

# NATIONAL RECOGNITION REPORT

## Initial Preparation of Early Childhood Education Teachers (2010 Standards)

NCATE 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 City University of New York

#### Date of Review

MM DD YYYY

08 / 01 / 2014

#### This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

#### Program covered by this Review

Early Childhood Education (and with Bilingual Extension)

#### Grade Level<sup>(1)</sup>

Birth to Grade 2

(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:**

**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:**

**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:**

**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:**

**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:**

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:**

**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:**

**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:**

Met previously.

## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1. Candidates' knowledge of content

See prior report.

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

See prior report.

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

See prior report.

## 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)**

See prior report.

## PART E - AREAS FOR CONSIDERATION

### Areas for consideration

None

## PART F - ADDITIONAL COMMENTS

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

None

### F.2. Concerns for possible follow-up by the Board of Examiners:

None

## PART G - DECISIONS

- ⦿ b>National Recognition. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

**Please click "Next"**

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