The faculty of the Department of Childhood Education has been immersed in examining and refining our program and assessments to better serve our candidates and the students they will teach. This accreditation effort is a learning process and we are proud of how much our program has developed over the last three years. Below is a summary of the results of our key assessments for our two accrediting bodies: National Association for the Education of Young Children (NAEYC) for Early Childhood Education and the Association for Childhood Education International (ACEI) for Childhood Education.

**National Association for the Education of Young Children (NAEYC)**
**Program Status: FULLY RECOGNIZED THROUGH 2021**

**Association for Childhood Education International (ACEI)**
**Program Status: Recognized with Conditions through 2015; Awaiting final recognition**

**Assessment #1: Licensure assessment, or other content-based assessment**
**Comprehensive Subjects Test (CST) State Licensure Test – New York State**
Scores from the CST and LAST in the 2010-2011 and 2011-2012 academic years show that candidates in our program are grasping content knowledge in the core subjects of early childhood and elementary teaching. CST Subarea 1, English Language Arts, and subarea 4, Social Studies, continue to be areas of particular strength for Mercy candidates, with mean scaled scores in these subareas being at or above the average for candidates in the state of New York. Furthermore, 99% of Mercy candidates passed the LAST, indicating solid content knowledge in the subject areas.

**Assessment #2: Content knowledge in early childhood education**
**Transcript Analysis for content and GPA (undergraduate)**
Before being admitted into the program, the academic transcripts of all teacher candidates in the program undergo an initial review to assess candidate content knowledge. Candidates must have an overall 3.0 Grade Point Average (GPA) in undergraduate coursework, a co-major or major in a liberal arts area or the equivalent, and completion of the core liberal arts requirements, or a plan to complete the remaining courses. The average undergraduate GPA for entering candidates in the 2012-2013 academic year was 3.21, indicating that on average, our candidates are well-prepared as they enter the program.

**Assessment #3: Candidate ability to plan and implement appropriate teaching and learning experiences**
**Lesson Plan Collection**
Overall, the data across all campuses indicate that our candidates performed well on all lesson plan assignments. In all areas, scores are out of 3.00 (1=Unacceptable, 2=Acceptable, 3=Target). Reading and Writing Mini Lesson Plans assessment (EDUC 551 mean = 2.79) and Group Mathematics Lesson Microteaching assessment (EDUC 553 mean = 2.83). Candidates did fairly well on the Social Studies Unit Plan assessment (EDUC 552 mean = 2.61) and the Individual Non-Fiction Science Trade Book Read Aloud assessment (EDUC 554 mean =2.64). For all four
assessments, the average score is above 2.50. This indicates that a majority of our candidates achieved the Target level.

**Assessment #4: Student teaching or internship**  
**Clinical Experience Evaluation**  
Our candidates enjoy meaningful clinical experiences, both in their prior fieldwork assignments and in their student teaching placements. We are pleased that for the most part, mean scores were at or above the 2.50 threshold, indicating that the majority of our candidates meet expectations, as they demonstrate their teaching skills in the classroom. Candidates scored well on 93% of the criteria in our rubric.

**Assessment #5: Candidate effect on student learning**  
**Instructional Unit Implementation and Reflection Report**  
Candidates develop and implement a purposefully designed standards-based unit over the course of three weeks. Overall, our assessment data indicate that almost all of our candidates were on target as indicated by overall rubric averages ranging from 2.57 to 2.97 out of 3.00.

**Assessment #6: Additional assessment that addresses standards**  
**Parent Community Involvement Plan**  
Candidates develop their personal action plan for establishing and maintaining positive relationships with families, school colleagues, and community agencies that includes an articulation of alignment with ethical standards. Overall, the data indicate that our candidates are well able to demonstrate their understanding of the importance of parent and community involvement and ethical standards, as indicated by campus means of 2.71 and above for all items on the rubric.

**Assessment #7: Additional assessment that addresses NAEYC standards**  
(Early Childhood Only)  
**Field Work: Child Observation**  
As part of their fieldwork requirements, Early Childhood Education candidates must complete a two-part assignment, a developmental portrait of an infant or toddler (0-36 months) and a developmental portrait of a child between the ages of 3-8 years old. Average score on all developmental domains was well above 2.50, attesting to the ability of our candidates to meet target expectations in this area.

**Assessment #7: Additional assessment that addresses ACEI standards**  
(Childhood Only)  
**Arts Assessment**  
This is a new assessment for Childhood Education candidates. Overall, the data indicate that most of our candidates’ performance on the Arts assessment was within target range. Although the scores were not as high as in the other assessments, we are working to enhance Arts content because we believe it is an important component of elementary education.

**Assessment #8: Additional assessment that addresses ACEI standards**  
(Childhood Only)  
**Field work: Health and Physical Education**
This is another new assessment to meet standards related to the Health and Physical Education content area. The overall mean on all campuses was 2.60, which indicates that the majority of our candidates are at Target levels.