



Quality Practice Trends in NAEYC Accredited Programs

National Institute for Early Childhood Professional Development

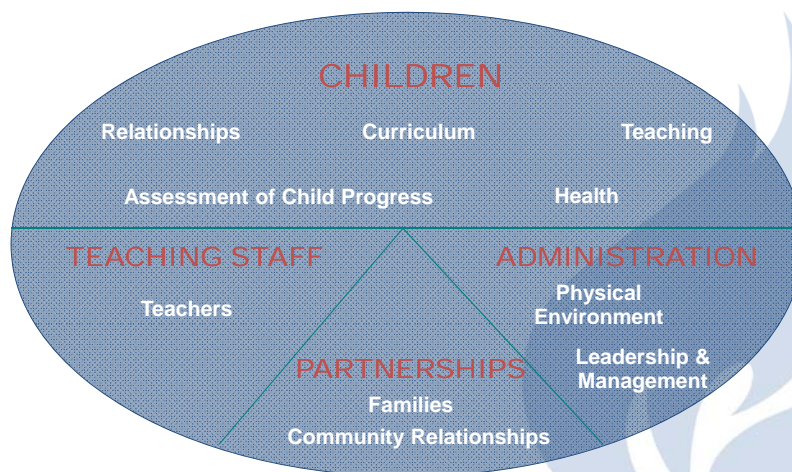
June 14, 2011

Session Goals

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



Accreditation Standards



How the Standards are Organized

- **Standards** - essential elements of quality (1 through 10)
- **Topic Areas** - big ideas within standards (A, B, C...)
- **Criteria** - specific details within topic area (01, 02, 03...)
- **Indicators** - parts of criteria (a, b, c...)



How the Standards are Organized

Standard 1: Relationships

Topic Area 1.E.
Addressing Challenging Behaviors

1.E.04.a

Criterion 1.E.04
Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that:

Indicator 1.E.04.a
provides for the safety of the child.

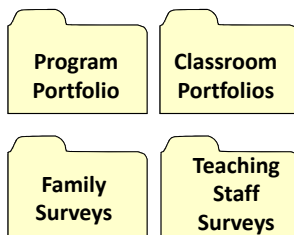


Site Visit Assessment

Demonstrate how Standards are met during Site Visit

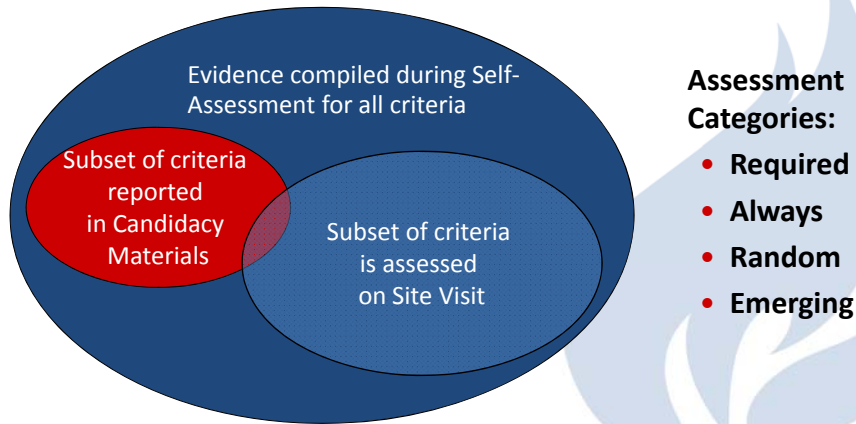
Written/Photographic
Sources of Evidence

Observable Source of Evidence



Accreditation Decision

Understand the assessment process



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

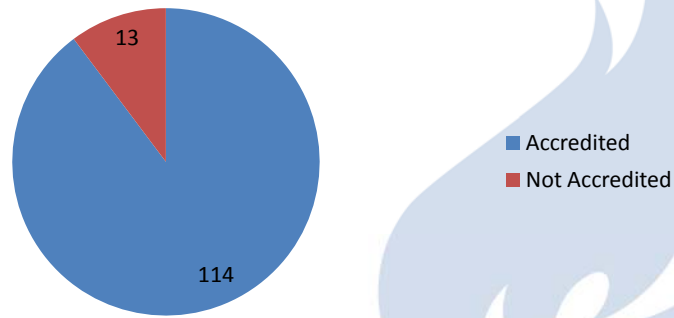
N= 127 Programs

Rated Evidence on ALL
(417) Criteria



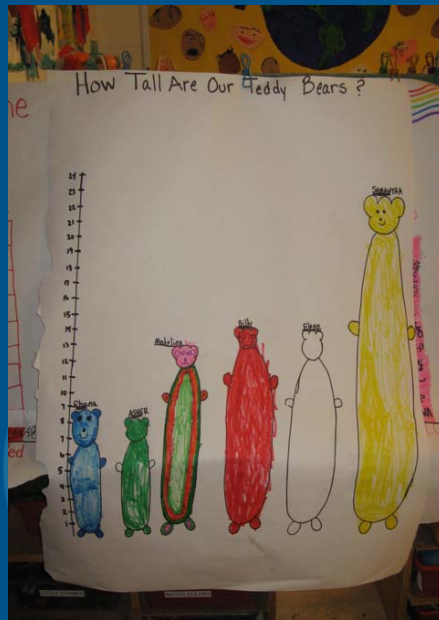
Data Set

Reliability Validity Study 1 - Program Decisions



TREND BRIEFS

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



Analysis

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



Key Findings

- Tells a story of successful teaching approaches
- Topic Areas and DAP principles that closely map to the construct of scaffolding are 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 with 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.		

*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.*



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%.



Discussion



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?



A screenshot of a web browser displaying the NAEYC website. The browser's address bar shows the URL "http://www.naeyc.org/accreditation/collaborations". The page title is "Collaborations with Promising Early Childhood Initiatives". The main content area features a large graphic with the text "CAN WE TALK?" in three colored boxes (purple, blue, yellow). Below this graphic, the text reads: "NAEYC welcomes your ideas on possible collaborations with promising early childhood initiatives". A detailed paragraph follows, explaining NAEYC's goals and the role of the NAEYC Academy for Early Childhood Program Accreditation. At the bottom of the page, there is a section titled "Accreditation of Programs for Young Children". The browser's taskbar at the bottom shows several open applications, including "start", "Novell Gro...", "Collaborat...", "Microsoft...", and "Co-Op Res...", along with the system clock showing "2:57 PM".



We're here to help...

- Program Support
accreditation.information@naeyc.org
 - TORCH
www.naeyc.org/torchinfo
 - Program Record
www.program.naeyc.org
- Scholarships to assist with fees
 - 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*

