

Stake-holder Feedback Questions:

Global

- Is this the right credentialing structure? Why or why not?
- What do you like about this structure? What don't you like about this structure?
- Are these 6 areas the right 6 areas for the credential? Why or why not?

Standard Specific

- Is this the right content for this standard strand?
- Are we using the right verbs in the draft leveling of the standards?
- How specific should we be in identifying specific developmental domains and/or content areas in the language of the standards?
- Is this the right balance? Is it too general or too specific anywhere? Is there anything missing? Is there too much of anything?

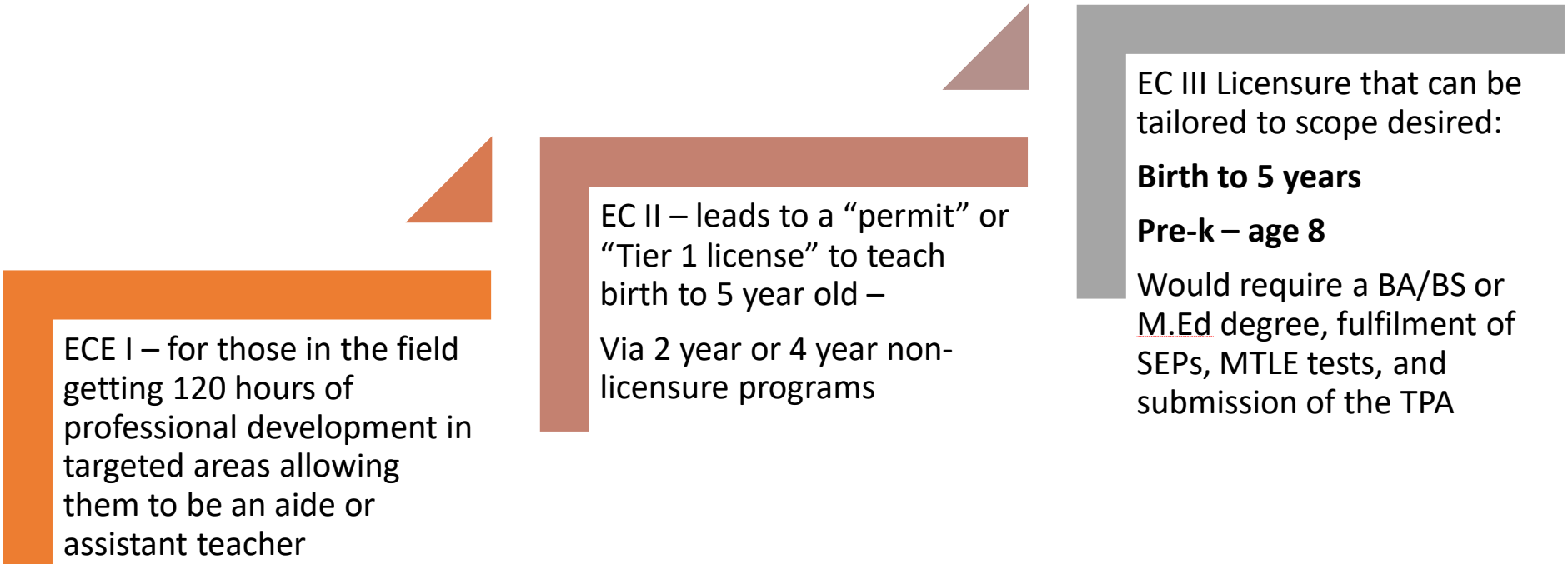
Moving Forward

- How can we build in continuous quality improvement for our credentialing standards?
- What might be some unintended consequences of this approach to credentialing? What are some solutions?
- Anything else we should be thinking about?

Primary Reading Standards:

- What should these standards really say? What do we want them to reflect?
- What approach should we take to incorporate the meaningful intentions presented in the current reading standards?
 - One approach would be to incorporate reading instruction content into the proposed standard strands.
 - Another approach would be to add an EC III 3-8 standard strand related to reading instruction.

A Vision for Licensing Using NAEYC Framework



ECE I – for those in the field getting 120 hours of professional development in targeted areas allowing them to be an aide or assistant teacher

EC II – leads to a “permit” or “Tier 1 license” to teach birth to 5 year old –
Via 2 year or 4 year non-licensure programs

EC III Licensure that can be tailored to scope desired:

Birth to 5 years

Pre-k – age 8

Would require a BA/BS or M.Ed degree, fulfilment of SEPs, MTLE tests, and submission of the TPA

Standard 1 – Promoting Child Development and Learning

Listed below are the 2010 version of NAEYC Higher Ed Standards for preparation programs

Key elements of Standard 1

- 1a. Knowing and understanding young children’s characteristics and needs, from birth – 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.

NOTE: ECE III must meet ALL of ECE II AND ALL of ECE III (4-year programs must address how all ECII standards are met in their programs.) This document has embedded ECE I competencies into ECE II standards.

New verbiage below for elements taken from Power to the Profession Appendix A

NAEYC Standard and Elements	Specific Standards for ECE II	Specific Standards for ECE III
Promoting Child Development and Learning		
1a: Understand the developmental period of early childhood from birth through age eight across cognitive, language, social, emotional, physical, and creative developmental domains including bilingual/multilingual development.	Understand the theoretical perspectives and core research base of the developmental periods of infant, toddler and preschool aged children and how development and learning intersect across cognitive, language, social, emotional, physical, and creative developmental domains as referenced by the national and state standards	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base of the developmental periods for the scope of the credential and how development and learning intersect across cognitive, language, social, emotional, physical, and creative developmental domains as referenced by the national and state standards
	Understand brain development in infant, toddler and preschool aged children including executive function, learning motivation and life skills	Understand and explain brain development for the scope of the credential including executive function, learning motivation and life skills
	Understand how biology, environment, protective, and adverse factors impact infant, toddler and preschool aged children’s development and learning	Understand and explain how and why biology, environment, protective, and adverse factors (stress and trauma) impact children’s development and learning for the scope of the credential
	Understand the importance of social interaction, relationships and play and explain how they are central to infant, toddler and preschool aged children’s development and learning	Understand, explain and advocate for the importance of social interaction, relationships and play and how they are central to children’s development and learning for the scope of the credential
		Understand and explain the limitations of child development theories and research based primarily on a normative perspective of white, middle-class children
1b: Understand and value each child as an individual with unique developmental variations, ability to make choices, strengths,	Identify and describe how each child develops as an individual with unique developmental variations, ability to make choices, strengths, interests,	

<p>interests, challenges, approaches to learning, experiences and abilities.</p>	<p>challenges, approaches to learning, experiences and abilities by using research and professionally recognized terminology</p>	
	<p>Initiate and maintain responsive, reciprocal relationships with infant, toddler and preschool aged children</p>	<p>Demonstrate and explain the importance of responsive, reciprocal relationships for children in the scope of the credential</p>
	<p>Understand developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of infant, toddler and preschool aged children</p>	<p>Understand and explain developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children for the scope of the credential</p>
<p>1c: Understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, early learning settings as well as within a larger societal context that includes structural inequities.</p>	<p>Understand family, social, cultural and community influences on infant, toddler and preschool aged children’s learning and development and related theoretical perspectives and core research base</p>	<p>Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base that shows that family, community and societal contexts influence children’s development and learning for the scope of the credential</p>
	<p>Understand that infant, toddler and preschool aged children’s learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics</p>	<p>Understand and explain that children’s learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics for the scope of the credential</p>
	<p>Identify and understand how structural inequities and trauma adversely impact infant, toddler and preschool aged children’s learning and development</p>	<p>Understand and explain how structural inequities and trauma adversely impact children’s learning and development for the scope of the credential</p>
	<p>Understand how quality early childhood education influences the lives of infant, toddler and preschool aged children</p>	<p>Understand and explain how and why quality early childhood education influences children’s lives for the scope of the credential</p>
<p>1d: Use this multidimensional knowledge (developmental period of early childhood, individual child, development and learning in cultural contexts) to make</p>	<p>Implement early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive</p>	<p>Critically analyze, synthesize and make decisions about early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and</p>

<p>evidence- based decisions that support each child.</p>	<p>and challenging for individual infant, toddler and preschool aged children</p>	<p>challenging for individual children for the scope of the credential</p>
	<p>Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of infant, toddler and preschool aged children</p>	<p>Critically analyze, synthesize and generate new knowledge about multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of children for the scope of the credential</p>
	<p>Use available research evidence, professional judgments and families’ knowledge 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 individual infant, toddler and preschool aged children</p>	<p>Generate knowledge to contribute to identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for individual children for the scope of the credential</p>

Standard 2: Building Family and Community Relationships

Listed below are the 2010 version of NAEYC Higher Ed Standards for preparation programs

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 young children’s development and learning

NOTE: ECE III must meet ALL of ECE II AND ALL of ECE III (4-year programs must address how all ECII standards are met in their programs.) This document has embedded ECE I competencies into ECE II standards.

New verbiage below for elements taken from Power to the Profession Appendix A

NAEYC Standard and Elements	Specific Standards for ECE II	Specific Standards for ECE III
Building Family and Community Relationships		
2a: Know about, understand and value the diversity of families.	Understand diverse characteristics of families and the theoretical perspectives and core research base on family structures and stages of parental and family development	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base family structures and stages of parental and family development
	Understand 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 and the related theoretical perspectives and core research	Critically analyze, synthesize and generate new knowledge about 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
	Understand that children can thrive across diverse family structures and the importance of building on the assets and strengths that families bring	
2b: Collaborate as partners with families in young children’s development and learning through respectful and reciprocal relationships and engagement.	Understand the importance of and take primary responsibility for initiating and sustaining respectful relationships with families and caregivers	Contribute to setting-wide efforts to initiate and sustain respectful, reciprocal relationships with families and caregivers
	Recognize families as the first and most influential “teachers” in their children’s learning and development	
	Use strategies to support positive parental and family development	
	Affirm and respect families’ cultures, religious beliefs, language(s) (including dialects), various structures of families and different beliefs about parenting	

	Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families' preferences and cultures and the setting's practices and policies related to health, safety and developmentally appropriate practices	
	Identify and understand a broad repertoire of effective strategies for building reciprocal relationships and use those to learn with and from family members	Identify and understand a broad repertoire of effective strategies for building reciprocal relationships, with a particular focus on cultural responsiveness, and use those to learn with and from family members
	Initiate and sustain respectful relations with families and caregivers that take families' preferences, values and goals into account	
	Independently, and in supervising ECE I practitioners, engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs	Independently, and in supervising ECE I and ECE II practitioners, engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children's transitions to new programs
	Use a variety of communication and engagement skills with families and communicate (or find resources) in families' preferred languages when possible	
2c: Use community resources to support young children's learning and development and to support families, and they build partnerships between early learning settings, schools and community organizations and agencies.	Identify types of community resources that can support young children's learning and development and to support families	
	Assist families with young children in finding needed resources, access and leverage technology tools, and partner 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,	Advocate for families with young children in finding needed resources, access and leverage technology tools, and partner 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	translation/interpretation services, housing and economic assistance
	Partner with colleagues to help assist families in finding needed community resources	
	Support young children and families during transitions between classrooms and/or other early learning settings to help ensure a continuum of quality early care and education	Collaborate with early learning settings in the community to support and advocate for a continuum of quality early care and education that ensures successful transitions
		Support young children and families experiencing sudden, severe incidents (e.g. divorce, death, immigration concerns)

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Listed below are the 2010 version of NAEYC Higher Ed Standards for preparation programs

Key elements of Standard 3

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.

NOTE: ECE III must meet ALL of ECE II AND ALL of ECE III (4-year programs must address how all ECII standards are met in their programs.) This document has embedded ECE I competencies into ECE II standards.

New verbiage below for elements taken from Power to the Profession Appendix A

NAEYC Standard and Elements	Specific Standards for ECE II	Specific Standards for ECE III
Observing, documenting, and assessing to support young children and families		
3a: Understand that assessment (formal and informal, formative and summative) is conducted to make informed choices and for planning in early learning settings.	Identify and define the theoretical perspectives and core research base regarding the purposes and use of assessment as well as their limitations	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base regarding the purposes and uses of assessment
	List ways to learn about children (e.g. through observation, play, etc.)	Evaluate, make decisions about, and communicate effective ways to learn about children (e.g. through observation, play, etc.)
	Explain how observation and documentation are central practices in assessment and can be a positive tool to support young children’s learning and development	
	Describes essentials of authentic assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understands—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base regarding the purposes and uses of assessment
	Recognizes that assessment approaches should be connected to	

	the learning goals, curriculum and teaching strategies with infants, toddlers, and preschoolers as individual children	
3b: Know a wide range of types of assessments, their purposes and their associated methods and tools.	Identifies and describes the structure, strengths, and limitations of a variety of assessment methods and tools used with infants, toddlers, and preschoolers	Uses a variety of assessment methods and tools, including formative and summative, qualitative and quantitative, and standardized assessment tools, used with young children for scope of credential including self-assessments.
	Explains the components of an assessment cycle including the basics of conducting systematic observations and interpreting those observations	Practices assessment cycle including making decisions on "who, what, when, where, and why" in conducting systematic observations, selecting the most appropriate assessment method to gather information, analyzing, evaluating, and summarizing assessment results and reflecting on their significance to inform teaching
3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child.	Create opportunities to observe with infants, toddlers, and preschoolers in play and spontaneous conversation as well as in adult- structured assessment contexts	
	Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice	
	Identify, select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed	Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed including high stakes assessments used for more than informing practice
	Lists the limitations of various assessment tools and minimize the impact of these tools on infants, toddlers, and preschoolers including legal and ethical issues connected to assessment practices	Describes the developmental, cultural, and linguistic limitations of various assessment tools; recognize the circumstances under which use of these tools may be inappropriate (including the use of their results); minimize the impact of these tools on young children for

		scope of credential; and advocate for more appropriate assessments
	Analyze data from assessment tools to make instructional decisions and set learning goals for all children	Analyze data from assessment tools to make instructional decisions and set learning goals for children, differentiating for all children including those who are exceptional learners for scope of credential
	Identify implicit bias or the potential for implicit bias in their own assessment practices and use of assessment data	
3d: Build assessment partnerships with families and professional colleagues	Recognize when to make a referral when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs in partnership with families and other professionals	Demonstrate ability to skillfully communicate with families about the potential need for further assessment/supports when this information may be difficult for families to hear

Standard 4: Using Developmentally Effective Approaches

Listed below are the 2010 version of NAEYC Higher Ed Standards for preparation programs

Key elements of Standard 4

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 (moved to standard 6e)

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New verbiage below for elements taken from Power to the Profession Appendix A

NAEYC Standard and Elements	Specific Standards for ECE II	Specific Standards for ECE III
Using Developmentally Effective Approaches		
4a: Understand and use positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.	Establish positive and supportive relationships and interactions with infants, toddlers, and preschoolers	Establish positive and supportive relationships and interactions with young children for scope of credential
	Understand the theoretical perspectives and core research base related to facilitating positive, supportive relationships and interactions with infants, toddlers, and preschoolers and creating a caring community of learners when working with groups of children	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children for scope of credential
	Understand that each child brings individual experiences, knowledge, interests, abilities, culture and languages to the early learning setting	
	Take primary responsibility for (and support ECE I practitioners in) creating a classroom culture that respects and builds on all that children bring to the early learning setting	Take primary responsibility for (and support ECE I and ECE II practitioners in) creating a classroom culture that respects and builds on all that children bring to the early learning settings for scope of credential
4b: Understand and use teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of	Understand the teaching practices essential for working with infants, toddlers, and preschoolers including: differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching	Understand and use teaching practices essential for working across scope of credential including: differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching

executive function skills is critical for young children.	practices that build young children's executive function skills.	practices that build young children's executive function skills.
	Understand the theoretical perspectives and core research base about various teaching strategies used with infants, toddlers, and preschoolers	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base on various instructional practices used with children in scope of credential
	Differentiate teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of infants, toddlers, and preschoolers	Design, facilitate and evaluate the effectiveness of differentiated teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children in scope of credential
	Use teaching practices that incorporate the various types and stages of play that support young children's development	Design, facilitate and evaluate teaching practices that incorporate the various types and stages of play that support young children's development across the scope of credential
	Use teaching practices that support development of young children's executive function skills with infants, toddlers, and preschoolers	Design, facilitate and evaluate teaching practices that support development of young children's executive function skills across scope of credential
4c: Use 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.	Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development and learning and classroom management with infants, toddlers, and preschoolers	Guide and supervise ECE I and ECE II practitioners in implementing effective teaching practices and learning environments across scope of credential
	Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group while making professional decisions about teaching and learning.	Demonstrate and explain the use of knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group while making professional decisions about teaching and learning.
	Apply professional decision making based upon developmentally appropriate practices about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines.	Guide and supervise ECE I and ECE II in professional decision making based upon developmentally appropriate practices about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines across the scope of credential.

Standard 5 – Using Content Knowledge to Build Meaningful Curriculum

Listed below are the 2010 version of NAEYC Higher Ed Standards for preparation programs

Key elements of Standard 5

5a. Understand 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.

NOTE: ECE III must meet ALL of ECE II AND ALL of ECE III (4-year programs must address how all ECII standards are met in their programs.) This document has embedded ECE I competencies into ECE II standards.

New verbiage below for elements taken from Power to the Profession Appendix A

NAEYC Standard and Elements	Specific Standards for ECE II	Specific Standards for ECE III
Using Content Knowledge to Build Meaningful Curriculum		
5a: Understand content knowledge and resources—the central concepts, methods, inquiry and application tools, and structures—of the academic disciplines in an early education curriculum.	Has preparation in general education content areas as demonstrated through holding an associate degree	Has preparation in a broad range of general education content areas (reading, language arts, mathematics, science, social studies, visual and performing arts, and physical education) as demonstrated through holding a baccalaureate degree. Knows and uses the central concepts, inquiry tools, and structures of content areas/academic disciplines
5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the educator knowledge and practices described in Standards One through Four to support young children’s learning in each content area	Understand the connection between cognitive, language, social, emotional, physical, and creative domains of development as foundational for content learning in language/literacy, mathematics, scientific thinking, physical/movement, and social systems in infant, toddler and preschool aged children	Critically analyze, synthesize and generate new knowledge about the connection between cognitive, social, emotional, physical, and creative domains of development as foundational for content learning in reading, language arts, mathematics, science, social studies, visual and performing arts, and physical education in young children for the scope of the credential
	Understand how children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions that support cognitive, language, social, emotional, physical, and creative development in infant, toddler and preschool aged children	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base undergirding pedagogical content knowledge to make instructional decisions that support children’s cognitive, language, social, emotional, physical, and creative development for the scope of the credential

	Understand how children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions that support foundational learning in language/literacy, mathematics, scientific thinking, physical/movement, and social systems in infant, toddler and preschool aged children.	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base undergirding pedagogical content knowledge to make instructional decisions that support children’s development in reading, language arts, mathematics, science, social studies, visual and performing arts, and physical education for the scope of the credential
	Understand how to engage children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns to support cognitive, language, social, emotional, physical, and creative development in infant, toddler and preschool aged children.	Analyze models of engaging children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in curriculum areas: reading, language arts, mathematics, science, social studies, visual and performing arts, and physical education for the scope of the credential
		Add specific standards having to do with the foundations of reading processes, development and instruction? TBD
5c: Modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, knowledge of curriculum content resources, and pedagogical content knowledge.	Understand Minnesota’s Early Childhood Indicators of Progress relevant to infant, toddler and preschool aged children.	Critically analyze standards relevant to their licensure scope: Minnesota’s Early Childhood Indicators of Progress and Minnesota’s Academic Standards, K- Grade 3
	Combine their understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas (language and literacy, mathematics, scientific thinking, physical/movement, and social systems) for infant, toddler and preschool aged children using children’s ideas, needs interests, culture and home experiences	Critically analyze, select and create content in an integrated curriculum across content areas (reading, language arts, mathematics, science, social studies, visual and performing arts, and physical education) relevant to the scope of the credential using children’s ideas, needs interests, culture and home experiences
	Use resources from professional organizations representing content areas to support instructional practice	Critically analyze resources from professional organizations representing content areas to support instructional practice

Standard 6. BECOMING A PROFESSIONAL

Listed below are the 2010 version of NAEYC Higher Ed Standards for preparation programs

Key elements of Standard 3

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

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New verbiage below for elements taken from Power to the Profession Appendix A

NAEYC Standard and Elements	Specific Standards for ECE II	Specific Standards for ECE III
Becoming a Professional		
6a: Identify and involve oneself with the early childhood field and serve as an informed advocate for young children, families and the profession.	Explain distinctive history, knowledge base, and mission of the early childhood education profession and the early childhood field as a whole	Advocate for increasing the stature of the early childhood field including but not limited to developmentally appropriate practice, families as partners in education, culturally responsive curriculum, etc.
	Identify the broader contexts and challenges, current issues and trends that affect the profession including 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 young children, families, communities and colleagues	
	Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal or national levels	Advocate for resources and policies that support young children and their families like the effects if societal conditions on children and their families, current issues and trends, legislation that impact families and programs ; as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, national or global levels
6b: Know about and uphold ethical and other early childhood professional guidelines	Explain and use the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas	Facilitate the use of the NAEYC Code of Ethical Conduct and other professional ethic statements to analyze and resolve professional ethical dilemmas and give defensible

		justifications for resolutions of those dilemmas
	Discuss, reflect upon, and integrate professional guidelines such as national, state, or local standards and regulations such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities and position statements from professional associations as appropriate for the role/designation in the profession	Interpret the background and significance of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations
6c. Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and work with families and colleagues.	Supports communication with families in their preferred language	
	Use clear and positive language and gestures in a professional with young children, families and colleagues	
	Use appropriate technology with facility to support communication with colleagues and families, as appropriate	
	Conduct sensitive, challenging conversations with young children, their families, and colleagues in a confidential manner	
6d: Engage in continuous, collaborative learning to inform practice	Identify the research base and theoretical perspectives related to continuous and collaborative learning and leadership	Explain the research-base and theoretical perspectives related to continuous and collaborative learning and leadership
	Lead teaching teams in birth through age 5 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting	Lead teaching teams in birth through age 8 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting
6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of critical inquiry to identify personal biases to support each child’s learning and development	
	Determine when it is appropriate to reach out for new resources	

	and consult with peers in related professions and other members of their teaching team	
	Reflect on own needs and incorporate self-care into routines to maintain positive engagement with young children and professionalism with families and colleagues	Advocate for, model, and practice self-care to maintain positive engagement with young children and professionalism with families and colleagues