

**CORE NAEYC STANDARDS SUMMARY
FOR EARLY CHILDHOOD PROFESSIONAL PREPARATION
(NAEYC, July 2009)**

Standard 1. Promoting Child Development and Learning

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

Key elements of Standard 1

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

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

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

Standard 2. Building Family and Community Relationships

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Key elements of Standard 2

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

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

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

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

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

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

3b: Knowing about assessment partnerships with families and with professional colleagues

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

3d: Understanding and practicing responsible assessment to promote positive outcomes for each child.

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

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of

developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

- 4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children
- 4b:** Knowing and understanding effective strategies and tools for early education
- 4c:** Using a broad repertoire of developmentally appropriate teaching/learning approaches
- 4d:** Reflecting on their own practice to promote positive outcomes for each child

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

- 5a:** Understanding content knowledge and resources in academic disciplines
- 5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Standard 6. Becoming a Professional

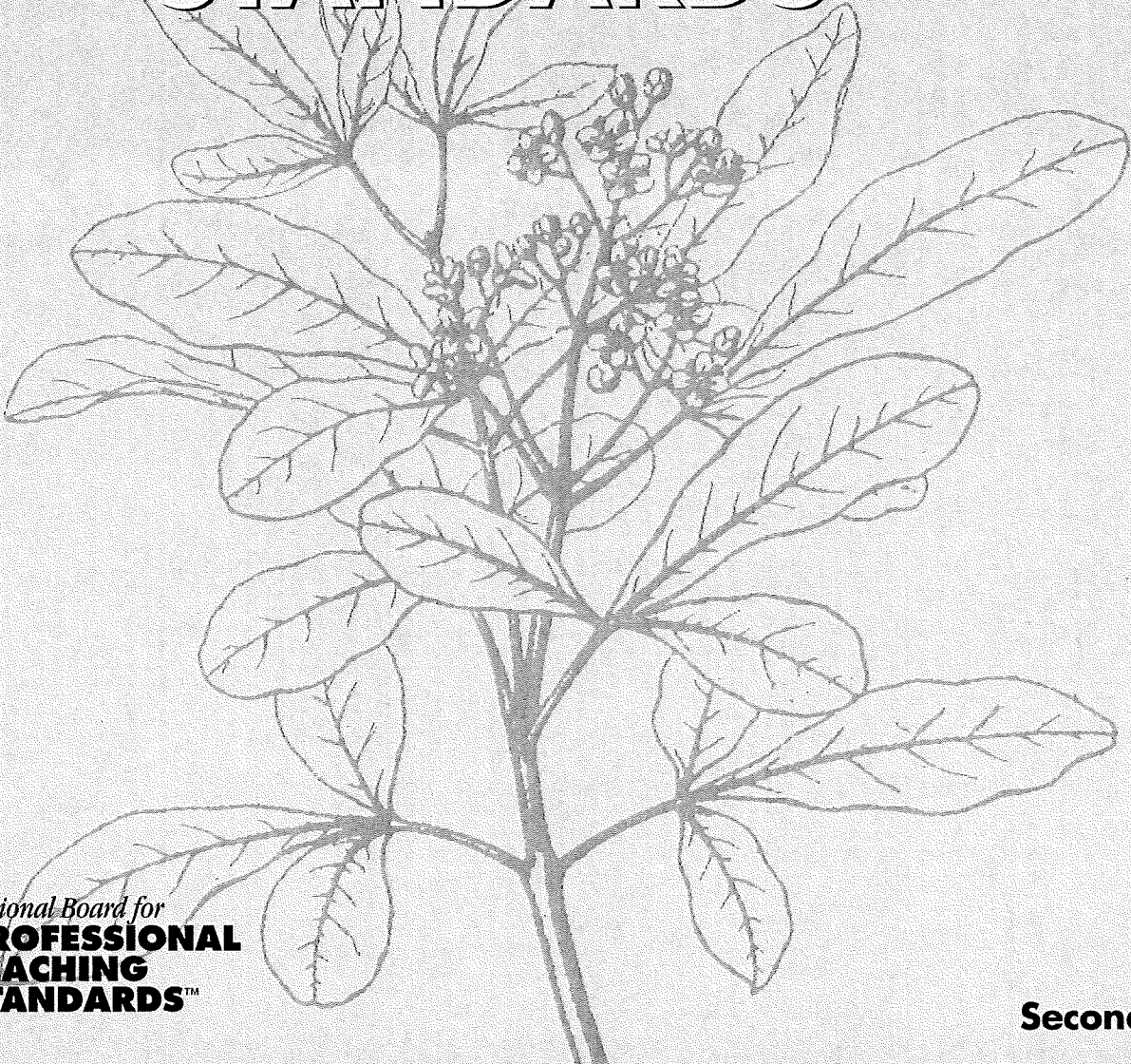
Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

- 6a:** Identifying and involving oneself with the early childhood field
- 6b:** Knowing about and upholding ethical standards and other professional guidelines
- 6c:** Engaging in continuous, collaborative learning to inform practice
- 6d:** Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e:** Engaging in informed advocacy for children and the profession

Early Childhood Generalist

STANDARDS




National Board for
**PROFESSIONAL
TEACHING
STANDARDS™**

Second Edition

for teachers of students ages 3-8

STANDARDS

(for teachers of students ages 3–8)

Second Edition**OVERVIEW**

The National Board for Professional Teaching Standards has organized the standards for accomplished Early Childhood/Generalist teachers into the following nine standards. The standards have been ordered to facilitate understanding, not to assign

priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of accomplished practice. These standards serve as the basis for National Board Certification in this field.

- I. Understanding Young Children (p. 7)**
Accomplished early childhood teachers use their knowledge of child development and their relationships with children and families to understand children as individuals and to plan in response to their unique needs and potentials.
- II. Equity, Fairness, and Diversity (p. 11)**
Accomplished early childhood teachers model and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to treat others with, and to expect from others, equity, fairness, and dignity.
- III. Assessment (p. 15)**
Accomplished early childhood teachers recognize the strengths and weaknesses of multiple assessment methodologies and know how to use them effectively. Employing a variety of methods, they systematically observe, monitor, and document children's activities and behavior, analyzing, communicating, and using the information they glean to improve their work with children, parents, and others.
- IV. Promoting Child Development and Learning (p. 19)**
Accomplished early childhood teachers promote children's cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children.
- V. Knowledge of Integrated Curriculum (p. 29)**
On the basis of their knowledge of how young children learn, of academic subjects, and of assessment, accomplished early childhood teachers design and implement developmentally appropriate learning experiences that integrate within and across the disciplines.
- VI. Multiple Teaching Strategies for Meaningful Learning (p. 45)**
Accomplished early childhood teachers use a variety of practices and resources to promote individual development, meaningful learning, and social cooperation.
- VII. Family and Community Partnerships (p. 51)**
Accomplished early childhood teachers work with and through families and communities to support children's learning and development.

VIII. Professional Partnerships (p. 55)

Accomplished early childhood teachers work as leaders and collaborators in the professional community to improve programs and practices for young children and their families.

IX. Reflective Practice (p. 59)

Accomplished early childhood teachers regularly analyze, evaluate, and synthesize to strengthen the quality and effectiveness of their work.

The pages that follow provide elaborations of each standard that discuss the knowledge, skills, dispositions, and habits of mind that describe accomplished teaching in the field.