

## Comparison of Public Draft #1 and Public Draft #2

	<b>Public Draft #1</b>	<b>Public Draft #2</b>
<b>Standard 1 Summary Statement</b>	<p>Early childhood educators are grounded in an understanding of the developmental period of early childhood from birth through age eight across developmental domains, and understand each child as an individual with unique developmental variations. They understand that child development occurs within the context of families, cultures, languages and communities. They understand that larger societal contexts and structural inequities such as racism, sexism, classism, ableism, homophobia and xenophobia impact young children’s learning and development. They use this multidimensional knowledge to make evidence-based decisions to carry out their responsibilities.</p>	<p>Early childhood educators are grounded in an understanding of the developmental period of early childhood from birth through age eight across developmental domains (a). They understand each child as an individual with unique developmental variations (b). They understand that children develop within relationships, that learning is constructed by adults and children together and occurs within the context of families, cultures, languages, communities and society (c). They use this multidimensional knowledge to make evidence-based decisions to carry out their responsibilities (d).</p>
<b>1a</b>	<p><b>1a:</b> Understanding the developmental period of early childhood from birth through age eight across physical, cognitive, social, emotional, linguistic, and aesthetic domains.</p> <p>Well-prepared early childhood educators base their practice on deep and sound knowledge and understanding of the typical processes and trajectories in early childhood development from birth through age eight. This foundation encompasses multiple, interrelated areas of children’s development and learning across this age range—including physical, cognitive, social, emotional, linguistic, and aesthetic domains; critical aspects of brain development; learning motivation, social interaction and play—and is supported by coherent theoretical perspectives and research. Early childhood educators understand how biological and environmental factors influence children’s learning and development. They understand the impact of stress and adversity on brain development and the implications for this on children’s learning and development. They recognize the role that early education plays in children’s short- and long-term physical, emotional and psychological health and its potential as a protective factor in children’s lives.</p>	<p><b>1a:</b> Understanding the developmental period of early childhood from birth through age eight across domains and areas such as physical, cognitive, social and emotional, and linguistic (including bilingual development).</p> <p>Early childhood educators base their practice on sound understanding of the typical developmental processes and trajectories in early childhood development and learning from birth through age eight. They understand generally accepted principles of child development and learning. They are aware of the limitations of traditional child development theories and research based primarily on a normative perspective of white, middle-class children in educated families. Thus they consider multiple sources of evidence to expand their understanding of child development and learning. They have foundational knowledge of child development processes and trajectories across multiple, interrelated areas including physical, cognitive, social, and emotional domains; linguistic (including bilingual) development; early brain development including executive function; and the development of learning motivation and life skills. They understand the roles of biology and environment; the importance of interactions and relationships; the critical role of play; and the impact</p>

		of stress and adversity on young children’s development. They know about and can discuss theoretical perspectives and research that ground and continue to shape this knowledge.
<b>1b</b>	<p><b>1b:</b> Understanding each child as an individual with unique developmental variations, agency, strengths, interests, challenges, approaches to learning, experiences and abilities</p> <p>Early childhood educators know and understand each child as an individual with unique developmental variations, agency, strengths, interests, challenges, approaches to learning, experiences and abilities. They engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades. They learn about each and every child through family and community relationships (Standard 2), observation and reflection (Standard 3). They make developmentally appropriate decisions, plans and adjustments to practice in response to individual developmental, cultural and linguistic variations.</p>	<p><b>1b:</b> Understanding and valuing each child as an individual with unique developmental variations, agency, strengths, interests, challenges, approaches to learning, experiences and abilities.</p> <p>Early childhood educators recognize that children develop and learn as individuals. They value and learn about each child’s unique developmental variations, agency, strengths, interests, challenges, approaches to learning, experiences and abilities. They understand the importance of responsive, reciprocal relationships with individual babies, toddlers, preschoolers and young children in early school grades. They learn about each child through observation, open-ended questions and conversation, reflection on children’s work and play, and reciprocal communication with children’s families. Early educators understand that developmental variations among children is the norm, that each child’s progress will vary across domains and disciplines, and that some children will need individualized supports for identified developmental delays and disabilities. They expect to work with colleagues and families to learn how to best support and scaffold development and learning for each and every child.</p>
<b>1c</b>	<p><b>1c:</b> Understanding the ways that child development and the learning process occur within multiple contexts including family, culture, language, and community as well as within a larger societal context of structural inequities.</p> <p>Early childhood educators understand the ways that children learn and grow in multiple contexts including family, culture, language, and community, within a larger societal context that is characterized by deep and persistent structural inequities. Children’s learning is shaped by cultural and linguistic contexts for development, their family and community characteristics, their close relationships with adults and peers, economic conditions of families and communities, their abilities, adverse and protective</p>	<p><b>1c:</b> Understanding the ways that child development and the learning process occur within multiple contexts, including family, culture, language, and community as well as within a larger societal context of structural inequities.</p> <p>Early childhood educators understand that each child learns and grows in multiple cultural contexts including family, community, school, and society. They know that young children’s learning and identity is shaped and supported by their close relationships with and attachments to adults and peers and by the cultural identities, languages, values and traditions of their families and communities. They recognize the benefits of growing up as a bilingual or multi-lingual learner and the importance of supporting the development of</p>

	<p>childhood experiences, ample opportunities to play and learn, and experiences with technology and media. Early childhood educators understand how systems of privilege and oppression (including, but not limited to, racism, colorism, capitalism, patriarchy, hetero-sexism, cis-sexism, Christian hegemony, anti-Semitism, Islamophobia, colonialism, xenophobia, Western imperialism, ableism, ageism, adultism, sizism, and European cultural dominance) advantage members of certain social groups at the expense of other social groups and how this impacts young children’s learning and development. Using an anti-bias approach, educators gain awareness around ways that these systems impact their own lives and teaching practice, engaging with young children and families to promote social justice within and beyond the classroom. Early childhood educators also understand that early childhood programs are communities of learners with potential for long-term influence on children’s lives.</p>	<p>children’s home languages. They know that young children are more likely to live in poverty than any other age group and understand how poverty and income inequality impacts children’s development. Early childhood educators understand that all children and families are impacted by our society’s persistent structural inequities related to race, language, gender, socioeconomic class, and other characteristics that can have long-term effects on children’s learning and development. Early childhood educators also understand that early childhood programs themselves are communities of learners with the potential for long-term influence on children’s lives. They understand that the social and cultural contexts of early learning settings and themselves, as early childhood educators, influence the delivery of early childhood education and care of the young children they serve.</p>
<p>1d</p>	<p><b>1d:</b> Using this multidimensional knowledge (developmental period of early childhood, individual child, context of development, and multiple social identities (race, language, culture, class, gender and others)) to make evidence-based decisions</p> <p>Early childhood educators’ competence is demonstrated in their ability to use multidimensional knowledge (developmental period of early childhood, individual child, context of development), and multiple social identities (race, language, culture, class, gender and others) to make evidence-based decisions. Early childhood educators use available research evidence, promising practices, professional judgments and families’ knowledge, strengths, and preferences — for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each and every child.</p> <ul style="list-style-type: none"> <li>• Their practices reflect respect for each child as a feeling, thinking individual.</li> </ul>	<p>1d: Using this multidimensional knowledge (developmental period of early childhood, individual child, development and learning in cultural contexts) to make evidence-based decisions that support each child</p> <p>Early childhood educators engage in continuous decision making, integrating their knowledge of these three aspects of child development: (a. principles, processes and trajectories of early childhood development and learning; b. individual variations in child development and learning; and c. development and learning in context) to support each child and build a caring community of children and adults learning together. They know that young children are learning about the society in which they live and their place in it. They are developing multiple social identities including race, language, culture, class, gender and others. Early childhood educators apply this knowledge to develop and implement early childhood curriculum, select teaching practices, and create learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child. They recognize the role that early education plays in young children’s short- and long-term physical, social, emotional and psychological health and its potential</p>

	<ul style="list-style-type: none"> <li>• They respect each child’s culture, languages, abilities, temperament, family, and community, modeling and affirming an anti-bias approach to teaching and learning.</li> <li>• They possess the skills needed to recognize and support the assets, strengths, and unique ways that children make sense of the world, given variation in abilities and social identities.</li> <li>• They possess the skills needed to support young children who have experienced adverse or traumatic experiences.</li> <li>• They apply their knowledge of contemporary theory, research, and birth-through-age-eight learning trajectories in each curriculum area to construct safe learning environments that provide challenging and achievable experiences for each child through play, spontaneous interactions and exploration, and guided investigations. (Standards 4 and 5). They understand that professionals benefit from collaboration and that each early childhood educator needs to know where to find resources and when to reach out to colleagues within and across professions (Standard 6).</li> </ul>	<p>as a protective factor in their lives. They use this developmental knowledge as a foundation for their work related to family and community partnerships (Standard 2); child observation, documentation and assessment (Standard 3), developmentally, culturally and linguistically appropriate teaching strategies (Standard 4), content knowledge in early childhood curriculum (Standard 5), and professionalism as an early childhood educator (Standard 6). In practicing this standard they:</p> <ul style="list-style-type: none"> <li>• Apply their knowledge of contemporary theory, research, and birth-through-age-eight learning trajectories and processes in each curriculum area to construct safe and culturally and linguistically supportive learning environments that provide challenging and achievable experiences for each child through play, spontaneous interactions and exploration, and guided investigations.</li> <li>• Understand that attention to continuity of care, secure relationships and support for transitions benefit all children.</li> <li>• Respect each child as a feeling, thinking individual.</li> <li>• Possess the skills needed to recognize and support the assets, strengths, and unique ways that young children make sense of the world, given variation in experiences, in abilities and social identities.</li> <li>• Respect and value each child’s culture, languages, abilities, temperament, family, and community, modeling</li> <li>• Affirm an anti-bias approach to teaching and learning.</li> <li>• Possess the knowledge and skills for healing-centered practices needed to support young children who have experienced adverse or traumatic experiences</li> </ul>
<p><b>Standard 2 Summary Statement</b></p>	<p>Early childhood educators understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance of and diversity in family and community characteristics. They use this understanding to create respectful, culturally and linguistically responsive, reciprocal relationships to</p>	<p>Early childhood educators understand that successful early childhood education depends upon partnerships with young children’s families. They know about, understand, and value the importance of and diversity in family and community characteristics (a). They use this understanding to create respectful, culturally and linguistically responsive, reciprocal relationships and to engage as partners with families in young children’s development and learning (b). They use</p>

	engage families and communities in young children’s development and learning.	community resources to support young children’s learning and development and to support families as they also support partnerships with early learning settings, schools and community organizations and agencies (c).
2a	<p><b>2a:</b> Knowing about, understanding and valuing the diversity of families and communities</p> <p>Well-prepared early childhood educators understand that each family is unique. They possess knowledge about the diversity of families and communities and of the many influences on families and communities in which they work. They have a knowledge base in family theory and research and the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children’s lives. Early childhood educators affirm the families’ culture and language(s) (including dialects), respect various structures of families and different beliefs about parenting, and access community resources to support learning and development. They understand how their own biases around family structures (e.g. LGBTQIA families, single-parent families, etc.) may impact their instructional decisions and their relationships and interactions with young learners and their families. They understand that children can thrive across various family structures.</p>	<p>2a: Knowing about, understanding and valuing the diversity of families and communities</p> <p>Early childhood educators understand that each family is unique. They know about parental (or those serving in parental roles) and family development, the diversity of families and communities, and the many influences on families and communities. They have a knowledge base in family theory and research and the ways that various factors create the context for young children’s lives: socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, and cultural values. Early childhood educators understand how to build on family assets and strengths within diverse settings. They reflect on their own values and potential biases in order to make professional decisions that affirm each family’s culture and language(s) (including dialects), respect various structures of families and different beliefs about parenting, and access community resources to support learning and development. They understand that young children thrive across various family structures.</p>
2b	<p><b>2b:</b> Knowing how to support and engage families and communities through respectful, reciprocal relationships</p> <p>Early childhood educators understand the importance of having respectful, reciprocal relationships with families. They recognize families as partners in their children’s learning and development. They take primary responsibility for initiating and sustaining respectful relations with families and caregivers. They understand the importance of respectful relationships that take families’</p>	<p><b><i>Combined 2b and 2c from Public Draft #1</i></b></p> <p>2b: Engaging as partners with families in young children’s development and learning through respectful and reciprocal relationships.</p> <p>Early childhood educators use their knowledge about diverse families and communities, demonstrating skills in building respectful, culturally and linguistically responsive, and reciprocal relationships with families</p>

	<p>preferences, values and goals into account. They learn about families' languages and cultures and demonstrate respect for variations across cultures and across individual family strengths, expectations, values, and childrearing practices. They know strategies for building reciprocal relationships and use those to learn with and from family members. They know how to find resources, how to implement technology-mediated communication and engagement strategies that are two-way, and how to partner with colleagues to support community, family and child well-being.</p>	<p>to support young children's development and learning. They take primary responsibility for initiating and sustaining respectful relations with families and caregivers and work with them to support their positive development. They learn with and from families, recognizing their expertise about their children for insight curriculum, program development, and assessment. They strive to honor families' preferences, values, childrearing practices and goals when making decisions about young children's development and care. They work with families to support children's play in the curriculum, stable teacher-child relationships during early years, and transitions at home and at school. They share information about children in ways that families can understand and use. They use a variety of communication and engagement skills, including informal conversations and more formal conferences and technology seeking input from families' regarding their preferred communication method and language as much as possible</p>
<p>2c</p>	<p><b>2c:</b> Engaging as partners with families in young children's development and learning</p> <p>Well-prepared early childhood educators demonstrate essential skills to partner with families to support children's development and learning. They use a variety of communication skills, including both informal conversations and more formal conferences, to engage families as resources for insight into their children; for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs. Early childhood educators build on families' funds of knowledge through the curriculum, learning environment, and teaching practices; support family strengths, and equip families as advocates for their children.</p>	<p><b><i>Combined 2b and 2c from Public Draft #1</i></b></p>
<p>2d</p>	<p><b>2d:</b> Engaging as partners with colleagues and communities in young children's development and learning</p>	<p>2c: Utilizing community resources to support families and young children as well as supporting respectful, reciprocal partnerships between early learning programs, schools and community organizations and agencies</p>

	<p>Well-prepared early childhood educators demonstrate essential skills to partner with colleagues and utilize community resources to support young children’s learning and development and to support families. They assist families in finding needed resources, accessing and leveraging technology tools, and partnering with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance.</p>	<p>Early childhood educators demonstrate knowledge about and are skilled at using community resources to support young children’s learning and development and to support families’ well-being. They assist families in finding needed and high-quality resources and partnering with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, adult English as a second language courses, translation/interpretation services, and economic assistance. Regardless of their own work setting, all early educators support respectful, reciprocal partnerships among the various early learning programs and schools in their community as well as with community organizations and agencies.</p> <p><i>The focus on working with colleagues is in Standard 3 and Standard 6</i></p>
<p><b>Standard 3 Summary Statement</b></p>	<p>Early childhood educators understand that assessment (formal and informal) is conducted to inform instruction and planning in early learning settings. They 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 purposes of assessment. They know how to use observation, documentation, and other appropriate assessment approaches and tools in a responsible way, in partnership with families, professional colleagues and children, to document individual children’s progress, and to promote positive outcomes for each and every child.</p>	<p>Early childhood educators understand that the primary purpose of assessment (formal and informal, formative and summative) is to inform instruction and planning in early learning settings. They understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals (a). They know how to use observation, documentation, and other appropriate assessment approaches and tools (b). They are responsible and ethical in their use of assessment and assessment results (c). In partnership with families and professional colleagues, they document individual children’s progress, and plan learning experiences that promote positive outcomes for each child (d).</p>
<p><b>3a</b></p>	<p><b>3a:</b> Understanding the purposes of assessment in early childhood education</p> <p>Well-prepared early childhood educators understand the central purposes of assessment (formative and summative) in early education. They understand that effective teaching of young children is evidence-based and is informed by thoughtful,</p>	<p>3a: Understanding that assessment (formal and informal, formative and summative) is conducted to make informed choices and for planning in early learning settings</p> <p>Early childhood educators understand that the primary purpose of assessment (both formal and informal, formative and summative) is to make informed choices and for planning in early learning settings.</p>

	<p>appreciative, ongoing systematic observation and documentation of each child’s qualities, strengths, and needs. They can articulate and apply the concept of alignment—assessment consistent with and connected to appropriate learning goals, curriculum, and teaching strategies for individual young children. They understand assessment as a positive tool that supports continuity in children’s development and learning experiences. They understand the essentials of authentic assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understand—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas.</p>	<p>They are close observers of children who understand that effective, evidence-based teaching of young children is informed by thoughtful, appreciative, ongoing systematic observation and documentation of each child’s learning process, qualities, strengths, interests and needs. They understand the importance of using assessments that are consistent with and connected to appropriate learning goals, curriculum, and teaching strategies for individual young children. They understand assessment is a positive tool that supports continuity in young children’s development and learning experiences. They understand the essentials of authentic and strengths-based assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understands and conducted by a speaker of that language—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas.</p>
3b	<p><b>3b:</b> Using observation, documentation, and other appropriate assessment tools and approaches</p> <p>Early childhood educators use a range of observation, documentation, and other appropriate assessment tools and approaches. They are adept in the use of a variety of assessment tools, including formative and summative, qualitative and quantitative standardized assessment tools and strategies. They understand the strengths, limitations and reliability of each assessment method and tools. They demonstrate skill in conducting systematic observations, interpreting those observations, and reflecting on their significance and impact on their teaching. They create opportunities to observe children in play and spontaneous conversation as well as in adult-structured assessment contexts.</p>	<p>3b: Knowing a wide-range of types of assessments, their purposes and their associated methods and tools.</p> <p>Early childhood educators are familiar with a wide range of types of assessments, their purposes, and the methods and tools used to conduct those assessments. They know a variety of types of assessment (formative, summative, qualitative, and quantitative standardized). They know a wide range of formal and informal observation methods, documentation strategies, screening tools, and other appropriate resources (including technology) and approaches to assess young children in order to help plan experiences that scaffold children’s learning. They understand the strengths and limitations and of each assessment method and tool. They understand the components of the assessment cycle, concepts of assessment validity and reliability, the importance of systematic observations, interpreting those observations, and reflecting on their significance and impact on their teaching.</p>
3c	<p><b>3c:</b> Practicing responsible assessment that is developmentally, culturally, and linguistically appropriate to document</p>	<p><i>Combined 3c and 3d from Public Draft #1</i></p> <p>3c: Practicing assessment that is ethically grounded and developmentally, culturally, and linguistically appropriate to document</p>

<p>developmental progress and promote positive outcomes for each child</p> <p>Well-prepared early childhood educators practice responsible assessment that is guided by sound professional practice and standards.</p> <ul style="list-style-type: none"><li>• They select developmentally, culturally and linguistically appropriate approaches and tools; document each child’s strengths and progress related to early learning trajectories and standards; and use assessment to evaluate and guide teaching practices and other supports to individualize strategies and goals for each child.</li><li>• They are familiar with assessment issues and resources (such as technology), to identify and support children with differing abilities, including children whose learning is advanced, those who are dual language learners, and children with developmental delays and disabilities.</li><li>• They embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice.</li><li>• They are adept at analyzing data from a variety of assessment tools and using the data appropriately to inform teaching practices and to set learning and development goals for young children.</li></ul>	<p>developmental progress and promote positive outcomes for each child.</p> <p>Early childhood educators practice assessment that is ethically grounded and developmentally, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. This includes:</p> <ul style="list-style-type: none"><li>• Selecting developmentally, ability, culturally and linguistically appropriate approaches and tools; documenting each child’s strengths and progress related to early learning trajectories and standards; and using assessment to evaluate and guide teaching practices and other supports to individualize strategies and goals for each child.</li><li>• Creating opportunities to observe young children in play and spontaneous conversation as well as in adult-structured assessment contexts.</li><li>• Understanding assessment issues and resources (such as technology) to identify and support young children with differing abilities, including children whose learning is advanced, those who are bilingual learners, and children with developmental delays and disabilities.</li><li>• Embedding assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice.</li><li>• Analyzing data from a variety of assessment tools and using the data appropriately to inform teaching practices and to set learning and development goals for young children.</li><li>• Seeking assistance, when needed, on how to assess a particular child</li><li>• Knowing potentially harmful uses of inappropriate or inauthentic assessments and of inappropriate assessment policies in early education. If culturally or linguistically appropriate assessment tools are not available for particular young children, they are aware of the limitations of the available assessments. They use developmental screening to bring resources and supports to children and families and not to exclude children from educational programs and services.</li></ul>
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		<ul style="list-style-type: none"> <li>• When not provided autonomy to create or select developmentally appropriate, authentic assessments due to the early learning setting policies (e.g. standardized assessments in PreK-3 settings) early childhood educators exercise professional judgement and work to minimize adverse impact on young children and on informing instructional practice. They advocate for and practice asset-based approaches to assessment and to the use of assessment information.</li> <li>• Using assessment practices that reflect knowledge of legal and ethical issues, including confidentiality and current professional practices related to equity issues in the assessment of young children.</li> <li>• In order to ensure fairness in their assessment of young children, they consider the potential for implicit bias in their use of assessment, their findings and their use of findings to plan for supporting young children’s learning and development.</li> </ul>
3d	<p><b>3d:</b> Practicing responsible assessment that is ethically grounded</p> <p>Well-prepared early childhood educators practice responsible assessment that is ethically grounded.</p> <ul style="list-style-type: none"> <li>• They are aware of the potentially harmful uses of inappropriate or inauthentic assessments and of inappropriate assessment policies in early education.</li> <li>• If culturally or linguistically appropriate assessment tools are not available for particular children, they are aware of the limitations of the available assessments.</li> <li>• When not provided autonomy to create or select developmentally appropriate assessments due to the early learning setting policies (e.g. standardized assessments in K-3 settings) early childhood educators exercise professional judgement in ensuring that the assessments have as minimal adverse impact as possible on young children and on informing instructional practice.</li> </ul>	<p><b><i>Combined 3c and 3d from Public Draft #1</i></b></p>

	<ul style="list-style-type: none"> <li>• Their assessment practices reflect knowledge of legal and ethical issues, including current professional practices related to equity issues in the assessment of young children.</li> <li>• In order to ensure fairness in their assessment of children, they are aware of their personal values or cultural expectations when observing and assessing children’s behavior, learning, or development. They consider the potential for implicit bias on their findings and their use of findings to plan for supporting children’s learning and development.</li> </ul>	
3e	<p><b>3e:</b> Building assessment partnerships with families, professional colleagues and children</p> <p>Early childhood educators partner with families, other professionals and children themselves as appropriate to create authentic assessments and to develop individualized goals, curriculum plans and practices that support each and every child.</p> <ul style="list-style-type: none"> <li>• They recognize the assessment process as collaborative and open, benefitting from shared analysis and use of assessment results while respecting confidentiality and other professional guidelines.</li> <li>• They demonstrate essential knowledge and core skills in team building and in communicating with families (particularly ensuring that assessment results and planning based on those results is conveyed in a language understood by the families), teaching teams, and colleagues from other disciplines including participating as professional partners in Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) teams.</li> </ul>	<p><b>3d:</b> Building assessment partnerships with families and professional colleagues</p> <p>Early childhood educators partner with families and other professionals to implement authentic asset-based assessments and develop individualized goals, curriculum plans and practices that support each child. This includes:</p> <ul style="list-style-type: none"> <li>• Recognizing the assessment process as collaborative and open, benefitting from shared analysis and use of assessment results while respecting confidentiality and other professional guidelines.</li> <li>• Encouraging self-assessment in children as appropriate, helping them to think about their own interests, goals, and accomplishments.</li> <li>• Demonstrating essential knowledge and core skills in team building and in communicating with families (particularly ensuring that assessment results and planning based on those results is conveyed in a language understood by the families), teaching teams, and colleagues from other disciplines, including participating as professional partners in Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) teams.</li> </ul>

<p><b>Standard 4 Summary Statement</b></p>	<p>Early childhood educators 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, supportive relationships and interactions as the foundation for their work with young children. They are knowledgeable about developmentally appropriate, culturally and linguistically relevant, universally designed materials and environments for early education. They understand that play is foundational to supporting children’s learning and development. They use a broad repertoire of developmentally appropriate, culturally and linguistically relevant and evidence-based teaching approaches that reflect universal design for learning principles. They develop and sustain reflective, responsive and intentional practice.</p>	<p>Early childhood educators 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, caring, supportive relationships and interactions as the foundation for their work with young children (a). They are able to differentiate instruction for individual children and for groups (b). They use a broad repertoire of developmentally appropriate, culturally and linguistically relevant and evidence-based teaching approaches that reflect universal design for learning principles. They understand the importance of play and inquiry in young children’s learning and development and how to support play in early education (c). They develop and sustain reflective, responsive and intentional practice (d).</p>
<p><b>4a</b></p>	<p><b>4a:</b> Understanding positive, supportive relationships and interactions as the foundation of their work with young children</p> <p>Early childhood educators understand that all teaching and learning are facilitated by caring relationships and that lifelong dispositions, confidence, and approaches to learning are formed in early childhood. They know that positive and supportive relationships and interactions are the foundation for excellence in teaching practice with individual children as well as the foundation for creating a caring community of learners when working with groups of children. They know that how children expect to be treated and how they treat others is significantly shaped in the early childhood setting. They understand that children and families are inextricably intertwined (Standard 2), that each child brings his or her own experiences, funds of knowledge, interests, abilities and culture and languages to the early learning setting and that part of the educator’s role is to build a culture that respects and builds on all that children bring to the early learning setting (Standard 1).</p>	<p><b>4a:</b> Understanding positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children</p> <p>Early childhood educators understand that all teaching and learning are facilitated by caring relationships and that lifelong dispositions, confidence, and approaches to learning are formed in early childhood. They know that positive and supportive relationships and interactions are the foundation for excellence in teaching practice with individual children as well as the foundation for creating a caring community of learners when working with groups of children. They know that how young children expect to be treated and how they treat others is significantly shaped in the early learning setting. They understand that each child brings his or her own experiences, knowledge, interests, motivations, abilities and culture and languages to the early learning setting and that part of the educator’s role is to build a culture that respects and builds on this reality (Standard 1).</p>

<p><b>4b</b></p>	<p><b>4b:</b> Using knowledge of differentiated instruction in early learning settings</p> <p>Early childhood educators understand that young children require distinct teaching skills and strategies, appropriate to their age, level of development, their individual characteristics, and the sociocultural, family context in which they live, and they can apply this knowledge in their instructional practice. They understand that play is foundational to supporting children’s learning and development. They understand that differentiating instruction based on professional judgment about individual children and groups of children to support important goals is at the heart of developmentally appropriate practice.</p>	<p>4b: Understanding that the science of learning and child development indicates the need for distinct teaching skills and strategies appropriate to early childhood along with differentiated instruction to support children’s individual needs, including bilingual children and children with developmental delays or disabilities</p> <p>Early childhood educators understand that young children require distinct teaching skills and strategies, appropriate to their age, development, individual characteristics, and the sociocultural, family context in which they live, and they can apply this knowledge in their instructional practice. They understand that differentiating instruction, based on professional judgment about individual children, including for bilingual children and children with developmental delays and disabilities and groups of young children to support important goals, is at the heart of developmentally appropriate practice.</p>
<p><b>4c</b></p>	<p><b>4c:</b> Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant and evidence-based teaching approaches that reflect universal design for learning principles</p> <p>Well-prepared early childhood educators make purposeful use of a broad repertoire of developmentally appropriate, culturally and linguistically relevant and evidence-based teaching approaches that reflects universal design for learning principles, reflects understanding of children from birth through age eight as individuals and as part of a group, and is in alignment with important educational and developmental goals. They apply knowledge about age levels, abilities, developmental status, cultures and language, and experiences of children to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines.</p> <p>While not exhaustive, the repertoire of practices to draw upon includes:</p> <ul style="list-style-type: none"> <li>• Using play in young children’s learning;</li> </ul>	<p>4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect universal design for learning principles</p> <p>Early childhood educators make purposeful use of a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching approaches that reflects universal design for learning principles, reflects understanding of young children from birth through age eight as individuals and as part of a group, and is in alignment with important educational and developmental goals. They understand the importance of both self-directed and guided play, as well as the role of inquiry, in young children’s learning and development across domains and in the academic curriculum. They are familiar with the types and stages of play and with strategies to support and extend play across the full age and grade span of early education. They understand the development of executive function and life skills, including focus and self-control, perspective taking, critical thinking, communicating, making connections, taking on challenges, cooperation, conflict-resolution, problem solving, independence and confidence, planning, and self-</p>

	<ul style="list-style-type: none"> <li>• Creating environments that are physically and psychologically safe;</li> <li>• Designing teaching and learning environments that adhere to universal design for learning principles by incorporating a variety of ways for children to gain access to the curriculum content, offer multiple methods to recruit children’s active engagement, and include a range of formats for children to respond and demonstrate what they know and have learned.</li> <li>• Differentiating teaching practices to respond to the individual strengths, needs, abilities, home cultures and languages, interests and temperament, positive and adverse experiences of each child;</li> <li>• Setting challenging and achievable goals for each child and adjusting support to scaffold children’s learning;</li> <li>• Providing a secure, consistent, responsive relationship from which children can explore and tackle challenging problems and develop self-regulation, social skills, independence, responsibility, and cooperative learning to manage or regulate their expressions of emotion and, over time, to cope with frustration, develop resilience and manage impulses effectively;</li> <li>• Using positive guidance strategies for group management, transitions between activities, challenging behaviors, and peer conflict resolution that develop empathy toward peers, trust in teachers, and positive attitudes toward school;</li> <li>• Supporting children’s self-expression, respecting various modes of communication;</li> <li>• Fostering oral language and communication as well as early literacy experiences in English and in other home languages;</li> <li>• Integrating children’s home languages and cultures into the environment;</li> <li>• Using the indoor and outdoor environment, schedule and routines as part of the curriculum;</li> </ul>	<p>directed engaged learning. They know that these skills develop through supportive, scaffolding interactions with adults and are an important part of the early childhood curriculum from birth through the early grades that leads to school readiness and success.</p> <p>They apply knowledge about ages, abilities, cultures, languages, interests and experiences of individual young children to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines.</p> <p>While not exhaustive, the repertoire of practices to draw upon across the birth through age 8 early childhood period includes:</p> <ul style="list-style-type: none"> <li>• Supporting, stimulating and extending multiple forms of play as part of young children’s learning (e.g., imitative play and social referencing in babies; solitary, parallel, social, cooperative, onlooker, fantasy, physical and constructive play in preschool and early grades), to develop symbolic and imaginative thinking, peer relationships, language, creative movement, and problem-solving skills.</li> <li>• Creating environments that are physically and psychologically safe with consistent schedules and predictable routines;</li> <li>• Designing teaching and learning environments that adhere to universal design for learning principles by incorporating a variety of ways for young children to gain access to the curriculum content, offer multiple methods to recruit children’s active engagement, and include a range of formats for children to respond and demonstrate what they know and have learned.</li> <li>• Differentiating teaching practices to respond to the individual strengths, needs, abilities, social identities, home cultures and languages, interests, motivations, and temperament, positive and adverse experiences of each child;</li> <li>• Setting challenging and achievable goals for each child, helping children set their own goals as appropriate, and</li> </ul>
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	<ul style="list-style-type: none"><li>• Integrating early childhood curriculum areas into projects and other experiences that reflect children’s interests and are meaningful for young children;</li><li>• Encouraging and supporting children’s problem solving and inquiry-based learning;</li><li>• Selecting materials and arranging the indoor and outdoor environment to support social and private spaces, restful and active spaces, and exploration of foundational concepts in each curriculum area; and</li><li>• Using media and technology with young children in ways that are appropriate for the individual and the group, that are integrated into the curriculum, that provide equitable access and that engage children in creative play, problem solving and interaction.</li></ul>	<p>adjusting support to scaffold and/or extend young children’s learning;</p> <ul style="list-style-type: none"><li>• Providing a secure, consistent, responsive relationship from which young children can explore and tackle challenging problems and develop self-regulation, social skills, independence, responsibility, perspective-taking skills, and cooperative learning to manage or regulate their expressions of emotion and, over time, to cope with frustration, develop resilience, learn to take on challenges, and manage impulses effectively;</li><li>• Responding to stress, adversity and trauma in young children’s lives by providing consistent daily routines, learning which calming strategies work best for individual children, anticipating and offering support during experiences likely to be difficult for individual children, supporting the development of self-regulation and trust, and seeking support from colleagues as needed</li><li>• Using positive guidance strategies for individuals and groups, supporting transitions between activities, modeling kindness and respect, providing clear rules and predictable routines, giving clear direction and redirection of behavior when needed, and scaffolding peer conflict resolution that help children learn skills for self-regulation, resolving problems, develop empathy toward peers, trust in early childhood educators, and positive attitudes toward school</li><li>• Becoming aware of implicit biases and working with colleagues and families to use positive and supportive guidance strategies for all children; to help children navigate multiple home and school cultural codes, norms and expectations; and to prevent the suspensions and expulsions that disproportionately affect young African American children.</li><li>• Supporting and encouraging a wide range of interests and abilities in children of all genders, avoiding the reinforcement of gender stereotypes and countering sexism and gender bias</li></ul>
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		<ul style="list-style-type: none"> <li>• Supporting young children’s self-expression, respecting various modes of communication;</li> <li>• Fostering oral language and communication as well as early literacy experiences in English and in other home languages;</li> <li>• Engaging in genuine, reciprocal conversations with children; eliciting and exploring their ideas; asking questions that probe and stimulate children’s thoughts, understanding, and theory-building and shared construction of meaning</li> <li>• Leveraging the positive impact that multilingual children and families bring to the group and integrating young children’s home languages and cultures into the environment through materials, music, visual arts, dance, literature, and storytelling;</li> <li>• Using the indoor and outdoor environment, schedule and routines as part of the curriculum; providing time, space, and materials to support child- initiated play and risk-taking; and allowing children space to roll, crawl, run, jump and engage in both small and gross motor skills.</li> <li>• Integrating early childhood curriculum areas into play, projects and other experiences that reflect the specific interests and experiences of each child and that are meaningful to them;</li> <li>• Encouraging and supporting young children’s problem solving and inquiry-based learning;</li> <li>• Selecting materials and arranging the indoor and outdoor environment to support social and private spaces, restful and active spaces, fine and gross motor development, and exploration of foundational concepts in each curriculum area; and</li> <li>• If using media and technology with young children, doing so in ways that are appropriate for the individual and the group, that are integrated into the curriculum, that provide equitable access, and that engage children in creative play, problem solving and interaction.</li> </ul>
4d	4d: Developing and sustaining reflective, responsive and intentional practice	4d: Developing and sustaining reflective, responsive and intentional practice

	<p>Early childhood educators consistently engage in reflective, responsive and intentional practice knowing when and how to reach out for new resources and consult with peers in related professions. They make intentional, professional judgments each day based on knowledge of child development and learning from birth through age eight, of individual children, and of the social and cultural contexts in which children live. They take 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. They consider implicit bias and equity in the early education setting and reflect on their own biases as they work to provide effective supports for each and every child.</p>	<p>Early childhood educators consistently engage in reflective, responsive and intentional practice, knowing when and how to reach out for new resources and consult with peers in related professions. They make intentional, professional judgments each day based on knowledge of child development and learning from birth through age eight, of individual children, and of the social and cultural contexts in which young children live. They consider multiple sources of evidence in decision-making including new and emerging research; professional expertise and opinion; and the interests, values, needs and choices of children, families and communities served. They take reflective approaches to their work, using supervisors' and peer's feedback and analyzing their own practices in a broader context to modify and improve their work with young children. They consider how their own social and cultural contexts and implicit bias influence their practice and equity in their early learning settings as they work to provide effective supports for each child. They are aware of the importance of their own self-care and well-being and have strategies to manage the physical, emotional and mental stress inherent in their work in order to better support children and families.</p>
<p><b>Standard 5 Summary Statement</b></p>	<p>Early childhood educators use their content knowledge, pedagogical content knowledge and common content knowledge to design, implement, and evaluate experiences which promote positive development and learning for every young child. They understand essential content knowledge and resources of early education curriculum areas. They understand central concepts and inquiry tools in each content area and how young children learn and process information in the content areas. They apply their own knowledge of curriculum content and knowledge of what is meaningful to the children and families served to early learning standards and other resources, to spontaneous and planned teaching practices, and to curriculum development, implementation and evaluation.</p>	<p>Early childhood educators have and apply a solid understanding of the content of the academic disciplines. They understand content knowledge about the central concepts, methods, inquiry and application tools, and structures in each academic discipline (a). They understand pedagogical content knowledge about how young children learn and process information in each discipline including the learning trajectories for each discipline (b). They apply this knowledge in using early learning standards and other resources to make decisions about spontaneous and planned teaching practices, and about curriculum development, implementation and evaluation that will be stimulating, challenging, and meaningful to each child(c).</p>

<p>5a</p>	<p><b>5a:</b> Understanding essential content knowledge and resources—the central concepts, inquiry tools, and structures—of the academic disciplines in an early education curriculum.</p> <p>Early childhood educators demonstrate solid knowledge of the essential concepts, inquiry and application tools, and structures in each content area. They know how to continuously update and expand their own knowledge, turning to the standards of professional organizations in each content area and relying on sound resources for their own development as well as for the development of curriculum and selection of materials for young children in the following disciplines.*** (see asterisks for note below). They have a strong grasp of the structures, methods, content and value of each content area. For example, early educators understand that</p> <ul style="list-style-type: none"> <li>• Language and literacy are foundational not just for success in school but for lifelong communication, socialization, self-regulation skills and citizenship. They understand essential elements of language and literacy such as semantics, syntax, morphology, and phonology and of reading such as phonics, word recognition, fluency, vocabulary and comprehension.</li> <li>• The arts – music, creative movement, dance, drama, visual arts—are a primary media for human communication, inquiry, and insight. They understand that each of the arts has a set of basic elements such as rhythm, beat, expression, character, energy, color, balance, and harmony. They value the arts as a way to express, communicate and reflect upon self and others, culture, family, community and history.</li> <li>• Mathematical thinking is used throughout life to recognize patterns and categories, solve real world problems, and as a foundation for abstract reasoning and critical thinking. They understand fundamental principles and concepts related to mathematical problem solving, exploration, and reasoning such as using mathematical language to communicate relationships and concepts,</li> </ul>	<p>5a: Understanding content knowledge and resources—the central concepts, methods, inquiry and application tools, and structures—of the academic disciplines in an early education curriculum.</p> <p>Early childhood educators demonstrate solid knowledge of the concepts, methods, inquiry and application tools, and structures in each academic content area (e.g., math, science, social studies, language, the arts). They know how to continuously update and expand their own knowledge and skills, turning to the standards of professional organizations in each content area and relying on sound resources for their own development, for the development of curriculum, and for the selection of materials for young children in the following disciplines. For example, early childhood educators understand that:</p> <ul style="list-style-type: none"> <li>• Language and literacy are foundational not just for success in school but for lifelong communication, self-expression, understanding the perspectives of others, socialization, self-regulation skills and citizenship. They know that listening, speaking, reading, writing, storytelling, and visual representation of information are all methods of developing and applying language and literacy skills. They understand essential elements of language and literacy such as semantics, syntax, morphology, and phonology and of reading such as phonemic awareness, decoding phonics, word recognition, fluency, vocabulary and comprehension. They understand the components and structures of informational texts as well as narrative including theme, character, plot and setting. They are aware that oral language, print, and storytelling are both similar and different across cultures and are familiar with literature from multiple cultures.</li> <li>• The arts – music, creative movement, dance, drama, visual arts—are a primary media for human communication, inquiry, and insight. They understand that each of the arts has a set of basic elements such as rhythm, beat, expression, character, energy, color, balance, and harmony. They are familiar with a variety of materials and tools in each of the arts and with diverse styles and purposes of the arts across cultures. They</li> </ul>
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	<p>and using mathematical procedures such as counting and cardinality, number and operations. They understand algebraic and geometric concepts such as equality/inequality, lines and space, estimation and measurement, and graphical representation.</p> <ul style="list-style-type: none"><li>• Social studies is a science, a mode of inquiry that supports our human ability to experience, think about, and make informed decisions as members of a group or society.</li><li>• Science is a practice based on observation, inquiry and investigation and that connects to and employs mathematical language. They understand basic science concepts such as patterns, cause and effect, analyzing and interpreting data, constructing and testing explanations or solutions to problems based on evidence. They are familiar with the major concepts of earth science, physical science, and the life sciences. They are familiar with and can use scientific tools including technology and print to document science projects in text, graphs, illustrations, and data charts.</li><li>• Technology and engineering employ concepts, language, and processes of science and mathematics that are interrelated and integrated in practice and that have satisfying and important applications in everyday life, school and workplace, as well as significant impact on society and culture.</li><li>• Physical activity, physical education, health and safety have significant effects on the current and future quality of life. They understand the basic elements of kinesthetic; basic fine and large motor skills; neurological, executive function and brain development; the relationship of nutrition and physical activity to cognitive, physical, and emotional well-being. They know about prevention and management of common illnesses, diseases and injuries and know how to find and stay current regarding health, safety, and risk management guidelines for young children from birth through age 8.</li></ul>	<p>know that engagement with the arts includes both self-expression and appreciation of art created by others. They value the arts as a way to express, communicate and reflect upon self and others, culture, language, family, community and history.</p> <ul style="list-style-type: none"><li>• Mathematical thinking is a language for abstract reasoning and critical thinking used throughout life to recognize patterns and categories, to make connections between what is the same and different, to solve real world problems, and to communicate relationships and concepts. They are familiar with the concepts that underlie counting and cardinality, number and operations. They understand algebraic and geometric concepts such as equality/inequality, lines and space, estimation and measurement. They know that the tools for mathematical inquiry include observation, comparison, reasoning, estimation and measurement, generating and testing theories, and documentation through writing, drawing, and graphical representation.</li><li>• Social studies is a science that humans use to understand and think about past, present and future, and about self and identity in society, place and time. They know that it includes the fields of history, geography, civics, economics, anthropology, archeology and psychology—and that all of these areas of inquiry support our human ability to experience, think about civic affairs, and make informed decisions as members of a group or society. They are familiar with central concepts including social systems and structures characterized by both change and continuity over time; the social construction of rules, rights and responsibilities that vary across diverse groups, communities and nations; and the development of structures of power, authority, and governance and related issues of social equity and justice. They know that oral storytelling, literature, art, technology, artifacts and the collection and representation of data are all tools for learning about and exploring social studies.</li><li>• Science is a practice based on observation, inquiry and investigation and that connects to and employs mathematical</li></ul>
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		<p>language. They understand basic science concepts such as patterns, cause and effect, analyzing and interpreting data, using critical thinking, constructing and testing explanations or solutions to problems based on evidence. They are familiar with the major concepts of earth science, physical science, and the life sciences. They are familiar with and can use scientific tools including technology and print to document science projects in text, graphs, illustrations, and data charts.</p> <ul style="list-style-type: none"><li>• Technology and engineering integrate and employ concepts, language, principles and processes from science and mathematics to focus on the design and production of materials and devices for use in everyday life, school, the workplace, and the outdoor environment. They know that, from zippers to bridges to satellites, technology and engineering have a significant impact on society and culture. They are familiar with its tools and methods including imagining, data gathering, modeling, designing, evaluating, experimenting and modifying.</li><li>• Physical education, health and safety have significant effects on the current and future quality of life. Early educators understand basic human development of fine and large motor skills; neurological, executive function and brain development; the relationship of nutrition and physical activity to cognitive, physical, social, and emotional well-being. They know that the components of physical education include spatial awareness, agility, balance, coordination, endurance, and force. They know about health and safety guidelines and practices for the prevention and management of common illnesses, diseases and injuries and know how to promote wellness for adults and children. They are able to find and stay current regarding health, safety, and risk management standards and guidelines for young children from birth through age 8. They are familiar with the processes that develop fundamental competence, skillful practice, and fitness in physical education including games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities.</li></ul>
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<p>5b</p>	<p><b>5b:</b> Understanding pedagogical content knowledge—how children learn in each discipline—and how to effectively support young children’s learning in each curriculum area.</p> <p>Early childhood educators have a strong pedagogical content knowledge in each curriculum area. This includes an understanding of how young children learn in each content area and their common conceptions and misconceptions within content areas. They know how to engage children in learning about essential and foundational concepts, principles and theories; in methods of investigation and inquiry; and in forms of representation that express ideas, relationships and patterns in each curriculum area. Early childhood educators know about and can access professional instructional resources, including those available from professional associations representing these disciplines. They understand early learning trajectories and related developmentally and culturally appropriate teaching and assessment strategies for each area of the early childhood curriculum. They know that each curriculum area develops from birth and builds increasing complexity during preschool and early grades. They can sequence goals and know related strategies to support development in each discipline, understanding that:</p> <ul style="list-style-type: none"> <li>• language and literacy – oral and written, expressive and receptive – begins with early gestures, vocalizations, babbling, single words, scribbling, book handling and dramatic play are the foundation not only for the acquisition of phonemic awareness, vocabulary, grammar and reading. They know children develop the concept of print with progressive understanding that print carries meaning, has directionality, that letters represent sounds and compose words which compose sentences. They are familiar with children’s literature and know how to select and use literature based on children’s developmental, cultural and linguistic needs and interests.</li> <li>• the arts – music, creative movement, dance, drama, visual arts – are a primary way that young children</li> </ul>	<p>5b: <i>Understanding pedagogical content knowledge</i>—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.</p> <p>Early childhood educators have a strong pedagogical content knowledge in each curriculum area. This includes an understanding of how young children learn in each content area and their common conceptions and misconceptions within content areas. They know how to engage young children in learning about essential and foundational concepts, principles and theories; in methods of investigation and inquiry; and in forms of representation that express ideas, relationships and patterns in each curriculum area. They know about and can access professional instructional resources, including those available from professional associations representing these disciplines. They understand early learning trajectories and related developmentally and culturally appropriate teaching and assessment strategies for each area of the early childhood curriculum. They know that each curriculum area develops from birth and builds increasing complexity during preschool and early grades. They understand the connections between young children’s learning in across disciplines and teacher knowledge and practices described in Standards 1 through 4, that young children learn in each of these content areas simultaneously, exploring and integrating them into their play, projects and conversation. They can sequence goals and know related strategies to support development in each discipline, understanding that:</p> <ul style="list-style-type: none"> <li>• language and literacy – oral and written, expressive and receptive – begins with early gestures, vocalizations, babbling, single words, scribbling, book handling and dramatic play are the foundation for the acquisition of phonemic and phonological awareness, vocabulary, grammar and reading. They know children develop the concept of print with progressive understanding that print carries meaning, has directionality, that letters represent sounds and compose words which compose sentences and development of the</li> </ul>

express and explore their thoughts, ideas and feelings, making connections across the arts and to other curriculum areas and developmental domains. They are familiar with a range of materials, techniques and strategies to foster both an appreciation of the arts and confident, creative practice for young children. They recognize each of the arts as an important pathway into learning across the curriculum especially as children develop competence in language, literacy, mathematics and science.

- mathematics begins with the development of pre-numeracy and early numeracy skills such as recognition of faces and shapes, visual matching, knowledge of numbers, visual recognition of numbers, ordering, sorting, classifying, sequencing, one-to-one correspondence, visual and physical representation of objects and relationships between objects. They have mathematical language and know the importance of modeling it and of fostering positive mathematical dispositions in each child.
- social studies develops from birth with the understanding of self and other, individuals and families, neighborhoods and communities, time and patterns of time, past / present / future, and an awareness of own and other cultures and over time, develops into the intentional study of history, geography, economics, civics and politics. They are familiar with strategies to help young children in preschool and early grades to reflect on the past, experience the present, and plan for the future. They are familiar with some of the emerging understandings and misconceptions that preschoolers and children in early grades are likely to have related to this and other areas of the curriculum. They know about developmentally appropriate strategies, materials and activities that can support children's increasing understanding of the social world and counter biases and fears in the context of a caring community of learners.

writing process. They are familiar with young children's literature and narrative and informational text and know how to select and use them in interactive and responsive ways based on children's developmental, cultural and linguistic needs and interests. They have a deep understanding of the bilingual language development process in young children, including the strong role the home language plays as a foundation for academic success and the damaging effects of home language loss. They are aware that bilingual and multilingual development affects development in every other area and that teachers need to foster home language development as children are exposed to English. They know strategies for supporting the development of the home language in both the classroom and at home and they encourage the development of multiple languages for all children.

- the arts – music, creative movement, dance, drama, visual arts – are a primary way that young children express and explore their thoughts, ideas and feelings, making connections across the arts and to other curriculum areas and developmental domains. They know that creative and skillful expression and appreciation of the arts develops from birth throughout this age range, from melodic babbling to singing, from scribbling to drawing, from bouncing to dancing, from pretend play to dramatic performance. They are familiar with a range of materials, techniques and strategies to foster both an appreciation of the arts and confident, creative practice for young children. They also recognize the arts as an important pathway into learning across the curriculum especially as young children develop competence in language, literacy, mathematics and science.
- mathematics begins with the development of pre-numeracy and early numeracy skills such as recognition of faces and shapes, visual matching, knowledge of numbers, visual recognition of numbers, ordering, sorting, classifying, sequencing, one-to-one correspondence, visual and physical representation of objects and relationships between objects,

	<ul style="list-style-type: none"> <li>• scientific inquiry develops naturally in children as they observe, ask questions and explore their world. They understand the importance of providing opportunities for very young children to engage in sensory exploration of their environments, supporting their progressive ability to ask questions, conduct investigations, collect data, solve problems and share ideas and findings. They are familiar with materials that can be used to help children conduct experiments, represent theories and ideas, document findings, and build confidence in and positive dispositions toward science.</li> <li>• technology and engineering concepts are explored as young children play with cause and effect, fitting and stacking, dropping, pushing and pulling physical objects. Children’s abilities and understanding develop further as they build increasingly complex structures perhaps experimenting with balance, stability, speed and inclines in the block corner, dramatic play area, or outdoors. Early educators know the science and math language to model and know that asking good questions and supporting children to express and test their own ideas are often more effective teaching strategies than providing direct information and “right” answers.</li> <li>• and physical activity, physical education, health and safety are more than rules and guidelines for adults to follow but are also important parts the curriculum for young children. They know the importance of daily routines and daily practice of basic skills and habits related to active and quiet times, meals, rest and transitions in early childhood. They are familiar with children’s need for movement, play, rest, safety and nutrition and with individual and cultural variations in practices to meet these needs. They know developmentally and culturally effective ways to help older children think about, express, and reflect on their needs and their choices.</li> </ul>	<p>including understanding similarities and differences. Early educators have mathematical language and know the importance of modeling it and of fostering positive mathematical dispositions in each child. They know the expected trajectories of learning including common misconceptions or errors. They consider this knowledge of expected trajectories to select scaffolding strategies to support children’s development of mathematical understanding. They know that children learn mathematical thinking through active exploration, conversation, observation and manipulation of both natural and manufactured materials. They know that play, stories, music, dance, and visual arts can all be used to illustrate and discuss mathematical ideas in ways that are more meaningful to young children than abstract exercises.</p> <ul style="list-style-type: none"> <li>• social studies develops from birth with the understanding of self and other, individuals and families, neighborhoods and communities, time and patterns of time, past / present / future, and an awareness of own and other cultures and over time, develops into the intentional study of history, geography, economics, civics and politics. They are familiar with strategies to help young children in preschool and early grades to learn perspective taking skills, explore ideas of fairness, reflect on the past, experience the present, and plan for the future. They are familiar with some of the emerging understandings and misconceptions that preschoolers and children in early grades are likely to have related to this and other areas of the curriculum. They know about developmentally appropriate and culturally relevant strategies, materials and activities including the use of pretend play, games, stories, field trips, and the arts to support young children’s increasing understanding of the social world and counter biases and fears in the context of a caring community of learners.</li> <li>• scientific inquiry develops naturally in young children as they observe, ask questions and explore their world. They understand the importance of providing opportunities for very</li> </ul>
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young children to engage in sensory exploration of their environments, supporting their progressive ability to ask questions, engage in scientific practices, collect data, think critically, solve problems and share ideas and reflect on their findings. They are familiar with materials that can be used to help young children conduct experiments, represent theories and ideas, document findings, and build confidence in and positive dispositions toward science.

- technology and engineering concepts are explored as young children play with cause and effect, fitting and stacking, dropping, pushing and pulling physical objects. Young children’s abilities and understanding develop further as they build increasingly complex structures perhaps experimenting with balance, stability, speed and inclines in the block corner, dramatic play area, or outdoors. Early childhood educators model the use of science and the language of math to support the development of children’s imagination, curiosity and wonder. They know that asking good questions and supporting young children to express and test their own ideas are often more effective teaching strategies than providing direct information and “right” answers.
- and physical activity, physical education, health and safety are important parts of the curriculum for young children and essential to their well-being. They know that young children “learn by doing” across disciplines, that active physical play supports brain development and is a primary means for learning about themselves, others and the world. They understand the trajectory of movement skills from infancy (e.g. roll, crawl, creep) through early grades (e.g. hop, throw, bend and stretch) that lays the foundation for a lifetime of enjoying physical activity. They provide opportunities for children to develop and maintain health-enhancing physical fitness, attain knowledge of movement concepts, and develop mature fundamental movement skills. They actively plan both daily adult-led physical activity and unstructured physical activity that will support the maximum participation of all children. They know the importance of healthy daily routines

		<p>and daily practice of basic skills and habits related to active and quiet times, meals, rest and transitions in early childhood. They are familiar with young children’s need for movement, play, rest, safety and nutrition and with individual and cultural variations in practices to meet these needs. They know developmentally and culturally effective ways to help older children think about, express, and reflect on their needs and their choices in this area.</p>
<p>5c</p>	<p><b>5c:</b> Applying content and pedagogical knowledge in the use of early learning standards and other resources; in decision making during both planned and spontaneous teaching practices; and to curriculum development, implementation and evaluation.</p> <p>Well-prepared early childhood educators apply, expand and update their knowledge of curriculum content resources, pedagogical content knowledge, foundational concepts, inquiry tools, processes and forms of representation to their teaching practice. They use this knowledge, along with children’s and families’ funds of knowledge, to:</p> <ul style="list-style-type: none"> <li>• understand and reflect on early learning standards, elementary education standards (where applicable to preschool through early grades), and child assessment data;</li> <li>• integrate teaching activities across multiple content areas;</li> <li>• plan teaching activities, select materials and arrange environments, and engage children in exploring and expressing ideas during spontaneous conversation and play; and</li> <li>• develop and implement decisions about meaningful, challenging curriculum for each child.</li> <li>• design or select developmentally and culturally relevant teaching strategies that avoid and counter cultural or individual bias or stereotypes and foster a positive learning disposition in each area of the curriculum and in each child.</li> </ul>	<p>5c: Applying, expanding, integrating and updating their content knowledge in the disciplines, knowledge of curriculum content resources, and pedagogical content knowledge to their teaching practice.</p> <p>Early childhood educators apply, expand, integrate and update their content knowledge in the disciplines, knowledge of curriculum content resources and pedagogical content knowledge to their teaching practice. They engage in continuous development of their own abilities in each content area improving their knowledge and skills in each discipline. They use their own knowledge and skills, along with experiences and cultural assets that young children’s and their families bring, to:</p> <ul style="list-style-type: none"> <li>• use preschool and early elementary learning standards to support young children’s learning and development;</li> <li>• implement an integrated curriculum that makes connections across content areas through supported play and projects. The curriculum includes both planned and responsive experiences that are individualized to be developmentally appropriate, meaningful, engaging and challenging for each child, and that reflect cultural and linguistic diversities;</li> <li>• develop and implement decisions about meaningful, challenging curriculum for each child using observation and assessment to scaffold new learning in each content area.</li> <li>• design or select developmentally and culturally relevant curriculum that avoids and counters cultural or individual bias or stereotypes and fosters a positive learning disposition in each area of the curriculum and in each child.</li> </ul>

	<p>Early educators apply what they have learned about curriculum content and about pedagogy—how children learn and what teaching strategies are most likely to be effective based on the development of children as individuals and in groups. For example, educators of infants and toddlers model and responsively support development of early language, scribbling, music and movement; self and other, past, present and future; number and patterns; inquiry and discovery. Educators of children in preschool through early grades model engagement in challenging subject matter and support increasingly more complex knowledge and exploration. They respond to the developmental needs of individual children, building confidence in themselves as young learners and young citizens—as young readers, writers, artists, musicians, mathematicians, scientists, engineers, dancers, athletes, historians, economists, and geographers. In developing curriculum, they use their own solid knowledge in each curriculum area while also supporting each child’s construction of knowledge in personally and culturally meaningful ways. In addition, in order to make curriculum powerful and accessible to all, they develop culturally relevant curriculum; encourage and support bilingualism/multilingualism; and actively counter biases related to race, ethnicity, religion, gender, or differing abilities.</p>	<ul style="list-style-type: none"> <li>• help children reflect upon and learn from their mistakes, fully understanding that making mistakes and learning from them in positive ways fuels learning.</li> <li>• Support and scaffold every child’s interests and abilities in each academic discipline, countering gender and racial expectations and biases that can limit children’s opportunities and achievements.</li> <li>• Foster each child’s sense of efficacy and agency: their ability to make choices and decisions, to develop their own interests and learning dispositions, and to gradually gain a sense of control, intention and autonomy in their environment.</li> </ul>
5d	<p><b>5d.</b> Applying understanding of the connections and unifying concepts across content areas to develop and implement integrated curriculum plans and to support children’s integration of knowledge from multiple content areas to solve problems and explore their world.</p> <p>Early childhood educators create and implement an <i>integrated curriculum</i> that makes connections across curriculum areas, explores and utilizes multiple content areas through supported play and projects, and facilitates the development of executive function skills and academic and social competence in young</p>	<p><b><i>Focus on executive function skills is now in Standard 1a, 4c and 5a and focus on integrated curriculum is in 5c</i></b></p>

	<p>children. These cross-cutting, integrated curriculum outcomes include:</p> <p><b>Security and self-regulation.</b> Appropriate, effective curriculum creates a secure base from which young children can explore and take on 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.</p> <p><b>Problem-solving and thinking skills.</b> Early childhood educators who have skills in developing and implementing meaningful, challenging curriculum will also support young children’s ability—and motivation—to solve problems and organize their thoughts.</p> <p><b>Planning, memory and focus:</b> Early childhood educators support young children’s ability to organize and remember information. Within curriculum, they scaffold activities that are responsive to and help build children’s ability to focus.</p> <p><b>Academic and social competence.</b> Because good early childhood curriculum is aligned with young children’s developmental and learning inclinations, it supports the growth of academic and social skills.</p> <p>With these goals in mind, early childhood educators develop integrated curriculum to include both planned and responsive, spontaneous experiences that are developmentally appropriate, meaningful, individualized and challenging for all young children; that address cultural and linguistic diversities; that lead to positive learning outcomes; and that—as children become older—develop positive dispositions toward learning within each content area.</p>	
<p><b>Standard 6 Summary Statement</b></p>	<p>Early childhood educators identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other early childhood professional</p>	<p>Early childhood educators identify and conduct themselves as members of the early childhood profession and serve as informed advocates for young children, families, and the early childhood</p>

	<p>guidelines. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on early childhood education to inform their practice. They are informed advocates for young children, families, and the early childhood profession.</p>	<p>profession (a). They know and use ethical guidelines and other early childhood professional guidelines (b). They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on early childhood education to inform their practice (c and d). They have strong communication skills that effectively support their relationships and work young children, families and colleagues (e).</p>
6a	<p><b>6a:</b> Identifying and involving oneself with the early childhood field</p> <p>Early childhood professionals have a strong identification and involvement with the early childhood field, to better serve young children and their families. The early childhood field has distinctive values, as well as a distinctive history, knowledge base, and mission. Well-prepared early childhood educators 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 collaborate while serving young children and families. They are aware of the broader contexts and challenges, current issues and trends that affect their profession and their work.</p>	<p>6a: Identifying and involving oneself with the early childhood field and serving as an informed advocate</p> <p>Early childhood educators have a strong identification and involvement with their profession, and this identity includes an understanding of their responsibility to serve as advocates and to advance equity in their practice. They understand the profession’s distinctive values, history, knowledge base, and mission. They know about the many connections between the profession of early childhood education and other related disciplines and professions with which they collaborate while serving young children and families. They are aware of the broader contexts, challenges, current issues and trends that affect their profession and their work including challenges related to compensation and financing of the early education system; trends in standards setting and assessment of young children; and issues of equity, bias and social justice that affect children, families, communities and colleagues. They understand their responsibility as advocates to improve the lives of young children and their families as well as those serving in the profession. Early childhood educators understand advocacy within the early learning setting as well as at broader levels in a local, state, federal or national context including a basic understanding of how public policies are developed. They know that equity in education begins in early childhood and that early educators have a special opportunity and responsibility to advance equity in their own work with children, families and colleagues.</p>
6b	<p><b>6b:</b> Knowing about and upholding ethical standards and other early childhood professional guidelines</p>	<p>6b: Knowing about and upholding ethical standards and other early childhood professional guidelines</p>

	<p>Early childhood professionals have compelling responsibilities to know about and uphold ethical guidelines and other professional standards 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. Well-prepared early childhood educators are very familiar with the NAEYC Code of Ethical Conduct and guided by its ideals and principles. Early childhood educators 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. They uphold high standards of confidentiality; sensitivity; and respect for children, families, and colleagues. They know and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities. They are familiar with professional guidelines such as national, state, or local standards and regulations and position statements from their professional associations.</p>	<p>Early childhood professionals have compelling responsibilities to know about and uphold ethical guidelines, federal and state regulatory policies, and other professional standards 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 educators are very familiar with the NAEYC Code of Ethical Conduct and guided by its ideals and principles. Early childhood educators 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. They uphold high standards of confidentiality and privacy; sensitivity; and respect for young children and their families, and colleagues. They know and follow relevant federal and state laws such as reporting child abuse and neglect, health and safety practices, and the rights of young children with developmental delays and disabilities. They are familiar with professional guidelines such as national, state, or local standards and regulations and position statements from their professional associations.</p>
6c	<p><b>6c:</b> Engaging in continuous, collaborative learning to inform practice</p> <p>Early child educators engage in continuous, collaborative learning to inform practice. This is a hallmark of a professional in any field. An attitude of inquiry is evident in well-prepared early childhood educators’ writing, discussion, and actions. Whether engaging in classroom-based research, investigating ways to improve their own practices, participating in conferences, providing or receiving mentorship, or finding resources in libraries and Internet sites, early childhood educators demonstrate self-motivated, purposeful learning that directly influences the quality of their work with young children. Early childhood educators demonstrate involvement in collaborative learning communities with other early childhood educators as well as with others in related disciplines and professions. By working together on common</p>	<p>6c: Engaging in continuous, collaborative learning to inform practice</p> <p>Early childhood educators engage in continuous, collaborative learning to inform and improve their own practice. This is a hallmark of a professional in any field. An attitude of inquiry is evident in early childhood educators’ writing, discussion, and actions. They demonstrate self-motivated, purposeful learning and actively investigate ways to improve their own practices such as engaging in classroom-based research, participating in reflective and supportive supervision, participating in conferences, providing or receiving mentorship, and finding evidence-based resources. They engage in collaborative learning communities with other early childhood educators as well as with others in related disciplines and professions working together on common challenges with lively exchanges of ideas and benefiting from one another’s perspectives and expertise. They know where to find resources and when to reach out to</p>

	<p>challenges, with lively exchanges of ideas, members of such communities benefit from one another's perspectives and expertise. Early childhood educators also demonstrate understanding of essential skills in collaboration as they work in teams to support individual children and their families, including but not limited to IEP/IFSP teams.</p>	<p>colleagues within and across professions. They demonstrate understanding of essential skills in collaboration as they work in teams to support individual children and their families, including, but not limited to, IEP/IFSP teams.</p>
6d	<p><b>6d:</b> Integrating knowledgeable and critical perspectives on early education</p> <p>Early childhood educators' practice is influenced by knowledgeable and critical perspectives. Their decisions are grounded in multiple sources of knowledge and multiple perspectives and informed by a professional judgment, research-based knowledge, and values. They examine their own work, sources of professional knowledge, and assumptions about the early childhood field with a questioning attitude. 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. Early childhood educators demonstrate an understanding that through dialogue and attention to differences, early childhood professionals will continue to reach new levels of shared knowledge. Early childhood educators recognize that their professional knowledge base is constantly evolving. They recognize the limitations of child development theories and research based primarily on a normative perspective of white, middle-class children in educated families. They maintain professional currency as more strengths-based approaches to research and practice are articulated and are willing to seek non-dominant sources of information to supplement their knowledge.</p>	<p>6d: Integrating knowledgeable and critical perspectives on early childhood education and developing the habit of intentional, reflective practice</p> <p>Early childhood educators' practice is influenced by knowledgeable and critical perspectives. Their decisions are grounded in multiple sources of knowledge (including non-dominant sources) and multiple perspectives and informed by professional judgment, evidence-based knowledge, and values. They develop the habit of intentional, reflective practice and regularly examine their own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry. 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. They demonstrate an understanding that through dialogue and attention to differences, early childhood professionals will continue to reach new levels of shared knowledge. They recognize that their professional knowledge base is constantly evolving. They stay current in the field and realize that they can be contributors, through their own research and practice, to growing the profession's knowledge base. They integrate their knowledge and practices across all six standards as they plan activities and interact with children and families whose language, race, culture, or socio-economic status may differ from their own background.</p>
6e	<p><b>6e:</b> Engaging in informed advocacy for young children, families, and the early childhood profession</p>	<p><b>6e in Public Draft #1 is now part of 6a in Public Draft #2</b></p>

	<p>Early childhood educators are informed advocates for children, their families and the profession. They know about the central policy issues in the field, including professional compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect children, families, communities and colleagues. 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. Early childhood educators have a basic understanding of how public policies are developed and demonstrate essential advocacy skills.</p>	
6f	<p><b>6f.</b> Engaging in ongoing, proactive work to dismantle biases and prejudices within themselves, their program, and the community.</p> <p>Early childhood educators engage in ongoing, proactive work to dismantle biases and prejudices within themselves, their program, and the community. Early childhood educators recognize the impact of racism, sexism, classism, able-ism, homophobia, xenophobia, and other systems of oppression on their own lives and on the lives of the children and families they serve. They identify ways that systems of privilege and oppression are manifesting in their early childhood program. They understand how their own experiences, family, race, gender and culture biases may impact their instructional decisions and their relationships and interactions with young learners and their families.</p>	<p><b><i>Recognizing and dismantling bias is addressed in each Standard</i></b></p>
6g	<p><b>6g.</b> Using strong communication skills to effectively support young children’s learning and development and work with families and communities</p> <p>Early childhood educators have strong communication skills – written and verbal – and can effectively communicate using many modalities, including technology. These skills allow them to provide positive language and literacy experiences for children,</p>	<p>6e. Using strong communication skills to effectively support young children’s learning and development and work with families and colleagues</p> <p>Early childhood educators demonstrate strong communication skills and can effectively communicate with colleagues, families and young children to provide competent, safe, and high quality early childhood education. Strong communication skills also support early childhood</p>

	<p>and they support professional communications with families and colleagues. These skills also support early childhood educators in implementing the knowledge and application of these standards and competencies.</p>	<p>educators in their own understanding and application of these standards and competencies, support their professional communications with families and colleagues, and facilitate their own professional development and academic success when pursuing post-secondary education. These skills include basic competency in formal and informal speaking, listening, reading and writing. For early educators, they also include consideration of the most respectful, sensitive and effective ways to communicate; attentive listening to young children, families and colleagues; skillful and supportive communication with families about their children's development; using translators and other resources to communicate with speakers of other languages; the use of computers and the internet for communication and learning; and the use of assistive technology with children and adults as needed.</p>
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