



Quality Practice Trends in NAEYC Accredited Programs

NAEYC Annual Conference and Expo

November 2, 2011

Session Goals

- Review how (NAEYC) data are connected to trends and Best Practices in teaching and learning
- Review a snapshot of performance data on programs seeking NAEYC Accreditation
- Discuss variables that differentiate NAEYC accredited programs from non-accredited programs



Reliability and Validity Study



Purpose of the Study:

- Provide data to inform assessor instrument improvements
- Replicate the initial reliability studies
- Identify predictive variables to inform program improvement

Reliability and Validity Study

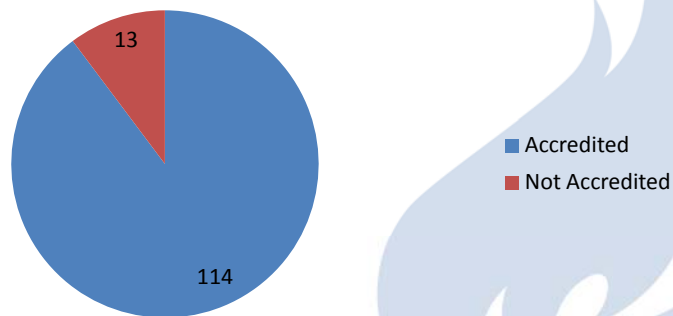
N= 127 Programs

Rated Evidence on ALL
(417) Criteria



Data Set

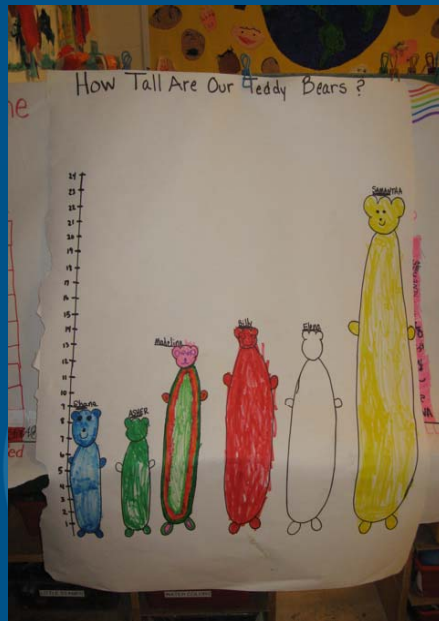
Reliability Validity Study 1 - Program Decisions





TREND BRIEFS

Share data on programs seeking accreditation and connect findings to early childhood research



Analysis

- Review data on specific criteria that differentiate programs that achieve accreditation
- Pass Rate Difference is calculated by subtracting the *Pass Rate for Defer/Deny Programs* from the *Pass Rate for Accredited Programs*.



Teaching – Standard 3

- Tells a story of successful teaching approaches
- Topic Areas and DAP principles that closely map to the construct of scaffolding, those that underscore teacher's support in children's learning
- Identifies the importance of scaffolding within NAEYC Accreditation criteria
- Demonstrates the power of NAEYC Accreditation to distinguish high quality programs



Scaffolding

Scaffolding has emerged as a critical teaching strategy in research on effective teachers

- Increases executive functioning, vocabulary and literacy
- Requires teachers use their knowledge of best practice and their individual knowledge of the child
- Dynamic process that requires reciprocity between the teacher and child



Criterion 3.G.03

Standard 3 = Teaching

Topic Area G = Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3.G.03	I-T-P-K	Random	O, CP
As children learn and acquire new skills, teachers			
a	use their knowledge of children’s abilities to fine tune their teaching support.		
b	Teachers adjust challenges as children gain competence and understanding.		
<p><i>This criterion defines scaffolding in daily teaching practice. Because children are often practicing new skills in the classroom, these teaching practices should be seen in a one-hour observation. Evidence may include lesson plans paired with anecdotal notes, examples of how teachers adjusted challenges in the lesson plans, descriptions, and assessment data.</i></p>			



3.G.03 ReVal1 Study Findings:

Pass Rate for All Programs	Pass Rate for Accredited Programs	Pass Rate for Defer/Deny Programs	Pass Rate Difference – Accredited vs. D/D Programs
84.3%	90.4%	30.8%	59.6%
N = 127 programs	N = 114 programs	N = 13 programs	



Some Contextual Information:

- Indicator a & Indicator b passed at exactly the same rate. They almost always passed and failed together (i.e., either both passed or both failed).
- The 2 sources of evidence passed at about the same rate. However, Observable tool was rated for only 103 programs; for 24 programs there was no opportunity to observe this criterion. Classroom Portfolio was rated for all 127 programs.
- The all-program median pass rate for all 67 criteria in Standard 3 is 92.1%. Criterion 3.G.03's all-program pass rate is among the lowest 25% of criteria in Standard 3.



- The median Pass Rate Difference for Standard 3 is 19.6%.
- 3.G.03 has the highest Pass Rate Difference of all the criteria in Standard 3, **and of all 417 accreditation criteria.**
- 3.G.03 pass rate for 8 Deferred programs is 50% (4 of 8 passed); pass rate for 5 Denied programs is 0%.

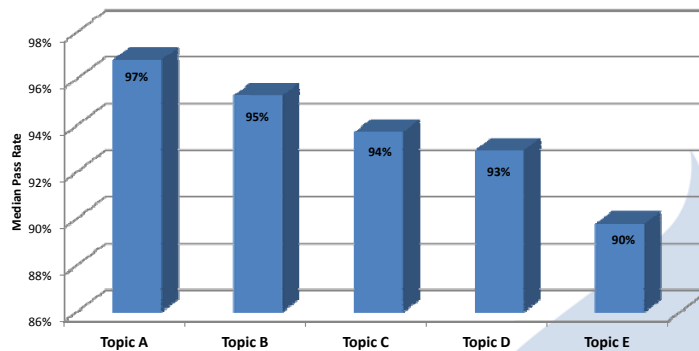


Assessment of Child Progress – Standard 4

- Articulate the system of assessment through a series of 5 Topic Areas
- The Topic Areas reflect a progression in the development and application of a high-quality assessment approach
 - Intention to practice (policy to use)
 - From the basics of using methods to the results of using the findings
- Median pass rates calculated within each topic areas are progressively lower from Topic A through E



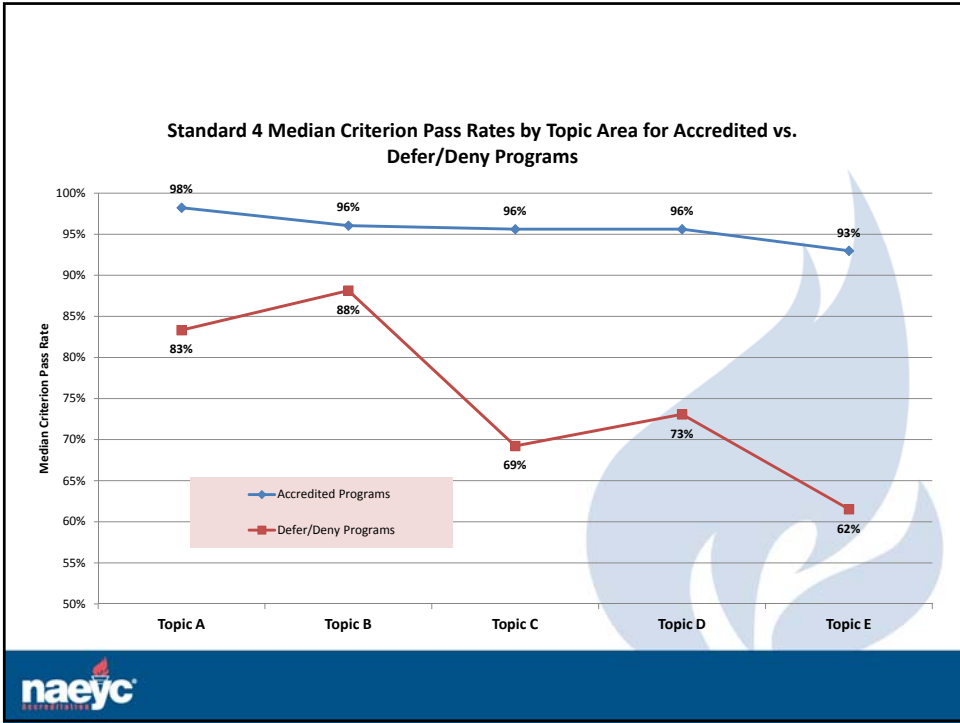
Figure 1: Standard 4 Median Criterion Pass Rates
by Topic Area



Standard 4 Topics:

Topic A: *Creating an Assessment Plan*
Topic B: *Using Appropriate Assessment Methods*
Topic C: *Identifying Children's Interests and Needs and Describing Children's Progress*
Topic D: *Adapting Curriculum, Individualizing Teaching, and Informing Program Development*
Topic E: *Communicating with Families and Involving Families in the Assessment Process*





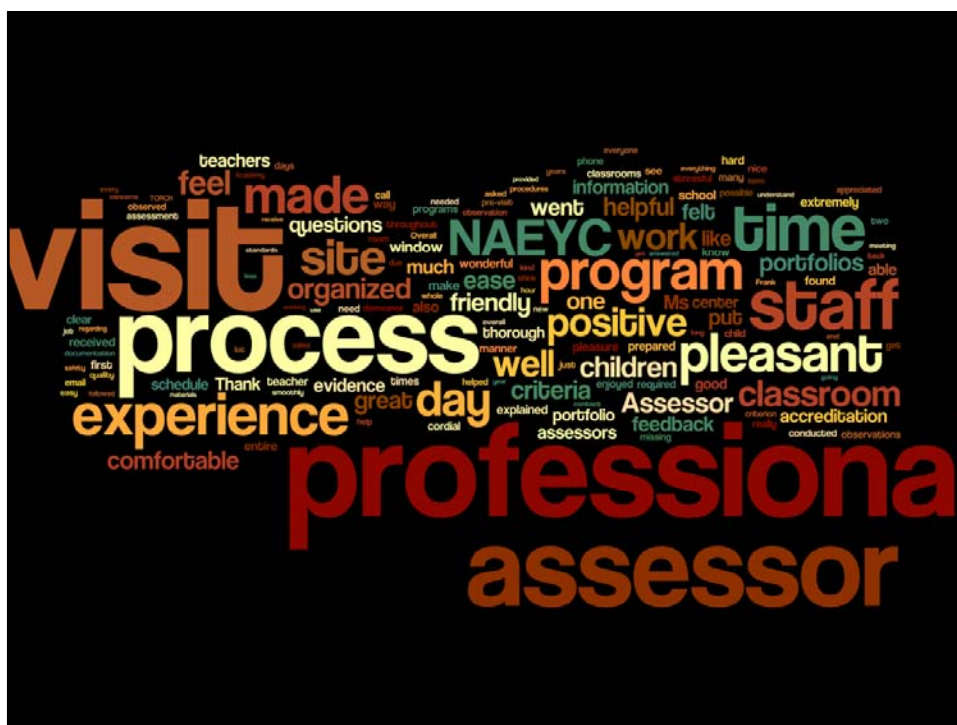
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Discussion

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Questions for Discussion

- Are you surprised by the finding?
- What do you think the reason is for the finding?
- What else do you need to know to understand this finding?
- What is the practical application of this finding if any?
- For you, does this finding relate to other things that you know about quality practices?



We're here to help...

- **Program Support**
accreditation.information@naeyc.org
 - **TORCH**
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 - Conference sessions, seminars, & webinars
 - E-Updates
 - Affiliates and Accreditation Facilitation Projects (AFPs)



"The focus on "quality" in early care and education is given flesh and bones in the NAEYC Accreditation system. Programs that comply with the accreditation standards not only have the opportunity to be recognized for their excellence; they are also able to learn more about themselves by going through the process and more about what it is that brings quality alive so that children and families are better served."

*-Samuel J. Meisels, President
Erikson Institute*



