

# NAEYC Professional Preparation Standards Self-Review Instrument

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NAEYC 2013

## PURPOSE

Intended for use by training and education program faculty, program developers, and state professional development agencies as a self-review and continuous quality improvement instrument.

# NAEYC Professional Preparation Standards Self-Review Instrument

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# Introduction to the NAEYC Professional Preparation Standards

*NAEYC Standards for Early Childhood Professional Preparation Programs represents a sustained vision for the early childhood field and more specifically for the programs that prepare the professionals working in the field. This 2009 revision of the standards is responsive to new knowledge, research and conditions while holding true to core values and principles of the founders of the profession. It is designed for use in a variety of ways by different sectors of the field while also supporting specific and critical policy structures, including state and national early childhood teacher credentialing, national accreditation of professional early childhood preparation programs, state approval of early childhood teacher education programs, and articulation agreements between various levels and types of professional development programs.*

*NAEYC Standards for Early Childhood Professional Preparation. A Position Statement Approved by the NAEYC Governing Board, July 2009*

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The 2009 NAEYC Standards for Early Childhood Professional Preparation are the current iteration of standards for professional development developed by NAEYC through an open process that engages an advisory work group, solicits input from key stakeholders, includes a period of public comment, and finally are approved by vote of the full NAEYC Governing Board. The NAEYC position statement is used as a resource for development of the national standards used by the two national bodies that award accreditation to early childhood professional preparation programs: The NAEYC Commission on Early Childhood Associate Degree Accreditation and the National Council for Accreditation of Teacher Education (NCATE).

The standards adopted by these accrediting bodies are further developed into Initial and Advanced knowledge and skills. The Initial standards are intended for initial credentials and undergraduate level training and education programs. The Advanced standards are intended for more advanced roles in the field and graduate level training and education programs. Advanced roles may include accomplished early childhood teachers, early childhood program administrators, early childhood public policy and advocacy specialists, early childhood teacher educators, researchers, trainers and technical assistance providers.

This workbook is intended for use as a self-review and continuous quality improvement instrument. It can be used by training and education faculty as a self-study activity for purposes of program development, continuous quality improvement, or accreditation. It can be used as part of articulation negotiations, documenting the ways that each training or education program provides instruction and assessment related to our profession's national standards. It can be used by agencies that develop state early childhood competencies (CKCs/CBKs), to ensure that these are informed by the national standards of the profession. It can be used by employers to integrate national standards into performance evaluations and Individual Professional Development Plans (IPDPs).

Each section of the workbook begins with the NAEYC Standard and a list of its key elements, followed by an in-depth look at each key element. The self-review includes identification of which items – i.e. courses, competencies, assessments – are considered to be most closely related to that standard, a rubric for

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reviewing the strength of relationships to each key element, notes for further explanation or further review, and next steps.

### Using the instrument rubric

The rubric used in this instrument will support an in-depth look at the strength of the relationship between learning outcomes, credential requirements, or competencies and the NAEYC standards. Completing the self-review will require a close reading of each key element of each standard. The rubric includes three criteria to be considered separately: 1) Are the categories of knowledge consistent with the NAEYC standard, 2) is the span or range of knowledge expected equivalent to the NAEYC standard, and 3) is the level of cognitive demand or skill congruent with the NAEYC standard?

Which state competencies are most strongly related to this key element?		
<b>Is the relationship strong?</b> _ The categories of knowledge are consistent. _ The span or range of knowledge expected is equivalent. _ The cognitive demands and skill requirements are congruent with those described in the standard.	<b>Is the relationship moderate?</b> _ Some categories of knowledge are consistent. _ The span or range of knowledge expected is equivalent in some areas, but not in others. _ The cognitive demands and skill requirements are congruent in some areas, but not in others.	<b>Is the relationship weak?</b> _ Some categories of knowledge are missing or only tangentially consistent. _ The span or range of knowledge expected is, in general, not equivalent. _ The cognitive demands and skill requirements are, in general, not congruent.
<b>Notes / Explanation</b>		
<b>Action plan / Next steps</b>		

Using the example of NAEYC Standard 1 Promoting Child Development and Learning, most early childhood training programs, degree programs, state competencies, and credentials will address child development in some way. The strength of the relationship to the NAEYC standard is determined by examining the three criteria in the rubric.

1. *Are the categories of knowledge consistent?* NAEYC Standard 1 specifically identifies three categories of child development knowledge: 1a describes developmental domains and processes; 1b describes a range of specific influences on child development and learning; and 1c describes the connections between developmental knowledge and the creation of learning environments.
2. *Is the span or range of knowledge equivalent?* NAEYC Standard 1a describes specific developmental domains and specific learning processes; 1b describes a range of specific influences on child development and learning; and 1c describes four critical features of a positive learning environment.

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3. *Are the cognitive demands and skill levels congruent?* NAEYC Standard 1a describes foundational understanding of multiple domains and processes, the ways that they are interrelated in child development and learning, and how they are supported by theory and research; 1b describes understanding how multiple influences, including the early childhood programs themselves, can impact short- and long-term child outcomes; and 1c describes demonstrated competence in applying developmental knowledge to the creation of positive learning environments.

The NAEYC standards are much more than a list of phrases and key words to be matched to training agendas, course syllabi, or core knowledge and competency documents. This workbook will help you to understand each key element of each standard; to document the degree to which professional development programs, credentials, and competencies are currently related to national professional standards; to note areas that need improvement; and to generate next steps for consideration.

**Note:** Using national standards as part of a self-study process can support the development and continuous improvement of professional development programs and systems. This Self-Review Instrument is designed to support that internal development work. Self-Review is not a substitute for an external review. This process may not be used to imply that NAEYC standards have been “met”; that NAEYC accreditation, recognition, or approval has been earned; or that a process equivalent or comparable to NAEYC approval has been conducted.

For more information about NAEYC accreditation and approval for early childhood training and education programs visit <http://www.naeyc.org/accreditation> For information about how NAEYC can help states use the NAEYC professional preparation standards to support the development of integrated early childhood professional development systems, contact Marica Mitchell at [mmitchell@naeyc.org](mailto:mmitchell@naeyc.org)



## **NAEYC Standard 1. Promoting Child Development and Learning**

Early childhood professionals are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

### **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**

## Self-Review Key Elements of Standard 1

### 1a: Knowing and understanding young children’s characteristics and needs

Well-prepared early childhood professionals base their practice on sound knowledge and understanding of young children’s characteristics and needs. This foundation encompasses multiple, interrelated areas of children’s development and learning – including physical, cognitive, social, emotional, language, and aesthetic domains; play, activity, and learning processes; and motivation to learn – and is supported by coherent theoretical perspectives and by current research.

### Rubric

Which state competencies are most strongly related to this key element?		
<p><b>Is the relationship strong?</b></p> <ul style="list-style-type: none"> <li>_ The categories of knowledge are consistent.</li> <li>_ The span or range of knowledge expected is equivalent.</li> <li>_ The cognitive demands and skill requirements are congruent with those described in the standard.</li> </ul>	<p><b>Is the relationship moderate?</b></p> <ul style="list-style-type: none"> <li>_ Some categories of knowledge are consistent.</li> <li>_ The span or range of knowledge expected is equivalent in some areas, but not in others.</li> <li>_ The cognitive demands and skill requirements are congruent in some areas, but not in others.</li> </ul>	<p><b>Is the relationship weak?</b></p> <ul style="list-style-type: none"> <li>_ Some categories of knowledge are missing or only tangentially consistent.</li> <li>_ The span or range of knowledge expected is, in general, not equivalent.</li> <li>_ The cognitive demands and skill requirements are, in general, not congruent.</li> </ul>
<p><b>Notes / Explanation</b></p>		
<p><b>Action plan / Next steps</b></p>		

## Self-Review Key Elements of Standard 1

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

Early childhood professionals also understand and apply their understanding of the multiple influences on young children’s development and learning and of how those influences may interact to affect development in both positive and negative ways. Those influences include the cultural and linguistic contexts for development, children’s close relationships with adults and peers, economic conditions of children and families, children’s health status and disabilities individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. Professionals also understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children.

### Rubric

<b>Which state competencies are most strongly related to this key element?</b>		
<b>Is the relationship strong?</b> _ The categories of knowledge are consistent. _ The span or range of knowledge expected is equivalent. _ The cognitive demands and skill requirements are congruent with those described in the standard.	<b>Is the relationship moderate?</b> _ Some categories of knowledge are consistent. _ The span or range of knowledge expected is equivalent in some areas, but not in others. _ The cognitive demands and skill requirements are congruent in some areas, but not in others.	<b>Is the relationship weak?</b> _ Some categories of knowledge are missing or only tangentially consistent. _ The span or range of knowledge expected is, in general, not equivalent. _ The cognitive demands and skill requirements are, in general, not congruent.
<b>Notes / Explanation</b>		
<b>Action plan / Next steps</b>		

## Self-Review Key Elements of Standard 1

### 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Professionals' competence is demonstrated in their ability to use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all young children (including curriculum, interactions, teaching practices, and learning materials). Such environments reflect four critical features.

- First, the environments are healthy – that is, professionals possess the knowledge and skills needed to promote young children's physical and psychological health, safety, and sense of security.
- Second, the environments respect for each child as a feeling, thinking individual and then for each child's culture, home language, individual abilities or disabilities, family context, and community. In respectful environments, professionals model and affirm antiracist perspectives on development and learning.
- Third, the learning environments created by early childhood professionals are supportive. Professionals demonstrate their belief in young children's ability to learn, and they show that they can use their understanding of early childhood development to help each child understand and make meaning from her or his experiences through play, spontaneous activity, and guided investigations.
- Finally, the learning environments that early childhood professionals create are appropriately challenging. In other words, professionals apply their knowledge of contemporary theory and research to construct learning environments that provide achievable and stretching experiences for all children – including children with special abilities and children with disabilities or developmental delays.

### Rubric

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Which state competencies are most strongly related to this key element?		
<p><b>Is the relationship strong?</b></p> <ul style="list-style-type: none"> <li>_ The categories of knowledge are consistent.</li> <li>_ The span or range of knowledge expected is equivalent.</li> <li>_ The cognitive demands and skill requirements are congruent with those described in the standard.</li> </ul>	<p><b>Is the relationship moderate?</b></p> <ul style="list-style-type: none"> <li>_ Some categories of knowledge are consistent.</li> <li>_ The span or range of knowledge expected is equivalent in some areas, but not in others.</li> <li>_ The cognitive demands and skill requirements are congruent in some areas, but not in others.</li> </ul>	<p><b>Is the relationship weak?</b></p> <ul style="list-style-type: none"> <li>_ Some categories of knowledge are missing or only tangentially consistent.</li> <li>_ The span or range of knowledge expected is, in general, not equivalent.</li> <li>_ The cognitive demands and skill requirements are, in general, not congruent.</li> </ul>
<p><b>Notes / Explanation</b></p>		
<p><b>Action plan / Next steps</b></p>		

## **Standard 2. Building Family and Community Relationships**

Professionals prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They 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.

### **Key elements of Standard 2**

**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**

## Self-Review Key Elements of Standard 2

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

First, well-prepared professionals possess knowledge and understanding of diverse family and community characteristics and of the many influences on families and communities. Family theory and research provide a knowledge base. Socioeconomic conditions; family structures, relationships, stresses, and supports (including the impact of having a child with special needs); home language; cultural values; ethnicity; community resources, cohesiveness, and organization – knowledge of these and other factors creates a deeper understanding of young children’s lives. This knowledge is critical to help children learn and develop well.

#### Rubric

<b>Which state competencies are most strongly related to this key element?</b>		
<b>Is the relationship strong?</b> _ The categories of knowledge are consistent. _ The span or range of knowledge expected is equivalent. _ The cognitive demands and skill requirements are congruent with those described in the standard.	<b>Is the relationship moderate?</b> _ Some categories of knowledge are consistent. _ The span or range of knowledge expected is equivalent in some areas, but not in others. _ The cognitive demands and skill requirements are congruent in some areas, but not in others.	<b>Is the relationship weak?</b> _ Some categories of knowledge are missing or only tangentially consistent. _ The span or range of knowledge expected is, in general, not equivalent. _ The cognitive demands and skill requirements are, in general, not congruent.
<b>Notes / Explanation</b>		
<b>Action plan / Next steps</b>		

## Self-Review Key Elements of Standard 2

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

Second, professionals possess the knowledge and skills needed to support and engage diverse families through respectful, reciprocal relationships. Professionals understand how to build positive relationships, taking families’ preferences and goals into account and incorporating knowledge of families’ languages and cultures. Professionals demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices. Professionals consider family members to be resources for insight into their children, as well as resources for curriculum and program development. Professionals know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and technology to share children’s work and to communicate with families.

In their work, early childhood professionals develop cultural competence as they build relationships with diverse families, including those whose children have disabilities or special characteristics or learning needs; families who are facing multiple challenges in their lives; and families whose languages and cultures may differ from those of the early childhood professional. Professionals also understand that their relationships with families include assisting families in finding needed resources, such as mental health services, health care, adult education, English language instruction, and economic assistance that may contribute directly or indirectly to their children’s positive development and learning. Well prepared early childhood professionals are able to identify such resources and know how to connect families with appropriate services, including help with planning transitions from one educational or service system to another.

### Rubric

Which state competencies are most strongly related to this key element?		
<p><b>Is the relationship strong?</b></p> <p><input type="checkbox"/> The categories of knowledge are consistent.</p> <p><input type="checkbox"/> The span or range of knowledge expected is equivalent.</p> <p><input type="checkbox"/> The cognitive demands and skill requirements are congruent with those described in the standard.</p>	<p><b>Is the relationship moderate?</b></p> <p><input type="checkbox"/> Some categories of knowledge are consistent.</p> <p><input type="checkbox"/> The span or range of knowledge expected is equivalent in some areas, but not in others.</p> <p><input type="checkbox"/> The cognitive demands and skill requirements are congruent in some areas, but not in others.</p>	<p><b>Is the relationship weak?</b></p> <p><input type="checkbox"/> Some categories of knowledge are missing or only tangentially consistent.</p> <p><input type="checkbox"/> The span or range of knowledge expected is, in general, not equivalent.</p> <p><input type="checkbox"/> The cognitive demands and skill requirements are, in general, not congruent.</p>
<p><b>Notes / Explanation</b></p>		



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## Self-Review Key Elements of Standard 2

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

Finally, well-prepared professionals possess essential skills to involve families and communities in many aspects of children’s development and learning. They understand and value the role of parents and other important family members as children’s primary teachers. Professionals understand how to go beyond parent conferences to engage families in curriculum planning, assessing children’s learning, and planning for children’s transitions to new programs. When their approaches to family involvement are not effective, professionals evaluate and modify those approaches rather than assuming that families “are just not interested.”

### Rubric

<b>Which state competencies are most strongly related to this key element?</b>		
<b>Is the relationship strong?</b> _ The categories of knowledge are consistent. _ The span or range of knowledge expected is equivalent. _ The cognitive demands and skill requirements are congruent with those described in the standard.	<b>Is the relationship moderate?</b> _ Some categories of knowledge are consistent. _ The span or range of knowledge expected is equivalent in some areas, but not in others. _ The cognitive demands and skill requirements are congruent in some areas, but not in others.	<b>Is the relationship weak?</b> _ Some categories of knowledge are missing or only tangentially consistent. _ The span or range of knowledge expected is, in general, not equivalent. _ The cognitive demands and skill requirements are, in general, not congruent.
<b>Notes / Explanation</b>		
<b>Action plan / Next steps</b>		

## **Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families**

Professionals prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They 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 the development of every child.

### **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 to promote positive outcomes for each child**

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

## Self-Review Key Elements of Standard 3

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

Well-prepared early childhood professionals can explain the central goals, benefits, and uses of assessment. In considering the goals of assessment, professionals articulate and apply the concept of alignment—good assessment is consistent with and connected to appropriate goals, curriculum, and teaching strategies for young children. Professionals know how to use assessment as a positive tool that supports children’s development and learning and improves outcomes for young children and families. Professionals are able to explain positive uses of assessment and exemplify these in their own work, while also showing an awareness of the potentially negative uses of assessment in early childhood programs and policies.

### Rubric

<b>Which state competencies are most strongly related to this key element?</b>		
<b>Is the relationship strong?</b> _ The categories of knowledge are consistent. _ The span or range of knowledge expected is equivalent. _ The cognitive demands and skill requirements are congruent with those described in the standard.	<b>Is the relationship moderate?</b> _ Some categories of knowledge are consistent. _ The span or range of knowledge expected is equivalent in some areas, but not in others. _ The cognitive demands and skill requirements are congruent in some areas, but not in others.	<b>Is the relationship weak?</b> _ Some categories of knowledge are missing or only tangentially consistent. _ The span or range of knowledge expected is, in general, not equivalent. _ The cognitive demands and skill requirements are, in general, not congruent.
<b>Notes / Explanation</b>		
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## Self-Review Key Elements of Standard 3

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

Early childhood assessment includes observation and documentation and other appropriate assessment strategies. Effective teaching of young children begins with thoughtful, appreciative, systematic observation and documentation of each child’s unique qualities, strengths, and needs. Observation gives insight into how young children develop and how they respond to opportunities and obstacles in their lives. Observing young children in classrooms, homes, and communities helps professionals develop a broad sense of who children are – as individuals, as group members, as family members, as members of cultural and linguistic communities. Professionals demonstrate skills in conducting systematic observations, interpreting those observations, and reflecting on their significance. Because spontaneous play is such a powerful window on all aspects of children’s development, well-prepared professionals create opportunities to observe children in playful situations as well as in more formal learning contexts.

Many young children with disabilities are included in early childhood programs, and early identification of children with developmental delays or disabilities is very important. All beginning professionals, therefore, need essential knowledge about how to collect relevant information, including appropriate uses of screening tools and play-based assessments, not only for their own planning but also to share with families and with other professionals. Well-prepared professionals are able to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; adapt tools as needed, using assistive technology as a resource; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making.

#### Rubric

<b>Which state competencies are most strongly related to this key element?</b>		
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<b>Notes / Explanation</b>		
<b>Action plan / Next steps</b>		



## Self-Review Key Elements of Standard 3

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

Although assessment can be a positive tool for early childhood professionals, it has also been used in inappropriate and harmful ways. Well-prepared professionals understand and practice responsible assessment. Professionals understand that responsible assessment is ethically grounded and guided by sound professional standards. It is collaborative and open. Responsible assessment supports children, rather than being used to exclude them or deny them services. Professionals demonstrate understanding of appropriate, responsible assessment practices for culturally and linguistically diverse children and for children with developmental delays, disabilities, or other special characteristics. Finally, professionals demonstrate knowledge of legal and ethical issues, current educational concerns and controversies, and appropriate practices in the assessment of diverse young children.

#### Rubric

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<b>Notes / Explanation</b>		
<b>Action plan / Next steps</b>		

## Self-Review Key Elements of Standard 3

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

Many aspects of effective assessment require collaboration with families and with other professionals. Through partnerships with families and with professional colleagues, professionals use positive assessment to identify the strengths of families and children. Through appropriate screening and referral, assessment may also result in identifying children who may benefit from special services. Both family members and, as appropriate, members of inter-professional teams may be involved in assessing children’s development, strengths, and needs. As new practitioners, professionals may have had limited opportunities to experience such partnerships, but they demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines.

#### Rubric

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<b>Notes / Explanation</b>		
<b>Action plan / Next steps</b>		



## **Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families**

Professionals 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. Early childhood professionals 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.

### **Key elements of Standard 4**

**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 their own practice to promote positive outcomes for each child**

## Self-Review Key Elements of Standard 4

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

Early childhood professionals demonstrate that they understand the theories and research that support the importance of relationships and high-quality interactions in early education. In their practice, they display warm, nurturing interactions with each child, communicating genuine liking for and interest in young children’s activities and characteristics. Throughout the years that children spend in early childhood settings, their successful learning is dependent not just on instruction but also on personal connections with important adults. Through these connections children develop not only academic skills but also positive learning dispositions and confidence in themselves as learners. Responsive teaching creates the conditions within which very young children can explore and learn about their world. The close attachments children develop with their teachers/caregivers, the expectations and beliefs that adults have about young children’s capacities, and the warmth and responsiveness of adult-child interactions are powerful influences on positive developmental and educational outcomes. How children expect to be treated and how they treat others are significantly shaped in the early childhood setting. Professionals in early childhood programs develop the capacity to build a caring community of learners in the early childhood setting.

#### Rubric

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<b>Notes / Explanation</b>		
<b>Action plan / Next steps</b>		

## Self-Review Key Elements of Standard 4

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

Early childhood professionals need a broad repertoire of effective strategies and tools to help young children learn and develop well. Professionals must ground their curriculum in a set of core approaches to teaching that are supported by research and are closely linked to the processes of early development and learning. In a sense, those approaches are the curriculum for infants and toddlers, although academic content can certainly be embedded in each of them. With preschool and early primary grade children, the relative weight and explicitness of subject matter or academic content become more evident in the curriculum, yet the core approaches or strategies remain as a consistent framework. Engaging conversations, thought-provoking questions, provision of materials, and spontaneous activities are all evident in the professional’s repertoire of teaching skills.

Professionals demonstrate the essential dispositions to develop positive, respectful relationships with children whose cultures and languages may differ from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges. In making the transition from family to a group context, very young children need continuity between the practices of family members and those used by professionals in the early childhood setting. Their feelings of safety and confidence depend on that continuity. Professionals know the cultural practices and contexts of the young children they teach, and they adapt practices as they continue to develop cultural competence – culturally relevant knowledge and skills.

### Rubric

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<b>Notes / Explanation</b>		
<b>Action plan / Next steps</b>		



## Self-Review Key Elements of Standard 4

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

Well-prepared early childhood professionals make purposeful use of various learning formats based on their understanding of children as individuals and as part of a group, and on alignment with important educational and developmental goals. A flexible, research-based repertoire of teaching/learning approaches to promote young children’s development includes

- Fostering oral language and communication
- Drawing from a continuum of teaching strategies
- Making the most of the environment, schedule, and routines
- Setting up all aspects of the indoor and outdoor environment
- Focusing on children’s individual characteristics, needs, and interests
- Linking children’s language and culture to the early childhood program
- Teaching through social interactions
- Creating support for play
- Addressing children’s challenging behaviors
- Supporting learning through technology
- Using integrative approaches to curriculum

All of these teaching approaches are effective across the early childhood age span. From the infant/toddler room to the early grades, young children are developing not only early language and reading skills but also the desire to communicate, read, and write. They are developing not only early math and science skills and concepts but also the motivation to solve problems. They are developing empathy, sociability, friendships, self-concept and self-esteem. Concept acquisition, reasoning, self-regulation, planning and organization, emotional understanding and empathy, sociability – development of all of these is deeply entwined with early experiences in mathematics, language, literacy, science, and social studies in the early education program.

### Rubric

NAEYC Professional Preparation Standards Self-Review Instrument

Which state competencies are most strongly related to this key element?		
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<p><b>Notes / Explanation</b></p>		
<p><b>Action plan / Next steps</b></p>		

## Self-Review Key Elements of Standard 4

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

Early childhood professionals make decisions about their practice based on expertise. They make professional judgments through each day based on knowledge of child development and learning, individual children, and the social and cultural contexts in which children live. From this knowledge base, effective teachers design activities, routines, interactions and curriculum for specific children and groups of children. They consider both what to teach and how to teach, developing the habit of reflective, responsive and intentional practice to promote positive outcomes for each child.

### Rubric

Which state competencies are most strongly related to this key element?		
<p><b>Is the relationship strong?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The categories of knowledge are consistent.</li> <li><input type="checkbox"/> The span or range of knowledge expected is equivalent.</li> <li><input type="checkbox"/> The cognitive demands and skill requirements are congruent with those described in the standard.</li> </ul>	<p><b>Is the relationship moderate?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Some categories of knowledge are consistent.</li> <li><input type="checkbox"/> The span or range of knowledge expected is equivalent in some areas, but not in others.</li> <li><input type="checkbox"/> The cognitive demands and skill requirements are congruent in some areas, but not in others.</li> </ul>	<p><b>Is the relationship weak?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Some categories of knowledge are missing or only tangentially consistent.</li> <li><input type="checkbox"/> The span or range of knowledge expected is, in general, not equivalent.</li> <li><input type="checkbox"/> The cognitive demands and skill requirements are, in general, not congruent.</li> </ul>
<b>Notes / Explanation</b>		
<b>Action plan / Next steps</b>		

## **Standard 5. Using Content Knowledge to Build Meaningful Curriculum**

Professionals 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. They understand the importance of developmental domains and academic (or content) disciplines in an 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. Early childhood professionals use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

### **Key elements of Standard 5**

**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.**



## Self-Review Key Elements of Standard 5

### 5a: Understanding content knowledge and resources in academic disciplines

The teacher of children from birth through age 8 must be well versed in the essential content knowledge and resources in many academic disciplines. Because children are encountering those content areas for the first time, early childhood professionals set the foundations for later understanding and success. Going beyond conveying isolated facts, well-prepared early childhood professionals possess the kind of content knowledge that focuses on the “big ideas,” methods of investigation and expression, and organization of the major academic disciplines. Thus, the early childhood professional knows not only what is important in each content area but also why it is important – how it links with earlier and later understandings both within and across areas. Because of its central place in later academic competence, the domain of language and literacy requires in depth, research-based understanding and skill. Mathematics too is increasingly recognized as an essential foundation.

### Rubric

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<p><b>Action plan / Next steps</b></p>		

## Self-Review Key Elements of Standard 5

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

Teachers of young children demonstrate the understanding of central concepts, inquiry tools, and structure of content areas needed to provide appropriate environments that support learning in each content area for all children, beginning in infancy (through foundational developmental experiences) and extending through the primary grades. Professionals demonstrate basic knowledge of the research base underlying each content area and of the core concepts and standards of professional organizations in each content area. They rely on sound resources for that knowledge. Finally, professionals demonstrate that they can analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and to professional standards.

#### Rubric

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## Self-Review Key Elements of Standard 5

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

Well-prepared professionals choose their approaches to the task depending on the ages and developmental levels of the children they teach. They use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curriculum for each child. With the youngest children, early childhood professionals emphasize the key experiences that will support later academic skills and understandings – with reliance on the core approaches and strategies described in standard 4 and with emphasis on oral language and the development of children’s background knowledge. Working with somewhat older or more skilled children, professionals also identify those aspects of each subject area that are critical to children’s later academic competence. With all children, early childhood professionals support later success by modeling engagement in challenging subject matter and by building children’s faith in themselves as young learners – young mathematicians, scientists, artists, readers, writers, historians, economists, and geographers (although children may not think of themselves in such categories).

Early Childhood curriculum content/discipline areas include learning goals, experiences, and assessment in the following academic disciplines or content areas:

- Language and literacy
- The arts – music, creative movement, dance, drama, and visual arts
- Mathematics
- Science
- Physical activity, physical education, health and safety
- Social studies

Designing, implementing, and evaluating meaningful, challenging curriculum requires alignment with appropriate early learning standards and knowledgeable use of the discipline’s resources to focus on key experiences for each age group and each individual child.

Early childhood professionals go beyond their own basic knowledge to identify and use high-quality resources, including books, standards documents, Web resources, and individuals who have specialized content expertise in developing early childhood curriculum. In addition to national or state standards (NAEYC & NAECS/SDE 2002), several larger goals are also held by all early childhood teachers.

- **Security and self-regulation.** Appropriate, effective curriculum creates a secure base from which young children can explore and tackle challenging problems. Well implemented curriculum also helps children become better able to manage or regulate their expressions of emotion and, over time, to cope with frustration and manage impulses effectively rather than creating high levels of frustration and anxiety.
- **Problem-solving and thinking skills.** Professionals who have skills in developing and implementing meaningful, challenging curricula will also support young children’s ability – and motivation – to solve problems and think well.

## NAEYC Professional Preparation Standards Self-Review Instrument

- Academic and social competence. Because good early childhood curriculum is aligned with young children’s developmental and learning styles, it supports the growth of academic and social skills.

With these goals in mind, professionals develop curriculum to include both planned and spontaneous experiences that are developmentally appropriate, meaningful, and challenging for all young children, including those with developmental delays or disabilities; address cultural and linguistic diversities; lead to positive learning outcomes; and, as children become older, develop positive dispositions toward learning within each content area.

### Rubric

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<b>Action plan / Next steps</b>		



## **Standard 6. Becoming a Professional**

Professionals prepared in early childhood degree programs 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.

### **Key elements of Standard 6**

**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**

## Self-Review Key Elements of Standard 6

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

The early childhood field has a distinctive history, values, knowledge base, and mission. Early childhood professionals, including beginning teachers, have a strong identification and involvement with the early childhood field to better serve young children and their families. Well-prepared professionals understand the nature of a profession. They know about the many connections between the early childhood field and other related disciplines and professions with which they may collaborate while serving diverse young children and families. Professionals are also aware of the broader contexts and challenges within which early childhood professionals work. They consider current issues and trends that might affect their work in the future.

### Rubric

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<b>Action plan / Next steps</b>		

## Self-Review Key Elements of Standard 6

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

Because young children are at such a critical point in their development and learning, and because they are vulnerable and cannot articulate their own rights and needs, early childhood professionals have compelling responsibilities to know about and uphold ethical guidelines and other professional standards. The profession’s code of ethical conduct guides the practice of responsible early childhood educators. Well-prepared professionals are very familiar with NAEYC’s Code of Ethical Conduct and are guided by its ideals and principles. This means honoring their responsibilities to uphold high standards of confidentiality, sensitivity, and respect for children, families, and colleagues. Professionals know how to use the Code to analyze and resolve professional ethical dilemmas and are able to give defensible justifications for their resolutions of those dilemmas. Well prepared professionals also know and obey relevant laws, such as those pertaining to child abuse, the rights of children with disabilities, and school attendance. Finally, professionals are familiar with relevant professional guidelines, such as national, state, or local standards for content and child outcomes; position statements about, for example, early learning standards, linguistic and cultural diversity, early childhood mathematics, technology in early childhood, prevention of child abuse, child care licensing requirements, and other professional standards affecting early childhood practice.

### Rubric

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## Self-Review Key Elements of Standard 6

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

Continuous, collaborative learning to inform practice is a hallmark of a professional in any field. An attitude of inquiry is evident in well-prepared professionals’ writing, discussion, and actions. Whether engaging in classroom-based research, investigating ways to improve their own practices, participating in conferences, or finding resources in libraries and on Internet sites, professionals demonstrate self-motivated, purposeful learning that directly influences the quality of their work with young children. Professionals—and professional preparation programs—view graduation or licensure not as the final demonstration of competence but as one milestone among many, including professional development experiences before and beyond successful degree completion.

### Rubric

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## Self-Review Key Elements of Standard 6

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

At its most powerful, learning is socially constructed in interaction with others. Even as beginning teachers, early childhood professionals demonstrate involvement in collaborative learning communities with other professionals, higher education faculty, and experienced early childhood practitioners. By working together on common challenges, with lively exchanges of ideas, members of such communities benefit from one another’s perspectives. Professionals also demonstrate understanding of and essential skills in interdisciplinary collaboration. Because many children with disabilities and other special needs are included in early childhood programs, every practitioner needs to understand the role of the other professionals who may be involved in young children’s care and education (e.g., special educators, reading specialists, speech and hearing specialists, physical and occupational therapists, school psychologists). Professionals demonstrate that they have the essential communication skills and knowledge base to engage in interdisciplinary team meetings as informed partners and to fulfill their roles as part of Individualized Family Service Plan and Individualized Education Program (IFSP/IEP) teams for children with developmental delays or disabilities. They use technology effectively with children, with peers, and as a professional resource.

#### Rubric

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<b>Action plan / Next steps</b>		

## Self-Review Key Elements of Standard 6

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

Knowledgeable, reflective, and critical perspectives guide the practice of well-prepared professionals. Professional decisions and advocacy efforts are grounded in multiple sources of knowledge and multiple perspectives. Even routine decisions about what materials to use for an activity, whether to intervene in a dispute between two children, how to organize nap time, what to say about curriculum in a newsletter, or what to tell families about new video games are informed by a professional context, research-based knowledge, and values. In their work with young children, professionals show that they make and justify decisions on the basis of their knowledge of the central issues, professional values and standards, and research findings in their field. They also show evidence of reflective approaches to their work, analyzing their own practices in a broader context, and using reflections to modify and improve their work with young children. Finally, well-prepared professionals display a critical stance, examining their own work, sources of professional knowledge, and the early childhood field with a questioning attitude. Their work demonstrates that they do not just accept a simplistic source of truth; instead, they recognize that while early childhood educators share the same core professional values, they do not agree on all of the field’s central questions. Professionals demonstrate an understanding that through dialogue and attention to differences, early childhood professionals will continue to reach new levels of shared knowledge.

Finally, early childhood professionals demonstrate that they can engage in informed advocacy for children and families and the profession. They know about the central policy issues in the field, including professional compensation, financing of the early education system, and standards setting and assessment. They are aware of and engaged in examining ethical issues and societal concerns about program quality and provision of early childhood services and the implications of those issues for advocacy and policy change. Professionals have a basic understanding of how public policies are developed, and they demonstrate essential advocacy skills, including verbal and written communication and collaboration with others around common issues.

### Rubric

Which state competencies are most strongly related to this key element?		
<p><b>Is the relationship strong?</b></p> <ul style="list-style-type: none"> <li>_ The categories of knowledge are consistent.</li> <li>_ The span or range of knowledge expected is equivalent.</li> <li>_ The cognitive demands and skill requirements are congruent with those described in the standard.</li> </ul>	<p><b>Is the relationship moderate?</b></p> <ul style="list-style-type: none"> <li>_ Some categories of knowledge are consistent.</li> <li>_ The span or range of knowledge expected is equivalent in some areas, but not in others.</li> <li>_ The cognitive demands and skill requirements are congruent in some areas, but not in others.</li> </ul>	<p><b>Is the relationship weak?</b></p> <ul style="list-style-type: none"> <li>_ Some categories of knowledge are missing or only tangentially consistent.</li> <li>_ The span or range of knowledge expected is, in general, not equivalent.</li> <li>_ The cognitive demands and skill requirements are, in general, not congruent.</li> </ul>
<p><b>Notes / Explanation</b></p>		

NAEYC Professional Preparation Standards Self-Review Instrument

**Action plan / Next steps**

## Using NAEYC Accreditation of early childhood training and education programs to Strengthen Professional Development Systems

States develop competencies for a range of purposes. In some cases competencies are used primarily as guides and reflection tools. In other cases competencies are used as standards, e.g. criteria that must be met in order to receive state approval or funding. Many states use national professional accreditation as demonstration that core professional standards are met.

The primary source of evidence used to evaluate how well a training/education program or credential meets NAEYC accreditation and recognition requirements is the Self-Study Report or Program Report. These reports include descriptions of program mission, state and community context; design of program courses and field experiences; faculty qualifications, evaluation, and ongoing professional development; student characteristics, advising and supports; a chart of learning opportunities, a chart of field experiences; 6-8 key assessments required of all program completers, student performance data from those key assessments, and reports on use of student assessment data to improve teaching and learning related to the NAEYC standards. These are reviewed by a team of Peer Reviewers and supplemented by interviews and document reviews conducted during site visits. In NAEYC Early Childhood Associate Degree Accreditation, the Self Study Report, Peer Review report and Written Response from the Program are used by the Commission to make an accreditation decision.

Rather than duplicating existing accreditation systems, states can focus on any additional requirements that are unique to each state. This is especially effective when state competencies adopt the NAEYC standards as the state framework. State adoption of national standards can also facilitate cross sector and cross state portability for training hours, education credits, and credentials.

What sources of evidence are currently being used to evaluate how well training/education/technical assistance programs or credentials are meeting your state competencies? What is working well? What are current challenges? What are some potential next steps in strengthening the effectiveness and efficiency in these components of your state professional development system?

Source of Evidence	Currently using	Not currently using
Current Accreditation from the NAEYC Commission on Early Childhood Associate Degree Accreditation demonstrating substantial alignment with national standards. (For associate degree programs)		
Current Recognition from NAEYC for professional development programs demonstrating substantial alignment with national standards. (For bachelor and graduate level programs)		
State reviews of instructional materials (workshop agendas, course outlines, degree program course lists, etc.) demonstrating substantial alignment with state standards or competencies		
State reviews of assessment methods and samples (field experience, demonstrations of practice, portfolios, admission and graduation requirements, quizzes and exams, etc.) demonstrating substantial alignment with state standards or competencies		

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State reviews of individual student, trainee, or practitioner portfolios demonstrating substantial performance on state standards or competencies		
State reviews of individual transcripts, portfolios, or resumes for trainers, faculty, or technical assistance professionals demonstrating substantial alignment with state standards or competencies		
Other?		
Notes, ideas, next steps?		

## References and resources

NAEYC standards documents are available for view or download at <http://www.naeyc.org/ecada/standards>

1. NAEYC Standards for Early Childhood Professional Preparation, 2009
2. NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs, 2010
3. Suggested Relationship between the CDA Formal Child Care Education Requirement and NAEYC Standards for Professional Preparation Programs
4. Suggested Relationship between the NAEYC Standards for Professional Preparation Programs, NBPTS Early Childhood Generalist Standards, and InTASC Model Core Teaching Standards
5. To find NAEYC Accredited Associate Degree Programs visit [http://www.naeyc.org/ecada/ecada\\_programs](http://www.naeyc.org/ecada/ecada_programs)
6. To find NAEYC Recognized baccalaureate and graduate level programs visit <http://www.ncate.org/tabid/165/Default.aspx>

NAEYC policy reports related to professional development systems are available for view or download at

1. Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems" <http://www.naeyc.org/policy/ecwsi#blueprint>
2. Early Childhood Education Professional Development Glossary: Training and Technical Assistance (Part 1, jointly developed by NAEYC and NACCRRRA) and Adult Education Glossary (Part 2, jointly developed by NAEYC and The Alliance for Early Childhood Teacher Educators: National Association of Early Childhood Teacher Educators and ACCESS: Associate Degree Early Childhood Teacher Educators) [http://www.naeyc.org/policy/ecwsi - PD\\_definitions](http://www.naeyc.org/policy/ecwsi-PD_definitions)