

An Accreditation Conversation

Welcome

The webinar begins at 9:30

***All participants will be on mute until recognized.
Dial in using your phone.***

**INCLUDE BOTH THE ACCESS CODE AND THE
PIN NUMBER AS YOU DIAL IN!!!**

***Be sure to turn off the sound on your computer
to reduce background noise.***

Please use the Question Box for questions.

Thank you for joining us today!





An Accreditation Conversation

July 10, 2020

Mary Harrill

Senior Director, Higher Education
Accreditation and Program Support,
National Association for the Education of
Young Children

While so much has changed since March 2020...

The ECE Profession did put forth a framework and standards to guide our work. Let's use them both as a North Star and pathway for rebuilding our devastated ECE field.

Our Vision

“Each and every child, beginning at birth, has the opportunity to benefit from high-quality, affordable early childhood education, delivered by an effective, diverse, well-prepared, and well-compensated workforce.”



Where We are Going

- Recognized degrees and credentials
- Valued, respected, well-compensated
- Early childhood educators must earn bachelor's
- Early childhood education as a public good
- Equitable access

Unifying Framework Higher Ed Recommendations

- Three primary pathways that prepare ECEs
- Unbiased, equitable, and efficient access
- Generalize before specialize
- Programs of study aligned to the *Professional Standards and Competencies*
- Professional preparation programs need to be accredited
- Access to infrastructure and resources to prepare effective early childhood educators
 - Faculty and Professional Development Specialists
 - Institutional Supports
 - Students
 - Leadership

COVID-19 Impact on Higher Ed

Almost every institution shifted its classes online for the semester

Economic impact on faculty and students

Uncertainty about the future – potential college closures, summer and fall enrollment, potential extended stay-at-home/shelter-in-place orders

Institutions' primary and "non-obvious" revenue and exposure losses

COVID-19 Impact on Higher Ed

Means, B., and Neisler, J., with Langer Research Associates. (2020). *Suddenly Online: A National Survey of Undergraduates During the COVID-19 Pandemic*. San Mateo, CA: Digital Promise.

Fox, K., Bryant, G., Lin, N., Srinivasan, N. (2020, July 8). Time for Class - COVID-19 Edition Part 1: A National Survey of Faculty during COVID-19. Tyton Partners and Every Learner Everywhere.
www.everylearnereverywhere.org/resources

Specific aspects of the course that half or more of the students perceived to suffer after moving to remote instruction were:

- opportunities to collaborate with other students on course work
- keeping students interested in the course content
- making students feel included as a member of the class

On the other hand, a majority of students thought the course was about the same, better, or much better after going online in terms of:

- understanding what was expected in the course
- the instructor's knowledge of their strengths and weaknesses
- the availability of help with the course

Means, B., and Neisler, J., with Langer Research Associates. (2020). *Suddenly Online: A National Survey of Undergraduates During the COVID-19 Pandemic*. San Mateo, CA: Digital Promise. ○

Instructional practices with the largest individual effects on students' overall course satisfaction were:

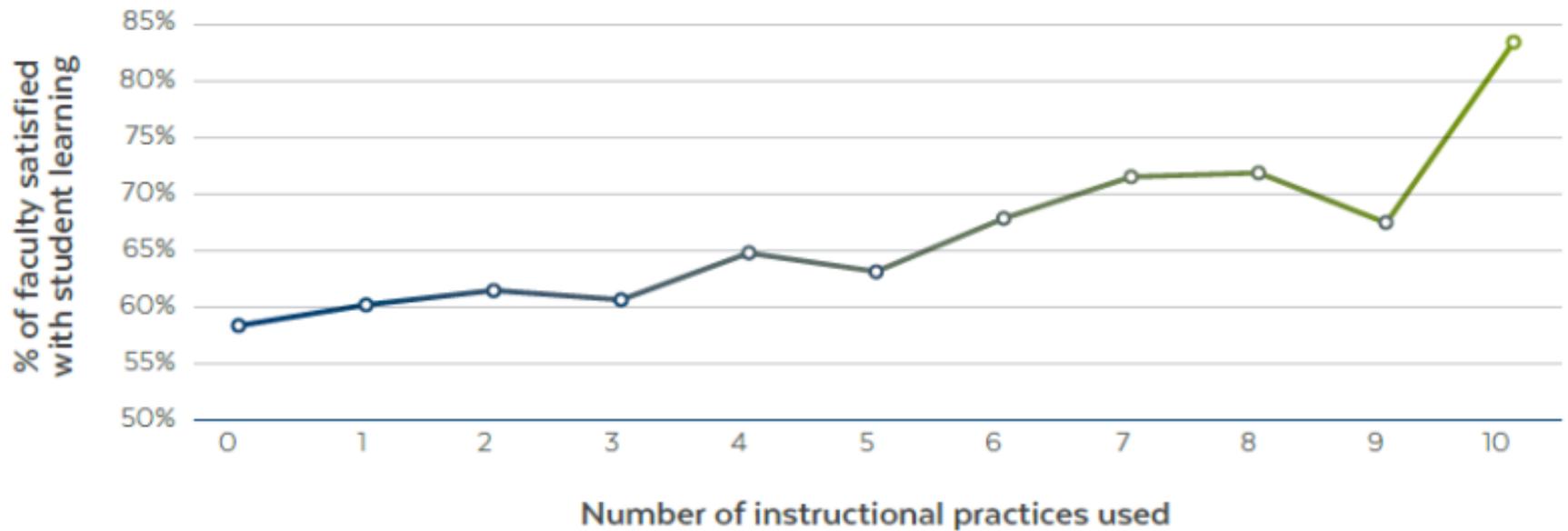
- ***Personal messages from the instructor on how the student was doing or to make sure they could access course materials.*** Sixty-eight percent of those who received messages of this type were satisfied with the course overall, compared to 47 percent of those who did not.
- ***The instructor's use of real-world examples to illustrate course content.*** Among students whose instructor did this in the online course, 67 percent were satisfied overall, compared to a 42 percent satisfaction level among those whose instructor did not use real-world examples.
- ***Assignments requiring students to express what they had learned and what they still needed to learn.*** Satisfaction with online courses that included such assignments reached 68 percent compared to 50 percent for courses without this feature.

Means, B., and Neisler, J., with Langer Research Associates. (2020). *Suddenly Online: A National Survey of Undergraduates During the COVID-19 Pandemic*. San Mateo, CA: Digital Promise.

Instructional Practices	Students		Instructors	
	2-Year	4-Year	2-Year	4-Year
<i>Live sessions for asking questions/participating in discussions</i>	59%	71%	67%	72%
<i>Real-world examples</i>	64%	67%	49%	53%
Recorded lectures	54%	69%	55%	58%
<i>Frequent quizzes</i>	72%	60%	53%	44%
Live lectures by the instructor with students watching	56%	62%	44%	46%
Videos from external sources	57%	53%	59%	47%
<i>Personal messages from the instructor</i>	66%	49%	79%	72%
<i>Assignments having you express what you had learned</i>	54%	46%	45%	40%
<i>Breaking course activities up into shorter pieces</i>	40%	32%	34%	38%
<i>Group projects</i>	25%	37%	22%	31%
<i>Breakout groups during a live class</i>	24%	25%	--	--

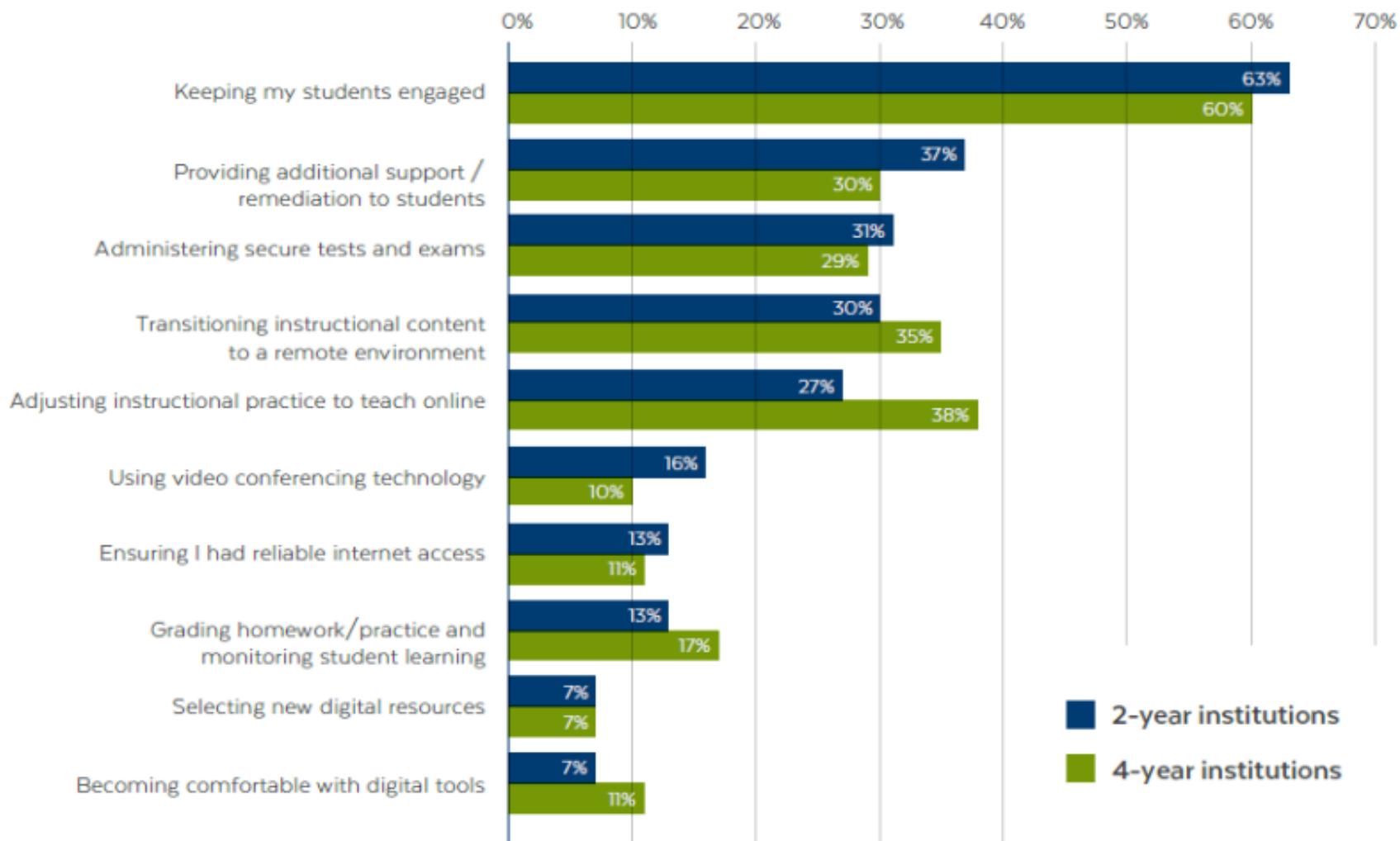
Note: Practices in italics are those deemed "recommended" by Digital Promise.

INSTRUCTIONAL PRACTICES USED AND SATISFACTION WITH STUDENT LEARNING



Fox, K., Bryant, G., Lin, N., Srinivasan, N. (2020, July 8). Time for Class - COVID-19 Edition Part 1: A National Survey of Faculty during COVID-19. Tyton Partners and Every Learner Everywhere. www.everylearnereverywhere.org/resources

TOP FACULTY CHALLENGES DURING THE TRANSITION TO REMOTE



Fox, K., Bryant, G., Lin, N., Srinivasan, N. (2020, July 8). Time for Class - COVID-19 Edition Part 1: A National Survey of Faculty during COVID-19. Tyton Partners and Every Learner Everywhere.

www.everylearnereverywhere.org/resources

COVID Impact on ECE Degree Programs

How difficult have the following aspects been this summer (due to the COVID-19 Pandemic)?

■ VERY DIFFICULT
 ■ DIFFICULT
 ■ NEUTRAL
 ■ EASY
 ■ VERY EASY

Supporting students' emotional health & challenges related to food/housing/job/child care/financial insecurities



Maintaining my emotional health



Living with food, housing, and/or financial insecurity



Managing home/family responsibilities while fulfilling work obligations



Supporting my students' transition to online learning



Moving face-to-face course content online

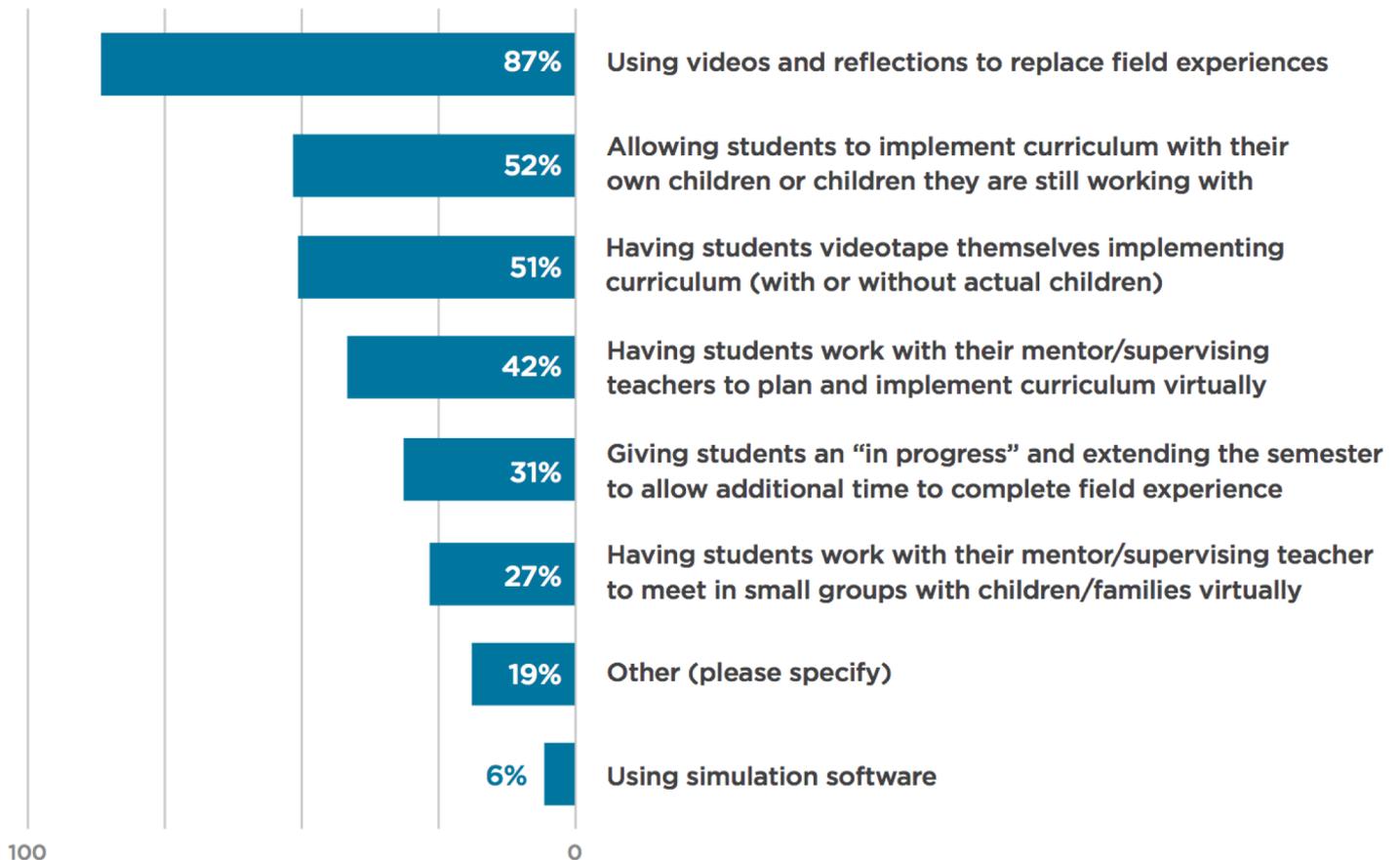


COVID Impact on ECE Degree Programs

How are you managing and supplementing field experiences this semester? Select all that apply.

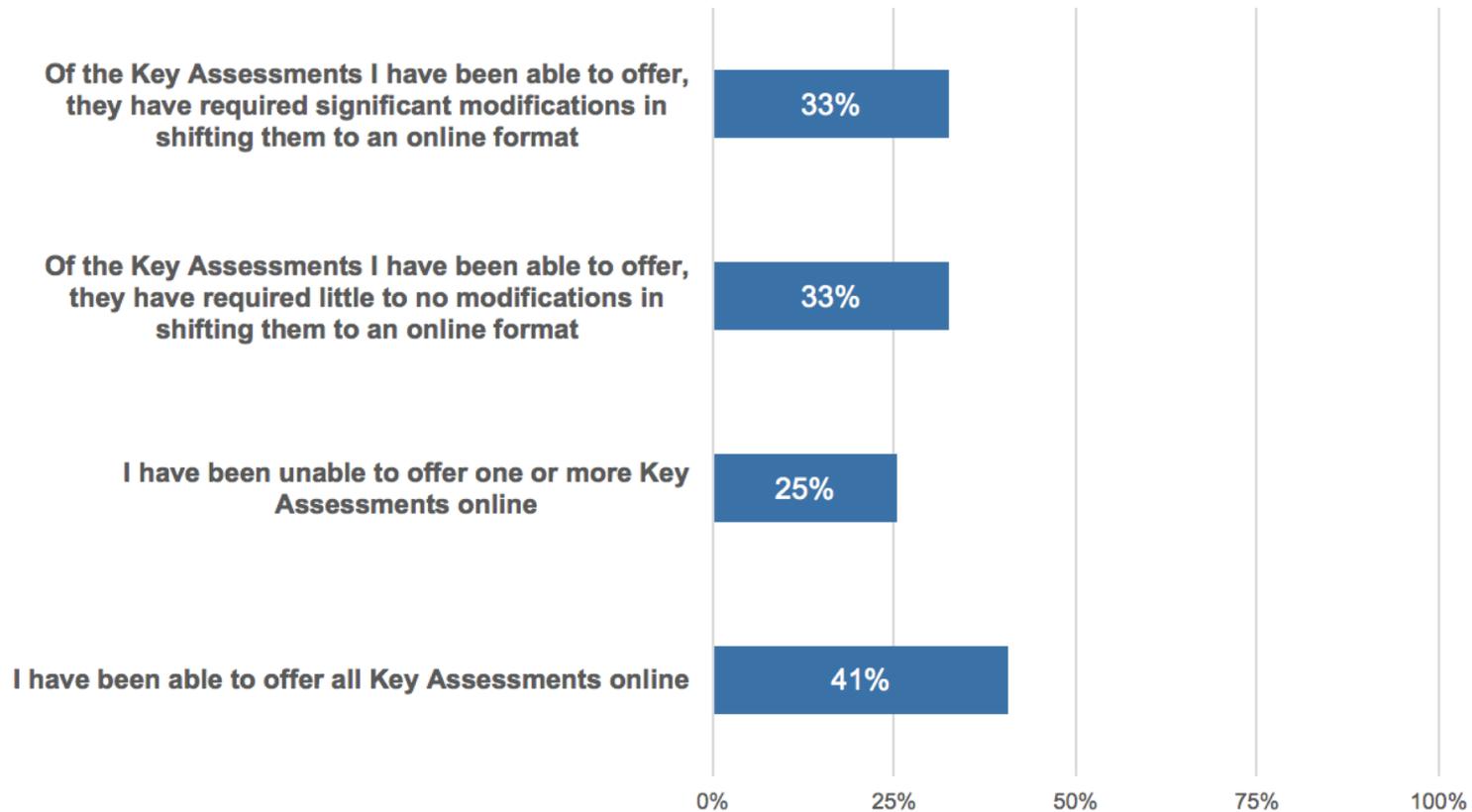
41% of faculty reported that none of their students were able to have field experiences in Spring 2020

55% reported that some students were able to have field experiences



COVID Impact on ECE Degree Programs

Based on your experiences at your institution since the COVID-19 Pandemic began, please select the statement that most accurately describes transitioning your Key Assessments to online



Your Questions

- What does accreditation for associate and baccalaureate degree programs look like in 2020?
- Faculty report that accreditation is time consuming and difficult to complete.
- Is anything being done to make the process simpler?
- Are there ways as community partners that we can assist or support the accreditation process?
- In the COVID 19 world most higher education for the EC workforce is online and likely to remain that way. Does accreditation help faculty prepare for a total online environment?
- How can IHE's navigate clinical experiences during COVID and still maintain accreditation?
- What strategies have states used to finance accreditation?

Accreditation Expectations

- The Standards and the System are agnostic about program delivery mode
- For now, we are considering this to be a unique period (March 2020 through December 2020)
 - Field Experiences
 - Key Assessments
 - Learning Opportunities
- Virtual site visits in Fall 2020, will re-evaluate the plan for Spring 2021
- COVID-19 Addendum for the AR and SSR Templates

New Standards are on the Horizon

- Aligns to the Unifying Framework's focus on necessary infrastructure and ensuring all early childhood educators are proficient in the *Professional Standards and Competencies*
- Elevates the program of study design, program organization and faculty
- Maintains a strong focus on candidate proficiency in the *Professional Standards and Competencies* and how programs are collecting and using that data to improve teaching and learning
- Revises and updates field experience expectations

Maintaining Quality

- Supplementing learning opportunities
- Identifying quality OER materials
- Meeting student needs
- Understanding the community's altered early learning program landscape
- Prioritizing virtual field experiences and maximizing in-person field experience opportunities

Resources on the Unifying Framework and Standards

- Powertotheprofession.org
- [Unifying Framework](#) (available in English and Spanish)
- [Summary of the Unifying Framework Recommendations through a Higher Ed lens](#)
- [Decision Cycles](#)
- [Professional Standards and Competencies](#) (*available in English and Spanish*)
- [Executive Summary of the Professional Standard and Competencies](#)
- [Comparison of 2010 Standards to 2020 Standards](#)

COVID Resources for ECE Higher Ed Programs

[NAEYC's COVID Resources](#)

[ACCESS ListServ and SKIP Calls](#)

- › [Google doc of resources](#)

[SCRIPT-NC Resources](#)

[ACE Summary of Higher Ed Provisions in the CARES Act](#)

“You do not need to know ... exactly where it is all going. What you really need is to recognize the possibilities and challenges offered by the present moment, and to embrace them with courage, faith and hope.”

-Thomas Merton



National Association for the Education of Young Children

Be well and be in touch!

mharrill@naeyc.org

highered@naeyc.org