



## **NAEYC PROFESSIONAL PREPARATION STANDARDS AT A GLANCE**

### Key Elements Summarized

#### **STANDARD 1: PROMOTING CHILD DEVELOPMENT AND LEARNING**

**1a:** Knowing and understanding young children’s characteristics and needs, from birth through age 8.

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

**1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

#### **STANDARD 2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

**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 young children’s development and learning.

#### **STANDARD 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

**3a:** Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

**3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection.

**3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.

**3d:** Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

#### **STANDARD 4: USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

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

**4b:** Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

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

**4d:** Reflecting on own practice to promote positive outcomes for each child.

#### **STANDARD 5: Using Content Knowledge to Build Meaningful Curriculum**

**5a:** Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

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

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

#### **STANDARD 6: BECOMING A PROFESSIONAL**

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

**6b:** Knowing about and upholding ethical standards and other early childhood professional guidelines.

**6c:** Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

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

**6e:** Engaging in informed advocacy for young children and the early childhood profession.

#### **STANDARD 7: EARLY CHILDHOOD FIELD EXPERIENCES**

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8).

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs).