Welcome

Webinar begins at 1:30 EST. All participants will be on mute. Please use Chat Box for questions. Thank you for joining us today!
Building ECE Career Pathways-The Role of Accreditation

A Critical Link in Building Career Pathways for the Early Childhood Profession
November 9, 2016
Presentation Agenda

Career Pathways - Introduction
• The T.E.A.C.H. Vision
• Why is accreditation important to building a sustainable ECE career pathway?

Accreditation
• Expanding Accreditation
• Housatonic Community College-A College Viewpoint
Every child in an early childhood setting has a teacher who is well educated and well compensated. Every early childhood teacher has access to affordable college education, workforce supports and continuing professional development on a pathway to valued, sustained employment.
### Recommendations 4 and 5

Build an interdisciplinary foundation in higher education for child development.

Develop and enhance programs in higher education for care and education professionals.

### Recommendations 6 and 7

Support the consistent quality and coherence of professional learning supports during ongoing practice for professionals working with children from birth through age 8.

Develop a new paradigm for evaluation and assessment of professional practice for those who work with children from birth through age 8.
“...Highlight the importance of building a progression of professional development and education opportunities for the early childhood workforce, making it understandable to all stakeholders as a key strategy to expanding high quality early childhood education for all children from birth;”
ECE Educational Pathways

CDA Credential

AAS in ECE

BS in ECE

BS in ECE with Teacher Licensure

NBC in Early Childhood

The Key to ECE Role and Career Pathways
Presenter

Mary Harrill
NAEYC
Senior Director
Higher Education Accreditation and Program Support
mharrill@naeyc.org

T.E.A.C.H. Early Childhood®
NATIONAL CENTER
The early childhood profession exemplifies excellence and is recognized as vital and performing a critical role in society.

**High Quality Preparation and Development**
- Programs aligned to NAEYC standards
- Innovation valued

**Consensus on Professional Expectations**
- Defined skills, competencies, knowledge, and qualifications

**Building a Diverse and Well-Compensated High Quality Workforce**

**Seamless Career Ladder**
- Professional development and preparation are aligned
- Clear opportunities for educator advancement identified

**A Three-Pronged Approach**
- Defining and Growing the Profession
- The Image of the Profession
- Investing in the Profession

NAEYC Accreditation of Early Childhood Higher Education Programs
Accreditation Matters

• Supports degree program quality and continuous improvement

• Serves as the ECE higher education field’s quality recognition and accountability mechanism

• Serves as an important feature of a self-governing profession

• Supports the development of stronger education pathways for the ECE workforce

NAEYC Accreditation of Early Childhood Higher Education Programs
Accreditation Supports The Work at the Institutional Level

- Using Labor Market Information (LMI) in program design
- Recruitment/Connection
- Entry
- Progress
- Completion
- Graduate outcomes

Who are our students? What happens to them on our pathways?

How do we keep students engaged on the pathways?

What does this mean for institutional/program redesign?
Who does NAEYC accreditation benefit?

- **Candidates**
  - Provides confidence in the quality of the degree
  - Improves student success

- **Program**
  - Provides opportunity to sharpen the mission of the program and create/revamp the necessary curriculum and supports to meet the mission
  - Increases program visibility within the institution and the community

- **Faculty**
  - Builds knowledge and skills in program development, candidate assessment development, and analyzing student performance data
  - Elevates the role and expertise of ECE faculty within the institution

- **Employers**
  - Provides confidence in the quality of graduates
  - Ensures that programs are focused on producing graduates who can meet the demands of the workforce

- **The Public**
  - Serves as an accountability mechanism related to the quality of the program and the ROI

- **The Field**
  - Serves as a unifier around common expectations for quality preparation programs
  - Creates stronger, more coherent education pathways – quality of degrees and transfer/articulation

NAEYC Accreditation of Early Childhood Higher Education Programs
### Fast Facts about NAEYC Higher Education

#### Accreditation System
- 176 institutions with accredited programs
- 209 accredited programs
- 33 states with accredited programs

#### National Recognition System
- 258 institutions with nationally recognized programs
- 373 nationally recognized programs
- 39 states with nationally recognized programs

NAEYC’s Accreditation System is meant to promote articulation between degree programs and improve access to professional credentials for diverse and nontraditional students.

**NAEYC’s Professional Preparation Standards** are learner-centered standards (competency-based) for student performance.
What Others Say About NAEYC Higher Education Accreditation

The Top 2 Reasons Programs Seek Accreditation

#1 Quality Improvement

#2 Professional Development
Expanding the System

NAEYC Accreditation of Early Childhood Higher Education Programs
The mission of the NAEYC Early Childhood Higher Education Accreditation System is to set a standard of excellence for early childhood degree programs and to recognize programs that have demonstrated they meet this standard, thereby benefiting the early childhood profession, young children, families, and communities.
The Parts of a Standard

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

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

Full standards document is available on the NAEYC website.
Earning Accreditation Means Connecting the Dots

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

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

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

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

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

★☆☆ = bulk of evidence of meeting the standards
The Accreditation Process

Submit application ($510)

- Begin Self-Study work with stakeholders
- Implement program changes; collect data and documents for review
- Submit Self-Study Report ($1,530 or $2,040 depending on number of programs) by March 31 or September 30
- Prepare for and host site visit ($6,500) in spring or fall
- Receive Commission Decision
- Submit annual reports for next 5 years ($1,530 or $2,040 per year)
- Renewal Self-Study Report and site visit in year 6
- Renewal decision in year 7

*Fees current as of September 2016. Subject to change.

NAEYC Accreditation of Early Childhood Higher Education Programs
What Does NAEYC Accreditation Examine?

- Mission, Conceptual Framework, Context
- Program Design—Coursework and Field Experiences
- Institutional Resources to Support the Program
- Characteristics of and Support for Candidates
- Faculty Qualifications and Resources for Faculty
- Key Assessments and Learning Opportunities
- Student Performance Data
Presenting Evidence of Meeting the Standards

Program Context/
Criteria
Self-Study Report (SSR)
Part 1

Learning Opportunities
SSR Part 2

Key Assessments &
Performance Data
SSR Part 2

A. Program Identity
• Mission and Role in Community

B. Program Design
• Conceptual Framework
• Program of Studies
• Quality of Teaching
• Quality of Field Experiences
• Role in the Pipeline (pilot)

C. Candidates
• Characteristics of Candidates
• Candidate Advising and Support

D. Faculty
• Faculty Qualifications & Composition
• Responsibilities
• Professional Development

E. Supportive Infrastructure and Organization
• Program Organization & Guidance
• Program Resources

F. Learning Opportunities
Course and Field Experiences Aligned with NAEYC Standards and Supportive Skills

G. Assessment and Candidates Outcomes
Evidence of Candidates Performance Related to the NAEYC Standards and Supportive Skills
Parts of a Key Assessment

I. Brief Description (Evidence Chart)
   - Directions as Given to Candidates

II. Directions as Given to Candidates
   - Rubrics Used to Evaluate Candidate Work

IV. Data from Key Assessment & Use of Data
   (or data plan demonstrating capacity to collect & use data if seeking initial accreditation)
The Commission’s Role

- Review all evidence from program’s self-study report, peer review team report, and the program’s written response to the peer review team report
- Make accreditation decisions that are academically sound, reliable, transparent, and consistent with published policies
- Contribute to accreditation policy and procedures, and the revision of professional preparation standards
- Ensure the equity, integrity and accountability of the accreditation system
Presenter

Laurie R. Noe, Ed.D.
Chair of the Behavioral and Social Sciences Department
Housatonic Community College
Bridgeport, CT
NAEYC ACCREDITATION SUPPORTING PATHWAYS FOR STUDENTS, PROFESSORS, AND PROGRAMS
THE PROMPT - WHY’D WE DO IT?

CT State Department of Education instigated the process in an effort to help solidify articulation agreements between the 12 CT Community Colleges and our four-year state universities.
THE ACCREDITATION PROCESS–BENEFITS TO OUR PROGRAM

- Gained clarity as to what we wanted to be and where we wanted to go. We defined ourselves.
- Began to recognize and appreciate all the pathways for students.
- Next steps - It helped us create an action plan
- It helped us focus on getting students more engaged on those pathways.
DEFINE YOURSELF-YOUR CONCEPTUAL FRAMEWORK

- HCC ECE’s Four CORE VALUES
  - Access; Intentionality; Relationships; Diversity
STRONGER EDUCATIONAL PATHWAYS

- Consider the internal program pathway
  - Scope and Sequence of courses and field experiences
  - Prerequisites and parallels
STRONGER EDUCATIONAL AND CAREER PATHWAYS

- Consider pathways to and from your program
ON CLOSER INSPECTION

Early Childhood Education
or
Early Childhood Special Education
to
Early Childhood Inclusive Education
SET GOALS

- DREAM BIG
STAY CLOSE - GO FAR

South Africa

Finland

China

Peru
KEEPING STUDENTS ENGAGED ON THE PATHWAY

- Show them the multiple pathways
- Work, further degrees, other opportunities
- Connect them to others on the path

- Videoconferencing
- Online discussions
- Workshops
- Speakers
- Service Learning opportunities
Confounding variables – demographics etc.

The year before we submitted for accreditation we had 35 students receiving 60-credit degrees or 30-credit certificates. Since then we have had anywhere from 56-89 students receiving those same certificates or degrees.

Student learning outcomes on standards assessment have improved.
1. Why are accreditation linkages between associate and baccalaureate degree programs good for students and higher education?

2. Is there a “return on investment” for associate and baccalaureate degree programs that pursue accreditation?

3. What are the perceived barriers and/or downsides to accreditation and how are they being addressed?

4. What are 2-3 messages that you hope that today’s participants might embrace that will increase use of accreditation to build ECE career pathways?
This webinar was funded by the W.K. Kellogg Foundation. We thank them for their support but acknowledge that the findings and conclusions presented in this webinar are those of the authors alone and do not necessarily reflect the opinion of the funding organization.