A Walk Through the NAEYC Recognition Process

Presenter

- Pamela Ehrenberg, Director of Accreditation Services, NAEYC

Who is joining us on this walk?

Peer reviewer (thank you!!)

Participates because the process is valuable to her program

Program is new to national recognition

Participates because the state requires it

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

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

	NAEYC Accreditation	★ NAEYC Recognition (focus of this session) ★
Types of ECE degrees	ECE associate degree, licensure and non-licensure bacc. and master's programs	**ECE initial and advanced licensure programs seeking CAEP Accreditation**
Decision makers	NAEYC Commission the Accreditation of Early Childhood Higher Education Programs makes accreditation decision	**NAEYC Reviewers and Auditors make recognition decision**
Standards (learning outcomes)	**2010 NAEYC Standards for Initial and Advanced Professional Preparation Programs**	
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

NAEYC	CAEP
Reviews the ECE program that sits within the Educator Preparation Provider (EPP) previously called teacher education unit	Reviews the EPP
Uses the NAEYC Initial or Advanced Standards to review ECE program	Uses the CAEP Accreditation Standards to review EPP
Evidence presented by ECE program via NAEYC Program Report	Evidence presented by EPP via reports and site visits
NAEYC Reviewers and Auditors remotely review program reports and make recognition decision about ECE program	CAEP Accreditation Council reviews evidence (all reports and site visits) and makes accreditation decisions about the EPP

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 |

NAEYC Standards for Initial Early Childhood Professional Preparation Programs

What should tomorrow's early childhood educators know and be able to do?

# 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!**
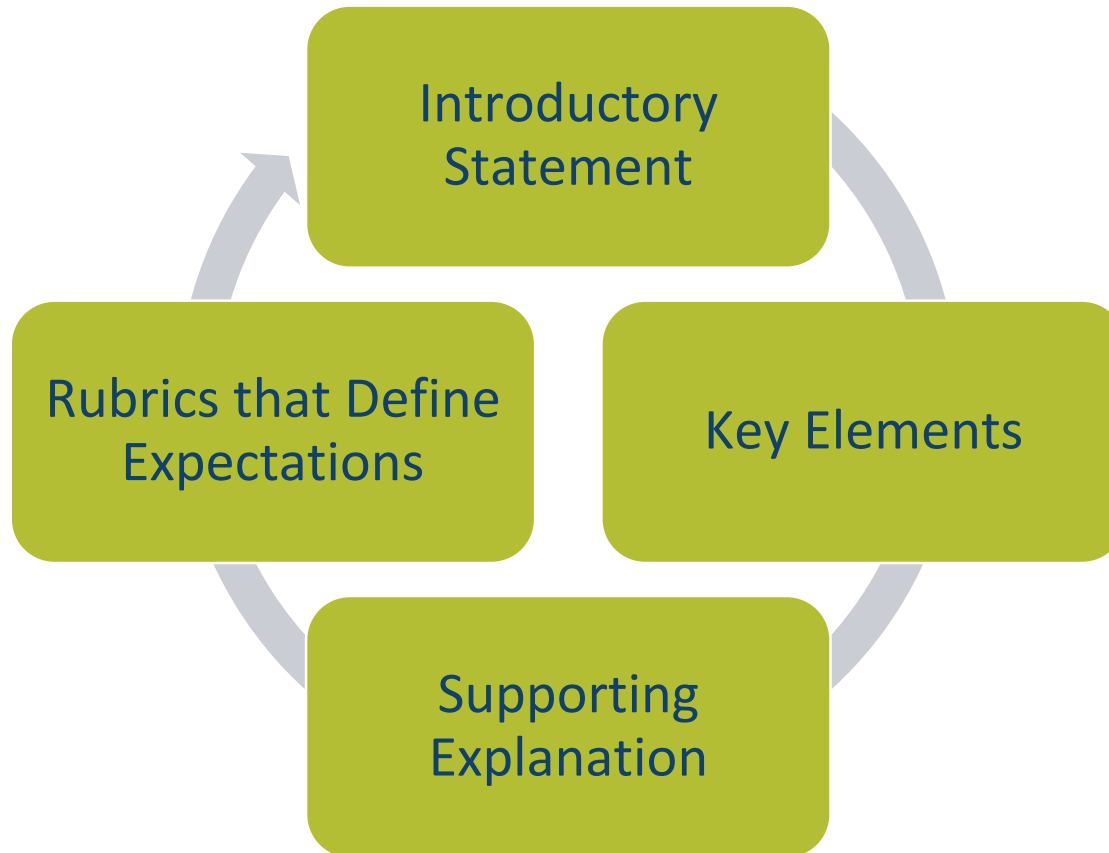
Full standards document is available on the NAEYC website.

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
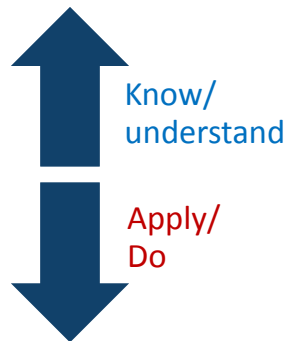
Know/
understand

Apply/
Do

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

Standard One	• Promote Child Development and Learning
Standard Two	• Build Family and Community Relationships
Standard Three	• Observe, Document, and Assess Children's Development
Standard Four	• Using Developmentally Effective Approaches to Connect with Children and Families
Standard Five	• Using Content Knowledge to Build Meaningful Curriculum
Standard Six	• Becoming a Professional
Standard Seven	• Early Childhood Field Experiences

NAEYC Accreditation of Early Childhood Higher Education Programs

Focus on the Process and Not Only the Product

1. Context

2. Standards as a Framework

3. Intentional Learning Experiences

4. Assessments ⭐

5. Data from Assessments ⭐

- 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?

- How are the standards used to shape your program of studies?

- What learning experiences provide opportunities for candidates to know, understand, and apply each standard?

- Which cluster of assessments <u>collectively</u> measure and show evidence of what <u>all candidates</u>, 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?

- What does the data say about your candidates' performance in relationship to <u>each standard</u>?
- How is the data used to make program improvements?

⭐ **= bulk of evidence of meeting the standards**

NAEYC Program Report Walkthrough

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

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**

} (Select by looking at where Assessments 1-5 may have gaps in meeting the standards.)

7. & 8. Optional, not required

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

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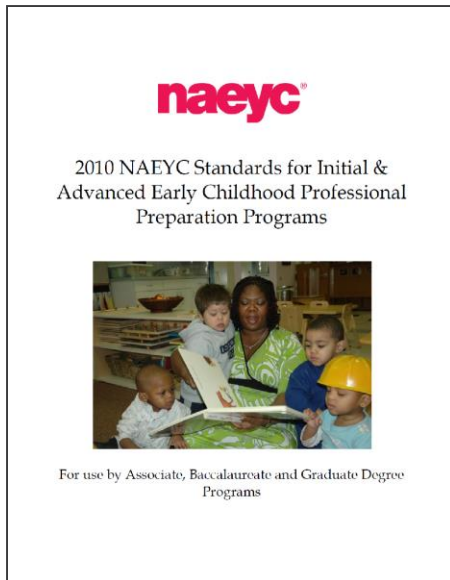
How do you KNOW that your candidates are gaining the competence needed to support learning and development in young children?

- **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)

Case Study Assignment

Standard	Meets Expectations (1 point)
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**

vs.

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

Standards	Assessments that Best Measure these Standards	VS.	Assessments that Best Measure these Standards
Std. 1a, 1b, 1c	Assessments #1 and #5		Assessments #1, #3, #4, #5, #6
Std. 2a, 2b, 2c	Assessments #2 and #5		Assessment #2
Std. 3a, 3b, 3c,3d	Assessments #1 and #3		Assessments #1, #3, #4, #5, #6
Std. 4a, 4b, 4c, 4d	Assessments #6, #3 and #7		Assessments #1, #3, #4, #5, #6
Std. 5a, 5b, 5c	Assessments #4, #6 and #2		Assessments #1, #3, #4, #5, #6
Std. 6a, 6b, 6c, 6d, 6e	Assessments #4 and #2		Assessments #1, #3, #4, #5, #6

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)

Standard and Key Element	Does Not Meet Expectations (0 points)	Progressing Toward Expectations (1 point)	Meets Expectations (2 points)	Exceeds Expectations (3 points)
Supporting and engaging families and communities through respectful, reciprocal relationships(2b)	Candidate has not documented efforts to create respectful, reciprocal relationships.	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.	Candidate uses knowledge of family/community to build relationships; uses varied communication strategies; links family to at least one community resource	...and reflects extensive knowledge of family's goals, language/culture, and characteristics to deepen relationships; and links family with multiple resources for specific purposes
Knowing about and understanding diverse family and community characteristics (2a) ***If using point ranges, students and faculty may want to know how points are awarded within each range.*	**Not Good (0-20 points)**** Has significant errors & includes poor examples of family characteristics.	**Sort of Good (20-40 points)** Has a few errors & includes some examples of family characteristics.	**Good (40-70 points)** Has minor errors & includes good examples of family characteristics	**Very Good (70-100 points)** Has no errors & includes excellent examples of family characteristics

Five Key Features of Assessments that are Aligned with NAEYC Standards

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

This happens naturally when assessments are strong...so don't over-focus on data at the expense of strong assessments.

For Example – Overview of Assessments as a Whole

Version A	
Standards	**Assessments**
Std. 1a, 1b, 1c	Assessments #1(1a) and #5(1b, 1c)

VS.

Version B
Assessments
Assessments #1, #2, #3, #4, #5, #6

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)

NAEYC Program Report: <u>Section III – Relationship of Assessments to Standards</u>

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.

	#1	#2	#3	#4	#5	#6	#7	#8
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.	☐	☐	☐	☐	☐	☐	☐	☐

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.

	#1	#2	#3	#4	#5	#6	#7	#8
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.	☐	☐	☐	☐	☐	☐	☐	☐

NAEYC Program Report: <u>Section III – Relationship of Assessment to Standards</u> (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: <u>Section IV – Evidence for Meeting the Standards</u> (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.

NAEYC Program Report: <u>Section IV – Evidence for Meeting the Standards</u>

SECTION IV - EVIDENCE FOR MEETING STANDARDS

Assessment #(1-8)

8. Additional assessment that addresses NAEYC initial teacher preparation s[...]ldressed by this assessment. Examples of assessments include eva[...]w-up studies. Assessments might be candidate projects that demonstrate candidate's [...] through case studies or similar projects; (b) understanding of the role of families[...]g, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners. (Optional)

Provide assessment information as outlined in the directions for Section IV

CAEP requirements for this assessment

For each assessment, the compiler should prepare one document that includes the following items:
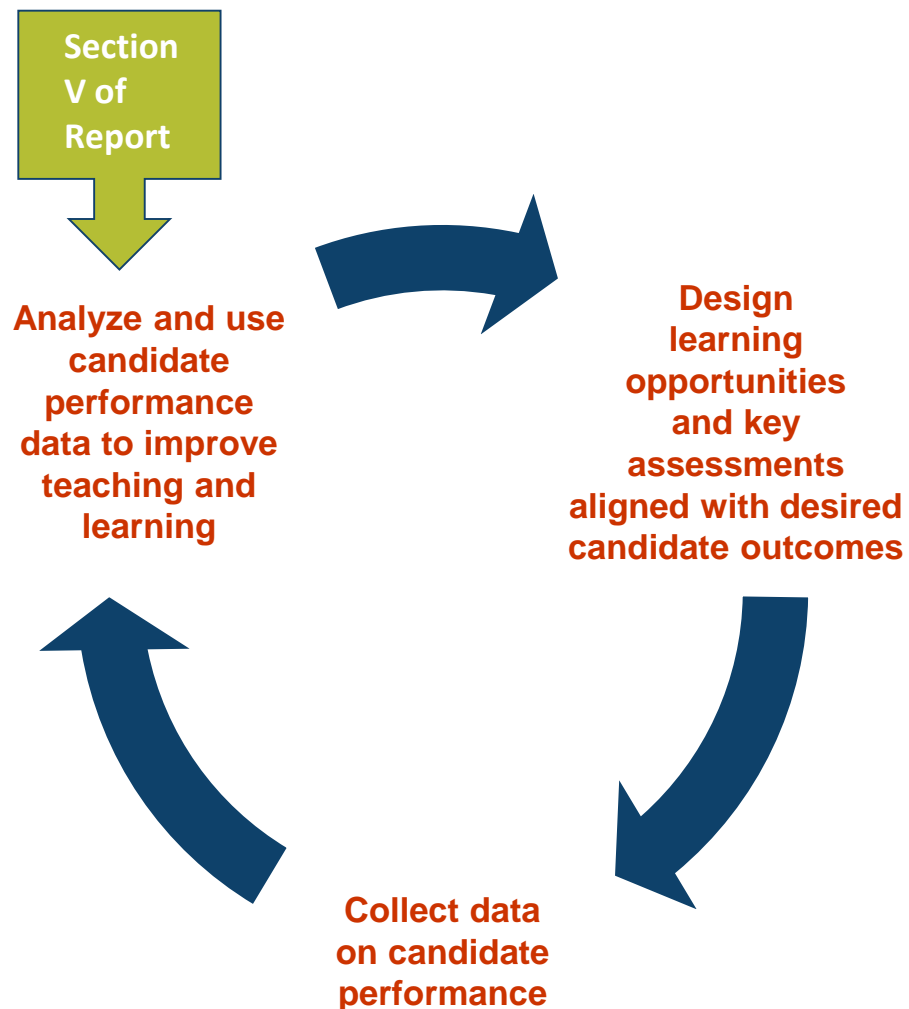
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c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
and

(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

Section V of Report

Analyze and use candidate performance data to improve teaching and learning

Design learning opportunities and key assessments aligned with desired candidate outcomes

Collect data on candidate performance

NAEYC Program Report: <u>Section VI – For Revised Reports or Response to Conditions Reports Only</u>

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-andprocedur

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-policiesand-procedur
(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 <u>NAEYC.org/highered/peer-reviewer</u>**

- **For info related to CAEP: www.caepnet.org**

- **For questions related to NAEYC standards: pehrenberg@naeyc.org**