

This chart is offered as a guide to provide a broad overview of how NAEYC views the connections between the 2009 NAEYC Standards for Early Childhood Professional Preparation Programs, the NBPTS Early Childhood Generalist Standards, and the InTASC Model Core Teaching Standards. This does not capture the complexity and depth of these standards in their entirety.

Table 7.1. Suggested Relationship Between NAEYC Standards for Professional Preparation Programs, NBPTS Early Childhood Generalist Standards, and InTASC Model Core Teaching Standards

NAEYC Standards for Early Childhood Professional Preparation Programs	NBPTS Early Childhood Generalist Standards	InTASC Model Core Teaching Standards
Standard 1. Promoting Child Development and Learning	Standard I. Using Knowledge of Child Development to Understand the Whole Child	Standard #4. Content Knowledge
Standard 2. Building Family and Community Relationships	Standard II. Partnering with Families and Communities Standard III. Fostering Equity, Fairness, and Appreciation of Diversity	Standard #4. Content Knowledge
Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families	Standard V. Assessing Children’s Development and Learning	Standard #1. Learner Development Standard #2. Learning Differences Standard #3. Learning Environments Standard #6. Assessment
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families	Standard III. Fostering Equity, Fairness, and Appreciation of Diversity Standard VI. Managing the Environment for Development and Learning Standard VII. Planning for Development and Learning Standard VIII. Implementing Instruction for Development and Learning Standard IX. Reflecting on Teaching Young Children	Standard #7: Planning for Instruction Standard #8: Instructional Strategies
Standard 5. Using Content Knowledge to Build Meaningful Curriculum	Standard IV. Knowing Subject Matter for Teaching Young Children Standard VI. Managing the Environment for Development and Learning Standard VII. Planning for Development and Learning Standard VIII. Implementing Instruction for Development and Learning	Standard #4. Content Knowledge Standard #5. Application of Content
Standard 6. Becoming a Professional (Initial) Standard 6. Growing as a Professional (Advanced)	Standard IX. Reflecting on Teaching Young Children Standard X. Exemplifying Professionalism and Contributing to the Profession	Standard #9. Professional Learning and Ethical Practice Standard #10. Leadership and Collaboration

© 2012 by NAEYC.

References:

Interstate Teacher Assessment and Support Consortium (InTASC), *InTASC Model Core Teaching Standards: A Resource for State Dialogue* (2011), http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

NAEYC, “Standards for Early Childhood Professional Preparation,” position statement (2009), http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

National Board for Professional Teaching Standards (NBPTS), *Early Childhood Generalist Standards*, 3rd ed. (2012), http://www.nbpts.org/userfiles/file/Early_Childhood_7_3_12.pdf