

Standards for Programs Preparing Early Childhood Professionals

Preparing Early Childhood Professionals: NAEYC's Standards for Programs (Hyson, 2003) presents details about the standards, rubrics and expectations for evidence, and supporting rationales. It is available at <http://sales.naeyc.org/Itemdetail.aspx> (item #256).

Standard 1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

- 1a. Knowing young children's characteristics and needs
- 1b. Understanding multiple influences on development and learning
- 1c. Using developmental knowledge to create learning environments

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. Understanding family and community characteristics
- 2b. Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c. Involving families and communities in children's development

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 positively influence children's development and learning.

- 3a. Understanding assessment goals, benefits, and uses
- 3b. Using appropriate assessments
- 3c. Practicing responsible assessment
- 3d. Knowing about assessment partnerships with families and professionals

Standard 4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

- 4a. Connecting with children and families
- 4b. Using developmentally effective approaches
- 4c. Understanding content knowledge in early childhood
- 4d. Building meaningful curriculum

Standard 5. 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.

- 5a. Identifying and becoming involved with the early childhood field
 - 5b. Upholding ethical and professional standards
 - 5c. Engaging in continuous learning
 - 5d. Integrating knowledgeable, reflective, and critical perspectives
 - 5e. Engaging in advocacy for children and the profession
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