with parents like handouts on library story hours, places families could visit, sporting goods swaps, camps, workshops on parenting, etc.

V. Reflections on teaching (15)

Each week you will write your thoughts about such things as spontaneous ways in which you have helped to extend concepts, reinforced learning, set limits, handled unexpected situations, encouraged children to problem-solve and taken the initiative in offering ideas or suggestions. Be sure to include many **supportive interactions** with children and your thoughts, feelings and concerns about your practicum experience. This is an opportunity to begin becoming a reflective teacher who thinks about teaching before teaching, during teaching and after teaching. At least a full page is expected each week and should incorporate critical thinking, not just a record of activities. (Your activity plan evaluations are separate and will be filed with those.) These reflections are about other aspects of your teaching. If one is canceled, write two the next week.

VI. Teacher/Student Conferences (Write-Ups 15)

Schedule your weekly conference at a time convenient for you and your cooperating teacher. This is your opportunity to ask questions, to plan together, and for your cooperating teacher to provide feedback on your progress. Record the conference on the form provided. The agenda is your responsibility, so write down at least one question/agenda item in advance for discussion and afterward the topics discussed, feedback, etc.

VII. Professionalism

Advocacy Activities Describe actions you take this semester to advocate for **children, families and the field** of ECE (1 of each for maximum credit). Reflect on each one: what you did, why you did it, how you feel about the action you took and what you think the impact might be.

Ethical Dilemma Describe an ethical dilemma you faced during the semester. Use the NAEYC Code of Conduct to determine which ethical responsibilities are in question. Determine a course of action consistent with the Code. Be sure to maintain confidentiality.

Teaching Resources Create a resource file that is organized into categories that will be useful to you. Collect a variety: activity ideas, methods of handling situations, songs, books, recipes, websites with a short description of their uses, and other thing you want to remember. Be sure to include information about early childhood education groups and professional organizations (like NAEYC!). If you choose not to join/sign up for any of them now, you will need their contact information and why they may be of interest to you in the future. For maximum credit you will need about 30 resources. A booklist would be 1, not 1 per book.

ADDITIONAL CRITERIA TO BE GRADED ARE ORGANIZATION, NEATNESS, AND WRITING

PRACTICUM PORTFOLIO RUBRIC (NAEYC KEY ASSESSMENT #5)

NAME

DATE

PROGRAM

CRITERIA/ STANDARD	Exceeds Criteria	Meets Criteria	Partially Meets	Pts
I. Placement Site Information	4 All information is included and presented in an orderly, logical format.	3 No more than one required element is missing and presentation is orderly.	2 More than one required element is missing and/or others are poorly presented	I.
II. Observations of all children (15)				
IIa. Behavior record 3b	5 An exceptional degree of objectivity and specificity in 15 behavior records of at least a half typed page.	4 Most observations (at least 12) are objective and specific.	3 Observations show some objectivity and specificity but not consistently.	IIa.
IIb. Analysis of behavior 3a	5 All interpretations (of at least half a page) accurately and thoroughly analyze behavior observed in comparison to typical development and learning.	4 Most interpretations (at least 12 of half a page each)) accurately analyze behavior in comparison to typical development and learning.	3 Few interpretations refer to typical development and learning. Analysis is less than half a page.	IIb.
IIc. Suggestions based on observations 3c	5 Many (at least 10) good suggestions for supporting future learning and development based on the observation.	4 Some (4-9) good suggestions of ways to support learning and development based the observation.	3 Suggestions for supporting learning/development are minimal (3 or less) or not related to observed skills.	IIc.
III. Curriculum (15 activities)				
IIIa. Planning for range of Content areas 5a	4 15 activity plans address the required content areas and effectively support them and their standards, including the 5 activities that integrate content areas in a study of theme-based concepts (Integrated Curriculum Unit)	3 15 activity plans address the required content areas (and standards) but some do not provide adequate support for targeted learning. 5 of the 15 activities integrate several content areas in study of theme-based concepts. (ICU)	2 Not all required content areas planned for and/or the activity doesn't support related skills/learning. MA Guidelines and/or relevant concepts/inquiry tools lacking. ICU does not integrate content areas.	IIIa.
IIIb. Organization, use of inquiry and materials 5b	4 Learning in each content area is supported by clear, well-ordered and detailed steps. Stimulating questions, some open-ended, engage critical thinking and rich language responses. Pre-knowledge and reinforcement of learning are addressed with engaging questions. Materials are suitable to the content area.	3 Learning is supported by clear, well-ordered steps. Many (at least 12) include stimulating questions to elicit thinking and rich language responses. Introductions and conclusions are engaging and materials suitable to the content area.	2 Steps are not clearly ordered and/or detailed. Fewer than 12 plans include questions that elicit thinking and rich language responses. Introductions do not address pre-knowledge. Conclusions do not provide reinforcement of learning. Materials are unsuitable.	IIIb.
IIIc. Alignment and evaluation 5c	4 Standards and developmental goals, procedure and evaluation are well-aligned. Acquisition of skills/knowledge is evaluated thoroughly (at least half a page)	3 Objectives are consistent with the standards, supported by the procedures and stated in a measurable form. Acquisition of skills/knowledge is	2 Objectives are not appropriate and/or stated in a form that is not measurable. Evaluation	IIIc.

		using clear, appropriate, measurable objectives.	evaluated in an evaluation of at least half a page.	does not measure skills/ knowledge acquired.	
	IIId. Strategies and Approaches 4b	4 All activities use effective strategies for the age group. They are child-centered, highly active, discovery-based and multisensory. Technology is used to support learning in one or more activity.	3 Most activities (at least 12) emphasize active engagement and discovery and include multiple sensory elements. Most are child-centered. Technology is used in at least one activity.	2 Activities are more teacher directed than child-centered. Insufficient active engagement or sensory stimulation. Technology is not used in any of the activities	IIId.
	IIIe. Accommodations 4c	4 Each activity addresses needs of age/stage and individual and cultural differences. Includes a specific accommodation for at least one child with its effectiveness evaluated.	3 Some accommodations/ modifications made for individual differences on most (at least 12) plans	2 Ways to support diverse learners' needs not specified in plans or are include on fewer than 12.	IIIe.
IV. Family and Community Engagement					
	IVa. Class/ Community Profile and Resources 2a	4 There is ample evidence of student efforts to know about and understand the families and their communities including a detailed and updated Class/Community Profile and the identification of many useful and varied resources (10+) to meet identified/potential needs.	3 Adequate evidence of student efforts to know about and understand the families and their communities including a Class/Community Profile with at least 2 descriptors in each section and 6-10 varied types of resources included.	2 There is insufficient evidence of student efforts to know about and understand the families and their communities. The Class/School/Community Profile is missing or has little detail. Fewer than 5 resources.	IVa.
	IVb Collaborative Tone 2b	4 Style/tone of all communications with families demonstrates respect and appreciation	3 Most communications demonstrate respect and appreciation for parents.	2 The tone of more than half of communications is not respectful.	IVb.
	IVc. Engagement activities (10), including Family Conference Report 2c	4 Student has demonstrated an exceptional commitment to engaging families in their children's learning and engaging w. community through more than 10 excellent and varied interactions, including extensions that support planned activities and a Parent Conf. report that shows understanding of methods that facilitate collaboration.	3 Student has demonstrated sufficient commitment to engaging families in their children's learning and engaging w. community through at least 10 varied examples, including a Parent Conference Report that follows the required format	2 Student has demonstrated some commitment to engaging families/ community. Fewer than 10 examples and/or some examples not appropriate. Parent Conference Report does not follow the required format or is missing.	IVc.
V. Reflections on teaching (15)					
	Va. Reflections on teaching process 6d SS1	15 Reflections show an exceptional amount and quality of critical thinking about the teaching process and commitment to improving teaching. At least a full page was written for each week.	12 Reflections indicate consistent effort to better understand the teaching process and improve teaching skills. A full page was written for each week.	9 Reflections indicate beginning effort to better understand the teaching process and improve teaching skills. Some reflections are shorter than a full page.	Va.

	Supportive interactions 4a	5 All reflections describe supportive interactions with children that demonstrate recognition of their value as an essential teaching practice.	4 Many reflections describe interactions that demonstrate recognition of their value as a teaching practicum.	3 Few interactions described that show recognition of their value as a teaching practice.	Vb.
VI.	Teacher/ student conferences (15) 6c	10 Records reflect exceptional use of conferences for professional development. All include thoughtful advance agenda items, several topics discussed, suggestions for teaching and evidence of self-advocacy.	8 Most records include advance agenda, topics discussed, suggestions for teaching and evidence of self-advocacy.	6 Many elements are minimal or missing such as advance agenda, topics discussed and/or suggestions for teaching.	X.
VII. Professionalism					
	VIIa. Advocacy Activities 6e	3 Student is a strong advocate for children, families and the field, providing examples of each type.	2 Appropriate example(s) of advocacy for children, families and/or the field (2 of the 3)	1 Some evidence of student advocacy (1 example)	VIIa.
	VIIb. Ethical Dilemma 6b	3 Student presented an ethical dilemma with clarity and careful deliberation referring to the relevant standard, its importance, and how a suitable course of action was determined. Confidentiality has been maintained.	2 Student presented an ethical dilemma, the relevant standard and the course of action he/she took. Confidentiality has been maintained.	1 Dilemma described is not a substantial challenge to professional ethics and/or section of code is not referenced and/or no code-supported action described and/or confidentiality violated.	VIIb.
	Teaching Resources 6a SS5	4 Student has collected and organized by category a wide variety and number of valuable teaching/ resources including information about ECE groups & professional organizations.	3 Student has collected many useful teaching resources in a variety of categories including information about ECE groups & professional organizations.	2 Student has collected some useful teaching resources but lack variety and/or are not suitable for educators. Professional organizations not included.	VIIc.
VIII.	Organization, neatness, visual presentation	4 Portfolio is very well-organized and neat. All material is typed and visual presentation is exceptional.	3 The Portfolio is neat, typed and organized with labeled dividers.	2 Some effort has been made to organize and present a neat Journal.	VIII..
VIV.	Writing Proficiency	5 Writing demonstrates a high standard of professionalism. Meets all criteria of the Writing Rubric.	4 Few errors of grammar and/or spelling. Writing is coherent and appropriate to the discipline.	3 Grammar, spelling and/or clarity of writing need much additional attention.	VIV.
TOTAL POINTS:					

Comments:

Grade: _____
2018 Revised Template

CONCLUDING PAGE

NAME OF PERSON COMPLETING THIS REPORT: LINDA ROMERO

DATE: 9/30/19

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

NAEYC's Early Childhood Higher Education Accreditation system relies upon volunteers to serve as peer reviewers. We encourage faculty (full-time and part-time) to become peer reviewers as a professional development endeavor, to better understand NAEYC accreditation, and to contribute to the profession's higher education accrediting body. If you are currently a peer reviewer (or Commissioner), thank you! To learn more about serving as a peer reviewer, visit <https://www.naeyc.org/accreditation/higher-ed/peer-reviewer>.

If you or a colleague would like to apply to serve as a peer reviewer, or if you have questions about this role, please provide your contact information (or the faculty member's contact information) below:

Name:

Email Address:

ANNUAL REPORT COMPLETION CHECKLIST

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

X	The cover page is complete including the check box for the appropriate year of the Annual Report.
X	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
X	The program has affirmed compliance with eligibility requirements in Section B. and provided a narrative explanation in cases where it is not compliant.
X	In Section C the program has completed the table providing updates to program context.
X	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.
X	In Section E the program has indicated whether there has been a substantive change(s) to the program(s) and provided an explanation if so.
X	In Section E the program has indicated continued compliance with Standard 7 (Field Experiences).
X	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.
X	In Section F, the program has indicated on which standard it is submitting candidate performance data, included a data chart, and answered the data analysis questions.
X	If the Annual Report includes multiple programs, the program has disaggregated the data in Section F by program.
X	Each data chart included in Section F is clearly labeled to indicate which key assessments are included and the dates for each application of data.
	If the program is accredited with conditions, it has submitted evidence of addressing conditions in Section G.
X	If the program is submitting a Year 4 Annual Report and wants to have its key assessments reviewed, it has completed Section H.
X	The concluding page is completed.

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 by February (if submitting during the fall cycle) or by July (if submitting during the spring cycle).