Quality Professional Preparation: Learnings from NAEYC's Accreditation System and Promising Practices within Accredited Programs

Welcome

The webinar begins at 1:00 p.m. ET.

Be sure to use your phone for audio and turn off the sound on your computer to reduce background noise.

Thank you for joining us today!
Quality Professional Preparation: Learnings from NAEYC's Accreditation System and Promising Practices within Accredited Programs
The Audacious Vision – P2P

Our vision is that each and every child, beginning at birth, has the opportunity to benefit from high-quality early childhood education, delivered by an effective, diverse, well-prepared, and well-compensated workforce. To achieve this vision, which is grounded in the National Academy of Medicine’s (NAM) Transforming the Workforce report, we need to build toward a future structure for the early childhood education profession in which:

• Each and every child, birth through age 8, across all settings, is supported by early childhood educators who have recognized early childhood degrees and credentials;

• Early childhood educators at all levels of the profession are valued, respected, and well-compensated for the important roles they play;

• Educators with lead responsibilities across settings and age bands are prepared at the Early Childhood Educator III level (earning a bachelor’s degree in early childhood education), at a minimum;

• Anyone who wants to become an early childhood educator, at any level, has equitable access to affordable, high-quality professional preparation and development that supports them in developing the agreed-upon set of knowledge, skills, and competencies; and

• Early childhood educators at all levels are well compensated in accordance with the complex and demanding work they perform, as part of a system that recognizes the cost of quality and finances early childhood education as the public good that it is.
Where We Are Now: Difficult Realities

- An incoherent and inconsistent system that fails to recognize differences in preparation, skills, and experience
- A hodge-podge of preparation programs of uneven quality
- Specializations that reinforce fragmentation without agreed-upon competencies
- Undervalued, underfunded, and unequitable workforce
Systemic Issues = Systemic Solutions

1. Unifying and Coherent Identity*
   POWER TO THE PROFESSION
   2017 - Spring 2019

2a. Public Policy & Investment Planning Begins 2018

2b. Public Support Planning Begins 2018

*First edition; professions continuously evolve
A Web of Shared Accountability

- Professional Preparation Programs
- Federal Agencies
- Employers
- State or Local Government Agencies
- Professional Governance Bodies

ECE I, II, II
Young Children 0-8
8 Decisions to Build a Unified ECE Profession

1. Distinct Profession, Name, and Role in Society
2. Knowledge and Skills
3. Required Preparation and Qualifications
4. Professional Specializations
5. Professional Responsibilities
6. Compensation
7. Accountability
8. Infrastructure and Resources
Primary Set of Preparation Programs

*Organized programs of study in ECE; aligned with professional standards and competencies; others can be added if they meet same standards and accountability
At this point, the Task Force is not defining preparation expectations for more advanced practice roles.
Prepared to work together in various configurations as part of a teaching team hence some overlap.

**Additional and innovative guidance, support, and supervisory models will need to be explored, developed, and evaluated, particularly in support of early childhood educators working in family child care settings.**

» Progression, not regression - in state-funded preschool programs (as defined by NIEER), provided in mixed-delivery settings and explicitly aligned with the K–12 public school system, *ECE III graduates must be the lead.*
Potential Implications for Accreditation

• Aligning the accreditation expectations to ECE I, II and III
  • Field experiences
  • Key Assessments
  • Program Design

• Reconsidering what evidence is part of the accreditation decision and how evidence is weighed in the decision
Overview of the Survey of NAEYC Higher Education Accredited Programs

- Administered in February/March 2019

- Sent to faculty at each accredited program (98 total responses; 49% response rate)

- Responses are aggregated and will be shared with the higher education community as a resource

- The Survey Focused on these Areas:
  - Early Childhood Students and Postsecondary Mathematics Courses
  - Supporting Postsecondary ECE Students who are English Language Learners
  - Preparing Candidates to Work with Infants/Toddlers
  - Field Experiences
  - High School to Postsecondary Pipeline
Key Findings: Most Frequently Cited Successful Math Strategies for Advancing Students

What strategies/supports has your institution found most successful in advancing students through developmental/remedial/gateway mathematics courses?

- Developmental Math: 41%
- Math Lab: 21%
- Tutoring: 55%
Key Findings: Most Frequently Cited Math Strategies/Supports for Struggling Students

Are there specific strategies/supports that your ece program provides to your students who are struggling in developmental/remedial/gateway mathematics courses?
Promising Practices: Early Childhood Students and Postsecondary Mathematics Courses

- “...we are going to reduce the prereq for Elements of Math to Introductory Algebra and offer a co-req model. The plan is to make the coreq section of Introductory Algebra more similar to the teaching style of Elements of Math, adding more hands-on learning”

- “All freshman students must register for First Year Experience CSS 101. Students practice and learn organization, study, learning strategies and tour college services. This college success course promotes a greater percentage of student success and retention”

- “EdReady for math has been very helpful and we offer it to students new to the program. They can take it at any time and it is free to our students”

- “I think our students are successful when they take the math course together. I try to arrange informal cohorts so the they can support and encourage one another”

- “The Accelerate You math pathway is amazing. I convinced 8 ece students that gave up on the degree to come back one more time for the evening developmental course paired with the math course needed to graduate. All succeeded - it was the best graduation ceremony ever to see them walk across the stage when they had given up before the AY opportunity and success coaches!”

- “When we have grant money, we contract a course so it is all ECE students and hand pick the instructor. We just received a large state grant and will be implementing this over the next two years.”

- “The hiring of the specialty tutor and having the availability hours the same as when the vast majority of our students are on campus--evenings.”

- “This is not directly related to developmental math but addresses another issue. In order for students to be admitted to Teacher Ed. programs at the 4-year level, they must pass the Praxis math test. This is a big barrier. The content of our college algebra course does not match the Praxis test. I am working with the system math curriculum committee to design a math course for all education majors with the appropriate content to raise the pass rate.”
Key Findings: Supporting Postsecondary ECE who are English Language Learners

Does your program offer courses/content in languages other than English?

- 80%
- 10%
- 10%
- N/A
- No

What is the estimated percentage of courses/content offered in a language other than English?

- 69%
- 30%
- 1%
- N/A
- 25% or less
- 76% or more
Key Findings: Supporting Postsecondary ECE who are English Language Learners

Among programs (N=10) that offer courses/content in languages other than English:

- **20%**
  - The faculty speaks solely in a language other than English during the course

- **90%**
  - The faculty speaks in English and another language during the course

- **10%**
  - The materials used in the course are mostly or all in a language other than English

- **50%**
  - The materials used in the course are mostly or all in English
Key Findings: Supporting Postsecondary ECE who are English Language Learners

Course materials most readily available in a language other than English:

- Textbooks
- CDA Materials
- Videos
- NAEYC Resources

Most frequently cited support for English Language Learners:

- ESL Department
- Peer Support
- Face to Face interaction with Instructor
- Tutoring
We just got a large grant that has allowed us to contract with an organization that can provide professional development in Spanish and Portuguese.

The co-teaching model pairing an ESL instructor with an ECE subject matter specialist is very promising, and we plan to expand it. Because the program is initially offered for CEUs (and later can be converted to credit) the costs of having two instructors is reduced somewhat. We also have grant funding to subsidize this model...

We began our program in Jan 2018. They were placed in an internship while taking English and Bilingual CDA classes. They all graduated in Dec 2018, and are now completing all requirements to receive their CDA...

Students can research at topic in any language they choose. Often they complete the actual research or learning in their native language and then translate to English.

We have all of our assignments descriptions and grading rubrics in English and Spanish and we assist them one on one if needed to help them understand the material as best as possible.

I provide class power points a week ahead of time for dual language learners to review and make notes before the day of the class.

We have applied for a grant that will help English language learners with the total college experience--from applying to college to developmental English embedded in ECE courses and a cohort of Spanish speakers that will have a bilingual emphasis. We will hear next month--fingers crossed!
Key Findings: Preparing Candidates to Work with Infants/Toddlers

- **57%** offers a required course(s) on infants/toddlers.
- **67%** requires each candidate to complete a field experience with infants/toddlers.
- **35%** offers an elective course(s) on infants/toddlers.
- **58%** ensures that each required course in the program includes content on infants/toddlers.
- **36%** offers an infant/toddler certificate.
Key Findings: Most Frequently Cited Resources in Preparing Students to Work with Infants/Toddlers

What curricular resources have you found most effective in preparing students to work with infants/toddlers?

- **Textbooks**: 27%
- **Zero to Three**: 30%
- **Field Experience/Lab**: 33%
Promising Practices: Preparing Candidates to Work with Infants/Toddlers

• “...probably the most promising is using short video clips and asking students to reflect on the practices they are observing and how those practices relate to supporting development”

• “We are partnering with a child care program close by our college, in which the director is a graduate of our program and is excellent in Infant and Toddler Care and outdoor experiences for Infants and Toddlers”

• “Our students spend time working with infants and toddlers during the course. We invite infants and toddlers to our classroom and students interact with them. They also spend several hours observing and interacting with infants and toddlers. They are required to create materials for the infants and toddlers to explore and play with and analyze the children's interest and approach to investigating the student-made materials”

• “We have a massage therapy program at our institution and I have invited faculty to teach a hands-on (with baby dolls) session on infant massage. This was incorporated into an Infant/Toddler Growth and Development class.”

• “We just added the computerized babies to our ece program. Students have to attend to the child during a seat class in the foundation course--it has turned out to be quite interesting.”
What does your program do to provide high quality sustained field experiences such as student teaching/practicum/internship?

- **47%**
  Sign formal partnership agreements with field settings

- **32%**
  Provide an in-person or virtual orientation for the field setting’s Administrator and cooperating teachers

- **51%**
  Provide an orientation handbook/manual to the field setting’s Administrator and cooperating teachers

- **67%**
  Provide a student teaching/practicum/internship handbook to students
What does your program do to provide high quality sustained field experiences such as student teaching/practicum/internship?

- Offer a stipend to the cooperating teachers in the field setting: 4%
- Cooperating teachers regularly evaluate and coach the students: 67%
- Faculty regularly observe the students during the field experience: 78%
- Use a software platform or program (like Excel) to track students’ field experiences: 12%
Promising Practices: Field Experiences

- “We do not have 'handbooks' but we have 'Cliff Notes' because a few years ago our cooperating teachers (when interviewed) said they did not have enough time to read...so we condensed it as a committee. Students attend a 2-3 hour orientation before practicum begins and materials reviewed including the PowerPoint are made available to students in our online learning platform. We are using Virtual Meetings for Discussions three time during the semester and that seems to be a good way for students to share their experiences”

- “The collaborative model asks individuals from diverse backgrounds and fields to work together on behalf of young children and families. This has positioned us well for grant opportunities and is seen as a model in our state”

- “We have been piloting a 'Coaching to Quality' project, whereby our faculty practicum supervisor mentors BOTH our ECE student in practicum and the classroom 'mentor teacher' (the term we use)”

- “We have MOUs in place for all external field placements.”

- “We used a Perkins grant to build community partnerships, coaching to support mentor teachers as they learned about having students in their classrooms and coaching for students and mentor teachers.”

- “We offer a free 3 credit course to placement sites for each student teacher for whom they provide a placement. The Director/Principal selects the recipient of the voucher.”

- “I now use Zoom to conduct virtual observations in real time. This also allows me to speak with administrators about the practicum student's progress as well.”

- “1) Supervising Teachers must at least have a 2-year associates degree in Early Childhood 2) They must be in a 4 star or higher facility 3) If they have not participated in the QRIS program, they must be willing to do so.”
Does your program participate in a dual enrollment program with a local high school(s)?

How many early childhood credit hours do students who complete the high school early childhood program receive?
“We consider all the high school teachers of ECE 101 to be part of our faculty. We invite them to all our meetings and trainings and we bring their classes to the College for Lab School visits and classes delivered by the College faculty.”

“Our internship allows ECE HS students to work and do classes in the summer while being paid”

“Our state provides a career ladder that allows students to move from a CDA to a certificate, to an AS to a bachelor's degree with no loss of credit hours”

2) We began offering courses during specific times that would be more convenient for HS students to attend (1st block) 3) We host 8th grade career days

We require all dual credit instructors and their college partners to attend annual dual credit training on campus. We make our Canvas courses available to the high school teachers so they can have access to all texts and assignments. Our dual credit liaison visits them on a regular schedule and submits reports to our dual credit department manager on campus. Our dual credit instructors have full use of our IT department and our online support people as well as our local and statewide Help Desk personnel. Someone is available to them every weekday until 10 pm and on Saturdays and Sundays online. They have access to all trainings available and receive notices about support systems available to them and to their students through our Ivy Tech email system. We have an orientation meeting for new folks and give them welcome gifts from the bookstore.
In the spirit of your voice is always needed....

- Draft #2 NAEYC Equity Position Statement is open for public comment

- Draft #2 of Professional Standards and Competencies for ECE and the Equity and Diversity Position Statement will be released in April

- Draft #1 of Decision Cycles 7/8 (Accountability and Infrastructure) and the full draft P2P Framework will be released in May
THANK YOU