



**THE SELF-STUDY REPORT TEMPLATE**  
**ASSOCIATE, BACCALAUREATE, AND INITIAL MASTER'S DEGREE**  
**PROGRAMS**

**FIRST-TIME ACCREDITATION**

***[ENTER INSTITUTION NAME HERE]***

***[ENTER PROGRAM NAME(S) HERE]***

# Table of Contents

<b>PROGRAM INFORMATION AND CONFIRMATION OF ELIGIBILITY REQUIREMENTS .....</b>	<b>3</b>
Program Information .....	3
Confirmation of Eligibility Requirements .....	4
<b>DESCRIPTION OF THE COMPONENTS OF THE SELF-STUDY REPORT .....</b>	<b>5</b>
<b>THE ACCREDITATION STANDARDS.....</b>	<b>7</b>
Standard A: Program Identity, Candidates, Organization and Resources .....	7
Standard B: Faculty Characteristics and Quality, Professional Responsibilities and Professional Development .....	15
Standard C: Program Design and Evaluation .....	20
Standard D: Developing Candidate Proficiency in the <i>Professional Standards and Competencies</i> .....	27
Standard E: Ensuring Candidate Proficiency in the <i>Professional Standards and Competencies</i> .....	29
Standard F: Field Experience Quality .....	32
<b>EVIDENCE EXHIBITS .....</b>	<b>37</b>
Evidence Exhibit One: Faculty Qualifications Chart .....	37
Evidence Exhibit Two: Program of Study .....	38
Evidence Exhibit Three: Learning Opportunities .....	39
Evidence Exhibit Four: Program Outcome Measures .....	62
Evidence Exhibit Five: Key Assessments of Candidate Proficiency in the Professional Standards and Competencies for Early Childhood Educators .....	66
Evidence Exhibit Six: Collecting, Analyzing, and Using Candidate Performance Data to Improve Teaching and Learning Related to the Professional Standards and Competencies .....	88
Evidence Exhibit Seven: Field Experiences .....	101
<b>REPORT COMPLETION CHECKLIST AND SUBMISSION INSTRUCTIONS .....</b>	<b>103</b>

FormRevAug2021

## Program Information and Confirmation of Eligibility Requirements

<b>Institution name</b> (Please use the full, official name of the institution)	
<b>Has the name of the institution changed in the past five years?</b>	<input type="checkbox"/> No <input type="checkbox"/> Yes. Previous institution name: _____
<b>Physical address of main campus</b>	
<b>Mailing address (if different from physical)</b>	
<b>Billing address for invoices (if different from physical/ mailing)</b>	
<b>Website address</b>	
<b>Date submitted</b>	

Please complete the following chart for each degree program seeking accreditation (add rows as needed):

Program Type and Name	Current Enrollment	Level of educator prep	Which course delivery options are available?
<input type="checkbox"/> AA <input type="checkbox"/> AAS <input type="checkbox"/> AS <input type="checkbox"/> AST <input type="checkbox"/> BA <input type="checkbox"/> BS <input type="checkbox"/> BSEd <input type="checkbox"/> MA <input type="checkbox"/> MS <input type="checkbox"/> MEd <input type="checkbox"/> Other: _____  Name (e.g., Early Childhood Education; Child Development): _____		<input type="checkbox"/> ECE II <input type="checkbox"/> ECE III	<input type="checkbox"/> Courses are available in-person <u>and</u> online (if checked, indicate percentage of courses available online) <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 1-25% <input type="checkbox"/> 26-50%           </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 51-99% <input type="checkbox"/> 100% available online           </div> <input type="checkbox"/> Program is <u>only</u> in-person (no online courses available) <input type="checkbox"/> Program is <u>only</u> online (no in-person courses available)

If the full program operates on multiple campuses/at multiple locations, please complete the following chart. Do not include locations where only a select few courses are offered (add rows as needed):

Campus/Location Name	Distance from Main Campus	Current Enrollment

### **Confirmation of Eligibility Requirements**

The Accreditation Eligibility Requirements are objective, baseline criteria that programs must meet in order to pursue accreditation. The requirements affirm that the institution in which the program is housed is in good standing, that the program meets a threshold regarding early childhood content and has faculty with the required early childhood academic credentials.

**By completing this form, each individual listed below confirms the following:** 1) Our institution intends to pursue accreditation for the degree program(s) listed above. 2) Each degree program listed on this Self-Study Report is maintaining each of the eligibility requirements listed in the Accreditation Handbook. 3) We verify that the information contained in this report is complete per the Self-Study Report Completion Checklist at the end of the template and is an accurate representation of the program's characteristics. 4) We have read the most recent version of the Accreditation Handbook and agree to adhere to the policies and procedures as described.

<b>Primary Contact (Faculty member representing the program)</b>	
<b>Name</b>	
<b>Courtesy Title</b>	<input type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Mx. <input type="checkbox"/> Other (please specify): _____
<b>Job Title</b>	
<b>Work Phone</b>	
<b>Email</b>	
<b>Does this person meet eligibility requirement #6? (if no, secondary contact must meet this requirement)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>Secondary Contact (Faculty member representing the program)</b>	
<b>Name</b>	
<b>Courtesy Title</b>	<input type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input checked="" type="checkbox"/> Ms. <input type="checkbox"/> Mx. <input type="checkbox"/> Other (please specify): _____
<b>Job Title</b>	
<b>Work Phone</b>	
<b>Email</b>	
<b>Does this person meet eligibility requirement #6? (if no, primary contact must meet this requirement)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>President, Dean or other administrator representing the institution:</b>	
<b>Name</b>	
<b>Courtesy Title</b>	<input checked="" type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Mx. <input type="checkbox"/> Other (please specify): _____
<b>Job Title</b>	
<b>Email</b>	

## DESCRIPTION OF THE COMPONENTS OF THE SELF-STUDY REPORT

### Part One: Addressing the Accreditation Standards

In this part, the early childhood degree program will describe what it does to support candidate learning in relation to the *Professional Standards and Competencies for Early Childhood Educators*. This is an opportunity for the program to describe its context and the community it serves, and how this informs the way the program designs its learning opportunities and candidate assessments. The six accreditation standards are outlined below. Please review the full Accreditation Standards document, which includes additional guidance and a glossary of terms.

- **Standard A: Program Identity, Candidates, Organization and Resources**
- **Standard B: Faculty Characteristics and Quality, Professional Responsibilities and Professional Development**
- **Standard C: Program Design and Evaluation**
- **Standard D: Developing Candidate Proficiency in the *Professional Standards and Competencies***
- **Standard E: Assuring Candidate Proficiency in the *Professional Standards and Competencies***
- **Standard F: Field Experience Quality**

### Part Two: The Evidence Exhibits

In this part, the program will provide the following required sources of evidence that help support the narrative information provided in part one.

- **Evidence Exhibit One: Faculty Qualifications Chart** - Here the program will describe the roles and background of program faculty.
- **Evidence Exhibit Two: Program of Study** - Here the program will provide the Program of Study as found in the course catalogue, along with short descriptions of each course.
- **Evidence Exhibit Three: Learning Opportunities** - Here the program will describe the learning opportunities it offers to develop candidates' knowledge, understanding and application of the *Professional Standards and Competencies*.
- **Evidence Exhibit Four: Program Outcome Data** - Here the program will provide data on three program outcomes related to candidate/graduate success in the program.
- **Evidence Exhibit Five: Key Assessments of Candidate Proficiency in the Professional Standards and Competencies for Early Childhood Educators** - Here the program will submit information related to its six key assessments aligned to each of the competencies in the six *Professional Standards and Competencies*. Exhibit Five includes the following parts:
  - Overview Chart of Key Assessments – The program will complete this chart showing how the key assessments are aligned to the *Professional Standards and Competencies*.

- Multi-Program Assessment Chart – An institution submitting multiple programs within the same Self-Study Report will identify the key assessments associated with each program.
- Key Assessment Descriptions, Instructions, and Rubrics – In this part, the program will indicate the course in which each assessment is required describe the assessment briefly and submit the instructions as given to candidates as well as the rubric for each assessment.
- **Evidence Exhibit Six: Collecting, Analyzing, and Using Candidate Performance Data to Improve Teaching and Learning Related to the Professional Standards and Competencies** - Here the program will submit the relevant candidate performance data from the key assessments on each of the *Professional Standards and Competencies*, reflect on candidate performance in relation to the standards, and describe how it uses the data to improve teaching and learning as related to the standards.
- **Evidence Exhibit Seven: Field Experiences** – Here the program will complete a Field Experiences Chart that describes the various opportunities for candidates to observe and practice with a variety of age groups in a variety of early learning settings. The program may also submit a form to document how the program keeps track of individual candidates' experiences in different age groups and settings.

## The Accreditation Standards

In responding to the Accreditation Standards, the program will describe its context and the community it serves, how this informs the way the program designs its learning opportunities and candidate assessments, and how it supports candidate learning in relation to the *Professional Standards and Competencies for Early Childhood Educators*. Accreditation Standards summaries are included in this section for your convenience. However, please review the full Accreditation Standards document, which includes additional guidance and a glossary of terms, to ensure your program is addressing all components of the standards.

### Standard A: Program Identity, Candidates, Organization and Resources

The program demonstrates a clear sense of identity and purpose that reflects the institution's mission and is responsive to the needs of the early childhood education community(ies) for which it is preparing early childhood educators. The program is organized and resourced in a way to effectively prepare candidates in the *Professional Standards and Competencies for Early Childhood Educators* and to meet its program objectives.

**A1. Mission and Conceptual Framework:** The early childhood degree program demonstrates a clear sense of identity and purpose that is consistent with the institution's mission and responsive to the community it serves.

**A1a:** The program's mission statement reflects and supports its institution's and community's context and the program's role in preparing early childhood educators.<sup>1</sup>

- **Provide your institution's mission below:**
  
- **Provide your program's mission below:**
  
- **Provide a brief description of your institution's and program's contexts. Include information such as the roles for which the program is preparing candidates:**

**A1b:** The program is based on a conceptual framework that is linked to the program's mission as well as to the *Professional Standards and Competencies*. It reflects a commitment to diversity (as defined by the institution), equity, and inclusion and to preparing early childhood educators who can meet the needs of each and every young child.

---

<sup>1</sup> "Community" is defined by the program and can include the institution, other higher education institutions, early childhood programs and others at the local/state/national/international levels.

- Provide your program's conceptual framework below (or provide a link to it if longer than two pages):
- Provide a brief description of the rationale that informs the program's conceptual framework and how the conceptual framework incorporates the Professional Standards and Competencies, diversity, equity, and inclusion:

**A1c:** The mission statement and conceptual framework are collaboratively developed and regularly evaluated by faculty, community members, ECE employers, candidates, and others.

- Describe how the program's mission and conceptual framework were collaboratively developed and how the program ensures they are regularly evaluated by all stakeholders identified in the standard:

**Additional sources of evidence to provide during the site visit to support Standards A1a-A1c:**

Electronic and/or print publications, course syllabi, classroom display materials, advisory committee meeting minutes, and/or other ways in which the program can demonstrate it develops, uses, revises, evaluates and shares the mission statement and conceptual framework with faculty, candidates, and other stakeholders.

**A2: Candidate Characteristics:** The program demonstrates a clear understanding of its current and potential candidate population.

**A2a:** The program actively encourages enrollment of candidates who demonstrate potential for success in the early childhood field as defined by faculty.

- Provide a brief description of how the program actively recruits candidates into the program and how the program identifies or defines potential for success in the ECE field.



**A2b:** The program regularly reviews how its candidate population reflects or does not reflect the diversity of the ECE workforce and the young children in the community it serves and identifies recruitment goals based on the review.

- Complete the Candidate Demographics Chart below. The program must complete the chart below for each program seeking accreditation (copy and paste the chart as needed):

Program name: _____	N	%
<b>Enrolled full-time</b>		
<b>Enrolled part-time</b>		
<b>African American or Black</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Native Hawaiian or other Pacific Islander</b>		
<b>Hispanic, Latino/a or Spanish Origin</b>		
<b>Middle Eastern or North African</b>		
<b>Multiethnic or Multiracial</b>		
<b>White</b>		
<b>Male</b>		
<b>Female</b>		
<b>Pell Grant recipient</b>		
<b>English language learner</b>		
<b>Working outside of school (full- or part-time)</b>		
<b>Has a documented disability</b>		

- Provide a brief description of the demographics of the ECE workforce and young children in the community the program serves.

- **Provide a brief description of how the program is responsive to ensuring its candidate population reflects the diversity of the ECE workforce and young children in the community the program serves. In responding to this prompt, include a description of your program's efforts to recruit candidates from the specific demographic backgrounds present in the program's community if this was not already discussed above in your response to A2a, as well as the degree to which these efforts have been successful.**

**Additional sources of evidence to provide during the site visit to support Standards A2a-A2b:**

Samples of candidate recruitment materials and other evidence of program participation in on- and off-campus (virtual and/or in-person) recruitment efforts

**A3. Program Leadership:** The program's chair or lead administrator (NAEYC primary or secondary contact) has the necessary knowledge, experience, and skills to lead the program.<sup>2</sup>

**A3a:** The program chair or lead administrator has a graduate degree in early childhood education, child development, family studies or a related discipline with at least 18 early childhood credit hours (for associate degree faculty) or a doctorate with at least 18 early childhood credit hours (for baccalaureate and master's degree faculty).

- **Provide the name of the program chair's or lead administrator's graduate degree and the name of the institution from which the degree was earned.**

**A3b:** The program chair or lead administrator has experience teaching in or leading early learning programs or working in the early childhood education field.

- **Briefly summarize the program chair or lead administrator's experience working in the early childhood education field.**

**A3c:** The program chair or lead administrator has sufficient authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.

- **Describe the program chair or lead administrator's authority and responsibility for the development and administration of the program and the time and resources available to fulfill the role's responsibilities.**

---

<sup>2</sup> This person might also be called the "lead faculty" or "program director."  
FormRevAug2021

**Additional sources of evidence to provide during the site visit to support Standards A3a-A3c:**

CV for program administrator, job description for the program administrator, institution's policies for release time for program administrators

**A4: Program Governance and Organization:** The program's organization and guidance are aligned to its mission and are participatory, placing the needs of candidates as their first priority.

**A4a:** The program sets goals and plans in conjunction with the institution and program mission and in response to stakeholder and community needs.

- Describe the program's goals and plans, how these goals and plans coincide with college and program mission, and how they respond to stakeholder and community needs.

**A4b:** The program has sufficient input, within institutional policies, to inform decisions about its content, budget and organization.

- Describe the process by which the program provides input, within institutional policies, to inform decisions about content, budget, and organization:

**A4c:** Faculty, including part-time faculty, are informed about and regularly participate in program decision-making.

- Describe the process by which all faculty, including part-time, are informed about and participate in program decision-making:

**A4d:** As appropriate to their role, faculty have opportunities to participate in institution-wide decision-making.

- Describe the process by which faculty have opportunities, appropriate to their role, to participate in college-wide decision-making:

**A4e:** Candidates have meaningful input on the program such as through participating in advisory groups, participating in course/field experience/program evaluations, and/or through other measures.

- Describe the process by which candidates are given opportunities to provide meaningful input on the program:

**Additional sources of evidence to provide during the site visit to support Standards A4a-A4e:**

Institution's policies and processes for curriculum development and changes as well as for budget development and approval (Required); Minutes from department/program meetings related to decision-making and the budget for the program and/or that reflect engagement with the program's mission statement; List of ways faculty participate in institutional governance; Examples of candidate course evaluation templates; Minutes from department/program meetings where the course evaluations are reviewed.

**A5: Program Resources:** The institution provides resources to the program that are sufficient to support candidates' proficiency in the *Professional Standards and Competencies* and for the program to meet its program objectives.

**A5a:** Faculty and candidates have access to and use of appropriate instructional materials and technology such as early childhood classroom materials, consumable supplies, digital resources, other media equipment and computers.

- Describe the instructional materials and technology available to faculty and candidates (including, if applicable, faculty and candidates at off-campus locations and/or whose primary participation in the program is online):

**A5b:** The institution's library reflects a commitment to child development and early childhood education. A sufficient number of current books, journals, periodicals, media, and other materials that reflect the diversity of philosophy in the field are available.

- Describe the early childhood education- and child development-related materials available in the institution's library, as well as the hours/processes by which candidates may access these materials:

**A5c:** For the early childhood courses in the program of study, the institution provides adequate library/information technology center resources such as study space for candidates, instructional and curriculum laboratories, media and data processing and technological equipment, and cooperative educational and research relationships with early childhood settings and practitioners.

- Describe the resources available to candidates relevant to the examples cited in the standard (including, if applicable, candidates at off-campus locations and/or whose primary participation in the program is online):

**A5d:** The program's budget reflects a level of support comparable to other programs at the institution or to similar early childhood programs elsewhere and is adequate to allow the program to support candidates' learning in relation to the *Professional Standards and Competencies*.

- Complete the chart below to provide evidence that the program's budget and faculty allocations reflect a level of support comparable to other programs (e.g., social work, nursing, criminal justice, and/or an allied health profession) at the institution or to similar early childhood programs elsewhere and are sufficient for the program to meet its program objectives. *(Add additional columns if the Self-Study Report addresses more than one program.)*

	<b>ECE Program</b>	<b>Name of Comparable Program #1</b>	<b>Name of Comparable Program #2</b>
<b># of students enrolled</b>			
<b># of full-time faculty</b>			
<b># of part-time faculty</b>			
<b># of staff (non-faculty)</b>			
<b>Overall Expense Budget for the most recent fiscal year</b>	\$	\$	\$
<b>Total Salary and Benefits</b>	\$	\$	\$

- If the program's budget and faculty allocations are not comparable to other programs and/or not sufficient to meet program objectives, please describe the program's goal(s) for achieving equity and/or sufficiency in this area (leave blank if not applicable):

**A5e:** Faculty have access to institutional research offices, marketing communications offices, enrollment services and other areas of the institution to allow them to meet their responsibilities in the program.

- Describe the institutional research, marketing and communications, enrollment services, and other institutional support access available to faculty in the program (including part-time faculty and faculty who teach primarily off-campus or online) and how faculty utilize these services to meet their program responsibilities:

**A5f:** The number of full-time and part-time faculty is sufficient for the program to meet its program objectives. If not, the program has identified a goal for achieving sufficiency.

- Describe how the number of full-time and part-time faculty allow the program to meet its objectives or, if applicable, the goals the program has in place to improve in this area if not already sufficient:

**Additional sources of evidence to provide during the site visit to support Standards A5a-A5f:**

Two most recent fiscal years' budget for the program (Required); Tours of relevant sites such as the program's ECE classrooms, library and media centers and curriculum labs; Peer Review Team interviews with community members such as employers, field experience sites, and students.

- **Is there additional information about strengths and/or challenges related to Standard A that you would like to share? (Optional, up to 500 words)?**

## Standard B: Faculty Characteristics and Qualifications, Professional Responsibilities and Professional Development

Faculty are qualified to teach in the program, have appropriate professional responsibilities, and have access to professional development so that the program can effectively prepare candidates in the Professional Standards and Competencies for Early Childhood Educators and achieve its program objectives.

**B1. Faculty Characteristics and Qualifications:** The program's faculty (full- and part-time) hold sufficient education credentials and prior professional experiences to meet the institution's requirements and that are congruent with effectively preparing candidates in the Professional Standards and Competencies.

**B1a:** All full-time faculty teaching in the ECE program hold graduate degrees in early childhood education, child development, family studies or a related discipline that is reflective of the program's curricular priorities and the content they teach.

**B1b:** All full-time faculty teaching ECE pedagogy courses have previous experience teaching in or leading early learning settings or working with or on behalf of young children in the early childhood education field.

**B1c:** Collectively, the faculty (full- and part-time) bring education credentials and professional experiences that represent working across the full age range of young children (birth through age 8) and across multiple types of early learning settings.

- **Complete the Faculty Qualifications Chart in Evidence Exhibit One.**
- **For any faculty member who does not meet the qualifications described in B1a and/or B1b, provide an explanation for why that individual is appropriate to teach the course (leave blank if not applicable).**
- **If unable to meet B1c due to a small faculty size, describe other ways in which the program ensures candidates have access to faculty/professionals who represent the breadth of working across the full age range of young children (birth through age 8) and across multiple types of early learning settings (leave blank if not applicable).**

**Additional sources of evidence to provide during the site visit to support Standards B1a-B1c:**

Sample faculty job descriptions, faculty CVs.

**B2. Faculty Recruitment, Retention and Evaluation:** The program makes an intentional effort to recruit and retain a diverse and effective faculty that, if possible, reflects the candidate population.<sup>3</sup>

**B2a:** The program regularly evaluates its faculty demographics and characteristics to identify and address areas where it needs to expand the diversity of its faculty. If the faculty does not reflect said diversity, the program provides other opportunities for candidates to learn from a diverse group of individuals.

- Complete the Faculty Characteristics Chart below. The program must complete the chart below for each program seeking accreditation (copy and paste the chart as needed):

Program name: _____	N	%
<b>African American or Black</b>		
<b>American Indian or Native Alaskan</b>		
<b>Asian</b>		
<b>Hispanic, Latino/a or Spanish Origin</b>		
<b>Middle Eastern or North African</b>		
<b>Multiethnic or Multiracial</b>		
<b>Native Hawaiian or other Pacific Islander</b>		
<b>White</b>		
<b>Male</b>		
<b>Female</b>		
<b>Speaks more than one language</b>		
<b>Has a documented disability</b>		

- Describe the program's goals related to faculty diversity and how the current faculty is reflective or not reflective of the candidate population. If faculty diversity does not adequately reflect candidate diversity as described in B2a, describe the other ways in which the program ensures candidates learn from a diverse group of individuals, which could include mentor teachers at field sites (leave blank if not applicable).

<sup>3</sup> As part of responding to this indicator, the program should describe how it defines "diverse and effective." As a guide, the glossary in the full Accreditation Standards document includes NAEYC's definition of "diversity" as articulated in [NAEYC's Advancing Equity in Early Childhood Education Position Statement](#). In addition to referencing this definition of diversity, "effective" can also reference the diversity of previous professional experiences faculty bring with regard to, for example, working with different age groups of young children and/or in different types of early learning settings.



**B2b:** The institution and program use a variety of strategies to recruit, hire, mentor, and retain a diverse faculty.

- Describe the strategies used to recruit, hire, mentor, and retain a diverse faculty, including where/how job postings are shared to ensure they reach a diverse group of individuals, as well as the success of the institution's/program's strategies around hiring, mentoring, and retention of diverse faculty.

**B2c:** Faculty members' performance is periodically reviewed and evaluated; the review uses multiple methods of evaluation, such as self-assessment and reflection, candidate evaluations, professional early childhood peer evaluations, post-tenure reviews and assessment by other individuals. The reviews demonstrate that faculty are effective in carrying out their responsibilities.

- Describe the processes, methods, and tools used to review and evaluate faculty performance, the timelines on which these reviews and evaluations are conducted, and how they demonstrate faculty effectiveness.

**Additional sources of evidence to provide during the site visit to support Standards B2a-B2c:**

Samples of ECE faculty job postings; Faculty meeting minutes reflecting discussion of faculty diversity as it relates to faculty recruitment and retention; Institutional faculty hiring/diversity policies and procedures; Documentation of institution/program mentoring efforts to support retention of diverse faculty; Samples of faculty evaluation tools; Policies and procedures for ECE faculty evaluations; Handbooks or other orientation/preparatory materials the program provides to new faculty.

**B3. Faculty Responsibilities:** Faculty responsibilities allow them to effectively support candidate proficiency in the *Professional Standards and Competencies*.

**B3a:** Work assignments accommodate faculty involvement in activities appropriate to their role in the program and important to their ability to support candidate learning. In addition to teaching and supervision, these may include curriculum development and evaluation; advising and mentoring; collaboration with families and other professionals; scholarly activities; and service to the institution, profession, and community.

- Describe full-time and part-time faculty members' involvement in the activities described above.

**B3b:** Faculty teaching responsibilities, including overloads and off-campus teaching, are designed to allow faculty to engage effectively in activities appropriate to their role in the program and to their ability to promote candidate learning.

- Describe how the teaching workloads for full-time and part-time faculty members allow faculty to engage effectively in the activities described above in B3a.

**Additional sources of evidence to provide during the site visit to support Standards B3a-B3b:**

Chart comparing instructor to candidate ratios and full-time faculty to part-time faculty ratios to other similar programs in the institution and/or other ECE degree programs in their community; Policies related to teaching overloads.

**B4. Faculty Professional Development:** Full-time and part-time faculty have access to professional development to support their ability to meet their professional responsibilities and to stay current and involved with the early childhood education profession.

**B4a:** All faculty members stay current and engaged in the ECE field. Depending on the institutional and program mission and the faculty member's individual role in the program, this may occur through a combination of active participation in professional organizations, conferences, scholarly activity, continuing education, teaching in early learning settings, and/or service to the profession.

- Describe how full-time and part-time faculty members stay current and engaged in the ECE field. (Peer reviewers and Commissioners will also review relevant columns in the Faculty Characteristics and Qualifications Chart.)

**B4b:** Opportunities are provided for faculty development (with regard to early childhood content as well as other relevant areas such as coaching students, instructional practice, etc.), such as travel support, leave, in-service training, education visits, exchanges, and fellowships based on program needs, faculty interests, the results of performance reviews (or professional growth plans) and evaluations, and faculty responsibilities (such as teaching online).

- Describe the opportunities provided to full-time and part-time faculty members to engage in faculty development in early childhood content and other relevant areas of professional growth, as well as the ease with which faculty are able to engage with these opportunities. If opportunities are limited for part-time faculty to participate in professional development, please describe the institution's professional development policy.

**Additional sources of evidence to provide during the site visit to support Standards B3a-B3b:**

Institution's policies related to professional development for faculty (Required); Examples of professional development in which faculty engage.

- Is there additional information about strengths and/or challenges related to Standard B that you would like to share? (Optional, up to 500 words)?

DRAFT

## Standard C: Program Design and Evaluation

The program of study is designed to support candidates' proficiency in the Professional Standards and Competencies for Early Childhood Educators and to achieve the program objectives. The program regularly evaluates – and makes public - its effectiveness and fulfillment of its mission and program objectives and makes changes based on feedback from faculty, candidates and community stakeholders.

**C1. Program Coherence:** The program of study is a coherent series of courses and field experiences designed to support candidates' proficiency in the *Professional Standards and Competencies*, to meet the program objectives, and to prepare early childhood educators (as defined in the *Unifying Framework for the Early Childhood Education Profession*).

**C1a:** The program includes at least 18 required credit hours of early childhood/child development coursework.

- **Complete the following chart** (*copy/paste additional charts if submitting more than one program*):

Name of program:	
The number of required early childhood credit hours in the program.	
The number of required general education credit hours in the program.	
The number of required non-early childhood education methodology and other education courses in the program.	

- **In Evidence Exhibit Two, attach a copy of the program of study as found in the course catalog, including admission and graduation requirements and concentrations or other degree program options. If the attachment does not contain course descriptions, please also include in the exhibit an additional document that provides a short description of each course in the program of study.**

**C1b:** The program has a set of objectives that articulates the goals of the program and/or what candidates will learn in the program.

- **Describe the program's candidate learning objectives and program goals, as well as the evidence the program(s) uses to determine if candidates have met the objectives. (Note: In some cases, programs may use the Professional Standards and Competencies as the student learning objectives; in other cases, programs may have established separate objectives. While the program will be expected to demonstrate alignment with the Professional Standards and Competencies in upcoming sections of the report regardless of what the program identifies as its student learning objectives, for the purpose of addressing C1b, the Professional Standards and Competencies, other established objectives, or a combination is acceptable.)**

**C1c:** The program of study incorporates, as appropriate, state early learning standards, Head Start standards, relevant teacher licensure standards, and/or other related standards such as CAEP, DEC, and/or AAQEP.

- Briefly describe the various standards the program addresses as well as how these standards are incorporated into the program.

**Additional sources of evidence to provide during the site visit to support Standards C1a-C1c:**

Course syllabi for required ECE courses, with NAEYC and other relevant standards embedded.

**C2. Pipeline Partnerships/Articulation/Transfer:** The program of study is designed to allow early childhood professionals to build on prior credentials and prepares them for future education opportunities.

**C2a:** The program participates in partnerships with relevant high schools, community colleges, and/or baccalaureate/graduate degree-granting colleges and universities to support the recruitment and development of early childhood candidates through higher education pathways.

- Describe the relevant partnerships with which the program is engaged.

**C2b:** The program identifies common educational steps its graduates take prior to entering and after completing the program and proactively addresses opportunities to streamline requirements, reduce redundancy, and align coursework to create a seamless higher education pipeline for early childhood candidates and professionals.

- Describe how the program addresses the need for a seamless higher education pipeline for its candidates and graduates. This description should include a discussion of how the program handles students who transfer into the program or are granted credit for prior learning, CDA, military service, high school, etc. Programs located within institutions that offer early childhood education degrees at multiple levels should also discuss how they address this indicator within their own institution as well as with institutions in or near their service area.

**Additional sources of evidence to provide during the site visit to support Standards C2a-C2b:**

Program's/institution's transfer and articulation policies and, if applicable, existing articulation agreements (Required); Program's/institution's policies related to prior learning, CDA, high school credit, and military experience (Required if applicable); Meeting minutes from partnership meetings or advisory committee meetings that focus on topics related to articulation

**C3. Teaching Quality:** The teaching practices used by faculty promote candidate learning in relation to the *Professional Standards and Competencies*, are responsive to the candidates in the program, and reflect the current professional knowledge base.

**C3a:** The teaching-learning experiences offered in the degree program are consistent with the *Professional Standards and Competencies*.

- **Complete the Learning Opportunities Chart in Evidence Exhibit Three.**

**C3b:** The content of the program's teaching-learning processes reflects the early childhood field's current knowledge base derived from research on early development and education and other professional sources.

- **Describe how the program ensures its teaching-learning practices reflect the current ECE knowledge base (including knowledge related to diverse populations of young children) and are derived from research and other professional sources.**

**C3c:** Teaching reflects knowledge about and experiences with diverse populations of adults and is based on knowledge of adult learning theories and approaches and culturally responsive practices.

- **Describe how the program ensures its teaching practices reflect knowledge about and experiences with diverse populations of adults and are based on adult learning theories and culturally responsive practices.**

**C3d:** Candidate participation is frequently fostered and monitored, as appropriate, in the delivery (face-to-face, online, hybrid) of the program.

- **Describe how the program monitors and fosters candidate participation.**

**Additional sources of evidence to provide during the site visit to support Standards C3a-C3d:**

Peer and/or administrator observation and evaluation tools; Candidate attendance data or monitoring systems; Examples of professional development completed by faculty related to teaching and/or teaching adult populations (may be same or different from evidence provided for Standard B4); Descriptions of college coursework that faculty are taking; Samples of course evaluation templates and other mechanisms the program uses to reflect on its teaching quality; Site visit observations during the peer review visit, including teaching techniques and “best practices” in terms of early childhood education as well as adult learning.

**C4. Academic and Non-Academic Supports:** The institution and program provide reasonable advising and other supports (academic and nonacademic) to candidates to promote completion of the program.<sup>4</sup>

**C4a:** Academic and non-academic supports are designed around the needs and characteristics of the candidate population, and all candidates have equitable access to these supports.

- Describe the academic and non-academic supports available to candidates, and how equitable access to these supports is ensured.

**C4b:** On a regular basis, the program reviews the performance of candidates and provides candidates with advice and counseling regarding their progress and potential in the program.

- Describe the process by which candidate performance is reviewed, how frequently and by whom this review occurs, and how the program provides advisement to candidates.

**C4c:** The program has protocols in place for identifying and advising candidates whose behaviors, actions and/or performance related to the *Professional Standards and Competencies* and *NAEYC Code of Ethics* are not appropriate for working with young children.

- Describe the program’s protocols for identifying and advising candidates whose behaviors, actions, and/or performance are not appropriate for working with young children, including how the program ensures equity in the implementation of these protocols.

---

<sup>4</sup> Academic and non-academic supports include appropriate academic advisement, career counseling, financial aid information, textbooks, academic support services, resources for English language learners, and other resources that support candidates from admission to the completion of their education.

**C4d:** The program makes every effort to ensure that candidates complete their course of study in a way that recognizes and supports each candidate's goals.

- Describe how the program helps candidates to identify their professional goals and works to ensure candidates complete their course of study in a way that recognizes and supports these goals.

**Additional sources of evidence to provide during the site visit to support Standards C4a-C4d:**

Advising policies and procedures (Required); Program policies and practices to counsel candidates not meeting academic expectations and/or who are displaying behaviors not appropriate for working with young children (Required); Samples materials given to students to connect them to academic/nonacademic supports; Candidate background check policies.

**C5. Program Effectiveness:** The program annually evaluates its effectiveness in meeting program objectives and makes changes based on feedback from faculty, candidates, community partners, and other stakeholders.

**C5a:** The program continuously evaluates the quality of its teaching-learning processes such as through peer review, self-reflection, reflective supervision, course evaluations, and other candidate feedback and uses the results to improve the quality of its teaching.

- Describe how the program evaluates the quality of its teaching-learning practices, as well as how frequently and by whom this evaluation takes place.

**C5b:** The program (including full- and part-time faculty and program administrators) regularly evaluates its impact on program objectives and candidates through measures such as year-to-year retention in the program, graduation rates, graduates' employment and education outcomes, candidate performance on key assessments, and graduates' and employers' satisfaction with the program.

- Describe how the program evaluates its impact on program objectives and candidates, as well as how frequently and by whom this evaluation takes place.

**C5c:** The program maintains a plan to address areas in need of improvement and, upon implementation of the plan, provides evidence of improvement.

- Describe how the program devises and maintains plans to address areas in need of improvement and how evidence is provided that improvement has been achieved. If evaluations indicate that the program is meeting its objectives, this section could describe (a) evaluation of the evaluation measures themselves, to ensure that areas in need of improvement have not been overlooked, as well as (b) areas where the program is striving for improvement to exceed objectives.



**Additional sources of evidence to provide during the site visit to support Standards C5a-C5c:**

Institution's program evaluation policies and process (Required); Program review reports; Evidence of a program improvement plan and implementation of the plan; Samples of minutes/notes from department/program meetings reviewing program effectiveness; Examples of program effectiveness data.

**C6. Public Accountability:** The program is transparent with the public about its effectiveness in preparing early childhood educators.

**C6a:** The program publishes on its website in a place that is easily accessible to current and prospective candidates and to the public its program objectives and evidence of meeting these objectives.

- **Provide the website link where the program publishes its candidate learning objectives and provides evidence of meeting those objectives** (*Note: Objectives should be easy to find, either listed directly on or linked to directly from the program's homepage*).

**C6b:** The program publishes on its website in a place that is easily accessible to current and prospective candidates and to the public program effectiveness data including the number of program completers by academic year, rate of completion within program's published timeframe, and other institutionally designed measures that speak to program effectiveness.

- **Complete the Program Outcome Data charts in Evidence Exhibit Four.**

**C6c:** If the program is currently accredited by NAEYC Accreditation of Early Childhood Higher Education Programs, it publishes an accurate accreditation statement on its website in a place that is easily accessible to current and prospective candidates and to the public.

- **Provide the website link where the program publishes its accreditation status, if applicable. See Accreditation Handbook for appropriate language to use in accreditation statement. Leave blank if not yet accredited** (*Note: Status should be easy to find, either posted directly on or linked to directly from the program's homepage*).

**Additional sources of evidence to provide during the site visit to support Standards C6a-C6c:**

Not applicable; weblinks requested above provide sufficient evidence

- **Is there additional information about strengths and/or challenges related to Standard C that you would like to share? (Optional, up to 500 words)?**

## Standard D: Developing Candidate Proficiency in the *Professional Standards and Competencies*

The curriculum provides a variety of opportunities to learn, practice and become proficient in the Professional Standards and Competencies for Early Childhood Educators.

- **All indicators of Standard D are addressed by completing Evidence Exhibit 3 (Learning Opportunities Chart) and Evidence Exhibit Five (Key Assessments).**

**D1.** Collectively, the program's learning opportunities (in required courses) and key assessments comprehensively address the competencies articulated in the *Professional Standards and Competencies* expected for preparing candidates for ECE II or ECE III designations.

**D1a:** The learning opportunities and key assessments address the cognitive demands and skills requirements of the standards (i.e., the "know", "understand" and "do" aspects of the standards)

**D1b:** The learning opportunities and key assessments address the components that make up the continuum of the standards (i.e., the different disciplines addressed in Standard 5 are reflected in the learning opportunities and key assessments).

**D1c:** The key assessments are accurately aligned to the concepts of the Professional Standards and Competencies.

**D2.** The program's key assessments accurately evaluate candidate performance on the *Professional Standards and Competencies*.

**D2a:** Objective, qualitative descriptions of candidate performance expectations for meeting and not meeting the standards are included in the key assessments.

**D2b:** The key assessments display consistency between the tasks in the instructions and what is being evaluated in the rubric as well as consistency in the tasks being evaluated at each level of performance across the rubric rows.

**D2c:** The rubrics define and distinguish candidate expectations between levels of candidate performance.

**D2d:** The "met" rating level on rubrics require candidates to show evidence that they fully meet the proficiencies in the key elements rather than partially meeting the proficiencies

### **Additional sources of evidence to provide during the site visit to support Standards D1a-D2d:**

Syllabi from required courses in the program with alignment to the *Professional Standards and Competencies* embedded; Examples of student work on non-key assessments; Examples of completed student work for each key assessment; Observations of synchronous or asynchronous classes; Syllabi for elective courses; Peer Review Team interviews with administrators and faculty.

- **Is there additional information about strengths and/or challenges related to Standard D that you would like to share? (Optional, up to 500 words)?**

## Standard E: Assuring Candidate Proficiency in the *Professional Standards and Competencies*

The program can demonstrate that by the time candidates complete the program they are proficient in the *Professional Standards and Competencies for Early Childhood Educators*, and the program uses candidate performance data to inform improvements to teaching and learning in relation to the *Professional Standards and Competencies*.

**E1. Key Assessment System Quality:** The program accurately and consistently administers key assessments and collects and reviews candidate performance data from the key assessments.

**E1a:** The program ensures that faculty consistently administer key assessments across all sections of courses that include key assessments.

- **Describe the process by which the program ensures consistency in key assessment delivery across all course sections that include key assessments.**

**E1b:** The program ensures that all candidates take all key assessments.

- **Describe the process by which the program ensures all candidates take all key assessments by the time of program completion, including candidates who receive transfer, military, prior learning, CDA, or other credit for courses in which key assessments are administered (Note: Please review applicable guidance related to this indicator in the full Accreditation Standards document and Accreditation Handbook).**

**E1c:** The program collects candidate performance data from all administered key assessments.

- **This indicator is addressed by completing Evidence Exhibit Six (Data Collection, Analysis, and Use).**

**E1d:** The program has a dependable system (e.g., software or other method) to collect and house the data.

- **Describe the system(s) the program uses to collect and house candidate performance data.**

**E1e:** The program has a process in place for regularly reviewing candidate performance data with faculty.

- **Describe the process by which program reviews candidate performance data, including who is involved and at what frequency.**

**E1f:** The program regularly reviews the assessment system and implements changes or improvements as needed.

- **Describe the process by which program reviews its overall assessment system and implements changes or improvements as needed, including who is involved and at what frequency.**

**Additional sources of evidence to provide during the site visit to support Standards E1a-E1f:**

Syllabi for all sections of a course with a key assessment that documents that the key assessment is administered (Required); Program policies showing that students who receive transfer or prior learning credit for courses that have key assessments do in fact take the key assessments by the time of program completion; Sample minutes/notes from department/program meetings showing the review of candidate performance data and the assessment system

**E2. Collecting, Analyzing and Using Candidate Performance Data:** The program reports and analyzes candidate performance data on each key competency within the *Professional Standards and Competencies* and makes changes to improve teaching and learning based on the analysis.

**E2a:** The program provides one application (for first-time accreditation) or two applications (for renewal accreditation) of data from each key assessment, disaggregated by key competency, that measures candidate performance on the *Professional Standards and Competencies*.

**E2b:** Analysis of candidate performance data for each standard reflects an understanding of strengths and challenges related to candidates' performance on the *Professional Standards and Competencies* as well as identifies if particular groups of candidates (e.g., part-time candidates, candidates from a specific demographic, or online candidates) are disproportionately struggling with a standard(s).

**E2c:** The program uses the analysis to improve teaching and learning in relation to the *Professional Standards and Competencies* such as through course changes, revising/creating new assignments, resequencing learning opportunities, changing field experiences, and implementing new academic supports.

- **E2a through E2c are addressed by completing Evidence Exhibit Six (Data Collection, Analysis, and Use).**

**Additional sources of evidence to provide during the site visit to support Standards E2a-E2c:**

Meeting minutes with faculty that show discussion of collected data and subsequent plans to change curriculum or individual courses, draft language to revise key assessments or rubrics, etc.

**E3. Candidate Success on the *Professional Standards and Competencies*:** Candidate performance data from the learning opportunities and key assessments indicate that candidates are proficient in the *Professional Standards and Competencies*.

**E3a:** Candidate performance on key assessments demonstrates that at least 80% of candidates have met each standard. If applicable, the program demonstrates the ability to improve candidate performance if proficiency falls below 80% on one or more standards: the program establishes a plan to improve candidate proficiency, and within a two-year period the program demonstrates that it has improved candidate proficiency on the relevant standard(s) to meet the 80% threshold.

- **E3a is addressed by completing Evidence Exhibit Six (Data Collection, Analysis, and Use).**

**E3b:** Evidence from learning opportunities (outside of key assessments) and other measures (e.g., employer/graduate surveys, pass rates on licensure exams, and feedback from focus groups or advisory committees), as applicable, indicate that program completers are proficient in the *Professional Standards and Competencies*.

- **Describe how evidence from learning opportunities, surveys, licensure exam pass rates, and/or other applicable data sources indicate program completer proficiency in the *Professional Standards and Competencies*.**

**Additional sources of evidence to provide during the site visit to support Standards E3a-E3b:**

Survey data from employers of program graduates, field experience supervisors, or other stakeholders familiar with candidates' demonstrated proficiency in the *Professional Standards and Competencies*; Candidate performance data from assessed learning opportunities.

- **Is there additional information about strengths and/or challenges related to Standard E that you would like to share? (Optional, up to 500 words)?**

## Standard F: Field Experience Quality

The program develops competent early childhood educators by including high-quality field experiences that support candidates' proficiency in the *Professional Standards and Competencies* and provide multiple opportunities for candidates to observe and practice with young children.

**F1. Breadth of Field Experiences:** The program requires candidates to complete field experiences across a variety of early learning settings and with a variety of age groups sufficient to support candidates' proficiency in the *Professional Standards and Competencies*.

**F1a:** All candidates have opportunities in field experiences to observe and practice with at least two of three age groups (infant/toddler, preschool age, early grades (kindergarten through 3rd grade)).

**F1b:** All candidates have opportunities in field experiences to observe and practice within at least two of four types of early learning settings (home-based programs, center-based programs, early grade (K-3) settings, and comprehensive service settings (e.g., Head Start and Educare)).

**F1c:** The program ensures candidates have opportunities to observe and practice with diverse (e.g., cultural, linguistic, race/ethnicity, socio-economic status, ability) populations of young children.

- **F1a through F1c are addressed by completing Evidence Exhibit Seven (Field Experience Chart) and responding to the prompts below.**
- **Describe the program's system or method for tracking and ensuring each candidate observes and practices with at least two of the age groups in F1a and at least two of the settings in F1b.**
- **Describe how the program ensures that candidates have opportunities to observe and practice with diverse populations of young children. If practice opportunities are limited due to limited diversity in the community where the program is located, this section could include discussion of how the program uses technology or other means to ensure that the "observation" component is met, along with discussion of partnerships and plans to ensure that candidates have practice opportunities sufficient to prepare them for professional roles in more diverse communities.**

### **Additional sources of evidence to provide during the site visit to support Standards F1a-F1c:**

Tracking system the program uses to monitor candidates' field experiences and ensure they meet expectations in F1; examples of learning opportunities used to supplement preparation for working with diverse populations of young children when field experience opportunities are limited (if applicable).



**F2. Quality of Field Experiences:** The program has intentional partnerships with early learning settings that support candidates' growth in the *Professional Standards and Competencies*.

**F2a:** The program has a set of criteria/expectations it uses to identify potential field experience sites.

- **Describe how the program identifies potential field experience sites and regularly ensures that existing partnership sites continue to meet the established criteria.**

**F2b:** The program uses partnership agreements - or other mechanisms - with its field experience sites to set expectations for how the sites, the program, and candidates will work together.

- **Describe existing partnership agreements or other mechanisms by which the program sets expectations for how field experience sites, the program, and candidates will work together.**

**F2c:** Field experiences are intentionally planned and sequenced to support candidates' proficiency in the *Professional Standards and Competencies*.

- **Describe how the program's field experiences have been planned and sequenced to support candidates' proficiency in the *Professional Standards and Competencies*.**

**F2d:** To the extent possible, field experience sites selected are reflective of practices consistent with the *Professional Standards and Competencies*. In the event that such sites are not available (or there is limited availability), the program supplements candidates' opportunities to observe and practice with young children that are consistent with the *Professional Standards and Competencies*.

- **Describe how the program ensures that field experience sites are reflective of practices consistent with the *Professional Standards and Competencies*, and (if applicable) how the program supplements candidates' opportunities in the event that availability of such sites is limited or nonexistent.**

**Additional sources of evidence to provide during the site visit to support Standards F2a-F2d:**

Samples of partnership agreements with field experience settings; Links to field experience sites' webpages; Peer Review Team interviews with candidates, faculty, mentor/supervising teachers; Observations of field sites during site visit; Minutes/notes from meetings with field sites and cooperating/mentor/supervising teachers discussing field experience expectations; Samples of teaching performance assessments; Examples of ways the programs supplements field experiences when sites are not reflective of the practices in the *Professional Standards and Competencies*.

**F3. Supporting Mentor/Supervisor Teacher Quality:** The program provides training to cooperating/mentor/supervising teachers and faculty in the field experience sites to ensure candidates are provided with positive models of early childhood practice consistent with the *Professional Standards and Competencies* and to ensure consistency in the mentoring and evaluation of candidates.

**F3a:** The program has a set of criteria/expectations it uses to identify potential cooperating/mentor/supervising teachers and faculty.

- **Describe how the program identifies potential field experience cooperating/mentor/supervising teachers and faculty.**

**F3b:** The program provides orientation/preparatory materials to cooperating/mentor/supervising teachers and faculty setting expectations for supporting candidates.

- **Describe the orientation process and/or materials provided to field experience supervisors to set expectations for supporting candidates.**

**F3c:** The program provides regular feedback and support to cooperating/mentor/supervising teachers and faculty.

- **Describe the process and frequency by which the program provides feedback and support to field experience supervisors.**

**Additional sources of evidence to provide during the site visit to support Standards F3a-F3c:**

Samples of handbooks or other preparatory materials given to mentor/supervising teachers; Samples of tools used to evaluate cooperating/mentor/supervising teachers and faculty effectiveness.

**F4. Candidate Supports:** The program supports candidates in making meaning of their experiences in early learning settings and evaluating those experiences against standards of quality.

**F4a:** The program sets clear expectations for candidates regarding the purpose of the field experiences and how they will grow candidates' proficiency in the Professional Standards and Competencies.

- **Describe the expectations the program has set for candidates regarding the purpose of field experiences and how they will grow candidates' proficiency in the *Professional Standards and Competencies*, as well as how these expectations are made clear to candidates.**

**F4b:** The program has protocols in place for candidate expectations and behaviors during field experiences.

- **Describe the protocols the program has put in place for candidate expectations and behaviors during field experiences.**

**F4c:** The program provides preparatory materials to candidates to support their readiness for extended field experiences (e.g., student teaching, practicum courses).

- **Describe the materials provided to candidates to support their readiness for extended field experiences.**

**F4d:** The program provides regular feedback to candidates during extended field experiences.

- **Describe the process and frequency by which the program provides feedback to candidates during extended field experiences. Include information on workload (e.g., approximate number of candidates participating in extended field experiences and faculty providing feedback, the method(s) by which faculty observe candidates during extended field experiences (in person, via technology, etc.), and any geographic considerations with implications for the feedback process and/or frequency.**

**Additional sources of evidence to provide during the site visit to support Standards F4a-F4d:**

Samples of candidate observation/evaluation tools used by faculty and cooperating/mentor/supervising teachers; Samples of Field Experience Handbooks or other field experience orientation materials given to candidates; Peer Review Team interviews with candidates and field experience supervising teachers.

- Is there additional information about strengths and/or challenges related to Standard F that you would like to share? (Optional, up to 500 words)?

DRAFT

## Evidence Exhibit One: Faculty Qualifications Chart

Complete the Faculty Qualifications Chart below. Include all faculty, whether temporary (Temp), part-time (PT), full-time (FT), on-campus or online/distance. Add rows as needed:

Name	Temp/PT/FT	Typical Assignments (e.g., courses taught, field supervision, advising, program coordination; if the typical assignment is off-campus or online, please indicate that here.)	Academic degrees (including degree type, field, and institution; for doctoral degrees, may opt to include dissertation topic).	Professional experience (including children's age groups and settings where faculty have worked)	Memberships in professional associations	Scholarship and/or service activities (including service as a peer reviewer or Commissioner)

## Evidence Exhibit Two: Program of Study with Descriptions of Each Course

Below, insert a copy of the program of study as found in the college catalog. If the program of study does not include course descriptions, include a short description of each course in this exhibit as well.

DRAFT

## Evidence Exhibit Three: Learning Opportunities

Learning opportunities address the many ways in which the program helps candidates know, understand, and apply the *Professional Standards and Competencies for Early Childhood Educators*. Learning opportunities are much more than the key assessments a program uses. They may include group projects, textbook/journal/periodical readings and reflections, guest speakers, etc. The assessment of candidate performance may include the key assessments, article reviews, quizzes, portfolios, practicum evaluations, etc. A program is not expected to list every activity and assessment that it offers. Instead, the program should focus on learning opportunities and assessments that most directly address the key competencies of the standards and that are experienced by all candidates regardless of course section or delivery method.

**Instructions:** For each column of the chart, provide at least two but no more than four examples of the learning opportunities offered throughout the program that best fit the column description. Include the **activity or assessment name/title**, the course number in which the activity or assessment takes place, and a brief 1-2 sentence **description of the activity or assessment**. If submitting multiple programs in this report, also identify **in which program(s) the opportunity is required**. When completing this chart, the program should review and address the full key competency and supporting explanation in the *Professional Standards and Competencies* (as the chart below only includes an excerpt) **including the appropriate leveling (e.g., ECE II or ECE III) of the key competency found in the Leveling Chart in Appendix A of the Professional Standards and Competencies**. During the program's site visit, samples of the learning opportunities listed in this chart can be shared with the Peer Review Team.

*Suggested example of description format:*

<b>Key Competency</b>	<b>Learning Opportunities that introduce candidates to the concepts of the Key Competency</b>	<b>Learning Opportunities that allow candidates to practice with the concepts of the Key Competency</b>	<b>Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)</b>
<b>1a:</b> Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.	[sample language to come]	[sample language to come]	[sample language to come]

## **Standard 1: Child Development and Learning in Context**

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

<b>Key Competency</b>	<b>Learning Opportunities that introduce candidates to the concepts of the Key Competency</b>	<b>Learning Opportunities that allow candidates to practice with the concepts of the Key Competency</b>	<b>Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)</b>
<b>1a:</b> Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.			

<b>Key Assessments in which key competency 1a is addressed (place an X below all that apply)</b>	<b>KA 1</b>	<b>KA 2</b>	<b>KA 3</b>	<b>KA 4</b>	<b>KA 5</b>	<b>KA 6</b>



Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency
<b>1b:</b> Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.			

Key Assessments in which key competency 1b is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency
<b>1c:</b> Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.			

Key Assessments in which key competency 1c is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency
<b>1d:</b> Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.			

Key Assessments in which key competency 1d is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

## **Standard 2: Family–Teacher Partnerships and Community Connections**

Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.

<b>Key Competency</b>	<b>Learning Opportunities that introduce candidates to the concepts of the Key Competency</b>	<b>Learning Opportunities that allow candidates to practice with the concepts of the Key Competency</b>	<b>Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)</b>
<b>2a:</b> Know about, understand, and value the diversity of families.			

<b>Key Assessments in which key competency 2a is addressed (place an X below all that apply)</b>	<b>KA 1</b>	<b>KA 2</b>	<b>KA 3</b>	<b>KA 4</b>	<b>KA 5</b>	<b>KA 6</b>

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>2b:</b> Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.			

Key Assessments in which key competency 2b is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>2c:</b> Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.			

Key Assessments in which key competency 2c is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

### **Standard 3: Child Observation, Documentation, and Assessment**

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.

<b>Key Competency</b>	<b>Learning Opportunities that introduce candidates to the concepts of the Key Competency</b>		<b>Learning Opportunities that allow candidates to practice with the concepts of the Key Competency</b>	<b>Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)</b>		
<b>3a:</b> Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.						
<b>Key Assessments in which key competency 3a is addressed (place an X below all that apply)</b>	<b>KA 1</b>	<b>KA 2</b>	<b>KA 3</b>	<b>KA 4</b>	<b>KA 5</b>	<b>KA 6</b>

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>3b:</b> Know a wide range of types of assessments, their purposes, and their associated methods and tools.			

Key Assessments in which key competency 3b is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6



Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>3c:</b> Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.			

Key Assessments in which key competency 3c is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>3d:</b> Build assessment partnerships with families and professional colleagues.			

Key Assessments in which key competency 3d is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

## **Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

<b>Key Competency</b>	<b>Learning Opportunities that introduce candidates to the concepts of the Key Competency</b>	<b>Learning Opportunities that allow candidates to practice with the concepts of the Key Competency</b>	<b>Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)</b>
<b>4a:</b> Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.			

<b>Key Assessments in which key competency 4a is addressed (place an X below all that apply)</b>	<b>KA 1</b>	<b>KA 2</b>	<b>KA 3</b>	<b>KA 4</b>	<b>KA 5</b>	<b>KA 6</b>

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>4b:</b> Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.			

Key Assessments in which key competency 4b is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>4c:</b> Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.			

Key Assessments in which key competency 4c is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

## **Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum**

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

<b>Key Competency</b>	<b>Learning Opportunities that introduce candidates to the concepts of the Key Competency</b>	<b>Learning Opportunities that allow candidates to practice with the concepts of the Key Competency</b>	<b>Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)</b>
<b>5a:</b> Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.			

<b>Key Assessments in which key competency 5a is addressed (place an X below all that apply)</b>	<b>KA 1</b>	<b>KA 2</b>	<b>KA 3</b>	<b>KA 4</b>	<b>KA 5</b>	<b>KA 6</b>

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>5b:</b> Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.			

Key Assessments in which key competency 5b is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>5c:</b> Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.			

Key Assessments in which key competency 5c is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6



## **Standard 6: Professionalism as an Early Childhood Educator**

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

<b>Key Competency</b>	<b>Learning Opportunities that introduce candidates to the concepts of the Key Competency</b>	<b>Learning Opportunities that allow candidates to practice with the concepts of the Key Competency</b>	<b>Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)</b>
<b>6a:</b> Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.			

<b>Key Assessments in which key competency 6a is addressed (place an X below all that apply)</b>	<b>KA 1</b>	<b>KA 2</b>	<b>KA 3</b>	<b>KA 4</b>	<b>KA 5</b>	<b>KA 6</b>

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>6b:</b> Know about and uphold ethical and other early childhood professional guidelines.			

Key Assessments in which key competency 6b is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>6c:</b> Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.			

Key Assessments in which key competency 6c is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>6d:</b> Engage in continuous, collaborative learning to inform practice.			

Key Assessments in which key competency 6d is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

Key Competency	Learning Opportunities that introduce candidates to the concepts of the Key Competency	Learning Opportunities that allow candidates to practice with the concepts of the Key Competency	Learning Opportunities that assess candidate proficiency on the Key Competency (beyond just the key assessments)
<b>6e:</b> Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.			

Key Assessments in which key competency 6e is addressed (place an X below all that apply)	KA 1	KA 2	KA 3	KA 4	KA 5	KA 6

## Evidence Exhibit Four: Program Outcomes Data

As part of the program's achieving and maintaining NAEYC accreditation, it must report annually on at least three of the following measures and display these data via an easily located link on the program's website. The program is strongly encouraged to use institutional resources [such as through an Institutional Research (IR) office if applicable] to assist in gathering the data on the outcome measures. Below are suggested data reporting templates, but the program is encouraged to report the data in a format that best meets its program needs. For institutions with more than one accredited program, data must be disaggregated and reported for each program.

### Outcome Measure #1: The Number of Program Completers

- In the chart below, please indicate the number and percentage of program completers for the three most recent academic years. Note: the percentages of the last two columns must add up to 100% for each row (Copy and paste additional charts for each program if submitting multiple programs).

Program name: \_\_\_\_\_

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time <sup>5</sup> (at the time of completion)

<sup>5</sup> Part-time status is defined by the institution.

## **Outcome Measure #2: The Program Completion Rate**

- **What is the published timeframe for full-time candidates to complete the early childhood program(s) included in this Self-Study Report?**  
(Please indicate in terms of the number of academic years; e.g., five semesters would be 2.5 academic years.):
  
- In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.**<sup>6</sup> **The program must complete the information for the 150% indicator and choose to report on either the 100%, 200%, or 300% indicator. The academic years selected must fall within eight years of the date this report is submitted. (Copy and paste additional charts for each program if submitting multiple programs).**

*Example: A program with a published timeline of two years (four semesters at 15 credits a semester) to complete an A.A.S. in Early Childhood could select a Fall 2011 cohort on which to report. The 150% indicator indicates all members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. The 100% indicator only contains members of the Fall 2011 cohort who completed the program by Spring 2013. The 200% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2015, including those already counted in the 150% indicator. Lastly, the 300% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2017, including those already counted in the 150% indicator.*

**Program Name:** \_\_\_\_\_

Academic year in which a Fall cohort of <b>full-time</b> candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within (select one measure): <input type="checkbox"/> 100% (exactly the published timeframe) <input type="checkbox"/> 200% (twice the published timeframe) <i>or</i> <input type="checkbox"/> 300% (three times the published timeframe)

- **A program may (but is not required to) insert below a short narrative description (150 words maximum) of the data reflected in Outcome Measure #2 to provide context.**

<sup>6</sup> “The Commission defines the published time frame as the number of terms an individual student was actually enrolled in the program. The terms do not have to be consecutive, but the total number of terms must meet the program’s expected time frame for completion. University-approved withdrawals (e.g., leaves of absence for reasons of health, maternity/paternity, mission work, military assignment) do not count toward the number of terms a student was enrolled in the program. Students taking longer due to reasons other than university-approved withdrawals (e.g., course repeats, remediation plans) cannot be considered as meeting completion expectations.” *Language adapted from the Council on Academic Accreditation for Audiology, Speech Language Pathology of the American Speech Language Hearing Association at <http://caa.asha.org/news/calculating-program-completion-rates/>.*

### **Outcome Measure #3: Institutional Selected Data**

All programs are required to select at least one of the following outcome measures on which to report. (Institutions submitting multiple programs in a single Annual Report may select the same or a different measure for each program; a separate chart must be submitted for each program.)

➤ **A. The fall-to-fall retention rate in the program for each of the three most recently completed academic years**

Academic Year	% of Part-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Full-Time Candidates

OR

➤ **B. The number and percentage of program graduates employed in the early childhood profession or pursuing further education in the profession within one year of graduation for each of the three most recent academic years for which information is available.**

Academic Year	Number of Graduates	Percentage of Graduates employed in the early childhood profession within one year of graduation*	Percentage of Graduates pursuing further education in the early childhood profession within one year of graduation*

\*The figures in these two columns do not need to add up to 100%

OR

➤ **C. Institutionally designed measure that speaks to candidate outcomes in the program (list the measure and the data for the measure). The data must be reported for the most recent three academic years. Such measures might include the average GPA of the graduating class, the number of candidates who completed their courses with a "C" or above, the pass rate on national performance assessments such as edTPA, etc.**



Academic Year	Outcome Measure	Performance Data

- **Please provide the specific web link where the data on Outcome Measures #1, #2 and #3 of this section are published on the institution's website.** The link should be accessible from the program's home page on the institution's website. The data could be housed directly within the program's section of the institution's website. If an institution has a page that houses accreditation data and/or candidate success data for all programs at the institution, the program outcome measures may be included there instead, but must still be linked to directly from the program's homepage.

## Evidence Exhibit Five: Key Assessments of Candidate Proficiency in the *Professional Standards and Competencies*

- Complete the following Overview Chart of Key Assessments Aligned with the *Professional Standards and Competencies for Early Childhood Educators*

	Name of Assessment	Course Number in Which It Is Given
Key Assessment 1		
Key Assessment 2		
Key Assessment 3		
Key Assessment 4		
Key Assessment 5		
Key Assessment 6		

In the chart below place and “x” in the appropriate box(es) to indicate which key assessment(s) evaluate each of the key competencies. **Each key competency must be indicated as aligned with at least one key assessment.** All subsequent Key Assessment Description Charts should reference the same alignment of key competencies to key assessments as indicated in the overview chart below.

Standard 1: Child Development and Learning in Context	Key Assessment					
	1	2	3	4	5	6
1a: Understanding the developmental period of early childhood from birth through age 8						
1b: Understanding and valuing each child as an individual						
1c: Understanding the ways that child development and the learning process occur in multiple contexts						
1d: Using this multidimensional knowledge to make evidence-based decisions to support each child.						
Standard 2: Family-Teacher Partnerships and Community Connections	Key Assessment					
	1	2	3	4	5	6
2a: Knowing about, understanding and valuing the diversity of families						
2b: Collaborating as partners with families						
2c: Using community resources to support young children’s learning and development						

<b>Standard 3: Child Observation, Documentation and Assessment</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>3a:</b> Understanding that assessments are conducted to make informed choices about instruction and for planning						
<b>3b:</b> Knowing a wide range of types of assessments, their purposes, and their associated methods and tools						
<b>3c:</b> Using screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate						
<b>3d:</b> Building assessment partnerships with families and professional colleagues						
<b>Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>4a:</b> Understanding and demonstrating positive, caring and supportive relationships and interactions						
<b>4b:</b> Understanding and using teaching skills that are responsive to the learning trajectories of young children and to the needs of each child						
<b>4c:</b> Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies						
<b>Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>5a:</b> Understanding content knowledge and resources for the academic disciplines in an early childhood curriculum						
<b>5b:</b> Understanding pedagogical content knowledge and how to use the teacher knowledge and practices described in Standards 1-4 to support young children's learning in each content area						
<b>5c:</b> Modifying teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge						
<b>Standard 6: Professionalism as an Early Childhood Educator</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>6a:</b> Identifying and involving themselves with the early childhood field						
<b>6b:</b> Knowing about and upholding ethical and other professional guidelines						
<b>6c:</b> Using professional communication skills						
<b>6d:</b> Engaging in continuous, collaborative learning to inform practice						
<b>6e:</b> Developing and sustaining the habit of reflective and intentional practice						

## Multi-Program Key Assessment to Degree Program Alignment Chart

- If the institution is submitting more than one program in the Self-Study Report, please complete the chart below (*insert additional columns if more than 3 programs are being submitted in this report*). See Accreditation Handbook for policies related to submitting multiple programs for accreditation.

Key assessment name	Name of Degree program 1	Name of Degree program 2	Name of Degree program 3
1	Assessment 1 is required in course # _____	Assessment 1 is required in course # _____	Assessment 1 is required in course # _____
2	Assessment 2 is required in course # _____	Assessment 2 is required in course # _____	Assessment 2 is required in course # _____
3	Assessment 3 is required in course # _____	Assessment 3 is required in course # _____	Assessment 3 is required in course # _____
4	Assessment 4 is required in course # _____	Assessment 4 is required in course # _____	Assessment 4 is required in course # _____
5	Assessment 5 is required in course # _____	Assessment 5 is required in course # _____	Assessment 5 is required in course # _____
6	Assessment 6 is required in course # _____	Assessment 6 is required in course # _____	Assessment 6 is required in course # _____

## The Key Assessments

In this section the program must attach 6 Key Assessments it uses to evaluate candidate performance on the *Professional Standards and Competencies for Early Childhood Educators*. For each Key Assessment, please complete the “Key Assessment Description” chart and then attach the key assessment (student instructions and rubric). Prior to submitting the report, please ensure that each Key Assessment Description Chart below references the same alignment of key competencies to key assessments as indicated in the previously-completed overview chart.

### Key Assessment 1 Description

Key Assessment #1																						
Key assessment name:																						
Course (number & name) in which key assessment is given:																						
Briefly describe this key assessment:																						
For which key competencies of the standards is this key assessment submitted as evidence of alignment?	Standard 1				Standard 2			Standard 3				Standard 4			Standard 5			Standard 6				
	1a	1b	1c	1d	2a	2b	2c	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	6a	6b	6c	6d	6e

<p><b>Please indicate how this key assessment is delivered to candidates (check all that apply):</b></p>	<p><input type="checkbox"/> Online</p> <p><input type="checkbox"/> Face-to-Face</p> <p><input type="checkbox"/> Other (please describe below):</p>
<p><b>Please confirm the following regarding this key assessment:</b></p>	<p><input type="checkbox"/> This assessment measures individual candidate performance rather than group performance.</p> <p><input type="checkbox"/> Our program has read the NAEYC guidance on using portfolios or other large comprehensive assessments as key assessments and believes to the best of our understanding that this assessment meets the requirements for a key assessment.</p> <p><input type="checkbox"/> This key assessment is offered in a course that is required rather than elective.</p>
<p><b>For any degree program in which this assessment is required, is this key assessment offered in a course for which candidates can receive transfer credit or prior learning experience credit?</b></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If yes, please describe below how you ensure that candidates who receive credit without taking the course still take the key assessment prior to completing the program.<sup>7</sup></p>

<sup>7</sup> If there are institutional or college system-wide policies that make it challenging to ensure that all candidates take all key assessments, please describe these policies and provide evidence that the program has enacted all policies, practices, and systems possible to ensure that as many candidates as possible take the key assessments. In addition, describe how candidates demonstrate competency in the standards that are addressed in the key assessments they do not take. Please review applicable guidance related to Standard E1b in the full Accreditation Standards document and policies related to Key Assessments in the Accreditation Handbook.

**Please attach:**

- 1) The instructions for Key Assessment 1 as they are given to candidates (with the label for the key competency of the relevant *Professional Standards and Competencies* clearly embedded next to each applicable task)
- 2) The rubric for Key Assessment 1 that is used by faculty to evaluate candidate work on each of the key competencies of the standards they are designed to assess (with the key competency of the relevant *Professional Standards and Competencies* clearly labeled with only one key competency per rubric row)

**(INSERT Key Assessment 1 Directions and Rubric Here)**

DRAFT



## Key Assessment 2 Description

Key Assessment #2																						
Key assessment name:																						
Course (number & name) in which key assessment is given:																						
Briefly describe this key assessment:																						
For which key competencies of the standards is this key assessment submitted as evidence of alignment?	Standard 1				Standard 2			Standard 3				Standard 4			Standard 5			Standard 6				
	1a	1b	1c	1d	2a	2b	2c	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	6a	6b	6c	6d	6e
Please indicate how this key assessment is delivered to candidates (check all that apply):	<input type="checkbox"/> Online <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Other (please describe below):																					
Please confirm the following regarding this key assessment:	<input type="checkbox"/> This assessment measures individual candidate performance rather than group performance. <input type="checkbox"/> Our program has read the NAEYC guidance on using portfolios or other large comprehensive assessments as key assessments and believes to the best of our understanding that this assessment meets the requirements for a key assessment. <input type="checkbox"/> This key assessment is offered in a course that is required rather than elective.																					

<p>For any degree program in which this assessment is required, is this key assessment offered in a course for which candidates can receive transfer credit or prior learning experience credit?</p>	<div style="margin-bottom: 10px;"> <input type="checkbox"/> Yes  <input type="checkbox"/> No         </div> <p>If yes, please describe below how you ensure that candidates who receive credit without taking the course still take the key assessment prior to completing the program.</p>
--	---

**Please attach:**

- 1) The instructions for Key Assessment 2 as they are given to candidates (with the label for the key competency of the relevant *Professional Standards and Competencies* clearly embedded next to each applicable task)
- 2) The rubric for Key Assessment 2 that is used by faculty to evaluate candidate work on each of the key competencies of the standards they are designed to assess (with the key competency of the relevant *Professional Standards and Competencies* clearly labeled with only one key competency per rubric row.)

**(INSERT Key Assessment 2 Directions and Rubric Here)**

DRAFT

### Key Assessment 3 Description

Key Assessment #3																						
Key assessment name:																						
Course (number & name) in which key assessment is given:																						
Briefly describe this key assessment:																						
For which key competencies of the standards is this key assessment submitted as evidence of alignment?	Standard 1				Standard 2			Standard 3				Standard 4			Standard 5			Standard 6				
	1a	1b	1c	1d	2a	2b	2c	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	6a	6b	6c	6d	6e
Please indicate how this key assessment is delivered to candidates (check all that apply):	<input type="checkbox"/> Online <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Other (please describe below):																					
Please confirm the following regarding this key assessment:	<input type="checkbox"/> This assessment measures individual candidate performance rather than group performance. <input type="checkbox"/> Our program has read the NAEYC guidance on using portfolios or other large comprehensive assessments as key assessments and believes to the best of our understanding that this assessment meets the requirements for a key assessment. <input type="checkbox"/> This key assessment is offered in a course that is required rather than elective.																					

<p>For any degree program in which this assessment is required, is this key assessment offered in a course for which candidates can receive transfer credit or prior learning experience credit?</p>	<p> <input type="checkbox"/> Yes  <input type="checkbox"/> No         </p> <p>If yes, please describe below how you ensure that candidates who receive credit without taking the course still take the key assessment prior to completing the program.</p>
--	--

**Please attach:**

- 1) The instructions for Key Assessment 3 as they are given to candidates (with the label for the key competency of the relevant *Professional Standards and Competencies* clearly embedded next to each applicable task)
- 2) The rubric for Key Assessment 3 that is used by faculty to evaluate candidate work on each of the key competencies of the standards they are designed to assess (with the key competency of the relevant *Professional Standards and Competencies* clearly labeled with only one key competency per rubric row.)

**(INSERT Key Assessment 3 Directions and Rubric Here)**

DRAFT

## Key Assessment 4 Description

Key Assessment #4																						
Key assessment name:																						
Course (number & name) in which key assessment is given:																						
Briefly describe this key assessment:																						
For which key competencies of the standards is this key assessment submitted as evidence of alignment?	Standard 1				Standard 2			Standard 3				Standard 4			Standard 5			Standard 6				
	1a	1b	1c	1d	2a	2b	2c	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	6a	6b	6c	6d	6e
Please indicate how this key assessment is delivered to candidates (check all that apply):	<input type="checkbox"/> Online <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Other (please describe below):																					
Please confirm the following regarding this key assessment:	<input type="checkbox"/> This assessment measures individual candidate performance rather than group performance. <input type="checkbox"/> Our program has read the NAEYC guidance on using portfolios or other large comprehensive assessments as key assessments and believes to the best of our understanding that this assessment meets the requirements for a key assessment. <input type="checkbox"/> This key assessment is offered in a course that is required rather than elective.																					

<p>For any degree program in which this assessment is required, is this key assessment offered in a course for which candidates can receive transfer credit or prior learning experience credit?</p>	<p> <input type="checkbox"/> Yes  <input type="checkbox"/> No         </p> <p>If yes, please describe below how you ensure that candidates who receive credit without taking the course still take the key assessment prior to completing the program.</p>
--	--

**Please attach:**

- 1) The instructions for Key Assessment 4 as they are given to candidates (with the label for the key competency of the relevant *Professional Standards and Competencies* clearly embedded next to each applicable task)
- 2) The rubric for Key Assessment 4 that is used by faculty to evaluate candidate work on each of the key competencies of the standards they are designed to assess (with the key competency of the relevant *Professional Standards and Competencies* clearly labeled with only one key competency per rubric row.)



**(INSERT Key Assessment 4 Directions and Rubric Here)**

DRAFT

## Key Assessment 5 Description

Key Assessment #5																						
Key assessment name:																						
Course (number & name) in which key assessment is given:																						
Briefly describe this key assessment:																						
For which key competencies of the standards is this key assessment submitted as evidence of alignment?	Standard 1				Standard 2			Standard 3				Standard 4			Standard 5			Standard 6				
	1a	1b	1c	1d	2a	2b	2c	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	6a	6b	6c	6d	6e
Please indicate how this key assessment is delivered to candidates (check all that apply):	<input type="checkbox"/> Online <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Other (please describe below):																					
Please confirm the following regarding this key assessment:	<input type="checkbox"/> This assessment measures individual candidate performance rather than group performance. <input type="checkbox"/> Our program has read the NAEYC guidance on using portfolios or other large comprehensive assessments as key assessments and believes to the best of our understanding that this assessment meets the requirements for a key assessment. <input type="checkbox"/> This key assessment is offered in a course that is required rather than elective.																					

<p>For any degree program in which this assessment is required, is this key assessment offered in a course for which candidates can receive transfer credit or prior learning experience credit?</p>	<p> <input type="checkbox"/> Yes  <input type="checkbox"/> No         </p> <p>If yes, please describe below how you ensure that candidates who receive credit without taking the course still take the key assessment prior to completing the program.</p>
--	--

**Please attach:**

- 1) The instructions for Key Assessment 5 as they are given to candidates (with the label for the key competency of the relevant *Professional Standards and Competencies* clearly embedded next to each applicable task)
- 2) The rubric for Key Assessment 5 that is used by faculty to evaluate candidate work on each of the key competencies of the standards they are designed to assess (with the key competency of the relevant *Professional Standards and Competencies* clearly labeled with only one key competency per rubric row.)

**(INSERT Key Assessment 5 Directions and Rubric Here)**

DRAFT

## Key Assessment 6 Description

Key Assessment #6																						
Key assessment name:																						
Course (number & name) in which key assessment is given:																						
Briefly describe this key assessment:																						
For which key competencies of the standards is this key assessment submitted as evidence of alignment?	Standard 1				Standard 2			Standard 3				Standard 4			Standard 5			Standard 6				
	1a	1b	1c	1d	2a	2b	2c	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	6a	6b	6c	6d	6e
Please indicate how this key assessment is delivered to candidates (check all that apply):	<input type="checkbox"/> Online <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Other (please describe below):																					
Please confirm the following regarding this key assessment:	<input type="checkbox"/> This assessment measures individual candidate performance rather than group performance. <input type="checkbox"/> Our program has read the NAEYC guidance on using portfolios or other large comprehensive assessments as key assessments and believes to the best of our understanding that this assessment meets the requirements for a key assessment. <input type="checkbox"/> This key assessment is offered in a course that is required rather than elective.																					

<p>For any degree program in which this assessment is required, is this key assessment offered in a course for which candidates can receive transfer credit or prior learning experience credit?</p>	<p> <input type="checkbox"/> Yes  <input type="checkbox"/> No         </p> <p>If yes, please describe below how you ensure that candidates who receive credit without taking the course still take the key assessment prior to completing the program.</p>
--	--

**Please attach:**

- 1) The instructions for Key Assessment 6 as they are given to candidates (with the label for the key competency of the relevant *Professional Standards and Competencies* clearly embedded next to each applicable task)
- 2) The rubric for Key Assessment 6 that is used by faculty to evaluate candidate work on each of the key competencies of the standards they are designed to assess (with the key competency of the relevant *Professional Standards and Competencies* clearly labeled with only one key competency per rubric row.)

**(INSERT Key Assessment 6 Directions and Rubric Here)**

DRAFT

## Evidence Exhibit Six: Data Collection, Analysis, and Use to Improve Teaching and Learning Related to the *Professional Standards and Competencies for Early Childhood Educators*

In this section the program will report and analyze candidate performance data from the key assessments by key competency.

- **Looking collectively across all key assessments aligned with the key competencies of the *Professional Standards and Competencies*, include a data table for each standard in the pages that follow, with at least one (but no more than two) applications of the program's most recent candidate performance data on all key assessments that address each standard.** The data applications may be one (or two) semester(s), one (or two) year(s), or a different configuration based on how often the assessment is given to candidates—but should reflect the most recent time(s) the assessment was given to candidates. Additional guidance on collecting, reporting, and analyzing data can be found in the Accreditation Resource Library under “Guidance Documents and Other Resources.” Programs are encouraged to review the guidance when completing this section of the report.
- Data tables should reflect **data reported by key competency**.
- If a key competency is **measured in more than one key assessment, that data should be disaggregated within the data tables** (e.g., if a program measures Key Competency 1c in Key Assessment 1 and 3, the data table should include a row of data for 1c from Key Assessment 1 and a row of data for 1c from Key Assessment 3). If Key Assessment 1 is given every semester but Key Assessment 3 is given only once per year, the program may include two applications of data for each key assessment even if the dates stretch across three reporting periods.
- All data tables must (at minimum) **clearly distinguish at least between how many and what percentage of degree candidates met or did not meet the key competency**. Other categories (such as exceeding or progressing) may be included at the program's discretion, but the program must make clear whether these categories constitute meeting or not meeting the key competency.
- All data tables must clearly indicate **which key assessments** are included and **the semester (or trimester, quarter, etc.) of application** for each key assessment. (If candidates from one course section take a key assessment on March 15 and candidates in a different course section take the same key assessment on April 15 of the same semester, those would be aggregated together as one application of data.)
- If submitting multiple programs in this Self-Study Report, these data must also be **disaggregated by program** (a separate data table should be included for each program).
- If one or more assessments was recently revised or created, a program might not yet have an application of data from the key assessment(s) listed on the overview chart and submitted with this Self-Study Report. In those cases, **the program can include data from a previous version of that assessment that were aligned with the 2020 *Professional Standards and Competencies* or with the 2010 Professional Preparation Standards**. Data from older key assessments should be clearly identified: “This data table was generated from a key assessment that was in use prior to the current version of Key Assessment \_\_\_\_.” If the program plans to do this, it is strongly encouraged to call NAEYC staff or email [highered@naeyc.org](mailto:highered@naeyc.org) to discuss how to convey the data.



## **Standard 1: Child Development and Learning in Context**

- **Insert Data Table(s) for Standard 1:**

**Please select one:**

- ☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.
- ☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.
- ☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.
- ☐ Data reported are from a **combination of current and previous** assessment versions.
- **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

### **Data Reporting and Analysis Questions**

After reviewing the data reported above, answer the following questions:

- **How are candidates performing in regard to the key competencies of Standard 1? Briefly describe each program's data results across all key assessments designed to measure the standard. (500 word limit)**
- **How is the program using the data on this standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field**

**experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)**

- **If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)**

## **Standard 2: Family–Teacher Partnerships and Community Connections**

- **Insert Data Table(s) for Standard 2:**

**Please select one:**

- ☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.
- ☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.
- ☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.
- ☐ Data reported are from a **combination of current and previous** assessment versions.
- **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

### **Data Reporting and Analysis Questions**

After reviewing the data reported above, answer the following questions:

- **How are candidates performing in regard to the key competencies of Standard 2? Briefly describe each program's data results across all key assessments designed to measure the standard. (500 word limit)**

- **How is the program using the data on this standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)**
- **If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)**

### **Standard 3: Child Observation, Documentation, and Assessment**

- **Insert Data Table(s) for Standard 3:**

**Please select one:**

- ☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.
- ☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.
- ☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.
- ☐ Data reported are from a **combination of current and previous** assessment versions.
- **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

### **Data Reporting and Analysis Questions**

After reviewing the data reported above, answer the following questions:

- **How are candidates performing in regard to the key competencies of Standard 3? Briefly describe each program's data results across all key assessments designed to measure the standard. (500 word limit)**

- **How is the program using the data on this standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)**
- **If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)**

## **Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**

- **Insert Data Table(s) for Standard 4:**

**Please select one:**

- ☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.
- ☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.
- ☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.
- ☐ Data reported are from a **combination of current and previous** assessment versions.
- **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

### **Data Reporting and Analysis Questions**

After reviewing the data reported above, answer the following questions:

- **How are candidates performing in regard to the key competencies of Standard 4? Briefly describe each program's data results across all key assessments designed to measure the standard. (500 word limit)**

- **How is the program using the data on this standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)**
- **If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)**



## **Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum**

- **Insert Data Table(s) for Standard 5:**

**Please select one:**

- ☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.
- ☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.
- ☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.
- ☐ Data reported are from a **combination of current and previous** assessment versions.
- **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

### **Data Reporting and Analysis Questions**

After reviewing the data reported above, answer the following questions:

- **How are candidates performing in regard to the key competencies of Standard 5? Briefly describe each program's data results across all key assessments designed to measure the standard. (500 word limit)**
- **How is the program using the data on this standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field**

**experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)**

- **If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)**

## **Standard 6: Professionalism as an Early Childhood Educator**

- **Insert Data Table(s) for Standard 6:**

**Please select one:**

- ☐ **All data** reported for this standard are from the **current versions of key assessments** submitted as part of this Self-Study Report.
- ☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2020 *Professional Standards and Competencies***.
- ☐ Data are not yet available from current versions of key assessments submitted as part of this Self-Study Report. Therefore, **all data** reported for this standard are from **previous assessment versions aligned to the 2010 Professional Preparation Standards**.
- ☐ Data reported are from a **combination of current and previous** assessment versions.
- **If data reported are from a combination of current and previous assessment versions, specify below which applications are from the current versions of the assessments submitted as part of this report and which are from previous versions of assessments. For data from previous versions, please also specify which are from assessments aligned with the 2020 Professional Standards and Competencies and which are from assessments aligned with the 2010 Professional Preparation Standards (leave blank if not applicable):**

### **Data Reporting and Analysis Questions**

After reviewing the data reported above, answer the following questions:

- **How are candidates performing in regard to the key competencies of Standard 6? Briefly describe each program's data results across all key assessments designed to measure the standard. (500 word limit)**

- **How is the program using the data on this standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)**
- **If your data does not show that at least 80% of your candidates are meeting this standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500 word limit)**

## Evidence Exhibit Seven: Field Experiences

In order to meet Standard F, a program must ensure that each candidate **observes and practices** with at least two age groups (birth-age 3, 3-5 years old, and 5-8 years old) and in at least two settings (Head Start or equivalent program, early school grades, early learning centers, or home-based settings). *Institutions that are submitting multiple programs in a single Self-Study Report must copy, paste, and complete the information and chart below separately for each program.*

➤ **Program name:** \_\_\_\_\_ **Total number of field experience hours required in this program:** \_\_\_\_\_

➤ **Complete the following chart to describe the field experiences in required courses in the program (add rows as necessary).**

	Course name and number in which the field experience is located	Age group of young children in the field experience (select only one box per field experience)	Describe the diversity of the population of young children in the field experience	Number of Field Experience Hours	Location/ Setting (select only one box per field experience)	Observation, practice, or both?	If this field experience is part of a key assessment, please indicate which one
Field Experience #1: [name of field experience]		<input type="checkbox"/> Birth to 3 <input type="checkbox"/> 3-5 <input type="checkbox"/> 5-8 <input type="checkbox"/> Varies; Candidate choice			<input type="checkbox"/> Head Start/equivalent <input type="checkbox"/> Early learning/care center <input type="checkbox"/> Home based <input type="checkbox"/> Early school grades <input type="checkbox"/> Varies; Candidate choice	<input type="checkbox"/> Observation <input type="checkbox"/> Practice <input type="checkbox"/> Both	<input type="checkbox"/> KA 1 <input type="checkbox"/> KA 2 <input type="checkbox"/> KA 3 <input type="checkbox"/> KA 4 <input type="checkbox"/> KA 5 <input type="checkbox"/> KA 6
Field Experience #2: [name of field experience]		<input type="checkbox"/> Birth to 3 <input type="checkbox"/> 3-5 <input type="checkbox"/> 5-8 <input type="checkbox"/> Varies; Candidate choice			<input type="checkbox"/> Head Start/equivalent <input type="checkbox"/> Early learning/care center <input type="checkbox"/> Home based <input type="checkbox"/> Early school grades <input type="checkbox"/> Varies; Candidate choice	<input type="checkbox"/> Observation <input type="checkbox"/> Practice <input type="checkbox"/> Both	<input type="checkbox"/> KA 1 <input type="checkbox"/> KA 2 <input type="checkbox"/> KA 3 <input type="checkbox"/> KA 4 <input type="checkbox"/> KA 5 <input type="checkbox"/> KA 6
Field Experience #3: [name of field experience]		<input type="checkbox"/> Birth to 3 <input type="checkbox"/> 3-5 <input type="checkbox"/> 5-8 <input type="checkbox"/> Varies; Candidate choice			<input type="checkbox"/> Head Start/equivalent <input type="checkbox"/> Early learning/care center <input type="checkbox"/> Home based <input type="checkbox"/> Early school grades <input type="checkbox"/> Varies; Candidate choice	<input type="checkbox"/> Observation <input type="checkbox"/> Practice <input type="checkbox"/> Both	<input type="checkbox"/> KA 1 <input type="checkbox"/> KA 2 <input type="checkbox"/> KA 3 <input type="checkbox"/> KA 4 <input type="checkbox"/> KA 5 <input type="checkbox"/> KA 6

Field Experience #4: [name of field experience]	<input type="checkbox"/> Birth to 3 <input type="checkbox"/> 3-5 <input type="checkbox"/> 5-8 <input type="checkbox"/> Varies; Candidate choice	<input type="checkbox"/> Head Start/equivalent <input type="checkbox"/> Early learning/care center <input type="checkbox"/> Home based <input type="checkbox"/> Early school grades <input type="checkbox"/> Varies; Candidate choice	<input type="checkbox"/> Observation <input type="checkbox"/> Practice <input type="checkbox"/> Both	<input type="checkbox"/> KA 1 <input type="checkbox"/> KA 2 <input type="checkbox"/> KA 3 <input type="checkbox"/> KA 4 <input type="checkbox"/> KA 5 <input type="checkbox"/> KA 6
---	--	---	--	--

- If the field experience age groups and/or settings intended to meet Standard F vary by candidate throughout the program rather than being standardized across all candidates, please insert below the tracking instrument used by the program to ensure each candidate has had observation and practice experiences in at least two age groups and two settings prior to program completion (*if the program is structured so that standardized field experiences ensure all candidates observe and practice within the same two age groups and same two settings but may have candidate choice for additional field experience opportunities beyond the standardized experiences, it is not necessary to provide the aforementioned tracking instrument. Instead, please complete the table in the prompt below*).
- If the program provides standardized field experiences sufficient to meet all components of Standard F, please place Xs in the table below to indicate in which two age groups and two settings the standardized field experiences take place. You must select at least two ages and two settings for both observation and practice (*if the program has provided the individual candidate tracking instrument requested in the prompt above due to variations in field experiences, it is not necessary to complete this table*).

	Age groups			Settings			
	Birth to 3	3-5	5-8	Head Start/ equivalent	Early learning/ care center	Home based	Early school grades
Observation							
Practice							

## Self-Study Report Completion Checklist

Use the following checklist to determine if your Self-Study Report is complete and ready for submission. The program should also review the definition for a complete Self-Study Report in the most recent Accreditation Handbook and review the *Instructions for Submitting Accreditation Reports and Forms*, which can be found in the online community resource library. Programs should place an “X” in the left-hand column to verify that each item below was addressed.

Technical and Formatting Items	
	The program uses the most current edition of NAEYC’s higher education accreditation standards, <i>Professional Standards and Competencies for Early Childhood Educators</i> , and Self-Study Report template (if the most current template edition was shared less than six months prior to the submission of this report, the program may use one version prior).
	The document has been proofread by at least one person external to the program, including for consistency around where the program intends key assessments to align.
	The Table of Contents and page numbers are updated to correspond with the sections of the Self-Study Report template. The report uses page numbers to help readers find report sections.
	Each narrative response is written in 10 to 12 point font in Arial, Times New Roman, Calibri, or other easily readable serif/sans-serif font. Narrative sections are single-spaced with an extra space between paragraphs (font size, style, and spacing may differ for attached Key Assessments or other Evidence Exhibits).
	Each narrative response is no more than 500 words per prompt and is written in complete sentences rather than a bulleted list unless otherwise specified.
	The final Self-Study Report is ready to be submitted as a <b>single, read-only PDF file</b> . Other file formats will not be accepted. Please note that only a single PDF file should be e-mailed, not a collection of multiple files. <b>Supporting documents</b> that are not part of the report template and required evidence exhibits should be set aside for review during your site visit, not submitted with reports.

Items Associated with Eligibility and Program Characteristics	
	Each requested piece of information in the Program Information section has been filled out.
	The program has affirmed (or reaffirmed) that it meets all Accreditation Eligibility Requirements.
Items Associated with Standards	
	Each element of standards A-F in the report has been addressed and, for each, the sources of evidence required in the report are included (please note, this does not include sources listed under “additional sources of evidence to provide during the site visit”).
	The Faculty Qualifications Chart in Evidence Exhibit One has been completed.
	The Program of Study and course descriptions have been inserted into Evidence Exhibit Two.
	The Learning Opportunities chart in Evidence Exhibit Three is filled out, with information provided for each key competency.
	The program has included data for Outcome Measures #1, #2 and #3 in Evidence Exhibit Four, and the data on the outcome measures are published on the program’s website, or there is a web link on the program’s website landing page that leads to the data published elsewhere on the institution’s website.
	The chart of key assessments is submitted in Evidence Exhibit Five, with alignment indicated for each <b>key competency associated with Professional Standards and Competencies 1-6.</b>
	For Self-Study Reports addressing more than one degree program, the multi-program alignment chart in Evidence Exhibit Five is completed.
	Six key assessments are submitted in Evidence Exhibit Five that address alignment with each <b>key competency associated with Professional Standards and Competencies 1-6. The key competencies are labeled within the relevant sections of instructions and rubric of each Key Assessment.</b>
	For every key assessment in the Chart of Key Assessments in Evidence Exhibit Five, a complete (and single) description chart, set of instructions, and rubric are submitted.



	For every key assessment in Evidence Exhibit Five, the program affirms that the key assessments submitted ensure that candidates are individually evaluated on <i>Professional Standards and Competencies</i> 1-6, not evaluated as a group.
	If a key assessment in Evidence Exhibit Five is a portfolio or other large comprehensive assignment, the program affirms that it has reviewed NAEYC's guidance on portfolios (found in the online resource library) to ensure it meets the requirements for a key assessment.
	For every key assessment in Evidence Exhibit Five, key competencies are not clustered within a rubric row or within an associated task in the instructions.
	Candidate performance data from at least one application of each applicable key assessment (but no more than two applications) is submitted in Evidence Exhibit Six for each of the <i>Professional Standards and Competencies</i> . Data may reflect the key assessments included in the Self-Study Report or assessments that were used prior to the current versions if data are not yet available from the current versions due to the recency of assessment revisions. Data are disaggregated by key competency, by key assessment, by application, and by program (if a Self-Study Report includes more than one degree program). The program has provided responses to the required narratives describing candidate performance on each of the <i>Professional Standards and Competencies</i> , as well as the program's use of data to improve teaching and learning related to that standard.
	The Field Experience Chart and required accompanying prompts in Evidence Exhibit Seven are completed.

*This list is based on the 2021 Self-Study Report Template for First-Time Accreditation for programs responding to the 2021 NAEYC Higher Education Accreditation Standards. It will be updated to reflect subsequent changes to the Self-Study Report template; however, it is the responsibility of the program to ensure that it has fully completed the most current template. First-Time accreditation visits may not be scheduled in the absence of a complete Self-Study Report and receipt of the Self-Study Review Fee.*

When your Self-Study Report is complete and the annual review fee is ready to be paid, the program should email the Self-Study Report PDF to [highered@naeyc.org](mailto:highered@naeyc.org).

Fees can be paid via check, credit card or ACH. Mail fees in the form of a check to the address below. If your institution makes other purchases from NAEYC, be sure that accreditation fees are clearly addressed to Higher Education Accreditation (and not to Resource Sales, Membership, etc.) It is helpful to send an email to [highered@naeyc.org](mailto:highered@naeyc.org) to indicate that the check has been mailed. If paying by credit card or ACH please contact [highered@naeyc.org](mailto:highered@naeyc.org) for further instructions.

NAEYC Accreditation of Early Childhood Higher Education Programs  
P.O. Box 96261  
Washington, DC 20090-6261