

SECTION I—CONTEXT

1. Description of any state or institutional policies that may influence the application of NAEYC standards.

The Early Childhood Development Program at Keene State College (KSC) prepares teacher candidates for NH State Department of Education Early Childhood certification (Birth-8). New Hampshire is not a partnership state with NCATE and therefore does not require meeting the NAEYC standards for state accreditation. Our teacher education programs were reviewed in June 2005 by the NH Council of Teacher Education and approved for five years.

At Keene State College we have consistently focused on meeting NAEYC standards in our Early Childhood Development (ECD) program, and have been recognized by NAEYC in previous accreditation reviews. The KSC Catalog describes the program in this way: “This program provides students with a multidisciplinary understanding of early childhood development. It includes theory and practice with children from infancy through third grade, and fulfills requirements for Birth to Age Eight teacher certification (p. 29).” The KSC Teacher Education program requires all candidates to complete general education courses and core education courses, complete a content area major from a KSC approved list, and meet NH certification requirements and standards through the appropriate education major for their desired certification. NH has just implemented a PRAXIS II requirement for public school teachers to meet Highly Qualified Teacher status; at present our graduates seeking employment in K-3 public settings must take the Elementary Education PRAXIS II as an Early Childhood test has not been validated for NH. We will report the preliminary data on this testing, but want to note that the testing instrument is NOT an early childhood assessment.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Candidates who graduate from our Early Childhood program successfully complete two supervised clinical experiences at the Methods level, one in a K-3 public school classroom (100 hours minimum) **and** one in a setting with infants, toddlers, or preschoolers (100 hours minimum). In addition, they successfully complete student teaching experiences (full time for a minimum of 7 weeks at each level) with children birth to age 5 (infants, toddlers, or preschoolers) **and** in a K-3 public school classroom. Most candidates complete their birth to age 5 clinical experiences in the KSC Child Development Center, an on-campus demonstration site for early care and education that includes infants, toddlers, and preschoolers; occasionally other quality child care centers in the community are used, depending on the number of candidates enrolled in a given semester. We have established partnership relationships with local elementary schools for the primary grades placements, and work closely with those sites to ensure that standards are being met.

Student teaching age/grade level placements are selected to complement the methods experiences. Thus we ensure that our candidates have had intensive supervised practical experience with infants or toddlers, preschoolers, and two grade levels in the primary grades range. Additional field experiences that are not necessarily supervised by EC faculty also occur prior to the methods and student teaching experience.

FOUNDATIONAL COURSEWORK: PRIOR TO ADMISSION TO TEACHER EDUCATION (7 CREDITS)

Course Title (credits)	Field Experience
<i>Introduction to Teaching</i> (1 credit)	None required
<i>Development, Exceptionality, Learning I & II</i> (6 credits)	Service Learning project requires 15 hours participation with children in educational setting and journal reflections; additional focused observations of classrooms required

DEVELOPING KNOWLEDGE, SKILLS, AND DISPOSITIONS: EDUCATIONAL THEORY/APPLICATION COURSEWORK: FOLLOWING ADMISSION TO TEACHER EDUCATION (25 CREDITS)

Course Title (credits)	Field Experience
<i>Emerging and Evolving Literacy</i> (3 credits)	Literacy Partner Project requires 6-10 hours in a public school classroom working 1:1 with a child on literacy skills; includes observation, assessment, and analysis of participation. Final project worth 20% of grade.
<i>Educational Environments and Practices</i> (3 credits)	None required; some sections complete “Festival of Learning” project which involves a partner classroom. Candidates interview teacher and assess setting; plan, implement and reflect on teaching experiences (10 hours).
<i>Structure of Number Systems</i> (3 credits)	None required
<i>Children’s Literature</i> (4 credits)	None required
<i>Early Childhood Methods & Field Experience</i> (9 credits)	Supervised field experience consists of two mornings in a K-3 classroom and two mornings in a birth to age 5 classroom setting, with planning, instruction, management, and professional responsibilities. Minimum 100 hours in each setting (at least 200 hours required in total).
<i>Creating Social Contexts for Learning</i> (3 credits)	Taken concurrent with Early Childhood Methods and Field Experience; candidates use Methods Field Experience site for related work

CULMINATING EXPERIENCE: STUDENT TEACHING AND SEMINAR (15 CREDITS)

Course Title (credits)	Field Experience
<i>Student Teaching</i> (12 credits)	Candidates complete 14 weeks of full-time student teaching (approximately 500 hours) divided into two 7 week placements; one with children birth to age 5, one with children in K-3 public school classroom
<i>Seminar: Educational Principles</i> (3 credits)	Concurrent with Student Teaching; includes curriculum units and reflections on student learning; workshop attendance; portfolio development

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

At the outset of their enrollment in the early childhood program, candidates are informed that they must meet the following criteria for their first two years in the program:

- Complete PRAXIS I with minimum scores of 172 reading, 170 writing, 170 math, and a total minimum score of 518
- Earn C or higher grade in each ESEC course
- Maintain at least a 2.5 (BC) cumulative grade point average (GPA)
- Demonstrate positive behavior/skills

After completing the educational foundation of the early childhood program the student applies to the Teacher Education Program. To meet standards for admission to the Teacher Education program, candidates are required to:

- Complete the first three courses (7 credits) with grade of C or better
- Complete 36 credits
- Meet GPA requirements (2.5 or higher overall cumulative average)
- Achieve PRAXIS I scores as specified by the state of NH
- Choose certification option and content major
- Submit personal reference form (character reference)
- Complete application form and pay fee

Upon achieving admission to the program, candidates must maintain their grade point average (minimum 2.5 in each category) in their early childhood courses, their content major courses, and in their overall coursework. Grade point is checked again at the Methods level and as part of the student teaching placement process.

Application to Student Teaching includes a review of the following:

- Application form
- Written personal and professional statements
- Documentation of academic progress (transcript, program plans, etc.)
- Achievement of grade point requirements (2.5 minimum in each of early childhood courses, content major courses, overall coursework)
- Résumé
- Successful completion of Methods and recommendation of supervisor
- Criminal background check

Candidates are expected to meet all academic and behavioral expectations through the student teaching experience in order to be recommended for graduation and certification.

4. Description of the relationship of the program to the unit's conceptual framework.

The Keene State College teacher education program vision is to graduate professionals in the field of education who will be advocates for social justice and equity, who possess intellectual and personal integrity, and who are responsive to the needs of students in a changing, multicultural world. Our unit conceptual framework outlines our focus on supporting our graduates to:

- Explore the dynamic nature of the teaching and learning process
- Demonstrate professional and ethical behaviors by meeting high expectations and standards
- Understand the world from multiple perspectives
- Contribute to a just and equitable world

To guide and evaluate candidates in the field placements the Teacher Education program has adopted Charlotte Danielson's model from her book, (1996) *Enhancing professional practice: A framework for teaching*. This framework is used by site supervisors during classroom teaching observations as well as mid-term and final evaluations. Candidates are required to use this framework as part of their own self-evaluation process throughout the methods and student teaching experiences. The teaching domains, planning and preparation, classroom environment, instruction and professional responsibilities are embedded into the course goals and objectives for all field placements.

The Early Childhood program is aligned with the unit conceptual framework through the sequence of courses taken that explore teaching, learning, exceptionality, and diversity; through professional expectations and identification with the NAEYC Code of Ethics; through service learning expectations and our commitment to advocacy for children, families, the community, and the field of early childhood. We utilize the Danielson framework at the methods and student teaching levels, and have recommended that candidates organize their professional portfolios around the four Danielson domains.

Our philosophy at Keene State College is that Early Childhood educators need to:

- understand and experience working with children throughout the continuum of birth to age 8
- build knowledge of curriculum and child guidance under the tutelage of Master Teachers in both the Child Development Center (birth to 5 years) and the public school setting (grades K-3, ages 5 to 8 years).

This involves a commitment on the part of the student teacher to:

- be flexible and open to many different ways of viewing teaching
- be actively involved in the learning of the children in the classroom
- ask questions and make mistakes
- demonstrate professionalism in the field
- collaborate and participate on teaching teams
- have fun!

In addition, the EC program utilizes an ecological framework (Urie Bronfenbrenner) that emphasizes the importance of family, community, society, and culture on individual development. We introduce important theorists, such as Jean Piaget, Erik Erikson, Lev Vygotsky, and moral development theories (e.g. Lawrence Kohlberg and Carol Gilligan), as well as contemporary early childhood approaches, such as RIE, Reggio Emilia, anti-bias curriculum, emergent curriculum and the project approach, and constructivism. NAEYC standards have been our focus; we also look at state and national standards affecting public school educational outcomes, including the NH Early Learning guidelines, the NH Department of Education Curriculum Frameworks and Grade Level Expectations, state testing programs such as New

England Common Assessment Program (NECAP), the Measure of Academic Progress (MAP), and No Child Left Behind (NCLB). We expect our graduates to:

- be fully versed in child development knowledge from multiple perspectives
- respect the role of families and build family and community partnerships
- use observation as a tool for documenting and assessing the diversity of student progress
- develop skills as a teacher that foster developmentally appropriate curriculum for all children
- achieve high professional standards and contribute to improving early childhood education for all children.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.

The Early Childhood Development program has developed program assessments that are based on the NAEYC standards, in addition to meshing with the unit assessment and tracking system for admission to teacher education and student teaching. The entire unit follows the Danielson model for the methods and student teaching evaluations, so our assessment #4 is also a unit assessment. We have cross-referenced the Danielson framework with the NAEYC standards (see chart below). In addition the unit conducts follow-up employment surveys and reports the data by program, so we benefit from this unit assessment. This fall we will be implementing a new Dispositions assessment and Clinical Observation protocol, both new unit assessments.

NAEYC Standards	Danielson Domains and Elements
1. Promoting child development and learning	Domain 1 Planning and Preparation Domain 2 Classroom Environment Domain 3 Instruction
1a. Knowing and understanding young children's characteristics and needs	1b Knowledge of students
1b. Knowing and understanding multiple influences on development and learning	1b Knowledge of students
1c. Using developmental knowledge to create healthy respectful supportive and challenging learning environments	1c Selecting instructional goals 1d Designing coherent instruction 1e Assessing student learning 2a Creating an environment of respect and rapport 2b Establishing a culture for learning 2d Managing student behavior 2e Organizing physical space 3c Engaging students in learning 3d Providing feedback to students 3e Demonstrating flexibility and responsiveness
2. Building family and community relationships	Domain 1 Planning and Preparation Domain 2 Classroom Environment Domain 4 Professional Responsibilities
2a. Knowing about and understanding family and community characteristics	1b Knowledge of students 4c Communicating with families
2b. Supporting and empowering families and communities through respectful, reciprocal relationships.	1d Demonstrating knowledge of resources 4c Communicating with families
2c. Involving families and communities in their children's development and learning	2a Creating an environment of respect and rapport 2b Establishing a culture for learning 4c Communicating with families
3. Observing, documenting, and assessing to support young children and families	Domain 1 Planning and Preparation Domain 2 Classroom Environment Domain 3 Instruction Domain 4 Professional Responsibilities

3a. Understanding the goals, benefits, and uses of assessment	1c Selecting instructional goals 1f Assessing student learning
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	1e Designing coherent instruction 1f Assessing student learning 2e Organizing physical space
3c. Understanding and practicing responsible assessment	1c Selecting instructional goals 1e Designing coherent instruction 1f Assessing student learning 3e Demonstrating flexibility and responsiveness 4a Reflecting on teaching 4f Showing professionalism
3d. Knowing about assessment partnerships with families and other professionals	4b Maintaining accurate records 4c Communicating with families 4e Growing and developing professionally 4f Showing professionalism
4. Teaching and learning	Domain 1 Planning and Preparation Domain 2 Classroom Environment Domain 3 Instruction Domain 4 Professional Responsibilities
4a. Connecting with children and families: Know, understand, and use positive relationships and supportive interactions	1b Demonstrating knowledge of students 2a Creating an environment of respect and rapport 4c Communicating with families
4b. Using developmentally effective approaches: Know, understand and use effective approaches, strategies and tools for early education	1a Knowledge of content and pedagogy 2b Establishing a culture for learning 2c Managing classroom procedures 2d Managing student behavior 3b Using questioning and discussion techniques 3d Providing feedback to students
4c. Understanding content knowledge in early education: Know and understand the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines	1a Knowledge of content and pedagogy 2b Establishing a culture for learning 2e Organizing physical space 3a Communicating clearly and accurately 4a Reflecting on teaching
4d. Build meaningful curriculum: Use own knowledge and other resources to design, implement, and evaluate, challenging curriculum to promote positive outcomes	1a Knowledge of content and pedagogy 1d Demonstrating knowledge of resources 1f Assessing student learning 3c Engaging students in learning 4a Reflecting on teaching 4b Maintaining accurate records
5. Becoming a professional	Domain 4 Professional Responsibilities
5a. Identifying and involving oneself with the EC field	4e Growing and developing professionally 4f Showing professionalism
5b. Knowing about and upholding ethical standards and other professional guidelines	4a Reflecting on teaching 4d Contributing to school and district 4e Growing and developing professionally 4f Showing professionalism
5c. Engaging in continuous collaborative learning to inform practice	4a Reflecting on teaching 4e Growing and developing professionally 4f Showing professionalism
5d. Integrating knowledgeable, reflective, and critical perspectives on early education	4a Reflecting on teaching 4e Growing and developing professionally 4f Showing professionalism
5e. Engaging in informed advocacy for children and the profession	4a Reflecting on teaching 4d Contributing to school and district 4e Growing and developing professionally 4f Showing professionalism