

About the Draft Accreditation Standards

Since its launch in 2006, [NAEYC Accreditation of Early Childhood Higher Education Programs](#) has served an important role in the early childhood education profession by recognizing and supporting quality early childhood education (ECE) degree programs. Previously, NAEYC's *Professional Preparation Standards* (currently the 2010 edition) have served in two roles: as the standards and competencies for early childhood education professionals, and, simultaneously, as the standards for professional preparation programs in NAEYC's higher education accreditation system. In 2020, following the release of the [Professional Standards and Competencies for Early Childhood Educators](#) and the [Unifying Framework for the Early Childhood Education Profession](#), the NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs began the process of revising NAEYC's higher education accreditation standards both to reflect developments in the early childhood education profession and as a routine and healthy practice for an accrediting body. The Commission appointed a [workgroup](#) – comprised of stakeholders across the early childhood education profession – to lead this effort. Over the course of several months the Standards Workgroup and Commission considered the strengths and challenges of the current accreditation standards, gathered feedback from the accreditation community, and considered the needs and guidelines of the early childhood education profession.

The primary drivers informing the revisions to the accreditation standards include:

- The *Unifying Framework for the Early Childhood Education Profession* – In particular, the framework includes significant recommendations for early childhood higher education programs. The draft accreditation standards incorporate the infrastructure recommendations for professional preparation programs related to faculty and necessary program resources. In addition, the accreditation standards incorporate the framework's recommendations for student supports, including: flexible program models to meet the needs of ECE students, including nontraditional students; contributing to seamless ECE degree pathways; and providing responsive academic and non-academic supports.
- The *Professional Standards and Competencies for Early Childhood Educators – The Professional Standards and Competencies* (which are an update of NAEYC's 2010 Professional Preparation Standards) were released in conjunction with the *Unifying Framework* and have been designated as the core competencies for the ECE profession. As such, the draft accreditation standards require programs to align their curriculum to this foundational document to ensure candidates are prepared in the necessary skills, knowledge, and dispositions required to be effective practitioners.
- Results from the 2020 360° survey – In the early summer of 2020, the Commission surveyed programs in NAEYC's higher education accreditation system on three topics: perceptions of the current accreditation standards, the impact and value of NAEYC accreditation on programs, and the quality of professional development offerings in the accreditation system.
- Peer Reviewer, Program Faculty, and Commissioner Feedback gathered over the last several years through professional development session evaluation forms, peer review reports,

Commission meetings and countless meetings and conversations with program faculty and peer reviewers in the accreditation system.

- Council for Higher Education Accreditation (CHEA) – The accreditation system is currently seeking recognition from CHEA, the accreditor of higher education accreditation organizations. CHEA’s standards focus on ensuring institutional/program quality, supporting innovation, and being transparent about institutional/program quality with the public.

Thus, the resulting draft revised accreditation standards include a focus both on program inputs – such as program organization, mission and conceptual framework, faculty and candidate characteristics, program of study, and field experiences – as well as program outcomes, particularly related to candidate proficiency in the *Professional Standards and Competencies for Early Childhood Educators*.

There are six standards – Standards A through F. For each standard there is a brief standard statement summarizing the expectations for programs to meet that standard. Under each standard statement there are a set of indicators that specify how programs will demonstrate meeting the standard.

Draft Accreditation Standards

<p>Standard A: Program Identity, Candidates, Organization and Resources</p>	<p>Standard B: Faculty Characteristics and Quality, Professional Responsibilities and Professional Development</p>	<p>Standard C: Program Design and Evaluation</p>	<p>Standard D: Developing Candidate Proficiency in the <i>Professional Standards and Competencies</i></p>	<p>Standard E: Assuring Candidate Proficiency in the <i>Professional Standards and Competencies</i></p>	<p>Standard F: Field Experience Quality</p>
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In revising the accreditation standards, the Commission wants to ensure that the standards:

- Are clear and meaningful;
- Encourage program innovation and creativity in preparing early childhood educators;
- Are responsive to multiple types of institutions and institutional contexts;
- Are responsive to associate, baccalaureate, and initial master’s ECE degree programs;
- Include an appropriate balance of focus on program inputs and program outcomes;
- Advance equity and diversity for programs, faculty, and candidates; and,
- Reflect rigorous but reasonable expectations.

To the last bullet, the standards define what is entailed in a high-quality early childhood education degree program. In the [feedback survey](#), the Commission is particularly seeking input on the feasibility

of programs meeting certain indicators within the standards. The Commission will use the responses to these questions to ensure that the standards are appropriately rigorous but reasonable.

The Commission anticipates releasing the final standards in mid-2021. At that point, programs will have at least one year in which they can choose to submit Self-Study Reports under the current or new accreditation standards. In the feedback survey, programs in the accreditation system will have an opportunity to share suggestions/questions/concerns they would like the Commission to consider in developing a transition plan for the standards.

Please direct questions to Mary Harrill, Senior Director, Higher Education Accreditation and Program Support at mharrill@naeyc.org.

Quick Links to the Standards

[Standard A: Program Identify, Candidates, Organization and Resources](#) (pp. 4-6)

[Standard B: Faculty Characteristics and Quality, Professional Responsibilities and Professional Development](#) (pp. 6-8)

[Standard C: Program Design and Evaluation](#) (pp. 8-10)

[Standard D: Developing Candidate Proficiency in the Professional Standards and Competencies](#) (pp. 10-11)

[Standard E: Assuring Candidate Proficiency in the Professional Standards and Competencies](#) (pp. 11-12)

[Standard F: Field Experience Quality](#) (pp. 13-14)

[Evidence Charts](#) (pp. 15-22)

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 objectives¹.

Indicators for Meeting the Standard

1. **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.
 - a. The program's mission statement reflects and supports its institution's and community's context² and the program's role in preparing early childhood educators.
 - b. 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.
 - c. The mission statement and conceptual framework are collaboratively developed and regularly evaluated by faculty, community members, ECE employers, students and others.
2. **Candidate Characteristics:** The program demonstrates a clear understanding of its current and potential candidate population.
 - a. The program actively encourages enrollment of candidates who demonstrate potential for success in the early childhood field as defined by faculty.
 - b. 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.
3. **Program Leadership:** The program's chair or lead administrator³ (NAEYC primary or secondary contact) has the necessary knowledge, experience and skills to lead the program.
 - a. 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

¹ Some programs may refer to these as student learning objectives, or program learning objectives. Essentially, these are the goals the program sets for what candidates will achieve by the time they complete the program.

² "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

³ Program Chair or Lead Administrator refers to the individual who has responsibility for administering the program. In some programs this person might be referred to as the "lead faculty" or "department chair" or by a different term.

- hours (for associate degree faculty) or a doctorate with at least 18 early childhood credit hours (for baccalaureate and master's degree faculty).
- b. The program chair or lead administrator has experience teaching in or leading early learning programs or working in the early childhood education field.
 - c. The program chair or lead administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.
4. **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.
- a. The program sets goals and plans in conjunction with the college and program mission and in response to stakeholder and community needs.
 - b. The program has sufficient input, within institutional policies, to inform decisions about its content, budget and organization.
 - c. Faculty, including part-time faculty, are informed about and regularly participate in program decision-making.
 - d. As appropriate to their role, faculty have opportunities to participate in college-wide decision-making.
 - e. 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.
5. **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.
- a. 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.
 - b. 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.
 - c. 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.⁴

⁴ The resources listed in 5c are examples. Programs, particularly those offered fully online, may have different ways of providing library/IT resources to candidates.

- d. 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*.
- e. 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.
- f. 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.

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.

Indicators for Meeting the Standard

1. **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*.
 - a. 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. Associate degree faculty must hold a master's degree or higher in these fields. Baccalaureate and Master's degree faculty must hold a doctorate in these fields.
 - b. All full-time faculty teaching ECE pedagogy courses have previous experience teaching in or leading early learning programs or working with or on behalf of young children in the early childhood education field.
 - c. 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.
2. **Faculty Recruitment, Retention and Evaluation:** The program makes an intentional effort to recruit and retain a diverse⁵ and effective faculty that, if possible, reflects the candidate population.

⁵ As part of responding to this indicator, the program should describe how it defines "diverse". As a guide, the following definition of "diversity" comes from NAEYC's Advancing Equity in Early Childhood Education Position Statement) Diversity—"Variation among individuals, as well as within and across groups of individuals, in terms of their backgrounds

- a. 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.
 - b. The institution and program use a variety of strategies to recruit, hire, mentor, and retain a diverse faculty.
 - c. 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.
3. **Faculty Responsibilities:** Faculty responsibilities allow them to effectively support candidate proficiency in the *Professional Standards and Competencies*.
- a. Work assignments accommodate faculty involvement in activities appropriate to their role in the program, important to their ability to support candidate learning, and consistent with the institution's mission. 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.
 - b. 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.
4. **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.
- a. 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, and/or service to the profession.
 - b. Opportunities are provided for faculty development, 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).

and lived experiences. These experiences are related to social identities, including race, ethnicity, language, sexual orientation, gender identity and expression, social and economic status, religion, ability status, and country of origin. The terms diverse and diversity are sometimes used as euphemisms for non-White. NAEYC specifically rejects this usage, which implies that Whiteness is the norm against which diversity is defined." In addition to this aspect of diversity, "diverse" can also reference the types of previous professional experiences faculty bring with regarding to working with different age groups of young children and/or in different types of early learning settings.

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.

Indicators for Meeting the Standard:

1. **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*).
 - a. Program content and requirements reflect the program's mission, role, and conceptual framework.
 - b. The program includes at least 18 required credit hours of early childhood/child development coursework.
 - c. 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 AAQEP.
2. **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.
 - a. The program participates in partnerships with relevant high schools, community colleges, and/or four-year colleges and universities and graduate programs to support the recruitment and development of early childhood candidates through higher education pathways.
 - b. 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.
3. **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.
 - a. The teaching-learning experiences offered in the degree program are consistent with the program's mission, role, conceptual framework and the *Professional Standards and Competencies*.
 - b. 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.
 - c. 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.

- d. Candidate participation is frequently fostered and monitored, as appropriate, in the delivery (face-to-face, online, hybrid) of the program.
4. **Academic and Non-Academic Supports⁶:** The program provides reasonable advising and other supports (academic and nonacademic) to candidates to promote completion.
- a. 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.
 - b. On a regular basis, the program reviews the performance of candidates and provide candidates with advice and counseling regarding their progress and potential in the program and early childhood profession.
 - c. 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.
 - d. 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.
5. **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.
- a. 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.
 - b. 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.
 - c. The program maintains a plan to address areas in need of improvement and, upon implementation of the plan, provides evidence of improvement.
6. **Public Accountability:** The program is transparent with the public about its effectiveness in preparing early childhood educators.

⁶ 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.

- a. 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.
- b. 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.
- c. 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.

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*.

Indicators for Meeting the Standard:

1. 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).
- a. The program offers a wide variety of learning opportunities to facilitate and develop candidates' proficiency in the *Professional Standards and Competencies*.

- i. The learning opportunities reflect the concepts of the key competencies in *Professional Standards and Competencies* sufficient for preparing individuals for the relevant ECE II or ECE III designations.
- ii. The program offers 6 key assessments that, collectively, reflect the concepts of the *Professional Standards and Competencies*.

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*.

Indicators for Meeting the Standard:

1. **Key Assessment System Quality:** The program accurately and consistently administers key assessments and collects and reviews candidate performance data from the key assessments.
 - a. The program ensures that faculty consistently administer key assessments across all sections of courses that include key assessments.
 - b. The program ensures that all candidates take all key assessments.
 - c. The program collects candidate performance data from all administered key assessments.
 - d. The program has a dependable system (e.g. software or other method) to collect and house the data.
 - e. The program has a process in place for regularly reviewing candidate performance data with faculty.
 - f. The program regularly reviews the assessment system and implements changes or improvements as needed.
2. **Evaluation Quality of Key Assessments:** The program's key assessments are designed to accurately evaluate candidate performance on the *Professional Standards and Competencies*.
 - a. Objective, qualitative descriptions of candidate performance expectations for meeting and not meeting the standards are included in the key assessments.
 - b. 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.

- c. The key assessments appropriately evaluate individual candidate performance on the *Professional Standards and Competencies* (as opposed to evaluating groups of candidates together).
 - d. The key assessments are summative, rather than formative, assessments that can provide the program with accurate data around candidates' abilities.
 3. **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.
 - a. 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*.
 - b. 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, and online candidates) are disproportionately struggling with a standard(s).
 - c. 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.
 4. **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*.
 - a. Candidate performance on key assessments demonstrates that at least 80% of candidates have met each standard.
 - i. If applicable, the program demonstrates the ability to improve candidate performance if proficiency falls below 80% on one or more standards.
 1. The program establishes a plan to improve candidate proficiency.
 2. Within a two-year period, the program demonstrates that it has improved candidate proficiency on the relevant standard to meet the 80% threshold.
 - b. Evidence from learning opportunities (outside of key assessments) and other measures, as applicable (e.g. employer/graduate surveys, pass rates on licensure exams, and feedback from focus groups) indicate that program completers 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 experiences⁷ that support candidates' proficiency in the *Professional Standards and Competencies* and provide multiple opportunities for candidates to observe and practice with young children.

Indicators for Meeting the Standard:

1. **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*.
 - a) 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)].
 - b) 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).
 - c) 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.
2. **Quality of Field Experiences:** The program has intentional partnerships with early learning settings that support candidates' growth in the *Professional Standards and Competencies* and are consistent with the program's mission and conceptual framework.
 - a) The program has a set of criteria/expectations it uses to identify potential field experience sites.
 - b) The program uses partnership agreements (or other formal vehicles) with its field experience sites to set expectations for how the sites, the program, and candidates will work together.
 - c) Field experiences are intentionally planned and sequenced to support candidates' proficiency in the *Professional Standards and Competencies*.
 - d) Field experiences reflect the program's mission and conceptual framework.

⁷ Field experiences are defined as informal and formal opportunities for field observations, fieldwork, practica, student teaching and other clinical practice experiences such as home visiting. A planned sequence of these experiences supports candidate development of understanding, competence and dispositions in a specialized area of practice.

- e) 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*.
3. **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.
- The program has a set of criteria/expectations it uses to identify potential cooperating/mentor/supervising teachers and faculty.
 - The program provides orientation/preparatory materials to cooperating/mentor/supervising teachers and faculty setting expectations for supporting candidates.
 - The program provides regular feedback and support to cooperating/mentor/supervising teachers and faculty.
4. **Candidate Supports:** The program supports candidates in making meaning of their experiences in early learning settings and evaluating those experiences against standards of quality.
- 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*.
 - The program has protocols in place for candidate expectations and behaviors during field experiences.
 - The program provides preparatory materials to candidates to support their readiness for sustained field experiences (e.g., student teaching, practicum courses).
 - The program provides regular feedback to candidates during sustained field experiences.

Potential Evidence for Meeting the Standard

Following are examples of potential evidence that programs could submit in the Self-Study Report or during the site visit to demonstrate meeting the accreditation standard. For each evidence chart there is required evidence that every program must submit and then suggestions of other evidence the program could submit. Programs are encouraged to submit evidence that they believe most strongly demonstrates meeting the indicators of each standard.

There are also types of evidence that programs will submit that will be used to demonstrate meeting indicators from multiple standards. These might include:

- Faculty Characteristics and Qualifications Chart
- Field Experiences Chart
- Learning Opportunities Chart
- Key Assessments
- Course Syllabi
- Candidate Performance Data

Standard A

Evidence for Meeting Standard A: Program Identity, Candidates, Organization and Resources
Mission and Conceptual Framework (A1)
<ul style="list-style-type: none"> • Copy of the institution’s and program’s mission statement showing the relationship to the institution’s mission statement (Required) • Copy of the program’s conceptual framework (Required) • 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 stakeholders⁸
Candidate Characteristics (A2)
<ul style="list-style-type: none"> • Candidate Characteristics Chart describing the racial/gender/linguistic/ability/socio-economic demographic characteristics of the candidate population (Required) • Demographic description of the ECE workforce and the community of young children which the program serves

⁸ Stakeholders includes candidates, faculty, advisory groups, field supervisors, employers of graduates, etc.

<ul style="list-style-type: none"> • Samples of candidate recruitment materials and other evidence of program participation in on-and off-campus recruitment events
<p>Program Leadership (A3)</p>
<ul style="list-style-type: none"> • CV of the program administrator (Required) • Faculty Characteristics and Qualifications Chart (Required) • Job description for the program administrator • Institution’s policies for release time for program administrators
<p>Program Governance and Organization (A4)</p>
<ul style="list-style-type: none"> • 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
<p>Program Resources (A5)</p>
<ul style="list-style-type: none"> • Two most recent fiscal years’ budget for the program (Required) • Chart comparing the ECE program budget and faculty allocations to another comparable program (that includes field experiences) at the institution such as social work, nursing, criminal justice, and/or an allied health profession (Required) • Description of ECE resources in the library • Tours of relevant sites such as the program’s ECE classrooms, library and media centers and curriculum labs • Interviews with community members such as employers, field experience sites, and students

Standard B

<p>Evidence for Meeting Standard B: Faculty Characteristics and Quality, Professional Responsibilities and Professional Development</p>
<p>Faculty Characteristics and Qualifications (B1)</p>
<ul style="list-style-type: none"> • Faculty Characteristics and Qualifications Chart that includes all faculty in the program, their education degrees, prior professional experiences, length of time at the program, typical courses taught, demographic information, memberships in professional associations, and service activities (Required) • Sample faculty job descriptions

Faculty Recruitment, Retention and Evaluation (B2)
<ul style="list-style-type: none"> • 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 • Samples of faculty evaluation tools • Policies and procedures for ECE faculty evaluations • Handbooks or other orientation/preparatory materials the program provides to new faculty
Faculty Responsibilities (B3)
<ul style="list-style-type: none"> • Faculty Characteristics and Qualifications Chart • Chart comparing faculty:candidate ratios and full-time faculty: part-time faculty ratios to other similar programs in the institution and/or other ECE degree programs in their area • Policies related to teaching overloads
Faculty Professional Development (B4)
<ul style="list-style-type: none"> • Institution’s policies related to professional development for faculty (Required) • Faculty Characteristics and Qualifications Chart • Examples of professional development in which faculty engage

Standard C

Evidence for Meeting Standard C: Program Design and Evaluation
Program Coherence (C1)
<ul style="list-style-type: none"> • Copy of the program of study as found in the course catalog (Required) • Copy of short descriptions of each course in the program of study (<u>Required</u> if not included in the course catalog). • Samples of course syllabi in required ECE courses with NAEYC and other relevant standards embedded
Pipeline Partnerships/Articulation/Transfer (C2)
<ul style="list-style-type: none"> • Program and/or institution’s transfer/articulation policies (Required) • Program and/or institution’s policies related to prior learning, CDA, high school credit, and military experience (Required) • Meeting minutes from partnership meetings or advisory committee meetings that focus on topics related to C.2

<ul style="list-style-type: none"> Samples of transfer/articulation agreements, letters of support and other partnership documents with high schools and postsecondary institutions
<p>Teaching Quality (C3)</p>
<ul style="list-style-type: none"> Learning Opportunities Chart (Required) Peer 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 College coursework that faculty are taking Samples of course evaluation templates and other mechanisms the program uses to reflect on its teaching quality
<p>Academic and Non-Academic Supports (C4)</p>
<ul style="list-style-type: none"> 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
<p>Program Effectiveness (C5)</p>
<ul style="list-style-type: none"> 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
<p>Public Accountability (C6)</p>
<ul style="list-style-type: none"> Web link to where the program publishes program effectiveness data on the website (NAEYC will provide an exemption policy for programs with a small “n”. If the institution does not allow this data to be published, the program includes that policy) (Required) Web link to where the program’s NAEYC accreditation status (if it is currently accredited) is published (Required, if applicable) Web link to where the program’s objectives (and evidence of meeting the objectives) are published on the program website (Required)

Standard D

Evidence for Meeting Standard D: Developing Candidate Proficiency in the *Professional Standards and Competencies*

<ul style="list-style-type: none"> • Learning Opportunities (LO) Chart that includes, but is not limited to, short descriptions of readings, activities, assignments, formative and summative assessments, and guest speakers that build candidates' proficiency in the <i>Professional Standards and Competencies</i> (The LO chart will be structured to ask for the strongest examples of LOs provided for candidates to learn about, practice and demonstrate proficiency in the <i>Professional Standards and Competencies</i>. The chart will focus on learning opportunities in required courses. (The LO chart will incorporate the ECE II and ECE III leveling of the <i>Professional Standards and Competencies</i>.) (Required) • Syllabi from required courses in the program with alignment to the <i>Professional Standards and Competencies</i> embedded • Overview Chart of Key Assessments Aligned to the <i>Professional Standards and Competencies</i> (Required) • 6 Key Assessments (instructions and rubrics) with labels embedded throughout where the program identifies alignment to the <i>Professional Standards and Competencies</i>. (Required) • 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 • Interviews with administrators and faculty
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Standard E

Evidence for Meeting Standard E: Assuring Candidate Proficiency in the <i>Professional Standards and Competencies</i>
Key Assessment System Quality (E1)
<ul style="list-style-type: none"> • Syllabi for all sections of a course with a key assessment that documents that the key assessment is administered (Required) • Process and resources (such as software) the program uses for collecting candidate performance data on key assessments • 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
Evaluation Quality of Key Assessments (E2)
<ul style="list-style-type: none"> • 6 key assessments with rubrics designed to meet the expectations of E2a through E2d (Required)

Collecting Analyzing and Using Candidate Performance Data (E3)

- Data tables that include 1-2 applications of candidate performance data for each standard within the *Professional Standard and Competencies*, disaggregated by program, key competency and that include the “n” and % (Required)
- Narrative analysis of the data and demonstration of how the data are used to improve teaching and learning in relation to the *Professional Standards and Competencies* (Required)
- 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.

Candidate Success on the Professional Standards and Competencies (E4)

- Candidate Performance data tables submitted in E3 (Required)
- A copy of the plan the program has put in place if candidates aren’t meeting the 80% proficiency (Required, if applicable)
- Survey data from employers of program graduates, field experience supervisors, or other stakeholders familiar with candidates’ demonstrated proficiency in the *Professional Standards and Competencies*

Standard F

Evidence for Meeting Standard F: Field Experience Quality

Breadth of Field Experiences (F1)

- Field Experience Chart in which programs describe the various assignments and courses that require field experiences within the required number of age groups and settings, and aggregate demographics of the young children in the settings (The chart also includes a place where programs identify which standards and competencies are addressed in the field experiences.) (Required)
- Tracking system the program uses to monitor candidates’ field experiences and ensure they meet expectations in F1

Quality of Field Experiences (F2)

- Field Experience Chart in which programs describe the various assignments and courses that require field experiences within the required number of age groups and settings, and aggregate demographics of the young children in the settings (The chart also includes a place where programs identify which standards and competencies are addressed in the field experiences.) (Required)
- Criteria the program uses to identify appropriate field experience sites
- Samples of partnership agreements with field experience settings
- Links to field experience sites’ webpages
- Interviews with candidates, faculty, mentor/supervising teachers
- Observations of field sites during site visit

<ul style="list-style-type: none"> • Minutes/Notes from meetings with field sites and cooperating/mentor/supervising teachers discussing field experience expectations • Samples of teaching performance assessments • Examples of ways programs supplement field experiences when sites are not reflective of the practices in the <i>Professional Standards and Competencies</i>
<p>Supporting Mentor/Supervisor Teacher Quality (F3)</p>
<ul style="list-style-type: none"> • Criteria program uses to identify potential cooperating/mentor/supervising teachers • 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
<p>Candidate Supports (F4)</p>
<ul style="list-style-type: none"> • 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 • Interviews with candidates and/or field experience supervising teachers during site visit