



Through the Assessor's Eyes: How Classrooms are Observed during the NAEYC Site Visit

National Institute for Early Childhood
Professional Development

June 13, 2011

Welcome and Introductions

- Who are we?
 - NAEYC Staff introductions
- Who are you? Participants'
 - Work roles
 - Accreditation status
 - Types of programs
- What do you want to learn today?



Consultation Request Form



Academy for Early Childhood Program Accreditation
Consultation Request

By understanding your program's status in the accreditation process and learning more about the topic you would like to discuss in advance, we can be better prepared to fully respond to your needs. Once we receive this information we will contact you to determine the best time to schedule a telephone consultation with your Accreditation Coordinator.

To schedule a consultation:

Fax this form to: 202-350-8980 OR
Call 1-800-424-2460, Ex. 8006 OR
Email this form to: accreditation.information@naeyc.org

Business Hours:

9am to 5pm ET,
Monday through Friday

*** Fields are Required! ***

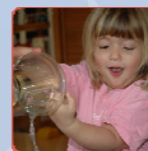
*Your Name:		
Program Name:		
*Phone Number:	NAEYC Program ID number (if known):	
City:	NAEYC Accreditation Coordinator (if known):	
State:		
*E-Mail Address:		
*Date of Request:		
My question is about (check all that apply):		
<input type="checkbox"/> Candidacy	<input type="checkbox"/> Groups	<input type="checkbox"/> Criteria
<input type="checkbox"/> Accreditation Process	<input type="checkbox"/> Portfolios	<input type="checkbox"/> Fees

Your Question, Problem or Comment:



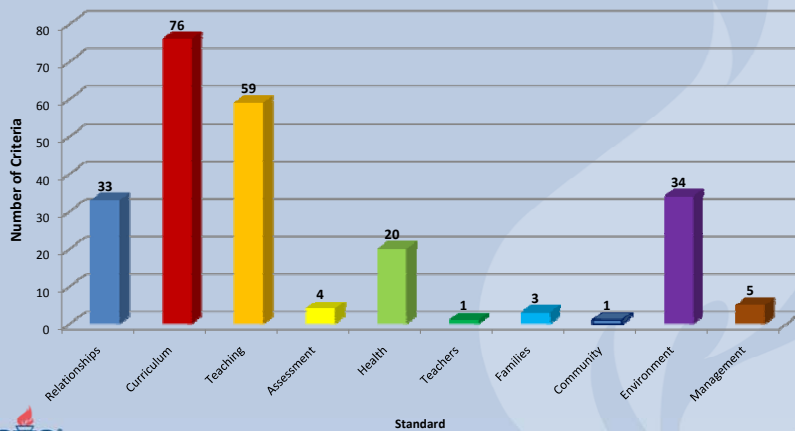
Workshop Objectives

- Learn how assessors approach the rating of classroom evidence
- Avoid common pitfalls
- Consider observational highlights
- Focus on required criteria
- Access NAEYC resources to help you prepare



Observable Criteria

What is Included?



What is Evidence?

- Everything seen, heard, smelled & felt
- All the children's environments
- Behavior of staff and children
 - what is done
 - sometimes what does not occur (that might have or should have occurred)
 - how unexpected events are handled
- Time dimension
- The whole (more than sum of parts)



Exercise: Where will the Assessor see your quality practices?

- What is the best **learning center** in one of your classrooms?
- What does “best” mean to you in this context?



Describe a **playground activity** your program does that does not involve stationary play structures (e.g., climbers, swings) or trikes. What learning goals does the activity serve?





Describe a **wall display** in one of your classrooms that you especially like.

Why?



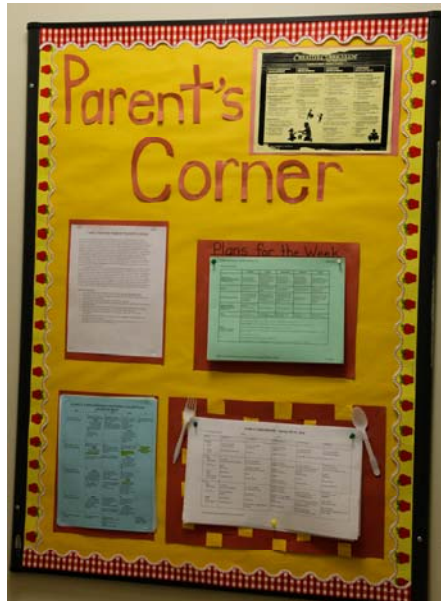
- Name a **teaching technique** used at your program that you find quite successful.
- Is this widely done at your program, or something only certain staff do?



Name something a visitor would see in your classroom that reflects the **community** in which your program is located.



Discussing the class book of "Things We Do in our Community". Each family sent in pictures, and we added in pictures of class walks and field trips.



Name some things a visitor would see in your classrooms that reflect **communication** taking place between teaching staff and parents.

Overview of the Site Visit Assessment

- Scoring Rules for Site Visit
 - 80% pass rate for each standard
 - 70% pass rate for each group
- Evidence-Based Assessment
- Assessment Tools:
 - Group Observable Evidence & Program Observable Evidence
 - Program & Classroom Portfolios
 - Family & Teaching Staff Surveys



Overview of the Site Visit Assessment

- Sampling of Groups
 - 50% of all groups
 - All age categories the program serves
 - All sites included in the program
 - Random selection within age categories
- Ratings on group-specific tools are also used to rate standards
- Assessment protocols
 - Are fully transparent (see www.naeyc.org)
 - Assure reliability of the assessment
 - Are revised periodically as our system evolves



Defining Groups

A “group” is defined for NAEYC accreditation as

- eligible aged children
- who are collectively assigned to a specific teacher or teaching team,
- for at least 2 continuous hours,
- in a defined space,
- and limits intermingling with children from other groups.

NAEYC defines groups based on the children, not the teaching staff or physical space (although these do factor into the equation to an extent).



Defining Groups

- If children from multiple “groups” intermingle for at least 2 hours, or a group’s composition changes by at least 50%, or if both occur, then a new “group” is formed.
- Part-Day/Part-Week groups are considered separate “groups”.
- Each “group” must be prepared to demonstrate high quality practice through Observation and Classroom Portfolio.



Eligible Age Categories

Age Category	Age Range
Infant	Birth – 12 Months
Infant OR Toddler/Two*	12 Months – 15 Months
Toddler/Two	15 Months – 30 Months
Toddler/Two OR Preschool*	30 Months – 36 Months
Preschool	3 Years (36 Months) – 5 Years
Kindergarten	Designated Kindergarten Children

* Programs can determine the age category for children whose ages fall into the overlapping months.



School Age Children

Groups of children that are School Age (1st grade and up) are not considered to be eligible for NAEYC Accreditation, unless:

- The school age children are intermingling with eligible aged children for 2 hours or more
- and**
- this resulting group is comprised of at least 50% eligible aged children.



Group Observation Protocol

- A group observation is 60 minutes with two possible 10-minute time exceptions (environments, sleeping infants)
- Observation can occur at any time as long as at least one child is awake for at least 20 minutes.
- Assessors
 - shouldn't change the observation times
 - will remain with the children; go on the walk, go to the special, go outside.
 - will be unobtrusive. They will move if they are in the way.



Group Observation Protocol

- Assessors will:
 - Sit on chairs or floor; not tables, shelves or on chairs near the activities.
 - Refrain from talking.
 - Silence their phones. No phone calls or text messages.
 - Keep a pleasant or neutral facial expression.
 - Shouldn't engage children. If children approach, they will answer them but will also re-direct.
 - Consider all teacher – child interactions when completing ratings



Group Observation Protocol

- Assessors will note if staff are not with the group for the entire observation (for rating 5.A.03)
 - Assessors will ask for staff names if they don't hear their names or if they don't have on name tags.
- Notes: Be objective; state facts
 - Record generally what was happening during the period
 - What was observed that led to negative ratings for specific criteria or indicators
 - Equipment and materials: what's there; what needs more



Rating during Observations

- Whole-observation-period criteria (e.g., consistent, predictable care)
- Rate-as-they-occur criteria (e.g., diapering)
- Certain-times-of-day criteria (e.g., food related)
- Read criterion guidance before you rate
- “No Opp”: Wait to rate!
- Rate materials & equipment in learning centers when children aren't occupying
- Timing and pacing improves after a few observations





2.C.01	I-T	Random	O, CP
Infants and toddlers/twos are provided:			
a	an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement.		<input type="checkbox"/> Yes <input type="checkbox"/> No
They have multiple opportunities to practice emerging skills in:			
b	coordination, movement and balance, and		<input type="checkbox"/> Yes <input type="checkbox"/> No
c	perceptual-motor integration.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Perceptual motor integration relates to the manner by which a child takes in sensory information, processes and interprets the information, and then responds automatically to it. Some examples of "perceptual motor integration" could include stacking blocks, ring stacking, crawling through tunnels, copying visual cues or completing puzzles.</i>			

2.C.02	I-T	Random	O, CP
a	Infants and toddlers/twos have multiple opportunities to develop fine-motor skills by acting on their environments using their hands and fingers in a variety of age-appropriate ways.		<input type="checkbox"/> Yes <input type="checkbox"/> No

2.D.02	I-T-P-K	Random	O, FS, TS, CP
a	Children are provided opportunities to experience oral and written communication in a language their family uses or understands.		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>If English is the only language spoken by families, rate as 'Yes'.</i>			



Video Observation



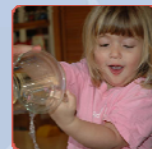
Common Pitfalls

- Inconsistent or incomplete hand washing
- Poor supervision on the way to, and in, bathrooms
- Poor supervision on the playground
- Poor supervision of infant sleeping areas
- Little evidence of diversity in the curriculum materials
- Few or no science materials available
- Bad transitions



Common Pitfalls

- “Ringers”: adding extra staff, or staff who are more experienced, but not necessarily with these kids. It shows.
- No lesson plans posted
- No daily schedule posted
- Classroom displays: not enough child product; not displayed at child eye level; too much stuff altogether, making for a cluttered sensory overload visual experience.



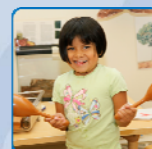
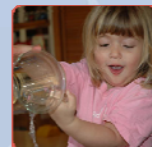
Common Pitfalls

- Teachers jumping in too quickly to solve children's conflicts, and being too directive
- Teachers who are so frightened by the presence of Assessors that they are not themselves with the kids.
- Trying to show the assessor everything through too many teacher-directed activities during the observation hour. Inappropriately long circle times, for instance.



Common Pitfalls

- Babysitting on the playground
- Nothing new or planned on the playground
- Noisy classroom / music on all the time
- No real conversations: Communications all about management issues ("Do you want more juice?")
- No evidence of the real community or natural environment outside the program



Observational Highlights

- Calm voices; classroom feels peaceful
- Frequent joy -- laughter, singing, dancing, appreciation of children
- Posted lesson plans and daily schedules
- Teamwork
- Conversations with children and parents



Observational Highlights

- Learning centers available
- Good cleaning and sanitation practices: Smells good!
- Scaffolding
- Evidence of emergent curriculum
- Children's work products around the room
- Well-functioning group routines
 - Children know what is expected
 - Appropriate, successful transitions
 - Supervision practices



Required Criteria in Observation

- (No) Physical Punishment, Psychological Abuse or Coercion (1.B.09)
- Pediatric First Aid (5.A.03)
- Back-to-Sleep (5.A.12)
- Supervision (3.C.02 & 3.C.04)



Supervision Activity



NAEYC Accreditation criteria related to supervision are critical to the health and safety of young children in early childhood programs. NAEYC has developed an activity to help teaching staff reflect on and improve their supervision practices. Use the [Supervision Room Arrangement Activity for Teaching Staff](#) to identify blind spots in your classroom and ensure appropriate supervision of young children throughout your program. This resource compliments the [Program Administrator Guide to Evaluating Child Supervision Practices](#), which was developed to support program administrators in policy development related to supervision.

If the hyperlinks above do not work, please copy and paste the following URLs into your web browser:
<http://www.naeyc.org/academy/files/academy/file/SupervisionRoomArrangementActivity.pdf>
<http://www.naeyc.org/files/academy/file/SupervisionResource.pdf>



NAEYC Accreditation of Programs for Young Children **Supports & Resources**

naeyc ACCREDITATION **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 assuring high-quality early childhood education. Plans, magnets, and pens can help you celebrate your accreditation. www.naeyc.org/store.

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naeyc ACCREDITATION

NAEYC Academy Website

naeyc ACCREDITATION **www.naeyc.org/academy**

TORCH

naeyc Accreditation **TORCH**
 THE ONLINE RESOURCE CENTER HEADQUARTERS
 TO SUPPORT NAEYC ACCREDITATION

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 Welcome Tony
 Welcome to TORCH!

Criteria Search
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 Help Desk
 My Preferences
 Assessments
 Online Surveys
 Criteria Feedback

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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 the 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: [2008, 2009, & 2010 User Guides](#). Please note that some of the features presented in this instructional video will be available in the near future.

www.naeyc.org/torch

naeyc Accreditation NAEYC Accreditation TORCH
 Welcome Tony
 Home

Criteria Search
 Welcome
 Resource Library

TORCH: The Online Resource Center Headquarters

Accessing the TORCH Resource Library

4. Tools for Self-Assessment

The completion of the Tools for Self-Assessment are required and will help you to prepare and organize official documentation for Candidacy and your Site Visit.

➔ a. Guide to Self-Assessment	(1)	This document will provide your program with guidance as you approach Self-Assessment.
➔ b. 2008 Sources of Evidence	(1)	The Sources of Evidence Spreadsheet lets you know where your assessor will be looking for evidence that demonstrates how your program meets criteria. Use this document to organize your program's progress as you organize evidence during Self-Assessment.
➔ c. Observable Criteria Tools	(11)	Use these tools to prepare the Observable Criteria Source of Evidence.
➔ d. Survey Tools		Use these tools to prepare the Family Survey and Teaching Staff Survey Sources of Evidence.
➔ i. Family Surveys	(3)	The Family Survey tools in this folder must be completed by the program prior to the site visit by the NAEYC Assessor(s).
➔ ii. Teaching Staff Surveys	(2)	The Teaching Staff Surveys in this folder must be completed by the program prior to the site visit by the NAEYC assessor(s).
➔ e. Portfolio Tools	(3)	This presentation focusing on the development of portfolios was created for the 2008 NAEYC Conference and Expo.
➔ i. Classroom Portfolios		The teaching team for each group of children will use these tools to complete a Classroom Portfolio.
➔ Classroom Portfolio Instructions	(1)	Learn about the Classroom Portfolio
➔ Classroom Portfolio Labels	(10)	These labels are optional and programs can still choose to organize their portfolios in any way they choose.
➔ Classroom Portfolio Tools	(11)	These tools mirror the tools used by the NAEYC Assessor to review Classroom Portfolios during the site visit.
➔ Streamlining CP Evidence	(1)	Get tips to create Classroom Portfolios more quickly and easily than ever.
➔ ii. Program Portfolio Tools	(3)	Program leadership will use these tools to complete the Program Portfolio.

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E-Portfolios

- See E-Portfolio Tip Sheet
- May be a variety of formats
 - EasyFolio
 - School Chapters
 - PowerPoint



E-Update

A screenshot of the NAEYC e-Update newsletter. At the top left is the NAEYC Accreditation logo. To its right is the text "Accreditation of Programs for Young Children". Below this is a large blue banner with the word "e-Update" in white. Underneath the banner is a navigation bar with links for "Academy site", "TORCH", "Help & Resources", and "NAEYC site". The main content area is divided into two columns. The left column is titled "Contents" and lists several items with bullet points: "Listen & Learn webinars Now Available", "Criteria Addressing Supervision - Clarification of Guidance Updates", "Visit the New Right Choice for Kids Web Site Today", "Program-Wide Training Plans for Criteria in Standard 6: Teachers", "Accreditation Scholarships", and "NAEYC Seeks your Feedback Regarding Step 2: Application/Self-Assessment". The right column is titled "April 23, 2010" and "INSIDE e-Update". It contains a "Contents" section with links to "Listen & Learn webinars Now Available", "Criteria Addressing Supervision - Clarification of Guidance Updates", and "Visit the New Right Choice for Kids Web Site Today".



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.



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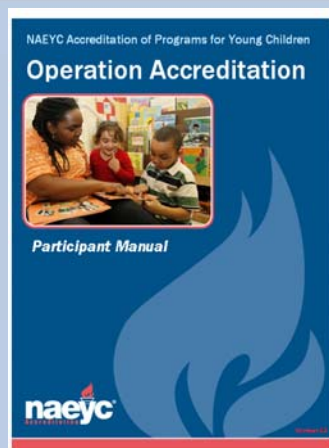


Contact Us

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

