

ANNUAL REPORT

INSTITUTION NAME: GADSDEN STATE COMMUNITY COLLEGE
STATE: ALABAMA
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. <u>UPDATES TO CONTACT INFORMATION</u>

Institution Name	Gadsden State Community College
Mailing Address	P.O. Box 227, Gadsden, AL 35902
Program Name(s)	Child Development
Program name(s) as listed in <u>college</u> <u>catalog</u> , including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.	Child Development Associate of Applied Science (A.A.S.)
Program's website address (please list the website address for each program if including more than one program)	gford@gadsdenstate.edu
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/accredited-programs)?	No ☐ Yes Program Name (if the institution has more than one accredited program)
Primary contact (faculty member representing the program) (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):	Gwen Ford Child Development Instructor 256-549-8335 gford@gadsdenstate.edu
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)	Elementary Ed and Early Ed BS and MA English 23 hours above a BS
Secondary contact (for institutions with more than one accredited program, please add another row to the table if there are changes across programs):	Russell Williams Chair, Division of Social Sciences 256-439-6844 rtwilliams@gadsdenstate.edu
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s)	Education Specialist Degree (Ed.S) -Master's in Secondary Education (MA) -Subject area: History

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.	X	
The program(s) is not designated as "low-performing" by the state as outlined by Title II of the Higher Education Act.	Х	
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.	Х	
The program offers field experiences.	Х	
The program(s) has graduated at least one individual.	Х	
(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.	X	
(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.		

Please explain any "no" answer above:

C. UPDATES TO PROGRAM CONTEXT

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)?	☐ No ☐ Yes If the program answered "yes", please provide a short explanation. In June 2019, the Child Development faculty was reduced from two full-time faculty members to one full-time faculty member.
Number of full-time candidates enrolled for the most recent semester ¹ available	31
Number of part-time candidates enrolled for the most recent semester ² available	43
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):	16
Number of full-time faculty who taught in the early childhood program(s) during the past academic year:	2
Number of part-time faculty who taught in the early childhood program(s) during the past academic year:	1

 $^{^{1}}$ 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)
2018-2019	16	31%	69%
2017-2018	13	61%	39%
2016-2017	14	46%	54%

2) Outcome Measure #2: The Program Completion Rate

9.5%

9.4%

		tes to complete the early 4 semesters
Academic year in which a Fall	Percentage of those students	Percentage of those students who completed the program within 100%, 200% (twice) or 300% (three times) of the published timeframe
Fall 2015	6.7%	0%

0%

9.5%

3.1%

2018 Revised Template

Fall 2014

Fall 2013

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/.

3) Outcome Measure #3: Institutional Selected Data

Fall-to-Fall retention rate in the program for each of the three most recently completed academic years

Academic Year	% of Part-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled (% of Total Enrollment)	Retention Rate among Full-Time Candidates
2018-19	50/ 58%	56%	36/42%	50%
2017-18	92/ 69%	46.7%	42/31%	33.3%
2016-17	126/ 73%	37.3%	46/ 27%	52.2%

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.

Reported on the CHD web page

https://www.gadsdenstate.edu/programs-of-study/social-sciences-programs.cms

E. UPDATES TO PROGRAM OF STUDY

Has there been any substantive changes ⁵ in courses, program design, or leadership. 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. Attach a copy of the actual college catalog page or pages from the college website.	☑ No ☐ Yes If "yes", please describe the changes.
Did these changes involve removal of	⊠ No □ Yes
any courses from the program?	(If so, please note that key assessments need to be given in classes that are required of all candidates.)
Have there been substantive changes in field experiences?	⊠ No □ Yes
in heid experiences:	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.
Please confirm continued compliance with Standard 7 by checking the boxes	□ 7a. The program provides opportunities for all candidates to □ 2b 2c
as appropriate.	observe in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8)
	□ 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)

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);

□ 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

☑ 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

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	Child Case Study	
Key Assessment 2	Family and Community Partnerships Paper	
Key Assessment 3	Focused Observations	
Key Assessment 4	Professional Portfolio	
Key Assessment 5	Current Issues in Early Childhood Education	X (title of assignment changed to Current Issues in Early Childhood Education)
Key Assessment 6	NA	NA

Chart of Key Assessments Aligned with Standards and Key Elements

Standard 1: Promoting Child Development and Learning	Key Assessment							
Key Elements		2	3	4	5	6		
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.	Х		Х					
1b. Knowing and understanding the multiple influences on development and learning.	Х				Х			
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	х			Х				
Standard 2: Building Family and Community Relationships		Key Assessment						
Key Elements	1	2	3	4	5	6		
2a. Knowing about and understanding diverse family and community characteristics.		Х			Х			
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.		х						
2c. Involving families and communities in young children's development and learning.		Х						

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Elements		Key Assessment						
		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.			Х					
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.	х		х					
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	Х		Х					
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.	х							
Standard 4: Using Developmentally Effective Approaches Key Elements	1	Key Assessment		6				
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.				Х				
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.			Х	х				
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.				Х				
4d. Reflecting on own practice to promote positive outcomes for each child.				Х				
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	Key Assessmen		Key Assessment		sessment			
Key Elements	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.			х	х				
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.				х				

2018 Revised Template

Standard 6: Becoming a Professional		Key Assessment					
Key Elements	1	2	3	4	5	6	
6a. Identifying and involving oneself with the early childhood field.				Х	Х		
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.				Х			
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.					X		
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.				Х	X		
6e. Engaging in informed advocacy for young children and the early childhood profession.					Χ		

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:
X 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.)
X Key Assessment 1Key Assessment 2X Key Assessment 3 _X Key Assessment 4X Key Assessment 5

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. For those programs only, please attach the instructions to candidates and the rubrics for the key assessments checked above.

Looking collectively across all key assessments associated with the standard the program chose, include two applications 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 needs. 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.

Standard 1 Student Performance Data - Gadsden State Community College

Standard 1 Key Elements measured by Key Assessments 1, 3, 4, and 5 in Fall 2018 and Spring 2019

Key Assessment 1 - Child Case Study (assessed in CHD 201)

Fall 2018 – 12 of 16 enrolled students assessed (4 students did not complete the assessment)

Spring 2019 – 12 of 17 enrolled students assessed (5 students did not complete the assessment)

Standard 1 Key Elements assessed	Beginning Understanding	Developing Understanding	Proficient (Met Standard)
1a	F18 - 0	F18 – 3	F18 – 9
	S19 – 3	S19 – 1	S19 –8
1b	F18 - 0	F18 – 3	F18 – 9
	S19 – 3	S19 – 1	S19 – 8
1c	F18 – 0	F18 – 3	F18 – 9
	S19 – 3	S19 – 1	S19 – 8

Key Assessment 3 – Focused Observations (assessed in CHD 204)

Fall 2018 – 6 of 8 enrolled students assessed (2 students did not complete the assessment)

Spring 2019 – 8 of 10 enrolled students assessed (2 students did not complete the assessment)

Standard 1 Key Elements assessed	Beginning Understanding	Developing Understanding	Proficient (Met Standard)	
1a	F18 – 0	F18 – 33% (n2)	F18 – 67% (n4)	
	S19 – 25% (n2)	S19 – 25% (n2)	S19 – 50% (n4)	

Key Assessment 4 - Professional Portfolio (assessed in CHD 215)

Fall 2018 – 12 of 16 enrolled students assessed (4 students did not complete the assessment)

Spring 2019 – 12 of 17 enrolled students assessed (5 students did not complete the assessment)

Standard 1 Key Elements assessed	Beginning Understanding	Developing Understanding	Proficient (Met Standard)
1c	F18 - 0	F18 -0	F18 -100%-5
	S19 – 0	S19 – 0	S19 – 100%-3

Key Assessment 5 - Current Issues in Early Childhood Education (assessed in CHD 100)

Fall 2018 – 14 of 30 enrolled students assessed (16 students did not complete the assessment) Spring 2019 – 6 of 9 enrolled students assessed (3 students did not complete the assessment)

Standard 1 Key Elements assessed	Beginning Understanding	Developing Understanding	Proficient (Met Standard)
1b	F18 - 0	F18 – 14% (n2)	F18 – 86% (n12)
	S19 – 0	S19 – 0	S19 – 100% (n6)

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?

Student performance on the key elements of Standard 1 was measured by two applications of both Key Assessments 1 (Case Study) and 4 (Professional Portfolio) during the 2018/2019 academic year.

Key element 1c was measured by Key Assessments 1 and 4 and we found no significant differences in student performance on either key element between the two assessment methods. We also found no significant differences in student performance on any key element of Standard 1 between the fall and spring. These results were encouraging and gave us confidence in the methods of teaching and the assessments practiced related to Standard 1 throughout the program.

In both semesters, fall 2018 and spring 2019, students showed proficient performance with all three key elements. There were three students in the fall that were developing understanding and therefore, got partial credit but the rest of the class proved proficient with an understanding of children's needs, the multiple influences that children bring to the classroom and what to look for when creating a meaningful environment.

Three students in the spring that clearly had difficulty with all three elements but did prove in their case study projects that they were beginning to understand. Partial understanding was visible in the notes they took on the child in each developmental area. The problem was with putting the information into a meaningful plan based on the child's needs. They made an effort but failed to pinpoint specific activities and plans based on those needs.

There were no issues with the Professional Portfolio, which proved to us that students had experienced sufficient practice before taking CHD 215

2. How is the program using the data from the standard to improve teaching and learning related to the standard? (600 word limit)

We want to build on student proficiency across all key elements of Standard 1. We will focus on specific knowledge and skills that are relevant to the students/teachers receiving the associates degree in Alabama early childhood classrooms. Because there is such emphasis to teach developmentally appropriate practices, the multiple influences on children in the twentieth century, and how to create healthy, respectful, supportive and challenging learning environments for public pre-k programs, stated funded OSR classrooms and Alabama's QRIS initiative classrooms, it is a priority for instructors to teach this knowledge.

Although embedded in many of the courses, the key elements of Standard 1 are primarily taught and assessed in CHD 201 (Case Study) and CHD 215 (Professional Portfolio). Last year, we implemented changes in both courses to include more emphasis on child development in all developmental areas. We discussed better teaching strategies to plan for instruction of learning based on the developmental needs. We feel the changes have been a factor in the proficiency of Standard 1. This year, we concluded that we needed to include more in depth information related specifically to key element 1c in both classes but specifically 215.

We included the following content and teach strategies to make some changes for the coming year.

In the 201 **Case Study**, students have been given a NAEYC hand out listing pertinent developmentally appropriate practices for each age group so they have characteristics to look for when observing and making anecdotal notes about the children's developmental areas. They are exposed to videos and quizzes from the book explaining and questioning them on the multiple influences children have in the environment. They also must explain in their plan at the end of the study of how they created learning environments that interested and excited children. For them to do this, they must probe further into children's weak areas of development and research with the help of the book, the instructor and discussion on Blackboard with other practicum students. Many discussions will take place to help students learn ways to meet the development and learning areas of children 0-8.

The instructors will continue to expose students to current issues and trends in the preschool classroom. They will spend discussion time after every instructor observation, pointing out examples of the key elements and how students can improve strategies and ideas to better meet the needs of the children in the classroom. They will also include more information about creating environments in other classes prior to the 90 hour project so that they feel 100% confident in setting up self-guided learning spaces for the children that they will work with in the **Professional Portfolio**.

A trend that we are also working toward is placing practicum students in classrooms where other program graduates are working. It has worked to our advantage to have Head Start, OSR, and other licensed facilities in our area with Gadsden State Child Development graduates to mentor and many times serve as the coordinating teacher for the 215 students. These programs already exhibit strong knowledge of healthy, respectful, supportive and challenging learning environments.

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 2 ☐ Key Assessment 6

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

CONCLUDING PAGE

NAME OF PERSON COMPLETING THIS REPORT: GWEN FORD
DATE: 9/30/2019
PLEASE REVIEW AND CHECK THE FOLLOWING STATEMENTS AS APPROPRIATE
\square Our program is responding to conditions (<i>make sure to complete part g of the report if you checked this box</i>) NA
$oxtimes$ I affirm that I have read the current naeyc early childhood higher education accreditation handbook ($required\ for\ all\ accredited\ programs$)
oxtimes 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:

CHD 201 Field Experiences Child Case Study

No matter what your role may be working directly with children and families, the foundation of your work will be your knowledge of how children grow and learn, as well as the many factors that can influence a child's development. Some of the specific knowledge you will use often is:

- An understanding of young children's characteristics and needs (NAEYC Standard 1a)
- An understanding of the multiple influences on children's development and learning (NAEYC Standard 1b)
- Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children (NAEYC 1c)
- Involving families and communities in young children's development and learning (NAEYC Standard 2c)
- Knowing about and using observation, documentation, and other appropriate assessment tools
 and approaches, including the use of technology in documentation, assessment, and data
 collection (NAEYC Standard 3b)
- Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities (NAEYC Standard 3c)
- Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments (NAEYC Standard 3d)

A **case study** is an in-depth report on a person, place, or event that has been studied over a period of time. Teachers and other types of early care and education professionals such as therapists, social workers, or counselors will often write a case study on a specific child to help others understand more about that child's growth, development, and needs. These case studies can be used to help teachers plan learning environments, curriculum, and assessment activities that better meet the needs of those specific children.

For this case study assignment, you will be the "investigator" and collect information about a selected child's growth and development. You will use 3 methods to collect your information:

1. Observations of the child in an early care and education environment (such as a child care, preschool, kindergarten through second grade, Head Start, or Early Head Start classroom). You will spend a minimum of 15 hours observing in an early care and education setting (NAEYC 1a, 3b, 3c). If you're not observing in your own classroom and the children are new to you, try to spend a few hours observing the whole group before choosing one child for your case study. Because this assignment requires you interview the parents of your target child, the teacher in the classroom you're observing in can also help you select a child that would be appropriate for the assignment. Attached to this assignment you will find developmental checklists for children ages 6 months to 8 years. These checklists can be used to guide your observations as you spend time in your target child's classroom. To record your observations, you will duplicate and use the observation form attached to this assignment (NAEYC 3b).

- **2. An interview with the child's teacher or caregiver.** You will conduct an interview with the child's teacher using the interview form attached to this assignment (NAEYC 1b, 2c, 3d).
- **3.** An interview with the child's parent or primary guardian. You will conduct an interview with the child's parent or primary guardian using the interview form attached to this assignment (NAEYC 1b, 2c, 3d).

After you've collected information on your selected child through your classroom observations, family interview, and teacher interview, it's time to write the case study! Your case study should consist of four different parts:

- 1. Introduction. The introduction to your case study should include the following information:
 - Child's name and age (if younger than 3 years, show the age in months)
 - Type of early care and education setting (for example, Head Start, church child care center, Mother's-Day-Out nursery school, etc.)
 - Why you chose this child for your case study
- 2. A summary of the child's development in four areas (NAEYC 1a, 1b):
 - Physical development
 - Language development
 - Cognitive development
 - Social-Emotional development

Each summary should be **at least** half of a page long, although you will likely find you need more space to include the information you've gathered. As you summarize the child's development, be sure to support your statements with evidence and examples you observed or learned about in your interviews. In other words, when you write about where you think a child is developmentally, **give** me several examples that explain why you feel the child is at a particular stage or level in their development.

- 3. Your ideas on how specific family or community experiences might have influenced or are still influencing the child's growth and development (NAEYC 1a, 1b, 2c, 3d). Some examples might be:
 - Premature birth or childhood illnesses
 - Number of siblings or no siblings
 - Specific family situations
 - Very little experience in a group care setting
 - Exposure to enrichment activities such as traveling or lots of reading aloud with an adult

As with your summaries of the child's development in different areas, make sure you provide specific examples of the experiences you believe have influenced the child's growth and development

Remember!

Experiences that influence a child's development can be positive or negative experiences!

- **4. Pretend you are the child's teacher and write an action plan.** What types of activities, both at home and in an early childhood setting, would you plan or recommend to promote positive growth and development for the child (NAEYC 1a, 1b, 1c, 2c, 3c)? List at least six examples of things you might:
 - Add to the classroom learning environment (1c, 3c)
 - Include as a learning activity in the classroom to target a specific age-appropriate developmental skill or milestone (1c, 3c)
 - Recommend to the child's family members to try at home or out in the community (2c, 3c)

With each example you give, explain how your idea or recommendation would help promote positive growth and development for that particular child. In other words, what did you observe or hear about the child that led you to your idea or recommendation? You must list six examples, with at least one idea or recommendation coming from each of the 3 categories listed above.

Use the following guidelines when preparing your case study for submission:

- 1. Your case study must be typed, double-spaced, using a 12-point font.
- 2. While it's sometimes fun to use interesting fonts or colors when creating materials for children and families, your college assignments and professional communication should always be typed neatly in a black font. Acceptable fonts for your college assignments and professional communication include:

Times New Roman

Arial

Cambria

Calibri

Comic Sans is never an acceptable font for college assignments or professional communication!

- **3.** Your case study should be **at a minimum** 5 pages typed, double spaced. Please organize your case study using these guidelines:
 - Begin your case study with an introductory paragraph that includes the child's name and age, early care and education setting, and the reason you chose that child for your case study.
 - The next section summarizing the child's development should be a minimum of two pages long, or at least a half page for each area of development. Please label each summary with the area of development being described. Be sure to include specific information you gathered through your observations and interviews to support your ideas.
 - The next section with your ideas on how the child's experiences have influenced his or her development should be at least a page long. Be sure to include specific information you gathered through your observations and interviews to support your ideas.
 - The last section will be your action plan with six ideas for promoting the child's positive growth and development. This section should be **at a minimum** one page long, although you may find you need more than a page to describe your ideas and recommendations. Please number your ideas and recommendations 1-6 and remember to include at least one idea for the classroom learning environment, one planned learning activity, and one recommendation to the child's family for an activity at home or in the community.

Your complete assignment will consist of:

- 1. Cover page with your name, CHD 201 Child Case Study, Fall 2016
- 2. Your completed Case Study, 5 pages minimum in length, typed double-spaced
- **3.** Your observation notes written on the observation forms provided (these should be handwritten)
- **4.** Your notes from your completed Teacher Interview Form (these may be handwritten)
- **5.** Your notes from your completed Parent/Family Interview Form (these may be handwritten)
- **6.** Letter from classroom teacher or program director confirming your 15 hours of observation

CHD 201 Child Case Study Grading Rubric

Assignment Element	Points Possible
6 NAEYC Key Elements (12 points per key element)	72
2 NAEYC Supportive Skills (8 points per supportive skill)	16
Case Study Format Cover Page (2 points) Case Study Length (2-5 points) Documentation of Hours (5 points)	12
Total Points	100

	NAEYC Standard Key Elements	Beginning Understanding Evident (4 points)	Developing Understanding Evident (8 points)	Proficient (12 points)	Measured by Which Assignment Elements?
1a	Knowing and understanding young children's characteristics and needs, from birth to age 8	Descriptions of developmental characteristics lack detail; summaries lack supporting examples or evidence	Descriptions of developmental characteristics provide some detail; each summary includes at least one supporting example	Detailed descriptions of developmental characteristics provided; summaries include two or more supporting examples	Observations Summaries

	NAEYC Standard Key Elements	Beginning Understanding Evident (4 points)	Developing Understanding Evident (8 points)	Proficient (12 points)	Measured by Which Assignment Elements?
1b	Knowing and understanding of the multiple influences on children's development and learning	Observation notes lack details on setting, peers, or other influencing factors; interview notes are incomplete or lack details; discussion may include inaccurate statements about factors influencing the child's development	Observation notes provide some detail on setting, peers, or other influencing factors; interview notes are complete and contain some descriptive details; discussion includes at least two accurate statements about factors influencing the child's development	Observation notes contain multiple references to setting, peers, or other influencing factors; interview notes include descriptive details that provide insight into the child's life; discussion includes accurate statements about factors influencing the child's development	Observations Interviews Discussion
1c	Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children	Description of child's development in summaries is not aligned with action plan; action plan includes only 1-2 activities and may include developmentally inappropriate strategies	Description of child's development in summaries shows some alignment with action plan; action plan includes at least 3-4 activities and at least 2 of the activities listed include developmentally appropriate strategies	Description of child's development in summaries aligns with action plan; action plan includes six activities that relate to the learning environment, skills or milestones, and family activities; all activities include developmentally appropriate strategies	Summaries Action Plan

	NAEYC Standard Key Elements	Beginning Understanding Evident (4 points)	Developing Understanding Evident (8 points)	Proficient (12 points)	Measured by Which Assignment Elements?
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	Student submits 3 or fewer observation notes	Student submits 4-6 observation notes; as many as 4 observation notes may lack detail on descriptions or inaccurately identify the developmental domain being observed	Student submits more than 6 observation notes; no more than 2 observation notes lack detail on descriptions; all notes correctly identify the developmental domain being observed	Observations
3c	Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities	Action plan is not aligned with the information collected from observations	Action plan shows some alignment with the information collected from observations	Action plan shows clear alignment with the information collected from observations	Observations Action Plan
3d	Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments	Action plan does not reflect a use or understanding of information collected from teacher or family influences family interviews	Action plan demonstrates some understanding of information collected from teacher or family influences family interviews	Action plan demonstrates a clear understanding of information collected from teacher or family influences family interviews	Interviews Action Plan

NAEYC Supportive Skill 3 Written and verbal communication skills	Written communication skills reflect a beginning level (2 points)	Writing communication skills are developing (4 points)	Adequate written communication skills (6 points)	Proficient written communication skills (8 points)
	Writing skills have prevented the student from accomplishing the goals of the assignment; word choices and uses (diction and syntax) affect the clarity of the subject; substantial punctuation, grammar, and spelling errors	Word choices and uses (diction and syntax) are understandable, but several mistakes are still present; punctuation, grammar, and spelling errors are present, but the subject is somewhat understandable; lacks the substance and detail needed to clearly communicate the ideas required for the assignment	Average writing skills, still a few errors in diction, syntax, punctuation, grammar, and spelling; main ideas are clearly communicated and understandable; may contain only an average amount of substance and detail, not enough to completely communicate the ideas required for the assignment	Strong writing skills with very few, if any, errors; substance and detail are enough to clearly communicate to clearly and completely communicate the ideas of the assignment; submission may include additional original ideas or insights related to the assignment topic

NAEYC Supportive Skill 4 Making connections between prior knowledge/experience and new learning	Connecting prior knowledge/experiences and new learning not evident (2 points)	Some evidence of connections between prior knowledge/experiences and new learning (5 points)	Extensive evidence of connections between prior knowledge/experiences and new learning (8 points)
	No evidence that student has retained and used knowledge of child growth and development gained from course readings, video discussions	Case study includes several examples of student using correct terminology and language to describe child growth and development; observations show adequate knowledge of child growth and development	Student regularly uses professional language to describe child growth and development; case study may contain original and thoughtful insights about child's development and family life

CHD 215 Topic Study Project

Project Outline, Information, and Required Documentation

Introduction

- Read NAEYC article "The Plan: Building on Children's Interests"
- Read Handout 1 What is a Meaningful Curriculum for Young Children?

Step 1: Choosing a Topic (NAEYC 5c)

- Read Handout 2 Beginning Your Topic Study With Young Children
- Refer to "The Plan: Building on Children's Interests" article
- Submit Topic Idea Form

Step 2: Exploring the Topic (NAEYC 4b, 4c, 5c)

- Read Handout 3 Exploring the Topic
- Submit Topic Investigation Plan 1 Conversations with Children
- Submit Topic Investigation Plan 2 Open-Ended Experience
- Instructor Observation of Open-Ended Experience (to be scheduled)
- Documentation at least one photo of your chart with children's responses recorded during your conversation with them about the topic (to be included in your professional portfolio)

Step 3: Extending Children's Learning (NAEYC 1c, 4b, 4c, 5a, 5b, 5c)

- Read Handout 4 Extending Children's Learning
- Submit Curriculum Plan Web
- Submit Learning Environment and Materials Form
- Submit 6 Activity Plans
- Instructor Observation of Topic Activity and Learning Environment Materials (to be scheduled)
- Documentation at least five printed photos of children interacting with materials or examples of children's work that you collect during your topic study (to be included in your professional portfolio)

Step 4: Self-Reflection (NAEYC 4d)

Submit Topic Study Self-Reflection

CHD 215 Professional Portfolio Grading Rubric

(350 points total)

Portfolio Elements	Points Possible
NAEYC Standards (4 Standards, 40 points each)	160
NAEYC Supportive Skills (4 Skills, 25 points each)	100
Portfolio Formatting	90
Total Points	350

NAEYC Standard 1 (40 points possible)	Beginning Understanding Evident (12 points)	Developing Understanding Evident (26 points)	Proficient (40 points)	Measured by Which Assignment Elements?
Student's work and responses 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 describe and help create environments that are healthy, respectful, supportive, and challenging for each child.	Classroom Materials plan includes materials inconsistent with children's developmental level or pose safety hazards; journal and interview responses on the teacher's role and level of support in the learning environment inconsistent with children's needs.	Three or fewer elements of Classroom Materials plan are inconsistent with children's developmental level; responses for journal and interview generally reflect an understanding of DAP based on children's developmental needs; student's responses reflect knowledge of appropriate schedules and children's learning based in a variety of learning centers equipped for hands-on play and learning.	Student's work and responses reflect a satisfactory and functional knowledge of DAP grounded in a child development knowledge base; plans and responses include activities, experiences, and materials that provide multiple appropriate challenges as well as opportunities for success for young children.	Reflection Journal (1c) Classroom Materials Plan (1c) Interview Question 2 (1c)

NAEYC Standard 4	Beginning Understanding	Developing	Proficient	Measured by Which
(40 points possible)	Evident	Understanding Evident	(40 points)	Assignment
	(12 points)	(26 points)		Elements?
Student's work demonstrates	Student's work lacks	Planned experiences and	Student's work and	Reflection Journal
an understanding that	evidence of an	experiences show some	responses reflect a	(4d)
teaching and learning with	understanding of	evidence of teacher-child	satisfactory and	Topic Exploration
young children is a complex	interactions with children as	interactions as a strategy	functional knowledge of	Plans (4a, 4b, 4c)
enterprise, and its details	the foundation for learning	for both communicating	DAP; Planned activities	Interview Question 2
vary depending on children's	about their interests and	and gathering information;	and experiences reflect	(4a)
ages, characteristics, and the	needs; instructional	Planned activities and	more than 2 different	
settings within which	approaches for planned	experiences reflect at least	classroom settings,	Activity Plans (4a, 4b,
teaching and learning occur.	experiences and activities	2 different classroom	including 1 example of	4c)
They understand and use	may be inappropriate for the	settings and include both	an informal child-	Topic Study Self
positive relationships and	age and developmental level	child-directed and teacher-	directed setting; student	Reflection (4d)
supportive interactions as the	of children in the class;	guided activities; activities	work includes evidence	
foundation for their work	planned activities and	and experiences are	that support for	
with young children and	experiences do not reflect a	generally appropriate for	dispositions, motivation,	
families. Student knows,	variety of settings (small	the age and developmental	and social skills is woven	
understands, and uses a wide	groups, whole groups,	level of children in the	throughout the activities	
array of developmentally	individual) or levels of	class; some evidence that	and experiences in	
appropriate approaches,	teacher support (child-	student can use self-	addition to academic	
instructional strategies, and	directed, teacher-guided);	reflection to improve	content and skills	
tools to connect with	self-reflection does not	activities and experiences		
children and families and	include an understanding of	to promote children's		
positively influence each	changing or adapting	learning.		
child's development and	learning activities in the			
learning.	future to better individualize			
	or meet children's needs.			

NAEYC Standard 5 (40 points possible)	Beginning Understanding Evident (12 points)	Developing Understanding Evident (26 points)	Proficient (40 points)	Measured by Which Assignment Elements?
Student demonstrates their knowledge of academic disciplines in designing, implementing, and evaluating experiences that promote positive development and learning for each and every young child. Student understands 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. Student uses 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.	A majority of the planned classroom materials and learning activities do not align with developmental domains and content areas; planned activities may be inconsistent with children's developmental level (may include content outside of children's zone of proximal development); several planned activities and experiences do not relate to the approved topic of study.	Planned classroom materials and learning activities contain only 1 activity with no alignment with developmental domains and content areas; only 1-2 planned classroom materials and learning activities are inconsistent with children's developmental level; all planned activities and experiences relate to the approved topic of study.	All elements of the Topic Study plans clearly reflect alignment with appropriate domains and content areas; specific skills and behaviors from content areas are targeted through planned activities (for example; phonological awareness, understanding concepts of print, one-to-one correspondence, estimating and predicting); student's work shows evidence of planned experiences and activities relating to and integrating with the curriculum as a whole.	Topic Idea (5c) Topic Exploration Plans (5c) Topic Planning Web (5c) Classroom Materials Plan (5a, 5b, 5c) Activity Plans (5a, 5b, 5c)

NAEYC	Beginning	Developing	Proficient	Measured by Which
(40 points possible)	Understanding Evident	Understanding Evident	(40 points)	Assignment
	(12 points)	(26 points)		Elements?
Demonstrates an identity as a member 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	Philosophy of Education Statement, journal entries, and interview question responses do not reflect a deep level of thought and commitment to the early childhood field; shallow understanding of challenges in the field; no evidence of understanding professional behavior when working with children and families; student has unclear goals for their future.	Philosophy of Education Statement, journal entries, and interview question responses indicate the student identifies as a member of the early childhood field in some way; student can identify and discuss a challenge in the early childhood field; student can identify and discuss ethical dilemmas and professional behavior; student can identify at least one goal for their future.	Student demonstrates their identity as an early childhood professional through discussing articles, websites, or professional organization membership; knowledge of challenges to the early child hood field includes solutions and current initiatives; discussion of ethical dilemmas and professional behavior reflects a knowledge of the NAEYC Code of Ethical Conduct; Students identifies goals for the future that reflect a clear path for continued growth in the field of early care and education	Philosophy of Education (6a) Reflection Journal (6a) Interview Questions 1 and 4 (6a, 6d) Interview Question 3 (6b)

NAEYC Supportive Skill 1 Self-assessment and self-advocacy (25 points possible)	Little evidence that student has	Some evidence that student has	Extensive evidence that
	assessed their own challenges,	assessed their own challenges,	student has assessed their own
	successes, and goals	successes, and goals	challenges, successes, and goals
	(8 points)	(18 points)	(25 points)
	Student's responses in reflection journal entries and instructor interview demonstrate little or no thought given to their own strengths, challenges, or professional goals for the future; student does not demonstrate the skills, motivation, or knowledge necessary to advocate for themselves and investigate a path for their future; Topic Study self-reflection does not identify or inaccurately identifies strengths of and challenges from their practicum experiences	Student's responses in reflection journal entries demonstrate general thought and self-reflection on their practicum experience; student may recognize areas for professional growth based on their practicum but not identify their areas of strength; student sets professional goals; some goals may be unrealistic, too general, or not tied to a specific timeline	Student's responses in reflection journal entries show thought and self examination on specific examples from their experiences working with children and families; responses from journal and Topic Study self-reflection include specific examples of the student recognizing and planning to build on their own strengths as well as plans for achievable improvement in teaching practices; student sets realistic professional goals for the future that are clearly connected to their experiences in their CHD 215 practicum work or other CHD coursework during their program of study; during instructor interview, student describes a plan for achieving professional goals or seeks support for charting a path for continued professional growth and development

NAEYC Supportive Skill 2 Mastering and applying concepts from general education (25 points possible)	Little evidence of student's understanding foundational concepts from general education courses (8 points)	Some evidence of student's understanding foundational concepts from general education courses (18 points)	Extensive evidence of student's understanding foundational concepts from general education courses (25 points)
	Student's understanding and use of general education concepts (e.g. language and communication, computer skills, scientific literacy, interpreting behavior) is demonstrated through a focus on narrowly defined or isolated concepts, skills, and behaviors; may lack evidence of student's ability to connect their general education knowledge to the assignment (e.g. lack of rich descriptive language, use of inaccurate terminology, computer skills inadequate for completing assignment, no recognition of foundational math skills, such as an understanding of "number and amount" as a foundational concept)	Student's understanding and use of general education concepts is demonstrated through some use of appropriate descriptive language, computer skills adequate for completing all parts of the portfolio; assignment generally reflects the student's ability to interpret behavior and view children's concepts and skills as part of larger body of learning; planned activities and experiences may show some integration of general education concepts with children's learning goals	Student clearly communicates thoughts through appropriate descriptive language and terminology, portfolio design and formatting demonstrate computer skills beyond basic proficiency; understanding and use of behavioral and social science concepts is demonstrated through appropriate and accurate interpretation of children's actions; planned activities may reflect the integration of several general education ideas and concepts to create a "big picture" of learning across the academic content areas of an early childhood curriculum

NAEYC Supportive Skill 3 Written and verbal communication skills (25 points possible)	Written communication skills reflect a beginning level (5 points)	Writing communication skills are developing (12 points)	Adequate written communication skills (18 points)	Proficient written communication skills (25 points)
	Writing skills have prevented the student from accomplishing the goals of the assignment; word choices and uses (diction and syntax) affect the clarity of the subject; substantial punctuation, grammar, and spelling errors	Word choices and uses (diction and syntax) are understandable, but several mistakes are still present; punctuation, grammar, and spelling errors are present, but the subject is somewhat understandable; lacks the substance and detail needed to clearly communicate the ideas required for the assignment	Average writing skills, still a few errors in diction, syntax, punctuation, grammar, and spelling; main ideas are clearly communicated and understandable; may contain only an average amount of substance and detail, not enough to completely communicate the ideas required for the assignment	Strong writing skills with very few, if any, errors; substance and detail are enough to clearly communicate to clearly and completely communicate the ideas of the assignment; submission may include additional original ideas or insights related to the assignment topic

NAEYC Supportive Skill 4 Making connections between prior knowledge/experience and new learning (25 points possible)	Connecting prior knowledge/experiences and new learning not evident (8 points)	Some evidence of connections between prior knowledge/experiences and new learning (18 points)	Extensive evidence of connections between prior knowledge/experiences and new learning (25 points)
	Student does not draw upon their own educational experiences for their philosophy of education, journal entries or instructor interview; student demonstrates very few teaching strategies or early childhood concepts learned through previous CHD coursework	Portfolio work contains at least 5 clear examples of the student's use of personal or professional experiences, or of the use of teaching strategies and early childhood concepts learned through previous CHD coursework	Portfolio shows strong evidence throughout that student used knowledge or original insight gained from student's personal or professional experiences, or the use of teaching strategies and early childhood concepts learned through previous CHD coursework