

GUIDELINES FOR TEACHER COMPETENCIES

ProLEER 2015

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naeyc.org



National Association for the Education of Young Children

VISION

All young children thrive and learn in a society dedicated to ensuring they reach their full potential.

MISSION

NAEYC promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy and research. We advance a diverse early childhood profession and support all who care for educate and work on behalf of young children.

Our Work

- Membership (65,000 members)
- Policy and Advocacy
- Affiliates (299)
- Publications
- Professional Development Solutions
- Accreditation
 - Early learning programs—6942
 - Colleges/universities preparing early childhood professionals:
 - 161 NAEYC Accredited Associate Degrees
 - 270 NAEYC recognized bachelor's and graduate degrees
- Center for Applied Research
- International

Young Children in the U.S.: Access and Quality

- School-sponsored Child Care
- Public Pre-K
- Center Based Child Care (varies in size/tax status)
- Head Start
- Family Child Care Homes (licensed/certified)
- Kith and Kin or Family, Friend and Neighbor
- Military Child Care

Young Children in the U.S.: Access and Quality

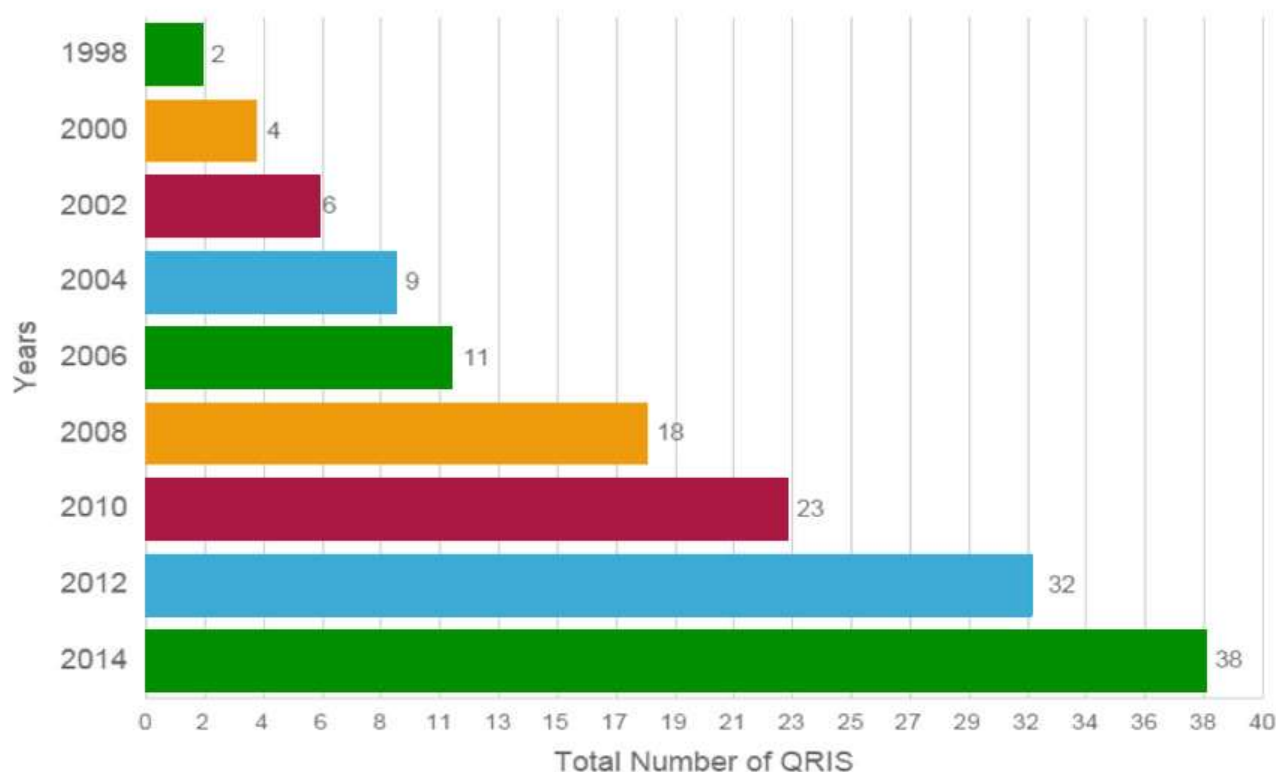
- 24.7 million children in U.S. ages 0-5 (6.3% of population)
- 12.5 million (61%) of the 20.4 million children under 5 were in some type of regular child care arrangement
- 42% of eligible children served in Head Start preschool
- Over 1.3 million children attended state-funded pre-K, 1.1 million of them were four accounting for 4% of 3-year-olds and 28% of 4-year-olds.
- 2013—third consecutive year CCDBG participation fell, resulting in a 15-year low. Fewer children served than any time since 1998.

Young Children in the U.S.: Access and Quality

- 38 of States with QRIS
- 2013 first time every state-funded pre-K program had comprehensive early learning standards
- 41% of nationwide enrollment were served in programs that met fewer than half of NIEER's quality standard benchmarks

Young Children in the U.S.: Access and Quality

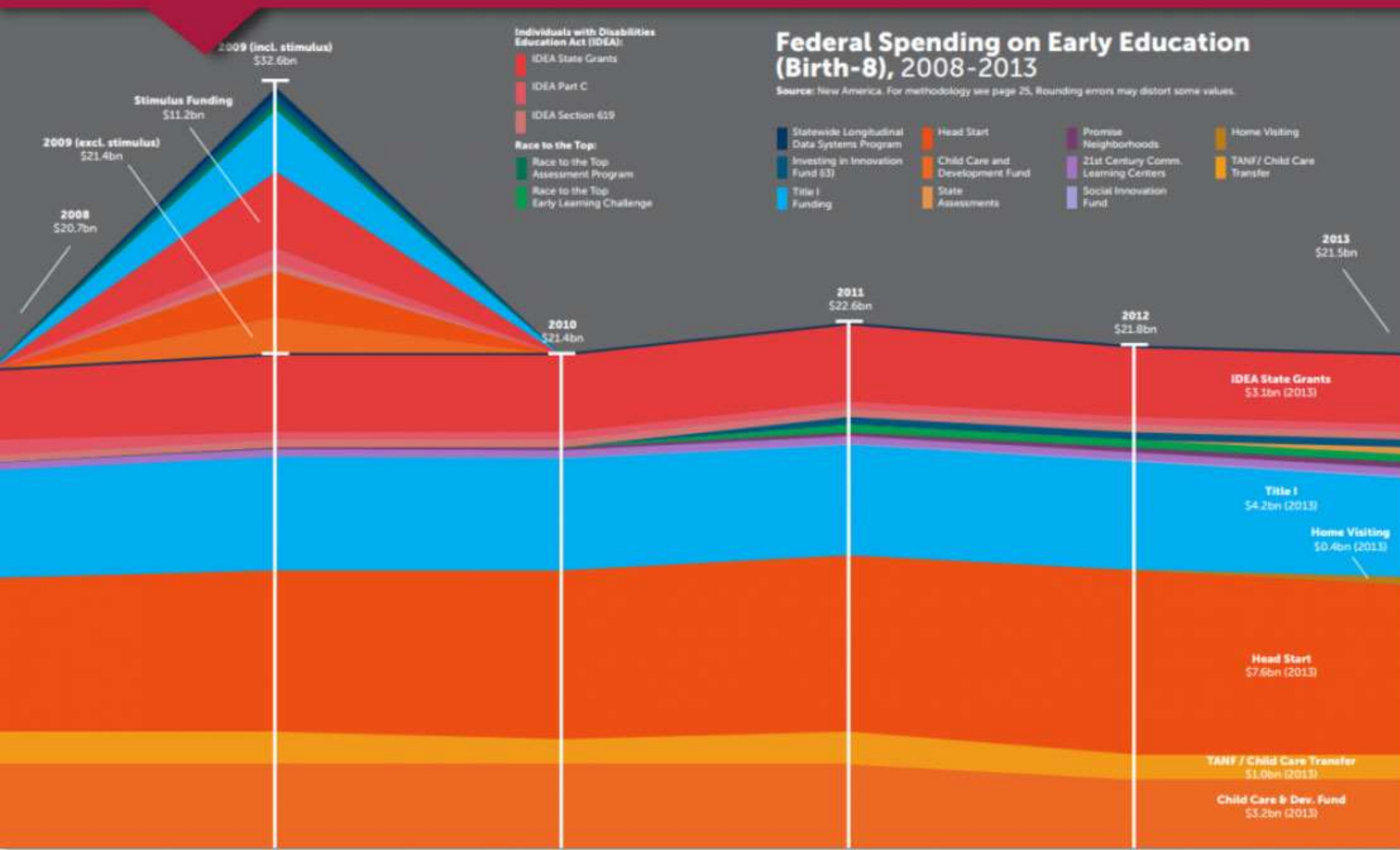
What is the pace of QRIS growth over the past 15 years?



Note: Approximately 30 states referenced NAEYC accreditation in their QRIS.

Source:
www.qriscompendium.org

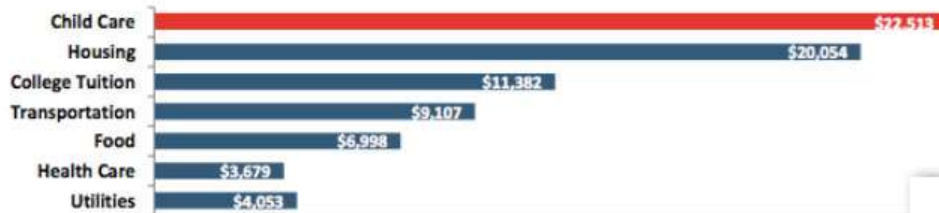
Young Children in the U.S.: Access and Quality



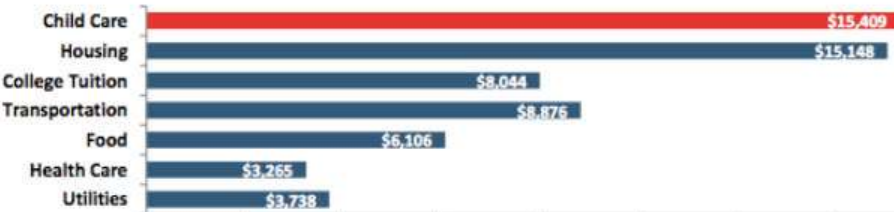
INVESTMENTS

Young Children in the U.S.: Access and Quality

Northeast



South



Midwest



West



Source:
Child Care Aware of America, 2014 Report

The Status of the Profession: National Survey of Early Care and Education

Teachers and care givers directly responsible for children birth through five years

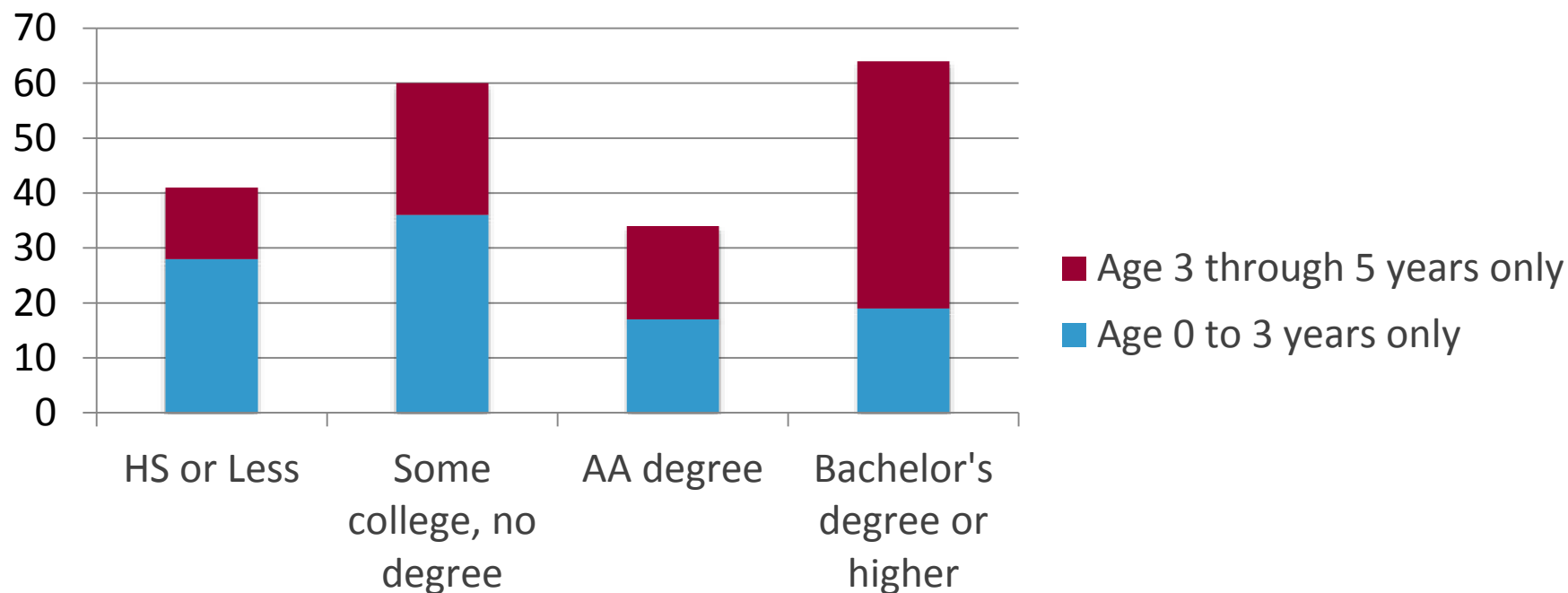
- One million in center-based programs
- One million (paid) in home-based programs

Wages closely tied to educational attainment

- 53% of center-based reported college degrees
- 30% of home-based reported college degrees

The Status of the Profession:

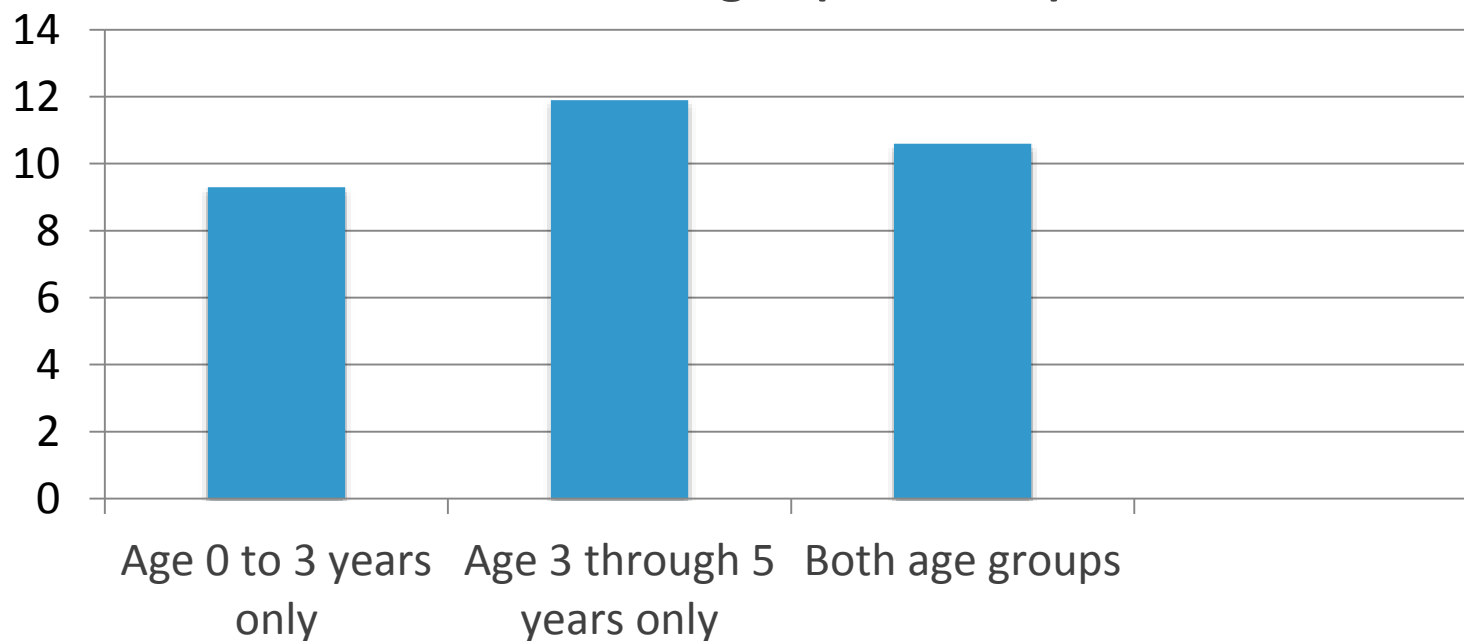
National Survey of Early Care and Education Educational Attainment of Center-Based Teachers and Caregivers by Age of Children Served



The Status of the Profession:

National Survey of Early Care and Education
Median Hourly Wages of Center-Based Teachers and
Caregivers by Age of Children Served

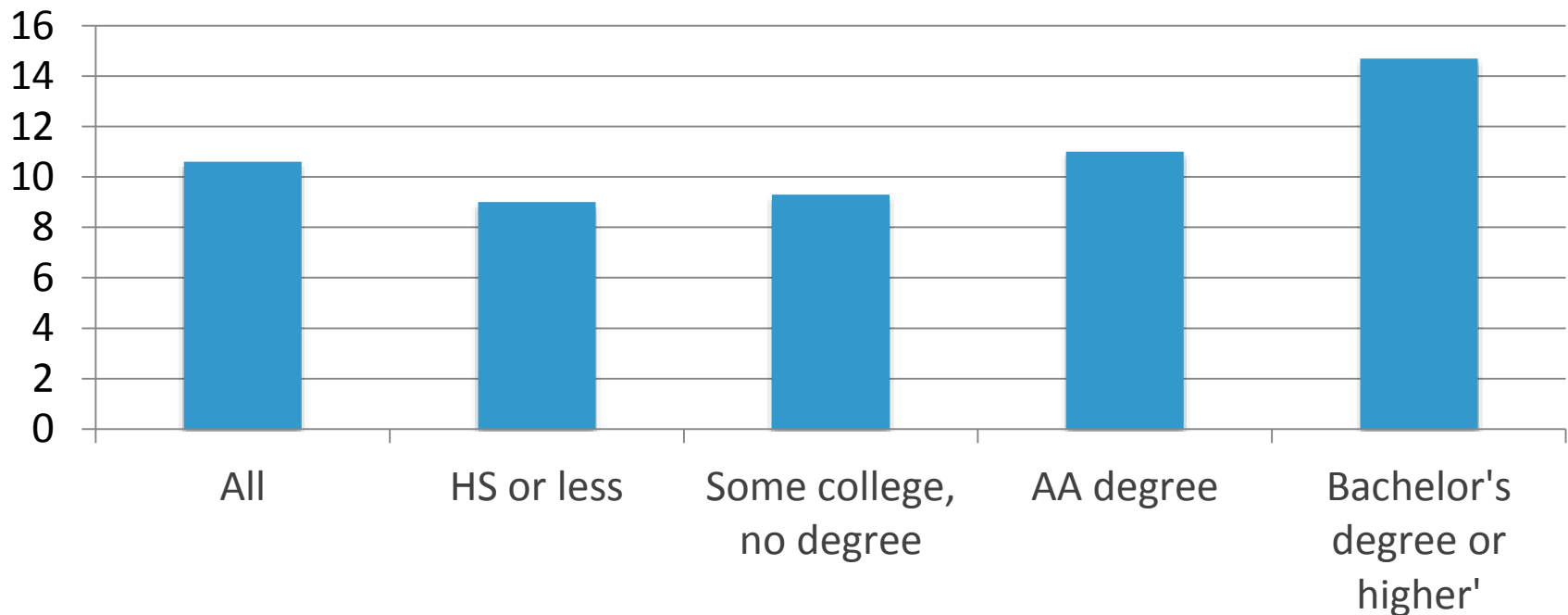
Wages (in dollars)



The Status of the Profession:

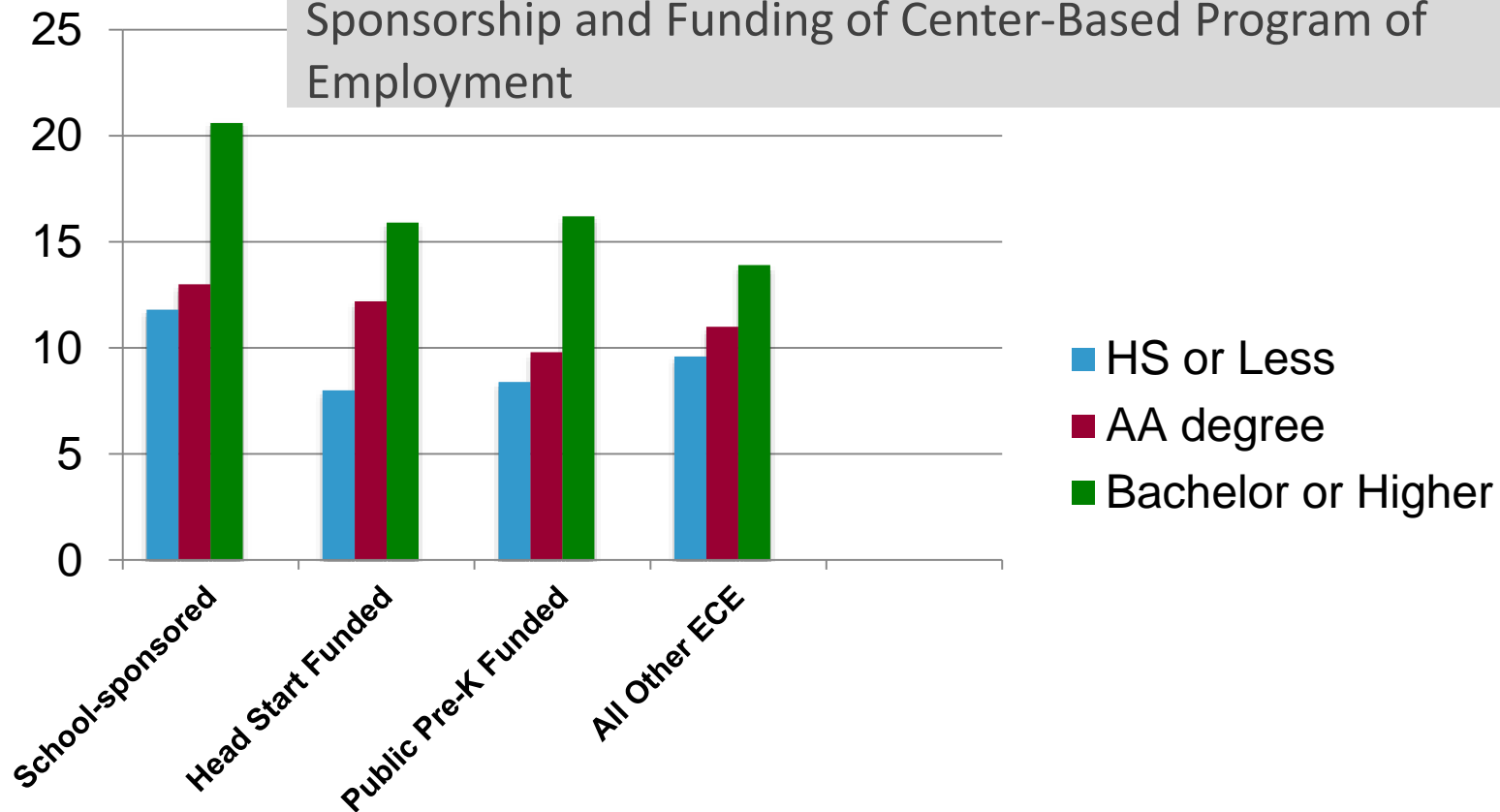
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Wages (in dollars)



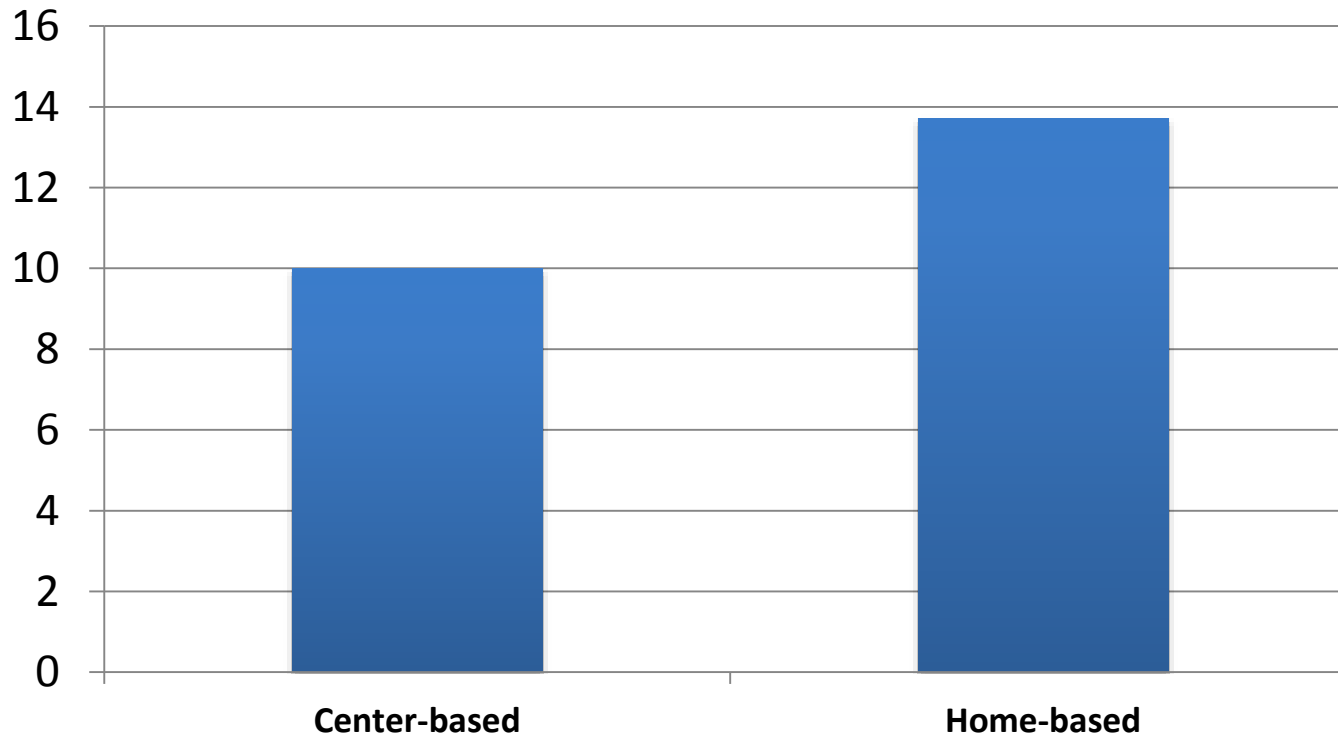
The Status of the Profession:

National Survey of Early Care and Education Median Hourly Wages of Center-Based Teachers and Caregivers by Education and Type of Sponsorship and Funding of Center-Based Program of Employment

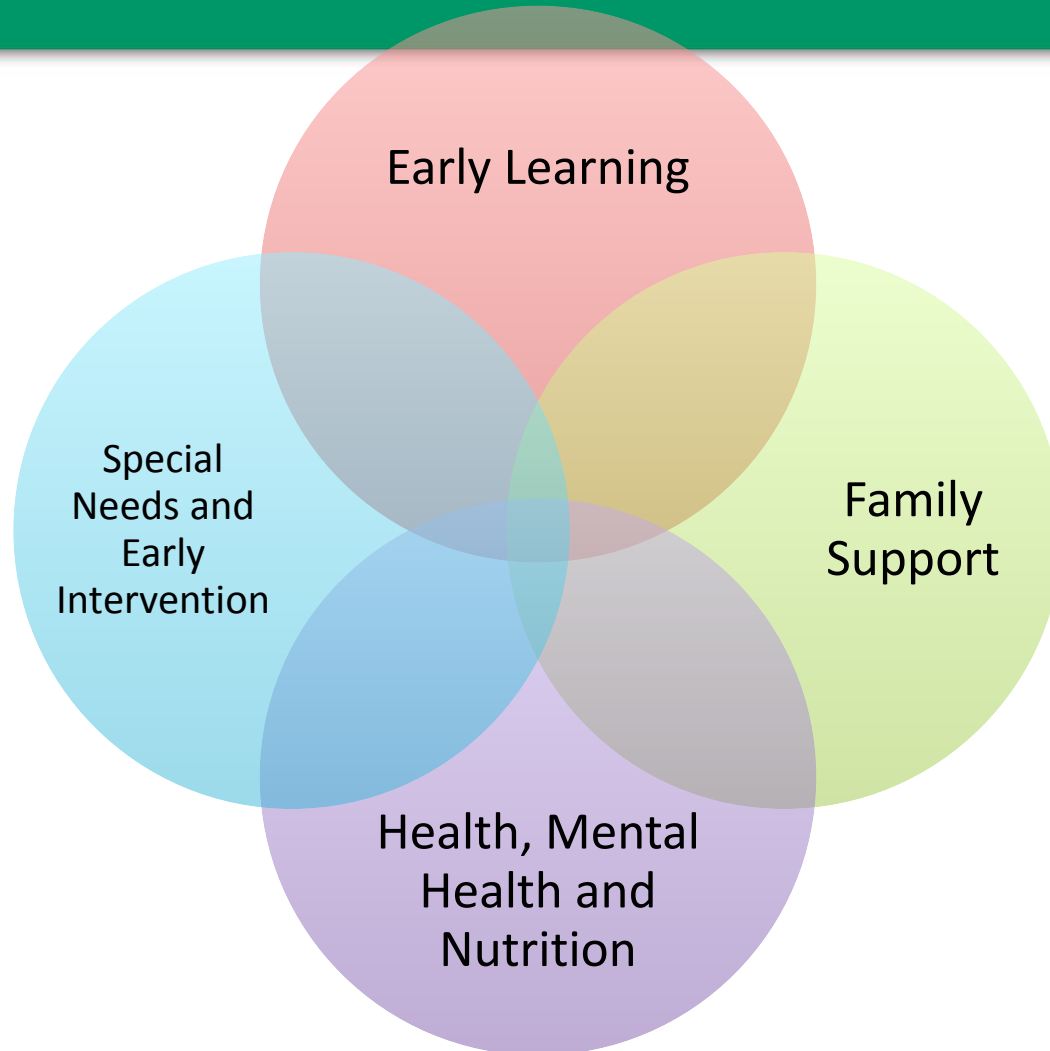


The Status of the Profession:

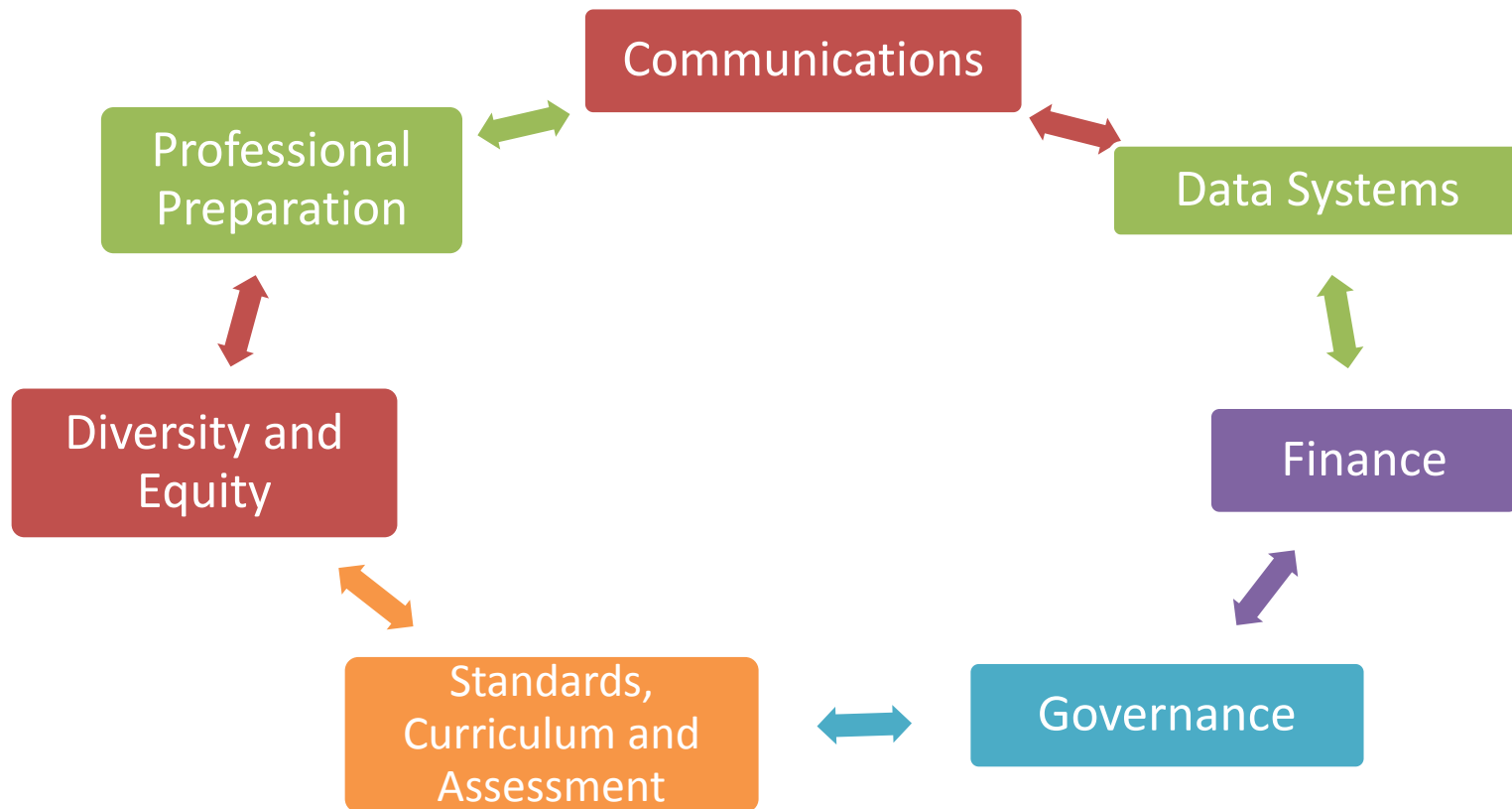
National Survey of Early Care and Education Median Years ECE Experience for Teachers and Caregivers by Provider Type



Creating a System of Early Care and Education

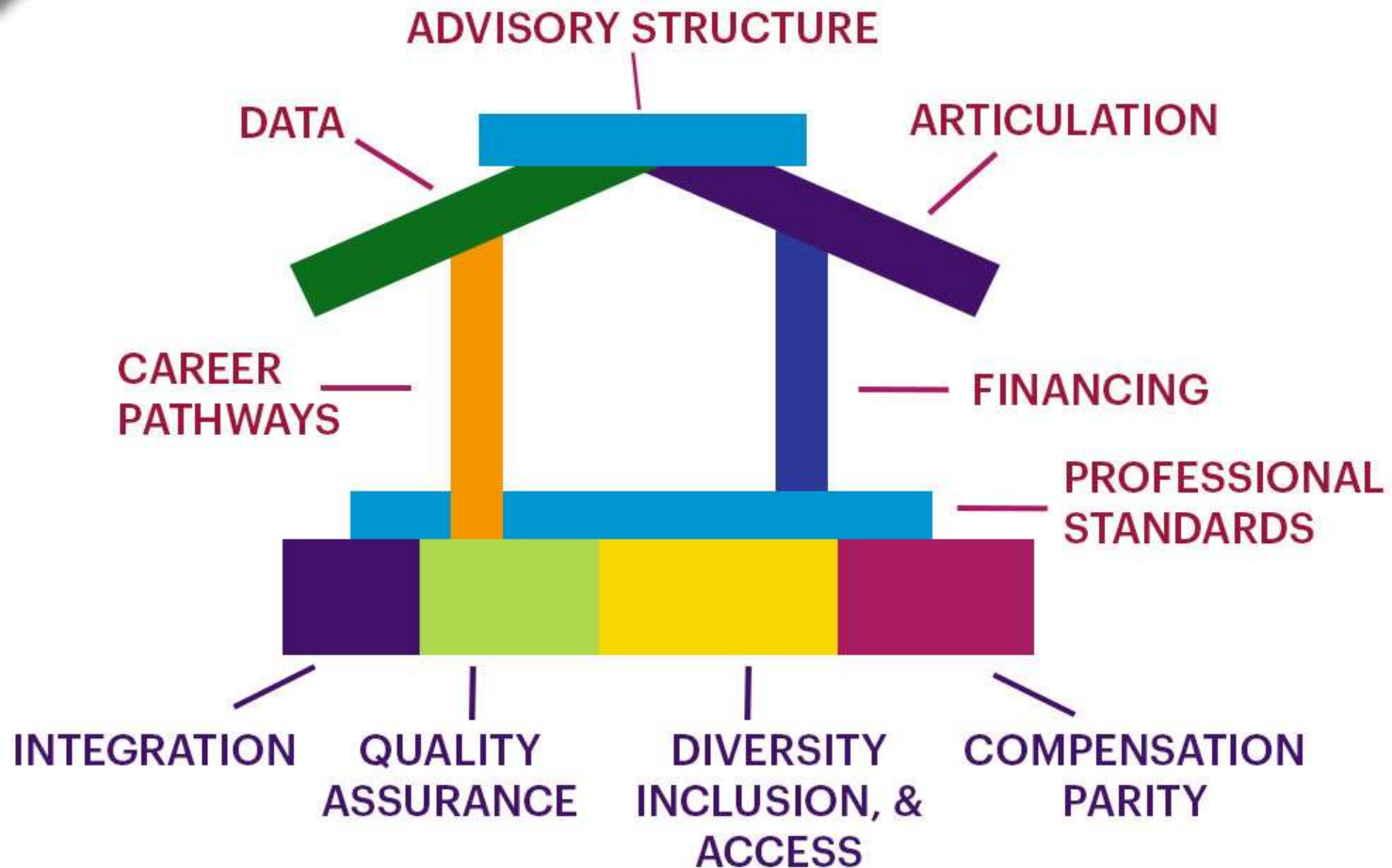


Creating a System of Early Care and Education



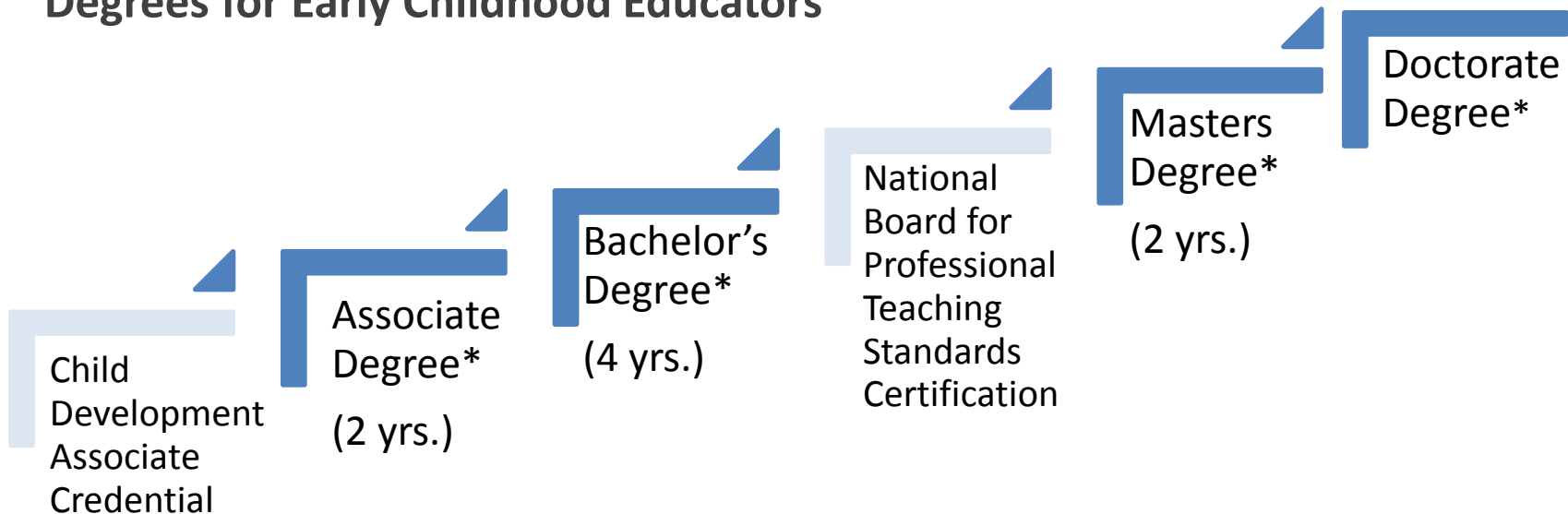
The Profession: A System within the System

SIX ESSENTIAL POLICY AREAS



The Status of the Profession:

Range of *Nationally Available* Certificates and Degrees for Early Childhood Educators



Areas needing attention:

- Degree programs vary in quality, depth, and scope
- States develop certificates that do not align with national degrees and certifications
- Degree and credential articulation
- Requirements for teachers vary across settings

NAEYC Tools for a Professional Framework

Becoming an Early Childhood Professional

- NAEYC Standards for Early Childhood Professional Preparation Programs
- Code of Ethical Conduct and Statement of Commitment
- Code of Ethical Conduct: Supplement for Early Childhood Adult Educators

Building Effective Professional Development Systems

- Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems
- Early Childhood Education Professional Development: Training, Technical Assistance, and Adult Education Glossary

Higher Education's Role In Preparing Professionals: Lessons Learned

IT'S NOT THE DEGREE ALONE

Factors impacting teacher effectiveness

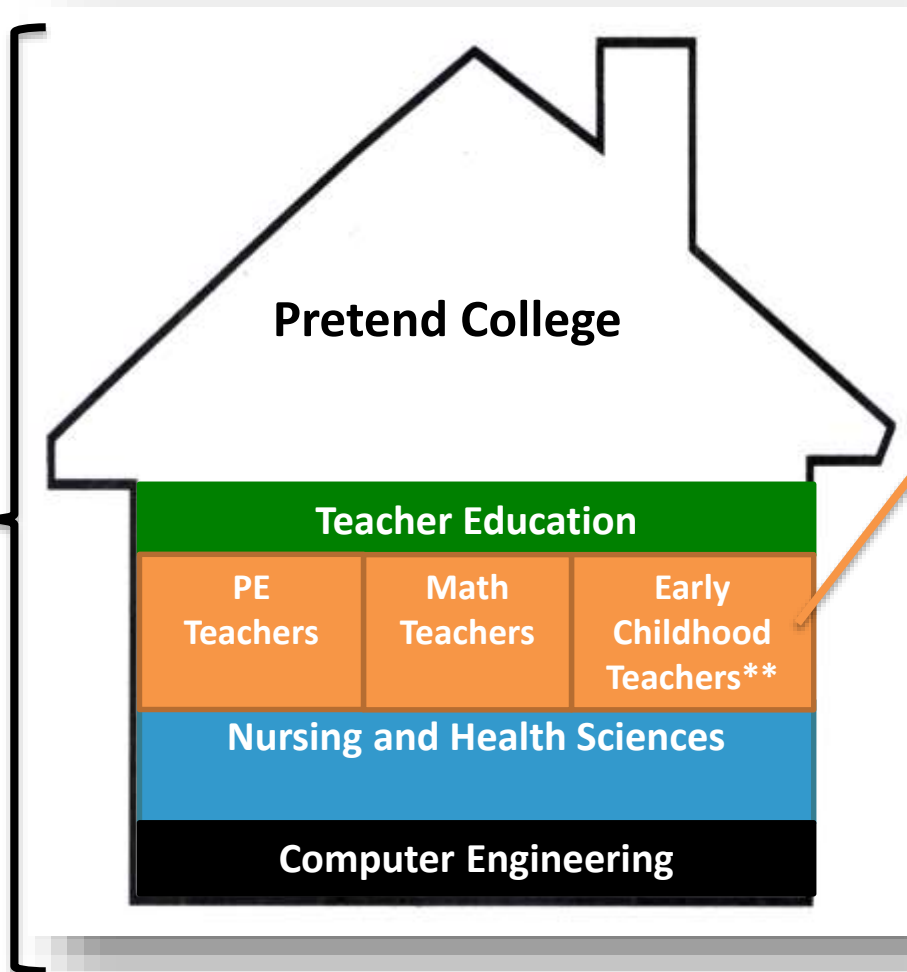
- the *learning outcomes and quality* of the degree program; variations exist
- the context and working conditions of teachers
- the supports teachers receive

Higher Education Accreditation

TYPES OF ACCREDITATION

Institution Accreditation:
The college or university as a whole is recognized as an official educational facility.

For example:
Middle States Commission on Higher Education as *Regional Accreditation*



Program Accreditation:

An academic program at the college or university is approved by the accrediting body that enforces educational standards for that particular professional field.

For example:



NAEYC Standards for Early Childhood Professional Preparation Programs

- **Standard 1:** Promoting child development and learning
- **Standard 2:** Building family and community relationships
- **Standard 3:** Observing, documenting, and assessing to support young children and families
- **Standard 4:** Using developmentally effective approaches
- **Standard 5:** Using content knowledge to build meaningful curriculum
- **Standard 6:** Becoming a professional

Note: Diversity, inclusion, technology, and 0-8 span are interwoven across standards

NAEYC Strategic Direction: The Profession

GOAL

The early childhood education profession exemplifies excellence and is recognized as vital and performing a critical role in society.

NAEYC Strategic Direction: The Profession

- Professional preparation and development for birth through age 8 educators is aligned and grounded in NAEYC's standards and delivered in innovative ways.
- Skills, knowledge, competencies and qualifications area agreed upon and used to define the early care and education profession.
- Early childhood professionals are diverse, effective educators and leaders working within a compensation and recognition system that supports their excellence.
- Professional development and preparation systems support seamless progression for early care and education professionals to advance their education, professional learning and careers.

W. K. Kellogg Foundation Initiative

Impacting Higher Education

- Faculty Development
- ECADA Expansion
- Higher Education Directory

National Recruitment and Retention Campaign

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