



Characteristics of High Quality Early Learning Programs: Unpacking the 10 NAEYC Standards

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Session Outcomes

- Become familiar with the content of NAEYC's accreditation system for early learning improvement
- Learn how NAEYC best practice standards look in action, through the eyes of accredited Arizona providers
- Learn about NAEYC and local Arizona supports for quality improvement

Characteristics of Accreditation

- National system
- Recognized “gold standard”
- Research-based Standards and Criteria
- Rigorous expectations
- Commitment to excellence and continuous improvement

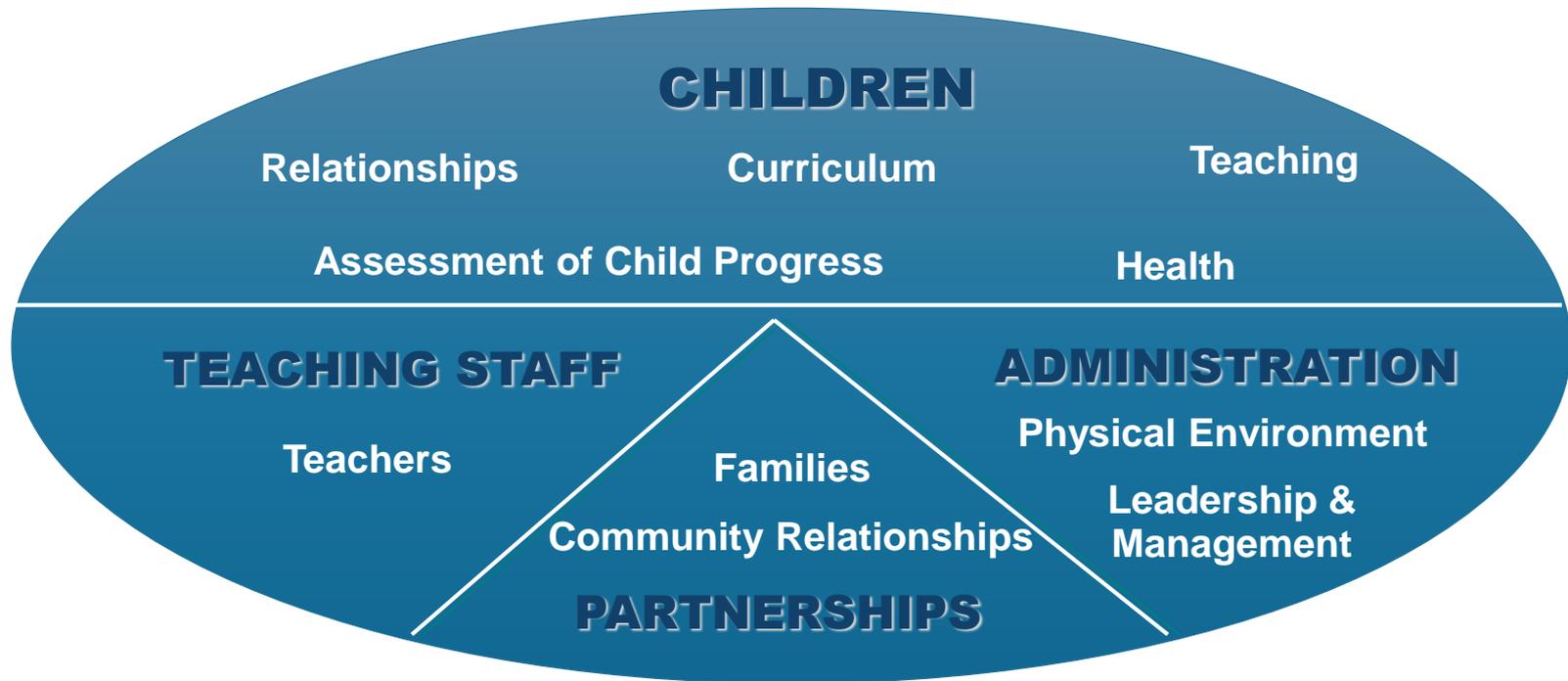


Benefits of Accreditation

- Improved quality for children
- Acknowledgement from families
- Community recognition
- Enhanced professionalism and team spirit
- Local incentives



Standards and Criteria



How the Content is Organized

Standard **1**: *Relationships*

Topic Area **1.E.**

Addressing Challenging Behaviors

Criterion **1.E.04**

Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that:

Indicator **1.E.04.a**

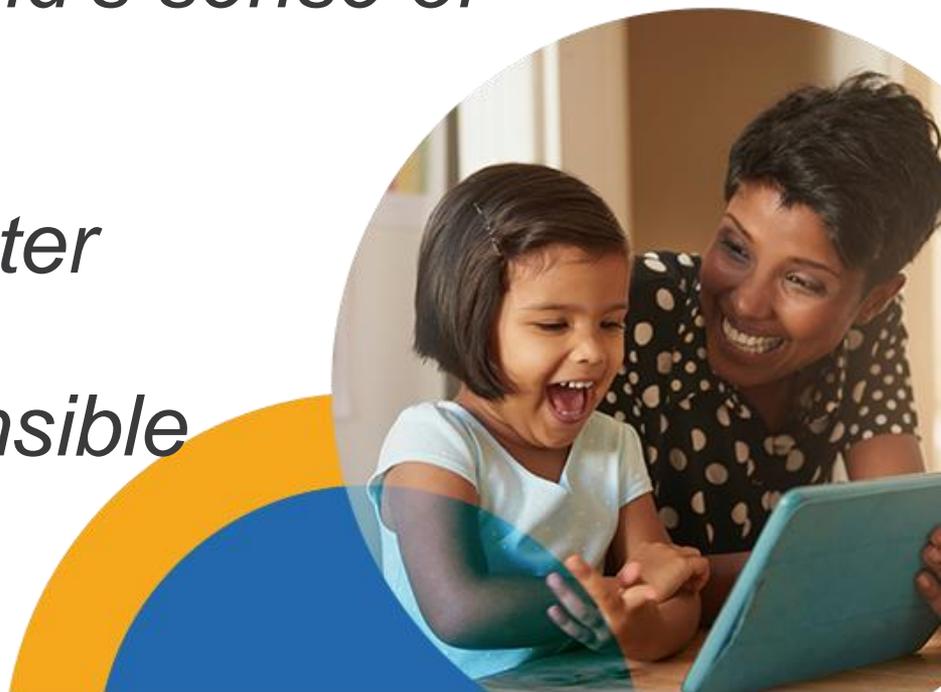
provides for the safety of the child.



1.E.04.a

Standard 1: Relationships

The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community, and to foster each child's ability to contribute as a responsible community member.



Standard 1: Relationships

TOPICS

- 1.A Building positive relationships among teachers and families
- 1.B Building positive relationships between teachers and children
- 1.C Helping children make friends
- 1.D Creating a predictable, consistent, and harmonious classroom
- 1.E Addressing challenging behaviors
- 1.F Promoting self-regulation



Standard 1: Relationships



- What does it mean to be sensitive and responsive?
- What are your values and beliefs about expressing emotions? What is important to you about how children deal with anger? frustration? fear?
- What is an appropriate response to classroom “misbehavior”?
- How do program and teacher values match home and family values, and where do differences exist?

Standard 2: Curriculum

The program implements a curriculum that is consistent with its goals for children, and that promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

Standard 2: Curriculum

TOPICS

- 2.A Essential characteristics
- 2.B Social-emotional development
- 2.C Physical development
- 2.D Language development
- 2.E Early literacy
- 2.F Early mathematics
- 2.G Science
- 2.H Technology
- 2.J Creative expression & appreciation for the arts
- 2.K Health and safety
- 2.L Social studies



Standard 2:

Does your curriculum reflect the children's lives?

- What evidence of your community might be seen in your classrooms and other program spaces?
- How / how often do you get the children out into the community? For what?
- How do you bring the community into your facility?

Criterion 2.L.05:

Children are provided varied opportunities and materials to learn about the community in which they live.

Standard 3: Teaching

The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

Standard 3: Teaching

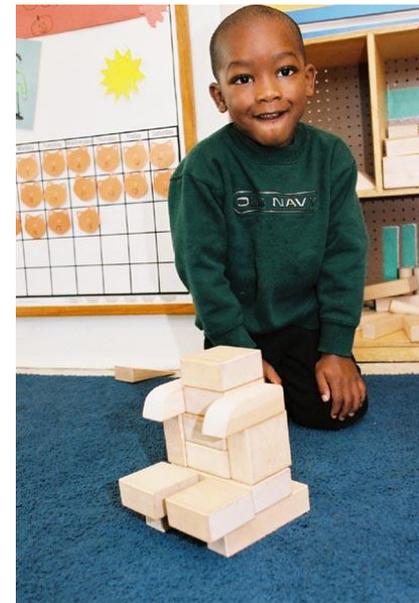
TOPICS

- 3.A Designing enriched learning environments
- 3.B Creating caring communities for learning
- 3.C Supervising children
- 3.D Using time, grouping, and routines to achieve learning goals
- 3.E Responding to children's interests and needs
- 3.F Making learning meaningful for all children



Standard 3: Teaching and Play

Why is play important? How is play related to teaching?



Standard 4: Assessment of Child Progress

The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development.

These assessments occur within the context of reciprocal communications with families, and with sensitivity to the cultural contexts in which children develop.

Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.

Standard 4: Assessment of Child Progress



TOPICS

- 4.A Creating an assessment plan
- 4.B Using appropriate assessment methods
- 4.C Identifying children's interests and needs and describing children's progress
- 4.D Adapting curriculum, individualizing teaching, and informing program development
- 4.E Communicating with families and involving families in the assessment process

Standard 4: Assessment Plans

4.A.02: The program has a **written plan for assessment** that describes assessment purposes, procedures, and uses of the results.

The plan also includes:

- a. conditions under which children will be assessed,
- b. timelines associated with assessments that occur throughout the year,
- c. procedures to keep individual child records confidential,
- d. ways to involve families in planning and implementing assessments, and
- e. methods to effectively communicate assessment information to families.

Does your program have a comprehensive, written assessment plan?



Standard 5: Health

The program promotes the nutrition and health of children and protects children and staff from illness and injury

Standard 5: Health

TOPICS

- 5.A Promoting and protecting children's health and controlling infectious disease
- 5.B Ensuring children's nutritional well-being
- 5.C Maintaining a healthful environment



Standard 5: Hot Topics in Health



- Beliefs about Immunizations
- Infant foods made at home
- Obesity prevention
- Is there such a thing as too clean? Critical periods in germ exposure

Standard 6: Teachers

The program employs and supports a teaching staff that has the
educational qualifications,
knowledge, and
professional commitment
necessary to promote children's learning and development and to support families' diverse needs and interests.

Standard 6: Teachers



TOPICS

- 6.A** Preparation, knowledge, & skills of teaching staff
- 6.B** Teachers' dispositions & professional commitment

Standard 6: Teacher Qualifications

Ideal Standard for Programs

- All teachers have a minimum of an associate's degree or equivalent AND
- At least 75% of teachers have a minimum of a baccalaureate degree or equivalent in early childhood education or a related field.

Practical Standard for Programs

Program-wide staff development plan AND

At least 75% of teachers meet one of the following:

- current CDA credential
- working on an AA or higher in ECE or related field
- have AA or BA in another field and classroom experience

Standard 7: Families

The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings.

These relationships are sensitive to family composition, language, and culture.

Standard 7: Families

TOPICS

- 7.A** Knowing & understanding the program's families
- 7.B** Sharing information between staff & families



Standard 7: Families in Crisis

How does a program support families experiencing:

- Homelessness
- Military Deployments
- Natural Disasters
- Community Tragedy
- Abuse
- Mental Health Issues
- Poverty





Standard 8: Community Relationships

The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.

Standard 8: Community Relationships

TOPICS

- 8.A Linking with the community
- 8.B Accessing community resources
- 8.C Acting as a citizen in the neighborhood & the early childhood community



Standard 8: Community Relationships

1. What is going on in our community that is valuable for children and families?
2. How do families define their communities? Are they the same or different?
3. What is stopping us from engaging in the community?

Criterion 8.B.01:

Program staff use their knowledge of the community and the families it serves as an integral part of the curriculum and children's learning experiences.

Standard 9: Physical Environment

The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments.

The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.

Standard 9: Physical Environment



TOPICS

- 9.A** Indoor and outdoor equipment, materials, & furnishings
- 9.B** Outdoor environmental design
- 9.C** Building and physical design
- 9.D** Environmental health

Std. 9: Physical Environment

Criterion 9.B.01—

Outdoor play areas...accommodate:

- motor experiences
- dramatic play,
- block building,
- manipulative play,
- art activities
- exploration of the natural environment

1. Do we use our outdoor environment to its maximum potential?
2. Do we consider the ways in which the outdoor environment can enhance the learning opportunities we provide inside the classroom?
3. How can we promote knowledge and love of the natural world when we take children outdoors?

Standard 10: Leadership & Management

The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high-quality experiences.

Standard 10: Leadership & Management



TOPICS

- 10.A** Leadership
- 10.B** Management policies and procedures
- 10.C** Fiscal accountability policies & procedures
- 10.D** Health, nutrition, and safety policies & procedures
- 10.E** Personnel policies
- 10.F** Program evaluation, accountability, & continuous improvement

Standard 10: Promoting Continuous Quality Improvement





Support & Resources

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[Revised Criteria & Guidance for Assessment- Effective April 1, 2016](#)

The bi-annual update of the Guidance for Assessment documents is now available for download! [Learn More!](#)

[NAEYC standards in action!](#)

See how kindergartners partnered with high school art students to create contraptions that move on their own across a piece of paper and leave marks in their path. These "Scribbling Machines" are an excellent example of how easy it is to integrate Accreditation Standards into the work that is done with children every day. [Learn More >>](#)

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Accreditation e-Update

<http://www.naeyc.org/academy/primary/eupdates>



Accreditation for Programs for Young Children

e-Update

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March 16, 2016



Revised Guidance for Assessment

The bi-annual update of the Guidance for Assessment documents are now available for download.



Annual Accreditation Fee

For programs with a 'Valid Until' date of April 1, 2016, your fifth and final Annual Accreditation Fee for your current term is due on or before April 1, 2016 to complete your



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Accreditation of Programs for Young Children Consultation Request Form

By understanding your program's status in the accreditation process and learning more about the top would like to discuss in advance, we can be better prepared to fully respond to your needs. Once we this information we will contact you to determine the best time to schedule a telephone consultation v NAEYC Accreditation Coordinator at the Academy.

*** Required**

Name *
Please type your name.

Program Name *
Please type the name of the early childhood program to which your request pertains.

Program ID
Please enter the program's NAEYC identification number, if known.

Affiliation

Accreditation Facilitation Project

Consultant

Schedule a consultation with an expert Accreditation Coordinator today!

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Professional development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early childhood professionals. NAEYC's professional development is aligned and grounded in NAEYC's standards and delivered in innovative ways. For information on how NAEYC defines early childhood professional development across training, technical assistance, and adult education, view our [PD glossaries](#).

NAEYC offers a variety of learning opportunities designed for early childhood professionals. Choose from:

- [Face-to-face training](#)
- [Technology-based learning](#)
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For assistance, please contact the Professional Learning & Engagement Department at training@naeyc.org.

NAEYC's professional development team offers contextualization and customization of NAEYC's domestic work for international audiences. Professional development programs addressing developmentally appropriate practice, program administration, and other topics are provided via face-to-face training, digital platforms, and blended learning programs. For more information about how NAEYC's international department can support your professional development efforts, please contact global@naeyc.org

- NAEYC's Annual Conference & Professional Learning Institute
- State and Local Affiliate Conferences
- Full day workshops
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- Raise the quality of early childhood education programs
- Build the early childhood profession

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Get Local Support

<http://www.azftf.gov>

The screenshot shows the homepage of the Quality First website. At the top right, there are navigation links: Home | Press | Contact Us | Extranet. Below this is the Quality First logo, which consists of a stylized star icon followed by the text "FIRST THINGS FIRST". To the right of the logo is a search bar with a "GO" button. Below the search bar is a horizontal menu with the following items: First Things First, Our Priorities, How Our Work Impacts You, Parents, Your Regional Council, Funding, and Take Action. The main content area features a large banner on the left with a photo of a woman and a young child. The banner text reads "QUALITY FIRST" with the logo, "QUALITY MATTERS IN CHILD CARE AND PRESCHOOL", and a "LEARN MORE" button. To the right of the banner are three stacked boxes: a blue box with "READY FOR SCHOOL... SET FOR LIFE.", a green box with "FIND YOUR REGIONAL COUNCIL" and a location pin icon, and a grey box with the Quality First logo. Below the banner, there are three columns of content. The first column is titled "Our Signature Programs" and contains the text: "A child's most important developmental years are those leading up to kindergarten. First Things First is committed to helping Arizona kids five and younger receive the quality education, healthcare and family support they need to arrive at school healthy and ready to succeed." The second column is titled "Making a Difference for Arizona Families" and contains two circular images with text: "Access to Safe, Quality Child Care Gives Family a Boost" with a quote "My child was in a safe place with people who cared for her." and "First-Time Mom Gains Confidence as Child's First Teacher" with the text "New parent discovers ways to". The third column is titled "Resources" and contains a list of links: FTF Data Center, 2015 Data Sets, 2015 Annual Report, Reports and Publications, Board Meetings Calendar, All Public Notices, Apply to be a Council Member, and How to Apply for a Grant.

NAEYC Accreditation of Early Learning Programs

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Welcome to the Arizona Early Childhood Workforce Registry (Registry). The Registry will help you grow your skills and advance your career. The more experience, education, and professional development you have in early childhood, the further you can go.

By joining the Arizona Registry, you can:

Find and register for training and professional development opportunities near you; many are available online

- Meet the annual requirements for licensing
- Search by topic, instructor and location

Manage your career profile

- Keep a record of your training and credentials in one place
- Identify your strengths and the areas where you need more professional development
- Make updates as you complete classes/training

Access First Things First College Scholarships to take college classes toward a degree or credential in early childhood (only available through the Registry) Share your qualifications with employers

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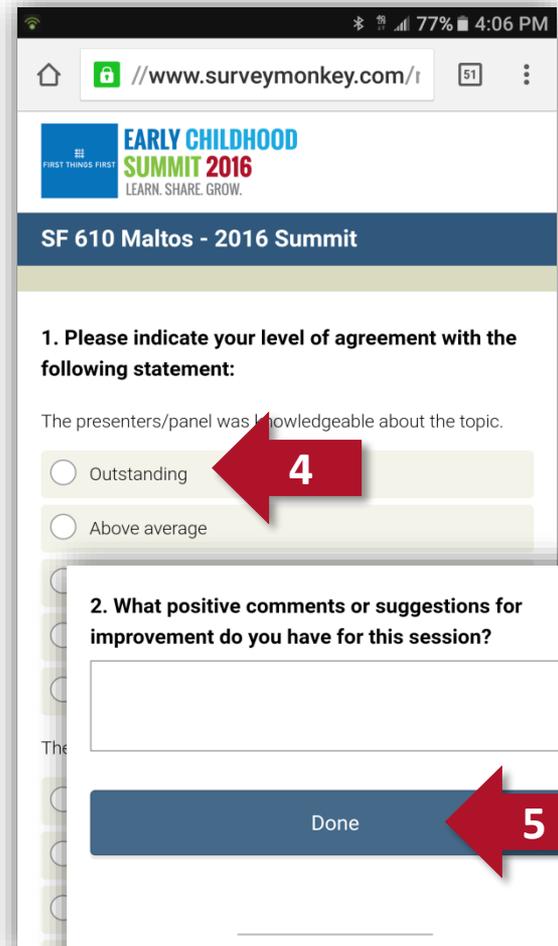
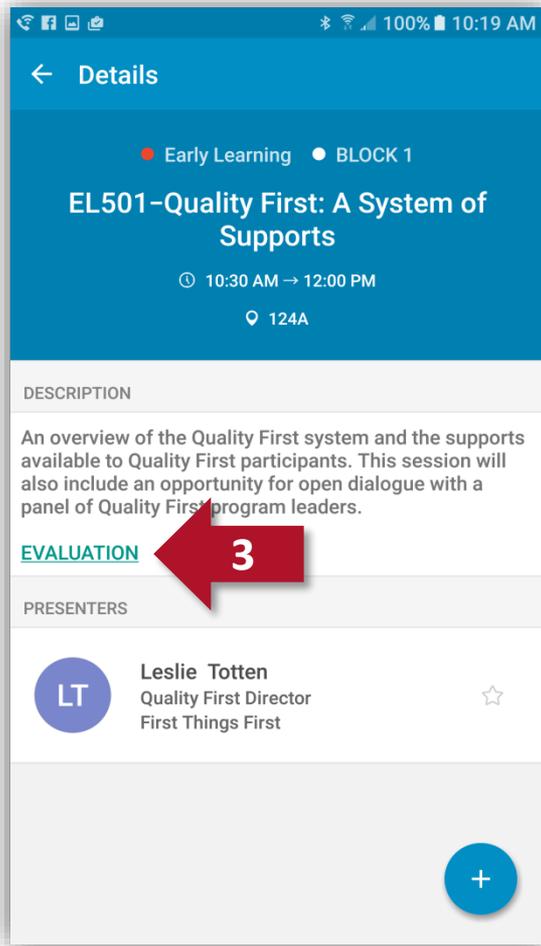
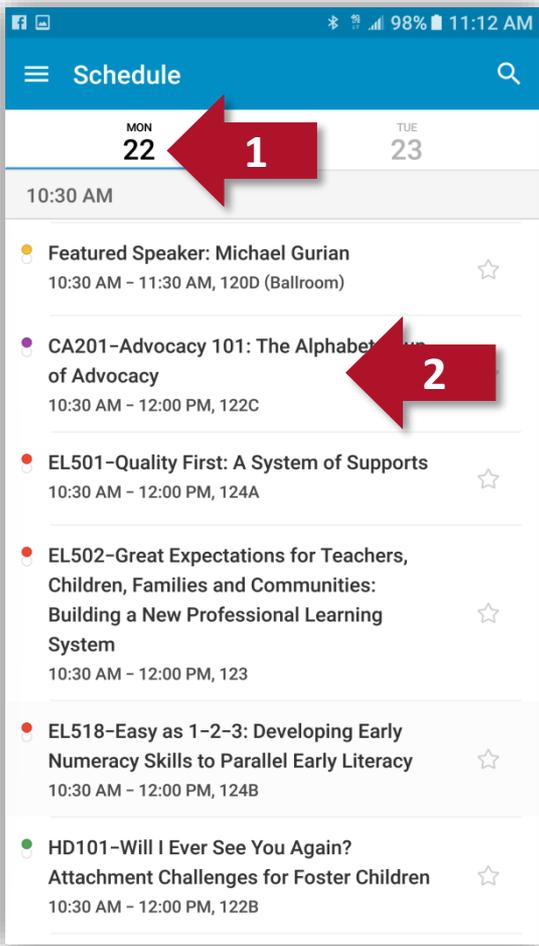
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Early Learning Programs

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