



Sustaining Quality Throughout the Term of Accreditation

2011 National Institute for Early Childhood Professional Development

Session Goals

- Differentiate between “maintaining” and “sustaining” accreditation
- Identify approaches to sustaining quality
- Discuss how accreditation tools and criteria can be used for quality improvement
- Identify resources to support ongoing quality improvement

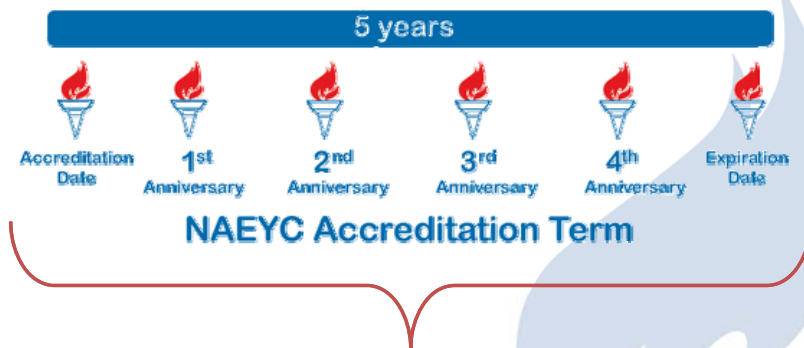


NAEYC Accreditation: Four Steps

- 1 Enrollment in **Self-Study**
- 2 Becoming an **Applicant**
- 3 Becoming a **Candidate**
- 4 **Meet and Maintain** Standards



NAEYC Accreditation: Five-Year Term



Maintain Accreditation & Sustain Quality





What are the requirements for maintaining accreditation?

Maintaining Accreditation

Requirements include:

- Submitting Annual Reports
- Notifying NAEYC of
 - critical incidents
 - major programmatic changes
- Submitting to Verification Visits
- Complying with requests for Additional Verification



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Accreditation of Programs for Young Children

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Celebrate 25 years of NAEYC Accreditation of Programs for Young Children. [Read more](#) »

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Maintaining Accreditation

- Ensures programs continue to meet Standards & Criteria
- Increases the accountability of the accreditation system
- Provides NAEYC with up-to-date program information



What does it mean to sustain something?

Definitions of Sustaining

- Provide nourishment
- Supply with necessities and support
- Strengthen with new evidence
- Hold up/support
- Maintain at length without weakening

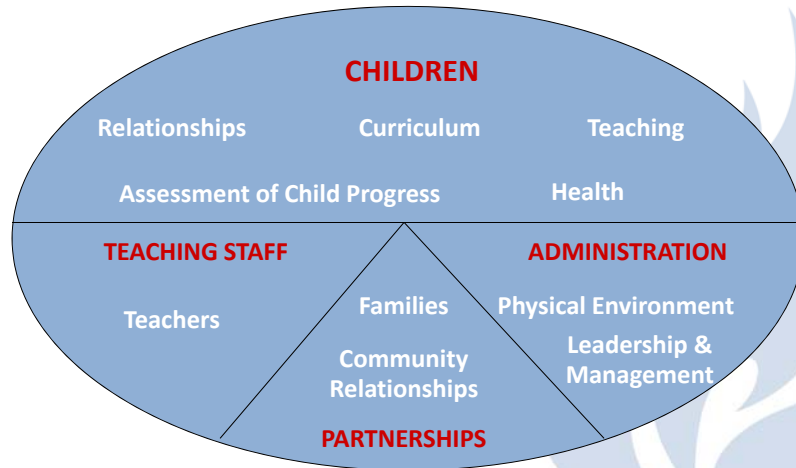


What needs to be sustained?

Quality

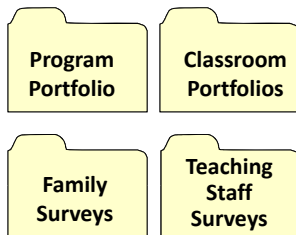
- Quality is *complex*
 - Multi-dimensional
 - Shaped and experienced by different stakeholders
- Quality is *dynamic*
 - Quality can decline if not tended
 - New challenges arise
- Quality must be sustained and improved over time

Accreditation Standards



Sources of Evidence

Written/Photographic Sources of Evidence



Observable Source of Evidence



Observable Criteria



Discussion Question

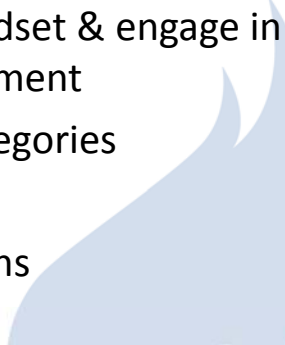


What changes has your program experienced since earning accreditation that could affect your ability to maintain the NAEYC Accreditation Standards?



What approaches can be used to sustain quality?

Strategies for Sustaining Quality

- Maintain a “self-study” mindset & engage in continuous quality improvement
 - Understand assessment categories
 - Create dynamic portfolios
 - Conduct routine observations
 - Engage staff & stakeholders
- 




Defining Self-Study

What is Self-Study?

- Reflective Practice
- Collaborative Process

Why is it important?

- Necessary for making improvements and sustaining quality
- 



Ongoing Self-Study Tasks

1. Build shared understandings of what are best practices
2. Gather evidence of your practices
3. Determine strengths & weaknesses
4. Develop improvement plans
5. Make improvements & document progress
6. Evaluate results & next steps



Collaboration

Get everyone involved!

- Program Administrator
- Teaching Staff
- Governing body (if applicable)
- Families
- Children
- Your Community



Assessment Categories

- **Required** – must be met on an ongoing basis
- **Always** – you may have missed some of these during site visit but still got accredited (room for improvement)
- **Random** – you were not assessed on all of these during site visit but still got accredited (room for improvement)
- **Emerging** -- you may be working on these




Required Criteria

- Child Supervision (3.C.02 & 3.C.04)
- Pediatric 1st aid (5.A.03)
- No physical punishment, psychological abuse or coercion (1.B.09)
- Infants “Back to Sleep” (Indicator 5.A.12.a)
- Administrator Qualifications (10.A.02)
- Program is licensed/regulated and in good standing (10.B.04)

**Must meet
100%**



Portfolios

- Classroom Portfolios
 - Marketing
 - Training new staff and substitutes
 - Evaluations
 - Program Portfolios
 - Policy & Procedure Manual
 - Training/continuity of administrators
 - Annual Evaluation
- 



Portfolios

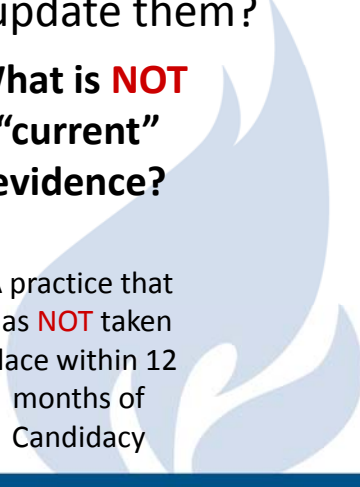
When do you have to update them?

**What is
“current”
evidence?**

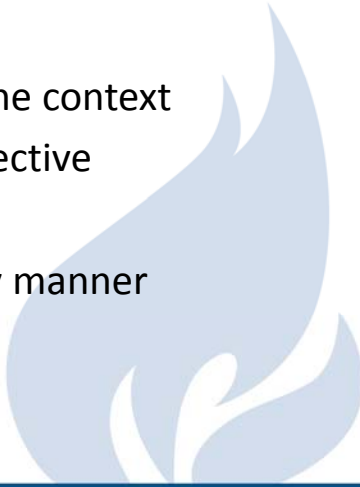
A practice that has taken place within 12 months of Candidacy

**What is NOT
“current”
evidence?**

A practice that has **NOT** taken place within 12 months of Candidacy




Observations

- Be unobtrusive
 - Take time to understand the context
 - Consider the child's perspective
 - Vary observation times
 - Provide feedback in timely manner
 - Use a variety of observers
- 



Engage Staff

- Hiring expectations & new staff orientation
 - Mentoring
 - Professional development goal setting
 - Individual
 - Linked to annual staff evaluations
 - Staff/Team meetings
 - Use NAEYC resources
 - Staff surveys
 - *Teaching Young Children*
 - Professional development resources (videos, Youtube)
- 




Engage Stakeholders

- Use NAEYC's or others' surveys to assess families' views of program
- Use NAEYC's or others' resources to communicate what ECE quality means
- Make your program visible in your community; coordinate actions with others
- Keep informed & advocate for ECE with your state and local governments



Using Accreditation Tools to Sustain Quality

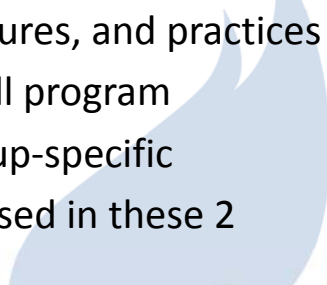
Gather Evidence Using the 5 Sources of Evidence

- **Observable Evidence:** can be directly seen in classroom and program
 - Environments
 - Practices
 - **Survey Evidence:** captures feedback from stakeholders
 - Families
 - Teaching Staff
- 



Gather Evidence Using the 5 Sources of Evidence

Portfolio Evidence:

- Documents policies, procedures, and practices
 - Program Portfolio: overall program
 - Classroom Portfolio: group-specific
 - Different criteria are addressed in these 2 portfolios
- 



www.naeyc.org/torch

Welcome

Welcome Tony
My Sites
49 online

Criteria Search

Welcome

Resource Library

Calendar

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My Preferences

Announcements

Online Seminars

Criteria Feedback

Welcome to TORCH!

naeyc Accreditation

TORCH is an online community that offers tools and resources to assist early childhood program staff and others committed to building a high quality experience for young children from birth through kindergarten. Use this site and the included resources as you work to achieve NAEYC Accreditation – the mark of quality in programs for young children.

Never participated in an online community? To learn more about common features of NAEYC online communities, please see [Welcome to COHERE 2007](#). Please note that some of the features previewed in this instructional video will be available in the near future.

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NAEYC Accreditation TORCH

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Criteria Feedback

4. Tools for Self-Assessment

- a. Guide to Self-Assessment
- b. 2008 Sources of Evidence
- c. Observable Criteria Tools
- d. Survey Tools
 - i. Family Surveys
 - ii. Teaching Staff Surveys
- e. Portfolio Tools
 - i. Classroom Portfolios
 - Classroom Portfolio Instructions
 - Classroom Portfolio Labels
 - Classroom Portfolio Tools
 - Streamlining CP Evidence
 - ii. Program Portfolio Tools

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Observable Criteria

Self-Assessment Tools



Observable Criteria Tool: Infant, Page 2 of 48

1.A.01	I-T-P-K	Random	O, FS, CP
a	Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication.		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NoOpp
<i>Look for examples of TWO-WAY communication efforts by teaching staff with families of children in the classroom. Rate 'Yes' if evidence includes clear invitations from staff to receive family communications.</i>			
1.A.03	I-T-P-K	Random	O, FS, CP
Teachers communicate with family members on an ongoing basis to...			
a	learn about children's individual needs and		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NoOpp
b	ensure a smooth transition between home and program.		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NoOpp
<i>Evidence may include things such as dialogue books, whiteboards that describe what children are doing, or conversations with family members who are in the classroom. At least two examples of communication must be seen, one of which could be part of introductory materials.</i>			



Portfolios

Self-Assessment Tools



Classroom Portfolio Tool: Preschool, Page 2 of 25

1.A.01	I-T-P-K	Random	O, FS, CP
a	Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Look for examples of TWO-WAY communication efforts by teaching staff with families of children in the classroom. Rate 'Yes' if evidence includes clear invitations from staff to receive family communications.</i>			
1.A.03	I-T-P-K	Random	O, FS, CP
Teachers communicate with family members on an ongoing basis to...			
a	learn about children's individual needs and		<input type="checkbox"/> Yes <input type="checkbox"/> No
b	ensure a smooth transition between home and program.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Evidence may include things such as dialogue books, whiteboards that describe what children are doing, or conversations with family members who are in the classroom. At least two examples of communication must be seen, one of which could be part of introductory materials.</i>			



Surveys

Self-Assessment Tools



NAEYC Self-Assessment Teaching Staff Survey
For Use in Step 2: Application/Self-Assessment
Page 2 of 5

and provide children opportunities to learn in a language they are comfortable with. (2.D.01, 2.D.02)			
3. We limit the use of passive media such as television, videos, and tapes to developmentally appropriate programming. (2.H.01)	Y	N	DK
TEACHING			
1. I work with other program and teaching staff as a team to implement daily teaching and learning activities. (3.A.01)	Y	N	DK
2. For teaching staff working with infants only: The teachers talk to families of infants about how they meet their child's needs at home, and use the information in planning opportunities and materials. (3.G.06)	Y	N	DK NA
ASSESSMENT			
1. Teachers assess the developmental progress of each child across all developmental areas. (4.C.02)	Y	N	DK



Optional Resources

Print PP or CP criteria labels from TORCH

<i>/Standard 1: Relationships</i>	<i>Topic Area 1.A. Building Positive Relationships Among Teachers and Families</i>	1.A.01 Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication.
1.A.03.a Teachers communicate with family members on an ongoing basis to a. learn about children's individual needs.	1.A.03.b Teachers communicate with family members on an ongoing basis to b. ensure a smooth transition between home and program.	1.A.04 Teachers are sensitive to family concerns and reassure family members who are concerned about leaving children in non-family care.
1.A.05 Teachers share information with families about classroom rules, expectations and routines not only at enrollment but also as needed throughout the year.	<i>Topic Area 1.C. Helping Children Make Friends</i>	1.C.03.a Teaching staff support children as they practice social skills and build friendships by helping them a. enter into [play]



Optional Resources

Build electronic portfolios using:

EasyFolio Portfolio Manager

www.portfoliomyday.com

SchoolChapters

www.schoolchapters.com



Using Criteria to Sustain Quality

Using Criteria to Sustain Quality

Topic Area 10.F

- Program Evaluation
- Program Accountability
- Continuous Improvement



Using Criteria to Sustain Quality

Topic Area 10.F

Program Evaluation should be:

- Regular – *at least* annually
- Collaborative – *at a minimum* include administrators, families, and staff
- Comprehensive – inclusive of all standards
- Based on valid and reliable processes for gathering data and evidence



Key Tasks for Program Evaluation

- Seek input and gather information
 - Families, staff, children’s progress, community
- Reflect on current practices
 - Review policies, procedures, and practices
- Make necessary improvements
 - Revise policies, procedures and practices
- Share evaluation findings



Using Criteria to Sustain Quality

- The Standards and Criteria are inter-related
- Consider other Standards, Topic Areas or Criteria that may be particularly relevant to continuous program quality improvement
- For example, Topic Area 10.B. Management Policies and Procedures
- What else?

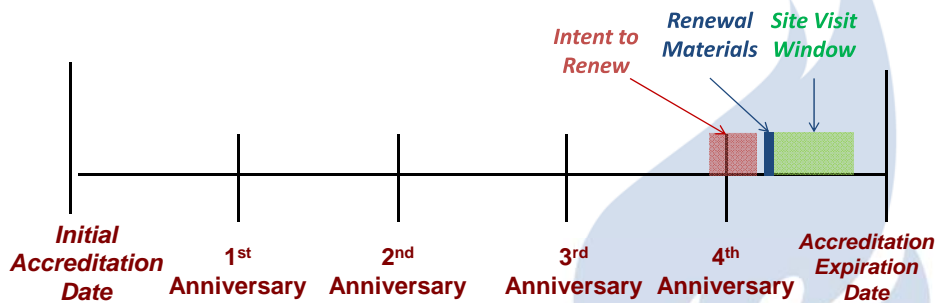




Pursuing Accreditation for Another 5-Year Term

Streamlined Renewal Process

Preparing for Renewal





NAEYC Accreditation of Programs for Young Children Supports & Resources

NAEYC Accreditation of Programs for Young Children Program Support Resources

Resources available for NAEYC-Accredited programs and programs engaged in the accreditation process.

TORCH The Online Resource Center Headquarters at www.naeyc.org/torch, is an easily available tool, at no cost, for anyone interested in the standards and criteria or engaging in the NAEYC Accreditation process. TORCH provides a searchable database of the criteria and related information as well as tools to help programs engage in self-study and self-assessment.

E-Update the monthly e-newsletter, provides the latest information on NAEYC Accreditation and announcements of new helpful resources for NAEYC-Accredited programs or programs in the accreditation process. Sign up to receive this useful newsletter at www.naeyc.org/academy in the "Get Help & Resources" section of our website.

NAEYC Website contains information about the NAEYC Accreditation process and related subjects for programs interested in accreditation, pursuing accreditation, currently accredited, and accreditation facilitation projects. www.naeyc.org/academy. Check out the "Get Help & Resources" section.

Accreditation Training Center focuses on developing and delivering training programs needed to better understand and navigate the NAEYC Accreditation process. Available at our national and Affiliate conferences, at headquarters, and through online "listen & learn" presentations and webinars. Visit the Training Center at www.naeyc.org/academy, then "Get Help & Resources."

Accreditation Information Center provides prompt, reliable responses to your questions about NAEYC Accreditation. An expert accreditation coordinator can be e-mailed or contacted at 1-800-424-2460, option 3, then option 1. accreditation.information@naeyc.org

Promotional Videos View four short videos produced for your use on YouTube. Upload them to your website and share at staff and parent meetings and conferences. www.youtube.com/naeyc/videos. All four videos are available on one DVD through the NAEYC Online Store at www.naeyc.org/store.

Right Choice for Kids Brochures and Other Promotional Materials Brochures designed for families and the community describe NAEYC's Accreditation process and emphasize its role in ensuring high-quality early childhood education. Posters, magnets, and pens can help you celebrate your accreditation. www.naeyc.org/store.



NAEYC Academy Website




www.naeyc.org/academy

TORCH



www.naeyc.org/torch

E-Update



Accreditation of Programs for Young Children

e-Update

Academy site | TORCH | Help & Resources | NAEYC site

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Enhanced Accredited Program Search

April 23, 2010

INSIDE e-Update

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[Criteria Addressing Supervision - Clarification of Guidance Updates](#)

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Scholarships

SCHOLARSHIP PROGRAM for NAEYC Accreditation Fees

NAEYC Accreditation Scholarships are awarded to **Programs for Young Children** primarily on the basis of financial need and are available to programs seeking NAEYC Accreditation, ready to engage in self-study, as well as to programs seeking to maintain their NAEYC Accreditation.

NAEYC Accreditation Scholarships subsidize the fees associated with achieving and maintaining NAEYC Accreditation, including fees for:

- Enrollment in Self-Study (Step 1)
- Application and Self-Assessment (Step 2)
- Candidacy (Step 3)
- Annual Reports

Programs may apply for NAEYC Accreditation Scholarships corresponding with different steps of the process, but must submit a new application and supporting documents for each step.

AVAILABLE NOW!

www.naeyc.org/academy/scholarships to download the scholarship application. For more information contact: Accreditation Program Support Information Center at **800-424-2460 option 3, then option 1** or email accreditation.information@naeyc.org



Core funding for the NAEYC Scholarship fund is provided by NAEYC along with generous support by the F.B. Heron Foundation, the Kresge Foundation and the W.K. Kellogg Foundation.



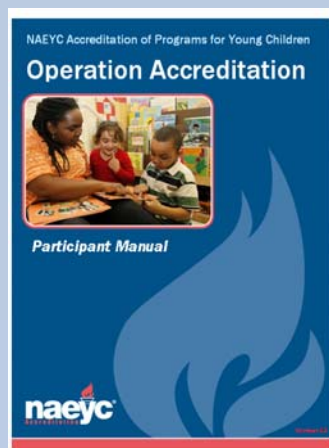
Information Center

1-800-424-2460 option 3, option 1

accreditation.information@naeyc.org



Training Center



- NAEYC's Annual Conference & Professional Development Institute
- Affiliate & National Conferences
- Full day workshops
- Short seminars
- Listen & Learn webinars



Right Choice for Kids Website



www.rightchoiceforkids.org

“I think one of the greatest advances to child care was the creation of NAEYC’s accreditation system, which has helped so much to raise the quality of programs.”

T. Berry Brazelton

