

Advancing Quality: An Overview of the Draft Revised NAEYC Higher Education Accreditation Standards

February 2021



Early Childhood Higher Education Programs

naeyc® National Association for the
Education of Young Children

Today's Presenters

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Our Agenda for Today

The Who, The When, and The Why

The What

Feedback Focus and Feedback Loops

Q&A

The Who

Who Informed the Revisions?

➤ The Standards Workgroup

- Associate, baccalaureate and master's degree faculty
- State agencies/organizations
- Accredited and non-accredited programs
- Peer reviewers

➤ The Commission

➤ You!

The When

When Did the Revisions Take Place?

Commission deliberations began in 2019 to identify key priorities for the revisions

The Commission appointed a Standards workgroup that began meeting in Spring 2020

The 360° survey of the accreditation system was issued in early summer 2020

Throughout the fall and winter 2020 the Standards Workgroup and Commission worked on revisions

The Why

The *Unifying Framework* includes a set of expectations for professional preparation programs

- All professional preparation programs must be accredited
- Programs must be aligned to the *Professional Standards and Competencies*
- Programs must provide seamless pathways across degree levels

The *Unifying Framework* also identifies the infrastructure that needs to be in place in order for programs to meet these expectations

- Supports for faculty
- Supports for program design
- Supports for students

Drivers for the Revisions – *Professional Standards and Competencies*

- The *Professional Standards and Competencies for Early Childhood Educators* are an update of the 2009 NAEYC Position Statement on *Professional Preparation Programs*
- Have been designated by the *Unifying Framework* as the core competencies for early childhood educators
- Define what early childhood educators must know and be able to do
- Includes the leveling of the standards to the ECE I, ECE II and ECE III designations

- NAEYC's higher education accreditation system is seeking recognition from the Council for Higher Education Accreditation (CHEA)
- CHEA's standards focus on how accrediting bodies ensure accredited programs advance academic quality, meet their expectations for student achievement, and are transparent to the public about their performance.
- CHEA also reviews accrediting bodies to ensure that they are following their own policies

Drivers for the Revisions – *Feedback from Programs, Peer Reviewers and Commissioners*

We conducted a 360° survey of the accreditation system last summer. Key positive findings included:

Overall, respondents agree with the expectations of standards and the accreditation decisions reached by the Commission

Faculty appreciate the focus on candidate competencies in the standards

The standards are meaningful

Going through the accreditation process benefits early childhood degree programs

The visibility of the ECE program and faculty significantly increased within their institutions and community as a result of achieving accreditation

Key findings for consideration included:

While the standards are clear about expectations for candidate competencies, they do not articulate expectations for program quality

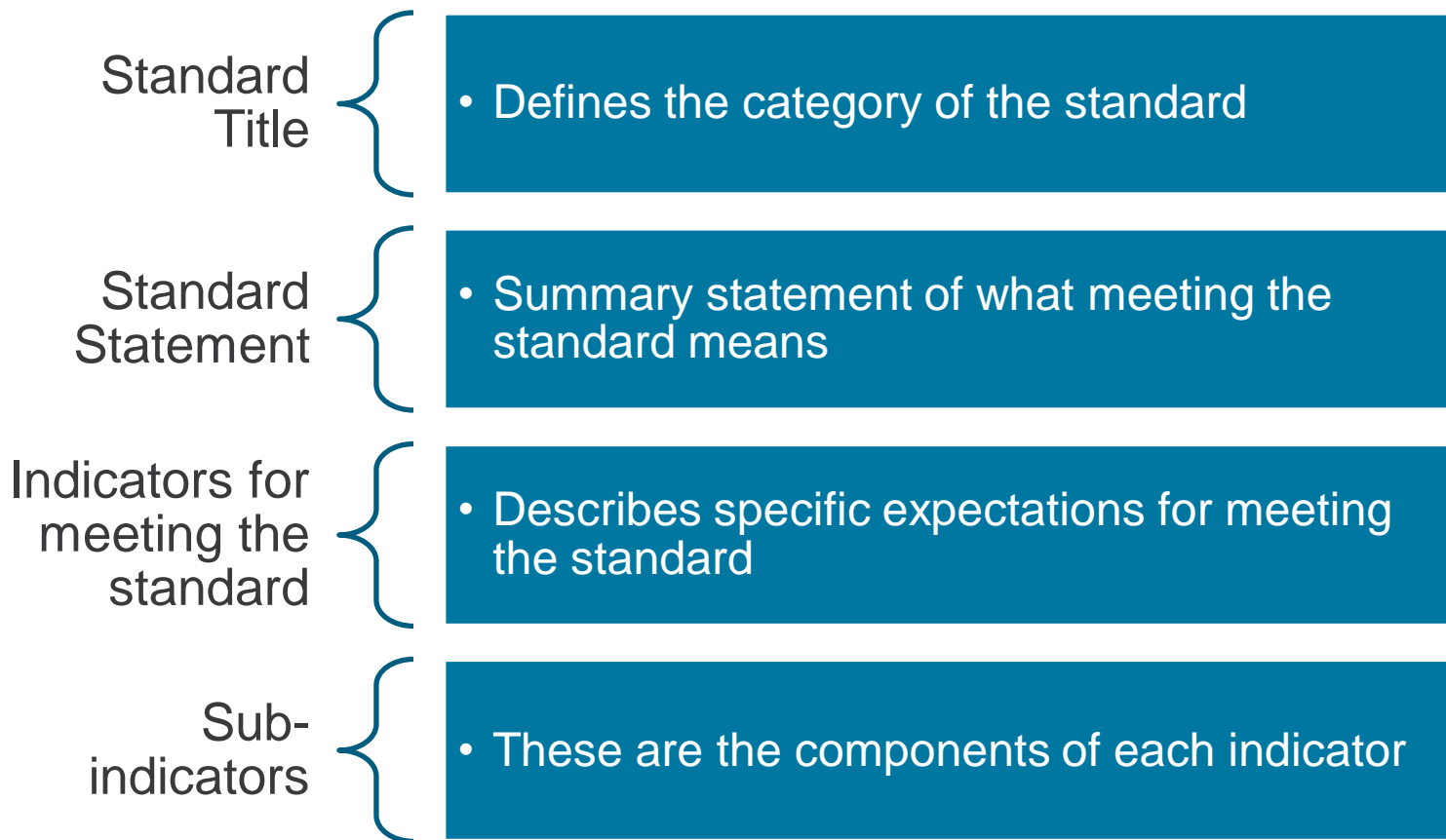
Many indicated that key assessments are too heavily weighted in the accreditation decision

While the accreditation process is rigorous (a positive), some indicated that they found it unduly burdensome

The What

- To make clear in the standards expectations for ECE professional preparation program quality
- To elevate elements of program design that lead to candidate proficiency in the *Professional Standards and Competencies*
- To align to the current guidelines of the ECE profession

Structure of the Standards



Draft Accreditation Standards

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

The Content Should Feel Familiar

- Much of the content for Standards A, B and C are derived from Criteria 1-12 in the current Self-Study Report Template
- The content in Standard F is based on the indicators of quality in the current Standard 7
- The learning opportunities chart, key assessments, and candidate performance data will still be used to demonstrate alignment to Standards D and E

Questions about what you've heard so far?

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

<p>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.</p>	<p>Candidate Characteristics: The program demonstrates a clear understanding of its current and potential candidate population.</p>	<p>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.</p>	<p>Program Governance and Organization: The program's organization and guidance are aligned to the mission and are participatory, placing the needs of candidates as their first priority.</p>	<p>Program Resources: The institution provides resources to the program that are sufficient to support candidates' proficiency in the <i>Professional Standards and Competencies</i> and for the program to meet its program objectives.</p>
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Standard B: Faculty Characteristics and Quality, 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.

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*.

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.

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

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.

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.

Program Coherence: The program of study is a coherent series of courses and field experiences designed to support candidates' proficiency in the <i>Professional Standards and Competencies</i> , to meet the program objectives, and to prepare early childhood educators	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.	Teaching Quality: The teaching practices used by faculty promote candidate learning in relation to the <i>Professional Standards and Competencies</i> are responsive to the candidates in the program and reflect the current professional knowledge base.	Academic and Non-Academic Supports: The program provides reasonable advising and other supports (academic and nonacademic) to candidates to promote completion.	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.	Public Accountability: The program is transparent with the public about its effectiveness in preparing early childhood educators.
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Standard D: Developing Candidate Proficiency in the *Professional Standards and Competencies*

The curriculum content provides ample and varied learning opportunities that are sequenced and scaffolded to include introduction and instruction of theory and concepts, practice, and demonstration of proficiency in the *Professional Standards and Competencies for Early Childhood Educators*.

Collectively, the program's learning opportunities and key assessments address the depth and breadth of the *Professional Standards and Competencies* expected for preparing candidates for ECE II or ECE III designations so that:

- Candidates' practice is grounded in a knowledge base of how young children (birth through age 8) develop and learn.
- Candidates are prepared to work with all families and use community resources to support young children's development and learning.
- Candidates can effectively use observation and other assessment methods to plan meaningful learning experiences for each and every young child.
- Candidates have a broad repertoire of developmentally, culturally, and linguistically appropriate instructional strategies, based in play, to support learning and development for each and every young child.
- Candidates have sufficient content knowledge and pedagogical content knowledge across multiple disciplines to create meaningful learning experiences and integrated curriculum for each and every young child.
- Candidates identify as early childhood educators and adhere to the early childhood education profession's guidelines (e.g. Code of Ethics, Developmentally Appropriate Practice).

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*.

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

Evaluation Quality of Key Assessments: The program's key assessments are designed to accurately evaluate candidate performance on the *Professional Standards and Competencies*.

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.

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*.

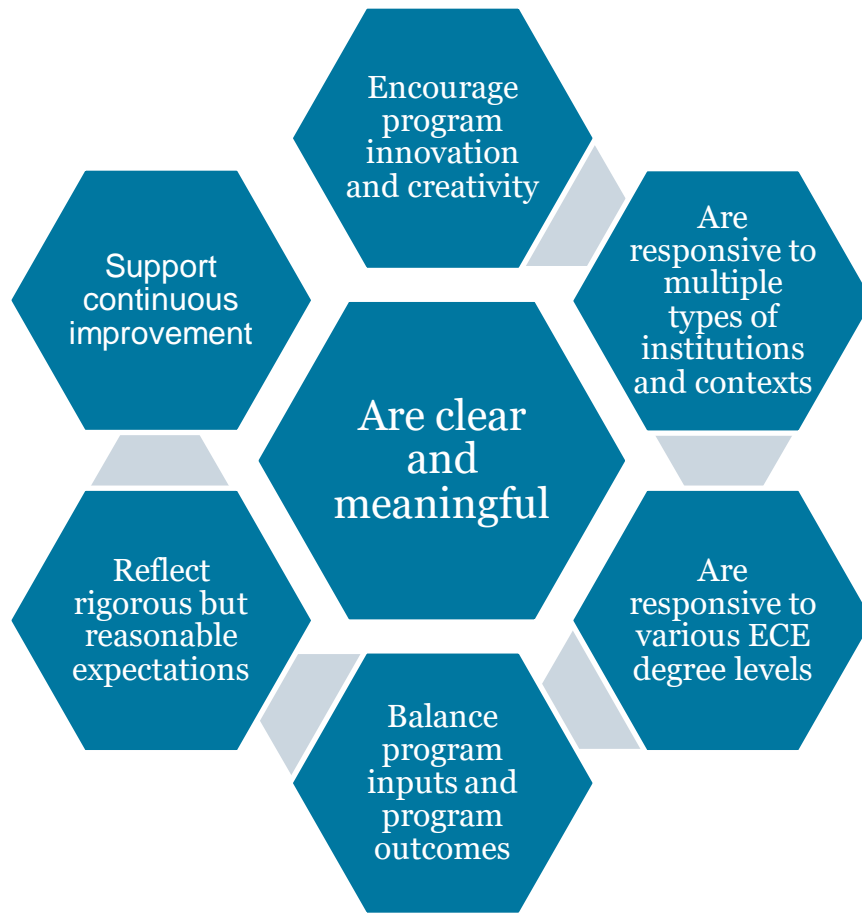
Standard F: Field Experience Quality

The program develops competent early childhood professionals 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.

<p>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 <i>Professional Standards and Competencies</i>.</p>	<p>Quality of Field Experiences: The program has intentional partnerships with early learning settings that support candidates' growth in the <i>Professional Standards and Competencies</i> and are consistent with the program's mission and conceptual framework.</p>	<p>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 <i>Professional Standards and Competencies</i> and to ensure consistency in the mentoring and evaluation of candidates.</p>	<p>Candidate Supports: The program supports candidates in making meaning of their experiences in early learning settings and evaluating those experiences against standards of quality.</p>
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Your Feedback is Needed!

We Want to Know If the Standards



Help us set appropriate expectations on key issues



Should the current requirement that programs include at least 18 early childhood education (ECE) credit hours be raised?

Should the standards set a minimum number of field experience hours that programs must offer?

Are the administrator and faculty expectations in Standards A.3.a., B.1.a and B.1.b reasonable?

For programs in the accreditation system...



Include your questions and suggestions you'd like the Commission to consider as they develop an implementation plan for the standards



Early Childhood Higher Education Programs

What's Next?

After the public comment period concludes, the Commission and Standards workgroup will review the feedback and make necessary revisions

Mid-2021 – The final standards will be released along with a new Self-Study Report Template

There will be an ample transition period (at least one year) for programs submitting Self-Study Reports to choose to submit under the current or new standards.

Q&A

We want to hear from you!

Feedback Survey Deadline is February 28, 2021

<https://www.surveymonkey.com/r/8VYSMV8>

Come to Office Hours

<https://forms.gle/SV42ZyJG6hYMQ4Ax7>

- *February 5, 2:00-3:00 p.m. EST*
- *February 9, 11:00 a.m. – 12:00 p.m. EST*
- *February 17, 2:00-3:00 p.m. EST*

