Meeting NAEYC Professional Preparation Standards: Initial & Advanced Programs

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Our agenda for today

The NAEYC Standards for Professional Preparation Programs

The NAEYC Recognition process

Benefits and next steps
NAEYC’s guiding principles

Accreditation should:

• Be rigorous but not unduly burdensome
• Benefit children, students and programs
• Promote articulation between degree programs
• Improve access to professional credentials for diverse and nontraditional students
• 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
What should tomorrow’s early teachers know and be able to do?
What should tomorrow’s early childhood teachers know and be able to do?

Standard 1: Promote child development and learning

Well-prepared early childhood professionals

• understand what young children are like;
• understand what influences their development; and
• use this understanding to create great environments where all children can thrive.
What should tomorrow’s early childhood teachers know and be able to do?

**Standard 2: Build family and community relationships**

Well-prepared early childhood professionals

- understand and value children’s families and communities;
- create respectful, reciprocal relationships; and
- involve all families in their children’s development and learning.
What should tomorrow’s early childhood teachers know and be able to do?

Standard 3: Observe, document, and assess children’s development

Well-prepared early childhood professionals

• understand the purposes of assessment;
• use effective assessment strategies; and
• use assessment responsibly, to positively influence children’s development and learning.
What should tomorrow’s early childhood teachers know and be able to do?

**Standard 4: Teach and learn**

Well-prepared early childhood professionals

• build close relationships with children and families;
• use developmentally effective teaching and learning strategies;
• have sound knowledge of academic disciplines or content areas; and
• combine all of these to give children experiences that promote development and learning.
What should tomorrow’s early childhood teachers know and be able to do?

**Standard 5: Become a professional**
Well-prepared early childhood professionals

- identify themselves with the early childhood profession;
- are guided by ethical and other professional standards;
- are continuous, collaborative learners;
- think reflectively and critically; and
- advocate for children, families, and the profession
The NAEYC Professional Preparation Standards

• Are learner-centered standards that describe expected student performance
• Focus on assessments of student work as evidence of program quality
• Are aligned across degree levels & accreditation systems
• Create a framework for reflective self-study and innovative responses to needs of students, communities, states, the field … & children!
Standards Revision

- NAEYC approved July 2009
- ECADA & NCATE approval 2010

- Standard 4 effective practice (DAP)
- Standard 5 content knowledge
- From all children to each child
- Strengthen field experiences – 2 age groups, 2 settings, qualified EC supervisors
New Standards Implementation

• If approved by NCATE SASB as expected in late October:
  – Revised program materials - available to programs by January 2011
  – Programs permitted to submit reports using new standards – Spring 2011
  – Programs have the option of using the new or old standards for 18 months - Spring 2011 to Fall 2012
  – All programs must use new standards for the Fall 2012 review cycle.
Three types of programs can submit to NAEYC

1. **Initial licensure** (bachelors or masters) meet NAEYC Standards
2. **Advanced** (masters or doctorate) programs meet NAEYC standards + Essential Tools
3. **Blended** programs meet NAEYC + CEC standards
EC Program Review

- NAEYC Standards
- NAEYC Recognition

Teacher Ed. Unit Review

- NCATE Standards
- Unit Accreditation
EC Program Review

- Program Reports
- NAEYC Review, Audit & Report
- NAEYC Recognition Decision

Teacher Ed. Unit Review

- Unit Report
- BOE On-site Review & Report
- UAB Accreditation Decision
NAEYC Recognition
STEP BY STEP

• Program posts NAEYC Program Report to NCATE website
• NCATE & NAEYC assign review teams
• 2-3 NAEYC reviewers evaluate each program report
• 2 NAEYC auditors review each Recognition Report
• NCATE staff provide access to NAEYC Recognition Reports for programs
The NAEYC Decision

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

Possible decisions:
1. **Recognized** - The standards are substantially met
2. **Recognized with Conditions** - The standards are substantially met, but some concerns must be addressed within 18 months.
3. **Not Recognized** - The standards are not met, concerns are not addressed in within 18 months.
Evidence that programs meet NAEYC Standards

Cover Sheet
• Type of report
• Type of licensure
• Degree level

Context
• Your institution
• Field experiences
• Program requirements
• Candidates
• Faculty

Assessments
• Describe

Alignment with Standards
• Which assessments are aligned with which standards?

Evidence
• Assessment narrative
• Assessment tool/instructions
• Assessment scoring guide/rubric
• Aggregate 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
7. & 8 Optional, not required
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: One rich assessment may/should address multiple standards
- Be discerning: Do not say each assessment addresses all 5 standards
Closing the Assessment Loop

Design learning opportunities and key assessments aligned with desired student outcomes

Collect data on student performance

Analyze and use student performance data to improve teaching and learning
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 student performance on the NAEYC standards. Tailor “generic” (unit-wide) assessments.

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

• Preparing teachers for diversity & inclusion.
Innovative, reflective, intentional, responsive, evidence-based practice...

Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

9 Principles of Good Practice for Assessing Student Learning* AAHE Assessment Forum
Standards as a Vision

NAEYC hopes its standards can provide something more valuable than a list of rules for programs to follow… good professional preparation programs may find many pathways to help candidates meet high standards, so that they can effectively support young children and their families.

- NAEYC Professional Preparation Standards, p. 28
What’s next?

The best way to get started is to start.
- Myles Horton
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