

NAEYC Standards for Early Childhood Professional Preparation

Advanced Programs

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Introduction

Standards and leadership in early childhood education: The role of advanced professional preparation

The need for leadership in the early childhood field has never been greater. New research on the importance of early development and learning, and on the role of highly qualified teachers in promoting positive outcomes for children, makes it imperative to produce a new generation of professionals with outstanding preparation well beyond that provided in initial licensure programs. NAEYC and NCATE share a commitment to a continuum of professional development in which advanced master's and doctoral training play a critical role.

Like the field of education in general, the early childhood profession suffers from critical shortages at every level, from beginning practitioners through university faculty. Excellent programs at the advanced master's and doctoral levels are urgently needed to produce the accomplished teachers, administrators, state early childhood specialists, child and family advocates, professional development specialists, teacher educators, and researchers who will be the intellectual, programmatic, and public policy leaders of the future. Advanced study and advanced accomplishments are among the hallmarks of a profession. The urgency of the shortages in the early childhood field cannot obscure the need for high professional standards. Support must be pro-

vided so that current and future early childhood leaders have the opportunity to meet these standards.

Essentials of high-quality advanced programs in professional education

Graduate programs in all fields of professional education have come under scrutiny. In the context of reforms in teacher education, recommendations have been made for the improvement of graduate education. Greater depth, focus, and rigor are needed in the preparation of advanced master's and doctoral students. Advanced study requires greater relevance to candidates' professional roles. Recent publications describe a growing professional consensus about the desirable features of high-quality graduate programs in any field of professional education, including early childhood education (Blackwell & Diez 1998; Diez & Blackwell 2001). Those features include the following.

A common core

Even if they include varied specializations, all advanced programs need a consistent framework and common experiences that allow candidates to experience the program in a coherent way. Creating this coherence within a graduate program requires developing a shared conceptual framework and a common vocabulary and reference points—for example, theoretical perspectives on development, curriculum, and

pedagogy. Vehicles for ensuring this common framework may include a set of core courses, a first-year or final-semester seminar, or other unifying experiences.

Depth and specialization

Beyond the common core, each candidate needs the opportunity to gain significant depth of theory, research, and professional competence in an area relevant to the candidate's current work and future goals. Later sections of this document elaborate on the importance of providing specialized focus in advanced programs.

A culture of participation in the graduate experience

High-quality advanced programs are communities of learning, sharing a commitment to improving teaching and learning and reaching out beyond the higher education institution to the larger community. Advanced program candidates, faculty, and others in the professional community are stakeholders who participate in program development and revision and critique existing practices in a collegial spirit.

Interactive learning processes with many opportunities for high-quality feedback and reflection

Studies of programs in professional education (Blackwell & Diez 1998; Glazer 1986) find that strong programs emphasize interactive teaching and learning, featuring critical dialogue, mentoring, individual instruction, and collaborative learning with faculty as well as peers. Course assignments, field supervision, and capstone experiences all promote the feedback and reflective stance needed for leadership in the education profession.

Immersion in one or more hands-on "learning situations"

Strong advanced programs also offer candidates intensive internships, field experiences, research opportunities, or other contexts in which to apply theoretical and research-based knowledge in a systematic, scholarly way and to develop advanced skills. Professional consensus and NCATE requirements call for every candi-

date in an advanced program to have such well-designed and professionally supervised experiences.

Capstone experiences to promote synthesis and reflection

Whatever the specialization or professional focus, advanced programs need some kind of well-designed and well-assessed capstone. Programs have successfully used experiences such as theses and dissertations, integrative examinations, portfolios, field projects, seminars with reflective papers, and many other approaches. At their best, these experiences become vehicles to support candidates' synthesis of and reflection upon their graduate education.

Early childhood advanced professional education: Special considerations from the field

The features just described are appropriate and relevant for *all* advanced master's and doctoral programs in professional education, including those that prepare early childhood candidates. But some special characteristics of the early childhood field are also important to consider when setting standards for and designing high-quality programs.

Early childhood as a strongly interdisciplinary, collaborative, and systems-oriented profession

Effective early childhood education and the promotion of positive development and learning in the early years call for a strongly interdisciplinary and systems-oriented approach. By its nature the early childhood field is, and historically has been, interdisciplinary. Effective early childhood professionals require deep and integrated knowledge of all aspects of development. Besides giving attention to content knowledge in academic disciplines, early intervention programs and other programs for young children draw on knowledge from other disciplines, including speech and language therapy, occupational therapy, special education, bilingual education, family dynamics, mental health, and multiple other approaches to the comprehensive

well-being of young children and their families. Young children develop and learn not simply as individuals but as unique members of multiple interacting systems that include families, school or child care settings, communities, and cultures. An interdisciplinary, systems-oriented perspective is essential if professionals, especially at the advanced level, are to integrate multiple sources of knowledge into a coherent approach to their work. Finally, early childhood candidates prepared at the advanced level—whatever their specialization—must be ready to serve *all* children and *all* families as agents of change and as potential leaders who can address complex issues of access, diversity, and equity.

Depth of commitment to inclusion and diversity

Although all areas of professional education share this commitment, early childhood education has traditionally had a special concern with these issues. Much of the history of the field has been an effort to prevent later social, emotional, and academic difficulties through high-quality intervention, especially for those young children living in poverty or experiencing developmental challenges. Traditionally, but to a growing extent in recent years, equity and justice concerns, anti-bias approaches to early education, and cultural competence have influenced the early childhood field's position statements and standards. NAEYC's Governing Board has identified as its overarching priority the creation of a "high performing, inclusive organization" that draws from and attracts diverse perspectives and cultures to create excellence.

Diversity of early childhood professional settings and roles

Early childhood professionals work in a much greater variety of settings and professional roles than many other education professionals. Public school programs from state-funded preK to third grade, community child care programs, Head Start, resource-and-referral agencies, specialized infant/toddler programs, inclusive early childhood programs, state agencies, nonprofit organizations serving children and families, community colleges, university teacher education programs,

and many other settings are typical of the diversity of the early childhood world. Within those settings, professionals holding advanced degrees may be master teachers, program directors, trainers, faculty, early education specialists, advocates, agency administrators—or other professionals. A challenge for early childhood advanced programs is to acknowledge this diversity of settings and roles, preparing candidates for specialized and leadership positions while attending to the coherence and depth needed for high-quality advanced preparation. As will be seen later in this document, NAEYC's standards require programs to identify one or more areas of focus and to document how program candidates achieve depth while also gaining a broad understanding of the complexities of the early childhood field.

Diversity of pathways bringing candidates into advanced early childhood programs

Graduate students in early childhood programs enter these programs with especially diverse prior preparation and experience. Because of the diversity of the field itself, advanced program candidates may have relatively little in common as they begin their graduate work. Their work experiences may differ widely, and their undergraduate preparation may be equally varied. Although this diversity of prior experience has potential to enhance the learning community, early childhood advanced programs need to be especially vigilant to document that *all* candidates are competent in the areas addressed by NAEYC's Initial Licensure Standards. In cases in which prior study and experience have not provided a candidate with this competence, the graduate program must find other ways of building this base of knowledge, disposition, and skill *before* candidates embark on advanced study—for example, through noncredit professional seminars or directed readings. (Master's programs that lead to initial teacher certification/licensure for candidates who lack prior preparation in a closely related teacher education field are not considered "advanced" by NAEYC or NCATE, and such programs should be reviewed as "initial" programs.)

Highly dynamic, developmental, and policy-relevant nature of the early childhood field

The field of early childhood development and education is receiving intensive attention from the academic and political communities. Perhaps more than at any time since the 1960s, research and public policies are directed at the early years. Rapid changes are occurring in the number of state-supported prekindergarten programs. Programs serving children living in poverty and children at developmental and educational risk are experiencing significant changes. Policies mandating higher qualifications for early childhood teachers are being implemented at the federal and state levels. State and federal agencies are developing new content and program standards. Controversies swirl around school readiness assessments and accountability.

For these reasons and more, early childhood graduate programs must be ready to prepare professionals for a dynamic and rapidly developing future. Whether leadership is exerted in a classroom role, at the program or agency level, or in two- or four-year institutions, advanced program candidates and advanced program faculty need a strong future orientation. While articulating the profession's traditions and core values, advanced program candidates must also be taught how to analyze trends, how to critically assess the field's emerging knowledge base, and how to use a variety of tools to find professional resources that will enable them to stay at the forefront of their field as lifelong learners. Finally, the nature of the early childhood field requires that all professionals, whatever their specific role, share a commitment to and skill in advocacy for young children, families, and their profession.

Gaining focus: Identifying areas of specialization in early childhood advanced professional programs

In moving toward greater focus and coherence—and therefore greater effectiveness—of advanced study in the early childhood field, NAEYC's Advanced Professional Preparation Standards ask each program to identify one or more areas of specialization or focus. NAEYC expects programs to interpret this requirement flexibly; it is

not intended to prescribe a narrow set of courses or to limit programs' and candidates' innovation. Depending on the prior experience and future goals of the candidates they serve, programs may offer a relatively extensive common core of courses to introduce candidates to a variety of specializations, helping them identify a focus for the latter part of their study. Other programs may primarily serve candidates who enter with a clear area of focus consistent with the program's strengths—program administration, for example, or early literacy.

Although the program may set forth the general features, these specializations may be further refined and individualized as candidates develop their own professional goals and their plans to reach those goals. Programs with several possible options or areas of focus will frequently find candidates with different interests enrolled in the same courses; depth and focus can still be provided through differentiated assignments and other individualized experiences.

As described in NAEYC's Early Childhood Advanced Professional Preparation Program Report Outline (available online at www.naeyc.org), programs may **select one or more of the following areas** of focus (with or without the names used here), or they may **modify these areas** to be consistent with their unique features, or they may **identify other areas** consistent with the intentions of this requirement:

Examples (not exhaustive) of areas of focus

Early childhood accomplished teacher

This focus provides in-depth advanced study for experienced teachers. Within this focus may be preparation for specialized teaching roles such as infant/toddler specialists, early literacy specialists, etc. In all cases candidates will have already successfully demonstrated competence in relation to NAEYC's Initial Licensure Standards—i.e., this focus is not for initial licensure. NAEYC's Early Childhood Accomplished Teacher specialization is intended to align with and support the Early Childhood/Generalist Standards of the National Board for Professional Teaching Standards (NBPTS). Appendix A displays a matrix showing this alignment. In its Program Report Outline,

NAEYC asks programs to show how this focus area links to the NBPTS early childhood expectations (National Board for Professional Teaching Standards 2001).

Early childhood administrator

This focus provides in-depth study for those seeking to become or enhance their credentials as early childhood administrators. These roles might include child care program director, state preK coordinator, Head Start coordinator, or other administrative positions within an early childhood education system. Although many administrators are not required to have advanced degrees, this program focus allows experienced teachers to add administrative depth and management specialization to their repertoire. The specialization assumes candidates already possess background and competence consistent with initial licensure in early childhood education. A primary focus in this specialization is to acquire additional specialized competencies—for example, in personnel management or budgeting—but with specific application to early childhood contexts. In addition, this focus reflects NAEYC's recognition of the value of advanced study for those in early childhood administrative roles.

Early childhood public policy and advocacy specialist

As seen in the description of essential professional tools later in this document, NAEYC believes that *all* early childhood professionals should have knowledge and skills in advocacy and that advanced programs should enhance all candidates' competence in this area. However, this program focus provides in-depth study and experience for those who have or aspire to professional careers in early childhood public policy and advocacy. Building on existing competence in the core areas described in NAEYC's Initial Licensure Standards, candidates gain understanding and skill in translating that competence into building coalitions and designing effective public policies or advocacy initiatives.

Early childhood teacher educator/researcher

This focus provides in-depth study for those whose professional roles emphasize the preparation of future early childhood practitioners in two- and four-year preparation programs as

well as through community training, technical assistance, and CDA training. This specialization requires a focus both on content and on pedagogy, including adult learning principles and skills in working with diverse students or trainees. The specialization also emphasizes skills in generating new knowledge through research, most strongly at the doctoral level.

Other early childhood leadership roles

Once again, the examples above are simply examples. Programs may modify or rename those suggested, propose other areas of focus, or combine those outlined above in ways that fit programs' unique mission, strengths, and community needs.

NAEYC's process of standards revision for advanced programs

Before approving new Initial Licensure Standards in 2001, NAEYC spent two years revising its existing Guidelines (last approved in 1994) and creating new performance assessment and review procedures, which received the field's widespread support. As a result, its processes for seeking input and consensus on revision of the Advanced Standards could be more targeted and streamlined.

Feedback on the Advanced Standards from the early childhood professional community and other stakeholders was obtained through

- establishing an 11-member Advanced Standards Work Group of national leaders in early childhood graduate education and related fields
- seeking views on the 1994 Guidelines through announcements on the Web and in NAEYC's journal *Young Children* and through consultation with NAEYC's Professional Development Panel members
- posting drafts of the revision on NAEYC's Website, with an electronic feedback option
- sending drafts with invitations for feedback to numerous stakeholders in related groups and organizations
- holding a facilitated discussion of the revised, draft Advanced Standards at NAEYC's National Institute for Early Childhood Professional Development in June 2002.

NAEYC's Governing Board reviewed a final draft of the Advanced Professional Preparation Standards document and voted its approval of the substance of the document on July 29, 2002. NCATE's Specialty Area Studies Board approved the standards in October 2002.

NAEYC's revised standards: What is the same?

Although this standards document and its predecessor (see NAEYC 1996) may look very different, it is important to highlight the consistencies between these new standards and NAEYC's former Guidelines for advanced programs.

Like those former Guidelines and the Initial Licensure Standards approved in 2001, the standards for advanced programs described here continue to encompass the birth-through-8 age range. They also affirm and emphasize the diversity of professional settings in which early childhood professionals work. Likewise, the standards' core values remain, as articulated both in the "core principles" of the 1994 Guidelines and in the 2001 Initial Licensure Standards.

And what has changed?

Core standards identical for initial licensure and advanced programs

As described above, the standards for advanced programs in this document explicitly build on the 2001 Initial Licensure Standards. Indeed, the core standards in the two documents are themselves identical, just the degree of specialization and the nature and level of competence expected from the advanced candidate are different. Thus, administrators and faculty who are developing advanced graduate programs or are preparing for review of those programs need to be thoroughly familiar with the rationales (called "supporting explanations") for each of NAEYC's Initial Licensure Standards. Those explanations and the related references provide the foundation for the advanced program level.

Enhanced attention to high-priority areas (same as Initial)

As seen in the 2001 Initial Licensure Standards document, as compared with earlier versions NAEYC's Advanced Standards now give increased attention to a number of areas in the preparation of early childhood professionals: linguistic and cultural diversity; inclusion; subject matter or content knowledge in early childhood curriculum; community contexts for children's development and education; the complexities of early childhood assessment; use of a continuum of varied, effective teaching strategies; and attention to field experiences integrated throughout the standards. These emphases are equally relevant to advanced programs, although the way they are used will differ depending on the specialization, and the nature and level of competence expected will be higher.

"Essential professional tools" for all advanced program candidates, and additional competencies for some specializations

Two other features are also new in these Advanced Standards: a set of "essential professional tools" for all advanced program candidates (see below) and—where relevant—additional competencies that are essential for a particular specialization (such as skills in personnel management or business practices for the Early Childhood Administrator specialization or detailed knowledge of the legislative process for Early Childhood Public Policy and Advocacy Specialists).

Changes in terminology and format

This Advanced Professional Preparation Standards document includes a number of major changes in terminology and format. Many, but not all, of these are identical to changes in the Initial Licensure Standards as approved by NAEYC and NCATE in 2001.

Expectations for advanced program candidates are worded in more strongly "performance-based" language. What should competent early childhood professionals at the advanced level know and be able to do? In the former guidelines and the 2001 Initial Licensure Standards, NAEYC had already moved toward using

performance language. The revisions in this document adopt and extend that language.

“Essential professional tools” for all candidates in advanced programs are identified. All advanced program candidates are expected to demonstrate mastery of a set of professional tools essential to effective leadership in early childhood education. In their Program Report, programs will document candidates’ competence in using each of the essential professional tools as well as in the five core standards areas and—if relevant—mastery of additional specialized competencies.

Each core standard is followed by a “supporting explanation” focused on advanced preparation. In this document, NAEYC attempts to help readers understand the rationale behind each core standard as it applies to advanced program candidates. The Initial Licensure Standards also include extended discussions—there also called “supporting explanations”—of the knowledge base and professional values that support each Initial standard. Advanced programs should incorporate and build on that material; in this Advanced Standards document, the supporting explanations describe what is *added* to those Initial foundations for all advanced program candidates and for candidates specializing in various areas.

Supporting explanations for each core standard are followed by “key elements” of that standard. This document identifies the “key elements” of each core standard and of each standard’s supporting explanation. The elements are presented as concise, bulleted points that identify the standard’s critical components as represented in the standard itself. Again, because the Initial Licensure and Advanced core standards are the same, the Initial and Advanced key elements are also the same.

“Expectations for evidence” of candidates’ competence are described for each component of advanced early childhood programs. These expectations describe the kinds of evidence needed to make a convincing case that—within the advanced program’s self-described area(s) of focus—candidates demonstrate appropriate mastery of the core standards, the essential professional tools, and any additional specialized

competencies. (The expectations are available online at www.naeyc.org.)

In its Initial Licensure Standards document, NAEYC developed rubrics detailing three levels of candidate performance on each key element: “Does Not Yet Meet Expectations,” “Meets Expectations,” and “Exceeds Expectations.” The Advanced Standards take a different approach. Instead, programs need to provide for each of the core standards, for the essential professional tools, and for any additional specialized competencies convincing evidence of (1) “Opportunities,” (2) “Assessments,” and (3) “Outcomes,” as described in that Expectations for Evidence document.

References and resources for advanced programs accompany the standards. The Initial Licensure Standards document includes key references to standards documents written by other professional groups, syntheses of relevant research, significant work on early childhood pedagogy, valuable Websites, and other resources intended to help programs find relevant information. This Advanced Standards document assumes that programs are using those Initial references as guides, then adds other references specific to graduate education in general and to early childhood specializations in particular.

Some notes on the terminology used in this document

“Candidates” refers to those who are preparing for professional positions serving young children and their families. In this Advanced Standards document, candidates are assumed to be building on prior professional preparation and preparing for *deepened* or *new* professional roles in early childhood education, through a master’s or doctoral program.

Important: Programs preparing candidates who lack prior licensure in early childhood or a closely related field for their “initial” early childhood licensure, even if in a master’s program, should not respond to NAEYC’s Advanced Standards; rather, they should respond to NAEYC’s Initial Licensure Standards.

“Know” refers to candidates’ possession of key information; **“understand”** includes analysis and reflection; **“use”** refers to application in practice, always soundly based on professional knowledge.

“**All children**” means *all*: children with developmental delays or disabilities, children who are gifted and talented, children whose families are culturally and linguistically diverse, children from diverse socioeconomic groups, and other children with individual learning styles, strengths, and needs. Note that NAEYC uses the term *children*, rather than *students*, to reflect the focus on all aspects of development and learning and to remind ourselves that children have identities outside of their classroom roles.

The term “**field experiences**” includes observations, field work, practica, and student teaching or other “clinical” experiences such as home visiting.

The term “**culture**” includes ethnicity, racial identity, economic class, family structure, language, and religious and political beliefs, which profoundly influence each child’s development and relationship to the world.

How programs will document compliance with NAEYC’s standards for advanced professional education

A higher education institution that is applying for NCATE accreditation must submit documentation about its compliance with national standards for the institution overall and for all specialty programs in which it prepares education professionals. NAEYC is the NCATE specialty professional association (SPA) for early childhood programs. Thus, if an NCATE-affiliated institution has an early childhood professional preparation program, it must submit materials for review by NAEYC (unless the institution has a state partnership approved by NCATE and NAEYC allowing state-level review of the early childhood program).

Both at the institutional and the specialty program levels, the kinds of evidence that will be required under NCATE’s new performance-based assessment system differ in substantial ways from the documentation that was previously required. The details of this process at the institutional level may be found on NCATE’s Website (www.ncate.org). To align with but not duplicate that documentation, the specialty organizations (e.g., NAEYC, Council for Exceptional Children, National Council of Teachers of Mathematics) have drafted guidance for institu-

tions concerning evidence required under the specialty organizations’ standards. That information may be found on NCATE’s Website at www.ncate.org/standard/interimsasstand.pdf; see the attachment to that document, pp. 16–17.

In brief, however, the documentation required to show compliance with the early childhood education standards is similar at the initial licensure and advanced professional levels. Like NCATE, NAEYC expects institutions to provide documentation that includes:

- a description of the institutional and professional context within which the program operates
- an organized system by which the program tracks candidate performance across time, including positive effects on children
- a description of the kinds of evidence that the program collects to document candidate performance in relation to the standards, with emphasis on multiple assessments in authentic contexts such as field experiences
- summarized evidence of candidates’ performance using these assessments, with samples of candidate work at varying levels of performance
- evidence that this information is used for continuous program improvement.

Further details about **what NAEYC requires advanced professional preparation programs to submit** may be found in NAEYC’s Early Childhood Advanced Professional Preparation Program Report Outline, available online at www.naeyc.org.

Transition to NAEYC’s new standards for advanced professional programs and documentation of performance

The Advanced Professional Preparation Standards described in this document were approved by NAEYC’s Governing Board in July 2002 and by NCATE in October 2002. Advanced graduate programs now may begin a transition to the new standards and performance assessment system. By Spring 2004, all institutions submitting Program Reports will be expected to respond to these 2002 standards; until then, programs may respond either to the former (1994) Advanced

Guidelines or to the 2002 Advanced Standards in this document.

NCATE and the SPAs, including NAEYC, have also adopted a timeline for the transition to performance-based program review, with all NCATE institutions to have fully functioning assessment systems by 2006. The use of candidate performance evidence by NAEYC is also being phased in over time, as institutions develop their own capacity. Transition Timelines for initial licensure and advanced program evidence review are available online at www.naeyc.org.

The big picture in advanced professional education: Innovations and risks

There are many differences between undergraduate/initial licensure preparation and the approaches to advanced study supported by the profession and in this document. Advanced early childhood programs are, by design, more specialized and more diverse than is initial licensure preparation, which focuses on one (or variations on one) professional role—a teacher in a classroom or other group program for children birth through age 8. Except in a few cases, advanced

graduate programs in early childhood education are not linked to state licensure, and thus have latitude for more varied approaches to program design.

Thus, advanced programs in early childhood have a greater opportunity for innovation and creativity. The risk that goes along with this opportunity is that programs can become a smorgasbord of interesting-sounding courses without real coherence or depth and without preparing candidates for future professional leadership at either the master's or doctoral level.

NAEYC is eager to work with programs in trying to meet the challenges of advanced study for the early childhood field. We hope that the framework NAEYC adopted in its Advanced Professional Standards—their connection with the Initial Licensure Standards, their focus on candidates' performance, their encouragement of focus and specialization, their identification of essential professional tools for advanced program candidates, and their invitation to programs to add specialized competencies—will not restrict programs' innovation but rather will support it.

Standards Summary

I. CORE STANDARDS

The Advanced Professional Preparation core standards are identical to NAEYC's Initial Licensure core standards for early childhood programs; but at the advanced level, candidates demonstrate competence at a higher level and with greater depth and specialization. Candidates in advanced programs are also expected to hold an initial license in early childhood education or a closely related field.

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.

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.

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.

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.

Sub-Standard 4a. Connecting with children and families

Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Sub-Standard 4b. Using developmentally effective approaches

Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning.

Sub-Standard 4c. Understanding content knowledge in early education

Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

Sub-Standard 4d. Building meaningful curriculum

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

Standard 5. Growing as 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.

II. ESSENTIAL PROFESSIONAL TOOLS FOR ALL CANDIDATES IN ADVANCED PROGRAMS

Candidates in advanced programs are also expected to demonstrate competence in using each of the following professional tools, as these tools apply to their areas of specialization and professional roles.

1. Cultural Competence

Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.

2. Knowledge and Application of Ethical Principles

Advanced program candidates demonstrate in-depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to their professional role.

3. Communication Skills

Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program.

4. Mastery of Relevant Theory and Research

Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.

5. Skills in Identifying and Using Professional Resources

Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources

needed to perform their professional roles and to keep abreast of the field's changing knowledge base.

6. Inquiry Skills and Knowledge of Research Methods

Using systematic and professionally accepted approaches, Advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.

7. Skills in Collaborating, Teaching, and Mentoring

Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.

8. Advocacy Skills

Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children.

9. Leadership Skills

Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

III. ADDITIONAL SPECIALIZED COMPETENCIES

Beyond the core standards and essential professional tools, programs may identify additional competencies essential to particular focus areas or specializations. Examples might be knowledge of the legislative process for candidates specializing in public policy and advocacy, or skills in personnel and fiscal management for candidates in an early childhood administration program. Programs with such additional competencies should identify them in clear performance language and include criteria by which the program assesses these competencies.

In their Program Report, programs should (if relevant) insert these additional competencies where noted, providing documentation of learning opportunities and candidate performance in the same way as requested for the core standards and essential professional tools.

I. Core Standards

The following core standards are identical to the Initial Licensure core standards. In its position statements and publications about the continuum of early childhood professional preparation, and in the core competencies outlined in many state early childhood career development systems, NAEYC affirms the value of having a common set of outcomes shared by all in the profession, whatever their preparation or professional role.

As described earlier in this document, however, advanced programs distinguish themselves from initial licensure programs in (1) the focus or specialization offered to candidates, (2) the essential professional tools that advanced program candidates must possess, (3) the additional specialized competencies needed for certain professional roles, and (4) the level of performance expected of candidates in advanced programs.

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.

Supporting explanation: All advanced program candidates

All candidates in advanced programs base their practice on a sound foundation of child development knowledge. That foundation is first acquired in initial licensure programs (or the equivalent) and its characteristics are described in NAEYC's Initial Licensure Standards document. This knowledge and skills, and related dispositions, are then given greater depth, complexity, and applicability to professional contexts through graduate education. As in other standards domains, the ways in which this occurs, and the expectations for how candidates will demonstrate their competence, vary according to the specialization.

Early childhood accomplished teacher

Both NAEYC and the National Board for Professional Teaching Standards (NBPTS) see child development knowledge as the foundation of accomplished early childhood practice. Candidates who are classroom teachers have some of the most direct opportunities to use child development knowledge in their work with young children and families. The differences between initial and advanced program candidates lie in the extent of developmental knowledge, the specificity of research-based understanding, and in some cases, the decision to focus in greater depth on one or more aspects of early development and learning. For example, candidates in some programs (or in a specialization within a program) might demonstrate in-depth understanding and application of child development research on risk and resilience, on language development, or on developmental issues in children's use of technology.

Early childhood administrator

Administrators, too, promote young children's development and learning, but their competence is demonstrated in different ways. Depending on the specifics of their roles, well-prepared candidates in advanced programs may apply current knowledge in designing programs, supporting staff, or developing state-level requirements related to the application of child development concepts. They evaluate their own and others' programs and staff interactions in light of knowledge about child development and learning. Because agencies and programs are so embedded in communities, these candidates need to show awareness of and responsiveness to variations in beliefs about, and evidence of, children's development and behavioral norms as a function of community and cultural contexts.

Early childhood public policy and advocacy specialist

Candidates focused on public policy and advocacy demonstrate their child development knowledge and skills through developing or identifying public policies that support development and learning in ways consistent with research and professional practices. They also should be able to critique policies that fail to support development and learning, using research to back up their views. They show

ability to advocate for growth-promoting environments for all young children.

Early childhood teacher educator/researcher

These candidates are the furthest from having direct impact on individual children's development and yet have great potential to affect these outcomes. Demonstrations of competence may include using effective methodologies to generate new knowledge about development and the conditions that promote it, as well as using effective teaching strategies to make current child development knowledge meaningful and powerful for future teachers or other community practitioners.

Key elements of Standard 1

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging 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.

Supporting explanation: All advanced program candidates

Again, research-based, in-depth knowledge is vital to all candidates in advanced programs. Family and community contexts must be well understood and valued by advanced program candidates, whatever their professional role. Gaining deeper insight into the concept of reciprocal relationships with families is essential for accomplished teachers but also for administrators, policy makers and advocates, researchers, and teacher educators. As in other standards domains, the ways in which this occurs, and the expectations for how candidates will demon-

strate their competence, vary according to the specialization.

Early childhood accomplished teacher

Those working directly with young children use their advanced preparation to gain greater currency and skill in understanding family dynamics and relationships, increasing their skill in building relationships with all families, and using effective teaching strategies that build on family and community norms and values. Some candidates may identify specific aspects of family and community in which to obtain even greater insight—for example, working with families in specific cultures, gaining more extensive skills in supporting families of children with disabilities, or developing family-centered assessments. As emphasized in the NBPTS Early Childhood/Generalist Standards, partnerships and engagement with families are hallmarks of the accomplished practitioner.

Early childhood administrator

Administrators often have great responsibility for linking with young children's families, enrolling families in programs, helping staff work on challenging family situations, or creating new state initiatives for involving families of prekindergarten children. Competencies for candidates specializing in administration may include the ability to identify appropriate roles for administrators and teachers in various aspects of family interaction; skills in linking families with agencies or helping teachers do so; and skills in developing program- or agency-wide approaches to strengthening families' bonds with the program and enhancing families' ability to support their children's learning. Finally, administrators must show competence in helping staff or other colleagues become more effective in communicating with families and assessing families' strengths and needs as they relate to young children's development.

Early childhood public policy and advocacy specialist

Candidates focused on public policy and advocacy also require in-depth understanding of family and community characteristics, including state and national trends, demographics, and other information relevant to public policy and advocacy work. Rather than directly supporting, empowering, or involving families, these candi-

dates show competence in creating or advocating for conditions that allow these outcomes to occur. Candidates understand local, state, and federal policies relevant to families of young children and show skills in working effectively at these various levels.

Early childhood teacher educator/researcher

Depending on the specific emphases within their programs, these candidates show skill in using sound methodologies to generate new knowledge about families of young children, or they may devise more effective ways to help future teachers and community practitioners understand, engage, and support families.

Key elements of Standard 2

2a: Knowing about and understanding family and community characteristics

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

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

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.

Supporting explanation: All advanced program candidates

Assessment issues are relevant and challenging for all candidates in advanced programs. Future early childhood leaders should be at the forefront of research, policy, and best practices in the assessment of young children and in program evaluation. Advanced program candidates build on the competencies described in NAEYC's Initial Licensure Standards document, gaining greater depth and specialization related to their current or intended professional role.

Early childhood accomplished teacher

These candidates have great opportunities to articulate and use in-depth knowledge and skills in early childhood assessment and to link assessment to curriculum planning in increasingly skillful ways. Beyond the Initial competencies, candidates must show enhanced skills in analyzing, understanding, and using a variety of sound assessment practices. For all candidates—but to a greater or lesser extent depending on their focus—expertise and interdisciplinary teamwork in assessing culturally and linguistically diverse children, and children with developmental delays, disabilities, or other special needs, are critical. Consistent with National Board standards, candidates also show competence in working with other professionals on assessment issues, and a high level of skill in engaging families in assessment. In addition, advanced program candidates show skills in articulating issues around assessment and advocating within and beyond their workplace for ethical, effective assessment policies and practices.

Early childhood administrator

Assessment decisions (for example, selection of tools, development of assessment guidelines, training of evaluators, interpretation to families) are often in the hands of early childhood administrators. They often are responsible for monitoring others' use and skill in observation, documentation, and other forms of assessment. In addition, administrators are responsible for program or agency evaluation either in response to accountability requirements or simply for continuous program improvement. Thus, learning opportunities and demonstrated competencies in all these areas are essential for the well-prepared administrator in an advanced program.

Early childhood public policy and advocacy specialist

Candidates focused on public policy and advocacy have many opportunities to demonstrate mastery of assessment-related knowledge and skills. While not involved in direct assessment, they must have research-based understanding of assessment issues and assessment policies at the local, state, and federal levels—whether in child care, Head Start, or public school contexts. Advanced programs prepare candidates to analyze the implications of public

policies for appropriate child and program-level assessment and to advocate for policies and resources that support beneficial approaches to assessment.

Early childhood teacher educator/researcher

Major gaps exist in the development and validation of assessment tools and in the analysis of the effects of various assessment approaches in improving child and program outcomes. Such research areas may be the focus of advanced program candidates in this specialization. Those emphasizing teacher education have challenges, too, as many future teachers and community practitioners lack knowledge and skills in assessment. Advanced programs nurture and evaluate candidates' knowledge, skills, and professional dispositions related to the study and promotion of sound assessment practices.

Key elements of Standard 3

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

3d: Knowing about assessment partnerships with families and other 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 young children.

Sub-Standard 4a. Connecting with children and families

Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Sub-Standard 4b. Using developmentally effective approaches

Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning.

Sub-Standard 4c. Understanding content knowledge in early education

Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.

Sub-Standard 4d. Building meaningful curriculum

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

Supporting explanation: All advanced program candidates

In the Initial Licensure Standards document, Standard 4 is the most complex, having four sub-standards, each with a detailed supporting explanation. It is important for advanced programs and all advanced program candidates to share that foundation of knowledge and skills. For example, because all advanced candidates should understand the critical role of language and literacy in early childhood development, that understanding should be evident in their work within each specialization. In addition, the Accomplished Teacher specialization pays detailed attention to all elements of this standard, as these elements—aligned with and complementing the NBPTS Early Childhood/Generalist Standards—are the bases of accomplished early childhood practice. Reading Standard 4, it is clear that other specializations make more flexible use of the competencies suggested in the standard, adapting them and selecting specific aspects for greater depth and focused attention.

Early childhood accomplished teacher

These candidates have the most direct opportunities to apply advanced knowledge and skills in the areas of “Teaching and Learning” in their daily work with young children. Programs should refer to and be guided by the Early Childhood/Generalist Standards of the National Board for Professional Teaching Standards (visit http://new.nbpts.org/standards/complete/ec_gen_2ed.pdf) for detailed expectations in this and other areas of accomplished classroom practice. In most cases, advanced program candidates will identify one or more of the key elements (or even more specific aspects of those elements) in which to document genuine expertise. For example, some programs and candidates might place special emphasis on uses of technology in early childhood environments, especially for young children living in poverty or children whose language and literacy skills are problematic. Other candidates (or other program specializations) might focus on early childhood mathematics, developing in-depth knowledge and application of recent research on children’s mathematical competence. Still others might organize their graduate study around issues in teacher-child or teacher-family relationships, using inquiry skills to develop action research projects.

Early childhood administrator

Effective administrators ensure that teaching and learning takes place at a high level of quality in their programs or agencies. Candidates in the Administrator specialization learn about and document their competence in taking current research and best practices in relationships, curriculum, and pedagogy and translating those into program-, state-, or agency-level actions. Candidates might develop resources for program staff, design criteria for programs applying for a new state prekindergarten initiative, research innovative approaches to physical space for an inclusive program—there are many possibilities.

Early childhood public policy and advocacy specialist

Candidates focused on policy and advocacy will demonstrate mastery of the “Teaching and Learning” domain by developing or identifying public policies that support high-quality teaching and learning in ways consistent with research and professional practices. As in the other advanced specializations, they may take one or more of the subtopics for in-depth study. They are able to critique policies that fail to support high-quality teaching and learning, using research to back up their views. They show an ability to advocate for classroom practices, curriculum, and relationship-building opportunities that support the learning and positive development of all young children.

Early childhood teacher educator/researcher

The “Teaching and Learning” standard offers rich opportunities for these candidates to gain and document their expertise. Every subtopic within this standard suggests multiple research questions that can be addressed through quantitative or qualitative methods. Candidates should identify significant research questions, critique current research, and design worthwhile studies. Those candidates who will be preparing future teachers in higher education or community programs learn and demonstrate research-based approaches to building others’ skills in curriculum development and teaching strategies.

Key elements of Standard 4

4a: Knowing, understanding, and using positive relationships and supportive interactions

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

4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines

4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Standard 5. Growing as a Professional¹

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.

Supporting explanation: All advanced program candidates

Candidates who have chosen to engage in graduate education have taken charge of their own professional development and have made a deep commitment to their profession. Their mastery of the essential professional tools for advanced program candidates, and their demonstration of specialized knowledge and skills, document their continuing professional development. As future leaders (and many present leaders), candidates in advanced programs should demonstrate in-depth knowledge of the early childhood profession. They build on the competencies outlined in NAEYC's Initial Licensure Standards document but now are more engaged in the work of the profession and committed to collaboration across multiple and often complex communities. Similarly, candidates show a high level of awareness and application of ethical standards, focusing on ethical issues typical of their current or future role.

Early childhood accomplished teacher

These candidates have chosen to move forward within teaching to gain greater depth, specialization, and sophistication in their practice. Well-prepared candidates demonstrate notable ability to reflect on their practice, to articulate the complex professional bases for their teaching decisions, and to use others—including col-

leagues from other disciplines—as resources to improve their practice. Engagement in National Board certification gives many candidates the most direct opportunity to demonstrate professional skill and disposition. Finally, candidates in this specialization show that they connect in productive ways with teachers and other professionals within and across disciplines, using learning communities for continuous growth and reflection.

Early childhood administrator

Every aspect of professionalism becomes a part of the advanced preparation of early childhood administrators. Programs offer opportunities for candidates to develop competence in helping agency staff or other personnel to gain professional dispositions and skills. Candidates show ability to identify and address ethical dilemmas common in program administration. They also nurture professional networks as administrators, learning with and from other professionals.

Early childhood public policy and advocacy specialist

Almost every aspect of public policy is relevant to the status of the early childhood profession. Specialization in this area strengthens candidates' ability to identify, research, and develop policies that support a well-compensated, stable early childhood work force and a well-financed system of early education. Candidates will demonstrate the ability to address other critical professional issues, both for early childhood educators and for the children and families they serve. Skill in building coalitions around core professional issues is essential.

Early childhood teacher educator/researcher

Teacher educators are key to the socialization of new professionals into the field. Advanced programs provide them with opportunities to help newer professionals learn about the scope, mission, and critical issues in the field. Candidates in this specialization should know and use effective, sound methodology to develop and conduct studies of the profession—whether of the effectiveness of various forms of preparation, of practitioners' understanding of ethical issues, or of other professional issues. To be effective, their work requires them to engage collaboratively with others both within and outside academia. And researcher candidates require

¹While the text of Standard 5 is the same in both the Initial Licensure and this Advanced Standards documents, the title given to Standard 5 in the two documents differs. In the Initial document, the title is "Becoming a Professional"; for the Advanced document it was changed intentionally to highlight the further growth in this dimension expected from candidates in advanced programs.

special competence in understanding and using ethical guidelines for the protection of human subjects, especially when those research subjects are vulnerable young children.

Key elements of Standard 5

5a: Identifying and involving oneself with the early childhood field

5b: Knowing about and upholding ethical standards and other professional guidelines

5c: Engaging in continuous, collaborative learning to inform practice

5d: Integrating knowledgeable, reflective, and critical perspectives on early education

5e: Engaging in informed advocacy for children and the profession

II. Essential Professional Tools for All Candidates in Advanced Programs

Although advanced programs and candidates may differ according to their focus or specialization, certain professional tools or competencies are essential. At the advanced level, these tools are essential components of each specialization and of each of the five NAEYC standards:

(1) Promoting Child Development and Learning; (2) Building Family and Community Relationships; (3) Observing, Documenting, and Assessing to Support Young Children and Families; (4) Teaching and Learning; and (5) Growing as a Professional.

As described in the Program Report Outline (see www.naeyc.org), advanced programs must provide evidence that their candidates have achieved competence in each of these areas:

1. Cultural Competence

Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.

Across all core standards and specializations, all candidates' work demonstrates application of knowledge about the cultural contexts for early childhood education. For example, if candidates

are becoming specialists in technology and early childhood, their competence is reflected in the criteria they use to select and evaluate software. Candidates focusing on administration address cultural issues in personnel practices, program design, family engagement strategies, and other areas. Whatever the focus, strong evidence should be present to document candidates' cultural competence.

2. Knowledge and Application of Ethical Principles

Advanced program candidates demonstrate in-depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to their professional role.

NAEYC's Initial Licensure Standards address ethical issues in Standard 5; however, advanced program candidates require even broader, more sophisticated understanding and use of ethical principles. The nature of the ethical dilemmas differs depending on the professional role. For example, Early Childhood Accomplished Teacher candidates can apply ethical guidelines when considering high-stakes assessments that potentially exclude children from services. Those specializing in public policy and advocacy can analyze ethical dimensions of legislation. More broadly, programs should provide advanced candidates with extensive opportunities to consider and apply ethical values of caring, justice, and equity.

3. Communication Skills

Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program.

For example, if candidates are learning to design and conduct training for early childhood practitioners, their communication skills include effective presentation techniques. Those candidates emphasizing public policy and advocacy are skilled in writing concise policy briefs. Candidates preparing for research careers demonstrate competence in writing for peer-reviewed journals. All candidates demonstrate skills in the use of technology needed for their

professional role, including use of word processing and editing tools, databases, search engines and other Internet tools, and presentation software.

4. Mastery of Relevant Theory and Research

Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.

For example, candidates preparing for work in Head Start have in-depth understanding of current research about the effectiveness of Head Start and other interventions and about the gaps in current knowledge. All candidates, regardless of specialization, apply critical perspectives as they read and evaluate scholarly writing and research in their field.

5. Skills in Identifying and Using Professional Resources

Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.

All candidates demonstrate familiarity and skill in using relevant library and Internet resources as well as community resources, networks of colleagues, and other sources of knowledge and professional growth.

6. Inquiry Skills and Knowledge of Research Methods

Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.

All candidates also demonstrate essential knowledge of the strengths and limitations of various research methods, with emphasis on the professional role(s) and focus area(s) emphasized in the program. Some candidates (all doctoral

candidates) demonstrate skills in conducting research and in presenting research findings to professional audiences.

7. Skills in Collaborating, Teaching, and Mentoring

Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.

The specifics depend on the professional role(s) and focus area(s) emphasized in the program. In some cases the skills emphasized are supervisory, as for administrators; in other cases they are directly related to adult learning and pedagogy. In all cases, given the importance of collaboration in contemporary professional work, collaborative skills are essential, including collaboration across disciplines and roles.

8. Advocacy Skills

Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children.

Whatever their specialization, all candidates can identify and analyze public policy issues, build collaborations or effective coalitions, and communicate early childhood issues to a wide range of stakeholders and decision makers. All candidates of advanced programs are knowledgeable about evidence-based approaches to promoting early learning, development, and family strengths, to advocate for appropriate care and education for young children and their families.

9. Leadership Skills

Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

Leadership does not automatically flow from an advanced degree, but advanced programs create opportunities for all candidates to assess

and strengthen their unique leadership potential. Master teachers, program directors, state prekindergarten specialists, Head Start administrators, teacher educators, and other professionals carry the potential to exert positive leadership as an individual and in concert with others. Analysis of the meaning and development of leadership should be part of all candidates' programs, and ongoing assessment of leadership growth, though difficult, also needs to be integrated into the program.

III. Additional Specialized Competencies

Beyond the core standards and essential professional tools, programs may identify additional competencies essential to particular focus areas or specializations. Examples might be knowledge of the legislative process for candidates specializing in public policy and advocacy, or skills in personnel and fiscal management for candidates in an early childhood administration program. Programs with such additional competencies should identify them in clear performance language and include criteria by which the program assesses these competencies.

In their Program Report, programs should (if relevant) insert these additional competencies where noted, providing documentation of learning opportunities and candidate performance in the same way as requested for the core standards and essential professional tools.

References and Resources

The following resources supplement those in NAEYC's Initial Licensure Standards document, emphasizing early childhood leadership and specializations in areas such as accomplished early childhood teaching, administration, policy and advocacy, and early childhood teacher education as well as general recommendations for graduate professional education.

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Appendix A

Alignment of NAEYC core standards for advanced programs and NBPTS Early Childhood/Generalist Standards

NAEYC Advanced Core Standards	NBPTS Early Childhood/Generalist Standards								
	1. Understanding Young Children	2. Equity, Fairness, and Diversity	3. Assessment	4. Promoting Child Development and Learning	5. Knowledge of Integrated Curriculum	6. Multiple Teaching Strategies for Meaningful Learning	7. Family and Community Partnerships	8. Professional partnerships	9. Reflective Practice
1. Promoting Child Development and Learning	X			X	X				
2. Building Family and Community Relationships							X		
3. Observing, Documenting, and Assessing to Support Young Children and Families			X		X				
4. Teaching and Learning									
4a. Connecting with children and families	X	X							
4b. Using developmentally effective approaches	X	X	X	X	X	X			
4c. Understanding content knowledge in early education					X				
4d. Building meaningful curriculum					X	X			
5. Growing as a Professional								X	X

Appendix B

Advanced Standards Work Group

NAEYC gratefully acknowledges the expertise and commitment of the members of the Advanced Standards Work Group:

Nancy Barbour, Kent State University

Jerlean Daniel, University of Pittsburgh

Marlene Henriques, National Board for Professional Teaching Standards (NBPTS)

Joan Isenberg, George Mason University, and National Board for Professional Teaching Standards (NBPTS)

Marjorie Lee, National-Louis University

John Johnston, University of Memphis

Brent McBride, University of Illinois

Frances Rust, New York University

Sylvia Sanchez, George Mason University

Roberta Schomburg, Carlow College

Edyth Wheeler, Towson State University

NAEYC Staff

Marilou Hyson, Associate Executive Director for Professional Development

Parker Anderson, Assistant Director for Professional Development

NAEYC expresses its appreciation to the many professional organizations that have provided feedback on the revisions to the standards for advanced programs. Feedback was sought from numerous groups, including:

AACTE (American Association of Colleges for Teacher Education)

ACCESS (American Associate Degree Early Childhood Educators)

ACEI (Association for Childhood Education International)

AFT (American Federation of Teachers)

CEC (Council for Exceptional Children)

Council for Professional Recognition

DEC (Division for Early Childhood, Council for Exceptional Children)

ECRQ (*Early Childhood Research Quarterly*) Consulting Editors Panel

NAECS/SDE (National Association of Early Childhood Specialists in State Departments of Education)

NAECTE (National Association for Early Childhood Teacher Educators)

NAEYC's Professional Development Panel

NBPTS (National Board for Professional Teaching Standards)

NEA (National Education Association)

In addition to members of the Advanced Standards Work Group, numerous individuals also offered constructive recommendations. Paula Jorde Bloom, of National-Louis University, and Alan Tom, of the University of North Carolina at Chapel Hill, made special contributions.

Institutional affiliations reflect those held by the members at the time the Work Group was convening.