** Content Expert Report**

**Early Childhood Education**

**(05-17) (6-23)**

Education Standards and Practices Board

**Program report status** (check one)**:**

**Initial review  Continuing Review  Focus Visit**

|  |  |
| --- | --- |
| **Name of Content Expert:** |  |
| **Content Expert Telephone:** |  |
| **Content Expert Email:** |  |
| **Date Submitted:** |  |
| **Institution Being Evaluated:** |  |
| **Program Being Evaluated:** |  |
| **Degree:** |  |
| **Grade Level(s):** |  |

**Is this program offered at more than one site?**  **Yes**  **No**

If yes, list sites where the program is offered:

**Summary of Recommendations**

After completing your review, for each sub-standard listed below, place a check under the column that matches your decision.

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Met** | **Met With Weakness** | **Not Met** |
| **50037.1** |  |  |  |
| **50037.2** |  |  |  |
| **50037.3** |  |  |  |
| **50037.4** |  |  |  |
| **50037.5** |  |  |  |
| **50037.6** |  |  |  |
| **50037.7** |  |  |  |
| **50037.8** |  |  |  |
| **50037.9** |  |  |  |
| **50037.10** |  |  |  |

**Early Childhood Education**

**Directions:** Please read the Content Area Report (CAR) supplied by the institution.

1. Review program’s response to Section II.1 Areas of Weakness from Prior Review. For each standard in which there was a weakness from the prior review, make a recommendation as to whether that weakness should be removed or retained. If it is to be retained provide a rationale for retaining it in Part I.B. If it has been partially but not fully addressed restate the weakness in Part I. C and provide a rationale.
2. Make a recommendation for each program standard as to whether it has been met, met with weakness, or not met based on the evidence provided. For any standard “met with weakness” or “not met” identify the weakness(es) and provide a rationale.

**Part I: Areas of Weakness from Prior Review \*\*\***

**XXXXX.X** *Write the standard and the original weakness here.*

A. **Content Expert Decision**: Should the weakness be removed, retained, or restated and retained? Check one only.

     Weakness Should Be Removed      Weakness Should Be Retained

     Restated Weakness

B. **For Decisions of “Weakness Should Be Retained”:** Provide a rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Rationale:**

C. **For Decisions of “Restated Weakness”:** Write the new language for the weakness. Provide a rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

1. **Restated Weakness:**

ii. **Rationale:**

***\*\*\*Note: This template can be copied and pasted into the document multiple times when more than one area of weakness was cited in a prior review.***

1. The program area has been given the option to omit a response to standards 1, 3, 6 and 8 because information on these standards will appear in the ESPB/InTASC Unit report. Therefore if no information has been provided do not assume the standard is unmet; instead, check the item that states “No Information provided. See ESPB/InTASC CER Report.” If related ESPB/InTASC Standards are met, program standards 1,3,6, and 8 will be met as well.

**Part II Program Standard Recommendations**

**50037.1**

**STANDARD 1 Relationships:**

The program promotes positive relationships between all children and adults to encourage each child’s sense of individual worth and belonging as part of a community and to foster each child’s ability to contribute as a responsible community member.

A. **Content Expert Decision**: Is the program standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

\_\_\_No Information provided. See ESPB/InTASC CER Report

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**50037.2**

**STANDARD 2 Curriculum:**

The program implements a curriculum that is consistent with its goals for children and that promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**50037.3**

**STANDARD 3 Teaching**

The program uses a variety of developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

\_\_ No Information provided. See ESPB/InTASC CER Report

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**50037.4**

**STANDARD 4 Assessment** **of Child Progress**

The program uses a variety of formal and informal assessment approaches to provide information on children’s learning and development. These assessments occur in the context of reciprocal communications between teachers and families, and with sensitivity to the cultural contexts in which children are developing. The program uses assessment results to inform decisions about the children in their care, to improve teaching practices, and to drive program improvement.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**50037.5**

**STANDARD 5 Health**

The program promotes the nutrition and health of children and protects children and staff from illness.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**50037.6**

**STANDARD 6 Staff Competencies, Preparation, and Support**

The program employs and supports a teaching and administrative staff that have the qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families’ diverse needs and interests.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

\_\_ No Information provided. See ESPB/InTASC CER Report

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**50037.7**

**STANDARD 7 Families**

The program establishes and maintains collaborative relationships with each child’s family to foster children’s development in all settings. These relationships are sensitive to family composition, language, and culture.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**50037.8**

**STANDARD 8 Community Relationships**

The program establishes relationships with and uses the resources of the children’s communities to support the achievement of program goals.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

\_\_ No Information provided. See ESPB/InTASC CER Report

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**50037.9**

**STANDARD 9 Physical Environment**

The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**50037.10**

**STANDARD 10 Leadership and Management**

The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high-quality experiences.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**Curriculum Exhibit Form SFN 14381 (or status sheet):** This form or status sheet provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education. This form is used to document each student transcript that applies for teacher licensure. Please review this form to make sure all of the courses listed above for each sub-standard are listed as a “**Requirement”. If a course is missing or is not a required course, please list below:**

**Content Expert Review of Standard and recommendation to State Board of Examiner (BOE) Team for the Site Visit:** The content expert provides an initial review of the program standard and provides a recommendation to the CAEP/State Board of Examiners for the onsite review. **What additional information should the CAEP/ESPB Team research on-site during the visit?**

This report will be electronically forwarded to the CAEP/State Board of Examiners nine months prior to the scheduled program review visit. If you have any questions or concerns, please contact the Education Standards and Practices Board Executive Director at (701) 328-9646.

**Thank you for taking the time from your busy schedule to help document that our North Dakota institutions of higher education have prepared our teachers for the best possible education for all North Dakota students.**