

## For Public Comment through January 10, 2025

### Draft Revised NAEYC Higher Education Accreditation Standards [Heading 1]

In 2021, the Commission on Early Childhood Higher Education Accreditation released significantly revised consensus-based accreditation standards that recognize programs for meeting the ECE profession's expectations for quality ECE professional preparation. The goal for those revisions was to create clear, meaningful, rigorous but reasonable standards that honored ECE higher education programs' context and strengths and held programs to a common standard for quality. As promised in 2021, since then the Commission has been gathering feedback from programs and peer reviewers as programs have transitioned to the 2021 standards. Now that several programs have received accreditation decisions under those standards and even more programs have transitioned to aligning their learning opportunities and key assessments to the *Professional Standards and Competencies for Early Childhood Educators*, the Commission has identified several places in the standards where additional clarifications and other revisions are needed. Thus, it is proposing *minor* updates to the 2021 accreditation standards and is seeking feedback on these proposed updates from the ECE higher education community and the larger ECE field. These updates:

- Provide further guidance to the standards to clarify accreditation expectations. While additional guidance has been added to all standards, significant guidance has been added to Standards D and E to support programs in addressing how they are developing and evaluating candidates' proficiency in the *Professional Standards and Competencies*.
- Streamline or eliminate some of the indicators within standards either due to repetition or because the indicator was not contributing, as intended, to how programs were addressing the overall standard. As such, sub-indicators C3d, C4d, D1c and E3b have been eliminated. Content from a few other sub-indicators has been shifted to other indicators within the relevant standard.

The public comment period will remain open through January 10, 2025. Individuals are encouraged to submit feedback through [this short survey](#) or by emailing Mary Harrill at [mharrill@naeyc.org](mailto:mharrill@naeyc.org).

<b>Standard A: Program Identity, Candidates, Organization, and Resources</b>		
The program demonstrates a clear sense of identity and purpose that reflects the institution's mission and is responsive to the needs of the ECE 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 <i>Professional Standards and Competencies for Early Childhood Educators</i> and to meet its program objectives.		
<b>Indicators for Meeting the Standard</b>	<b>Required and Suggested Evidence for Meeting the Standard</b>	<b>Guidance</b>
1. <b>Mission and Conceptual Framework:</b> 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.	<ul style="list-style-type: none"><li>• Copy of the institution's and program's mission statement showing the relationship to the institution's mission statement (Required)</li><li>• Copy of the program's conceptual framework (Required)</li></ul>	Regarding A.1., the ECE degree program references programs that prepare individuals for their initial roles as early childhood educators and/or postsecondary credentials as early childhood educators. The degree programs may

<p>a. The program’s mission statement reflects and supports its institution’s and community’s context and the program’s role in preparing early childhood educators.</p> <p>b. The program is based on a conceptual framework that is linked to the program’s mission as well as to the <i>Professional Standards and Competencies</i>. 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.<sup>1</sup></p> <p>c. The mission statement and conceptual framework are collaboratively developed and regularly <del>evaluated</del><u>reviewed</u> by faculty, community members, ECE employers, candidates, and others.</p>	<ul style="list-style-type: none"> <li>● <u>Electronic and/or print publications, course syllabi, classroom display materials, advisory committee meeting minutes or summary notes, 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, advisory groups, employers of graduates and other program stakeholders.</u></li> <li>● <u>The program’s definition of diversity, equity, and inclusion.</u></li> </ul>	<p>include transfer as well as terminal degrees (e.g., A.A., A.A.S., B.A., M.S.T.) and the program name may vary (e.g., Child Development, Early Childhood Education).</p> <p>Regarding A.1.a., “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 and international levels.</p> <p><u>Regarding A.1.b., the Commission recognizes there may be state contexts in which there are legal constraints that inform how institutions of higher education (and the programs within them) can respond to this indicator.</u></p>
<p>2. <b>Candidate Characteristics:</b> The program demonstrates a clear understanding of its current and potential candidate population.</p> <p>a. The program regularly reviews the community’s ECE workforce needs and identifies <u>programmatic</u> recruitment <del>goals</del><u>strategies</u> based on the reviews.</p> <p>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 <u>programmatic</u> recruitment <del>goals</del><u>strategies</u> based on the reviews.</p>	<ul style="list-style-type: none"> <li>● Candidate Characteristics Chart. The chart template is included in the Self-Study Report Template (Required)</li> <li>● Demographic description of the ECE workforce and the community of young children that the program serves</li> <li>● Description of the program’s recruitment <u>goals</u><u>strategies</u></li> <li>● Samples of candidate recruitment materials, social media campaigns, and/or other evidence of program participation in on- and off-campus recruitment events</li> </ul>	<p><u>The program can access state or local ECE workforce data through many ways including through state and community agencies or organizations, national or professional organizations, the program’s advisory committee, and surveys of the program’s graduates and/or local ECE employers.</u></p>

<sup>1</sup> The higher education accreditation standards are in keeping with the guidelines of the early childhood education profession, including the *Unifying Framework for the Early Childhood Education Profession*, the *NAEYC Code of Ethical Conduct*, the *NAEYC Advancing Equity in Early Childhood Education* position statement, the *2020 Professional Standards and Competencies for Early Childhood Educators* and the *NAEYC Developmentally Appropriate Practice* position statement. Collectively, these guidelines articulate expectations for early childhood educators and reflect a commitment for the profession to provide high-quality early learning and care for each and every young child regardless of their (or their family’s) race, ethnicity, religion, sexual orientation, gender identity, country of origin, home language, ability status, and social and economic status. The phrase “each and every young child” is aligned with the terminology in the *2020 Professional Standards and Competencies for Early Childhood Educators* and the *NAEYC Developmentally Appropriate Practice* position statement.

<p>3. <b>Program Leadership:</b> The program’s chair or lead administrator (NAEYC primary or secondary contact) has the necessary knowledge, experience, and skills to lead the program.</p> <ol style="list-style-type: none"> <li>The program chair or lead administrator has a graduate degree in <del>early childhood education</del><u>ECE</u>, child development, child and family studies, or a related discipline with at least 18 <del>ECE</del>-credit hours <u>in ECE/family studies</u> (for associate degree faculty) or a <del>doctorate-terminal degree</del> with at least 18 <del>ECE</del>-credit hours <u>in ECE/family studies</u> (for baccalaureate and master’s degree faculty).</li> <li>The program chair or lead administrator has experience teaching in or leading early learning programs or working in the ECE field.</li> <li>The program chair or lead administrator has sufficient authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role’s responsibilities.</li> </ol>	<ul style="list-style-type: none"> <li><u>Curriculum vitae (CV)</u> of the program administrator (Required; <del>this should be provided during the site visit</del>)</li> <li>Job description for the program administrator (Required)</li> <li>Institution’s policies for release-time for program administrators</li> </ul>	<p>Regarding A.3., the program administrator might also be called the “lead faculty”, “program coordinator”, or “program director”.</p> <p><u>Meeting the faculty eligibility criterion in the Accreditation Eligibility Application does not necessarily mean that the program will be found to have met this indicator of the accreditation standards.</u></p> <p><u>The program should ensure that the program administrator’s CV highlights their ECE degree(s) and teaching experience in ECE settings.</u></p> <p>Regarding A.3.c., overseeing the administration of a degree program is a full-time job. Recognizing that many ECE lead administrators hold both oversight and teaching responsibilities, NAEYC strongly encourages institutions to provide release-time to lead administrators to reduce or eliminate their teaching load while overseeing the program.</p>
<p>4. <b>Program Governance and Organization:</b> The program’s organization and guidance are aligned to its mission and are participatory, placing the needs of candidates as the program’s first priority.</p> <ol style="list-style-type: none"> <li>The program sets goals and plans in conjunction with the institution’s and program’s mission and in response to stakeholder and community needs.</li> </ol>	<ul style="list-style-type: none"> <li>Institution’s policies and processes for curriculum development and changes as well as for budget development and approval (Required)</li> <li>Minutes from department/program meetings related to decision making and budgeting and/or that reflect engagement with the program’s mission statement</li> </ul>	

<p>b. The program has <b>sufficient</b> input, within institutional policies, to inform decisions about its content, budget, and organization.</p> <p>c. <b>ECE</b> faculty, including part-time faculty, are informed about and regularly participate in program decision making.</p> <p>d. As appropriate to their role, <b>ECE</b> faculty have opportunities to participate in institution-wide decision making.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Description of ways faculty participate in institutional governance</li> <li>• Examples of candidate course evaluation templates</li> <li>• Description of ways candidates provide input on the program</li> <li>• Minutes or notes from department/program meetings where course evaluations are reviewed</li> </ul>	
<p><b>5. Program Resources:</b> The institution provides resources to the program that are sufficient to support candidates' proficiency in the <i>Professional Standards and Competencies</i> and for the program to meet its program objectives.</p> <p>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.</p> <p>b. The institution's library reflects a commitment to child development and early childhood education. A sufficient number of current books, periodicals, media, and other materials that reflect the diversity of philosophy in the field are available.</p> <p>c. 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.</p> <p>d. The program's budget reflects a level of support comparable to other programs at the institution or to similar early childhood professional preparation programs elsewhere. It is adequate to allow the program to support candidates'</p>	<ul style="list-style-type: none"> <li>• Two most recent fiscal years' budget for the program (Required)</li> <li>• Chart comparing the ECE program's budget and faculty allocations to another comparable program (one that includes field experiences) at the institution, such as social work, nursing, criminal justice, and/or an allied health profession (Required)</li> <li>• Description of ECE resources in the library</li> <li>• Tours of relevant sites such as the program's ECE classrooms, library and media centers, and curriculum labs</li> <li>• Interviews with community members such as employers, teachers, and administrators at field experience sites, and candidates</li> </ul>	<p><u>Regarding A.5.</u> ECE degree programs need and deserve their institutions' support in order to successfully prepare their candidates. The Commission recognizes that in many cases, particularly in relation to A.5.d. and A.5.e., programs may not be funded and staffed in a way that best supports candidates' success. The Commission also recognizes that decisions related to budgeting and staffing may fall outside the control of programs. In these instances, programs are encouraged to be transparent with the Commission about the challenges that they face and to include in their evidence institutional policies and practices that describe the autonomy as well as limits ECE programs have in making budgetary and staffing decisions. The Commission will take these into consideration when reviewing the programs' responses to these indicators.</p>

<p>learning in relation to the <i>Professional Standards and Competencies</i>.</p> <p>e. The number of full-time and part-time faculty is comparable to other programs at the institution or to similar early childhood programs elsewhere and is sufficient for the program to meet its program objectives. If not, the program has identified a goal for achieving sufficiency.</p>		<p><u>Regarding A.5.d. The budget should include personnel, professional development, field experience costs, etc. -to-</u></p>
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**Standard B: Faculty Characteristics and Qualifications, 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	Required and Suggested Evidence for Meeting the Standard	Guidance
<p>1. <b>Faculty Characteristics and Qualifications:</b> The program’s faculty (full- and part-time) hold sufficient education credentials and prior professional experiences to meet the institution’s requirements and to be congruent with effectively preparing candidates in the <i>Professional Standards and Competencies</i>.</p> <p>a. All full-time faculty teaching in the ECE program hold graduate degrees in ECE, child development, child and family studies, or a related discipline <u>(with at least 18 credit hours of ECE/family studies)</u> that is reflective of the program’s curricular priorities and the content they teach.</p> <p>b. All full-time faculty teaching ECE pedagogy courses have previous experience teaching in or leading early learning settings or working with or on behalf of young children <u>in the early childhood education field.</u></p> <p>c. Collectively, the faculty (full- and part-time) bring education credentials and professional experiences that</p>	<ul style="list-style-type: none"> <li>• Faculty Characteristics and Qualifications Chart (the chart template is included in the Self-Study Report Template) (Required)</li> <li>• <del>Sample faculty</del> <u>Faculty</u> job descriptions</li> </ul>	<p>Within B.1.a., there is flexibility for faculty to meet the content expectations of the graduate degree as reflected in the phrase “curricular priorities and the content they teach.”</p> <p>If a faculty member does not meet the qualifications described in B.1.a. and/or B.1.b., the program provides an explanation about why that individual is appropriate to teach the course</p> <p><u>Meeting the faculty eligibility criterion in the Accreditation Eligibility Application does not necessarily mean that the program will be found to have met this indicator of the accreditation standards.</u></p>

<p>represent working across the full age range of young children (birth through age 8) and across multiple types of early learning settings.</p>		<p>With regard to meeting B.1.c., the Commission will take into consideration programs that have a very small number of total faculty (full- and part-time). The program will provide evidence of other ways it ensures candidates have access to faculty/professionals who represent the breadth of working across the age groups within the young child age band and early childhood education settings.</p>
<p>2. <b>Faculty Recruitment <del>and</del>, Retention, <del>and</del> Evaluation:</b> The program makes an intentional effort to recruit and retain a diverse and effective faculty that, as much as possible, reflects the candidate population.</p> <ol style="list-style-type: none"> <li>The program regularly evaluates its faculty (<u>full- and part-time</u>) 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.</li> <li>The institution and program use a variety of strategies to recruit, hire, mentor, and retain a diverse faculty.</li> <li><del>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. The reviews demonstrate that faculty are effective in carrying out their responsibilities.</del></li> </ol>	<ul style="list-style-type: none"> <li>● Faculty Characteristics and Qualifications Chart (Required)</li> <li>● <del>Samples of</del> ECE faculty job postings</li> <li>● Faculty meeting minutes reflecting discussion of diversity as it relates to faculty recruitment and retention</li> <li>● Institutional faculty hiring/diversity policies and procedures</li> <li>● <del>Samples of faculty evaluation tools</del></li> <li>● <del>Policies and procedures for ECE faculty evaluations</del></li> <li>● Handbooks or other orientation/preparatory materials the program provides to new faculty</li> <li>● If the program does not meet the expectations for B.2.a., the program provides evidence of other ways it ensures candidates learn from a diverse group of individuals</li> <li>● Description of efforts to recruit diverse faculty (e.g., how job postings are shared and marketed to ensure they reach a diverse population of faculty candidates)</li> </ul>	<p>As part of responding to this indicator, the program should describe how it defines "diverse." As a guide, the glossary includes NAEYC's definition of "diversity" as articulated in <a href="#">NAEYC's Advancing Equity in Early Childhood Education position statement</a>. In addition, "diverse" can also reference the types of previous professional experiences faculty bring with regard to working with different age groups of young children and/or in different types of early learning settings.</p>
<p>3. <b>Faculty Responsibilities <del>and</del> Evaluation:</b> Faculty responsibilities allow them to effectively support candidate proficiency in the <i>Professional Standards and Competencies</i>.</p> <ol style="list-style-type: none"> <li>Work assignments accommodate faculty involvement in activities appropriate to their role in the program and</li> </ol>	<ul style="list-style-type: none"> <li>● Faculty Characteristics and Qualifications Chart (the chart template is included in the Self-Study Report Template) (Required)</li> <li>● Chart comparing instructor (faculty or others teaching): candidate ratios, <del>and</del> full-time faculty:part-time faculty</li> </ul>	<p>The Commission recognizes that institutional policies and practice related to <del>3.a. and 3.b.</del> <a href="#">this indicator</a>, often do not include or apply to part-time faculty. In these cases, programs should ensure that the evidence submitted <del>addresses</del></p>

<p>important to their ability to support candidate learning. 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.</p> <p><u>b.</u> 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.</p> <p><u>b.c.</u> Faculty members' performance is periodically reviewed and evaluated. The reviews demonstrate that faculty are effective in carrying out their responsibilities.</p>	<p>ratios, <u>and teaching workloads</u> to other similar programs in the institution and/or other ECE degree programs in their community (<u>required</u>)</p> <ul style="list-style-type: none"> <li>• Policies related to teaching overloads and off-campus teaching</li> <li>• Description of part-time faculty responsibilities</li> <li>• <u>Description of teaching workloads</u> <u>Faculty evaluation tools</u></li> <li>• <u>Policies and procedures for ECE faculty evaluations</u></li> </ul>	<p><u>acknowledges</u> this. <u>In these cases, programs should also describe how, within the program, they ensure that candidates are supported in achieving proficiency in the Professional Standards and Competencies when instruction is provided by part-time faculty.</u></p> <p><u>With regard to B3c, the reviews should use 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.</u></p>
<p>4. <b>Faculty Professional Development:</b> 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 ECE profession.</p> <p><u>a.</u>—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, teaching in early learning settings, and/or service to the profession.</p> <p><u>a.</u></p> <p><u>b.</u>—Opportunities are provided for faculty development (with regard to early childhood content as well as other relevant areas such as coaching candidates, instructional practice, etc.). <u>These may include travel support, leave time, in-service training, education visits, exchanges, and fellowships based on program needs, faculty interests, the results of performance reviews (or professional</u></p>	<ul style="list-style-type: none"> <li>• Institution's policies related to professional development for faculty (Required)</li> <li>• Faculty Characteristics and Qualifications Chart. The chart template is included in the Self-Study Report Template (Required)</li> <li>• <u>Examples of professional development and research</u> in which faculty engage</li> <li>•</li> </ul>	<p>B.4. promotes professional development for both full- and part-time faculty. If the institution does not provide support for part-time faculty's participation in professional development, that policy should be submitted as part of the evidence for this indicator. The Commission will take this into consideration as it reviews whether the program meets this indicator.</p> <p><u>With regard for B.4.b., evidence may include travel support, leave time, faculty research, 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).</u></p>

growth plans) and evaluations, and faculty responsibilities (such as teaching online).  
e.b.

### 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's objectives. The program regularly evaluates—and makes public—its effectiveness and fulfillment of its mission and program objectives. The program makes changes based on feedback from faculty, candidates, and community stakeholders.

Indicators for Meeting the Standard	Required and Suggested Evidence for Meeting the Standard	Guidance
<p>1. <b>Program Coherence:</b> The program of study is a coherent series of courses and field experiences designed to support candidates' proficiency in the <i>Professional Standards and Competencies</i>, to help candidates meet the program objectives, and to prepare early childhood educators (as defined in the <i>Unifying Framework for the Early Childhood Education Profession</i>).</p> <ol style="list-style-type: none"> <li>The program includes at least 18 required credit hours of early childhood/child development coursework.</li> <li>The program has a set of objectives that articulates the goals of the program and/or what candidates will learn in the program.</li> <li>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.<sup>2</sup></li> </ol>	<ul style="list-style-type: none"> <li>● Copy of the program of study as found in the course catalog (Required)</li> <li>● <u>List of program objectives in course catalog, on the program's web-site, or in syllabi (required)</u></li> <li>● Copy of short descriptions of each course in the program of study (Required if not included in the course catalog)</li> <li>● <u>Course syllabi in required ECE courses with <del>NAEYC</del> the <i>Professional Standards and Competencies</i> and other relevant standards <del>embedded</del> included (syllabi should be available at the site visit)</u></li> <li>● <u>Graduation map, course pathways documents, structured schedules</u></li> <li>● <u>Chart (that is also available to candidates) that describes how the <i>Professional Standards and Competencies</i> map to courses</u></li> </ul>	<p><u>The <i>Professional Standards and Competencies for Early Childhood Educators</i> do not need to be embedded within course syllabi in the same ways that they do in the key assessments. In course syllabi, it is acceptable to list the relevant <i>Professional Standards and Competencies</i> at the top of the document, rather than labeling throughout the syllabi where the <i>Professional Standards and Competencies</i> are being addressed.</u></p>

<sup>2</sup> Council for the Accreditation of Educator Preparation (CAEP); Division for Early Childhood of the Council for Exceptional Children (DEC); and Association for Advancing Quality in Educator Preparation (AAQEP)



<p>2. <b>Pipeline Partnerships/Articulation/Transfer:</b> The program of study is designed to allow early childhood educators to build on prior credentials and prepares them for future education opportunities.</p> <ol style="list-style-type: none"> <li>The program participates in partnerships with relevant high schools, community colleges, and/or baccalaureate/graduate degree-granting <del>colleges and universities</del><u>institutions</u> to support the recruitment and development of early childhood candidates <del>through higher education pathways.</del></li> <li>The program identifies common educational steps its graduates take prior to entering and after completing the program. It proactively addresses opportunities to streamline requirements, reduce redundancy, and align coursework to create a seamless higher education <u>pipeline pathway</u> for early childhood candidates and professionals.</li> </ol>	<ul style="list-style-type: none"> <li>Program and/or institution’s transfer/articulation policies (Required)</li> <li><u>Program and/or institution’s policies related to prior learning, CDA or other credentials, high school credit, and military experience (Required)</u></li> <li><u>High school pathway documents, fliers, information provided to students/families</u></li> <li><del>Meeting m</del>Minutes from partnership meetings or advisory committee meetings that focus on topics related to C.2.</li> </ul> <hr/>	<p><u>Contributing to seamless postsecondary ECE pathways is an important responsibility of every ECE degree program.</u> The <i>Unifying Framework for the Early Childhood Education Profession</i> calls for every early childhood educator to have a baccalaureate degree. It also recognizes the critical role that community colleges play in preparing early childhood educators and the many barriers that early childhood educators face in accessing, completing, and advancing in postsecondary pathways. <del>Contributing to seamless postsecondary ECE pathways is an important responsibility of every ECE degree program.</del> Programs have many ways to demonstrate how they contribute to these pathways. These can include participating in dual credit programs in high schools, offering credit for prior learning (<u>e.g., giving credit for credentials like the CDA, offering prior learning assessments, etc.</u>), <del>or for a prior credential like the CDA,</del> and advancing meaningful articulation agreements and transfer policies. Recognizing that there are many forms of agreements, the Commission strongly encourages program-to-program articulation models<sup>3</sup> that accept all or the vast majority of early childhood education credits from associate degrees toward the early childhood major in the receiving baccalaureate program.</p>
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<sup>3</sup> From *Young Children*. (November 2013). “Supporting Successful Degree Completion by Early Childhood Professionals” by Alison Lutton. “Consider the program-to-program articulation model to encourage degree completion. Focus on articulating expected student performance on key assessments that demonstrate and increase professional practice at each degree level rather than on matching course numbers, titles, hours, or credits.”

		<p>Receiving institutions (e.g., the community colleges receiving high school students or baccalaureate institutions receiving associate degree students) have a particular responsibility with regard to the latter to ensure that students do not need to repeat courses when they transfer.</p>
<p>3. <b>Teaching Quality:</b> The teaching practices used by faculty to promote candidate learning in relation to the <i>Professional Standards and Competencies</i> are responsive to the candidates <del>in the program</del> and reflect the current professional knowledge base.</p> <p>a. The teaching-learning experiences offered in the degree program are consistent with the <i>Professional Standards and Competencies</i>.</p> <p>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.</p> <p>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.</p> <p><del>d. Candidate participation is frequently fostered and monitored, as appropriate, in the delivery (face-to-face, online, hybrid) of the program.</del></p>	<ul style="list-style-type: none"> <li>● <del>Learning Opportunities Chart</del></li> <li>● (Required)</li> <li>● Course syllabi</li> <li>● Peer or administrator observation and evaluation tools</li> <li>● Description or examples of ways faculty foster and monitor candidate participation in class, <u>as appropriate</u></li> <li>● Examples of professional development completed by faculty related to teaching and/or teaching adult populations. (Programs can point back to evidence they submitted for Standard B.4.)</li> <li>● <del>Institution coursework that faculty are taking</del></li> <li>● Observations of synchronous and asynchronous classes</li> <li>● Samples of course evaluation templates and other mechanisms the program uses to gather information about and reflect on its teaching quality</li> </ul>	
<p>4. <b>Academic and Non-Academic Supports:</b> The institution and program provide reasonable advising and other supports (academic and nonacademic) to candidates to promote completion of the program.</p>	<ul style="list-style-type: none"> <li>● <del>Advising policies and procedures</del></li> <li>● (Required)</li> <li>● <del></del></li> <li>● Program policies and <u>/or</u> practices to counsel candidates not meeting academic expectations and/or who are</li> </ul>	<p>Regarding C.4., academic and nonacademic supports include appropriate academic advisement, career counseling, financial aid information, textbooks, academic support</p>

<p>a. Academic and nonacademic supports are designed around the needs and characteristics of the candidate population, and all candidates have equitable access to these supports.</p> <p>b. On a regular basis, the program reviews the performance of candidates and provides candidates with advice and counseling regarding their progress and potential in the program.</p> <p>c. The program has <del>protocols-practices</del> in place for <del>identifying and advising</del> addressing candidates whose behaviors, actions, and/or performance related to the <i>Professional Standards and Competencies</i> and <i>NAEYC Code of Ethics</i> are not appropriate for working with young children.</p> <p><del>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.</del></p>	<p>displaying behaviors not appropriate for working with young children (Required)</p> <ul style="list-style-type: none"> <li>• Samples of materials given to candidates to connect them to academic and nonacademic supports</li> <li>• A description of technology systems that help faculty and candidates track candidates’ academic progress and identify potential academic concerns</li> <li>• Referral systems to connect students to social supports and other services</li> </ul>	<p>services, resources for English language learners, and other resources that support candidates from admission to the completion of their <a href="#">program-education</a>.</p>
<p>5. <b>Program Effectiveness:</b> The program annually evaluates its effectiveness in meeting program objectives and makes changes based on feedback from faculty, candidates, community partners, and other stakeholders.</p> <p>a. The program continuously evaluates the quality of its teaching-learning <del>processes-experiences such as through peer review, self-reflection, reflective supervision, course evaluations, and other candidate feedback</del> and uses the results to improve their quality <del>of its teaching</del>.</p> <p>b. The program (including full- and part-time faculty and program administrators) regularly evaluates its impact on program objectives and candidates. <del>through measures such as year-to-year retention in the program, graduation rates, graduates’ employment and education outcomes, candidate performance on key assessments,</del></p>	<ul style="list-style-type: none"> <li>• Institution’s program evaluation policies and process (Required)</li> <li>• <del>Program review reports</del></li> <li>• <del>Results of peer review, self-reflection, reflective supervision, course evaluations, and other candidate feedback</del></li> <li>• Evidence of a program improvement plan and implementation of the plan</li> <li>• Samples of minutes or summary notes from department/program meetings reviewing program effectiveness</li> <li>• Examples of program effectiveness data <del>such as year-to-year retention in the program, graduation rates, graduates’ employment and education outcomes, candidate performance on key assessments, and</del></li> </ul>	

<p style="text-align: center;"><del>and graduates' and employers' satisfaction with the program.</del></p> <p>c. The program maintains a plan to address areas in need of improvement and, upon implementation of the plan, provides evidence of improvement.</p>	<p style="text-align: center;"><u>graduates' and employers' satisfaction with the program</u></p>	
<p>6. <b>Public Accountability:</b> The program is transparent with the public about its effectiveness in preparing early childhood educators.</p> <p>a. The program publishes its program objectives and evidence of meeting these objectives on its website, in a place that is easily accessible to current and prospective candidates and to the public.</p> <p>b. The program publishes program effectiveness data <u>(for the three most recent academic years for which data are available)</u> on its website, in a place that is easily accessible to current and prospective candidates and to the public. These data include the number of program completers by academic year, the rate of completion within the program's published timeframe, and other institutionally designed measures that speak to program effectiveness.</p> <p>c. If the program is currently accredited by NAEYC Accreditation of Early Childhood Higher Education Programs, it publishes an accurate <u>and complete</u> accreditation statement on its website in a place that is easily accessible to current and prospective candidates and to the public.</p>	<p>● <del>Web link to where the program publishes program effectiveness data on its website</del> (Required)</p> <ul style="list-style-type: none"> <li>● Web link to where the program's NAEYC accreditation status (if it is currently accredited) is published (Required, if applicable)</li> <li>● Web link to where the program's objectives <del>(and evidence of meeting the objectives)</del> are published on the program website (Required)</li> </ul>	<p>As part of maintaining its recognition from the Council for Higher Education Accreditation (CHEA), NAEYC's higher education accreditation system must ensure that programs are meeting the expectations described in C.6.</p> <p><u>Regarding C.6.a., programs may use the overarching standards statements in (or an adaptation of) in the Professional Standards and Competencies as its program objectives. In this case, the program may want to publish the candidate performance data from key assessments as evidence of the program meeting its program objectives. Data can be reported at the standards level, rather than disaggregating by key competency (as required for data reporting in Standard E).</u></p> <p><del>Regarding C.6.b., a program that has a small number of candidates graduating in a given year and/or a small number of candidates enrolled in the program (five or fewer) may ask to be exempted from reporting data for the relevant year. If the institution or program has a policy that prohibits these data from being published on its website (such as due to small program size or data confidentiality), the program must submit that policy when responding to this</del></p>

		<p>indicator. <u>The program outcome data, though, must be included in the Self-Study Report for peer reviewers and Commissioners to review. Publishing the data behind a password-protected wall would not meet this indicator. Data must be publicly accessible.</u></p> <p><u>Regarding C.6.c., programs should refer to the Accreditation Handbook to find the requirements for the accreditation statement that should be published on the website.</u></p>
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**Standard D: Developing Candidate Proficiency in the *Professional Standards and Competencies***

The curriculum provides a variety of opportunities to learn, practice, and become proficient in the *Professional Standards and Competencies for Early Childhood Educators*.

Indicators for Meeting the Standard	Required and Suggested Evidence for Meeting the Standard	Guidance
<p>1. Collectively, the program’s learning opportunities (in required courses) and key assessments <del>comprehensively</del> address the competencies articulated in the <i>Professional Standards and Competencies</i> for preparing candidates for <u>the relevant</u> ECE II or ECE III designations.</p> <p>a. The learning opportunities and key assessments address the cognitive demands and skills requirements of <u>each of</u> the standards (i.e., the “know,” “understand,” and “do” aspects of the standards).</p> <p>b. <u>Collectively,</u> <del>the</del> learning opportunities and key assessments address the components that make up the continuum of the standards (e.g., the different disciplines addressed in Standard 5 are reflected <del>in</del> <u>across</u> the learning opportunities and key assessments).</p>	<ul style="list-style-type: none"> <li>● <del>Learning Opportunities (LO) Chart</del> (Required)</li> <li>● Syllabi from required courses in the program <del>with alignment to the Professional Standards and Competencies embedded</del> that identify which <u>Professional Standards and Competencies are being addressed in the courses</u> (Required)</li> <li>● Overview Chart of Key Assessments Aligned to the <i>Professional Standards and Competencies</i> (Required)</li> <li>● 6 Key Assessments (instructions and rubrics) with labels embedded throughout indicating where the program identifies alignment to the <i>Professional Standards and Competencies</i> (Required)</li> </ul>	<p><u>Both the Learning Opportunities Chart and in the key assessments must show how the program is addressing each key competency within the Professional Standards and Competencies across both the learning opportunities and the key assessments.</u></p> <p><u>All 22 key competencies of the 6 Professional Standards and Competencies must be addressed within at least one key assessment as well as within the learning opportunities. It IS acceptable if some components and/or cognitive demands/skill requirements are not met within a KA, as these can be embedded in other KAs OR learning opportunities so that the full intent of the key competency is fully</u></p>

~~c. The key assessments accurately address the concepts of the Professional Standards and Competencies.~~

- Examples of completed candidate work on non-key assessments
- Examples of completed candidate work for each key assessment
- Observations of synchronous or asynchronous classes
- Interviews with administrators and faculty

addressed within the program's KAs and LOs collectively. Key assessments should not be included in the Learning Opportunities Chart.

There has to be active engagement with children (and families, as applicable) in at least the learning opportunities or key assessments in order to meet the application aspect(s) of the Professional Standards and Competencies. If the active engagement is not in the key assessments, then it needs to be in the "apply/assess" column of the Learning Opportunities Chart. Many programs incorporate role play and/or virtual reality/simulation activities into their curriculum. These are valuable activities that allow candidates to "safely practice" the Professional Standards and Competencies, but they are not considered active engagement with children and families; thus these learning opportunities would be listed in the "practice", not "assess/apply" column of the Learning Opportunities Chart.

Programs ~~preparing individuals for ECE II or ECE III designations should be encouraged to~~ refer to Appendix A of the *Professional Standards and Competencies* ("Leveling of the Professional Standards and Competencies by ECE Designation") to understand expectations for mastery of the *Professional Standards and Competencies* at each designation (e.g. ECE II,

		<p>ECE III). This will inform the content expectations for the programs' curriculum. The leveling is not a replacement for the <i>Professional Standards and Competencies</i> but rather serves as a companion document. While the leveling addresses every standard, it does not address every aspect of each key competency within a standard. Therefore, programs must review the full <i>Professional Standards and Competencies</i> to be sure the learning opportunities and key assessments <del>collectively</del> address the cognitive demands and skills requirements for each standard as well as the components that make up the continuum of the standards.</p> <p>Regarding D.1.a., key assessments are an important tool for evaluating candidates' proficiency in the <i>Professional Standards and Competencies</i>. Key assessments also provide a way for peer reviewers and the Commission to evaluate how the program is interpreting the <i>Professional Standards and Competencies</i>. As such, the key assessments must collectively evaluate each standard <u>and key competency</u> within the <i>Professional Standards and Competencies</i> <del>and address the cognitive demands and skills requirements of each standard</del>.</p> <p>Regarding D.1.b., the Commission recognizes that it is challenging for the key assessments alone to fully address the components that make up <del>the continuum of Standard 5 of the</del> <u>each of the competencies within the</u></p>
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		<p><i>Professional Standards and Competencies (Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum)</i>. As such, the accreditation expectation is that the learning opportunities and key assessments must collectively address the components that make up the continuum of <del>that each</del> standard. <u>For example, in Standard 4c, programs will demonstrate they use a broad repertoire of teaching strategies. The key assessments might ask candidates to demonstrate how they use culturally and linguistically anti-bias teaching strategies and create appropriate physical environments for children. The learning opportunities might highlight how candidates use appropriate social and emotional strategies to support children’s learning and development. For Standard 5b, the key assessments might highlight how three or-four disciplines are being addressed and the Learning Opportunities might focus on other disciplines.</u></p>
<p>2. The program’s key assessments accurately evaluate candidate performance on the <i>Professional Standards and Competencies</i>.</p> <p>a. <u>The rubrics use Objective, qualitative descriptions of candidate performance expectations for meeting and not meeting the standards are included in the key assessments.</u></p> <p>b. <u>The Each key assessments displays consistency between the tasks in the instructions (that are aligned to the <i>Professional Standards and Competencies</i>) and what is being evaluated in the rubric. They-Each also displays consistency in the tasks being evaluated at each level of performance across the rubric rows. The rubrics clearly</u></p>	<ul style="list-style-type: none"> <li>• 6 Key Assessments (instructions and rubrics) with labels embedded throughout where the program identifies alignment to the <i>Professional Standards and Competencies</i> (Required)</li> </ul>	<p><u>Key assessments that are accurately aligned to the <i>Professional Standards and Competencies</i> and that accurately measure candidate performance will result in the program gathering meaningful candidate performance data about candidates’ proficiency in the <i>Professional Standards and Competencies</i>. More information on creating quality key assessments, including expectations related to rubric quality, can be found in the Accreditation Handbook as well as within the Accreditation Resource Library.</u></p>



<p><u>define and distinguish levels of candidate performance and clearly indicate which levels of candidate performance meet the standards and which do not.</u></p> <p><del>e. The rubrics clearly define and distinguish levels of candidate performance and clearly indicate which levels of candidate performance meet the standards and which do not. . The rubrics define and distinguish candidate expectations between levels of candidate performance.</del></p> <p>d.c. _____ The "met" rating level on rubrics requires candidates to show evidence that they fully meet the proficiencies in the key competencies rather than partially meet the proficiencies.</p>		<p><u>Regarding D2d (or D2c, depending if the current e is eliminated), “fully” rather than “partially” meeting does not refer to alignment as described in D1. Rather, this indicator signifies that candidate performance designated as meeting expectations should describe candidate performance that is free from deficiencies related to the standards.</u></p>
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**Standard E: Ensuring Candidate Proficiency in the *Professional Standards and Competencies***

The program demonstrates that by the time candidates complete it, they are proficient in the *Professional Standards and Competencies for Early Childhood Educators*. The program also uses candidate performance data to inform improvements to teaching and learning in relation to the *Professional Standards and Competencies*.

Indicators for Meeting the Standard	Required and Suggested Evidence for Meeting the Standard	Guidance
<p>1. <b>Key Assessment System Quality:</b> The program accurately and consistently administers key assessments and collects and reviews candidate performance data from these assessments.</p> <p>a. The program ensures that faculty consistently administer key assessments across all sections of courses that include these assessments.</p> <p>b. The program ensures that all candidates take all key assessments.</p>	<ul style="list-style-type: none"> <li>● Syllabi for all sections of a course with a key assessment <del>(Evidence should include documentation that the key assessment is administered)</del> (Required)</li> <li>● Description of the process and resources (such as software or other methods) the program uses for collecting candidate performance data on key assessments</li> </ul> <p>(Required)</p>	<p>Candidate performance data gathered from key assessments provide important information to programs about candidates’ proficiency in the standards. The data should be used to help inform potential improvements to teaching and learning in relation to the standards.</p>

<p>c. The program collects candidate performance data from all administered key assessments.</p> <p>d. The program has a dependable system (e.g., software or other method) to collect and house the <u>candidate performance data and regularly reviews it and implements improvements to the system as needed.</u></p> <p>e. The program has a process in place for regularly reviewing candidate performance data with faculty <u>and community partners.</u></p> <p><del>f. The program regularly reviews the assessment system and implements changes or improvements as needed.</del></p>	<ul style="list-style-type: none"> <li>● Program policies showing that candidates who receive transfer or prior learning credit for courses that have key assessments do, <u>to the greatest extent possible in fact, take the key assessments by the time of program completion; policies showing how the program evaluates candidate proficiency for any key assessments “missed” due to transfer agreements.</u></li> <li>● Sample minutes or summary notes from department/program meetings showing the review of candidate performance data and the assessment system</li> </ul>	<p>Regarding E.1.b., it is important that programs have policies, practices, and systems in place to ensure that, to the highest extent possible, all candidates take all key assessments. If a program has transfer students who do not take some of the courses in which key assessments are administered, <del>the program must ensure that they take the key assessments before completing the program. Likewise, and/or</del> if the program awards credit for prior learning—such as <u>for</u> the CDA credential, military modules, Head Start, and/or high school career and technical programs—<del>and credit is given</del> for courses that house a key assessment, the program must ensure that those candidates take the key assessments before completing the program. If transfer students took the exact same key assessment at the institution/school from which they transferred, they do not need to take the key assessment again at the institution to which they transferred. However, the accredited program should have a system for gathering candidate performance data from the already-completed assessment. As such, programs are strongly encouraged to put key assessments in courses that are not included in transfer agreements or <u>for which</u> credit for prior learning <del>or CDAs awarded.</del></p> <p>The Commission recognizes that there may be institutional or system-wide policies that make it challenging for programs to ensure that all candidates take all key assessments. In these cases, programs should describe these policies</p>
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		<p>and provide evidence that they have enacted all policies, practices, and systems possible to ensure that as many candidates as possible take the key assessments. In addition, programs must describe how candidates demonstrate competency in the standards that are addressed in the key assessments they do not take.</p>
<p><b>2. Collecting, Analyzing, and Using Candidate Performance Data:</b> The program reports and analyzes candidate performance data on each key competency within the <i>Professional Standards and Competencies</i> and makes changes to improve teaching and learning based on its analysis.</p> <p>a. The program provides one application (for first-time accreditation) or two applications (for renewal accreditation) of <u>candidate performance</u> data from each key assessment, disaggregated by key competency, <del>that measures candidate performance on the Professional Standards and Competencies.</del></p> <p><u>b.</u> Analysis of candidate performance data for each standard reflects an understanding of strengths and challenges related to candidates' <u>performance or proficiency in</u> the <i>Professional Standards and Competencies</i>. It also identifies if particular groups of candidates (e.g., part-time candidates, candidates from a specific demographic, or online candidates) are disproportionately struggling with a standard(s). <del>b.</del></p> <p><del>c.</del> The program uses its analysis to improve teaching and learning in relation to the <i>Professional Standards and Competencies</i>. <del>This could include course changes, revising or creating new assignments, resequencing learning opportunities, changing field experiences, and implementing new academic supports.</del></p>	<ul style="list-style-type: none"> <li>• Data tables that include one to two* applications of candidate performance data for each standard within the <i>Professional Standard and Competencies</i>, disaggregated by program, key competency, and that include the “n” and % (Required)</li> <li>• Narrative analysis of the data and demonstration of how the data are used to improve teaching and learning in relation to each of the standards within the <i>Professional Standards and Competencies</i> (Required)</li> <li>• Minutes or notes from meetings 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.</li> </ul>	<p>Regarding E.2.a., if a key competency is measured in more than one key assessment and/or a key competency is measured more than one time within a key assessment, those data should be disaggregated within the data tables. For example, if a program measures Key Competency 1c in Key Assessment 1 and 3, the data table should include a row of data for 1c from Key Assessment 1 and a row of data for 1c from Key Assessment 3.</p> <p><u>Regarding E.2.b., the data analysis should include a discussion of which groups of candidates were considered in determining whether particular groups are disproportionately struggling with a standard(s). Programs at multiple sites are encouraged to consider data from each site in this context (though other particular groups may also be considered). If candidates are not meeting the 80% threshold (see E.3.), the program's data analysis must describe what is contributing to this.</u></p> <p><u>Regarding E.2.c., in the analysis of the candidate performance data, the program must describe</u></p>

<p><del>d.c.</del></p>		<p><u>improvements beyond changes to the key assessments. In doing so, it might describe course changes, revising or creating new assignments, resequencing learning opportunities, changing field experiences, and implementing new academic supports.</u></p>
<p>3. <b>Candidate Success on the <i>Professional Standards and Competencies</i>:</b> Candidate performance data from the learning opportunities and key assessments indicate that candidates are proficient in the <i>Professional Standards and Competencies</i>.</p> <p>a. Candidate performance on key assessments demonstrates that at least 80 percent of candidates have met each standard.</p> <p>i. If applicable, the program demonstrates the ability to improve candidate performance if proficiency falls below 80 percent on one or more standards.</p> <ol style="list-style-type: none"> <li>1. The program establishes a plan to improve candidate proficiency.</li> <li>2. Within a two-year period, the program demonstrates that it has improved candidate proficiency on the relevant standard(s) to meet the 80 percent threshold.</li> </ol> <p><del>b. Evidence from learning opportunities (outside of key assessments) and other measures (e.g., employer/graduate surveys, pass rates on licensure exams, and feedback from focus groups or advisory committees), indicate that program completers are proficient in the <i>Professional Standards and Competencies</i>.</del></p>	<ul style="list-style-type: none"> <li>• Candidate Performance Data Tables submitted in E.2. (Required)</li> <li>• A copy of the plan the program has put in place if <u>80% of</u> candidates are not meeting <del>the 80 percent</del> proficiency (Required, if applicable)</li> <li>• Survey data from employers of program graduates, field experience supervisors, or other stakeholders familiar with candidates' demonstrated proficiency in the <i>Professional Standards and Competencies</i></li> </ul>	<p>Regarding E.3.a., the Commission will take the program's size into consideration when evaluating whether it has met this indicator. If the program has few candidates, performance data may be skewed based on the performance of a few candidates. <u>The 80% threshold can be achieved either across the two most recent applications of data or by considering just the most recent application. When reviewing candidate performance data in relation to this policy, the Commission is reviewing the standard as a whole rather than with an expectation that each key competency reflects that 80% of candidates are meeting proficiency.</u></p> <p><u>Regarding E.3.a.2., the Commission recognizes that in some instances, particularly when the program is making significant revisions to key assessments based on conditions issued under Standard D, that it may take the program more than two years to gather the needed data for addressing a condition for E.3. In such cases, the Commission may grant an additional year for the program to meet its condition.</u></p>

## Standard F: Field Experience Quality

The program develops competent early childhood educators by including high-quality field experiences that support candidates' proficiency in the *Professional Standards and Competencies for Early Childhood Educators* and provide multiple opportunities for candidates to observe and practice with young children.

Indicators for Meeting the Standard	Required and Suggested Evidence for Meeting the Standard	Guidance
<p>1. <b>Breadth of Field Experiences:</b> The program requires candidates to complete field experiences across a variety of early learning settings and with a variety of age groups sufficient to support candidates' proficiency in the <i>Professional Standards and Competencies</i>.</p> <p>a. All candidates have <u>required</u> opportunities in field experiences to observe and practice with at least two of three age groups (infant/toddler, preschool age, and early elementary grades [kindergarten through 3rd grade]).</p> <p>b. All candidates have <u>required</u> 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 elementary <u>grade-school</u> [<u>PreK-3<sup>rd</sup> grade</u>] settings, and comprehensive service settings [e.g., Head Start and Educare]).</p> <p>c. <del>The program ensures</del> All candidates have <u>required</u> opportunities <u>in field experiences</u> to observe and practice with diverse <del>(e.g., cultural, linguistic, race/ethnicity, socioeconomic status, ability)</del> populations of young children.</p>	<ul style="list-style-type: none"> <li>● Field Experience Chart capturing information required in F.1. and F.2.c. The chart template is included in the Self-Study Report Template (Required)</li> <li>● Evidence of a tracking system the program uses to monitor candidates' field experiences and ensure they meet expectations in F.1.</li> <li>● For F.1.c., in communities where the diversity of populations of young children is limited, the program should describe ways beyond field experiences in which it helps candidates prepare to work with diverse populations of young children (e.g., through a narrative description or other evidence)</li> </ul>	<p>Because professional preparation programs are preparing candidates for careers in ECE, it is important that candidates have opportunities to practice and observe across age groups and settings.</p> <p><u>Regarding F.1.a. and F.1.b.,</u> <del>the</del> the standard does not set a minimum number of field experience hours required for observation and practice with the various age groups and within the various settings. However, as programs design their field experiences, they are encouraged to ensure that by the time candidates graduate from the program, they have spent meaningful periods of time with at least two of the three age groups and in at least two of the four types of early learning settings.</p> <p><u>Regarding F.1.a., observing and practicing with different age groups can take place outside of the settings listed in F.1.b. such as in community agencies, museums, libraries, etc. For purposes of the standard, there are three age group categories, though the Commission recognizes that infants and toddlers are distinct development periods within early childhood.</u></p>

		<p><u>However, to support programs in ensuring that candidates have opportunities to work with the youngest and older children within the b-age 8 range, the accreditation standard includes fewer groups.</u></p> <p><u>Regarding F.1.b., settings are defined by their administrative structure and programmatic governance. When considering whether a public PreK classroom in an elementary school would count as an elementary school setting, the program should consider how that public PreK classroom is governed within the school.</u></p> <p>The standard provides flexibility for programs to design field experiences that are responsive to the candidates they serve. The standard does not prohibit candidates from completing their student teaching or practicum experience with their <u>ECE</u> employer, but the candidate must have supervision during this experience in accordance with the expectations the program requires of all student-teaching or practicum sites.</p> <p>Regarding F.1.c., programs are encouraged to review the definition of “diverse” found in the glossary.</p>
<p>2. <b>Quality of Field Experiences:</b> The program has intentional partnerships with early learning settings that support candidates’ growth in the <i>Professional Standards and Competencies</i>.</p>	<ul style="list-style-type: none"> <li>Field Experience Chart capturing information required in F.1. and F.2.c. The chart template is included in the Self-Study Report Template (Required)</li> </ul>	<p><del>Field experiences are at the heart of every early childhood education professional preparation program.</del></p>

<p>a. The program has a set of criteria/expectations it uses to identify potential field experience sites. <u>To the greatest extent possible, the field experience sites that are selected are reflective of practices consistent with the Professional Standards and Competencies. If such sites are not available (or limited), the program supplements candidates' opportunities to observe and practice with young children in ways that are consistent with the Professional Standards and Competencies.</u></p> <p>b. The program uses partnership agreements (or other mechanisms) with its field experience sites to set expectations for how the sites, the program, and the candidates will work together.</p> <p>c. Field experiences are intentionally planned and sequenced to support candidates' proficiency in the <i>Professional Standards and Competencies</i>. <del>To the greatest extent possible, the field experience sites that are selected are reflective of practices consistent with the Professional Standards and Competencies. In the event that such sites are not available (or limited), the program supplements candidates' opportunities to observe and practice with young children in ways that are consistent with the Professional Standards and Competencies.</del></p>	<ul style="list-style-type: none"> <li>● Criteria the program uses to identify appropriate field experience sites</li> <li>● Samples of partnership agreements with field experience settings</li> <li>● Links to field experience sites' webpages</li> <li>● Interviews with candidates, faculty, cooperating/mentor/supervising teachers</li> <li>● Observations of field sites during site visit</li> <li>● Minutes or notes from meetings with field sites and cooperating/mentor/supervising teachers discussing field experience expectations</li> <li>● Samples of performance assessments of teaching</li> <li>● Examples of ways the program supplements field experiences when sites are not reflective of the practices in the <i>Professional Standards and Competencies</i>. <u>This might include showing videos of high-quality field experience sites, reflecting with the candidates on what they see in their sites compared to what they are learning about in their programs, or bringing in directors and educators from high quality field experience sites to talk about how they conduct their programs.</u></li> </ul>	<p>The Commission recognizes, <del>however,</del> that many programs may have limited access to high-quality field experience sites—either because there are few child care programs in the communities they serve and/or early learning programs in their communities are not willing to serve as field experience sites. In addition, the Commission recognizes that while some early learning programs are willing to serve as field experience sites, they may not be open to receiving feedback from or working collaboratively with the program to better align their practices and/or curriculum with the profession's standards.</p> <p><del>R</del>Regarding F.2.a., the program must demonstrate that it has articulated a set of criteria it uses to identify early learning programs to serve as field experience sites. However, the Commission recognizes that not every site selected may meet the criteria <u>or be consistent with practices in the Professional Standards and Competencies.</u> <del>–To the extent possible, though not required, field experience sites should follow quality standards, such as those articulated in NAEYC's early childhood program standards.</del></p> <p>Regarding F.2.b., there are a variety of ways programs can show how they partner with or connect to field sites to support candidates' field experiences. These might include formal partnership agreements, webinars to prepare early learning programs to serve as field</p>
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		<p>experience sites, and/or handbooks or other orienting materials that explain the purpose of the field experience and the expectations for what the candidate will observe and practice.</p>
<p><b>3. Supporting Cooperating/Mentor/Supervisor Teacher Quality:</b>  The program provides training to cooperating/mentor/supervising teachers <del>and faculty</del> at the field experience sites to ensure candidates have positive models of early childhood practice consistent with the <i>Professional Standards and Competencies</i> and to ensure consistency in the mentoring and evaluation of candidates.</p> <ol style="list-style-type: none"> <li>a. The program has a set of criteria/expectations it uses to identify potential cooperating/mentor/supervising teachers <del>and faculty</del>.</li> <li>b. The program provides orientation/preparatory materials to cooperating/mentor/supervising teachers <del>and faculty</del> that set expectations for supporting candidates.</li> <li>c. The program provides <del>regular</del> feedback and support to cooperating/mentor/supervising teachers <del>and faculty</del>.</li> </ol>	<ul style="list-style-type: none"> <li>• Criteria the program uses to identify potential cooperating/mentor/supervising teachers</li> <li>• Samples of handbooks or other preparatory materials given to cooperating/mentor/supervising teachers</li> <li>• Samples of tools used to evaluate cooperating/mentor/supervising teachers <del>and faculty</del> effectiveness</li> </ul>	<p>Identifying and supporting strong cooperating/mentor/supervising teachers is an important component of high-quality, extended, clinical field experiences such as student teaching and practicums. <del>The Commission recognizes, though, that many programs may have limited access to quality field experience sites—either because there are few child care programs in the communities they serve and/or early learning programs in their communities are not willing to serve as field experience sites. In addition, the</del>The Commission recognizes that while some early learning programs are willing to serve as field experience sites, they may not be open to receiving feedback from or working collaboratively with the program to better align their practices and/or curriculum with the profession’s standards. These factors can impact how programs’ work with cooperating/mentor/supervising teachers.</p> <p>As <u>such, when responding to this indicator</u> programs <del>respond to this indicator, they</del> should document any context and/or constraints that may challenge the program when implementing the practices of F.3.</p>



<p>4. <b>Candidate Supports:</b> The program supports candidates in making meaning of their experiences in early learning settings and evaluating those experiences against standards of quality.</p> <ol style="list-style-type: none"> <li>The program sets clear expectations for candidates regarding the purpose of the field experiences and how they will grow candidates' proficiency in the <i>Professional Standards and Competencies</i>.</li> <li>The program has protocols in place for candidate expectations and behaviors during field experiences that are consistent with the <a href="#">NAEYC Code of Ethics</a>.</li> <li>The program provides preparatory materials to candidates to support their readiness for extended field experiences (e.g., student teaching, practicum courses).</li> <li>The program provides regular feedback to candidates during extended field experiences (<a href="#">e.g., student teaching, practicum</a>).</li> </ol>	<ul style="list-style-type: none"> <li>• Samples of candidate observation/evaluation tools used by faculty and cooperating/mentor/supervising teachers</li> <li>• Samples of Field Experience Handbooks or other field experience orientation materials given to candidates</li> <li>• Interviews with candidates and/or field experience supervising teachers during and after the site visit</li> <li>• Candidate background check policies</li> </ul>	<p><u>Regarding F.4.d., the program must provide feedback at multiple points (more than once) during a candidate's practicum or student teaching field experience to support their application of the <i>Professional Standards and Competencies</i>. This feedback does not need to be provided at the field experience site. For example, programs may choose to have candidates record themselves working in the classroom and faculty provide feedback based on the video. Programs may also use "bug in the ear" technology or other strategies to provide feedback.</u></p>
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