

| Additional expectations for Advanced programs | | |
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| <p>Program evidence <i>does not show</i> that candidates' performance meets the Advanced level expectations described in the key elements and supporting explanation.</p> <p><i>Assessment tools</i> are not aligned with the Advanced Standard, Key Elements and Supporting Explanation.</p> <ul style="list-style-type: none"> • The categories of content are not the same or consistent • The span or range of knowledge is not equivalent <i>or</i> • The cognitive demands and skill requirements are not congruent with those described in the standard. <p><i>If assessment tools are not aligned, it is not possible to generate or use performance data related to the standard.</i></p> | <p>Program evidence <i>shows</i> that, in general, candidates' performance meets the expectations described for the Advanced standard as indicated in the Key Elements and Supporting Explanation. The program builds on and expands candidates' Initial early childhood knowledge and experience.</p> <p><i>Assessment tools</i> are aligned with the Advanced Standard, Key Elements and Supporting Explanation</p> <ul style="list-style-type: none"> • The categories of content are the same or consistent • The span or range of knowledge is equivalent • The cognitive demands and skill requirements are congruent with those described in the standard. <p>Assessment tools are appropriate to identified areas of specialization (Accomplished Early Childhood Teacher, Administrator, Policy Specialist, Teacher Educator, Researcher...)</p> <p>Program is <i>using data</i> to improve teaching and learning and to inform program planning.</p> | <p>Program evidence <i>shows</i> that</p> <ol style="list-style-type: none"> 1) The program <i>meets</i> all expectations for this standard at the Initial level <i>and</i> 2) Demonstrates <i>specific strengths</i> that are innovative, transformative, responsive to critical issues in the field, or indicate sustained and meaningful use of data to inform program improvements over a period of time. <p>Using the column at left</p> <ul style="list-style-type: none"> • Assessment tools meet expectations • Performance data meets expectations <i>and</i> • Program is <i>using data</i> to improve teaching and learning and to inform program planning <p>Program report indicates specific unique or innovative strengths in relation to this standard that respond to needs of candidates, to community or state context, or to critical issues in field including</p> <ul style="list-style-type: none"> • Participation in innovative or transformative initiatives, partnerships or research projects <i>or</i> |

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RUBRIC STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children’s development and learning

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STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children’s development and learning.

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d: Knowing about assessment partnerships with families and other professionals with professional colleagues

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NAEYC STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

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| | <p>through age 8.</p> <ul style="list-style-type: none"> • Able to <i>reflect on own practice</i> to intentionally respond to and support each child, varying approaches depending on each child’s age, individual characteristics, family and cultural context. <p>Program is <i>using data</i> to improve teaching and learning and to inform program planning</p> | |
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NAEYC STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

5a: Understanding content knowledge and resources in academic disciplines

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

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6. BECOMING A PROFESSIONAL

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

| Does Not Met Expectations | Meets Expectations | Meets and Exceeds Expectations/Target |
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| <p>Program evidence <i>does not show</i> that candidates' performance meets the Initial level expectations described in the Key Elements and Supporting Explanation.</p> <p><i>Assessment tools</i> are not aligned with the Initial Standard, Key Elements and Supporting Explanation.</p> <ul style="list-style-type: none"> The categories of content are not the same or consistent | <p>Program evidence <i>shows</i> that, in general, candidates' performance meets the expectations described for the standard with the breadth and depth indicated in the key elements and supporting explanation with competence appropriate for an Initial, beginning early childhood teacher.</p> <p><i>Assessment tools</i> are aligned with the Initial Standard, Key Elements and Supporting Explanation.</p> | <p>Program evidence <i>shows</i> that</p> <ol style="list-style-type: none"> The program <i>meets</i> all expectations for this standard at the Initial level <i>and</i> Demonstrates <i>specific strengths</i> that are innovative, transformative, responsive to critical issues in the field, or indicate sustained and meaningful use of data to inform program improvements over a period of time. <p>Using the column at left</p> |

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| <ul style="list-style-type: none"> • The span or range of knowledge is not equivalent <i>or</i> • The cognitive demands and skill requirements are not congruent with those described in the standard. <p><i>If assessment tools are not aligned, it is not possible to generate candidate performance data related to the standard.</i></p> | <ul style="list-style-type: none"> • The categories of content are the same or consistent • The span or range of knowledge is equivalent <i>and</i> • The cognitive demands and skill requirements are congruent with those described in the standard. <p>Scoring guides or rubrics generally provide qualitative distinctions between levels of performance.</p> <p><i>Performance data</i> is disaggregated by standard and program, indicating that candidate work reflects <i>current, evidence-based knowledge</i> of diverse families and communities in most respects</p> <ul style="list-style-type: none"> • <i>Identifies with the early childhood field</i> and is knowledgeable about its distinctive history, ethics, standards, and advocacy issues. • Uses <i>the NAEYC Code of Ethical Conduct and other early childhood professional guidelines</i> to understand professional roles, responsibilities and challenges. • Engages in <i>continuous collaborative learning, critical analysis and reflection</i> about one practice, issues in the field. • Understands central policy issues in the field and is developing the skills for engagement in informed <i>advocacy</i>. | <ul style="list-style-type: none"> • Assessment tools meet expectations • Performance data meets expectations <i>and</i> • Program is <i>using data</i> to improve teaching and learning and to inform program planning <p>Program report indicates specific unique or innovative strengths in relation to this standard that respond to needs of candidates, to community or state context, or to critical issues in field including</p> <ul style="list-style-type: none"> • Participation in innovative or transformative initiatives, partnerships or research projects <i>or</i> • Sustained and meaningful use of data to inform program planning over time, • That support candidate learning and performance on the standard. |
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STANDARD 7. FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

| Does Not Met Expectations | Meets Expectations | Meets and Exceeds Expectations/Target |
|---|---|---|
| <p>Program evidence <i>does not show</i> substantive field experiences with opportunities to observe and practice in relation to the standards across the early childhood developmental period and in multiple early learning settings</p> <ul style="list-style-type: none"> • There are field experiences in only one of the early childhood age groups <i>and</i> • There are field experiences in only one early learning setting | <p>Program evidence <i>shows</i> that candidates are provided with substantive field experiences with opportunities to observe and practice in relation to the standards across the early childhood developmental period and in multiple early learning settings</p> <ul style="list-style-type: none"> • There are field experiences in at least two early childhood age groups <i>and</i> • There are field experiences in at least two early learning settings | <p><i>There is strong evidence that</i> candidates are provided with extensive, developmental opportunities to gain <i>in-depth understanding</i> of the early childhood developmental period and of the variety of settings that offer early education.</p> <p>Using the column at left</p> <ul style="list-style-type: none"> • There are field experiences in at least two early childhood age groups <i>and</i> • There are field experiences in at least two early learning settings <p>Program report indicates specific unique or innovative strengths in relation to this standard that respond to needs of candidates, to community or state context, or to critical</p> |

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| | | <p>issues in field including</p> <ul style="list-style-type: none"> • Participation in innovative or transformative initiatives, partnerships or research projects <i>or</i> • Sustained and meaningful use of data to inform program planning over time, <p>That support candidate learning and performance on the standard.</p> |
| <p>Additional expectations for Advanced programs</p> | | |
| <p>Does Not Met Expectations</p> | <p>Meets Expectations</p> | <p>Exceeds Expectations</p> |
| <p>Program evidence <i>does not show</i> substantive field experiences with opportunities to observe and develop advanced understanding and practice in relation to the standards across the early childhood developmental period and in multiple early learning settings</p> <ul style="list-style-type: none"> • There are field experiences in only one of the early childhood age groups <i>and</i> • There are field experiences in only one early learning setting | <p>Program evidence <i>shows</i> that candidates are provided with substantive field experiences with opportunities to observe and practice in relation to the standards across the early childhood developmental period and in multiple early learning settings</p> <ul style="list-style-type: none"> • There are field experiences in at least two early childhood age groups <i>and</i> • There are field experiences in at least two early learning settings | <p>Program evidence <i>shows</i> that</p> <ol style="list-style-type: none"> 1) The program <i>meets</i> all expectations for this standard at the Initial level <i>and</i> 2) Demonstrates <i>specific strengths</i> that are innovative, transformative, responsive to critical issues in the field, or indicate sustained and meaningful use of data to inform program improvements over a period of time. <p>Using the column at left</p> <ul style="list-style-type: none"> • There are field experiences in at least two early childhood age groups <i>and</i> • There are field experiences in at least two early learning settings <p>Program report indicates specific unique or</p> |

| | | |
|--|--|--|
| | | <p>innovative strengths in relation to this standard that respond to needs of candidates, to community or state context, or to critical issues in field including</p> <ul style="list-style-type: none">• Participation in innovative or transformative initiatives, partnerships or research projects <i>or</i>• Sustained and meaningful use of data to inform program planning over time,• That support candidate learning and performance on the standard. |
|--|--|--|

ALIGNMENT OF NAEYC INITIAL STANDARDS WITH SASB PRINCIPLES

NAEYC is a constituent member of National Council for Accreditation of Teacher Education (NCATE), recognized as the specialized professional association or “SPA” for early childhood teacher education. NAEYC standards are approved by the NCATE Specialty Area Standards Board (SASB) and are aligned with the four SASB Principles. Those principles are in turn aligned with NCATE Unit Standard 1.

NCATE has aligned the SASB principles with InTASC Principles and NBPTS Core Propositions as presented below. InTASC principles are written for beginning teachers. NBPTS standards are written for more accomplished teachers who have completed a bachelor’s degree, hold teacher licensure if required, and have three years of teaching experience. NAEYC’s standards for undergraduate and initial early childhood licensure programs will align most closely with InTASC Principles. NAEYC’s standards for advanced programs will align most closely with NBPTS Core Propositions.

The NAEYC Initial and Advanced Standards are in use by baccalaureate and graduate programs seeking NCATE accreditation, by state early childhood professional development systems and the NAEYC Commission on Early Childhood Associate Degree Accreditation. The matrix on the following page is intended to make alignment across NAEYC, NCATE, INTASC and NBPTS more visible to the field.

NAEYC Professional Preparation Standards

| NAEYC Standard | NCATE SASB Principle | NCATE Unit Standard (Element) | InTASC Principle | NBPTS Core Proposition |
|---|---|-------------------------------|---|---|
| 1. Promoting Child Development and Learning | 1. Content Knowledge | 1. Content Knowledge | 1. Content of disciplines taught | 2. Knowledge of subjects taught |
| 2. Building Family and Community Relationships | 1. Content Knowledge | 1. Content Knowledge | 1. Content of disciplines taught | 2. Knowledge of subjects taught |
| 3. Observing, Documenting and Assessing to Support Young Children and Families | 3. Learning Environments | 1. Content Pedagogy | 2. Student learning 3. Diverse learners 4. Instructional strategies 5. Learning environments 6. Communication 7. Planning instruction 8. Assessment | 1. Student learning 2. Knowledge of subjects taught 3. Assessment |
| 4. Using Developmentally Effective Approaches to Connect with Children and Families | 2. Content Pedagogy | 1. Content Pedagogy | 2. Student learning 3. Diverse learners 4. Instructional strategies 5. Learning environments 6. Communication 7. Planning instruction 8. Assessment | 1. Student learning 2. Knowledge of subjects taught 3. Assessment |
| 5. Using Content Knowledge to Build Meaningful Curriculum | 1. Content Knowledge | 1. Content Knowledge | 1. Content of disciplines taught | 2. Knowledge of subjects taught |
| 6. Becoming a Professional | 4. Professional knowledge and skills | 2. Content Pedagogy | 9. Reflective practice and professional development 10. Relationships with colleagues, parents and community agencies | 4. Reflective practice and learning 5. Learning communities |
| 7. Field Experiences | This is a programmatic standard that describes required settings in which candidates learn and practice the professional knowledge and skills described in NAEYC Standards 1-6. It supports and expands NCATE unit standard | | | |

THE 2008-2010 NAEYC STANDARDS WORKGROUPS

2008-2009 NAEYC Position Statement Work Group

Rebecca Brinks

Child Development Program Director, Grand Rapids Community College
Chair, Commission on NAEYC Early Childhood Associate Degree Accreditation

Julie Bullard

Director, Early Childhood Education, University of Montana – Western
NAEYC Reviewer and Audit Team member, NCATE

Josué Cruz

President & CEO, Council for Professional Recognition
Past NAEYC Governing Board President; Past Dean, Bowling Green University;
Past NAEYC Reviewer, Audit Team member and BOE member

Sharon Fredericks

Education Division Director/Instructor, College of Menominee Nation,
Head Start Higher Education Grantee

John Johnston

Professor & Director of Assessment, College of Education, University of Memphis
NAEYC Reviewer, Audit Team, and Specialty Areas Standards Board member, NCATE

Frances O’Connell Rust

Senior V.P. for Academic Affairs, Dean of Faculty, Erikson Institute

Ursula Thomas-Fair

Assistant Professor, University of West Georgia, GA