



Preparing for a Site Visit: The Assessor's Perspective

Learning Objectives

- **Review the essentials of the accreditation process as it relates to observable evidence.**
- **Examine how assessors approach rating all elements of the class environment.**
- **Examine how administrators prepare for the site visit.**
- **Describe practices related to key areas that are routinely assessed.**

Four Steps of NAEYC Accreditation

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

Self Study: Continuous Quality Improvement

Continuing to build shared understandings of best practices

Determining program strengths and weaknesses

Continuing to gather evidence as your program changes and improves

Orienting new staff to quality practices and preventing slippage

What is Observable Evidence?

Everything that can be seen, heard, smelled, and felt

All the children's environments

Behavior of staff and children

- what is done
- sometimes what does not occur
- how unexpected events are handled

Time dimension

The whole (more than sum of parts)

Site Visit Assessment: Item Counts

	Current Indicators*	Current SV Items	% Change
Standard 1	84	26	-69%
Standard 2	206	104	-50%
Standard 3	136	53	-61%
Standard 4	52	20	-62%
Standard 5	132	43	-67%
Standard 6	42	45	+7%
Standard 7	30	13	-57%
Standard 8	18	9	-50%
Standard 9	105	21	-80%
Standard 10	124	60	-52%
Totals	929	394	-58%

Overview of the Site Visit Assessment

Scoring Rules for Site Visit

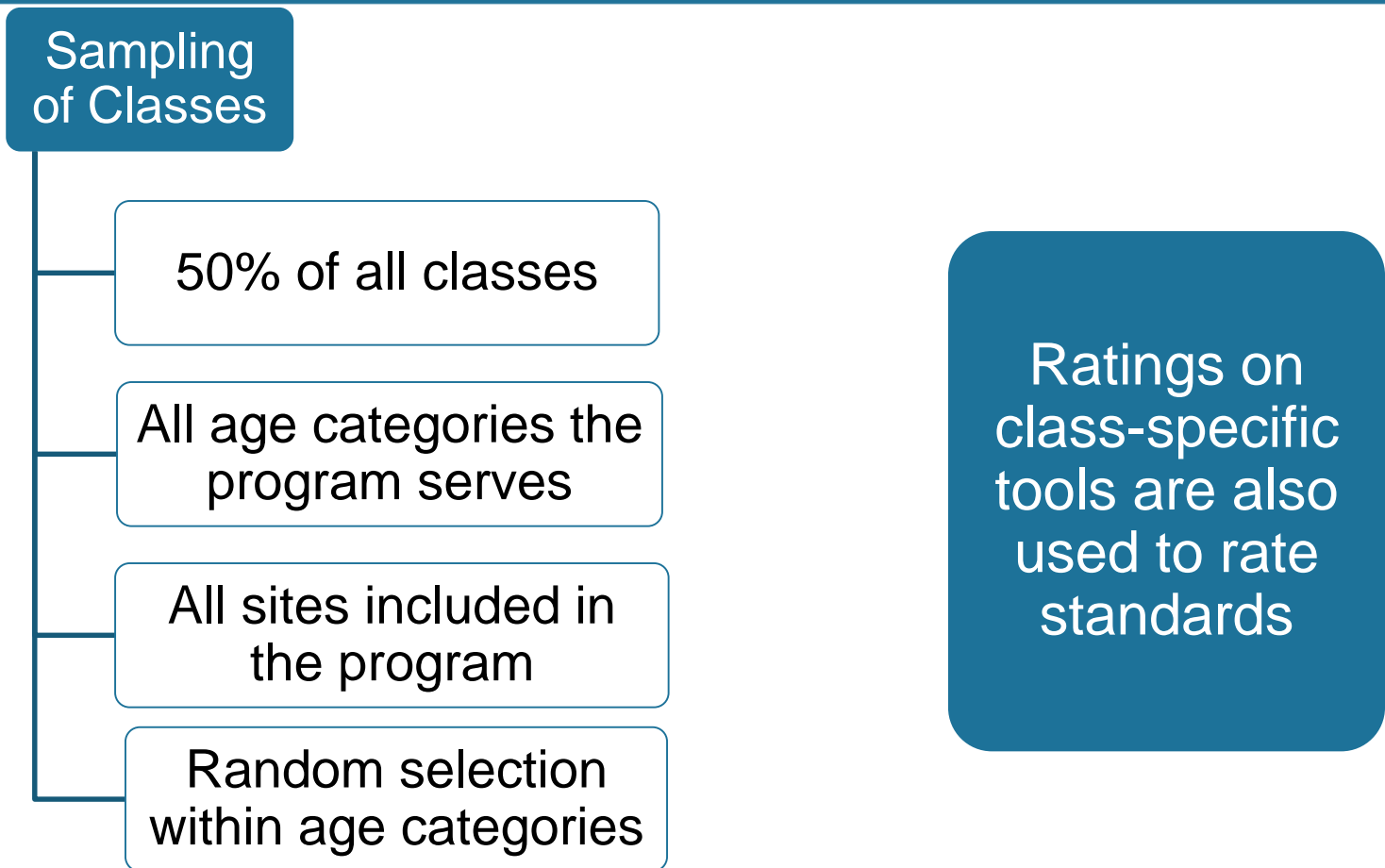
- 80% pass rate for each Standard
- 70% pass rate for each class

Evidence-Based Assessment

Assessment Tools:

- Class Observation & Program Observation
- Program & Classroom Portfolios
- Family & Teaching Staff Surveys

Overview of the Site Visit Assessment



Defining Class

A “**class**” is defined for NAEYC Accreditation as

- eligible aged children
- who are assigned to a specific teacher or teaching team
- for more than 2 continuous hours
- in a defined space
- and limits intermingling with children from other classes

Class Observation Protocol

A group observation is *at least* 60 minutes, with two possible 10-minute time exceptions (environments, sleeping infants)

Observations 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
- will be unobtrusive (i.e., move if they are in the way)

Class Observation Protocol

Assessors will:

- Sit on chairs or floor; not in group activities
- Refrain from talking with staff
- Silence and not use their phones
- Keep a pleasant or neutral facial expression
- Not engage children unless approached
- Consider all teacher-child interactions when rating
- Note if staff are not with class for the entire observation
- Be objective: state facts and record

Key Areas Routinely Assessed During Observations

Relationships/Interactions (Standard 1)

Curriculum (Standard 2)

Teaching Practices (Standard 3)

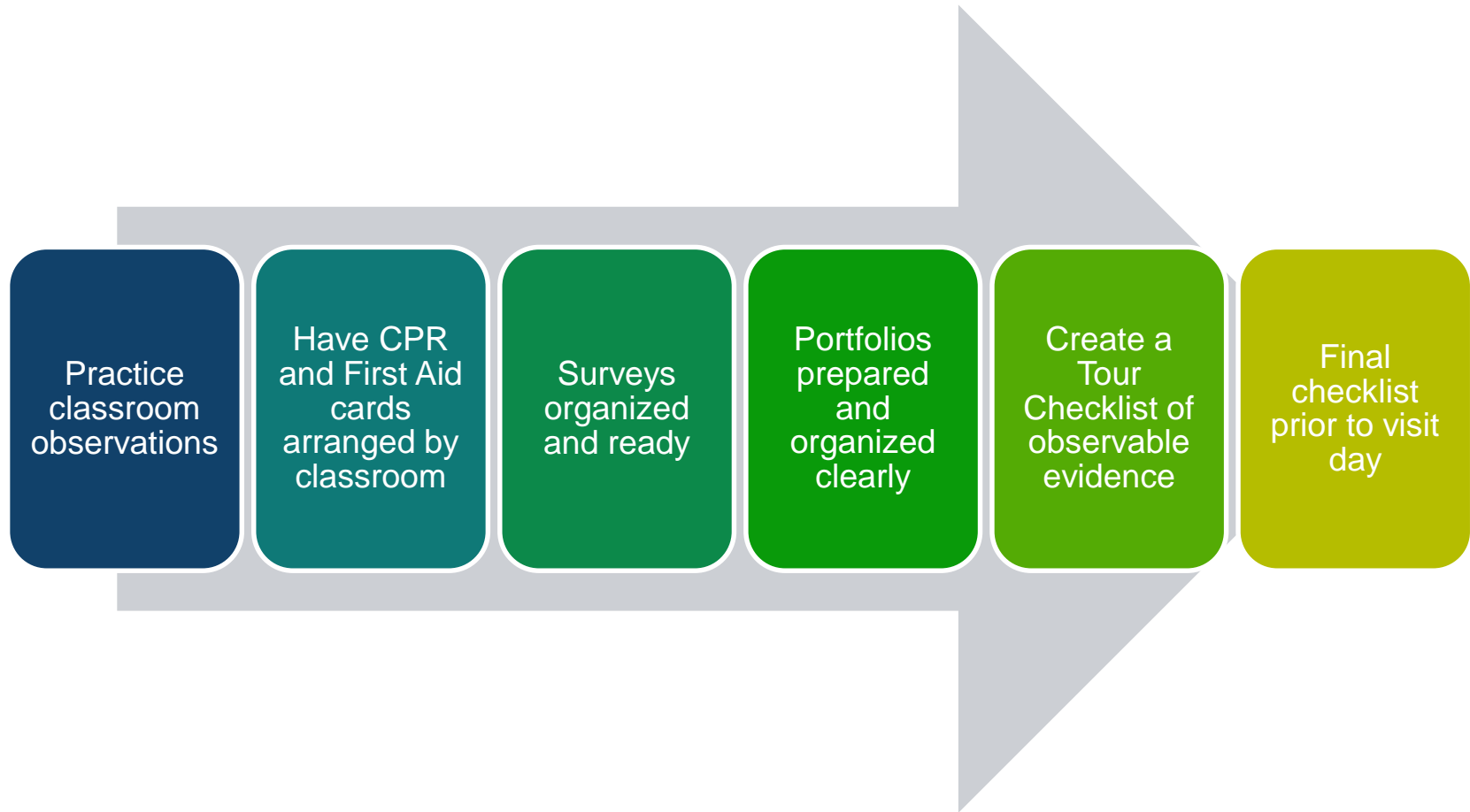
Health and Safety Practices (Standard 5)

Environments (Standard 9)



Preparing for the Site Visit

For the Administrator



For the Teachers



Key Areas Routinely Assessed During Observations

Relationships/Interactions

- What kinds of conversations are occurring within the classroom?
- What is the overall tone of the room?
- Is there consistent behavior management?
- Is there true conversation as well as “management” talk?

Key Areas Routinely Assessed During Observations

Curriculum

- Equipment: Varied? Enough? Accessible?
- Books: Various types; integrated into learning centers
- Curriculum often unfolds through self-chosen play activities
- Is it meaningful and purposeful for children? Are all engaged?
- Some individualized curriculum?

Key Areas Routinely Assessed During Observations

Teaching Practices

- Is there evidence of DAP?
- Balance of child-directed and teacher-directed activities
- How do teachers respond to conflict?
- What do transitions look like?
- Is there some individualized and/or small group teaching?

Key Areas Routinely Assessed During Observations

Health and Safety Practices

- Is there an apparent routine?
- Consider smells!
- What do supervision practices look like?
- Hand hygiene, diapering, and other important sanitary routines
- Choking hazards, tripping hazards, trash on playground

Key Areas Routinely Assessed During Observations

Environments

- How are the children's environments being utilized?
- Playgrounds
- Availability of materials in centers
- Classroom displays
- What feeling do you get when you're in the room?

Required Criteria in Observation

- No Physical Punishment or Coercion (**1.B.09**)
- First Aid and Pediatric CPR (**5.A.03**)
- Back-to-Sleep on infant sleep surface approved by CPSC (**5.A.12 a**)
- Supervision appropriate to age (**3.C.02 and 3.C.04**)



Questions?

We're here to help...

Conference sessions, seminars, and webinars

Program News (E-updates)

Local Support (AFPs, Affiliates)

On-site training

NAEYC website

Quality Improvement & Program Support Team @ 1800-424-2460 option 3

* During the conference we're also in booth #1404!





Thank you!