

Welcome to ECE Webinar 6

While we are waiting for the webinar to begin, please make sure you have a copy of the ECE Program Guidelines.

This is a webinar; you will only see the presenters.

- Your microphone is muted.

ECE Webinar 6: Effectively Monitoring Program Quality

- Purpose of Program Quality Review
- Overview of Current Program Approval/Accreditation Models
- Goals for development of an ECE Program Quality Peer Review Process
- Process for Developing an ECE Program Quality Peer Review Process
- Ways to Participate in the Program Quality Peer Review Process Development



Teri Clark, Director

Cheryl Hickey, Administrator of Accreditation

Erin Sullivan, Administrator

Phyllis Jacobson, Administrator

June Millovich, Field Consultant

ECE Focused Webinars

Date	Time	Topic
Friday, September 18, 2020	12:00-1:30	<ul style="list-style-type: none"> • Overview of the PDG-R grant activities • Introduction to the TPEs and Program Guidelines
Friday, October 2, 2020	12:00-1:30	<ul style="list-style-type: none"> • Information on the TPEs, Program Guidelines, and Peer Program Review Quality Process pilots
Friday, October 23, 2020	12:00-1:30	<ul style="list-style-type: none"> • Introduction to Performance Assessment • Overview of the Development Process for an ECE Teaching Performance Assessment
Friday, November 6, 2020	12:00-1:30	<ul style="list-style-type: none"> • Open session for questions and further discussion
Friday, November 20, 2020	12:00-1:30	<ul style="list-style-type: none"> • Pilot 1 Walkthrough
Friday, December 11, 2020	12:00-1:30	<ul style="list-style-type: none"> • Program Quality Peer Review Process development and pilot

Agenda

1. Welcome and Introductions
2. CTC Role in Program Review and Approval
3. Description and Purpose of ECE Program Quality Peer Review
4. Program Quality Peer Review Development Timeline
5. Current Models of Program Review and Approval
6. Development Process and timeline for a new ECE Program Quality Peer Review approach
7. Input from the field
8. Design Teams and Ways to Participate in Program Quality Review Development

PDG-R: Four ECE Pilots

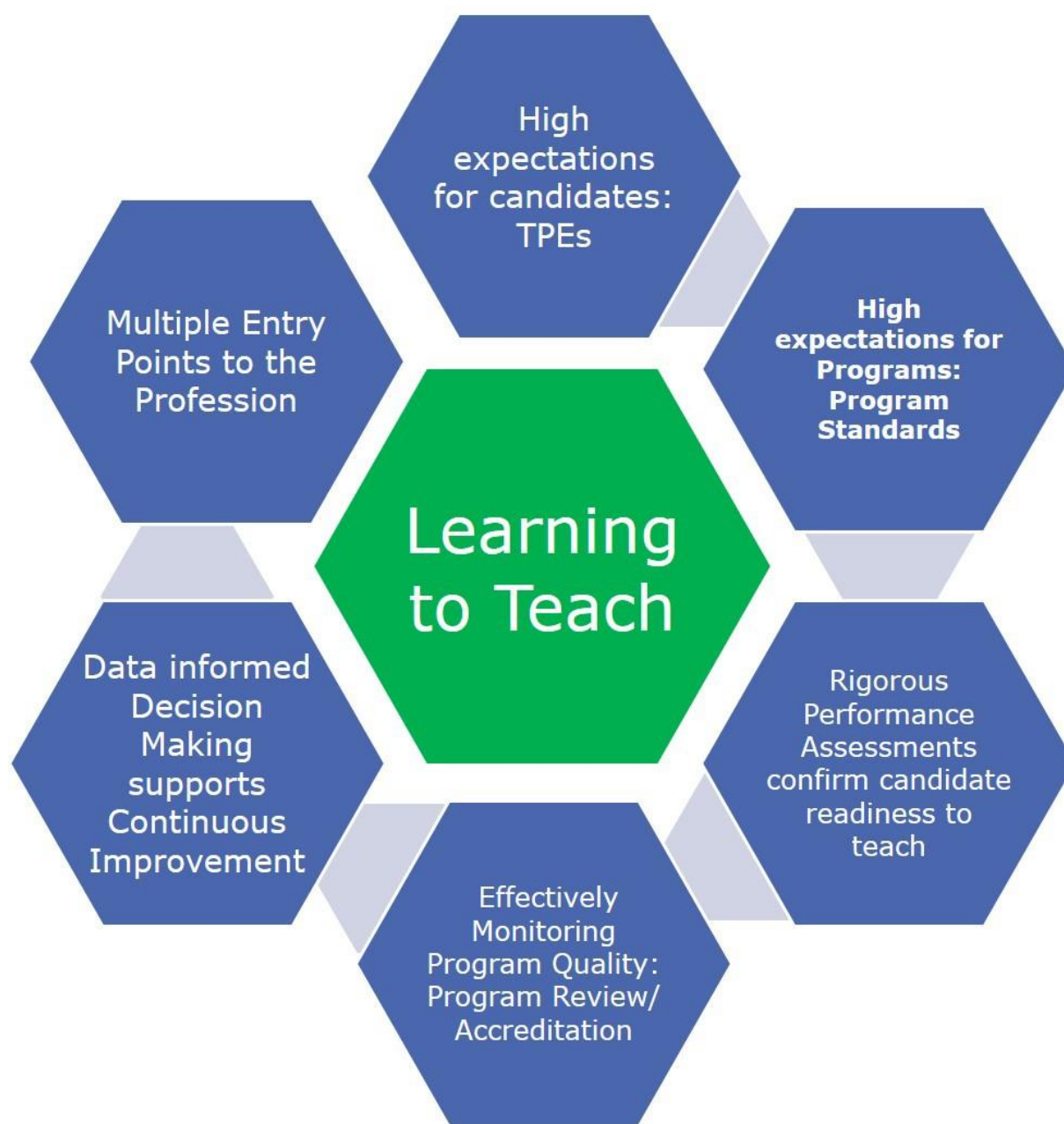
Pilot 1: ECE TPEs

Pilot 2: ECE Program Guidelines

Pilot 3: ECE Teaching Performance Assessment (ECE TPA)

Pilot 4: ECE Program Quality Peer Review Process

Pilot Guidance Document posted on [ECE web page](#)



Why Participate in the Pilots?



Opportunity for programs to organize around a common, manageable set of statewide competency expectations for the ECE workforce



Participating institutions/ programs can directly recommend candidates for the Child Development Permit



Opportunity to try out the ECE TPA

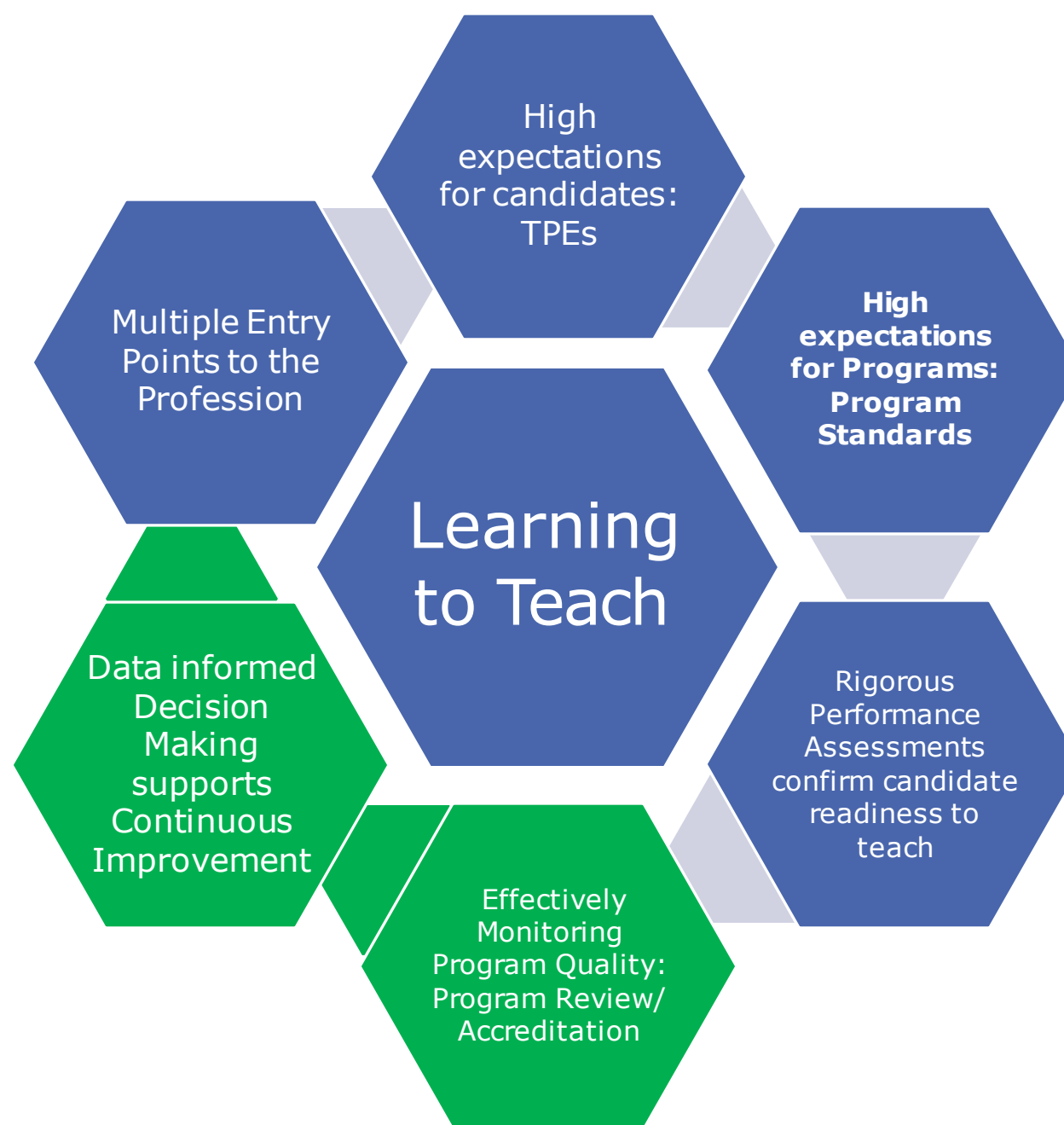


Opportunity to try out a new Peer Program Quality Review process

Pilots – Implementation Details

All ECE preparer institutions/programs are eligible to participate in the ECE pilots if they meet any **one or more** of these criteria:

- ✓ The institution/program is using/will be using updated, TPE-aligned CAP curriculum
- ✓ The institution/program is using/will be using its own TPE-aligned curriculum
- ✓ The institution/program is accredited by the National Association for the Education of Young Children (NAEYC)



Responsibilities of the Commission Under the California Education Code

- Develop, adopt, and implement credential-specific standards and experimental program standards
- Develop, adopt, and implement teaching and administrator performance expectations
- Develop, validate, and administer a variety of standardized and performance-based candidate assessments
- **Accredit and monitor educator preparation programs that meet the Commission's adopted standards**

Program Characteristics

- Programs are supported by their institutions
- Programs meet quality standards adopted by the Commission
- Programs regularly self-examine their effectiveness and candidate outcomes for improvement purposes
- Programs recommend completers for permits

Commission's Definition of a "Program"

A "program," as defined by the Commission, is an organized and purposeful set of coursework and fieldwork experiences (including practicum) leading to a permit issued by the CTC that is offered by a regionally accredited institution approved by the CTC to provide educator preparation for candidates for a California permit.

For the purposes of the pilot, a program is not ...

- A specific certificate
- A specific degree, including a transfer degree
- A specific pathway
- Related to the NAEYC definition of a program

ECE Program Guidelines Overview

1. Program Design
2. Preparing Candidates to Master the TPEs
3. Opportunities to Learn and Practice
4. Monitoring and Supporting Candidate Progress
5. Faculty and Supervisor Qualifications
6. Assessment of Candidate Competency

Focusing on Key Ideas in the Guidelines

- Look for key words that identify the concepts in the Guidelines.
- Look for specific elements or terms in the Guideline language, i.e., multiple opportunities...
- Document the structures and processes that your program puts in place to meet the guidelines

1. Early Childhood Education Preparation Program Design

- A planned program of coursework and fieldwork/practicum/clinical practice
- Candidates promote learning as identified in *California Infant/Toddler and Preschool Foundations and Curriculum Framework*
- Coherent candidate assessment system that provides formative information to candidates

2. Preparing Candidates to Master the *Early Childhood Education Teaching Performance Expectations (ECE-TPEs)*

- Coursework and Fieldwork/Practicum/Clinical Practice provide multiple opportunities to learn, apply, and reflect on each TPE.

3. Opportunities to Learn and to Practice

- Defines Fieldwork/Practicum/Clinical Practice expectations
- Defines the Criteria for Placements

4. Monitoring and Supporting Candidate Progress towards Meeting Child Development Permit Requirements

- Specifies that candidates are supported and monitored during the program to meet the TPEs and complete the program

5. Faculty and Supervisor Qualifications

- Addresses the qualifications for faculty who teach courses in the program
- Addresses the qualifications of those who supervise the candidates in clinical practice

6. Assessment of Candidate Competency

- Assessed by program—through coursework embedded assessments
- Coherent set of performance-based activities
- Focused on TPEs
- Support candidates, formative feedback
- Accomplish the TPEs

Relationship of TPEs to Program Guidelines

- Program Guidelines are statements of what a program should offer to a candidate who is completing a program to be eligible for a permit.
- TPEs are statements of what a candidate needs to know and be able to do when recommended for a permit.
- Guidelines define what a program must offer but does not prescribe how the institution/program needs to meet the guideline.
- Program Guidelines and TPEs for Child Development Permit preparation programs were adopted by the Commission in 2019.

Data Informed Decision Making

- A hallmark of effective programs is using data on candidate outcomes for program improvement
- The Commission has established a data collection system to help TK-12 preparation programs organize and look at their own data, including performance assessment data, for improvement purposes
- A similar effort to help ECE programs organize and review their candidate outcomes data has not yet been undertaken but will be looked at during the Peer Quality Review development process

Peer Review/Program Approval Pilot

- All ECE preparation programs that meet the pilot entry criteria are eligible to participate in the Peer Review/Program Approval pilot
- The plan is to develop and then pilot a peer program review/approval process as a first step towards establishing an ongoing statewide system of Commission-approved programs
- Guidance from the Master Plan recommendations may also influence the development of the pilot Program Approval system

ECE Program Quality Pilot

Development and Implementation Timeline

December 20 –January 2021	CTC advertises for members of a Program Quality Review Process Design Team; Design Team appointed by January 2021
February 2021- June 2021	Design Team Development of Model(s) for a statewide Program Quality Peer Review process
September 2021-May 2022	Pilot implementation of model process(es) and feedback from the field to the Design Team
June 2022-August 2022	Finalizing recommended Program Quality Peer Review process and presentation to the Commission for review and potential approval
September 2022-2023	Field test – implementation of the approved process, input from the field, and feedback to the Commission for adoption of a final approved Program Quality Peer Review Process
Summer-Fall 2023	Training for ECE preparation programs on the new Program Approval system
Fall 2023-Spring 2024	First year of statewide implementation

Features of a Peer Review Process

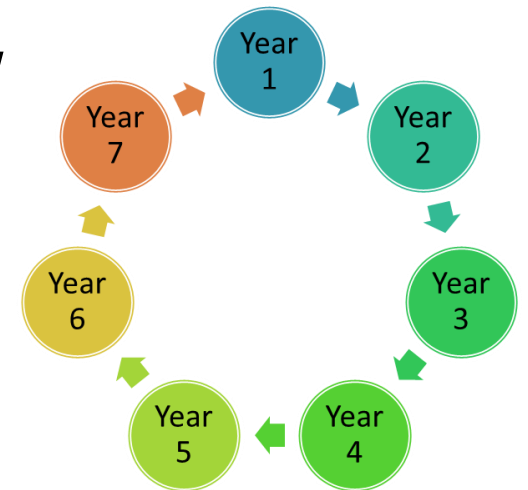
1. Educators with expertise in the content area are the decision makers
2. Programs collect and present data, documents, and other evidence that shows how they meet the guidelines
3. Activities take place on a schedule

Examples of Models of Program Quality Review

1. The Commission's Accreditation System and its components
2. The 2000 California ECE Pilot Accreditation Process
3. The NAEYC (National Association for the Education of Young Children) Accreditation process and its components
4. The BTSA Regional Peer Review Process

Commission's Accreditation System

- 250 Institutions, over 1000 programs
- 7 Year Cycle
- Preconditions Submitted Twice (Years 1 & 4)
- Data Submitted and Reviewed Annually
- Program Review & Common Standards Review in Year 5
- Site Visit in Year 6
- Follow-Up in Year 7, if needed



Purpose of Accreditation

- Accountability to the profession and to the public
- Ensure Programs are Adhering to Standards
- Ensure Programs are of Sufficient Quality
- Transparency in Process and Outcomes

Characteristics of the Commission's Accreditation System for K-12

- Focus on Continuous Improvement
- Peer Review
- Data Informed (surveys, outcomes data)
- Grounded in standards, informed by professional judgement
- Implications for institution's ability to recommend candidates for licensure
- Focused on the institution and all its credential programs

7 Year Cycle – In a nutshell

Preconditions (Yrs. 1 and 4) – Document review by staff, ensures programs are adhering to statute, policy, no judgement of quality. Staff Reviewed.

Data (annually) – Annual Data Submission – enrollments, pathways, performance assessment and standardized assessment data, survey data. Available to institution, teams, and staff for review at any point.

Common Standards and Program Standards (Yr. 5) – Prescribed evidence submitted by institution demonstrating alignment with commission adopted standards. Peer Reviewed.

Site Visit (Yr. 6) – To interview and talk to a wide range of constituencies. To understand how well a program is implemented. Peer Review.

Committee on Accreditation (COA) Action and Required Follow Up (Yrs. 6-7) – Required corrective action on stipulations and issues identified by the team. Peer Decision making.

The 2000 ECE Accreditation Pilot

- ECE programs volunteered for the pilot (approx. 13)
- The pilot was modeled on the Commission's Accreditation system as it was in 2000
- Programs prepared a report of how their program was organized, what the coursework covered, and how they were meeting expectations
- A site visit was conducted, including a review of documents and interviews with faculty and students
- A report of findings was presented to the Commission
- At the time, the Commission lacked the resources to continue or expand the accreditation process for ECE programs, and the pilot ended

Overview: The NAEYC Accreditation Process

The accreditation process includes:

- Meeting Eligibility Requirements
- Submitting a Self-Study Report
- A site visit conducted by a Peer Review Team
- An accreditation decision made by the Commission on Accreditation of ECE Higher Education Programs

[The NAEYC Higher Education Accreditation Policies and Procedures Handbook](#)

NAEYC Accreditation Eligibility

Institutional Eligibility Requirements:

- The institution in which the program is housed is in good standing (regionally accredited)
- The program must have at least 18 units in their early childhood program to be accredited
- Faculty with qualifications (Master's) in CD/ECE

Available to programs that prepare early childhood educators at the **Associate**, **Baccalaureate** and **Master's** degree levels.

NAEYC Accreditation Criteria

The Self-Study Report Documents Evidence of:

- 1. Program Context** – Mission and goals, conceptual framework and design, and the characteristics of candidates, faculty, and institutional structure. *There are 12 criteria for Program Context*
- 2. Learning Opportunities** – Program Experiences are aligned with [NAEYC Standards](#) [Draft Revised Standards](#) *There are six standards plus a 7th that addresses Field Experiences*
- 3. Field Experiences** – Observe and practice in at least two of the three age groups (0-3, 3-5, 5-8) and in at least two of three types of early education settings (1) early school grades, (2) early learning and care centers and homes, (3) Head Start or State programs

NAEYC Accreditation Decision

Site Visit

After Self-Study is completed, programs host 3 ½ day peer review team visit. Peer Review team are “eyes and ears” of commissioners. Not decision makers.

Accreditation Decision

Commission reviews the teams report and makes a decision.

Follow up

Annual reports are due for each of the next 5 years, then in year six another self-study is due in preparation for another site visit in year seven.

Overview: The BTSA Regional Program Review Process

- BTSA programs were organized into six regions
- Regions held one-day meetings where BTSA mentors and program directors served as peer reviewers of BTSA programs in the region
- Programs presented evidence of their effectiveness in meeting BTSA program standards and expectations for candidate support and induction
- Peer reviewers discussed the program's findings and conclusions regarding successes and improvement needs and provided suggested guidance to programs

Impact of a Program Review Process

A Commission-approved program and the authority to recommend completers for a Child Development Permit.

Key Discussion Question

Program Quality System Design

Think of the major components of current program accreditation/approval processes with which you are familiar. These components represent potential design features for inclusion into California's new ECE program quality peer review system.

What kind of design features to measure key quality components would be most feasible for California ECE preparation programs?

Design Teams

1. What is a Design Team?
2. Who is on the Design Team?
3. What is the Charge to the Design Team?
4. What is the time Commitment to serving on the Design Team?

Design Team for the Peer Review Process: Part I

- ❖ A **Design Team** is a group of 12-20 practitioners, faculty, and other experts in the field who volunteer to work with Commission staff to provide input into a particular project or piece of work.
- ❖ Design Teams are **advisory** in nature and make recommendations to the Commission for potential action and/or implementation.

Design Team for the Peer Review Process: Part II

- ❖ Practitioners, faculty, and other experts in the content or field apply to serve on the Design Team. 12-20 individuals who reflect the diversity of CA to the extent possible are appointed by the CTC's Executive Director to serve on the Design Team (DT).
- ❖ DT members are not compensated for their work but any meeting expenses are paid by the Commission.

Design Team for the Peer Review Process: Part III

- ❖ The Design Team for the Peer Review Process will be charged with helping to develop a new feasible Program Quality Peer Review Process for ECE preparation programs.
- ❖ The process should address how programs are effectively implementing the Program Guidelines.

Design Team for the Peer Review Process: Part IV

- ❖ The time commitment for serving on the Peer Review Design Team is for a monthly meeting from February-June 2021, with subsequent follow up meetings as needed to address any input from the field as well as from the Commission.

Design Team for the Peer Review Process: Part V

To apply to serve on the Program Quality Peer Review Process Design Team, fill out the Design Team application available at

https://www.surveymonkey.com/r/ECE_DesignTeam_App

Design Team for the ECE Teaching Performance Assessment

- To apply to serve on the Design Team for the ECE Teaching Performance Assessment, fill out the common Design Team application at https://www.surveymonkey.com/r/ECE_DesignTeam_App
- This application form allows you to apply for **one or both of the Design Teams**. However, you may only serve on one of the two available Design Teams.

Next Steps

1. Programs submit an [Application to Participate](#) in the pilots
2. The Commission is advertising in December/January for members of the Design Team for both the new Program Quality Peer Review Process and the new ECE TPA. [Application deadline](#) **for both Design Teams is Jan. 31, 2021.** CTC's Executive Director appoints.
3. Work of the Peer Program Quality Design Team begins in February 2021

Questions and Answers

[ECE news mailing list](#)

[ECE webpage](#)