

**NAEYC EARLY CHILDHOOD
ASSOCIATE DEGREE ACCREDITATION**

**SEPTEMBER 23, 2016
REVISED JANUARY 19, 2017**

**HAYWOOD COMMUNITY COLLEGE
CLYDE, NC**

ANNUAL REPORT

NAEYC 1313 L Street, Suite 500 NW, Washington D.C. 20005-4101 report

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A. UPDATES TO CONTACT INFORMATION

Institution/College: Haywood Community College

Mailing Address: 185 Freedlander Drive Clyde, NC 28721

Website address / url: www.haywood.edu

State: NC

Date Submitted: 9/23/16

Program Name as listed in college catalog, including degree type (A.A., A.A.T. etc.)

A.A.S. Early Childhood Education

Primary Contact (Faculty member representing the program):

Name Vickie Ansley

Title Program Manager, EDU

Phone 828-627-4693 Fax 828-627-4656 E-mail vsansley@haywood.edu

Secondary Contact (Faculty member representing the program):

Name Eliza Dean

Title Faculty, EDU

Phone 828-565-4042 Fax 828-627-4656 E-mail edean@haywood.edu

President, Dean or other administrator representing the institution:

Name Glenn Grady/ Wendy Hines/Dr. Barbara Parker

Title Dean/Vice President/President

Phone 828-627-4852/565-4069/627-4516 Fax 828-627-4656/828-627-1218

We verify that the information contained in this report is an accurate representation of the program's characteristics.

We would like to schedule a phone consultation with NAEYC staff. (Name and email address of the person to be contacted: _____)

B. UPDATES TO PROGRAM CONTEXT

1. Is there any change to the accreditation status of your institution?
 No Yes
2. Have there been any changes to the name of your institution?
 No Yes
3. Have there been any changes to the name of your degree program?
 No Yes
4. Have there been significant changes in teaching methods or field experiences?
 No Yes
5. Have any courses been removed from your program?
 No Yes
6. Have any new courses been added to your program?
 No Yes
7. Have there been any changes to your campus or physical facilities that affect delivery of your program?
 No Yes
8. Have there been any significant changes resulting from unforeseen conditions, e.g., natural disasters, health calamities, etc.?
 No Yes
9. Have there been significant changes in your college service area or candidate characteristics?
 No Yes
10. Are online classes offered to students in this degree program?
 No Yes

If yes, what percentage of courses in this program is offered online?

- 25% or less 50% or less More than 50% **100%**

Headcount Enrollment in most recent semester available 87

Number of FTE enrollments in most recent semester available 58.95

Number of associate degree program graduates in past academic year 58

Please explain any "yes" answer above. If changes are reported in #5 or #6, please note that key assessments need to remain in classes that are required of all students in the program.

#10-all courses required for our degrees are offered online.

Please update your faculty information

Chart of faculty names and qualifications - include all faculty, whether temporary (Temp), part-time (PT), or full-time (FT).

Name	Temp/PT/FT	Assignment (e.g. courses, field supervision)	Academic degrees	Professional experience
Vickie Ansley	FT	Program Manager Faculty Instructor for EDU 119, 145, 173, other courses as needed	MA in Early Childhood Education	2 years-FT Community College Instructor 3 years-First grade teacher in public school. 9 years-Licensing Consultant for NC Division of Child Development 11 years-Supervision of non- profit child care programs 10 years- Child Care Resource and Referral, Child Care Subsidy, Family Resource Center
Sharon Davis	FT	Faculty Instructor EDU 153, 261, 262, 284	M.S. in Family and Consumer Sciences	16 years- full-time community college instructor 18 years-supervising child care programs 6 years- child care resource and referral 10 years-child care center director. NC Level III Administrator.
Eliza Dean	FT	Faculty Instructor EDU 119, 151, 251, 234, 254	Ph.D. in Child and Family Studies	18 years-college instruction (including community college and 4 year institutions) 6 years-teaching children ages birth to preK, and experience as a Family Life Specialist (UTK Agriculture School). BK Licensed
Sarah Mathis	FT	Faculty Instructor EDU 131, 144, 146, 280	M.A. in Early Childhood Education	1 year-FT College Faculty 11 years-Head Start Teacher/Center Director
Shanna Lynn	PT	Adjunct Faculty	M.Ed. in Early	8 years-Early Childhood

Kincaid		EDU 235, EDU 259	Childhood BK Certified	Director 4 years-Early Childhood Teacher 2 years-Early Childhood Specialist
Jennifer Johnson	PT	Adjunct Faculty EDU 221	M.Ed. in Special Education	22 years-NC Community College System Public School Teacher- Early Childhood and Special Education
Christy Wyatt	PT	Adjunct Faculty EDU 163, EDU 119	Masters of Early Education- Teaching and Learning	8 years-Child Care Teacher 13 years-Child Protective Services
Ken Higgs	PT	Adjunct Faculty EDU 271	M.A. in Educational Media	Instructional Technology Specialist in Distance Learning Department at HCC, 12 years-instructor at HCC in Early Childhood Technology.

Comment on any substantive changes in faculty members, full-time or part-time status, professional development or professional responsibilities.

Teresa Vanlandingham is no longer employed in the Early Childhood Department at HCC. Sarah Mathis has been hired as a full-time Early Childhood faculty member.

Louise and Frank Burrell retired as Adjunct Faculty. Ms. Kincaid, Ms. Johnson and Ms. Wyatt have been added to the part-time faculty.

Please update your program of studies

Attach your current program of studies as described in your college catalog, including concentrations or other degree program options, with course lists. *Attach the actual college catalog page as a photocopy or copy and paste in pages from the college website.*

Describe any substantive changes in courses, fieldwork, or the program design.

There are no substantive changes. The ACA course requirement was changed from ACA 115 to ACA 122 because ACA 122 will transfer to 4 year institutions. This was a campus-wide change.

Associate in Applied Science Degree (AAS) Early Childhood A55220

Fall Semester 1		Lec	Lab	Clinc	Credit
ACA-122	College Transfer Success	0	2	0	1
CIS-110	Introduction to Computers	2	2	0	3
EDU-119	Introduction to Early Childhood Education	4	0	0	4
EDU-131	Child, Family, and Community	3	0	0	3
EDU-144	Child Development I	3	0	0	3
ENG-111	Writing and Inquiry	3	0	0	3
					Total: 17

Spring Semester 1		Lec	Lab	Clinc	Credit
COM-120	Intro to Interpersonal Communications	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
EDU-145	Child Development II	3	0	0	3
EDU-146	Child Guidance	3	0	0	3
EDU-151	Creative Activities	3	0	0	3
EDU-234	Infants, Toddlers, & Twos	3	0	0	3
EDU-173	Becoming a Professional in Early Childhood Education	3	0	0	3
					Total: 18

Students may choose from the following tracks to meet their individual goals in the Early Childhood field:

Early Childhood Education Track-This track is designed to prepare the student to work in Early Childhood Programs.

Summer Semester 1		Lec	Lab	Clinc	Credit
EDU-153	Health, Safety, and Nutrition	3	0	0	3
EDU-280	Language and Literacy Experiences	3	0	0	3
					Total: 6

Fall Semester 2		Lec	Lab	Clinc	Credit
EDU-221	Children with Exceptionalities	3	0	0	3
EDU-259	Curriculum Planning	3	0	0	3
EDU-271	Educational Technology	2	2	0	3
	Natural Science and Mathematics	3	0	0	3-4
	Social & Behavioral Sciences	3	0	0	3
					Total: 15-16

Spring Semester 2		Lec	Lab	Clinc	Credit
EDU-235	School-Age Development and Programs	3	0	0	3
EDU-251	Exploration Activities	3	0	0	3

Spring Semester 2 cont.		Lec	Lab	Clinc	Cre
EDU-254	Music and Movement for Children	1	2	0	2
EDU-284	Early Childhood Capstone Practicum	1	9	0	4
	Humanities/Fine Arts	3	0	0	3
					Total: 15

Total Credit Hours: 71-72

Early Childhood Education Administration-This track is designed to prepare the student operate and administer a Early Childhood Center or Family Day Care Home.

Summer Semester 1		Lec	Lab	Clinc	Credit
EDU-221	Children with Exceptionalities	3	0	0	3
EDU-280	Language and Literacy Experiences	3	0	0	3
					Total: 6

Fall Semester 2		Lec	Lab	Clinc	Credit
BUS-110	Introduction to Business	3	0	0	3
BUS-137	Principles of Management	3	0	0	3
EDU-261	Early Childhood Administration I	3	0	0	3
EDU-271	Educational Technology	2	2	0	3
	Natural Science and Mathematics	3	0	0	3-4
					Total: 15-16

Spring Semester 2		Lec	Lab	Clinc	Credit
EDU-262	Early Childhood Administration II	3	0	0	3
EDU-284	Early Childhood Capstone Practicum	1	9	0	4
	Humanities/Fine Arts	3	0	0	3
	Social & Behavioral Sciences	3	0	0	3
					Total: 13

Total Credit Hours: 69-70

Natural Science and Mathematics: Choose at least 3 hours from the following courses:

		Lec	Lab	Clinc	Credit
BIO-111	General Biology	3	3	0	4
CHM-151	General Chemistry I	3	3	0	4
MAT-143	Quantitative Literacy	2	2	0	3
MAT-152	Statistical Methods I	3	2	0	4

Certificate in Early Childhood C55220

Admission to this certificate requires that students satisfy the course prerequisite requirements. Students may satisfy the requirements by successful completion of the Accuplacer exam or completion of the following courses: DRE-097.

Fall Semester 1		Lec	Lab	Clinc	Credit
EDU-119	Introduction to Early Childhood Education	4	0	0	4
EDU-144	Child Development I	3	0	0	3
EDU-146	Child Guidance	3	0	0	3
					Total: 10

Spring Semester 1

		Lec	Lab	Clinc	Credit
EDU-145	Child Development II	3	0	0	3
EDU-151	Creative Activities	3	0	0	3
					Total: 6

Total Credit Hours: 16**Certificate in Early Childhood Administration C55220AD**

Admission to this certificate requires that students satisfy the course prerequisite requirements. Students may satisfy the requirements by successful completion of the Accuplacer exam or completion of the following courses: DRE-097 and DRE-098.

Fall Semester 1

		Lec	Lab	Clinc	Credit
EDU-119	Introduction to Early Childhood Education	4	0	0	4
BUS-110	Introduction to Business	3	0	0	3
EDU-261	Early Childhood Administration I	3	0	0	3
EDU-262	Early Childhood Administration II	3	0	0	3
					Total: 13

Total Credit Hours: 13**Education (EDU)**

EDU-119	Introduction to Early Childhood Education	4	0	0	4
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Prerequisites: None

Corequisites: None

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

	Lec	Lab	Clinc	Credit
EDU-131 Child, Family, and Community	3	0	0	3

Prerequisites: None
 Corequisites: DRE-097

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.

EDU-144 Child Development I	3	0	0	3
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Prerequisites: None
 Corequisites: DRE-097

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

EDU-145 Child Development II	3	0	0	3
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Prerequisites: None
 Corequisites: DRE-097

This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

EDU-146 Child Guidance	3	0	0	3
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Prerequisites: None
 Corequisites: DRE-097

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors.

	Lec	Lab	Clinc	Credit
EDU-151 Creative Activities	3	0	0	3

Prerequisites: None

Corequisites: DRE-097

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments.

EDU-153 Health, Safety and Nutrition	3	0	0	3
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Prerequisites: None

Corequisites: DRE-097

This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.

EDU-163 Classroom Management and Instruction	3	0	0	3
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Prerequisites: None

Corequisites: DRE-097

This course covers management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.

EDU-173 Becoming a Professional in Early Childhood Education	3	0	0,	3
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Prerequisites: None

Corequisites: DRE-097

This course is an introduction to the early childhood profession. Emphasis is placed on the NAEYC Ethical Code, professional growth through involvement in professional organizations, and development of a professional portfolio. Upon completion, students should be able to identify professional resources and community partners in order to involve oneself in the early childhood field.

EDU-221 Children With Exceptionalities	3	0	0	3
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Prerequisites: Take One Set:

Set 1: EDU-144, EDU-145

Set 2: PSY-244 PSY-245

Corequisites Take DRE-098

This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.

	Lec	Lab	Clinc	Credit
EDU-234 Infants, Toddlers, & Twos	3	0	0	3

Prerequisites: EDU-119

Corequisites: DRE-098

This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

EDU-235 School-Age Development and Programs	3	0	0	3
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Prerequisites: None

Corequisites: DRE-098

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.

EDU-251 Exploration Activities	3	0	0	3
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Prerequisites: None

Corequisites: DRE-098

This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.

EDU-254 Music and Movement for Children	1	2	0	2
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Prerequisites: None

Corequisites: DRE-098

This course covers the use of music and creative movement for children. Topics include a general survey of the basic elements of music and planning, designing, and implementing music and movement experiences for creative learning. Upon completion, students should be able to use voice and various musical instruments to provide musical and movement activities for children.

Curriculum Planning EDU-259	3	0	0	3
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Prerequisites: EDU-119

Corequisites: DRE-098

This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

	Lec	Lab	Clinc	Credit
EDU-261 Early Childhood Administration I	3	0	0	3

Prerequisites: None

Corequisites: EDU-119 and DRE-098

This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.

EDU-262 Early Childhood Administration II	3	0	0	3
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Prerequisites: EDU-261

Corequisites: EDU-119 and DRE-098

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

EDU-271 Educational Technology	2	2	0	3
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Prerequisites: None

Corequisites: DRE-098

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.

EDU-280 Language and Literacy Experiences	3	0	0	3
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Prerequisites: None

Corequisites: DRE-098

This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.

EDU-284 Early Childhood Capstone Practicum	1	9	0	4
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Prerequisites: Take One Set

Set 1: EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151,

Set 2: EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151,

Set 3: EDU-119, PSY-245, EDU-144, EDU-146, and EDU-151,

Set 4: EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151

Corequisites: Take DRE-098

Lec Lab Clinic Credit

EDU-284 Early Childhood Capstone Practicum cont.

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

C. EVIDENCE OF A CULTURE OF CONTINUOUS PROGRAM IMPROVEMENT

Chart of Key Assessments, Aligned with Accreditation Standards and Skills
 Sample Chart of Assessments and Evidence, with candidate performance data
 Sample use of data for continuous program improvement and innovation

CHART OF KEY ASSESSMENTS ALIGNED WITH ACCREDITATION STANDARDS AND SKILLS											
Write a short title for each of your key assessment (portfolio, interview, case study, candidate teaching evaluation, advocacy project, etc.) to assist your readers.											
Place a check or X under the NAEYC Standards and Supportive Skills assessed in each of your key assessments.											
STD = standards 1-6, SS = Supportive Skill 1-5											
Assessment title	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	SS 1	SS 2	SS 3	SS 4	SS 5
1. EDU 131- Who Are Our Families?		x	x			x			x	x	x
2. EDU 145 Assessment of a Kindergarten Child	x	x	x		x	x			x	x	x
3. EDU 151- Curriculum Project	x			x	x	x		x			
4. EDU 173- Becoming a Professional Advocacy and Ethics		x				x	x		x		x
5. EDU 234- Understanding and Planning an Individualized Infant Environment	x		x	x		x	x	x	x	x	

6. EDU 284- Developing and Executing a Lesson Plan	x		x	x	x	x					
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Are there any substantive changes in the chart above? x No Yes

If yes, please summarize briefly. Chart of Key Elements Aligned With Key Assessments							
Standard 1: Promoting Child Development and Learning		Key Assessment					
Key Elements		1	2	3	4	5	6
1a. Knowing and understanding young’s children’s characteristics and needs, from birth through age 8.			x			x	
1b. Knowing and understanding the multiple influences on development and learning.			x	x			
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.						x	x
Standard 2: Building Family and Community Relationships		Key Assessment					
Key Elements		1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.		x			x		
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.		x	x				
2c. Involving families and communities in young children’s development and learning.		x	x				
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families		Key Assessment					
Key Elements		1	2	3	4	5	6
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.			x			x	
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.			x				x
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.						x	x
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.		x	x				

Standard 4: Using Developmentally Effective Approaches Key Elements	Key Assessment					
	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.					x	x
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.			x			x
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.			x			x
4d. Reflecting on own practice to promote positive outcomes for each child.			x			x
Standard 5: Using Content Knowledge to Build Meaningful Curriculum Key Elements	Key Assessment					
	1	2	3	4	5	6
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.		x	x			
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.			x			x
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.			x			x
Standard 6: Becoming a Professional Key Elements	Key Assessment					
	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.	x			x		
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.				x		x
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.		x		x		
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.			x		x	
6e. Engaging in informed advocacy for young children and the early childhood profession.				x	x	
Supportive Skills	Key Assessment					
	1	2	3	4	5	6
SS1. Self-assessment and self-advocacy.				x	x	
SS2. Mastering and applying foundational concepts from general education.			x		x	
SS3. Written and verbal skills.	x	x		x	x	
SS4. Making connections between prior knowledge/experience and new learning.	x	x			x	
SS5. Identifying and using professional resources.	x	x		x		

Select one key assessment. Complete this chart, attaching the assignment as it is given to candidates (including candidate instructions), the rubric or scoring guide used by faculty, and the data on candidate performance.

d.1) EVIDENCE CHART

Key Assessment # 2

Briefly describe the assignment and list the courses that use this assignment.

Course-EDU 145-Child Development 2

Assignment-

1. Research and write a paper about 3 different methods of child assessment, describing the goals, benefits and uses.
2. Observe a kindergarten age child in a public school setting using the Ages and Stages Questionnaire and making anecdotal records.
3. Interview the family of the kindergarten age child.
4. Write a report about the observations that includes information about the characteristics and needs of typically developing 5 year olds, influences on the development of 5 year olds, information about the child observed, compare the 2 sets of information, and determine developmentally appropriate activities to enhance the development of the observed child.
5. Develop a creative parent resource for the parent of the observed child, outlining activities for the enhancement of the development of the child in each of the academic domains.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = standards 1-6, SS = Supportive Skill 1-5

STD1			STD 2			STD3				STD4				STD5					STD6					SS1	SS2	SS3	SS4	SS5	
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e								
x	x			x	x	x	x		x					x					x								x	x	x

Briefly summarize candidate performance data from this key assessment. *3 supportive skills and 9 standards were assessed over 2 semesters. For both semesters reported, the scores were consistently high. For Fall Semester, all supportive skills and standards 1a, 2c, 3b, and 3d were all met or exceeded expectations. For Spring Semester, Supportive Skills 4 and 5, as well as, standards 2b, 3b, 3d, and 6c were 100% met or exceeded expectations. The scores for all areas were 94% to 100% met or exceeded expectations. The only exception was the in the Spring 2016 data, only (16 of 22) 73% met or exceeded on Standard 1b. This standard deals with the multiple influences on children. It is difficult to get students to think that broadly. 18 students were assessed for Fall 2015 and 22 were assessed for Spring 2016 semester.*

Describe how data from this key assessment are being used to improve teaching and learning related to the standards.

More information about the multiple influences on children has been incorporated into the class; statistics, charts, etc. as well as discussion activities that encourages students to think about the influences on their own learning and development.

A major portion of this class is about assessing young children, appropriate assessments, and appropriate uses of assessments and the information. Some scores reflect some confusion around some of this with students. This is an online class, but in order to clarify the assignments around assessment (expectations during assessments, arrangements for assessments, uses for assessments, etc.), the instructor has added a piece asking each student to come by her office or call and discuss it with her personally, one on one. This is to help the student get a better grasp on what is needed, make sure the student is on the right track, and to answer questions.

Briefly describe how supportive skills are developed within this key assessment.

Written and verbal skills-Each part of this assignment is graded on written skills. Students are encouraged to utilize the services in our Learning Support Center for help with written skills. Students must utilize effective verbal skills to make arrangements with a local school principal and classroom teacher for observations as well when they interview the parent/family.

Making connections between prior knowledge and new learning-In this key assessment, they are reporting on characteristics and needs of 5 year olds, as well as the influences on their learning. Some of this information will be information that they have been exposed to in the past and some of it will be new information that they must research. They must connect what they learn about their observed child with what they know about 5 year olds and with what they know about how to plan developmentally appropriate activities.

Identifying and using professional resources-They must locate and use resources to research growth and development of 5 year olds and influences on their development. They must identify and use professional resources to plan developmentally appropriate activities for young children.

Attach or insert:

- The directions or guidelines for the Key Assessment as they are given to candidates
- The rubric or scoring guide for the Key Assessment that is used by faculty or field supervisors to evaluate candidate work on each key assessment
- Data table for this assessment showing two applications of the assessment. This information must be disaggregated by standard. If you are submitting multiple programs in one Annual Report, you must also disaggregate the data by degree program.

EDU 145:Key Assessment-Observation of a Kindergarten Child

Section I:

Research of assessment questionnaires/tools that could be used to assess the development of 5-8 year old children.

In this section of the assessment, you will research and report on assessment questionnaires/tools that can be used to assess the development of 5-8 year old children. You will research the Ages and Stages Questionnaire, which can be found at agesandstages.com and two additional questionnaires, developmental checklists, or other tools that you independently select. For each selection you will conduct research utilizing your textbook and academic articles. The paper needs to be formatted as a Powerpoint document and contain the following information for each assessment questionnaire/tool:

1. Brief description of the questionnaire/tool's components
2. Description of how a teacher would implement the questionnaire/tool
3. Description of the advantages and disadvantages for the questionnaire/tool
4. Discussion of how the teacher could utilize the information obtained from the questionnaire/tool to educate parents to promote continued development in their young children
5. Post your report in the discussion forum. Respond to the report of at least 2 other peers. Tell in discussion forum how you will utilize feedback from others.

Your paper should present your research of the three questionnaires/tools in a professional style report in Powerpoint format. The use of drawings and pictures is encouraged.

Your report should contain a minimum of three academic articles and include a reference for each article using APA format.

For section I you will submit:

1. Completed report containing research about assessment questionnaires, developmental checklists, or other tools that can be used to assess the development of 5-8 year old children. (NAEYC Standards 3a and 6c; Supportive Skill 5)

Section II:

Interview the family of a 5-year-old child that is currently enrolled in kindergarten.

Select a family with a typically developing 5-year-old child currently enrolled in kindergarten. The child must be typically developing without suspicion of a developmental disorder. You will need to get written permission from the child's teacher, the instructor of the course, and the parents before conducting this activity. The family and child selected in this section will need to be available to you throughout the semester to allow you to complete section III. Utilize information and forms provided in Haywood Community College Early Childhood Education Field Experience Handbook. Remind families all information obtained during the interview will remain confidential.

Using the EDU 145 Family Interview Tool in this course, ask the family all of the questions on the form. The family needs to be interviewed in a private setting. Take notes during the interview and then type the answers into the interview form after the interview is completed.

For section II, you will submit:

1. The completed EDU 145 Family Interview Form (NAEYC Standard 3d; Supportive Skill 3)

Section III:

Observe and assess the selected child on four separate occasions

You will work with the selected child's teacher and parents to develop a schedule of four visits for observation and assessment that meets the due dates provided by the course instructor. During each visit with the child you will spend a minimum of 30 minutes observing and assessing the child. During each visit you will complete the Ages and Stages Questionnaire and an anecdotal record. An anecdotal record is when you observe a child and make notes on separate occasions. Included in this course is an example of an anecdotal record.

For section III, you will submit:

1. **Four completed Ages and Stages questionnaires-the form is available in your resources in Moodle.**
2. **Four completed anecdotal records. (NAEYC Standard 3b)**

Section IV:

Report on your observations and assessments

For this section of the assessment, you will write a paper describing your assessment findings and discussing the needs of the assessed child. Your paper should be completed as a Word document and contain the following areas:

1. **Research and briefly discuss the characteristics and needs of a typically developing 5-year-old child in each developmental domain (physical, emotional/social, cognitive, language)**
2. **Research and briefly discuss the multiple influences on a 5-year-old child's development and learning.**
3. **Summarize the information you obtained during the family interview.**
4. **Summarize the information you obtained during your four visits with the child.**
5. **Compare the information and data you collected in each developmental domain to the expected characteristics of a typically developing 5-year-old child.**
6. **Research and discuss activities that would be beneficial to the studied child's development based on your assessment. Be sure to address all the domains of learning:
The Approaches to Play and Learning**

Emotional and Social Development
Health and Physical Development
Language and Communication
Cognitive Development

For section IV, you will submit in TaskStream:

- 1. Completed paper summarizing observations and assessments as outlined above (NAEYC Standard 1a, NAEYC Standard 1b, NAEYC Standard 5a; Supportive Skill 4)**

Section V:

Develop a Parent Educational Resource

Utilizing information from the report that you completed in section IV, develop an educational resource for the parent of your selected child. The parent educational resource should describe activities that would be beneficial to the child's development across all the domains of learning, as described in Section IV. Be sure that the recommended activities are tailored to the home setting and are appropriate for parents to implement. You are free to create the format and delivery method for this resource. Some suggested methods are brochure, handout, PowerPoint, resource book, or video.

For section V, you will submit in TaskStream:

- 1. Completed parent educational resource (NAEYC Standard 2b, NAEYC Standard 2c)**

Scoring Rubric:

EDU 145 Rubric for taskstream

	Does Not Meet Expectations (0) value: 0.00	Meets Expectations (1) value: 1.00	Exceeds Expectations (2) value: 2.00
(1a) Knowing about and understand young children's characteristics and needs Section V	Candidate's work demonstrates no knowledge of the characteristics and needs of a typically developing 5 year old.	Candidate's work adequately demonstrates knowledge of the characteristics and needs of a typically developing 5 year old and provides examples.	...and is based on research and grounded in developmental theory. Candidate's work provides rich examples to describe child's characteristics and needs.
(1b) Knowing and understanding the multiple influences on development and learning Section V	Candidate's work demonstrates little to no knowledge of the multiple influences on a child's development and learning.	Candidate's work adequately demonstrates knowledge of the multiple influences on a child's development and learning.	...and is based on research and has thorough knowledge of possible interactions among these influences, and cites relevant theory and research.
(2b) Supporting and empowering families and communities through respectful, reciprocal relationships. Section VI	Candidate's parent educational resource contains little to no information needed to educate parents.	Candidate's parent educational resource contains the information needed to partner with and educate parents. The resource supports their culture and reflects extensive knowledge and does so in a respectful, reciprocal manner.	...and the parent resource is complete and exceptionally creative in its layout and delivery.
(2c) Involving families and communities in their children's development and learning Section VI	Candidate's parent educational resource does not recommend activities that would be beneficial to the child's development across all domains of learning.	Candidate's parent educational resource recommends activities that would be beneficial to the child's development across all domains of learning.	...and activities are tailored to the home setting and are appropriate for parents to implement.
(3a) Understanding the goals, benefits, and uses of	Candidate's work demonstrates marginal or no	Candidate's work demonstrates adequate knowledge of	...and describes how the teacher could utilize the information to partner

	Does Not Meet Expectations (0) value: 0.00	Meets Expectations (1) value: 1.00	Exceeds Expectations (2) value: 2.00
assessments Section I	knowledge of appropriate developmental assessments for 5-8 year old child or is not based on research.	appropriate developmental assessments for 5-8 year old child and is based on research.	with and educate parents.
(3b) Knowing about and using observation, documentation, and other appropriate assessment tools and approaches Section IV	Candidate does not obtain appropriate and useful assessment information during the child observation visits.	Candidate obtains appropriate assessment information as prescribed by the screening device during the child observation visits and gives an accurate interpretation.	Candidate obtains detailed assessment information, including behaviors not able to be scored but still relevant to development. Interpretation is accurate and thorough.
(3d) Knowing about assessment partnerships with families and with other professionals Section III	Candidate does not obtain appropriate information during the family interview.	Candidate obtains minimal information during the family interview.	Candidate obtains detailed information during the family interview.
(5a) Understanding content knowledge and resources in academic disciplines. Section V	Candidate's work does not contain developmentally appropriate activities to benefit the child's development.	Candidate's work contains activities that are appropriate and address the child's needs in development in content areas.	...and explains why each of the content areas are important to the child based on feedback and links it to research.
(6c) Engaging in continuous, collaborative learning to inform practice Section II	Candidate did not collaborate.	Candidates collaborate and present a PowerPoint presentation about developmental assessments/tools	...and demonstrate essential communication skills and knowledge-base by giving feedback according to evidence-based practice.
(Supportive Skill 3) Written and Verbal Skills Section I	Candidate has more than two grammatical, punctuation, and/or spelling errors. Work is not well written with fluid, articulate ideas. Errors distract reader. Work is not coherent and	Candidate has two or less grammatical, punctuation, and/or spelling errors. Work is well written with fluid, articulate ideas. Errors do not distract reader. Work is coherent and logical.	...and candidate's work is highly detailed, organized, and presented in a professional format.

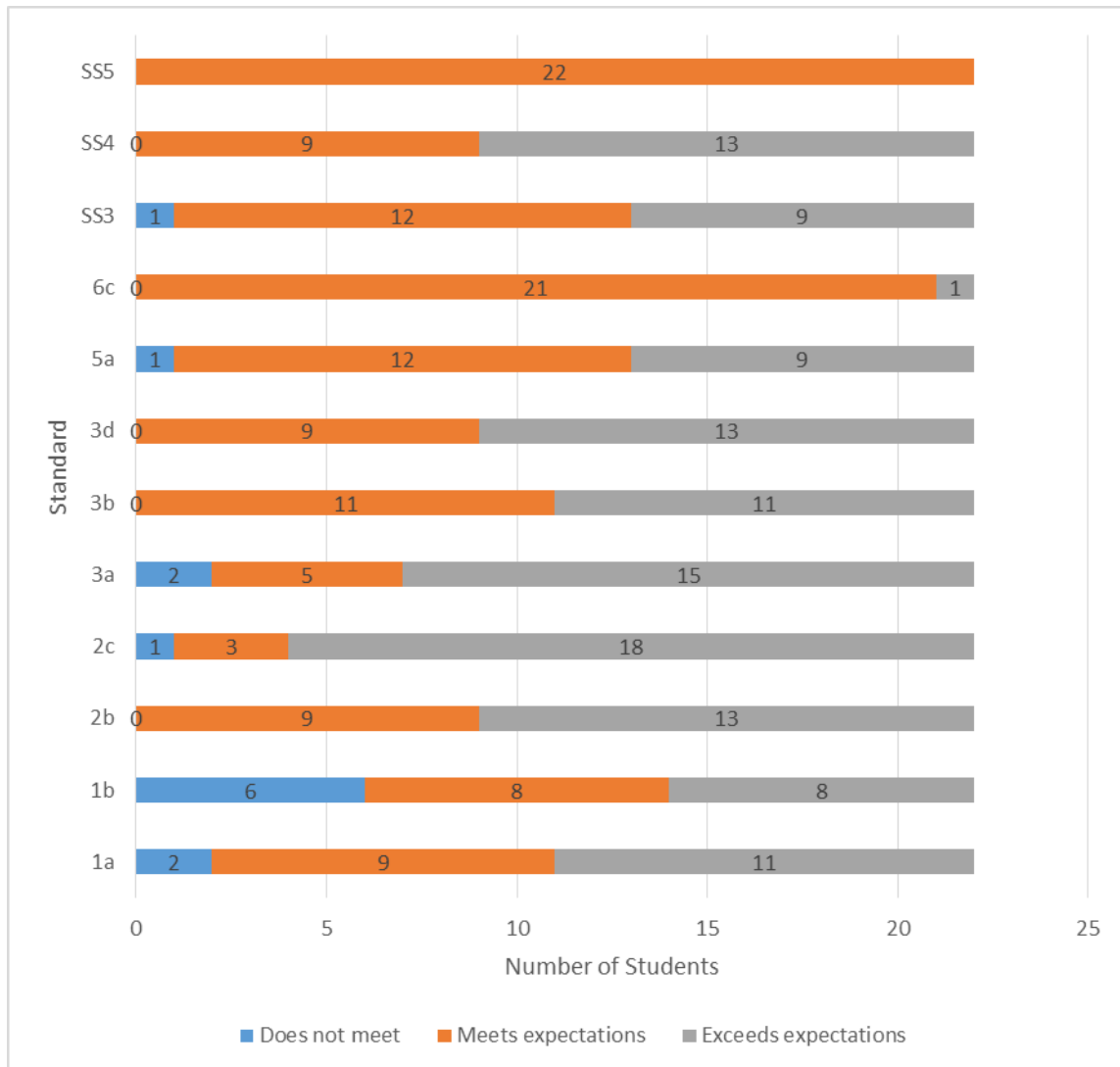
	Does Not Meet Expectations (0) value: 0.00	Meets Expectations (1) value: 1.00	Exceeds Expectations (2) value: 2.00
	logical.		
(Supportive Skill 4) Making Connections between Prior Knowledge/Experience and New Learning Section V	Candidate does not complete paper on observations and assessment.	Candidate's paper compares information obtained in interview, observations, and assessment to expected characteristics of children.and candidate connects learning in previous classes to understanding the connection between observations, assessments, and interviews to expected characteristics
(Supportive Skill 5) Identifying and Using Professional Resources Section I	Candidate does not complete research of assessment tools.	Candidate completes research of assessment tools using appropriate APA style writing with correct citations.	...and candidate provides pictures or drawings to enhance and explain assessment

EVALUATION SUMMARY
EDU 145-Child Development II
Assessment of a Kindergarten Child
Spring, 2016

Students evaluated: 22

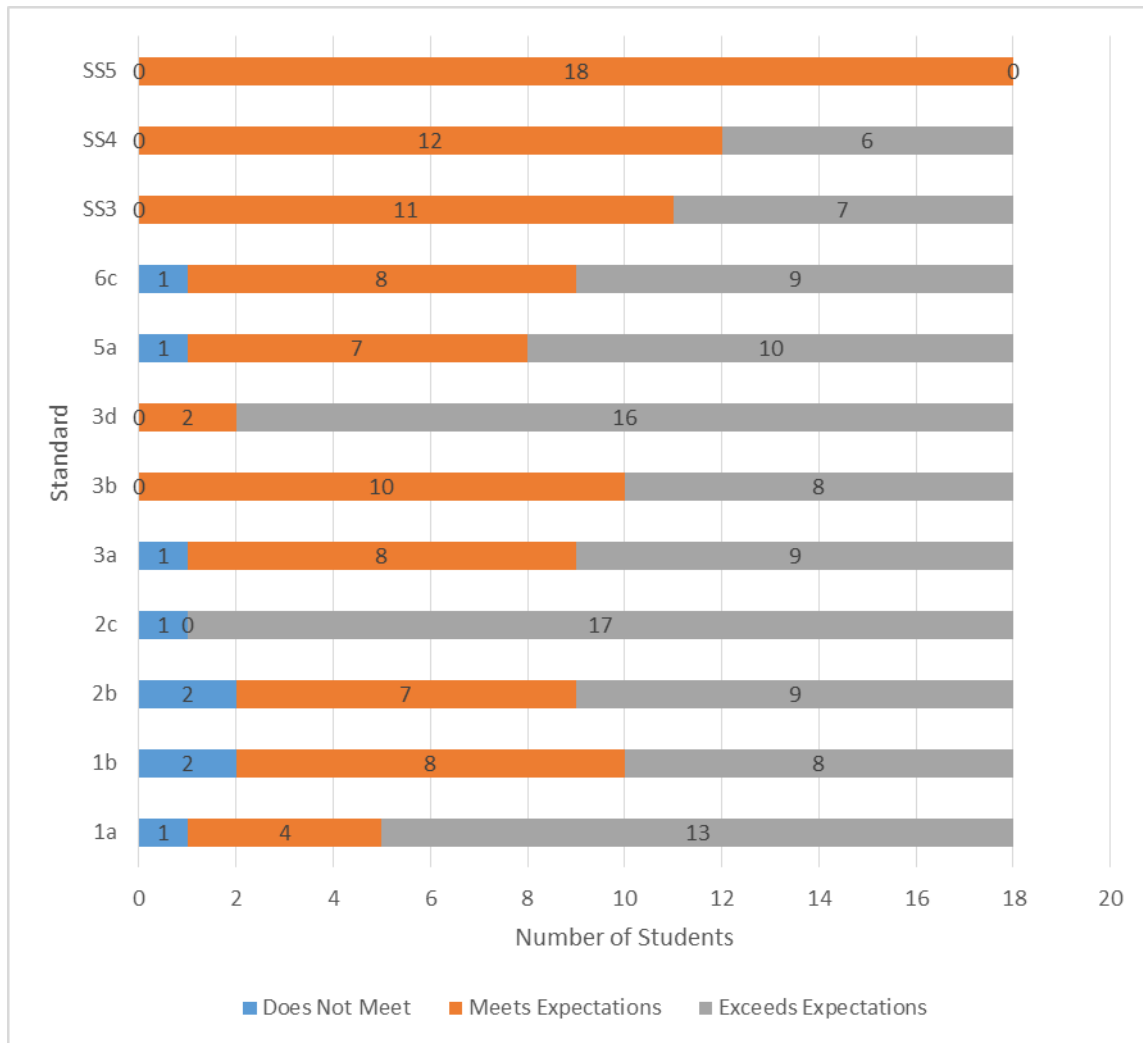
Highest Possible Score: 24 Highest Actual Score: 22 Lowest Actual Score: 9

Average Score: 16.91 (70.46%)



EVALUATION SUMMARY
EDU 145-Child Development II
Assessment of a Kindergarten Child
Fall, 2015

Students evaluated: 18
Highest Possible Score: 24 Highest Actual Score: 23 Lowest Actual Score: 7
Average Score: 17.72 (73.83%)



SAMPLE USE OF DATA FOR CONTINUOUS PROGRAM IMPROVEMENT AND INNOVATION

Tell us how you used data to inform teaching and learning. Describe how you are collecting data from key assessments.

Briefly describe one change or innovation that was made in your program in the past year. What evidence or data about your candidates' performance or your program context provided the impetus for making this change?

Note: The annual report is a sampling of your assessment system. All programs will be expected to submit candidate performance data from two applications of each key assessment at renewal of accreditation.

Response:

Data from key assessments is gathered through Taskstream which provides compilation and results of data.

Students were having a hard time understanding what is meant by “multiple influences on development and learning”. For some reason, it was hard to think past what the child is actually taught. They were not thinking about culture, environment, family influences, birth order, poverty, hunger, and many other possibilities. More information about possible influences has been incorporated into the class, including research, such as a report on poverty, videos and data.

D. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

Did your most recent Accreditation Decision include Conditions? No Yes

If no, your report is complete.

If yes, copy and paste the condition statement(s) here exactly as it appears on the Decision Report cover page.

Describe your progress in addressing the condition(s). Description of work to date is important, but assertion of change is not sufficient. Insert documents that provide evidence of change. The first Annual Report must document progress. The second Annual Report must satisfactorily address conditions in order to maintain accreditation status.