Presenter

• Pamela Ehrenberg, Director of Accreditation Services, NAEYC
Who is joining us on this walk?

- **Program is new to national recognition**
  - Peer reviewer (thank you!!)
  - Participates because the process is valuable to her program
  - Participates because the state requires it
  - Participates in national recognition b/c program was not previously eligible for NAEYC accreditation

- **Program is nationally recognized but report-writer is new to this role**
  - Has been writing program reports for years
  - Participates in national recognition b/c program was not previously eligible for NAEYC accreditation

NAEYC Accreditation of Early Childhood Higher Education Programs
Our Focus for Today

- The NAEYC Standards for Professional Preparation Programs
- The NAEYC Recognition Process
Guiding Principles for Accreditation/Recognition

Accreditation/Recognition should:

- Be rigorous but not unduly burdensome
- Benefit children, candidates and programs
- Promote articulation between degree programs
- Improve access to professional credentials for diverse and nontraditional candidates
- Link with national, state and community early childhood initiatives
- Seek input from the field, recognizing and using the leadership of ACCESS & NAECTE and program faculty
# NAEYC Recognizes/Accredits Professional Preparation at Multiple Levels

<table>
<thead>
<tr>
<th>Types of ECE degrees</th>
<th>NAEYC Accreditation</th>
<th>NAEYC Recognition (focus of this session)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECE associate degree, licensure and non-licensure bacc. and master’s programs</td>
<td>ECE initial and advanced licensure programs seeking CAEP Accreditation</td>
</tr>
</tbody>
</table>

| Decision makers | NAEYC Commission the Accreditation of Early Childhood Higher Education Programs makes accreditation decision | NAEYC Reviewers and Auditors make recognition decision |

<table>
<thead>
<tr>
<th>Standards (learning outcomes)</th>
<th>2010 NAEYC Standards for Initial and Advanced Professional Preparation Programs</th>
</tr>
</thead>
</table>

| Data                          | 182 institutions in 34 states and territories have accredited ECE programs. More than 60 in self-study | More than 250 institutions have recognized programs in 37 states and 2 international |
# Distinguishing NAEYC and CAEP Roles

<table>
<thead>
<tr>
<th>NAEYC</th>
<th>CAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews the ECE program that sits within the Educator Preparation Provider (EPP) previously called teacher education unit</td>
<td>Reviews the EPP</td>
</tr>
<tr>
<td>Uses the NAEYC Initial or Advanced Standards to review ECE program</td>
<td>Uses the CAEP Accreditation Standards to review EPP</td>
</tr>
<tr>
<td>Evidence presented by ECE program via NAEYC Program Report</td>
<td>Evidence presented by EPP via reports and site visits</td>
</tr>
<tr>
<td>NAEYC Reviewers and Auditors remotely review program reports and make recognition decision about ECE program</td>
<td>CAEP Accreditation Council reviews evidence (all reports and site visits) and makes accreditation decisions about the EPP</td>
</tr>
</tbody>
</table>
Three Types of Programs Can Be Submitted for NAEYC Recognition Review

*Initial licensure ECE programs* (baccalaureate or masters) providing evidence of meeting NAEYC Initial Standards

*Advanced licensure ECE programs* (masters or doctorate) providing evidence of meeting NAEYC Advanced Standards

*Blended ECE and special education licensure programs* simultaneously presenting evidence of meeting NAEYC standards and CEC standards (reviewed by blended reviewers trained by both CEC and NAEYC)
NAEYC Review Process

ECE Programs Post NAEYC Program Reports to CAEP Website

CAEP & NAEYC Assign Review Team

Two to Three NAEYC Reviewers Evaluate Each Program Report

Two NAEYC Auditors Review Select Reports for Accuracy and Consistency

NAEYC & CAEP Staff Make Technical Edits

CAEP Staff Provides Programs Access to NAEYC Recognition Reports

March 15 or Sept. 15

Aug. 1 or Feb. 1

NAEYC Accreditation of Early Childhood Higher Education Programs
What should tomorrow’s early childhood educators know and be able to do?

NAEYC Standards for Initial Early Childhood Professional Preparation Programs

NAEYC Accreditation of Early Childhood Higher Education Programs
NAEYC Standards for Early Childhood Professional Preparation Programs

• Are learner-centered standards for candidate performance

• Focus on candidate assessment as evidence of program quality

• Create a framework for reflective self-study and innovative responses to needs of candidates, communities, states, the field … & children!

• Diversity, inclusion, technology, birth-8 focus are interwoven across standards

The candidate assessment piece is most directly assessed through the national recognition process.
The Parts of a Standard

There’s more to the standards than just the key elements!

- Introductory Statement
- Rubrics that Define Expectations
- Key Elements
- Supporting Explanation

Full standards document is available on the NAEYC website.
NAEYC Standards for Professional Preparation

Pay attention to the key elements of each standard. Notice the “know, understand, do” format.

Programs must provide students opportunities to demonstrate both knowledge and understanding AND application in order to meet the full “depth and breadth” of the cognitive demands and skill requirements described in the Standards.

Standard 2: Building Family and Community Relationships

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children’s development and learning
Promote Child Development and Learning

Build Family and Community Relationships

Observe, Document, and Assess Children’s Development

Using Developmentally Effective Approaches to Connect with Children and Families

Using Content Knowledge to Build Meaningful Curriculum

Becoming a Professional

Early Childhood Field Experiences
Focus on the Process and Not Only the Product

1. Context
• How would you describe your program?
• What makes your program unique?
• What are your program’s goals, philosophy, and conceptual framework?
• Who are your candidates and faculty?

2. Standards as a Framework
• How are the standards used to shape your program of studies?

3. Intentional Learning Experiences
• What learning experiences provide opportunities for candidates to know, understand, and apply each standard?

4. Assessments
• Which cluster of assessments collectively measure and show evidence of what all candidates know, understand, and can do in relationship to the NAEYC standards?
• Do their performance tasks reflect the depth and breadth of the key element of the standard?

5. Data from Assessments
• What does the data say about your candidates’ performance in relationship to each standard?
• How is the data used to make program improvements?

★ = bulk of evidence of meeting the standards

NAEYC Accreditation of Early Childhood Higher Education Programs
Parts of the NAEYC Program Report

**Cover Sheet**
- Type of report
- Type of licensure
- Degree level

**I. Context**
- Your institution
- Field experiences
- Program requirements
- Candidates
- Faculty

**II. Assessments**
- List of assessments

**III. Alignment with Standards**
- Which assessments are aligned with which standards?

**IV. Evidence**
- Assessment narrative
- Assessment tool/instructions
- Assessment scoring guide/rubric
- Disaggregate data

**V. Use of Assessment Data**
- Summary of data and use of data

NAEYC Accreditation of Early Childhood Higher Education Programs
6-8* Required Assessments
(See Program Report Section II)

1. State licensure exam for program area
   (if available—otherwise another content based assessment)
2. Another content assessment
3. Assessment of planning (e.g., unit plan)
4. Student teaching evaluation
5. Effect on student learning/providing supportive learning environment
6. Required, program choice
7. & 8. Optional, not required

* (Blended programs may submit up to 12 assessments to address NAEYC + CEC standards.)
Aligning Assessments with NAEYC Standards

How do you KNOW that your candidates are gaining the competence needed to support learning and development in young children?

- **Map standards** and key elements onto assessments
- **Map assessments** onto standards
- **Use power assessments**: Each standard can/should be addressed by 2-3 rich assessments
- **Be discerning**: Do not say each assessment addresses all standards
Five Key Features of Assessments that Are Aligned with NAEYC Standards

1. The standards and key elements that are the primary focus of the assessment are easily identifiable and should be labeled.

For Example - Instructions to Candidates (excerpt)

Case Study Assignment
Step Three: Identify the Child’s Developmental Needs

Question 5. What informal and formal observation, documentation, and assessment strategies and tools did you use in order to better understand the child’s development and learning needs?

In your response to this question, make sure that you explain why you selected each observation, documentation, and assessment approach that you used, and why you elected not to use other tools or approaches. (NAEYC Standard 3b)

**Remember to tailor generic assessments.
Five Key Features of Assessments that are Aligned with NAEYC Standards

2. Assessments are congruent with the cognitive demands and skill requirements described in the standards. (use full standards, not only the summary)

For Example – Rubrics (excerpt)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Meets Expectations (1 point)</th>
</tr>
</thead>
</table>
| Understanding the goals, benefits, and uses of assessment (3a) | Candidates select at least 3 assessment strategies/tools  
For each assessment, candidates provide a rationale that shows knowledge of important goals of assessment; and explains benefits and potential harm of assessments considered and selected |

Meets Expectations (1 point)

Candidates select at least 3 good assessment strategies/tools

Notice that there is just one standard/key element per rubric line.

NAEYC Accreditation of Early Childhood Higher Education Programs
Five Key Features of Assessments that are Aligned with NAEYC Standards

3. Focus on quality alignment (power assessments) over quantity alignment.

For Example – Overview of Assessments as a Whole

<table>
<thead>
<tr>
<th>Standards</th>
<th>Assessments that Best Measure these Standards</th>
<th>VS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std. 1a, 1b, 1c</td>
<td>Assessments #1 and #5</td>
<td></td>
</tr>
<tr>
<td>Std. 2a, 2b, 2c</td>
<td>Assessments #2 and #5</td>
<td></td>
</tr>
<tr>
<td>Std. 3a, 3b, 3c, 3d</td>
<td>Assessments #1 and #3</td>
<td></td>
</tr>
<tr>
<td>Std. 4a, 4b, 4c, 4d</td>
<td>Assessments #6, #3 and #7</td>
<td></td>
</tr>
<tr>
<td>Std. 5a, 5b, 5c</td>
<td>Assessments #4, #6 and #2</td>
<td></td>
</tr>
<tr>
<td>Std. 6a, 6b, 6c, 6d, 6e</td>
<td>Assessments #4 and #2</td>
<td></td>
</tr>
</tbody>
</table>
## Five Key Features of Assessments that are Aligned with NAEYC Standards

4. Rubrics indicate the qualities by which levels of performance can be differentiated and provide clear expectations for proficiency.

*For Example – Rubrics (excerpt)*

<table>
<thead>
<tr>
<th>Supporting and engaging families and communities through respectful, reciprocal relationships (2b)</th>
<th>Does Not Meet Expectations (0 points)</th>
<th>Progressing Toward Expectations (1 point)</th>
<th>Meets Expectations (2 points)</th>
<th>Exceeds Expectations (3 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate has not documented efforts to create respectful, reciprocal relationships.</td>
<td>Candidate has documented efforts to create respectful, reciprocal relationships. However, these efforts do not reflect candidate knowledge of family/community, include varied communication strategies, or link families to community resources.</td>
<td>Candidate uses knowledge of family/community to build relationships; uses varied communication strategies; links family to at least one community resource</td>
<td>...and reflects extensive knowledge of family’s goals, language/culture, and characteristics to deepen relationships; and links family with multiple resources for specific purposes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowing about and understanding diverse family and community characteristics (2a)</th>
<th>Not Good (0-20 points)**</th>
<th>Sort of Good (20-40 points)</th>
<th>Good (40-70 points)</th>
<th>Very Good (70-100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has significant errors &amp; includes poor examples of family characteristics.</td>
<td>Has a few errors &amp; includes some examples of family characteristics.</td>
<td>Has minor errors &amp; includes good examples of family characteristics.</td>
<td>Has no errors &amp; includes excellent examples of family characteristics</td>
<td></td>
</tr>
</tbody>
</table>
Five Key Features of Assessments that are Aligned with NAEYC Standards

5. Provides meaningful data and supports efficient data collection processes.

For Example – Overview of Assessments as a Whole

<table>
<thead>
<tr>
<th>Standards</th>
<th>Assessments</th>
<th>Version B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std. 1a, 1b, 1c</td>
<td>Assessments #1(1a) and #5(1b, 1c)</td>
<td>Assessments #1, #2, #3, #4, #5, #6</td>
</tr>
</tbody>
</table>

Compare Version A and Version B:

• How many assessments will faculty have to pull data from to determine how candidates are performing in relationship to Standard 1? Which is more complicated?
• How can faculty determine which elements of Standard 1 (knowledge, comprehension, or application) candidates find more challenging?
• How many assessments will NAEYC Reviewers have to examine before making a decision about whether Standard 1 is met? (put yourself in the reviewers’ shoes)

This happens naturally when assessments are strong...so don’t over-focus on data at the expense of strong assessments.
**SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS**

For each NAEYC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC standards.

1. **Standard 1:** Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

   - 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
   - 1b: Knowing and understanding the multiple influences on early development and learning
   - 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
</table>

2. **Standard 2:** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

   - 2a: Knowing about and understanding diverse family and community characteristics
   - 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
   - 2c: Involving families and communities in young children’s development and learning.

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
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</table>
NAEYC Program Report: Section III – Relationship of Assessment to Standards (con’t)

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NAEYC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC standards.

7. Standard 7: FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood—in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Information should be provided in Section I (Context), question 2, to address this standard.
Meeting NAEYC Professional Preparation Standards means...

- Providing a program of study grounded in the key elements of the NAEYC standards.

- Aligning assessment tools to collect and use data related to candidate performance on the NAEYC standards. Tailor “generic” (unit-wide) assessments.

- Preparing early childhood professionals (birth through age 8).

- Preparing teachers for diversity & inclusion.
NAEYC Program Report: Section IV – Evidence for Meeting the Standards (con’t)

SECTION IV - EVIDENCE FOR MEETING STANDARDS

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
   a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
   b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
   c. A brief analysis of the data findings;
   d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
   and

(2) Assessment Documentation
   e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
   f. The scoring guide for the assessment; and
   g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.
CAEP requirements for this assessment

For each assessment, the compiler should prepare one document that includes the following items:

1. A two-page narrative that includes the following:
   a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
   b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording;
   c. A brief analysis of the data findings;
   d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
   and

2. Assessment Documentation
   e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
   f. The scoring guide for the assessment; and
   g. Charts that provide candidate data derived from the assessment.
Closing the Assessment Loop

Design learning opportunities and key assessments aligned with desired candidate outcomes

Collect data on candidate performance

Analyze and use candidate performance data to improve teaching and learning

Section V of Report

NAEYC Accreditation of Early Childhood Higher Education Programs
1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedures

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedures

(Response limited to 24,000 characters.)

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.
The NAEYC Decision

Is based on evidence of candidate performance related to the NAEYC standards and use of candidate performance data for continuous program development and improvement – or evidence of capacity to use data not yet available.

Possible Decisions

☑ Recognized - The standards are substantially met

☑ Recognized with Conditions - The standards are substantially met, but some concerns must be addressed within 18 months.

☐ Not Recognized/Probation/Further Development Required –
The standards are not met, concerns are not addressed in within 18 months.
Some NAEYC Resources!

• We love getting calls and emails from individual programs in the midst of continuous improvement. (NAEYC Contact: Pamela Ehrenberg, Director of Accreditation Services —202-350-8826, pehrenberg@naeyc.org)

• Apply to become a peer reviewer! www.naeyc.org/highered/peer-reviewer

• Attend our full-day workshop in Atlanta in November
Next Steps

• We need reviewers! Apply online at NAEYC.org/highered/peer-reviewer
• For info related to CAEP: www.caepnet.org
• For questions related to NAEYC standards: pehrenberg@naeyc.org