

NAEYC STANDARDS

The ECE Department is proud to be 1 of the 8 NAEYC accredited centers in Massachusetts since 2007!!!!

For more than 60 years, the National Association for the Education of Young Children (NAEYC) has worked to promote high-quality early childhood programs for all young children and their families. Two major strands of activity support this goal: (1) facilitating the professional development of individuals working for and with young children birth through age eight, and (2) improving public understanding and support for high-quality early childhood programs. NAEYC Standards for early Childhood Professional Preparation, Position Statement. NAEYC Governing Board July 2009.

Standards	Key Elements
<p><u>Standard 1. Promoting Child Development and Learning</u></p> <p>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.</p>	<p>1a: Knowing and understanding young children's characteristics and needs</p> <p>1b: Knowing and understanding the multiple influences on development and learning</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>
<p><u>Standard 2. Building Family and Community Relationships</u></p> <p>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.</p>	<p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>2c: Involving families and communities in their children's development and learning</p>
<p><u>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</u></p> <p>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.</p>	<p>3a: Understanding the goals, benefits, and uses of assessment</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p> <p>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues</p>

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.

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.

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.

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

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.

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