NATIONAL RECOGNITION REPORT
Initial Preparation of Early Childhood Education Teachers
(2010 Standards)

National recognition of this program is dependent on the review of the program by representatives of the National Association for the Education for Young Children (NAEYC).

Cover Page

Name of Institution

Lehman College SUNY

Date of Review

MM	DD	YYYY
02	01	2020

This report is in response to a(n):

○ Initial Review

○ Revised Report

◉ Response to Conditions Report

Program covered by this Review

Early Childhood Ed

Grade Level[1]

Birth to 2nd

(1) e.g. Early Childhood; Elementary K-6

Program Type

◉ First Teaching License

Award or Degree Level(s)

○ Baccalaureate

○ Post Baccalaureate

◉ Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):

○ Nationally recognized

◉ Nationally recognized with conditions

○ Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

○ Yes

○ No

◉ Not applicable

○ Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

The program clearly aligned the assessments with the standards/sub-standards. There has been comprehensive work in revising assessments.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1.
Standard 1. Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Met	Met with Conditions	Not Met
○	◉	○

Comment:

Note: The program did not complete Section II and III in the Response to Conditions report but changes are described in Section VI. The prior report indicated Assessments 1, 2, 3, 6 provide evidence for Standard 1.

Assessment 1 includes the CST, EAS, and edTPA. The program is no longer providing edTPA data due to its unsuitability without sub-score data to indicate candidate strengths and weaknesses.

Assessment 2 was revised to more clearly explain how sub-standards 1a and 1b are addressed in the work product, rubric, and data. The ratings within the rubric do not clearly differentiate candidate performance as the descriptors remain subjective (insufficient, sufficient, exemplary) and without differing performance indicators.

Assessment 3 was revised to provide a lesson plan format that addresses 1a and 1b adding a Context narrative and a Planning chart that relates to the sub-standards and a rubric in which the sub- standards are aligned. The ratings within the rubric do not clearly differentiate candidate performance as the descriptors remain subjective (insufficient, sufficient, exemplary) and without differing performance indicators.

Assessment 6 was revised to provide a more detailed and extensive description of the work product and explanation of how the sub-standards are addressed. Beneath each sub-standard there is a more specific description of how it aligns with the child study components. The ratings within the rubric do not clearly differentiate candidate performance as the descriptors remain subjective (insufficient, sufficient, exemplary) and without differing performance indicators.

Standard 2.
Standard 2. Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning.

Met	Met with Conditions	Not Met
○	◉	○

Comment:

Note: The program did not complete Section II and III in the Response to Conditions report but explained in Section VI. The prior report indicated Assessments 1, 3, 4, 6, 7 provide evidence for Standard 2

See Standard 1 regarding Assessments 1, 3, 6.

Assessment 4 was revised to align the scoring guide/rubric with specific standards rather than multiple standards showing NAEYC sub-standards and presented data in a way that the meaning of the data can be interpreted. The ratings within the rubric do not clearly differentiate candidate performance as the descriptors remain subjective (insufficient, sufficient, exemplary) and without differing performance indicators.

Assessment 7 was revised to provide more detailed description of the product ensuring alignment to each sub-standard in order to provide more clarity of how candidates are assessed. The rubric was revised to identify how the assessment provides evidence of student level of competence in this standard, so its purpose goes beyond gathering community data and resources. The ratings within the rubric do not clearly differentiate candidate performance as the descriptors remain subjective (insufficient, sufficient, exemplary) and without differing performance indicators.

Standard 3.
Standard 3. Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Met	Met with Conditions	Not Met
○	◉	○

Comment:

Note: The program did not complete Section II and III in the Response to Conditions report but explained in Section VI. The prior report indicated Assessments 1, 3, 4, 6 were provided to meet Standard 3.

See Standard 1 and 2 regarding Assessments 1, 3, 4, 6

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

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child.

Met	Met with Conditions	Not Met
○	◉	○

Comment:

Note: The program did not complete Section II and III in the Response to Conditions report but explained in Section VI. The prior report indicated Assessments 1, 3, 4, 5 were provided to meet Standard 4

See Standards 1 and 2 regarding Assessments 1, 3, 4

Assessment 5 was revised to include evidence of candidate performance in more than one curriculum area. The rubric was revised to ensure that the items indicated provide clear evidence of meeting standards. The ratings within the rubric do not clearly differentiate candidate performance as the descriptors remain subjective (insufficient, sufficient, exemplary) and without differing performance indicators.

Assessment 5 Inquiry Project. It is not clear how Assessment 5 aligns with the elements of Standard 4. The items indicated in the rubric that link to Standard 4 are stated in a way that does not appear to provide evidence of Standard 4. Terminology in the rubric is vague. Descriptors should be modified to be specific, objective, and observable, and show qualitative differences in candidate performance at each level, reflecting what candidates are actually doing in the assessment.

Standard 5.
Standard 5. Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Met	Met with Conditions	Not Met
○	◉	○

Comment:

Note: The program did not complete Section II and III in the Response to Conditions repor tbut explained in Section VI. The prior report indicated Assessments 1, 3, 4, 5 were provided to meet Standard 5

See Standard 1, 2, and 4 regarding the assessments.

See Standard 4 regarding Assessment 5. The assessment was revised to also indicate an interdisciplinary integration of literacy and science in order to ensure Standard 5 is met.

Standard 6.

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

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession.

Met	Met with Conditions	Not Met
○	◉	○

Comment:

Note: The program did not complete Section II and III in the Response to Conditions report but explained in Section VI. The prior report indicated Assessments 1, 4, 6, 7 were provided to meet Standard 6

See Standards 1, 2 regarding the assessments.

Standard 7.

Standard 7. Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Information should be provided in Section I (Context), question 2, to address this standard.

Met	Met with Conditions	Not Met
◉	○	○

Comment:

previously met

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Data from state licensure exams provides evidence of candidate content knowledge. Data from Assessment 2 provides some evidence of content knowledge.

C.2. Candidates's ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Data from Assessment 3 provides evidence for candidates' ability to understand and apply pedagogical and professional content knowledge. Data from Assessment 4 (student teaching formal evaluation form) does not provide clear distinctions among candidate performance on standards.

C.3. Candidate effects on P-12 student learning

Assessment 5 provides some evidence of candidate effect on student learning.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The program reports extensive and ongoing examination of candidate performance relative to content knowledge and pedagogical skills. They report active engagement of faculty in assessing ways to improve program outcomes and strengthen the program.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The program has made revisions and made strides toward meeting the conditions. Rubrics remain focused on subjective rating terminology that do not clearly differentiate candidate performance in measurable and observable ways.

In addressing the previous conditions, the following have been partially or substantially met:

1. For Assessment 2: Provide more detail of the work product that more clearly explains how Standards 1a and 1b are addressed.

Details of candidate expectations for the work product are provided in the narrative but are limited in the rubric because the rubric wording largely repeats the language of the standard rather than specifics of candidate performance. While Standard 1a can be identified, evidence for 1b is not as clear. This assessment applies more to 1c or other standards.

2. For Assessment 3: Provide only the elements of the edTPA work product that are most reflective of the standard for which it is being offered. (e.g. edTPA Context for Learning might provide evidence for Standard 1b). Identify the specific edTPA rubrics that indicate candidate performance on the component that best matches the standard and dis-aggregate data obtained from those rubrics.

This condition appears to be met.

3. For Assessment 4: Align the scoring guide/rubric with specific standards rather than multiple standards. Present data in a way that the meaning of the data is easily interpreted. Data tables align with standards but it is unclear how data tables were constructed from the rubric that was provided. It is not clear what the data represents.

With three levels of performance for NAEYC Standards and five levels for STEF in the same date table, evidence of standards across 35 items is difficult to determine. This condition is partially met in that multiple standards are not cited in rubric items.

4. For Assessment 5: It is not clear how Assessment 5 aligns with the elements of Standard 4. The items indicated in the rubric that link to Standard 4 are stated in a way that does not appear to provide evidence of Standard 4. To meet Standard 5 the assessment must be revised to include evidence of candidate performance in more

than one curriculum area.

This assessment provides sufficient evidence of Standard 4 and the condition is met.

5. For Assessment 6: Provide additional explanation of the work product that more clearly explains how sub-standards are addressed.

This condition has been met.

These condition remain:

6. For Assessment 7: State specifically how candidates are assessed on the sub-standards through the work product. Revise the rubric to identify how the assessment provides evidence of student level of competence in this standard more than student gathering of community data and resources. It is not clear if the rubric addresses candidate understanding of the need for partnerships with families and communities, as the standard requires, or if the rubric addressed compilation of resources.

To clarify and add specifi

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the CAEP site visitors:

It might be useful to the program to provide clarification regarding improvement to the rubrics.

PART G - DECISIONS

Please select final decision:

◉ **National Recognition with Conditions**. The program has received a decision of conditional national recognition. See below for details.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM	DD	YYYY
02	01	2022

Subsequent action by the institution: As of February 2020, the National Association for the Education of Young Children (NAEYC) will discontinue SPA Program Review with National Recognition as part of the CAEP accreditation process. Response to Conditions and Revised Reports will not be reviewed by NAEYC starting the Spring 2020 review cycle. This applies to programs that are currently "Recognized with Conditions" or "Recognized with probation" as well as to programs that received a decision of "Further Development Required." Moving forward, EPPs participating in the CAEP process that offer licensure, certification, or endorsement programs preparing P-12 early childhood educators will be reviewed using either the CAEP Evidence Review of Standard 1/A.1 (formerly known as CAEP Program Review with Feedback) or the State Program Review options.

MM	DD	YYYY

NAEYC identified the following conditions based on which a full national recognition decision could not be provided.

Although many of the previous conditions have been addressed, the following conditions remain:

6. For Assessment 7: State specifically how candidates are assessed on the sub-standards through the work product. Revise the rubric to identify how the assessment provides evidence of student level of competence in this standard more than student gathering of community data and resources. It is not clear if he rubric addresses candidate understanding of the need for partnerships with families and communities, as the standard requires, or if the rubric addressed compilation of resources.

7. For each assessment 2, 4, 5, 6 and 7, Revise all scoring rubrics with more standard-specific, qualitatively distinct, objective levels of performance that describe the qualities or characteristics of candidate performance that would indicate unacceptable, acceptable and target performance on the standard.

Please click "Next"

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