

New Business Item 23-25
Introduced December 1, 2023
Deferred December 1, 2023
Reintroduced February 9, 2024
Approved February 9, 2024

TITLE: Approval of Substantive Modifications to the University of Hawai'i at Mānoa's Master of Education in Curriculum Studies (PK-3) Added Field Program

The Hawai'i Teacher Standards Board (HTSB) approves the substantive modifications made to the University of Hawai'i at Mānoa's Master of Education (MEd) in Curriculum Studies (CS) (PK-3) Added Field Program.

The University of Hawai'i at Mānoa's MEd CS (PK-3) was originally granted provisional approval by the HTSB on June 2, 2017 ([NBI 16-41](#)). This 30-credit program was approved as a PK-3 add-a-field option that had an embedded master's degree with the completion of a capstone.

The University of Hawai'i at Mānoa is requesting to modify their MEd CS (PK-3) to an 18 credit Early Childhood Education (ECE) Graduate Certificate. This modification also addresses updates to coursework and key assessments through alignment with the 2023 Commission on Professional Excellence in Early Childhood Education and the 2019 Professional Standards and Competencies for Early Childhood Educators.

This modification would provide licensed teachers an additional pathway to add the field of Early Childhood to their license. Additionally, this modified pathway would be a way to help address the immediate workforce need for licensed early childhood public school teachers.

This implementation of this program modification will begin fall 2024.

Teacher Candidates who have already been admitted/enrolled into the MEd CS (PK-3) add-a-field option will be allowed to complete the program under the original [NBI 16-41](#) program requirements.

Rationale/Background:

For more information on the modification of this program, please see the University of Hawai'i at Mānoa's attached Educator Preparation Provider Modification Application.

Cost:

All costs are included in the current staff job duties/responsibilities.

Submitted by: Branden Kawazoe
Referred to: Teacher Education Committee



HAWAI'I TEACHER
STANDARDS BOARD

Educator Preparation Provider Program Modification Application

(November 2023)

Table of Contents

Introduction	3
Directions	4
Overview of Educator Preparation Provider Modification Process	5
Key Terms	6
Abbreviations	6
EPP Information	7
EPP Change Modification	8
Program Modification	9
List of Appendices	11
EPP Verification	12

Introduction

The Hawai'i Teacher Standards Board (HTSB) is the state authorizing agency that approves and oversees educator preparation programs in Hawai'i (Hawaii Administrative Rules [HAR] [§8-54-18](#)) and to approve modifications made by the Educator Preparation Provider (EPP) ([HAR §8-54-27](#)). There are three types of modifications with distinct processes.

1. **Program Elimination.** An EPP will no longer provide a pathway for a designated licensure field. To submit a program elimination modification request, the EPP shall submit in writing on the EPP official letterhead addressed to the HTSB Board Chair and HTSB Executive Director. The letter shall include:
 - a. the licensure program and licensure fields that will be eliminated;
 - b. reasons for elimination;
 - c. assurances on how the EPP will support any currently enrolled candidates to complete the program;
 - d. the effective date of program elimination; and
 - e. the name and contact information representing the EPP should there be any questions.
2. **Minor Modifications.** An EPP has changed the approved licensure program, but that change does not substantively alter the program. Please read the list of EPP and program changes to determine if they are minor or major modifications. To submit a minor modification request, the EPP shall submit the modification in their HTSB Annual Report.
3. **Major Modifications.** An EPP has made substantive changes to the approved licensure programs. These substantive changes are in the following areas:
 - a. **EPP Change(s)**
 - i. EPP name
 - ii. EPP organization/structure.
 - iii. EPP ownership or legal status.
 - iv. EPP vision, mission, and goals.
 - b. **Program Change(s)**
 - i. Degree level or licensure pathway of the program (e.g., switching from an academic degree to a certificate program, initial licensure to Add a Teaching Field).
 - ii. Core curriculum (e.g., sequence of instruction, changes in verifying content knowledge, basic skills, and Hawai'i specific requirements, adjustment of credit hours for program completion).
 - iii. Courses (e.g., adding, deleting, replacing courses).
 - iv. Clinical experiences (e.g., sequence, structure, or length of clinical experience to meet the Hawai'i requirement) .
 - v. Change in grade level band (e.g., adding/removing preschool from elementary education).
 - vi. Other (described by the EPP).

To submit a major modification request, the EPP shall use the major modification application template.

Directions

1. Please read the entire application and complete all prompts. Incomplete applications and missing appendices will be returned.
2. This application is designed for EPP and program modifications to existing licensure programs.
3. HTSB will not accept any URLs or direct links to information. Please describe any information within the prompt and given word count. The prompt requesting the public website page may be submitted as a live URL.
4. Save the file as InstitutionName_Modification_LicenseFieldName_date.
5. Please submit a copy of the program modification application in Microsoft Word and PDF to the emails below. All appendices shall be submitted as a PDF file.

Felicia Villalobos
Executive Director
Email: felicia.villalobos@hawaii.gov

Jennifer Padua, Ph.D.,
Licensing Specialist
Email: jennifer.padua@hawaii.gov

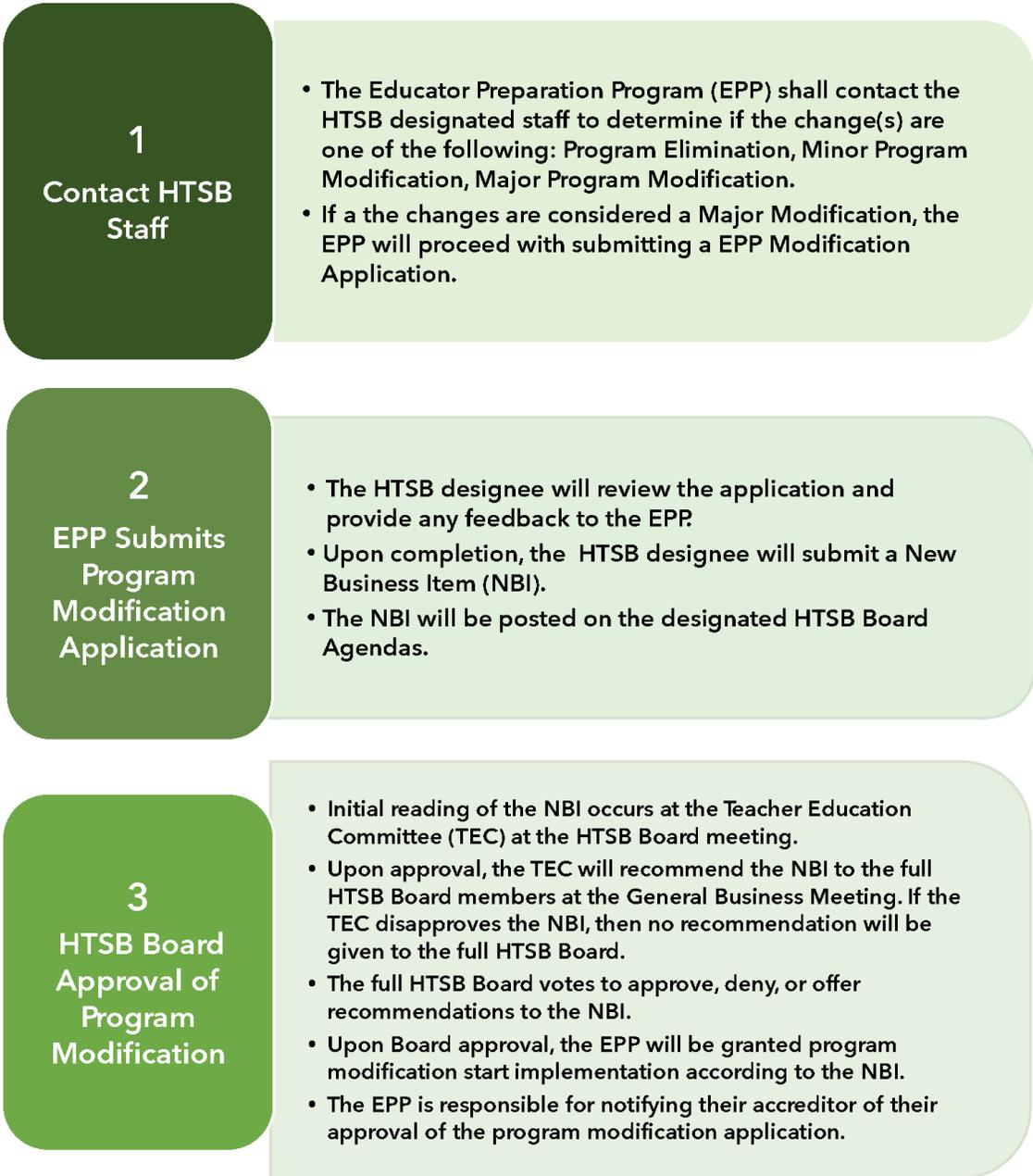
Overview of Educator Preparation Provider Modification Process

Educator Preparation Program Modification Process

(Hawaii Administrative Rules [§8-54-27](#)) (as of 11/2023)



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Key Terms

Term	Definition
Add a Field Program	Add a Field programs are designed to prepare existing licensed educators to add another licensure field to their current license. (§8-54-24).
Alternative Certification Program	Alternative certification program is a for-profit or non-profit organization offering a teacher licensure program for individuals who have earned a baccalaureate degree.
Alternative Route	Teacher preparation programs at institutions of higher education that offer a pathway to initial teacher licensure for individuals who have earned a baccalaureate degree.
Educator Preparation Provider	An organization, college, or university that provides a teacher licensure program for future or current teachers.
Institute of Higher Education	An institution of higher education (IHE) is a college or university that offers post-secondary courses for individuals interested in earning an academic degree.
Teacher Candidate	A college student or an Emergency Hire Teacher enrolled in a teacher education program and pursuing a teacher license.
Traditional Program	A traditional program at an IHE that offers a state-approved teacher education program where teacher candidates will earn an academic degree and teacher licensure recommendation upon successful program completion.

Abbreviations

Abbreviation	Meaning
ACP	Alternative Certification Program
BA	Bachelor of Arts
BS	Bachelor of Science
BEd	Bachelor of Education
EPP	Educator Preparation Provider
HTSB	Hawai'i Teacher Standards Board
IHE	Institution of Higher Education
LOI	Letter of Intent
MA	Master of Arts
MEd	Master of Education
MEdT	Master of Education in Teaching
MS	Master of Science
PB-Cert	Post-baccalaureate Certificate
SATEP	State Approved Teacher Education Program

TEC	Teacher Education Committee
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EPP Information

Institution Name	University of Hawai'i at Manoa, College of Education
Mailing Address	1776 University Ave, Everly 224, Honolulu, HI 96822
Public URL/Website	https://manoa.hawaii.edu/

Institution Administrator	Nathan Murata
Title	Dean, College of Education
Email Address	murata@hawaii.edu
Phone Number	(808) 956-4714

EPP Administrator Name (if different from Institution Administrator)	Patricia Espiritu Halagao
Position	Chair, Curriculum Studies
Phone	(808) 956-9295
Email	phalagao@hawaii.edu

EPP Liaison for HTSB Communication	
Name	Robyn Chun
Position	Director, Graduate ECE Programs
Phone	(808) 956-0337
Email	rchun@hawaii.edu

EPP Change Modification

Mark an X next to the type of EPP Modification(s) requested in this application.		
EPP Modification(s)	YES	NO
EPP name		X
EPP organization/structure	X	
EPP ownership or legal status		X
EPP vision, mission, and goals		X

Provide a narrative describing the EPP changes and rationale. Please include the timeframe for these changes and how these changes will impact current staff and students. If needed, upload additional documents as appendices to support your narrative (maximum 500 words).
<p>There has been a restructuring of the units that were included under the Institute for Teacher Education (ITE). Where there were three separate departments, they are now included under the School of Teacher Education (STE). When we referenced courses their alphas have changed from ITE to STE.</p>

Provide a narrative on how faculty and students will be informed of the EPP changes in a timely manner. If needed, upload additional documents as appendices to support your narrative (maximum 500 words).
<p>All faculty in the College of Education have been informed of the change from ITE to STE. Students who were currently enrolled in ITE programs will complete programs as they were enrolled. The implementation of the name change began in Fall 2023 and did not affect any students who were previously admitted.</p>

Program Modification

Mark an X next to the type of program modification(s) requested in this application.	YES	NO
Degree level or licensure pathway of the program (e.g., switching from an academic degree to a certificate program, initial licensure to Add a Teaching Field).	X	
Core curriculum (e.g., sequence of instruction, changes in verifying content knowledge, basic skills, and Hawai'i specific requirements, adjustment of credit hours for program completion).	X	
Courses (e.g., adding, deleting, replacing courses).	X	
Clinical experiences (e.g., sequence, structure, or length of clinical experience to meet the Hawai'i requirement).		X
Change in grade level band (e.g., adding/removing preschool from elementary education).		X
Other:		

Provide a narrative and rationale describing each program modification. Please include the timeframe for these changes and how these changes will impact current staff and students. If needed, upload additional documents as appendices to support your narrative (maximum 500 words).

The [Ready Keiki](#) legislation (2023) expands funding to provide services for the 50% of 3- and 4-year-old children who currently lack access to early childhood programs. A projected 50 new classrooms will be added each year, starting in Fall 2024. A major concern is the need to increase the number of highly qualified teachers with preparation that reflects the professional standards and competencies for early childhood education (ECE).

Our current MEd CS (PK-3) add-a-field option is embedded in master's degrees. Candidates must complete 30 credits of coursework and a capstone. As a result, students who want to add-a-field to their license must complete an entire Master's program, prolonging the time required to reach their goal.

Modifying the existing 30 credit MEd CS (PK-3) into an 18 credit ECE Graduate Certificate will create an independent license pathway that meets the needs of teachers seeking to add-a-field by focusing solely on earning a SATEP recommendation for PK-K/ PK-3 and shortening the time to program completion. The UH Mānoa approved the modification of a previously offered PK-3 Certificate to be repurposed to address this need (See Appendix V) and also approved a name change to ECE Graduate Certificate (Appendix W).

The changes provide a rigorous certificate option consistent with expectations from the [Commission on Professional Excellence in Early Childhood Education \(2023\)](#). The updates to the coursework and key assessments align with [Professional Standards and Competencies for Early Childhood Educators \(2019\)](#) at the level of national expectations for initial license (ECE III) practitioners.

The course changes are summarized below and descriptions are detailed in [Table 1](#).

- Identified one course to address each of:
 - Standard 1 (EDCS 619)
 - Standard 2 (STE 425)
 - Standard 4 (STE 417)
 - Standard 5 (EDCS 622B)
- Added an additional course, STE 415, to address Standard 3 and a culminating course EDCS 677 where candidates would be expected to demonstrate all the key competencies of the professional standards.
- Removed courses focused on master's degree program requirements for advanced practitioners (EDCS 667B, EDCS 606, EDCS 632, EDCS 618).

The program **capstone** for the ECE Graduate Certificate (Ages Birth - 8 years) is now embedded within EDCS 677 and is modified to be consistent with college wide practice-based key assessments A and C for license program completers in College of Education programs.

Although this add-a-field program does not require formal clinical experiences, we are committed to ensuring candidate's preparedness by requiring assignments that are implemented for the appropriate age group and settings emphasized in the Professional Standards and Competencies for Early Childhood Educators.

We would like students currently enrolled in the old MEd CS (PK-3) add-a-field to be able to earn an add-a-field under the old program.

We are planning to implement the modified program in Fall 2024. The next cohort of master's level ECE students is scheduled to begin in Summer 2024. If the program is approved soon we will advise students who would prefer not to complete an entire master's program the new option of adding-a-field via the ECE Graduate Certificate.

We are able to expand our program offerings in a way that addresses the urgent workforce needs because a new Assistant Professor in Curriculum Studies was hired this Fall.

In the space below, provide a comparison table showing the modification from the existing program to the revised program (see the example below). Submit as appendices, the previous course(s), and new course(s) syllabi as well as other documents to support your narrative.

Table 1 - Course Changes from Old Program - MEd CS (PK-3) (30 credits) to Modified Program - ECE Graduate Certificate (18 credits)

Old Program - MEd Curriculum Studies (PK-3) (30 credits)	Modified Program - ECE Graduate Certificate (18 credits)	Rationale for Course Modification
Description/Courses/Seminar/Experience	Description/Course/Seminar/Experience	
Course on Child Development & Vulnerable Populations (3 credits)		
Choose 1 course: <ul style="list-style-type: none"> • EDCS 619 Social and Cultural Constructions of Childhood (3) • FamR 491 Advanced Topics in Family Resources: Child Development (3) • SPED 631 Early Intervention for Special Populations (3) 	EDCS 619 Social and Cultural Constructions of Childhood (3) Seminar examines the interrelated socially constructed concepts of children and childhood and places them in the larger contexts informed by sociological, anthropological, historical, critical, and technological perspectives. A-F only. Graduate students only.	In the old program, candidates selected 1 of 3 possible courses. EDCS 619 was one of the choices offered. We identified 1 course for all the students to take to ensure more consistency in content aligned to ECE Professional Standard 1: Child Development & Learning in Context and relevant key competencies from other standards.
Course on Diversity / Family & Community Engagement (3 credits)		
Choose 1 course: <ul style="list-style-type: none"> • EDCS 416 (3) Teaching and Learning for Diverse Young Children • EDCS 650M (3) Place Based Education • EDCS 656 (3) Seminar in Early Childhood Education (Special Topics in Curriculum & Pedagogy in ECE) (Depending on the topic, this course may satisfy requirements for Content, Diversity or Pedagogy) 	STE 425 Family and Community Centered Programs (3) Knowledge and appreciation for the complex characteristics of children, families, and communities. Analysis and development of skills for creating respectful, reciprocal relationships with diverse children and families from diverse backgrounds. Lecture/lab. Pre: 318 (or concurrent), or HDFS 331 (or concurrent), or consent.	In the old program, candidates selected 1 of 3 possible courses. To respond to this standard more acutely, we identified one course. STE 425 is a course that responds to ECE Professional Standard 2: Family-Teacher Partnerships and Community Connections. This will prevent gaps in candidate's foundational knowledge and skills.
Course on Pedagogy (3 credits)		

<p>Choose 1 course:</p> <ul style="list-style-type: none"> • EDCS 618 (3) Early Childhood Education: Advanced Topics • EDCS 628 (3) Function of Play in Early Childhood Education • EDCS 656 (3) Seminar in Early Childhood Education (Special Topics in Curriculum & Pedagogy in ECE)(Depending on the topic, this course may satisfy requirements for Content, Diversity or Pedagogy) 	<p>STE 417 (3) Foundations of Early Childhood Education (Ages 3-8) (3) Planning child-centered, responsive programs for children. Focuses on play, learning environments, integrated thematic instructional design, guidance, assessment, and family engagement in early childhood and early elementary to promote enjoyment, growth, and development. A-F only. Pre: 318.</p>	<p>In the old program, candidates selected 1 of 3 possible courses. To respond to the standards and key competencies more intentionally, we identified one course. STE 417 is a course that responds to key competencies in ECE Professional Standard 1: Child Development & Learning in Context & 4: Developmentally, Culturally, Linguistically Appropriate Teaching Practices. This will prevent gaps in candidate's foundational knowledge and skills.</p>
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Course on Curriculum / Content (3 credits)

<p>Choose 1 course:</p> <ul style="list-style-type: none"> • EDCS 416 (3) Teaching and Learning for Diverse Young Children • EDCS 617 (3) Early Literacy and Language Development • EDCS 677 Curriculum Design in Early Childhood Education • EDCS 656 (3) Seminar in Early Childhood Education (Special Topics in Curriculum & Pedagogy in ECE) (Depending on the topic, this course may satisfy requirements for Content, Diversity or Pedagogy) 	<p>EDCS 622 (B) School Curriculum: (Early Childhood) (3) Development and improvement of curriculum in early childhood settings. Historical perspectives, models, current issues and trends. Hybrid</p>	<p>In the old program, candidates selected 1 of 4 possible courses. We have redesigned content in EDCS 622 (B) to specifically address ECE Professional Standard 4: Developmentally, Culturally, Linguistically Appropriate Teaching Strategies. It also addresses ECE Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum. Candidates seeking an Add-a-Field certificate have an initial license and come with some knowledge of content areas concepts and strategies. The redesigned section for Add-a-Field will help candidates bridge their existing knowledge and to critically reexamine this in light of content area learning progressions in young children and curricular approaches which reflect ECE theoretical and philosophical approaches consistent with their development.</p>
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Course on Observation, Assessment & Documentation (3 credits)

	<p>STE 415 Observation and Assessment in Early Childhood Education (3) Introduction to the purposes, theories, and methods of early childhood assessment. Emphasizes observation, documentation, and assessment to provide evidence of children's development and learning and how to use assessment to guide teaching and learning.</p>	<p>In order to provide a streamlined, focused option for an add-a-field license, we felt it necessary to designate a course that intentionally introduced content and developed candidate skills related to all of the key competencies within ECE Professional Standard 3: Child Observation, Documentation, and Assessment. The course also introduces candidates to the field of practice and so addresses ECE Professional Standard 6 - Professionalism as an Early Childhood Educator</p>
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Course on Integrated Curriculum / Project Based Learning (3 credits)

	<p>EDCS 677 Curriculum Design in Early Childhood Education (3) Designed to help classroom teachers understand sources and principles of curriculum in early childhood education and to provide experience in evaluating, selecting, and developing appropriate curriculum for young children.</p>	<p>In the old program, EDCS 677 was 1 of 4 possible courses offered to focus on "Curriculum and Content". In the new program, the first five courses are building blocks that introduce and allow candidates to practice and strengthen skills. We decided to make EDCS 677 Integrated Curriculum / Project Work the final course of this program of study. In it, candidates demonstrate their ability to synthesize what was learned in previous coursework and create, implement and evaluate a contextually relevant project or integrated curriculum with a group of children and their families. The course calls for students to complete a capstone that demonstrates all six of the Professional Standards and Competencies for Early Childhood Educators at an Initial License level (ECE III).</p>
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<p>EDCS 667(B) Seminar in Issues and Trends in Education (Early Childhood) (3) Curriculum trends and issues related to school organization, program, administration and faculty.</p> <p>EDCS 606 Introduction to Research in Curriculum & Teaching (3) Classroom-based research covers the fundamentals of qualitative, quantitative, action research, mixed methods, and curriculum based assessment. Exploratory, explanatory, and confirmatory research will be highlighted culminating in an outline for Plan B/Thesis proposal.</p> <p>EDCS 632 Qualitative Research Methods (3) Methods of qualitative research in education or related social science from an interdisciplinary framework. Conducting Teacher Research in PK-3 Settings</p> <p>EDCS 618 Early Childhood Education: Advanced Topics Professionalism and Ethics (3) Analysis and practical application of selected early childhood education program and/or instructional materials. lil Exploration of the topics of ethics and professionalism in early childhood education.</p>		<p>These courses from the old program were removed from our revision because they are more relevant to Graduate Division requirements for advanced studies, such as designing and carrying out research.</p> <p>Removing these courses enables us to refocus the program on the educational goals of candidates who seek to add another licensure field in PK-K or PK-3 but who do not also want to earn a master's degree. We foresee a growing number of applicants with this educational goal as a result of the <i>Ready Keiki</i> initiative.</p>
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ASSESSMENTS/RUBRICS COURSE CHANGES FROM OLD PROGRAM - MED CS PK-3 TO MODIFIED PROGRAM - ECE GRADUATE CERTIFICATE

Table 2 - Assessments/Rubrics Course Changes from Old Program - MEd CS PK-3 to Modified Program - ECE Graduate Certificate

Professional Standards & Competencies (NAEYC & HTSB)	Old Program - MEd Curriculum Studies (PK-3)	Modified Program - ECE Graduate Certificate	Rationale for Key Assessment Modification
	Name & Description of Assessment / When Administered	Name & Description of Assessment / When Administered	
Assessment of content knowledge NAEYC 1abc 2a 3abc InTASC 1, 2, 5, 6 HI Requirements 1, 2, 3, 4, 5, 6	Assessment 1: Literature Review on Topic in Early Childhood Curriculum and Pedagogy Administered in Year 1 (EDCS 622B)	Assessment 1 - Portrait of 2 Children Candidate will select and apply multiple authentic assessment data collection sources to observe and document the development and learning of 2 contrasting young children with the goal of communicating through words, images, digital records and other means, how their development reflects core considerations (commonality/ individuality/ context) and principles of development are made evident across domains and content areas. Administered in Year 1, Semester 2 (EDCS 619)	The key assessment was replaced to better reflect revisions to the NAEYC Professional Standards 1, 2, and 3. The key assessment from the old program focused more on knowledge acquisition (conducting a review of the research). The newer assessment asks for students to demonstrate competency in applying their theoretical and research base of knowledge about children, families and communities. They need to observe, document and interpret the behaviors of children in a manner that shows how they situate their knowledge and to explain implications for practice.
	Assessment 2: Grades in ECE courses Administered at End of the program	Assessment 2: Grades in ECE courses Administered at end of the program	
Assessment of candidate ability to plan instruction / NAEYC 1cd 2bc 3cd 4abc 5c 6acd	Assessment 3 : Best Practices Modification Plan. Students will modify an instructional plan to increase access and adapt to the strengths and needs of vulnerable children and families. Administered in Year 2 or 3 in Child Development for Vulnerable Populations Course. Year 2, in Curriculum Design in Early Childhood Education class.	Assessment 3 – Candidate Ability to Plan Instruction / Project or Integrated Study (COE Initial License Assessment A) Candidate will develop, implement and evaluate the effectiveness of a project or integrated study that reflects the language and cultural heterogeneity of the children and families and which builds on the gifts and resources in their community. Administered in Year 2, Semester 2 (EDCS 677)	The old key assessment has been replaced with a summative assessment at the end of the student’s program of study that is consistent with college-wide initial license Assessment A. It calls for students to plan, implement and evaluate an integrated curriculum for a specific group of children and their families. The students actually need to carry out the project or integrated curriculum and in doing so, will

<p>InTASC 1, 2, 3, 6, 7, 8, 10</p> <p>HI Requirements 1, 2 and other areas as relevant to children in class</p>			<p>demonstrate the ability to apply knowledge across all of the professional standards for the field of practice.</p>
<p>Assessment of student teaching</p> <p>NAEYC 1bc 4bc 5ab</p> <p>InTASC 3, 4, 5, 6, 7, 8</p> <p>HI Requirements 1, 3 and others as relevant to children in class</p>	<p>Assessment 4: Multi-Method Qualitative Research Presentation (MMRQ) for EDCS 632. Design and implement a multi-method “action research” or “teacher research” project to inquire and improve teacher practices. Analyze data and evaluate effectiveness of practices.</p> <p>Administered in Year 2 or 3 – depending on when EDCS 632 is taken</p>	<p>Assessment 4 - Curriculum Emphasis (Practical Application of Theory and Research) – Candidate will make a plan to apply content and pedagogical knowledge to their work in a specific ECE Setting. They will demonstrate the influence of new research/theory introduced in a course and practices or strategies adopted and critically reflect on the effectiveness of their practices.</p> <p>Administered in Year 1, Semester 1 (STE 417 and Year 2, Semester 2 (EDCS 622B)</p>	<p>The old assignment was written to also satisfy the advanced degree expectations for graduate students to design and carry out research.</p> <p>We are replacing it with a more foundational and practice based key assessment that engages candidates in teacher inquiry cycles. Students intentionally implement practices that they feel reflects the developmental, cultural and linguistic diversity of their students. They are asked to show how they differentiate play-based teaching practices for children with learning differences. Students also identify how their assumptions and biases influence their teaching and demonstrate the ability to critically reflect on their effectiveness in situating knowledge in meaningful and relevant ways.</p>

<p>Assessment of candidate effect on student learning NAEYC 3abcd 4bc</p> <p>InTASC 2, 3, 4, 5, 6, 7, 8</p> <p>HI Requirements 1, 3, 8 and others as relevant to children in class</p>	<p>Assessment 5: Curriculum Emphasis (Practical Application of Theory and Research) – Candidate will make a plan to apply content and pedagogical knowledge to their work in a specific ECE Setting. They will demonstrate the influence of new research/theory introduced in a course and practices or strategies adopted.</p> <p>Administered in Year 1 or 2 depending on when content/pedagogy courses are taken</p> <p>Assessment 6 – Project or Integrated Study - Candidate will develop and implement a project or integrated study that reflects the language and cultural heterogeneity of the children and families builds on the gifts and resources in their community.</p> <p>Administered in Year 2 or 3 depending on when EDCS 677B course is taken</p>	<p>Assessment 5 – Candidate Effect on P-12 Learning Teacher Reflection on Assessment Practices (COE Initial License Assessment C) - Candidate will plan, teach, and authentically assess a unit of instruction/sequence of learning experiences for young children. Candidate will document and analyze the impact of learning experiences using authentic assessment tools consistent that reflects the language and cultural heterogeneity of the children and families served. Candidate will also reflect on effectiveness of relationships, interactions and teaching practices to improve instruction.</p> <p>Administered in Year 2 Semester 1 (EDCS 677)</p>	<p>The old assignment was moved to the section above because it better served the needs of fostering teacher reflection on pedagogical practices. (See section above).</p> <p>It is replaced with an assessment of assessment practices consistent with college-wide initial license Assessment C - Candidate Effect on P-12 Learning Teacher Reflection on Assessment Practices and will be used in tandem with Assessment A as a summative assessment for the program.</p>
<p>Assessment on candidate dispositions</p> <p>NAEYC 1c 2bc 6abcde</p> <p>InTASC 9, 10</p> <p>HI Requirements 1, 8</p>	<p>Assessment 7: Professional Development Plan. Candidates will complete self-assessments in light of ECE competency statements and develop a professional development plan. They will include a resume or vitae that documents evidence of service/involvement in profession and community.</p> <p>Administered in Year 2 or 3 depending on when professionalism course is taken</p>	<p>Assessment 6 - Autoethnography/ Professional Development Plan – Candidate will write their teacher story (autoethnography) up until entry into their programs and reflect on positionality and the personal and professional experiences and bodies of knowledge that influence their positionality in the lives of young children, families and communities upon entering and exiting the program.</p> <p>Candidate will complete self-assessments in light of ECE competency statements and develop a professional development plan, which includes a resume or vitae that documents evidence of service/involvement in profession and community.</p>	<p>This assignment was redesigned as the bookends to the student’s journey through the program, marking their thinking and identity as they begin the program, and returning to this in the final semester of the program. Candidates will be able to see how their identity and competencies as early childhood educators evolve over time.</p> <p>The new assignment also includes new self-assessment surveys that are revised to comprehensively reflect all of the Professional Standards and Competencies for Early Childhood Educators and to encourage candidates to scrutinize their level of knowledge and competency relative to leveled expectations</p>

		Administered at entry to the program and in Year 2 as Candidate completes the program.	for ECE I, II, and III practitioners.
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List of Appendices

Table 3 Summarizes the appendices for the program modification proposal. Links for old and new syllabi are provided and relevant policy documents, Appendix A, B, C, V, and W are attached.

Table 3 - Old Program Courses and Syllabi, Modified Program Courses and Syllabi, and UH Mānoa Approvals

Old Program Courses & Syllabi (Appendix D - O)	New Program Courses & Syllabi (Appendix P - U)	UH Mānoa Program Approvals (Appendix V, W)
Appendix D: EDCS 416 / EDCS677 Appendix E: FamR 491 Appendix F: EDCS 606 Appendix G: EDCS 617 Appendix H: EDCS 618 Appendix I: EDCS 619 Appendix J: EDCS 628 Appendix K: SPED 631 Appendix L: EDCS 632 Appendix M: EDCS 640M Appendix N: EDCS 656 Appendix O: EDCS 667(B) Appendix U: EDCS 677	Appendix P: STE 415 Appendix Q: STE 417 Appendix R: STE 425 Appendix S: EDCS 619 Appendix T: EDCS 622(B) Appendix U: EDCS 677	Appendix V: UH Mānoa Approval of Modification for the PK-3 Graduate Certificate 1-23-24 Appendix W: UH Mānoa Approval of Request for Stop-Out and to Rename the PK-3 Certificate to Early Childhood Education (ECE) Graduate Certificate Fall 2024 12-28-23

Appendix A: NBI 16-41

[UH Mānoa Modification Add-a-Field PK-K/PK-3 License Appendix A 11.21.2023: NBI 16-41 HTSB Approval for MEd CS \(PK-3\) Add-a-Field License.pdf](#)

Appendix B: Alignment of Professional Standards & Competencies, INTASC, and Hawai'i Specific Requirements

[UH Mānoa Modification Add-a-Field PK-K/PK-3 License Appendix B 11.21.2023: Alignment of Professional Standards & Competencies for Early Childhood Education \(2019\), INTASC Standards and Hawai'i Specific Requirements.pdf](#)

Appendix C: NAEYC Standards and Key Competencies

[UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix C 11-21-23 Professional Standards and Competencies for Early Childhood Educators \(2019\).pdf](#)

Syllabi

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix D 11-21-23 ITE 416/EDCS 677 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix E 11-21-23 FamR (HDFS) 491 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix F 11.21.23 EDCS 606 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix G 11-21-23 EDCS 617 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix H 11.21.23 EDCS 618 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix I 11-21-23 EDCS 619 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix J 11-21-23 EDCS 628 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix K 11-21-23 SPED 631 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix L 11-21-23 EDCS 632 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix M 11.21.23 EDCS 640(M) Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix N 11.21.23 EDCS 656 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix O 11.21.23 EDCS 667(B) Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix P 11-21-23 STE 415 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix Q 11-21-23 STE 417 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix R 11-21-23 STE 425 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K_PK-3 License Appendix S 11-21-23 EDCS 619 Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix T 11-21-23 EDCS 622B Syllabus.pdf

UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix U 11-21-23 EDCS 677.pdf

UH Approvals

Appendix V: UH Mānoa Approval of Modification for the PK-3 Graduate Certificate 1-23-24
[UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix V 01-23-2024: Approval of Modification for the PK-3 Graduate Certificate](#)

Appendix W: UH Mānoa Approval of Request for Stop-Out and to Rename the PK-3 Certificate to Early Childhood Education (ECE) Graduate Certificate Fall 2024 12-28-23
[UH Mānoa Modification Add-a-Field PK-K:PK-3 License Appendix W: UH Mānoa Approval of Request for Stop-Out and to Rename the PK-3 Certificate to Early Childhood Education \(ECE\) Graduate Certificate Fall 2024 12-28-23](#)

EPP Verification

Preparer's Information

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Position	Director, Graduate ECE Programs / Assistant Professor
Telephone Number	(808) 956-0337 / (808) 956-4403
Email	rchun@hawaii.edu / umezawak@hawaii.edu

Contact person should there be any questions about the application.

Name	Robyn Chun
Position	Director, Graduate ECE Programs
Telephone Number	(808) 956-0337
Email	rchun@hawaii.edu

I verify that the contents of this application are complete and accurate, and approved by the institution/organization administrator.

Name	<i>Nathan M Murata</i>
Date	November 21, 2023

TITLE: Consideration of Provisional State Approval for the University of Hawaii at Manoa College of Education's Early Childhood Education PK-3 Added Field Educator Preparation Program

The Hawaii Teacher Standards Board grants provisional state approval to the University of Hawaii at Manoa College of Education's Early Childhood Education Educator Preparation Programs in the Master of Education in Curriculum Studies (EDCS in PK-3) and the Master of Education in Early Childhood Education (Birth-5), effective June 2, 2017, through June 30, 2020.

This approval is based on a review by a state review team composed of the following reviewers:

- Elizabeth Park, Ph.D., Director of Early Childhood and Montessori Programs; Chaminade University of Honolulu
- Sushana Carvalho, Teacher (grade K), Wilcox Elementary
- Carolyn Gyuran, Education Consultant

The HTSB accepts the team's commendation of the programs in the following areas:

Program of Study: The coursework is appropriate and valuable to teachers who are adding the field of Early Childhood Education (Birth-5).

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.

Faculty: All faculty listed are suitable for this field of study.

The HTSB acknowledges that the team did not find any Areas for Improvement.

The unit may recommend candidates completing these programs for the following license field:

- Early Childhood Education PK-3

- Individuals who completed these programs prior to June 2, 2017, may also add the field of Early Childhood Education PK-3, if recommended by the programs.

The unit must include these programs in its annual report to HTSB and in its next unit review.

A memorandum will be sent to the unit informing them of the Board's state approval.

Submitted by: Terry Lynn Holck

Referred to: Teacher Education Committee

**HAWAII TEACHER STANDARDS BOARD
EDUCATOR PREPARATION - ADD A NEW FIELD
UNIVERSITY OF HAWAII – MANOA
MASTER OF EDUCATION IN CURRICULUM STUDIES [EDCS] (PK-3)**

SATE Review Team Recommendations

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for the Master of Education in Curriculum Studies [Edcs] (Pk-3) added field program.

Rationale

Program of Study: The coursework is appropriate and valuable to teachers who are adding the field of Early Childhood Education (Birth-5).

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.

Faculty: All faculty listed are suitable for this field of study.

Review Team

Elizabeth Park, Ph.D., Director of Early Childhood and Montessori Programs;
Chaminade University of Honolulu

Sushana Carvalho, Teacher (grade K), Wilcox Elementary
Carolyn Gyuran, Education Consultant

**PROGRAM REVIEW REPORT – ADD A FIELD
UNIVERSITY OF HAWAI‘I – MANOA
MASTER OF EDUCATION IN CURRICULUM STUDIES [EDCS] (PK-3)**

Table of Contents

CONTACT AND CONTEXT INFORMATION	Error! Bookmark not defined.
ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM.....	19
Coursework Specific to New Program	19
Assessments/rubrics Specific to New Program	22
Faculty Specific to New Program.....	23
Additional Information Helpful to the Review Team.....	Error! Bookmark not defined.

Name of Program:

Master of Education in Curriculum Studies [EDCS] (PK-3)

Hawai'i Teacher Standards Board License Field(s) and Grade Level(s) for which candidates are being prepared

Add A Field: Early Childhood Education, P-3

Program Level

- Undergraduate
- Post Baccalaureate
- Master's
- Other

Contact And Context Information

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1776 University Avenue, 128 Everly Hall
University of Hawaii at Manoa
Honolulu, HI 96822
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3. Individual responsible for review correspondence
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 - b. mpateman@hawaii.edu
 - c. (808) 956-4278
4. Program Administrator, if different from individual responsible for review correspondence
 - a. Robyn Chun
 - b. Director, Graduate Early Childhood Education Programs
 - c. rchun@hawaii.edu
 - d. (808) 956-0337
5. If this is a new program, insert an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

The Master of Education in Curriculum Studies (PK-3) is a long-standing program in the College of Education. However, this is our first time formal request to add a field through this program. The program is housed within the Department of Curriculum Studies (EDCS), one of eight academic units in the College of Education.

6. The current market for this program's completer employment outlook and any other contexts that shape the program.

The past two decades have seen increased state investment in public PreK programs (Barnett, Friedman-Krauss, Gomez, Horowitz, Weisenfeld, Clarke Brown & Squires, 2016) and movement toward consensus on qualifications for teachers in these programs that reflect the science of early learning. Currently, there are 57 state funded PreK programs nationwide in 42 states and the District of Columbia. Nationally, 29% of the 4-year-olds and 3% of the 3-year-olds are enrolled in programs, although enrollment varies widely from state to state.

There is overall consensus that teacher qualifications for early learning programs should include a baccalaureate degree and specialized coursework in child development and early childhood education (Schilder 2016; Barnett et al., 2016; Institute of Medicine & National Research Council, 2016).

Hawai'i is one of the last states to initiate a state-funded PreK program, opening 20 classrooms in 2014. However, quality of programs is compromised by the shortage of licensed teachers to fill positions in preschool classrooms. Our state-funded PreK program consists of 20 classrooms with capacity to serve 2% of the Hawai'i's 4-year-olds. Out of 10 quality standards used to compare state PreK programs (Barnett et al., 2016), the only standard that Hawai'i does not meet is teachers with specialized coursework in child development and early childhood education. Only 20% (4 out of 20) of our current PreK teachers completed specialized coursework to obtain a license to teach preschoolers (4-year-olds). The program plans to add 10 additional classrooms in 2018 and every two years afterward. The shortage of qualified teachers with early childhood license (PK-K or PK-3) is an area of acute concern (See Letter of Support by Lauren Moriguchi, Director, Executive Office of Early Learning, December, 29, 2016).

In addition, Hawai'i was awarded a Federal Preschool Development Grant in 2015 to create 4-year-old classrooms in public charter schools. There are currently 6 classrooms and the program will expand to 18 classrooms in the 2017-2018 school year. Currently, only 50% of the teachers in the current 5 classrooms are licensed to work with 4-year-olds. A letter from the Hawai'i Charter School Commission (Sione Thompson, Executive Director, February 21, 2017) likewise shows concern about the need for qualified teachers with an appropriate license in the field (PK-K or PK-3).

Further, the Hawai'i Department of Education (HIDOE) cites a need for generalist early childhood coursework to complement the special education coursework teachers receive. HIDOE employs 251 special education preschool teachers and of these only 31% have a PreK-3 license. Superintendent Matayoshi stated, "It is crucial that HIDOE has the capacity to fill positions with teachers who have a strong foundation in early childhood education in order to provide high quality early childhood programs" (See Letter of Support by Kathryn Matayoshi, Superintendent of the Department of Education, March 7, 2017).

Finally, there are provisions within the Every Student Succeeds Act (ESSA) that also have increased interest on the part of principals in using school funds to open preschool classrooms. This is coupled with an increased awareness about the importance of looking for early childhood license when hiring teachers to fill preschool and kindergarten positions.

ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM

To add a new license field or program during a continuing state approval term, Hawaii approved units are required to submit information regarding coursework, faculty, and assessments/rubrics that are in addition to or different from unit criteria approved at the most recent unit review.

Coursework Specific To New Program (30 credits)

Course/Seminar/Experience	Description
REQUIRED COURSES	15 Required Credits
EDCS 622B Curriculum Leadership (Early Childhood) (3)	Foundation for critical study of curriculum development and improvement from the perspective of teacher leaders.
EDCS 667B Seminar in Issues and Trends in Education (Early Childhood) (3)	Curriculum trends and issues related to school organization, program, administration, faculty.
EDCS 606 Introduction to Research in Curriculum and Teaching (3)	Classroom-based research covers the fundamentals of qualitative, quantitative, action research, mixed methods, and curriculum based assessment. Exploratory, explanatory, and confirmatory research will be highlighted culminating in an outline for Plan B/Thesis proposal.
EDCS 632 Qualitative Research Methods (3)	Methods of qualitative research in education or related social science from an interdisciplinary framework. Conducting Teacher Research in PK-3 Settings

EDCS 618 Early Childhood Education: Advanced Topics Professionalism and Ethics (3)	Analysis and practical application of selected early childhood education program and/or instructional materials. Exploration of the topics of ethics and professionalism in early childhood education.
CHILD DEVELOPMENT VULNERABLE POPULATIONS	
<p>FAMR 491 Advanced Topics in Family Resources (3)</p> <p>EDCS 619 Social and Cultural Constructions of Childhood (3)</p> <p>SPED 631 Early Intervention for Special Populations (3)</p>	<p>Study and discussion of significant topics, problems. Advanced Child Development course focused on the science of child development, with particular attention on brain research and research on the impact of poverty on development and learning, and implications for practice with vulnerable populations of young children.</p> <p>Seminar examines the interrelated socially constructed concepts of children and childhood and places them in the larger contexts informed by sociological, anthropological, historical, critical, and technological perspectives.</p> <p>Issues important to early childhood special education. Effective models, approaches and practices for working with young children (birth – 5 years) with disabilities. Emphasis on competencies needed by generalist early childhood educators so they can support families of children with exceptionalities and collaborate on interdisciplinary teams.</p>
CURRICULUM & PEDAGOGY COURSES	
<p>DIVERSITY</p> <p>* EDCS 416 Teaching and Learning for Diverse Young Children (3)</p> <p>EDCS 640M Place Based Education</p>	<p>Focuses on the design, implementation, evaluation of meaningful, challenging integrated curriculum that promotes comprehensive developmental and learning outcomes for diverse young children (PK-3).</p> <p>Study in trends, research, and problems of implementation in teaching field. (P) place-based education. Each alpha repeatable two times. COE-related majors only for (P). Pre: teaching experience or consent for all alphas except for (P); graduate and/or undergraduate courses in education and/or social sciences or consent for (P). (K Cross-</p>

<p>EDCS 656 Seminar in Early Childhood Education (Special Topics in Curriculum and Pedagogy in ECE) (3) (Depending on the topic, this course may satisfy requirements for CONTENT, DIVERSITY or PEDAGOGY)</p>	<p>listed as PACE 640)</p> <p>Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five.</p> <p>Diversity Topics have included: Cultural Competence in Early Learning Settings, Unity Through Diversity: Coming Together Across the Differences</p>
<p>PEDAGOGY</p> <p>EDCS 618 Early Childhood Education: Advanced Topics (3)</p> <p>EDCS 628 Function of Play in Early Childhood Education (3)</p> <p>EDCS 656 Seminar in Early Childhood Education (Special Topics in Curriculum and Pedagogy in ECE) (3) (Depending on the topic, this course may satisfy requirements for CONTENT, DIVERSITY or PEDAGOGY)</p>	<p>Analysis and practical application of selected early childhood education program and/or instructional materials.</p> <p>Review of research and theory illuminating the nature, purposes, and meaning of play as a critical aspect of early childhood education.</p> <p>Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five.</p> <p>Pedagogy Topics have included: Learning to Play! Playing to Learn!, Project Work in the Early Years, Reggio Emilia Approach, Bank Street Approach.</p>

CONTENT	
* EDCS 416 Teaching and Learning for Diverse Young Children (3)	Focuses on the design, implementation, evaluation of meaningful, challenging integrated curriculum that promotes comprehensive developmental and learning outcomes for diverse young children (PK-3).
EDCS 617 Early Literacy and Language Development (3)	Theory and practice for PK-3 early literacy and language development. Focus is on content knowledge and pedagogical strategies that support the optimal development of oral language, reading, and writing skills in PK-3 classrooms.
EDCS 677 Curriculum Design in Early Childhood Education (3)	Designed to help classroom teacher understand sources and principles of curriculum in early childhood education and to provide experience in evaluating, selecting, and developing appropriate curriculum for young children
EDCS 656 Seminar in Early Childhood Education (Special Topics in Curriculum and Pedagogy in ECE) (3) (Depending on the topic, this course may satisfy requirements for CONTENT, DIVERSITY or PEDAGOGY)	Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five. Content Topics have included: STEM, Early Literacy

ELECTIVES

*EDCS 416 Teaching and Learning for Diverse Young Children (3) can be counted as either a DIVERSITY or CONTENT course, but cannot be used to satisfy both requirements.

CAPSTONE DEVELOPMENT	Plan A Thesis (6 credits) OR Plan B (Research, Project, or Professional Portfolio) Non-Credit seminar/advising
Non-credit Cohort Seminar or Advising	Capstone development supervised by Cohort Coordinator and Plan A / Plan B Advisor.
Students completing a Plan A Thesis need to enroll in additional 6 credits of EDSC 700 Thesis.	Students have a choice of capstone options. 1. Plan A Thesis or Plan B Paper that contributes an original research study in early childhood education settings. 2. A Plan B Project to address problems

	<p>of practice. Students will identify an issue within their community/organization where there is a disconnect between the research base on a topic of interest and the practice that is implemented on the ground. They will create a project to address the need for informed practices that reflect the current base of research.</p> <p>3. A Plan B Professional Portfolio which includes narrative reflection statements and a collection of exemplars demonstrating competency. Exemplars are aligned with NAEYC Professional Standards and NBPTS Professional Standards for Early Childhood Generalist (PK-3).</p>
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Assessments/Rubrics Specific To New Program

Name Of Assessment	When the Assessment is Administered	Description
Assessment of content knowledge NAEYC 1, 4 InTASC 1, 2	Year 1 in EDCS 622B End of Program	Assessment 1 Literature Review on Topic in Early Childhood Curriculum and Pedagogy Assessment 2 Grades in ECE courses
Assessment of candidate ability to plan instruction NAEYC 1, 2 InTASC 2, 3, 7, 8	Year 2 or 3 in Child Development for Vulnerable Populations Course	Assessment 3 Best Practices Modification Plan. Students will modify an instructional plan to increase access and adapt to the strengths and needs of vulnerable children and families.
Assessment of student teaching NAEYC 3, 4 InTASC 6 Note: Candidates are practicing teachers in the HIDOE or Public Charter Schools. They complete assessments in their classrooms as evidence of their teaching practices during the school year.	Year 2 or 3 – depending on when EDCS 632 is taken	Assessment 4 Multi-Method Qualitative Research Presentation (MMRQ) for EDCS 632. Design and implement a multi-method “action research” or “teacher research” project to inquire and improve teacher practices. Analyze data and evaluate effectiveness of practices.

<p>Assessment of candidate effect on student learning NAEYC 4, 5 InTASC 4, 5, 6, 8</p>	<p>Year 1 or 2 depending on when content/pedagogy courses are taken</p>	<p>Assessment 5 Curriculum Emphasis (Practical Application of Theory and Research) – Student will make a plan to apply content and pedagogical knowledge to their work in a specific ECE Setting. They will demonstrate the influence of new research/theory introduced in a course and practices or strategies adopted.</p> <p>Assessment 6 Project or Integrated Study - Candidate will develop and implement a project or integrated study that reflects the language and cultural heterogeneity of the children and families builds on the gifts and resources in their community.</p>
<p>Assessment on candidate dispositions NAEYC 6 InTASC 9, 10</p>	<p>Year 2 or 3 depending on when professionalism course is taken</p>	<p>Assessment 7 Professional Development Plan – Candidates will complete self-assessments in light of ECE competency statements and develop a professional development plan. They will include a resume or vitae that documents evidence of service/involvement in profession and community.</p>

Faculty Specific To New Program

Faculty Member Name	Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
Chris Au	Ph.D. Curriculum & Instruction	Assistant Professor - Cooperating Faculty, Advisor for Plan B Students	9 years of experience as a teacher in K-3 settings in public school and public charter schools. 5 years of experience as an instructor and cohort coordinator for PK-3/K-6 BEd initial license program. Instructor for PK-3 coursework on art, language and literacy. Autoethnography dissertation.
Elizabeth Chapman de Sousa	Ph.D. Educational Psychology	Associate Professor - Cooperating Faculty, Advisor for Plan B	Dissertation focusing on conversation of preschool children in early childhood settings. 4 years of experience CREDE coaching in PK-3 settings. 3 years of experience teaching and developing Initial License program in multi-lingual learners. Research focusing on multi-lingual learning in early childhood

			education.
Pauline Chinn	Ed.D.in Curriculum and Instruction	Professor - Cooperating Faculty, Advisor	Over 10 years of experience teaching place-based science education in Hawaii public schools. Recognized scholar in place-based teacher education relevant to Hawaii and its people. Research collaborator and mentor for numerous National Science Foundation grants. Awarded life-time achievement award for the College of Education in 2016. Instructor for graduate qualitative research course. Advisor for students engaging in place-based PK-3 research projects.
Robyn Chun	M.Ed., (Ph.D. Candidate) Curriculum & Instruction	Assistant Specialist - Program Administrator, Instructor, Advisor	18 years of experience teaching and administrating in PreK-1 st grade classrooms in the non-profit sector, HIDOE and University of Hawaii at Manoa Children's Center. 15 years teaching child development and early childhood education coursework, supervising field experience, cohort coordinating and administrating undergraduate and graduate early childhood education programs. Advisor for Plan B graduate students.
Jane Dickson Iijima	M.S. Early Childhood and Elementary Education	Instructor - Cooperating Faculty, Plan B Reader	16 years of experience as Cohort Coordinator, Instructor and Field Supervisor in PK-3 Initial License BEd program and co-teaching in at the Richardson Law School Child Welfare Clinic. Over 20 years of experience teaching and directing in Headstart, and PK-3 programs in Pennsylvania, New York, New Hampshire and Hawaii.
Jonathan Gillentine	Ph. D. Curriculum & Instruction	Lecturer - Adjunct Faculty, Instructor, Plan B Reader	20 years of experience as a SPED teacher in PK-K inclusion classrooms in the HIDOE. Windward District Early Learning Specialist 2014-2016. Resource Teacher for the Executive Office of Early Learning. Mentor teacher for PK-3 BEd Initial License programs. Teacher early childhood special education courses for MEd ECE program and Plan B Reader for projects focusing on PK-K special education settings.
Rebecca Gomez	Ed.D. Curriculum	Lecturer, Adjunct	4 years of experience teaching in PreK settings. 6 years of experience

	and Teaching, Early Childhood Education Policy	Faculty	administrating state professional development and quality rating systems in Washington DC, New Hampshire, and Pennsylvania. 12 years of experience teaching undergraduate and graduate early childhood education coursework on early childhood policy, assessment and child development. Adjunct faculty or EDCS 656 special topic courses on early childhood systems and public policy. Second reader for Plan B.
Richard Johnson	Ed.D. Teaching & Learning, Early Childhood Education	Professor - Cooperating Faculty, Advisor	Over 30 years teaching, cohort coordinating and directing early childhood education and K-12 teacher education programs in Hawai'i, American Samoa and Texas. Plans B advisor and second reader. Teacher for Issues and trends in graduate seminars on issues in early childhood education , play, and social and cultural conceptions of childhood.
Theresa Lock	A.B.D. (Ed.D.) Educational Leadership M.A. Parent and Community work in Early Childhood Education	Junior Specialist – Plan B Reader	7 years of experience teaching and coordinating in PreK settings. Over 14 years teaching, supervising field and cohort coordinating in early childhood higher education programs including 3 years in PK-3 Initial License BEd Program. Headstart Fellow. Former Director of Executive Office of Early Learning.
Coleen Momohara	M.Ed. Curriculum Studies (PK-3) Early Literacy, Integrated	Lecturer - Adjunct Faculty, Instructor, Plan B Reader	17 years of experience in PreK-3 teaching and administration in non-profit and HI DOE settings. 4 years of experience as a family facilitator for homeless and lab school families. 4 years of experience as a Resource Teacher and Instructional Leader for HIDOE and Executive Office of Early Learning PreK program. Mentor teacher for College of Education PK-6 BEd Initial License program. Adjunct faculty for EDCS 656 special topic courses focusing on curriculum and pedagogy in ECE settings.
Leah Muccio	Ph.D. Early Childhood Education,	Associate Professor - Cooperating Faculty,	6 years teaching experience in toddler and K-3 settings. 5 years of experience as a Cohort Coordinator, Instructor and Field Supervisor for PK-3 Initial License

	Curriculum & Instruction	Instructor and Advisor for Plan A Thesis and Plan B	BEd Program core early childhood education courses on assessment, integrated curriculum planning. 5 years of experience teaching graduate coursework on teacher research and inclusive classrooms, and advising Plan A & B students.
Eva Moravcik	M.Ed. Curriculum Studies (PK-3)	Professor - Cooperating Faculty, Plan B Reader	39 years of experience teaching and administrating PreK settings in non-profit sector and UH system early childhood education centers. Faculty teaching coursework and supervising lab students at Honolulu Community College. Co-Author of <i>Who Am I in the Lives of Children?</i> and <i>Meaningful Curriculum in the Early Years</i> , two nationally distributed textbooks in ECE teacher education programs. Plan B Reader for portfolios and projects focused on curriculum and pedagogy.
Phyllis Nakama-Kawamoto	M.Ed. Curriculum Studies (PK-3) Mathematics	Lecturer - Adjunct Faculty, Instructor, Plan B Reader	29 years of experience K-1 in HIDOE classrooms. 4 years of experience as curriculum coordinator for K-1 classrooms at Mililani Ike Elementary. 3 years of experience RT for Executive Office of Early Learning PreK program. NBPTS Certified Teacher (Generalist/ Early Childhood). Presidential Award of Excellence in Mathematics and Science Teaching (2001). Mentor teacher for College of Education PK-6 BEd Initial License program. Adjunct faculty for EDCS 656 special topic courses focusing on curriculum and pedagogy in ECE settings.
Michael Sheehey	A.B.D. Special Education	Instructor - Cooperating Faculty, Instructor	5 years of experience teaching in PK-5 special education classrooms in HI DOE. 3 years of experience coaching new teachers for the MUSE mentoring program. 2 years of experience cohort coordinating, teaching and doing field supervision for ATT, Initial License BEd and post-baccalaureate in special education at KCC and UH Manoa.
Patricia Sheehey	Ph.D. Hawai'i Multicultural Issues,	Associate Professor – Faculty Steering	Over 15 years of experience in early childhood special education. Instructor for most of the SPED ECE coursework for baccalaureate, post-baccalaureate

	Families, ECE Severe Disabilities	Committee – Instructor and Advisor	and master of early childhood special education programs. Responsible for field supervision, cohort coordination, and accreditation reports for SPED programs.
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Additional Information Helpful To The Review Team

See attached Letters of Support from the Director of the Executive Office of Early Learning, Superintendent of the Department of Education, and Director of the Hawaii Charter School Commission. Alignment between NAEYC Standards and INTASC Standards. References provided highlight the national trend in early childhood education teacher license qualifications and quality standards for PreK programs.

**HAWAI'I TEACHER STANDARDS BOARD
EDUCATOR PREPARATION - ADD A NEW FIELD
UNIVERSITY OF HAWAII – MANOA
MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (BIRTH-5)**

SATE Review Team Recommendations

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for the Master of Education in Early Childhood Education (Birth-5) added field program.

Rationale

Program of Study: The coursework is appropriate and valuable to teachers who are adding the field of Early Childhood Education (Birth-5).

Standards & Assessments: The assessments submitted by the program have the potential to provide strong evidence for meeting all pertinent standards. Each assessment is supported by a well-written rubric.

Faculty: All faculty listed are suitable for this field of study.

Review Team

Elizabeth Park, Ph.D., Director of Early Childhood and Montessori Programs;
Chaminade University of Honolulu

Sushana Carvalho, Teacher (grade K), Wilcox Elementary
Carolyn Gyuran, Education Consultant

**PROGRAM REVIEW REPORT – ADD A FIELD
UNIVERSITY OF HAWAI'I – MANOA
MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (BIRTH-5)**

[Table Of Contents](#)

CONTACT AND CONTEXT INFORMATION	Error! Bookmark not defined.
ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM.....	19
Coursework Specific to New Program	19
Assessments/rubrics Specific to New Program	22
Faculty Specific to New Program.....	23
Additional Information Helpful to the Review Team	Error! Bookmark not defined.

Name of Program:

Master of Education in Early Childhood Education (Birth-5)

Hawai'i Teacher Standards Board License Field(s) and Grade Level(s) for which candidates are being prepared

Add A Field: Early Childhood Education, P-K

Program Level

- Undergraduate
- Post Baccalaureate
- Master's
- Other

Contact And Context Information

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4. Program Administrator, if different from individual responsible for review correspondence
 - e. Robyn Chun
 - f. Director, Graduate Early Childhood Education Programs
 - g. rchun@hawaii.edu
 - h. (808) 956-0337
5. If this is a new program, insert an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

See attached COE Organizational Chart. The MEd in Early Childhood Education is a long-standing program in the College of Education. However, this is our first formal request to add a field through this program. The program is housed within the Department of Curriculum Studies (EDCS), one of eight academic units in the College of Education.
6. The current market for this program's completer employment outlook and any other contexts that shape the program.

The past two decades have seen increased state investment in public PreK programs (Barnett, Friedman-Krauss, Gomez, Horowitz, Weisenfeld, Clarke Brown

& Squires, 2016) and movement toward consensus on qualifications for teachers in these programs that reflect the science of early learning. Currently, there are 57 state funded PreK programs nationwide in 42 states and the District of Columbia. Nationally, 29% of the 4-year-olds and 3% of the 3-year-olds are enrolled in programs, although enrollment varies widely from state to state.

There is overall consensus that teacher qualifications for early learning programs should include a baccalaureate degree and specialized coursework in child development and early childhood education (Schilder 2016; Barnett et al., 2016; Institute of Medicine & National Research Council, 2016).

Hawai'i is one of the last states to initiate a state-funded PreK program, opening 20 classrooms in 2014. However, quality of programs is compromised by the shortage of licensed teachers to fill positions in preschool classrooms. Our state-funded PreK program consists of 20 classrooms with capacity to serve 2% of the Hawai'i's 4-year-olds. Out of 10 quality standards used to compare state PreK programs (Barnett et al., 2016), the only standard that Hawai'i does not meet is teachers with specialized coursework in child development and early childhood education. Only 20% (4 out of 20) of our current PreK teachers completed specialized coursework to obtain a license to teach preschoolers (4-year-olds). The program plans to add 10 additional classrooms in 2018 and every two years afterward. The shortage of qualified teachers with early childhood license (PK-K or PK-3) is an area of acute concern (See Letter of Support by Lauren Moriguchi, Director, Executive Office of Early Learning, December, 29, 2016).

In addition, Hawai'i was awarded a Federal Preschool Development Grant in 2015 to create 4-year-old classrooms in public charter schools. There are currently 6 classrooms and the program will expand to 18 classrooms in the 2017-2018 school year. Currently, only 50% of the teachers in the current 5 classrooms are licensed to work with 4-year-olds. A letter from the Hawai'i Charter School Commission (Sione Thompson, Executive Director, February 21, 2017) likewise shows concern about the need for qualified teachers with an appropriate license in the field (PK-K or PK-3).

Further, the Hawai'i Department of Education (HIDOE) cites a need for generalist early childhood coursework to complement the special education coursework teachers receive. HIDOE employs 251 special education preschool teachers and of these only 31% have a PreK-3 license. Superintendent Matayoshi stated, "It is

crucial that HODOE has the capacity to fill positions with teachers who have a strong foundation in early childhood education in order to provide high quality early childhood programs” (See Letter of Support by Kathryn Matayoshi, Superintendent of the Department of Education, March 7, 2017).

Finally, there are provisions within the Every Student Succeeds Act (ESSA) that also have increased interest on the part of principals in using school funds to open preschool classrooms. This is coupled with an increased awareness about the importance of looking for early childhood license when hiring teachers to fill preschool and kindergarten positions.

ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM

To add a new license field or program during a continuing state approval term, Hawaii approved units are required to submit information regarding coursework, faculty, and assessments/rubrics that are in addition to or different from unit criteria approved at the most recent unit review.

Coursework Specific To New Program

Course/Seminar/Experience	Description
REQUIRED COURSES	18 Required Credits
EDCS 667B Seminar in Issues and Trends in Education (Early Childhood) (3)	Curriculum trends and issues related to school organization, program, administration, faculty.
FAMR 491 Advanced Topics in Family Resources (3)	Study and discussion of significant topics, problems. Offered by visiting faculty and/or for extension programs. Repeatable. The section offered for the MEd in Early Childhood Education is an Advanced Child Development course focused on the science of child development, with particular attention on brain research and research on the impact of poverty on development and learning, and implications for practice with vulnerable populations of young children.
SPED 631 Early Intervention for Special Populations (3)	Issues important to early childhood special education. Early screening and assessment, working with families, curriculum options/models, program evaluation. Pre: consent. For MEd ECE Cohort the course focuses on effective models, approaches and practices for working with young children (birth – 5 years) with disabilities. Emphasis on competencies needed by generalist early childhood educators so they can support families of children with exceptionalities and

	collaborate on interdisciplinary teams on behalf of children with exceptionalities.
EDCS 632 Qualitative Research Methods (3)	Methods of qualitative research in education or related social science from an interdisciplinary framework. Conducting teacher research in PK-3 settings
EDCS 618 Early Childhood Education: Advanced Topics Professionalism and Ethics (3)	Analysis and practical application of selected early childhood education program and/or instructional materials. Exploration of the topics of ethics and professionalism in early childhood education.
FAMR 454 Family Public Policy (3)	Cross-national survey of family public policy; analysis, revision, and development of family public policy; impacts of policy on consumers and families. For the MEd ECE program this course is adapted to include Early Childhood Public Policy.
ELECTIVE COURSES	9 Elective Credits - ECE "Add-A-Field" License Candidates (PK-K or PK-3) Take 6-9 Credits on Content and Pedagogy in ECE Settings. Candidate and Advisor determine course needs.
<u>3 Credits of EDCS 656</u> EDCS 656 Seminar in Early Childhood Education (Special Topics in Curriculum and Pedagogy in ECE) (3)	Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five. Study and discussion of topics and problems presented in required summer courses and by invited experts in early childhood education. Restricted to masters in Early Childhood Education. Topics have included: STEM, Early Literacy, Project Work in the Early Years, Play, Reggio Emilia Approach, Bank Street Approach, Cultural Competence in Early Learning Settings.
<u>6 credits of Elective Courses Focused on Content or Pedagogy</u> EDCS 656 Seminar in Early Childhood Education (Special Topics in Curriculum and Pedagogy in ECE) (3) EDCS 416 Teaching and Learning for Diverse Young Children (3)	Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five. Study and discussion of topics and problems presented in required summer courses and by invited experts in early childhood education. Restricted to masters in Early Childhood Education. Focuses on the design, implementation, evaluation of meaningful, challenging integrated curriculum that promotes comprehensive developmental and learning outcomes for diverse

<p>EDCS 617 Early Literacy and Language Development (3)</p>	<p>young children (PK-3).</p> <p>Theory and practice for PK-3 early literacy and language development. Focus is on content knowledge and pedagogical strategies that support the optimal development of oral language, reading, and writing skills in PK-3 classrooms.</p>
<p>EDCS 618 Early Childhood Education: Advanced Topics (3)</p>	<p>Analysis and practical application of selected early childhood education program and/or instructional materials. Restricted to majors.</p>
<p>EDCS 619 Social and Cultural Constructions of Childhood (3)</p>	<p>Seminar examines the interrelated socially constructed concepts of children and childhood and places them in the larger contexts informed by sociological, anthropological, historical, critical, and technological perspectives.</p>
<p>EDCS 622 (Alpha) Curriculum Leadership (3)</p>	<p>Foundation for critical study of curriculum development and improvement from the perspective of teacher leaders. Online/hybrid sections available; (B) early childhood; (D) middle school; (G) K-14.</p>
<p>EDCS 628 Function of Play in Early Childhood Education (3)</p>	<p>Review of research and theory illuminating the nature, purposes, and meaning of play as a critical aspect of early childhood education. (Summer only)</p>
<p>EDCS 677 Curriculum Design in Early Childhood Education (3)</p>	<p>Designed to help classroom teacher understand sources and principles of curriculum in early childhood education and to provide experience in evaluating, selecting, and developing appropriate curriculum for young children.</p>
<p>EDCS 640M Place Based Education</p>	<p>Study in trends, research, and problems of implementation in teaching field. (P) place-based education. Each alpha repeatable two times. COE-related majors only for (P). Pre: teaching experience or consent for all alphas except for (P); graduate and/or undergraduate courses in education and/or social sciences or consent for (P). (K Cross-listed as PACE 640)</p>
<p>CAPSTONE DEVELOPMENT</p>	<p>3-6 Credits: Plan A Thesis OR Plan B (Research, Project, or Professional Portfolio)</p>
<p>EDCS 695 Plan B Seminar</p>	<p>Capstone development supervised by Cohort</p>

Assessment of candidate ability to plan instruction NAEYC 1, 2 InTASC 2, 3, 7, 8	Year 3	Assessment 3 Best Practices Modification Plan. Students will modify an instructional plan to increase access and adapt to the strengths and needs of vulnerable children and families.
Assessment of student teaching (alternative) NAEYC 3, 4 InTASC 6 Note: Candidates are practicing teachers in the HIDOE or Public Charter Schools. They complete assessments in their classrooms as evidence of their teaching practices during the school year.	Summer 3 of the Program	Assessment 4 Multi-Method Qualitative Research Presentation (MMRQ) for EDCS 632. Design and implement a multi-method “action research” or “teacher research” project to inquire and improve teacher practices. Analyze data and evaluate effectiveness of practices.
Assessment of candidate effect on student learning NAEYC 4, 5 InTASC 4, 5, 6, 8	Year 1, 2, or 3 depending on when EDCS 656 or other elective content/pedagogy course is taken	Assessment 5 Practical Application of Theory and Research – Student will make a plan to apply content and pedagogical knowledge to their work in a specific ECE Setting. They will demonstrate the influence of new research/theory introduced in a course and practices or strategies adopted.
Assessment on candidate dispositions NAEYC 6, InTASC 9, 10	Year 3 of the Program Year 1 & 3	Assessment 6 Analysis of an Ethical Dilemma Assessment 7 Professional Development Plans – Candidates will complete self-assessments in light of ECE competency statements and develop a professional development plan which they will revise as they exit the program. They will include a resume or vitae that documents evidence of service/involvement in profession and community as they exit the program.

Faculty Specific To New Program

Faculty	Degree &	Role in	Professional Experience Relevant to
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Member Name	Area of Concentration	Program	Program
Chris Au	Ph.D. Curriculum & Instruction	Assistant Professor - Cooperating Faculty, Advisor for Plan B Students	9 years of experience as a teacher in K-3 settings in public school and public charter schools. 5 years of experience as an instructor and cohort coordinator for PK-3/K-6 BEd initial license program. Instructor for PK-3 coursework on art, language and literacy. Autoethnography dissertation.
Elizabeth Chapman de Sousa	Ph.D. Educational Psychology	Associate Professor - Cooperating Faculty, Advisor for Plan B	Dissertation focusing on conversation of preschool children in early childhood settings. 4 years of experience CREDE coaching in PK-3 settings. 3 years of experience teaching and developing Initial License program in multi-lingual learners. Research focusing on multi-lingual learning in early childhood education.
Michael Cheang	Dr. PH. Public Health	Associate Professor - Cooperating Faculty, Advisor for Plan B Students	Over 15 years of experience teaching family resource and public policy courses and leading senior capstone for Family Resources BS students and teaching. Instructor for Family (and early childhood) Public Policy. Advises student capstones w/interdisciplinary focus (e.g. supporting foster children in ECE settings). Awarded Chancellor's Citation for Meritorious Teaching in 2002 and Excellence in Teaching Award for FamR in 2012.
Pauline Chinn	Ed.D.in Curriculum and Instruction	Professor - Cooperating Faculty, Advisor	Over 10 years of experience teaching place-based science education in Hawaii public schools. Recognized scholar in place-based teacher education relevant to Hawaii and its people. Research collaborator and mentor for numerous National Science Foundation grants. Awarded life-time achievement award for the College of Education in 2016. Instructor for graduate qualitative research course. Advisor for students engaging in place-based PK-3 research projects.
Robyn Chun	M.Ed., (Ph.D. Candidate) Curriculum & Instruction	Assistant Specialist - Program Administrator, Instructor,	18 years of experience teaching and administrating in PreK-1 st grade classrooms in the non-profit sector, HIDOE and University of Hawaii at Manoa Children's Center. 15 years

		Advisor	teaching child development and early childhood education coursework, supervising field experience, cohort coordinating and administrating undergraduate and graduate early childhood education programs. Advisor for Plan B graduate students.
Barbara DeBaryshe	Ph.D. Developmental Psychology in Applied Child & Family Studies	Specialist – Advisor Plan A Thesis	34 years of experience college teaching in Family Resources and in the College of Education (Educational Psychology and Curriculum Studies). Acting Director of the Center on the Family. Focus on early literacy, research on children and families, early childhood service providers. Instructor for research courses. Advisor for Plan A Thesis with mixed-method or quantitative designs.
Dana Davidson	Ph.D. Education & Child Development	Professor Emeritus - Cooperating Faculty, Plan B Reader	Co-Director (and Founder) of the MEd ECE Program. Cohort Coordinator, Advisor and Instructor for FamR 491 Advanced Child Development course. Instructor for child and adolescent development courses and advisor for FamR senior capstone projects. Established exchange and mentoring program for USDOE and Head Start programs in American Samoa.
Jane Dickson Iijima	M.S. Early Childhood and Elementary Education	Instructor - Cooperating Faculty, Plan B Reader	16 years of experience as Cohort Coordinator, Instructor and Field Supervisor in PK-3 Initial License BED program and co-teaching in at the Richardson Law School Child Welfare Clinic. Over 20 years of experience teaching and directing in Headstart, and PK-3 programs in Pennsylvania, New York, New Hampshire and Hawaii.
Stephanie Feeny	Ph.D. Education	Professor Emeritus - Cooperating Faculty, Advisor, Plan B Reader	5 years of experience in social work including 1 year working with Head Start and Title I programs. 40 years of experience in early childhood higher education, teaching, administering early childhood teacher education programs, supervising field. Co-Director/Founder of the MEd ECE program. Developed the Code of Ethics for the National Association for the Education of Young Children. Instructor for ethics and professionalism course.
Jonathan	Ph. D.	Lecturer -	20 years of experience as a SPED

Gillentine	Curriculum & Instruction	Adjunct Faculty, Instructor, Plan B Reader	teacher in PK-K inclusion classrooms in the HDOE. Windward District Early Learning Specialist 2014-2016. Resource Teacher for the Executive Office of Early Learning. Mentor teacher for PK-3 BEd Initial License programs. Teacher early childhood special education courses for MEd ECE program and Plan B Reader for projects focusing on PK-K special education settings.
Rebecca Gomez	Ed.D. Curriculum and Teaching, Early Childhood Education Policy	Lecturer, Adjunct Faculty	4 years of experience teaching in PreK settings. 6 years of experience administrating state professional development and quality rating systems in Washington DC, New Hampshire, and Pennsylvania. 12 years of experience teaching undergraduate and graduate early childhood education coursework on early childhood policy, assessment and child development. Adjunct faculty or EDCS 656 special topic courses on early childhood systems and public policy. Second reader for Plan B.
Richard Johnson	Ed.D. Teaching & Learning, Early Childhood Education	Professor - Cooperating Faculty, Advisor	Over 30 years teaching, cohort coordinating and directing early childhood education and K-12 teacher education programs in Hawai'i, American Samoa and Texas. Plans B advisor and second reader. Teacher for Issues and trends in graduate seminars on issues in early childhood education , play, and social and cultural conceptions of childhood.
Theresa Lock	A.B.D. (Ed.D.) Educational Leadership M.A. Parent and Community work in Early Childhood Education	Junior Specialist – Plan B Reader	7 years of experience teaching and coordinating in PreK settings. Over 14 years teaching, supervising field and cohort coordinating in early childhood higher education programs including 3 years in PK-3 Initial License BEd Program. Headstart Fellow. Former Director of Executive Office of Early Learning.
Coleen Momohara	M.Ed. Curriculum Studies (PK-3) Early Literacy, Integrated	Lecturer - Adjunct Faculty, Instructor, Plan B	17 years of experience in PreK-3 teaching and administration in non-profit and HI DOE settings. 4 years of experience as a family facilitator for homeless and lab school families. 4

		Reader	years of experience as a Resource Teacher and Instructional Leader for HIDOE and Executive Office of Early Learning PreK program. Mentor teacher for College of Education PK-6 BEd Initial License program. Adjunct faculty for EDCS 656 special topic courses focusing on curriculum and pedagogy in ECE settings.
Leah Muccio	Ph.D. Early Childhood Education, Curriculum & Instruction	Associate Professor - Cooperating Faculty, Instructor and Advisor for Plan A Thesis and Plan B	6 years teaching experience in toddler and K-3 settings. 5 years of experience as a Cohort Coordinator, Instructor and Field Supervisor for PK-3 Initial License BEd Program core early childhood education courses on assessment, integrated curriculum planning. 5 years of experience teaching graduate coursework on teacher research and inclusive classrooms, and advising Plan A & B students.
Eva Moravcik	M.Ed. Curriculum Studies (PK-3)	Professor - Cooperating Faculty, Plan B Reader	39 years of experience teaching and administrating PreK settings in non-profit sector and UH system early childhood education centers. Faculty teaching coursework and supervising lab students at Honolulu Community College. Co-Author of <i>Who Am I in the Lives of Children?</i> and <i>Meaningful Curriculum in the Early Years</i> , two nationally distributed textbooks in ECE teacher education programs. Plan B Reader for portfolios and projects focused on curriculum and pedagogy.
Phyllis Nakama-Kawamoto	M.Ed. Curriculum Studies (PK-3) Mathematics	Lecturer - Adjunct Faculty, Instructor, Plan B Reader	29 years of experience K-1 in HIDOE classrooms. 4 years of experience as curriculum coordinator for K-1 classrooms at Mililani Ike Elementary. 3 years of experience RT for Executive Office of Early Learning PreK program. NBPTS Certified Teacher (Generalist/ Early Childhood). Presidential Award of Excellence in Mathematics and Science Teaching (2001). Mentor teacher for College of Education PK-6 BEd Initial License program. Adjunct faculty for EDCS 656 special topic courses focusing on curriculum and pedagogy in ECE settings.
Michael	A.B.D.	Instructor -	5 years of experience teaching in PK-5

Sheehey	Special Education	Cooperating Faculty, Instructor	special education classrooms in HI DOE. 3 years of experience coaching new teachers for the MUSE mentoring program. 2 years of experience cohort coordinating, teaching and doing field supervision for ATT, Initial License BEd and post-baccalaureate in special education at KCC and UH Manoa.
Patricia Sheehey	Ph.D. Hawai'i Multicultural Issues, Families, ECE Severe Disabilities	Associate Professor – Faculty Steering Committee – Instructor and Advisor	Over 15 years of experience in early childhood special education. Instructor for most of the SPED ECE coursework for baccalaureate, post-baccalaureate and master of early childhood special education programs. Responsible for field supervision, cohort coordination, and accreditation reports for SPED programs.
Georgia Lynn Yamashita	M.Ed. Special Education	Instructor - Faculty Steering Committee, Instructor and Advisor	8 years of teaching experience in early childhood special education programs. 18 years of experience consulting and providing technical assistance to Headstart and DOE PreK or early intervention settings in California and Hawaii. 19 years of experience teaching early childhood development courses and supervising internships.

Additional Information Helpful To The Review Team

See attached Letters of Support from the Director of the Executive Office of Early Learning, Superintendent of the Department of Education, and Director of the Hawaii Charter School Commission. Alignment between NAEYC Standards and INTASC Standards. References provided highlight the national trend in early childhood education teacher license qualifications and quality standards for PreK programs.

Appendix B

Alignment of ECE / InTASC / HI HTSB Requirements

Professional Standards & Competencies in ECE (2019)*	InTASC Standards**	HTSB HI Specific Program Standards
<p>STANDARD 1 Child Development and Learning in Context 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices. 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities. 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence based decisions that support each child</p>	<p>Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Student standards adopted by the Department</p> <p>Hawaiian language, history and culture</p>

<p>STANDARD 2 Family–Teacher Partnerships and Community Connections</p> <p>2a: Know about, understand, and value the diversity of families. 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement. 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.</p>	<p>Standard #7: Planning for Instruction</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Standard #10: Leadership and Collaboration</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Hawaiian language, history and culture</p>
<p>STANDARD 3 Child Observation, Documentation, and Assessment</p> <p>3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings. 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools. 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each</p>	<p>Standard #6: Assessment</p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.</p>

<p>child. 3d: Build assessment partnerships with families and professional colleagues.</p>		
<p>STANDARD 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children. 4b: Understand and use teaching skills that are responsive to the learning trajectories 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 executive function skills are critical for young children. 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p>	<p>Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p>Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Teaching of reading including working with students of reading difficulties.</p> <p>Working effectively with students with disabilities, including training related to participation as a member of individual education program teams.</p> <p>Working effectively with students who are limited English proficient.</p> <p>Working with gifted and talented students.</p> <p>Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.</p>

<p>STANDARD 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</p> <p>5a: Understand content knowledge— the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum. 5b: Understand pedagogical content knowledge—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. 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.</p>	<p>Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Teaching of reading including working with students of reading difficulties.</p>
<p>STANDARD 6 Professionalism as an Early Childhood Educator</p> <p>6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession. 6b: Know about and uphold ethical and other early</p>	<p>Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others</p>	<p>Candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board’s Code of Ethics.</p>

<p>childhood professional guidelines. 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues. 6d: Engage in continuous, collaborative learning to inform practice. 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.</p>	<p>(learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	
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*Candidates meet the standards from a national organization approved by the board for the license fields offered in the program.

**Candidates meet the performance standards as adopted by the board.

Professional Standards and Competencies for Early Childhood Educators

Effective early childhood educators are critical for realizing the early childhood profession's vision that each and every young child, birth through age 8, have equitable access to high-quality learning and care environments. As such, there is a core body of knowledge, skills, values, and dispositions early childhood educators must demonstrate to effectively promote the development, learning, and well-being of all young children.

Disponible en Español: [NAEYC.org/competencias](https://naeyc.org/competencias)

A Position Statement Held on Behalf of the Early Childhood Education Profession

Adopted by the NAEYC National Governing Board November 2019

Professional Standards and Competencies for Early Childhood Educators

3 Introduction

- 4 Relationship of Five Foundational Position Statements
- 6 Purpose
- 6 The Position
- 7 Design and Structure

8 Professional Standards and Competencies

- 9 Summary
- 11 **STANDARD 1:** Child Development and Learning in Context
- 13 **STANDARD 2:** Family–Teacher Partnerships
and Community Connections
- 15 **STANDARD 3:** Child Observation, Documentation, and Assessment
- 17 **STANDARD 4:** Developmentally, Culturally, and
Linguistically Appropriate Teaching Practices
- 20 **STANDARD 5:** Knowledge, Application, and Integration of
Academic Content in the Early Childhood Curriculum
- 24 **STANDARD 6:** Professionalism as an Early Childhood Educator



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Professional Standards and Competencies for Early Childhood Educators

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26 Recommendations for Implementation

- 26 Early Childhood Educator Professional Preparation Programs
- 27 Higher Education Accreditation
- 27 Early Learning Programs
- 28 Federal, State, and Local Policies
- 29 Researchers

30 Appendices

- 30 **APPENDIX A:** Leveling of the Professional Standards and Competencies by ECE designation
- 48 **APPENDIX B:** Critical Issues and Research Informing the Professional Standards and Competencies for Early Childhood Educators
- 51 **APPENDIX C:** Glossary
- 58 **APPENDIX D:** References and Resources
- 66 **APPENDIX E:** The History of Standards for Professional Preparation
- 68 **APPENDIX F:** Professional Standards and Competencies Workgroup

Developing the Professional Standards and Competencies for Early Childhood Educators

In 2017, the Power to the Profession Task Force began an extensive process to review the range of the field's existing standards and competencies and establish a process for arriving at a set of agreed-upon standards and competencies for the early childhood education profession, working birth through age 8 across states, settings, and degree levels. This work included a deep look at multiple national standards and competencies; following a deliberative decision-making process, it resulted in the Task Force recommendation that the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs be explicitly positioned as the foundation for the standards and competencies of the unified early childhood education profession.

At the same time, the Task Force set four specific conditions and expectations for the revision of the NAEYC professional preparation standards. These included an expectation that the standards would be reviewed in light of the most recent science, research, and evidence; it gave particular consideration to potential missing elements identified in the *Transforming the Workforce* report, including teaching subject-matter specific content, addressing stress and adversity, fostering socio-emotional development, working with dual language learners, and integrating technology in curricula. To revise the standards, and respond to these and other expectations, including the expectation that the revisions would occur in the context of an inclusive and collaborative process, a workgroup was convened in January 2018. The workgroup comprised the Early Learning Systems Committee of the NAEYC Governing Board, early childhood practitioners, researchers, faculty, and subject-matter experts, including individuals representing organizations whose competency documents were considered, referenced, and used to inform the revisions. The organizations included the following Task Force members: the Council for Exceptional Children, Division of Early Childhood; the Council for Professional Recognition; and ZERO TO THREE.

In September 2018, the workgroup released the first public draft of the Professional Standards and Competencies for Early Childhood Educators. This was followed by an extensive public comment period and months of intensive work to release the second public draft for needed feedback and guidance from the field, higher education, and others. The second public draft of the competencies, which included a first draft of the leveling of the competencies to ECE I, II, and III, was open from May to July 2019.

The second comment period was followed by extensive rewriting, supported by a group of experts drawn from preparation programs at ECE levels I, II, and III. The result was a third public draft focused solely on the leveling, which was open from October to November 2019. Ultimately, the Professional Standards and Competencies for Early Childhood Educators, leveled and aligned to ECE Levels I, II, and III, are being released in conjunction with the full *Unifying Framework*.

This excerpt is adapted from the *Unifying Framework for the Early Childhood Education Profession*.

Message from the NAEYC Governing Board

The NAEYC Governing Board is deeply honored to hold the *Professional Standards and Competencies for Early Childhood Educators* (“*Professional Standards and Competencies*”) on behalf of the early childhood education profession.

In response to the Power to the Profession (P2P) Task Force’s 2018 decision to name the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs (a NAEYC position statement) as the foundation for the standards and competencies for the unified early childhood education profession, the Governing Board seriously considered and responded to the attendant conditions and expectations. The revisions process is outlined in detail on the opposing page, and we are deeply grateful to all of the Governing Board members, P2P Task Force members, early childhood practitioners, researchers, faculty, state agency personnel, national and state organizations, and subject-matter experts for their extensive engagement, feedback, and guidance.

Given that the Professional Standards and Competencies were developed by and are intended for the early childhood education field, and need to be adopted and used by practitioners, states, professional preparation programs, employers, and others, NAEYC has updated the name of the standards. The Governing Board agreed to this because we believe it is critical for all of us in this profession to own and use these standards and competencies to guide our work.

While it is the members of the early childhood education profession who, with support from professional preparation programs, state systems, and others, are responsible for implementing the Professional Standards and Competencies, the NAEYC Governing Board commits to uphold its responsibilities as the holder of the competencies and its intellectual property to ensure that the competencies are faithfully and appropriately utilized and that all future revisions occur through an inclusive process that engages the early childhood field across states and settings.

With gratitude to our profession for doing the hard work of defining and leveling the core standards and competencies for all early childhood educators,

Amy O’Leary
President, NAEYC Governing Board

Elisa Huss-Hage
Chair, Early Learning Systems Committee
of the Governing Board

Introduction

This update to the NAEYC Standards for Early Childhood Professional Preparation responds to the charge from the [Power to the Profession \(P2P\) Task Force](#) to create nationally agreed-upon professional competencies (knowledge, understanding, abilities, and skills) for early childhood educators. As such, it revises the NAEYC 2009 position statement “Standards for Early Childhood Professional Preparation” and expands the intent of the standards and competencies to allow their application across the early childhood field, including professional preparation programs, professional development systems, licensure, and professional evaluations. It places diversity and equity at the center and responds to the critical competencies identified in *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, the seminal 2015 report by the Institute of Medicine and National Research Council.

This update levels the standards to the scope of practice for each early childhood educator designation recommended in the *Unifying Framework for Early Childhood Education Profession* established by Power to the Profession: ECE I, ECE II, and ECE III. For clarity, see Appendix A, “Leveling of the Professional Standards and Competencies.” This document also lays out recommendations for implementation of the standards for multiple stakeholders in the early childhood education field.

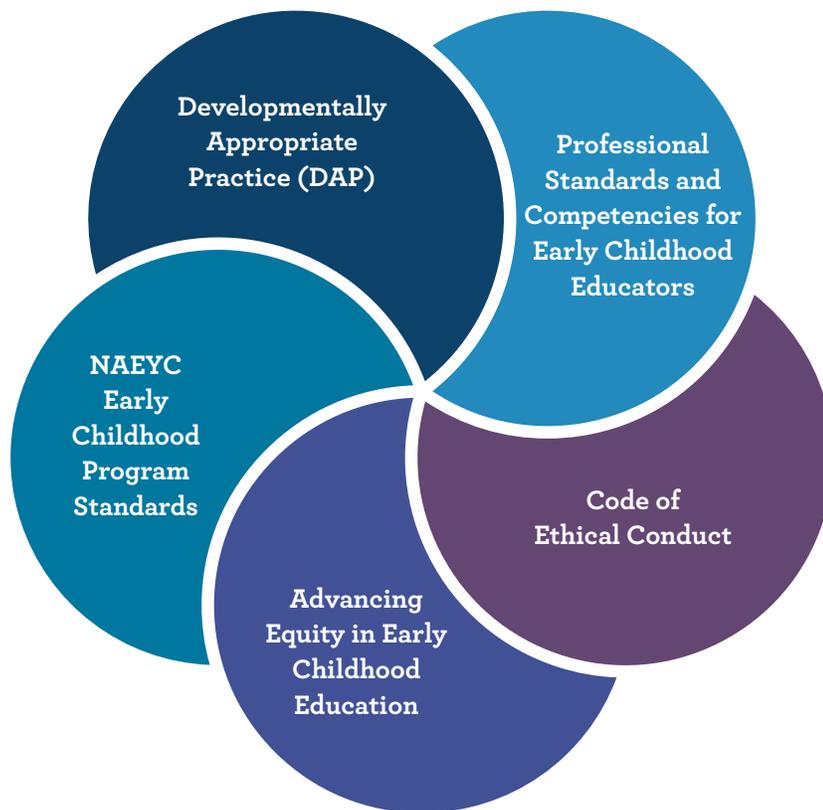
Details about the context in which the updated standards were developed and the history of NAEYC’s professional preparation standards can be found in Appendices B and E.

Relationship of Five Foundational Position Statements

This position statement is one of five foundational documents NAEYC has developed in collaboration with the early childhood education field. While its specific focus is on defining the core standards and competencies for early childhood educators, this statement complements and reinforces the other four foundational documents, which do the following:

- › Define **Developmentally Appropriate Practice**
- › **Advancing Equity in Early Childhood Education**
- › Define the profession's **Code of Ethical Conduct**
- › Outline **Standards for Early Learning Programs**

NAEYC's Foundational Documents



These foundational statements are grounded in NAEYC’s core values, which emphasize diversity and inclusion and respect the dignity and worth of each individual. The statements are built upon a growing body of research and professional knowledge that underscores the complex and critical ways in which early childhood educators promote early learning through relationships—with children, families, and colleagues—that are embedded in a broader societal context of inequities in which implicit and explicit biases are pervasive.

The early childhood educator professional preparation standards herein are aligned with the five broad categories of educators’ decision-making described in depth in the developmentally appropriate practice position statement:

- › Using knowledge of child development and learning in context to create a caring community of learners (Standard 1)
- › Engaging in reciprocal partnerships with families and fostering community connections (Standard 2)
- › Observing, documenting, and assessing children’s development and learning (Standard 3)
- › Teaching to enhance each child’s development and learning (Standard 4)
- › Understanding and using content areas to plan and implement an engaging curriculum designed to meet goals that are important and meaningful for children, families, and the community in the present as well as the future (Standard 5)

The key elements of Standard 6, “Professionalism as an Early Childhood Educator,” pull forward the knowledge, skills, and dispositions that early childhood educators need in order to make decisions that exemplify ethical, intentional, and reflective professional judgment and practice.

Early childhood as an interdisciplinary, collaborative, and systems-oriented profession

Effective early childhood education and the promotion of children’s positive development and learning in the early years call for a strongly interdisciplinary and systems-oriented approach. By its nature, the early childhood field is, and historically has been, interdisciplinary. That is, early childhood educators need to integrate knowledge of all aspects of child development—content in academic disciplines, early intervention programs, and other programs for young children—and draw on knowledge from other disciplines, including speech and language therapy, occupational therapy, special education, bilingual education, family dynamics, mental health, and multiple other approaches to the comprehensive well-being of young children and their families. An interdisciplinary, systems-oriented perspective is essential if professionals, particularly as they advance in their practice, are to integrate multiple sources of knowledge into a coherent approach to their work.

Purpose

The position statement presents the essential body of knowledge, skills, dispositions, and practices required of all early childhood educators working with children from birth through age 8, across all early learning settings. It articulates a vision of sustained excellence for early childhood educators. The statement has been intentionally developed not only to guide the preparation and practice of the early childhood education profession but also to be used by others in the early childhood field. It is intended to serve as the core early childhood educator standards and competencies for the field, a document that states can use to develop their own more-detailed standards and competencies that address their specific contexts. Ideally, the field will use this position statement to align critical professional and policy structures, including the following:

- › State licensing for early childhood educators
- › State and national early childhood educator credentials and related qualification recommendations or requirements
- › Curriculum in professional preparation programs
- › Articulation agreements between various levels and types of professional preparation programs
- › National accreditation of early childhood professional preparation programs
- › State approval of early childhood educator professional preparation programs and professional development training programs
- › Expectations for educator competencies in early learning program settings through job descriptions and performance evaluation tools

The Position

Effective early childhood educators are critical for realizing the early childhood profession's vision that each and every young child, birth through age 8, have equitable access to high-quality learning and care environments. As such, there is a core body of knowledge, skills, values, and dispositions early childhood educators must demonstrate to effectively promote the development, learning, and well-being of all young children. These are captured in the next section, "Professional Standards and Competencies for Early Childhood Educators." These standards will be updated regularly to respond to new developments in the early childhood field, new research, and changing social and policy contexts.

These standards and competencies are informed by

- › Research and practice that advance our understanding of what early childhood educators need to know and be able to do
- › Early childhood standards as well as educator standards from other professional organizations
- › The current context of the early childhood workforce and higher education
- › The imperatives from the *Unifying Framework* developed through Power to the Profession

Input from a broad-based workgroup (see Appendix F) and the early childhood field underpins the updated standards and competencies.

Design and Structure

Comprehensive, not exhaustive: These standards and competencies represent the core domains of knowledge and practice required of every early childhood educator, and they provide a baseline of expectations for mastery of these domains. They are not meant to represent an exhaustive list of what an early childhood educator should know and be able to do in order to educate and care for young children. For preparation programs, certification/licensure bodies, accrediting bodies, state early childhood career ladders, educator evaluation systems, and such, the competencies may be expanded, as needed, to address specific state and local contexts and to include more discrete competencies.

Aligned with the responsibilities of early childhood educators: The standards and competencies align with the early childhood education responsibilities designated by the Unifying Framework for the Early Childhood Education Profession (“Unifying Framework”) developed through Power to the Profession:

- › Planning and implementing intentional, developmentally, culturally, and linguistically appropriate learning experiences that promote the social and emotional development, physical development and health, cognitive development, language and literacy development, and general learning competencies of each child served (Standards 4 and 5)
- › Establishing and maintaining a safe, caring, inclusive, and healthy learning environment (Standards 1 and 4)
- › Observing, documenting, and assessing children’s learning and development using guidelines established by the profession (Standards 3 and 6)
- › Developing reciprocal, culturally responsive relationships with families and communities (Standard 2)
- › Advocating for the needs of children and their families (Standard 6)
- › Advancing and advocating for an equitable, diverse, and effective early childhood education profession (Standard 6)
- › Engaging in reflective practice and continuous learning (Standard 6)

Aligned with InTASC Model Core Teaching

Standards: Early childhood educators work in concert with the rest of the birth through grade 12 teaching workforce. As such, the Professional Standards and Competencies for Early Childhood Educators are aligned with the larger education

field’s understanding of effective teaching, as expressed through the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

Integrated content: Diversity, equity, inclusive practices, and the integration of technology and interactive media do not have separate standards; rather, these important content areas are elevated and integrated in the context of each standard. Included in each standard and its associated key competencies are examples of how the content areas apply to early childhood educators working with particular age bands of children—infants and toddlers, preschoolers, and early elementary age children. Whether or not examples are found in a competency, though, the intention is that every competency applies across the birth through age 8 continuum.

Intentionally higher-level language: The language used in the standards and competencies is based in the science of human learning and development and reflects the technical language of research and evidence used in the early childhood profession. In their preparation, early childhood educators will be introduced to the terminology and concepts found throughout this document.

Simplified structure: The major domains of competencies are captured in six core standards. Each standard describes in a few sentences what early childhood educators need to know and be able to do. It is important to note, then, that the expectation is not just that early childhood educators know something about child development and the science of effective learning—the expectation is more specific and complex. Each standard comprises three to five key competencies to clarify its most important features. These key competencies break out components of each standard, highlighting what early childhood educators need to know, understand, and be able to do. A supporting explanation tied to each key competency describes how **candidates** demonstrate that competency.

Leveling of the standards and competencies to

ECE I, II, and III: The recommendations in the *Unifying Framework* lay out three designations with associated scopes of practice for early childhood educators—ECE I, ECE II, and ECE III. Appendix A serves as a guide for the profession in articulating expectations for mastery of the standards and competencies at each level.

To find the resources listed in the Introduction and the following standards and competencies, please see Appendix D.

Professional Standards and Competencies for Early Childhood Educators: Summary

STANDARD 1

Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

STANDARD 2

Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.

2a: Know about, understand, and value the diversity of families.

2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

STANDARD 3

Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children’s progress and, based on the findings, to plan learning experiences.

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

STANDARD 4

Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories 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 executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

STANDARD 5

Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge—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.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

STANDARD 6

Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) 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.

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

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.

Professional Standards and Competencies for Early Childhood Educators

Becoming a professional early childhood educator means developing the capacity to understand, reflect upon, and integrate all six of these professional standards. It is the integrated understanding of the following that defines a professional early childhood educator:

- › Child development
- › Each individual child
- › Family and community contexts and other influences on individual development and the ability to build respectful reciprocal relationships with families and communities
- › The use of observation and assessment to learn what works for each child and for young children as a community learning together
- › The use of a repertoire of appropriate pedagogical practices
- › Early childhood curriculum
- › The application of professional knowledge, disposition, and ethics

To deepen their understanding of and ability to navigate complex situations, early childhood educators develop a habit of reflective practice, including integrating their knowledge and practices across all six standards in order to create optimal learning environments, design and implement curricula, use and refine instructional strategies, and interact with children and families whose language, race, ethnicity, culture, and social and economic status may be very different from educators' own backgrounds. It is this knowledge and practice that will allow teachers to transform a new group of babies in the infant room or a group of second graders on the first day of school into a caring community of learners.

STANDARD 1

Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

Key Competencies and Supporting Explanations

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

Early childhood educators base their practice on the profession's current understanding of the developmental progressions and trajectories of children birth through age 8 and on generally accepted principles of child development and learning. They are familiar with current research on the processes and trajectories of child development, and they are aware of the need for ongoing research and theory building that includes multicultural and international perspectives.

Educators consider multiple sources of evidence (e.g., research, observations from practice, professional resources) to expand their understanding of child development and learning. Their foundational knowledge across multiple interrelated areas encompasses the physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual 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 of protective factors as well as the impact of stress and adversity on young children's development and learning. They know and can discuss the theoretical perspectives and research that ground this knowledge and continue to shape it.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.

Early childhood educators learn about each child through observation, open-ended questions, conversations, reflections on children's work and play, and reciprocal communication with children's families. They understand that developmental variations among children are normal, that each child's progress will vary across domains and disciplines, and that some children will need individualized supports for identified developmental delays or disabilities.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

Early childhood educators know that young children's learning and identity are 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. Early childhood educators know that young children are developing multiple social identities that include race, language, culture, class, and gender, among others. Educators recognize the benefits to children of growing up as bilingual/multilingual individuals and the importance of supporting the development of children's home languages.

Early childhood educators understand that all children and families are widely impacted by society's persistent structural inequities related to race, language, gender, social and economic class, immigration status, and other characteristics, which can have long-term effects on children's learning and development. They know that young children are more likely than any other age group to live in poverty, and they understand how poverty and income inequality impact children's development. Early childhood educators understand how trauma and stress experienced by young children and their families, such as violence, abuse, serious illness and injury, separation from home and family, war, and natural disasters, can impact young children's learning and development.

Early childhood educators also understand that early childhood programs are communities of learners that have the potential for long-term influence on children's lives. 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 as a protective factor in children's lives. They understand that they as early childhood educators, along with the social and cultural contexts of early learning settings, influence the delivery of young children's education and care.

1d Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child. To support each child and build a caring community of children and adults learning together, early childhood educators engage in continuous decision making by integrating their knowledge of the following three aspects of child development: (a) principles, processes, and trajectories of early childhood development and learning; (b) individual variations in children’s development and learning; and (c) children’s development and learning in different contexts. Teachers apply this knowledge across all six standards presented here, as they build relationships with children, families, and communities; conduct and use child assessments; select and reflect upon their teaching practices; develop and implement curricula; and think about their own development as professional early childhood educators. In

doing so, they create learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive, and challenging for each young child by

- › Promoting children’s physical and psychological health, safety, and sense of security
- › Demonstrating respect for each child as a feeling, thinking individual and respect for each child’s culture, home language, individual abilities, family context, and community
- › Building on the cultural and linguistic assets that each child brings to the early learning setting
- › Communicating their belief in children’s ability to learn through play, spontaneous activities, and guided investigations, helping all children understand and make meaning from their experiences
- › Constructing group and individual learning experiences that are both challenging and supportive and by applying their knowledge of child development to provide scaffolds that make learning achievable and that stretch experiences for each child, including children with special abilities, disabilities, or developmental delays.

STANDARD 2

Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.

Key Competencies and Supporting Explanations

2a: Know about, understand, and value the diversity of families.

Early childhood educators understand that each family is unique. They know about the role of parents (or those serving in the parental role) and about family development, the diversity of families and communities, and the many influences on families and communities. Early childhood educators have a knowledge base in family theory and research and the ways that various factors create the home context in young children's lives: social and economic conditions; diverse family structures, cultures and relationships; family strengths, needs and stressors; and home language and cultural values. They recognize that families who share similar socioeconomic and racial and/or ethnic backgrounds are not monolithic but are diverse in and of themselves. Early childhood educators understand how to build on family assets and strengths.

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

Early childhood educators take primary responsibility for initiating and sustaining respectful and reciprocal relationships with children's families and other caregivers; they work with them to support young children's positive development both inside and outside the early learning setting. Teachers learn with and from families, recognizing and drawing on families' expertise about their children for insight into curriculum, program development, and assessment. Early childhood educators strive to honor families' preferences, values, childrearing practices, and goals when making decisions about young children's development and care. They share information with families about their children in ways that families can understand and use at home, using families' preferred communication methods and home languages as much as possible.

When collaborating with families, early childhood educators employ a variety of communication methods and engagement skills, including informal conversations when parents pick up and drop off children, more formal conversations in

teacher–family conference settings, and reciprocal technology-mediated communications, such as phone calls, texting, or emails. They help families and children with transitions at home, such as adapting to a new sibling, and with transitions to new services, programs, classrooms, grades, or schools. Early childhood educators 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) and that demonstrate respect for various family structures and beliefs about parenting.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Early childhood educators demonstrate knowledge about a variety of community resources and use them to support young children's learning and development and families' well-being. These might include community cultural resources, mental health services, early childhood special education and early intervention services, health care organizations, housing resources, adult education classes, adult courses in English as a second language, translation/interpretation services, and economic assistance resources. Educators help families to find high-quality resources and to partner with other early childhood experts (e.g., speech pathologists, school counselors), as needed, to support young children's development and learning.

Regardless of their own work settings, all early childhood educators contribute to building respectful, reciprocal partnerships with the various early learning programs and schools in their communities, as well as with community organizations and agencies, through activities such as sharing information about or organizing visits to libraries or museums, participating in community events, visiting fire houses, helping children get to know their neighborhood, and partnering with other programs and schools to support child and family confidence and continuity during transitions.

STANDARD 3

Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessment is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues.

Key Competencies and Supporting Explanations

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings. Early childhood educators understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They are close observers of children. Educators understand that assessment is a positive tool that can build continuity in young children’s development and learning experiences. They understand that effective, evidence-based teaching is informed by thoughtful, ongoing systematic observation and documentation of each child’s learning progress, qualities, strengths, interests, and needs. They understand the importance of using assessments that are consistent with and connected to appropriate learning goals, curricula, and teaching strategies for individual young children. Early childhood educators 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 assessment that is conducted by a speaker of the child’s home language—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools. Early childhood educators are familiar with a variety of formative, summative, qualitative, and standardized assessments. They know a wide range of formal and informal observation methods, documentation strategies, screening tools, and other appropriate resources, including technologies that facilitate assessments and approaches to assessing young children that help teachers plan experiences that scaffold children’s learning. Early childhood educators understand the strengths and limitations of each assessment method and tool. They understand the components of the assessment cycle and concepts of assessment validity and reliability as well as the importance of systematic observations, interpreting those observations, and reflecting on observations’ significance for and impact on their teaching.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

Educators embed assessment-related activities in the curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice. They create and take advantage of unplanned opportunities to observe young children in play and in spontaneous conversations and interactions as well as in adult-structured assessment contexts. Early childhood educators analyze data from a variety of assessment tools and use the data appropriately to inform teaching practices and to set learning and developmental goals for young children.

They understand assessment issues and resources, including technology, related to identifying and supporting young children with differing abilities, including children whose learning is advanced, those who are bilingual or multilingual learners, and children with developmental delays or disabilities. They seek assistance, when needed, on how to assess a particular child. This might mean reaching out to colleagues who can bring new understanding, experience, or perspective related to child and family ethnicity, culture, or language. For example, a bilingual colleague may be better prepared to successfully observe a child's receptive and expressive language skills, social interaction skills, and emerging reading skills in both the child's home language and second language.

Early childhood educators know about 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, educators are aware of the limitations of the available assessments. When not given the autonomy to create or select developmentally appropriate, authentic assessments due to the setting's policies, such as the use of standardized, normative assessments in pre-K through grade 3 settings, early childhood educators exercise professional judgment and work

to minimize the adverse impact of inappropriate assessments on young children and on instructional practices. They use developmental screenings to bring resources and supports to children and families and to avoid excluding children from educational programs and services. They advocate for and practice asset-based approaches to assessment and to the use of assessment information.

Early childhood educators use assessment practices that reflect knowledge of legal and ethical issues, including confidentiality and the use of current professional practices related to equity issues. In order to ensure fairness in their assessments of young children, early childhood educators consider the potential for implicit bias in their assessments, their findings, and the use of their findings in creating plans for supporting young children's learning and development.

3d: Build assessment partnerships with families and professional colleagues. Early childhood educators partner with families and with other professionals to implement authentic asset-based assessments and to develop individualized goals, curriculum plans, and instructional practices that meet the needs of each child. They recognize the assessment process as collaborative and open, and they benefit from shared analyses and use of assessment results while respecting confidentiality and following other professional guidelines. They encourage self-assessment in children as appropriate, helping children to think about their own interests, goals, and accomplishments.

Early childhood educators particularly ensure that assessment results and the planning based on those results are conveyed using jargon-free explanations that are easily understood by families, teaching teams, and colleagues from other disciplines. Teachers recognize that their responsibility is to identify, but not diagnose, children who have the potential for a developmental delay or disability or for advanced learning. They know when to refer families for further assessment by colleagues with specialized knowledge in a relevant area. Early childhood educators participate as professional partners in Individualized Family Service Plan (IFSP) teams for children birth to age 3 and in Individualized Education Program (IEP) teams for children ages 3 through 8.

STANDARD 4

Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

Key Competencies and Supporting Explanations

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children. They understand that all teaching and learning are facilitated by caring relationships and that children's lifelong dispositions for learning, self-confidence, and approaches to learning are formed in early childhood. When working with young children, early childhood educators 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.

They know that how young children expect to be treated and how they treat others is significantly shaped in the early learning setting. Early childhood educators understand that each child brings his or her own experiences, knowledge, interests, motivations, abilities, culture, and language to the early learning setting and that part of the educator's role is to build a classroom culture that respects and builds on this reality (Standard 1). They develop responsive, reciprocal relationships with individual babies, toddlers, and preschoolers and with young children in early school grades. As such, teaching practices might include

- › Integrating informal child observation throughout various routines and activities in the day and using those observations to learn about each child's strengths, challenges, and interests to guide

teachers' decisions about teaching strategies and curriculum implementation; and to build positive relationships with each child and between children

- › Providing a secure, consistent, responsive relationship as a safe base from which young children can explore and tackle challenging problems and can develop self-regulation, social and emotional skills, independence, responsibility, perspective-taking skills, and cooperative learning skills 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
- › Integrating young children's home languages and cultures into the environment and curriculum through materials, music, visual arts, dance, literature, and storytelling

4b: Understand and use teaching skills that are responsive to the learning trajectories 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 executive function skills are critical for young children. Early childhood educators understand that teaching young children requires teaching skills and strategies that are responsive to and appropriate for individual children's ages, development, and characteristics and the social and cultural family contexts in which they live. They understand that differentiating instruction based on professional judgment about individual children or groups of young children—including children who use multiple

languages or dialects, children whose learning is advanced, and children who have developmental delays or disabilities in order to help them meet important goals is at the heart of developmentally appropriate practice.

Early childhood teachers understand the importance of both self-directed play and guided play, as well as the role of inquiry, in young children's learning and development across domains and in the academic curriculum. Early childhood educators are familiar with the types of play (e.g., solitary, parallel, social, cooperative, onlooker, fantasy, physical, constructive) and with strategies to extend learning through play across the full age and grade span of early education. They understand that play helps young children develop symbolic and imaginative thinking, peer relationships, language (both English and the home language), physical skills, and problem-solving skills.

Early childhood educators understand the importance of helping children develop executive function and life skills, including ability to focus, self-regulation, perspective taking, critical thinking, communicating, remembering, making connections, taking on challenges, cooperating, resolving conflicts, solving problems, moving toward independence, feeling confident, planning, and participating in self-directed, engaged learning in early childhood. They know that these skills are developed through supportive, scaffolded interactions with adults and are critical for school readiness and ongoing success. Early childhood educators know about learning and diverse motivation theories, environmental design, instructional design, and the appropriate and intentional use of technology and interactive media to enhance and improve access to learning.

As such, teaching practices might include

- › Differentiating instructional practices to respond to the individual strengths, needs, abilities, social identity, home culture, home language, interests, motivations, temperament, and positive and adverse experiences of each child
- › Setting challenging and achievable goals for each child across physical, social, emotional, and cognitive domains; helping children set their own goals, as appropriate; and adjusting support to scaffold and/or extend young children's learning

- › Stimulating and extending multiple forms of play as part of young children's learning to help them develop symbolic and imaginative thinking, peer relationships, social skills, language, creative movement, and problem-solving skills; play would include imitative play and social referencing in babies; solitary, parallel, social, cooperative, onlooker, fantasy, physical, and constructive play in toddlers, with increasing complexity and skills in preschool and early grades

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning. Educators apply knowledge about ages, abilities, cultures, languages, interests, and experiences of individual and groups of young children in making 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. All decisions about and use of instructional approaches and the learning environment are grounded in and promote positive, caring, and supportive relationships with and between young children.

While not exhaustive, the repertoire of practices to draw upon across the birth-through-age-8 early childhood period includes those addressed in 4a and 4b as well as the following practices:

Creating the physical and social environments

- › Arranging indoor and outdoor environments that are physically and emotionally safe
- › Using consistent schedules and predictable routines as part of the curriculum
- › Providing time, space, and materials to encourage child-initiated play and risk taking and allowing children space to roll, crawl, run, jump, exercise, and engage in both fine and gross motor activities
- › Designing teaching and learning environments that adhere to the principles of universal design for learning by incorporating a variety of ways for young children to gain access to the curriculum content, offering multiple teaching strategies to actively engage children, and including a range of formats to enable all children to respond and demonstrate what they know and have learned

- › Selecting materials and arranging the indoor and outdoor environments to create social and private spaces, offer restful and active spaces, designate spaces for fine and gross motor development, and create learning centers to stimulate inquiry, problem solving, practice, and exploration in foundational concepts in each curriculum area
- › Using interactive media and technology with young children in ways that are appropriate for individuals and the group, that are integrated into the curriculum, that provide equitable access, and that engage children in problem solving, creative play, and interactions as well as expanding their digital communication and information capabilities in a safe and secure manner
- › Using the environment and the curriculum to stimulate a wide range of interests and abilities in children of all genders, avoiding the reinforcement of gender stereotypes and countering sexism and gender bias
- › Engaging children as co-constructors of the environment to help them express and represent their interests and understandings, care for and take joy in nature, and develop positive approaches to learning, participating in school, and building relationships with peers and teachers

Advancing academic knowledge

- › Integrating informal child observation throughout various routines and activities in the day and using those observations to inform decisions about teaching strategies and curriculum implementation
- › Integrating early childhood curriculum content into projects, play, and other learning activities that reflect the specific interests of each child or of groups of children to help them make meaning of curriculum content and to incorporate playful learning from infancy through the early grades
- › Engaging in genuine, reciprocal conversations with children; eliciting and exploring children’s ideas; asking questions that probe and stimulate children’s thinking, understanding, theory-building, and shared construction of meaning; encouraging and affirming young children’s self-expression while respecting various modes of communication; fostering oral language and communication skills; modeling desired behaviors and language; and providing early literacy experiences both in English and in children’s home languages

Providing social and emotional support and positive guidance

- › Responding to stress, adversity, and trauma in young children’s lives by providing consistent daily routines, learning the calming strategies that work best for individual children, anticipating individual children’s difficult experiences and offering comfort and guidance during those experiences, supporting the development of self-regulation and trust, and seeking help from colleagues, as needed
- › Using varied approaches to positive guidance strategies for individual children and groups, such as supporting transitions between activities, modeling kindness and respect, providing clear rules and predictable routines, directing and redirecting behavior, and scaffolding peer conflict resolution to help children learn skills for regulating themselves, resolving problems, developing empathy, trusting in early childhood educators, and developing positive attitudes about school

Using culturally and linguistically relevant anti-bias teaching strategies

- › Becoming aware of implicit biases and working with colleagues and families to use positive and supportive guidance strategies for all children to help them navigate multiple home and school cultural codes, norms, and expectations and to prevent suspensions, expulsions, and other disciplinary measures that disproportionately affect young children of color
- › Incorporating accurate age-appropriate and individually appropriate and relevant information about ethnic, racial, social and economic, gender, language, religious, and LGBTQ+ groups in curriculum and instruction
- › Confronting and teaching about racism and other -isms as they arise in the classroom and on the playground and addressing biases and stereotypes in books and other resources used in the classroom in ways that are developmentally appropriate for toddlers, preschoolers, and children in early grades
- › Using the home languages of children, as appropriate, in the classroom to help them learn the content at the same level as their English-speaking peers and to allow them to use all of their linguistic assets to learn, and differentiating instruction for dual language learners to ensure they learn the content while they are learning English

STANDARD 5

Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

Key Competencies and Supporting Explanations

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum. Early childhood educators 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 curriculum development, and for selection of materials for young children in the following disciplines.

Early childhood educators understand that

- › Language and literacy learning are foundational not just for success in school but for lifelong success in communication, self-expression, understanding of the perspectives of others, socialization, self-regulation, and citizenship. Early childhood educators know that listening, speaking, reading, writing, storytelling, and visual representation of information are all methods of developing and applying language and literacy knowledge and skills. They understand essential elements of language and literacy, such as semantics, syntax, morphology, and phonology, and of reading, such as phonemic awareness, phonics decoding, word recognition, fluency, vocabulary, and comprehension. Early childhood educators understand the components and structures of informational texts and of narrative texts, including theme, character, plot, and setting. They are aware that oral language, print, and storytelling are similar and different across cultures, and they are familiar with literature from multiple cultures.
- › The arts—music, creative movement, dance, drama, visual arts—are primary media for human communication, inquiry, and insight. Educators understand that each of the arts has its own 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 the arts' diverse styles and purposes across cultures. Educators know that engagement with the arts includes both self-expression and appreciation of art created by others. They value engagement in the arts as a way to express, communicate, and reflect upon self and others and upon culture, language, family, community, and history.
- › Mathematics is a language for abstract reasoning and critical thinking and is used throughout life to recognize patterns and categories, to make connections between what is the same and what is different, to solve real-world problems, and to communicate relationships and concepts. Early childhood educators are familiar with the concepts that underlie counting and cardinality and number and operations. They understand algebraic and geometric concepts such as equal/not equal, lines and space, and estimation and measurement. They know that the tools for mathematical inquiry include observation, comparison, reasoning, estimation and measurement, generation and testing of theories, and documentation through writing, drawing, and graphic representation.

- › Social studies is a science used to understand and think about the past, the present, and the future and about self and identity in society, place, and time. Early childhood educators know that the field of social studies includes history, geography, civics, economics, anthropology, archeology, and psychology—and that all of these areas of inquiry contribute to our ability to make meaning of our experiences, think about civic affairs, and make informed decisions as members of a group or of society. They are familiar with central concepts that include 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, interactive media, artifacts, and the collection and representation of data are all tools for learning about and exploring social studies.
- › Science is a practice that is based on observation, inquiry, and investigation and that connects to and uses mathematical language. Early childhood educators understand basic science concepts such as patterns, cause and effect, analysis and interpretation of data, the use of critical thinking, and the construction and testing of explanations or solutions to problems. 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 that include, for example, technology, interactive media, and print to document science projects in text, graphs, illustrations, and data charts.
- › 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. Early childhood educators know that, from zippers to bridges to computers and tablets to satellites, technology and engineering have a significant impact on society and culture. They are familiar with technology and engineering tools and inquiry methods, including imagining, data gathering, modeling, designing, evaluating, experimenting, and modifying.
- › Physical education, health, and safety have significant effects on children’s current and future quality of life. Early childhood educators understand development of fine and gross motor skills; neurological development, including executive function; and the relationship of nutrition and physical activity to cognitive, physical, social, and emotional well-being in young children. 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 they know how to promote wellness in adults and children. Educators are able to find and stay current in health, safety, and risk management standards and guidelines for young children from birth through age 8. They are familiar with the processes that help children develop fundamental competence, skillful practices, and fitness in physical education, including participation in games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, and individual performance activities.

5b: Understand pedagogical content knowledge—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. This includes

children’s common conceptions and misconceptions in content areas. Early childhood educators 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 various disciplines. They understand early learning trajectories and related developmentally and culturally appropriate teaching and assessment strategies for each area of the early childhood curriculum.

Early childhood educators know that children learn and develop in each curriculum area from birth and that learning in each area increases in complexity during preschool and the early grades. Teachers understand the connections between young children’s learning in and across disciplines and teachers’ knowledge and practices described in Standards 1 through 4 and that young children learn in each of these content areas simultaneously, exploring and integrating them into their play, projects, and conversations. Early childhood educators can sequence goals, and they know related strategies to grow young children’s learning in each discipline, understanding that

- › Language and literacy learning (oral and written, expressive and receptive)—beginning 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 that children develop understanding

of the concept of print, with progressive understanding that print carries meaning and has directionality and that letters represent sounds and compose words, which compose sentences and support development of the writing process. Early childhood educators are familiar with young children's literature—both narrative and informational texts—and know how to select and use books in interactive and responsive ways, based on children's developmental, cultural, and linguistic needs and interests.

- › Teachers 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 benefits young children's learning and development 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 vehicle for young children's expression and exploration of their thoughts, ideas, and feelings, facilitating connections across the arts and to other curriculum areas and developmental domains. Teachers know that creative and skillful expression and appreciation of the arts develop from birth and throughout this age range, from melodic babbling to singing, from scribbling to drawing, from bouncing to dancing, from pretend play to dramatic performance, script writing, and characterization. Teachers are familiar with a range of materials, techniques, and strategies to foster children's appreciation of the arts and their confident, creative participation in the arts. They also recognize the arts as an important pathway to learning across the curriculum, especially as young children develop competence in language, literacy, mathematics, social studies, and science.
- › Mathematics begins with the development of prenumeracy 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, including understanding similarities and differences. Early childhood educators have a grasp of mathematical language and know the importance of modeling it and of fostering positive mathematical dispositions in each child. They know the expected trajectories of mathematical learning, including common misconceptions and errors. They use

this knowledge to select scaffolding strategies to advance children's development of mathematical understanding. They know that children learn mathematical thinking through active exploration, conversations, 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 isolated, abstract exercises.

- › Social studies knowledge develops from birth with the gradual understanding of self and others, individuals and families, neighborhoods and communities, time and patterns of time, and past/present/future, and with an awareness of one's own and others' cultures. Over time, social studies develops into the intentional study of history, geography, economics, civics, and politics. Early childhood educators are familiar with strategies to help young children in preschool and early grades 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 related to these and other areas of the curriculum that preschoolers and children in early grades are likely to have. They know about developmentally appropriate strategies, materials, and activities, including the use of pretend play, games, stories, field trips, and the arts to grow young children's increasing understanding of the social world and to counter biases and fears in the context of a caring community of learners.
- › Scientific inquiry develops naturally in young children as they observe, ask questions, and explore their world. Early childhood educators understand the importance of providing opportunities for very young children to engage in sensory exploration of their environments and of supporting their progressive ability to ask questions, engage in scientific practices, collect data, think critically, solve problems, share ideas, and reflect on their findings. Teachers are familiar with materials that 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, and outdoors. Early childhood educators model the use of science and the language of mathematics to develop children's imaginations, curiosity, and wonder. They know that asking

good questions and encouraging young children to express and test their own ideas are often more effective teaching strategies than providing direct information and “right” answers. Knowing that young children have been born into the digital age, educators use technology inside and outside of the classroom and supervise young children in the appropriate use of technology in play and in learning.

- › Physical activity, physical education, health, and safety are important parts of the curriculum for young children and are essential to their well-being. Early childhood educators know that young children “learn by doing” across disciplines, and that active physical play helps brain development and is a primary means for children to learn about themselves, others, and the world. Teachers understand the learning progression of movement skills, from infancy (e.g., roll, crawl, creep) through preschool age (hop, throw, bend, stretch) to the early grades (e.g., engagement in organized and more complex team and individual sports and dance)—skills that lay the foundation for a lifetime of enjoying physical activity.
- › Early childhood educators provide opportunities for children to develop and maintain health-enhancing physical fitness, attain knowledge of movement concepts, and develop mature fundamental movement skills. They intentionally plan daily adult-led physical activities and unstructured physical activities that will facilitate the maximum participation of all children. They know the importance of healthy daily routines and daily practice of basic skills and habits related to active and quiet times, meals, rest, and transitions in early childhood settings. 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 effective ways to help older children think about, express, and reflect on their needs and their choices in this area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge. Early childhood educators use their understanding of preschool and early elementary standards, their content knowledge, and their pedagogical knowledge, along with experiences and cultural assets that young children and their families bring, to create an integrated curriculum that makes connections across content areas through 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 diversity.

Early childhood educators make and implement decisions about offering meaningful, challenging curricular activities for each child, using observation and assessment to scaffold new learning in each academic discipline. They design or select a developmentally and culturally relevant curriculum that avoids and counters cultural or individual biases and stereotypes and that fosters a positive learning disposition in each child in all areas of the curriculum. Early childhood educators engage in continuous development of their own abilities in each content area, drawing on the resources of professional organizations and engaging in professional development (such as postsecondary education) to improve their knowledge and skills in each discipline.

Early childhood educators encourage and grow every child’s interests and abilities in each academic discipline, countering gender, ability, racial, ethnic, and religious biases that can limit children’s opportunities and achievements. Early childhood educators help children reflect upon and learn from their mistakes, fully understanding that making mistakes and learning from them in positive ways fuels learning. Early childhood educators foster each child’s sense of efficacy and 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.

Early childhood educators apply what they have learned about curriculum content and about pedagogy—how young children learn and what teaching strategies are most likely to be effective, based on children’s development as individuals and as participants in groups. For example, educators of infants and toddlers model and responsively support development of early language, scribbling, music, and movement; sense of self and others; understanding of past, present, and future; knowledge of number and patterns; and development of inquiry skills and discovery. Educators of children in preschool through early grades model engagement in challenging subject matter and support children’s acquisition and exploration of increasingly complex knowledge. They respond to the developmental needs of individual children, building their confidence as young readers, writers, artists, musicians, mathematicians, scientists, engineers, dancers, athletes, historians, economists, and geographers and as young citizens of a caring learning community. In developing curricula, educators use their solid knowledge in each curriculum area while also helping individual children construct knowledge in personally and culturally meaningful ways.

STANDARD 6

Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) 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.

Key Competencies and Supporting Explanations

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession. Early childhood educators understand the profession's distinctive values, history, knowledge base, and mission, as well as the connections between the early childhood education profession and other related disciplines and professions with which they collaborate while serving young children and their families. They know that equity in education begins in early childhood and that early childhood educators have a special opportunity and responsibility to advance equity in their daily classroom work with children and their work with families and colleagues.

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. Early childhood educators embrace their responsibility as advocates to strive to improve the lives of young children and their families as well as the lives of those serving in the profession. They engage in advocacy in early learning settings and at wider levels—such as in local, state, federal, or national contexts—and have a basic understanding of how public policies are developed.

6b: Know about and uphold ethical and other early childhood professional guidelines. Early childhood educators have a compelling responsibility to know about and uphold ethical guidelines, federal and state regulatory policies, and other professional standards because young children are at a critical point in their development and learning and because children are vulnerable and cannot articulate their rights and needs. Teachers know about and understand the NAEYC Code of Ethical Conduct and are guided by its ideals and principles. They know how to use the Code to analyze and resolve professional ethical dilemmas and can give defensible justifications for their resolution of those dilemmas. They uphold high standards of confidentiality and privacy, sensitivity, and respect for young children and their families and for their colleagues.

Early childhood educators can find and use professional guidelines, such as national, state, and local child care regulations, and special education standards and regulations, and professional health and safety practices. They uphold their professional obligation to report child abuse and neglect, and their practice is informed by the position statements of their professional associations. They know and follow relevant federal and state laws protecting the rights of young children with developmental delays or disabilities, including the federal Americans with Disabilities Act (ADA), Section 504, and Individuals with Disabilities Education Act (IDEA).

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.

Early childhood educators use professional communication skills to understand and apply the standards and competencies in this position statement, work effectively with families and colleagues, and facilitate their own professional development including their academic success when pursuing postsecondary education. These skills include competency in formal and informal speaking and in listening, reading, and writing. Early childhood educators use appropriate, grammatically correct language, and their written communications are clear and understandable, with few errors. Early childhood educators employ the most respectful, sensitive, and effective communication techniques: attentive listening with young children, families, and colleagues; skillful and empathetic dialogue with families about their children’s development; a translator or other resource for exchanges with speakers of languages other than English; use of technology-mediated strategies for communication, where appropriate; and assistive technology tools with children and adults, as needed. Early childhood educators know that developing, enhancing, and improving their communication skills is an ongoing process.

6d: Engage in continuous, collaborative learning to inform practice.

An attitude of inquiry is evident in early childhood educators’ writing, discussions, and actions. They demonstrate self-motivated, purposeful learning, and they actively investigate ways to improve their practice, such as engaging in classroom-based research, participating in conferences and workshops, providing or receiving mentorship, and finding evidence-based resources. Early childhood educators know how to participate in reflective and supportive supervision, both as supervisors and as recipients of supervision. In the case of the former, they have skills related to conducting performance evaluations, providing guidance to supervisees, identifying professional development needs, understanding personnel policies in early learning settings, and developing supervisees’ professional behaviors and addressing their unprofessional behaviors. Early childhood educators receive and act on feedback from their supervisors, seek assistance when they need it, and consistently carry out the responsibilities of their jobs. Early childhood educators partner with other members of their teaching team, recognizing the importance of respectful, cooperative relationships and shared responsibilities between all members of the team when interacting with children and families and with each other.

Educators engage in collaborative learning communities and professional learning networks with early childhood educators and with others in related disciplines and professions, working together on common challenges and exchanging ideas to benefit from one another’s perspectives and expertise. They recognize that while early childhood educators share the same core professional values, their professional knowledge base is constantly evolving and that dialogue and attention to differences is part of the development of new shared knowledge. They know where to find and how to use resources and when to reach out to early education colleagues within and across professions. They work collaboratively with colleagues in their early learning settings and in other professional disciplines to support individual children and their families, including, but not limited to, IFSP and IEP teams. They stay current in the field and realize that, through their own research and practice, they can contribute to expanding the profession’s knowledge base.

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.

Early childhood educators examine their own practice, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry. They make intentional professional judgments each day, based on knowledge of young children’s development and learning, of individual children, and of the social and cultural contexts in which children live. Using supervisors’ and peers’ feedback, they reflect on their daily practice and analyze their work with young children in a broader context to modify and improve it.

Early childhood educators consider multiple sources of evidence and knowledge in decision making, including new and emerging research, professional learning, experience and expertise, and the interests, values, needs, and choices of the children, families, and communities they serve. They consider how their own social and cultural contexts and implicit biases may influence their practice and equity in their early learning settings as they strive to provide effective supports for each and every child.

As reflective practitioners, early childhood educators know that managing their own resilience, self-efficacy, mental health, and wellness is critical to the effectiveness of their work, particularly when addressing challenging behaviors. They take responsibility for their own well-being and have strategies to manage the physical, emotional, and mental stress inherent in their profession in order to be healthy and to engage effectively and empathetically with children and families.

Recommendations for Implementation

Early Childhood Educator Professional Preparation Programs

1. **Align preparation programs with these standards and competencies and with associated leveling**

The standards and competencies should serve as the core learner outcomes for early childhood educator professional preparation programs. Learning opportunities within programs, including field experiences, should be designed and scaffolded to develop candidates' understanding and application of the competencies. With this revision, professional preparation programs should carefully consider which early childhood educator designation (ECE I, II, or III) they are preparing candidates for (see Appendix A for leveling recommendations) and ensure that the level of mastery of standards and competencies aligns with the breadth and depth of competency mastery in the *Unifying Framework*¹ developed through Power to the Profession. The expectation is that every early childhood professional preparation program prepares candidates to work with children birth through age 8; some programs, though, might include an emphasis on or specialization in a particular age group or early learning setting.

2. **Ensure faculty are qualified to teach candidates in the standards and competencies**

Faculty in early childhood educator professional preparation programs should have advanced degrees and professional experience related to their teaching assignments. Faculty who teach education methods courses should have experience teaching in programs for young children as well as have current knowledge of child and adult development and the science of learning. Faculty also gain expertise through career-long participation in professional activities and memberships in professional organizations.

3. **Promote standards, not standardization**

Professional preparation programs should be responsive to their local workforce needs, their community contexts, and their institutions' missions. These standards and competencies are intended to provide a vision of excellence—not to constrict innovative responses to the needs of young children and their families or to current and prospective early childhood educators. This position statement promotes standards for—not standardization of—preparation of early childhood educators. The standards and competencies and accompanying leveling recommendations are meant to serve as a framework for professional preparation program design.

4. **Ensure that standards and competencies and leveling facilitate transfer and articulation**

Professional preparation programs should incorporate the leveling recommendations (see Appendix A) for the standards and competencies to facilitate articulation and transfer and distinguish the depth and breadth of the standards and competencies at each professional preparation program level. These standards and competencies and their associated leveling can be used to support the progression of professional competency through professional preparation programs and to develop articulation agreements and stackable, portable credentials that increase workforce diversity, equity, and access to new career opportunities.

5. **Ensure that a mix of general education courses and education methods courses offer candidates the necessary content knowledge to meet expectations in Standard 5 and to demonstrate their application of all standards and competencies**

In partnership with professional preparation program accrediting bodies/recognizing bodies, consider the general education content knowledge and education methods courses necessary to support mastery of Standard 5 at each early childhood educator designation (ECE I, II, and III).

6. Commit to advancing equity and diversity

Professional preparation programs should work to ensure that they reflect principles of equity and diversity throughout all aspects of their curricula. This includes ensuring that professional preparation programs provide field experiences that give candidates opportunities to work effectively with diverse populations; employ a

diverse faculty across multiple dimensions, including but not limited to race and ethnicity, language, ability, gender, and sexual orientation; and allow time and space to foster a learning community among administrators, faculty, and staff, with opportunities for reflection and learning regarding cultural respect and responsiveness, including potential issues of implicit bias.

Higher Education Accreditation

1. Ensure that professional preparation programs are preparing candidates across as well as within standards and competencies

Accreditation of early childhood educator professional preparation programs must require evidence from those programs that learning opportunities facilitate candidates' mastery of the standards and competencies and that the programs are evaluating candidates' mastery of these.

2. Ensure that professional preparation program design and infrastructure facilitate candidates' mastery of the standards and competencies

While the learning opportunities and assessment of candidates' knowledge and practice should be the central focus of accreditors, it is also important for accrediting bodies to evaluate the program design and infrastructure that facilitate high-quality learning opportunities and effective assessments related to the standards

and competencies. Evidence of a program's mission, responsiveness to local context, faculty qualifications and responsibilities, institutional resources (such as budgets, technology, and libraries), academic and nonacademic supports for candidates, field experiences, course design and sequencing, and teaching quality should contribute to the accreditation decision.

3. Ensure that professional preparation programs are aligned with the leveling in the position statement

Expectations for meeting accreditation standards should align with the leveling of the standards and competencies recommended in this position statement (Appendix A). In particular, the learning opportunities and related assessments of professional preparation programs should be evaluated against the recommended leveling of competency mastery.

Early Learning Programs

1. Ensure that standards and competencies are reflected in early childhood educators' responsibilities and levels of autonomy in early learning settings

Early childhood educators should be given appropriate autonomy in their settings to make sound professional judgments that align with their level of mastery of these standards and competencies.

2. Ensure job candidates have completed the appropriate level of professional preparation needed for the early childhood educator positions they seek

Early learning programs hiring teachers should require completion of a professional preparation program for job candidates, with preference for professional preparation

programs that have demonstrated alignment with these standards and competencies through accreditation. Qualifications for specific positions should be based upon the scope of practice and associated level of mastery of the standards and competencies for the appropriate early childhood educator designation — ECE I, II or III — for the position.

3. Design and support professional development that advances early childhood educators' mastery of the standards and competencies

Early learning programs should create respectful professional growth plans aligned with the standards and competencies in order to broaden and deepen their staffs' mastery of the standards and competencies. Early learning programs should contribute to the preparation of future

early childhood educators by serving as field sites where emerging professionals can develop their knowledge, skills, and dispositions under the mentorship of experienced early childhood educators. These programs should also provide professional development opportunities for their staffs—particularly through coaching and mentoring—in order to advance staff’s understanding and application of

the standards and competencies. Professional development should strengthen early childhood educators’ ability to engage in reflective practice.

4. Design and conduct evaluations aligned with the standards and competencies

Early childhood educators should be supported and be held accountable for practices aligned with the appropriate level of mastery of these standards and competencies.

Federal, State, and Local Policies

1. Align all early childhood workforce supports with the standards and competencies

The standards and competencies should inform all policies and systems that address early childhood workforce recruitment, development, and retention. These policies and systems include states’ professional standards, professional preparation programs, licensing and certification bodies, induction/mentoring/coaching programs, legislative policies, leadership in early learning programs, financing of the workforce, working conditions, and professional networks and associations. In adopting the standards and competencies, states may need to expand them to address state and local priorities and contexts.

2. Elevate professional preparation programs designated and accredited by the early childhood education profession as the core pathway for individuals to be prepared in the standards and competencies

Policies should elevate the professional preparation programs that are designated by the profession as the core pathways for individuals who are preparing to be early childhood educators or who are advancing their early childhood education credentials.² Given the breadth and depth of the standards and competencies and the need for early childhood educators to have deep knowledge and understanding of, as well as applied practice in them, these pathways are best positioned to prepare early childhood educators.

Policies and resources should ensure that all individuals are provided equitable opportunities to access and progress seamlessly through these pathways.

3. Align early childhood educator licensure, certification, and credentialing with the standards and competencies

Early childhood educator licensure, certification, and credentialing systems should ensure that all young children, birth through age 8, have access to educators with a sound understanding of and skills in using the Professional Standards and Competencies for Early Childhood Educators. States should develop timelines and benchmarks for advancing the education credentials of the entire early childhood workforce, along with associated compensation increases.

4. Build professional development and QRIS systems that align with the standards and competencies

Content of professional development systems and QRIS (quality rating and improvement systems) should be driven by the standards and competencies and recommended leveling for each early childhood educator designation.

5. Adequately finance the early childhood education workforce so that every early childhood educator is prepared in the professional standards and competencies

Financing should be targeted to individuals seeking to attain or advance their knowledge and application of the standards and competencies included in this position statement and to the professional preparation programs that seek to demonstrate or have already demonstrated alignment with the standards and competencies through earning and maintaining accreditation. Early childhood educators who demonstrate effective practice in the competencies should be fairly compensated.

Researchers

1. Create research agendas that examine the connections between the standards and competencies and their impact on young children’s development and learning

Ongoing research is needed to more directly connect how the standards and competencies facilitate young children’s development and learning. In addition, the field would benefit from more applied research through partnerships between the research community and the practice community.

2. Identify key features of design, content, field experiences, assessments, and more, in professional preparation programs that effectively prepare candidates in the standards and competencies

The research community can play an important role in helping the profession better understand how features of professional preparation programs develop candidates’ understanding of the standards and competencies. In addition, this research should advance the field’s understanding of the educator preparation program landscape and the availability and effectiveness of faculty development and pipelines.

3. Inform the profession about new research on young children’s development, educator quality, and dimensions of effective teaching that will influence the next revision of the standards and competencies

Given that the research and practice that inform the early childhood educator standards and competencies are always evolving, the research community plays an important role in leading and synthesizing the most relevant and informative research on child development across multiple social, cultural, and linguistic contexts; educator quality; effective teaching; and so forth, to incorporate into the next iteration of the standards and competencies.

Leveling of the Professional Standards and Competencies by ECE Designation

This Leveling of the *Professional Standards and Competencies for Early Childhood Educators (Professional Standards and Competencies)* is a first iteration that will change over time as new knowledge about how young children develop and learn emerges as well as knowledge about effective early childhood educator practice; as distinctions in content between the programs preparing ECE I, ECE II and ECE III practitioners become clearer and more consistent; and as the scopes of practice for each practitioner designation are refined and updated to reflect the context of the profession at that time.

The Leveling is not a replacement for the *Professional Standards and Competencies* but rather serves as a companion document. While the Leveling addresses every standard, it does not address every aspect of each key competency within a standard.

The *Unifying Framework for the Early Childhood Education Profession (Unifying Framework)* generated through Power to the Profession lays out an audacious vision for an “effective, diverse, well-prepared, and well-compensated workforce” so that each and every young child has access to high quality early childhood education and care. Included in this vision is that every early childhood educator with lead responsibilities has an early childhood bachelor’s degree, in recognition of the advanced knowledge and skills the degree brings as well as of the status it confers on the individual and the profession. At the same time, the Unifying Framework lifts up the critical value and unique contributions of early childhood educators who have acquired their competencies through such opportunities as a CDA credential and a high-quality early childhood associate degree.

The *Unifying Framework* also recognizes the current realities of the early childhood education workforce. Many educators in our field have gained deep knowledge and expertise through experience. Half of the early childhood workforce doesn’t have a postsecondary credential. Policies across and within states and across and within early learning settings vary widely. Early childhood educators face significant barriers to accessing professional preparation programs. The content within and across professional preparation programs varies widely.

Hence the recommendations in the *Unifying Framework* serve as a bridge to support the workforce in moving from the current reality to the audacious vision. In this vein, the Unifying Framework recommends three designations of early

childhood educators (ECE I, ECE II, and ECE III), each with a distinct, meaningful scope of practice and associated level of preparation. Individuals at each designation are expected to have mastery of the standards and competencies so that they can effectively work within their scope of practice. As such, the Leveling describes the expectations for early childhood educators’ mastery of the standards and competencies across the ECE designations.

How the Leveling Will be Used

The Leveling is meant to be a guide to help the early childhood education ecosystem (e.g. practitioners, professional preparation programs, accreditors, licensing bodies, etc.) understand the level of knowledge and skills related to the standards and competencies they need to master or support in their professional roles. These include informing:

- › the knowledge and skills early childhood educators need to have in order to effectively carry out their scope of practice
- › the content, assessments, and field experiences in professional preparation programs
- › the content in licensure assessments
- › professional development offered by employers or through state professional development systems
- › state early childhood educator competencies
- › how early childhood accrediting/recognition bodies evaluate professional preparation programs

Members of the early childhood education ecosystem will need to build on the leveling to further define and support competence at each level as it relates to their professional responsibilities. For example, accreditors of professional preparation programs might work with higher education to designate general education requirements that would support

individuals in gaining competency in Standard 5 *Knowledge, Application and Integration of Academic Discipline Content in the Early Childhood Curriculum* for the ECE I, II, and III designations. Accreditors and professional preparation programs might also set requirements for programs related to field experiences at each designation level.

How to Read the Leveling Chart

The Leveling Chart describes expectations for mastery of the Professional Standards and Competencies across the ECE I, II and III designations for each Key Competency within each standard. It focuses on important areas within the Professional Standards and Competencies that need to be distinguished across the designations and includes examples of where distinguishing across the designations is not critical. For the latter, these similarities are primarily based on hours of content exposure in early childhood education professional preparation programs throughout the standards and competencies as well as the scopes of practice outlined in Decision Cycles 3,4,5 and 6 of Power to the Profession. While every key competency of each standard is included in the Leveling Chart, not every aspect of each key competency is “leveled”.

The expectations for the mastery of standards and competencies build on each designation. In other words, ECE II practitioners are expected to know and practice what is described for the ECE I designation as well as what is described for the ECE II designation. Likewise, ECE III practitioners are expected to know and practice what is described for the ECE I and ECE II designations in addition to what is described for the ECE III designation. In some cases, there may be a blank space in a box. This indicates that an individual with that ECE designation is not expected to have the knowledge or skills related to a particular aspect of the Key Competency.

The scopes of practice for each ECE designation determine the necessary depth and breadth¹ of mastery of the *Professional Standards and Competencies*. The chart below provides an underlying explanation for the distinctions between ECE I, ECE II, and ECE III designations based on the recommendations generated in Decision Cycles 3,4, 5 and 6 of Power to the Profession.² For each designation the level of responsibilities within the scopes of practice increases related to whether the practitioner has support or lead responsibilities for working with young children, birth through age eight, in selecting and administering assessments, implementing curriculum, working in complex practice environments and having supervisory capacity. As noted in the following chart, one of the differentiating factors between designations is that those with ECE I designations implement the standards and competencies in their practice under the supervision of those with ECE II and ECE III designations. Thus, ECE II and ECE III designations have supervisory roles related to supporting those with ECE I designations and ECE II designations (in the case of ECE IIs who work in public PreK-grade 3 settings) in applying the standards and competencies in their practice.

Mastery of the competencies is gained across a professional learning continuum that includes professional preparation as well as ongoing professional development throughout early childhood educators’ careers. Professional preparation programs, particularly in institutions of higher education, include programs of study that address a broad array of content beyond early childhood education. As individuals progress through the ECE I, II, and III professional preparation programs, the level of depth and access to this content grows. The Leveling, though, only addresses early childhood content knowledge and skills as laid out in the *Professional Standards and Competencies for Early Childhood Educators*.

1 The “depth” of a standard refers to “know-understand-do” continuum within each component of the standard (i.e. the cognitive demands outlined in the standard). “Breadth” refers to the different components that come together to make up the content of a standard—e.g., in Standard 2 there is a focus on families as well as communities; in Standard 5 various content areas are included; in Standard 6, advocacy is part of identifying as a profession. Professionals who demonstrate the breadth of a standard go beyond demonstrating individual components in isolation; instead, there are sufficient opportunities in their preparation and/or practice to provide assurance about their proficiency related to the full continuum of the standard.

2 Recommendations from Decision Cycles 3,4,5+6 designate three primary categories of professional preparation programs. In particular, ECE II and ECE III programs are housed within higher education institutions. Other qualifying professional preparation programs, particularly non-degree-awarding programs or programs in freestanding institutions, will also be incorporated, as needed, when the Unifying Framework is implemented. ECE III professional preparation programs include both early childhood baccalaureate and initial early childhood master’s degrees. Initial master’s degree programs refers to programs preparing individuals for their first roles as early childhood educators. These are not referencing master’s degree programs that prepare individuals as advanced practitioners and or prepare individuals for specializations within the early childhood education profession.

	ECE I	ECE II	ECE III
Expectations during preparation regarding depth of mastery of the competencies	Professional Certificate/ Credential Program (at least 120 hours) completers are <i>introduced</i> to all professional standards and competency areas but are not expected to know and apply the full depth and breadth of them across the birth through age 8 continuum and settings.	Associate degree graduates know and apply the depth and breadth of all professional standards and competencies areas across the birth through age 8 continuum and settings, <i>with a dedicated focus on young children in birth through age 5 settings.</i>	Bachelor’s degree graduate or Master’s degree graduate (initial prep) know and apply the breadth and depth of all professional standards and competencies across the birth through age 8 continuum and settings
Expectations regarding responsibilities for practice	Birth–age 8 Settings: Professional Training Program (at least 120 hours) completers can <i>help</i> develop and sustain high-quality development and learning environments. Completers can serve as effective members of early childhood education teaching teams.	Birth-age 5 Settings: * Associate degree graduate can be responsible for developing and sustaining high-quality development and learning environments with <i>staffing models that provide frequent access to ECE IIIs for guidance.</i> Kindergarten*–age 8 Settings: Associate degree graduate can <i>help</i> develop and sustain high quality development and learning environments. Associate degree graduate can serve as effective members of ECE teaching teams and <i>can guide the practice of ECE I.</i> <i>* In state-funded preschool programs (as defined by NIEER), provided in mixed delivery settings and explicitly aligned with the K–12 public school system, ECE II graduates can serve in the support educator role. ECE III graduates must serve in the lead educator role</i>	Birth–age 8 Settings: Bachelor’s degree graduate or Master’s degree graduate (initial prep) can be responsible for developing and sustaining high-quality development and learning environments. Bachelor’s degree graduate or Master’s degree graduate (initial prep) can serve as effective members of ECE teaching teams and can guide the practice of ECE I’s and II’s.

	Preparation Program Progression		
	ECE I	ECE II	ECE III
General Education Content	○	●	●
ECE Content (0–5)	●	●	●
ECE Content (K–3)	●	●	●
Pedagogy and other non-ECE focused education courses/content	●	●	●
Integration of disciplinary and ECE content knowledge	●	●	●
Understanding and implementing culturally, linguistically and ability responsive strategies	●	●	●
Supervised, Sustained, and Sequenced field experiences	○	●	●
Preparation in Supervision Skills	○	●	●
Preparation in Advocacy Skills	○	●	●
Preparation in Communicating Effectively with Diverse Stakeholders	●	●	●

Note: Empty small circle = no or very limited exposure to the content and/or practice opportunities. The filled circles represent the increase of depth and breadth in the content and opportunities for practice across the ECE I, II and III professional preparation programs.

While there may be similarities across the ECE designations in the Leveling, there are certainly other components of professional preparation (e.g. field experiences, general education courses, and pedagogy and other non-ecf focused education courses), not reflected in the leveling chart, that differentiate and deepen the knowledge and skills that completers/graduates of professional preparation programs acquire.

Professional development is also an important part of early childhood educators’ professional learning continuum. While professional preparation programs provide critical exposure

to the standards and competencies, the structural limitations of clock and credit hours mean that programs have to make careful choices about the content and field experiences they include. Early and ongoing career professional development, then, plays an important role in building practitioners’ knowledge and skills in key areas such as developing supervision skills for ECE II and III practitioners, selecting and administering assessments and analyzing assessment data, supporting children with disabilities, and using culturally and linguistically appropriate practices.

Standards and Competencies by ECE Designation

NOTE: The expectations for the mastery of competencies build on each level (mastery of listed competencies in ECE I would be expected of ECE II, mastery of listed competencies in ECE I and ECE II would be expected of ECE III). This is not meant to be an exhaustive list.

1a: Understand the developmental period of early childhood from birth through age eight across physical, cognitive, social and emotional, and linguistic domains including bilingual/multilingual development.	Identify fundamental theoretical models of developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains	Describe the theoretical perspectives and core research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains	Analyze and synthesize the theoretical perspectives and research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains
	Identify critical aspects of brain development including executive function, learning motivation, and life skills	Describe brain development in young children including executive function, learning motivation and life skills	Describe brain development in young children including executive function, learning motivation and life skills
	Identify biological, environmental, protective, and adverse factors that impact children's development and learning	Describe how biology, environment and protective and adverse factors impact children's development and learning	Describe how biology, environment and protective and adverse factors impact children's development and learning
	Know the importance of social interaction, relationships and play	Describe how social interaction, relationships and play are central to children's development and learning	Describe how social interaction, relationships and play are central to children's development and learning
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.	Identify how each child develops as an individual	Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices,	Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices,
	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades
		Describe 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.)
	Identify individual characteristics of each child through family and community relationships, observation and reflection Support young children in ways that respond to their individual developmental, cultural and linguistic variations	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

	ECE I	ECE II	ECE III
<p>1c: Understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, and early learning settings as well as within a larger societal context that includes structural inequities.</p>	Identify family, social, cultural and community influences on children’s learning and development	Describe the theoretical perspectives and core research base that shows that family and societal contexts influence young children’s development and learning	Analyze, and synthesize the theoretical perspectives and research base that shows that family and societal contexts influence young children’s development and learning
		Describe how 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	Describe how 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
	Identify structural inequities and trauma that adversely impact young children’s learning and development	Describe how structural inequities and trauma adversely impact young children’s learning and development	Describe how structural inequities and trauma adversely impact young children’s learning and development
	Know that quality early childhood education influences children’s lives	Describe how quality early childhood education influences children’s lives	Explain how and why quality early childhood education influences children’s lives
<p>1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.</p>	Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child	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 young children	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 young children
		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 each child	Use available research evidence, professional judgments and families’ knowledge and preferences — 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 child

	ECE I	ECE II	ECE III
2a: Know about, understand and value the diversity of families.	Identify and understand diverse characteristics of families and the many influences on families Identify stages of parental and family development	Describe the theoretical perspectives and core research base on family structures and stages of parental and family development	Analyze and synthesize the theoretical perspectives and research base family structures and stages of parental and family development
	Identify some of 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	Describe the theoretical perspectives and core research base about the ways that various socioeconomic conditions; family structures; cultures and relationships; family strengths, needs and stressors; and home languages cultural values create the home context for young children's lives	Analyze and synthesize the theoretical perspectives and research base of the ways that various socioeconomic conditions; family structures; cultures and relationships; family strengths, needs and stressors; and home languages cultural values create the home context for young children's lives
	Identify that children can thrive across diverse family structures and that all families bring strengths	Explain why it is important to build on the assets and strengths that families bring	Explain why it is important to build on the assets and strengths that families bring

	ECE I	ECE II	ECE III
2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.	Identify the importance of having respectful, reciprocal relationships with families	Take primary responsibility for initiating and sustaining respectful relationships with families and caregivers	Contribute to setting-wide efforts to initiate and sustain respectful, <i>reciprocal</i> 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	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	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 effective strategies for building reciprocal relationships and use those to learn with and from family members	Use a broad repertoire of strategies for building relationships to learn with and from family members	Use a broad repertoire of strategies for building reciprocal relationships, <i>with a particular focus on cultural responsiveness</i> , to learn with and from family members
	Initiate and begin to sustain respectful relations with families and caregivers that take families’ preferences, values and goals into account	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	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	Use a variety of communication and engagement skills with families and communicate (or find resources) in families’ preferred languages when possible

	ECE I	ECE II	ECE III
2c: Use community resources to support young children’s learning and development and to support families, and 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 Partner with colleagues to help assist families in finding needed community resources	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, translation/interpretation services, and economic assistance	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, housing and economic assistance
		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)

	ECE I	ECE II	ECE III
3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.	Identify the central purposes of assessment	Describe the theoretical perspectives and core research base regarding the purposes and use of assessment	Analyze and synthesize the theoretical perspectives and research base regarding the purposes and uses of assessment
	Understand that observation and documentation are central practices in assessment	Understand that observation and documentation are central practices in assessment	Understand that observation and documentation are central practices in assessment
	Understand assessment as a positive tool to support young children’s learning and development	Understand assessment as a positive tool to support young children’s learning and development	Understand assessment as a positive tool to support young children’s learning and development
		Describe how assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children	Explain why assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children
		Describe the 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	Describe the 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
3b: Know a wide-range of types of assessments, their purposes and their associated methods and tools.	Identify common types of assessments that are used in early learning settings	Describe the structure, strengths, and limitations of a variety of assessment methods and tools (including technology-related tools) used with young children	Describe the structure, strengths, limitations, validity and reliability of a variety of assessment methods and tools (including technology-related tools), including formative and summative, qualitative and quantitative, and standardized assessment tools, used with young children
	Identify the components of an assessment cycle including the basics of conducting systematic observations	Describe the components of an assessment cycle including the basics of conducting systematic observations and interpreting those observations	Explain components of an 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

	ECE I	ECE II	ECE III
3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.	Identify the appropriateness of features of assessments 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	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)
	Support the use of assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice	Create opportunities to observe young children 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	Create opportunities to observe young children 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 that assessments must be selected or modified to identify and support children with differing abilities	Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, and children with developmental delays and disabilities	Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, and children with developmental delays and disabilities
	Identify legal and ethical issues connected to assessment practices	Describe the limitations of various assessment tools and minimize the impact of these tools on young children	Explain the research base and theoretical perspectives behind harmful uses of biased or inappropriate assessments Explain 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; and advocate for more appropriate assessments

	ECE I	ECE II	ECE III
3c (cont'd.): Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.		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
	Identify implicit bias or the potential for implicit bias in one's own assessment practices and use of assessment data	Identify implicit bias or the potential for implicit bias in one's own assessment practices and use of assessment data	Identify implicit bias or the potential for implicit bias in one's own assessment practices and use of assessment data as well as support others on the teaching team in doing so
			Communicate and advocate for the ethical and equitable use of assessment data for multiple audiences including families, early learning setting leadership, allied professionals and policymakers
3d: Build assessment partnerships with families and professional colleagues	Partner with families and other professionals to support assessment-related activities	Initiate, nurture and be receptive to requests for partnerships with young children, their families and other professionals to analyze assessment findings and create individualized goals and curricular practices for young children	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
	Support young children as part of IFSP and IEP teams	Work with colleagues to conduct assessments as part of IFSP and IEP teams	Work with colleagues to conduct assessments as part of IFSP and IEP teams
		Demonstrate judgment in knowing when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs	Demonstrate judgment in knowing when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs

	ECE I	ECE II	ECE III
4a: Understand and demonstrate 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 young children	Describe the theoretical perspectives and core 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	Analyze and synthesize 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
	Identify ways that each child brings individual experiences, knowledge, interests, abilities, culture and languages to the early learning setting	Take primary responsibility for creating a classroom culture that respects and builds on all that children bring to the early learning setting	Take primary responsibility for creating a classroom culture that respects and builds on all that children bring to the early learning setting
	Support a classroom culture that respects and builds on all that children bring to the early learning setting		
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 executive function skills is critical for young children.	Identify teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children’s executive function skills.	Describe the theoretical perspectives and core research base about various teaching strategies used with young children	Analyze and synthesize the theoretical perspectives and research base on various instructional practices used with young children
	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live	<p>Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live</p> <p>Use teaching practices that incorporate the various types and stages of play that support young children’s development</p> <p>Use teaching practices that support development of young children’s executive function skills</p>	<p>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</p> <p>Design, facilitate and evaluate teaching practices that incorporate the various types and stages of play that support young children’s development</p> <p>Design, facilitate and evaluate teaching practices that support development of young children’s executive function skills</p>

	ECE I	ECE II	ECE III
<p>4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p>	Use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management	Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management Guide and supervise implementing effective teaching practices and learning environments	Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management Guide and supervise implementing effective teaching practices and learning environments
		Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group 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	Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group 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>5a: Understand content knowledge and resources—the central concepts, methods and tools of inquiry, and structure — , and resources for the academic disciplines in an early education curriculum.</p>	Has preparation in general education content areas as demonstrated through holding a high school credential or equivalent	Has preparation in general education content areas as demonstrated through holding an associate degree ³	Has preparation in a broad range of general education content areas as demonstrated through holding a baccalaureate degree ⁴
<p>5b: Understand pedagogical content knowledge—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>	Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn	Describe how young children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions	Analyze and synthesize the theoretical perspectives and research base undergirding pedagogical content knowledge
		Describe how to engage young 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 multiple content areas	Analyze models of engaging young 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 multiple content areas

³ Settings/states might consider an equivalent credential for a practitioner whose postsecondary preparation took place outside the United States

⁴ Settings/states might consider an equivalent credential for a practitioner whose postsecondary preparation took place outside the United States

	ECE I	ECE II	ECE III
5c: Modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.	Identify early learning standards relevant to the state and/or early learning setting	Identify early learning standards relevant to the state and/or early learning setting	Identify early learning standards relevant to the state and/or early learning setting
	Support implementation of curriculum across content areas for birth- age 8 settings	Combine understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings Support the implementation of curriculum across content areas for K-3 settings	Analyze the content in an integrated curriculum across content areas for birth-age 8 settings
	Support implementation of curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning in birth-age 8 settings	Select or create curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning in birth-five settings Support implementation of curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning in K-3 settings	Select or create curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning for birth-age 8 settings
		Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas	Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

	ECE I	ECE II	ECE III
6a: Identify and involve oneself with the early childhood field and serve as an informed advocate for young children, families and the profession.	<p>Identify as a committed professional in the early childhood education field</p> <p>Be a member of a professional early childhood education organization (at the local, state, or national level)</p>	<p>Describe the distinctive history, knowledge base, and mission of the early childhood education profession and the early childhood field as a whole</p>	<p>Take responsibility for increasing the stature of the early childhood field</p>
	<p>Identify basic professional and policy issues in the profession, such as 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</p>	<p>Describe 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</p>	<p>Analyze and synthesize 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</p>
	<p>Advocate for resources and policies that support young children and their families as well as for early childhood educators, with a primary focus on advocacy within the early learning setting</p>	<p>Describe the basics of how public policies are developed</p> <p>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</p>	<p>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, national or global levels</p>

	ECE I	ECE II	ECE III
6b: Know about and uphold ethical and other early childhood professional guidelines.	Identify the core tenets of the NAEYC Code of Ethical Conduct and abide by its ideals and principles	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 to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas
	Practice confidentiality, sensitivity and respect for young children, their families, and colleagues	Practice confidentiality, sensitivity and respect for young children, their families, and colleagues	Practice confidentiality, sensitivity and respect for young children, their families, and colleagues
	Identify 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	Identify 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	Identify 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
	Identify the basic elements of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations	Reflect upon and integrate into practice professional guidelines such as national, state, or local standards and regulations and position statements from professional associations as appropriate for the role/designation in the profession	Explain 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.	Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a U.S. high school graduate	Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a college graduate	Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a college graduate
	Supports communication with families in their preferred language	Supports communication with families in their preferred language	Supports communication with families in their preferred language
	Use clear and positive language and gestures with young children	Use clear and positive language and gestures with young children	Use clear and positive language and gestures with young children
	Use a positive, professional tone to communicate with families and colleagues	Use a positive, professional tone to communicate with families and colleagues	Use a positive, professional tone to communicate with families and colleagues
	Use appropriate technology with facility to support communication with colleagues and families, as appropriate	Use appropriate technology with facility to support communication with colleagues and families, as appropriate	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	Conduct sensitive, challenging conversations with young children, their families, and colleagues

	ECE I	ECE II	ECE III
6d: Engage in continuous, collaborative learning to inform practice	Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children	Identify the theoretical perspectives and research base related to continuous and collaborative learning and leadership	Describe the theoretical perspectives and research base related to continuous and collaborative learning and leadership
	Participate in and act on guidance and reflective supervision related to strengths and areas for growth.	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
	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	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	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
	Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines	Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines	Lead collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines
6e: Develop and sustain the habit of reflective and intentional practice in their daily practice with young children and as members of the early childhood profession.	Regularly reflect on teaching practice and personal biases to support each child's learning and development.	Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry	Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry
	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	Advocate for, model, and practice self-care to maintain positive engagement with young children and professionalism with families and colleagues

Critical Issues and Research Informing the Professional Standards and Competencies for Early Childhood Educators

This appendix summarizes research findings and the contextual issues facing the early childhood field that informed this position statement.

A Response to Research and Practice

Since the publication of the 2009 position statement “NAEYC Standards for Early Childhood Professional Preparation,” significant research—much of it synthesized in the Institute of Medicine (IM) and National Research Council’s (NRC) 2015 report *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*—has informed our understanding of young children and of the workforce that supports their learning and care. This new evidence affirms the importance of high-quality early learning experiences for young children, confirms that from birth young children actively develop across many domains, and helps the public and the early childhood field better understand the neuroscience behind young children’s cognitive development, particularly during the earliest years. The research runs parallel to contextual factors and research findings such as the following:

- › Early childhood educators’ knowledge and practice influence young children’s educational outcomes
- › Early childhood educators’ having specialized knowledge of child development and early childhood education is correlated with better educational outcomes for young children (IM & NRC, 2015)
- › The relationship between an early childhood educator’s degree level and the educator’s impact on young children’s learning and development is mixed; however, there is consensus among researchers that higher education is one important component of educator quality (Whitebook & Ryan, 2011; IM & NRC, 2015; Manning, Garvis, Fleming, & Wong, 2017)
- › Professional learning systems for early childhood educators—those entering and those already serving in the profession—should be aligned with the knowledge and practices shown to have a positive influence on young children’s outcomes
- › A large segment of the early childhood education workforce does not have a college degree (Center for the Study of Child Care Employment, 2016; OPRE, 2016)
- › Those early childhood educators who do not have college degrees often pursue initial postsecondary credentials at community colleges, not at baccalaureate-granting institutions (National Student Clearinghouse Research Center, 2018)
- › Those pursuing postsecondary credentials in the early childhood profession often have challenges—low wages, the need to work full time or part time while going to school, family responsibilities, language barriers, lack of academic readiness for postsecondary education, and so forth—that can result in stopping out or dropping out of the credential program. These barriers are particularly burdensome to, and disproportionately affect, individuals of low social and economic status, people of color, and English language learners (T.E.A.C.H. Early Childhood National Center, 2016)
- › The racial, ethnic, and linguistic diversity of the early childhood education profession is more reflective of the young child population than the diversity of the K-12 educator workforce to the diversity of the K-12 student population; however, the diversity in the early childhood workforce is racially stratified, with white educators over-represented among higher-status and higher-paying positions (Park, McHugh, Zong, & Bataloya, 2015; Center for the Study of Child Care Employment, 2016)
- › There are benefits associated with having a teaching workforce that reflects the ethnic, linguistic, and racial identities of the children it serves, including strong evidence that educators of color have a positive impact on child outcomes (Gershenson, Hart, Lindsay, & Papageorge, 2017)

The Need for Clarity and Coherence

Currently, the early childhood workforce is fragmented. This fragmentation, for most, has an adverse impact on the effectiveness of early childhood educators and on developmental and educational outcomes for young children. It is the result of a long history of inadequate and disconnected public policies and financing that has undervalued the care and education of young children. As such, individuals with varying credentials and qualifications provide education and care for young children and the compensation structure, for the most part, does not enable or encourage individuals in the field to pursue specialized early childhood postsecondary credentials. Furthermore, because of systematic racism, much of the early childhood workforce is comprised of women of color serving in the lowest-paid sectors and settings.

Each state and US territory has its own set of standards or competencies for early childhood educators and its own licensure/certification system that in most cases licenses/certifies only at the pre-K grade level or higher. There are wide variations across professional preparation programs in terms of course content and availability and in terms of quality of field experiences as related to the specialized knowledge and practices needed to be an effective early childhood educator.

In many cases, there are also significant divisions in wages and benefits, career advancement opportunities, professional preparation and development, and working conditions between early childhood educators working with particular age groups, those working in home-based programs, educators in center-based programs, and those in elementary school settings.

The profession took the lead in addressing this fragmentation, issuing a clear call for early education professionals to exercise their agency to create and enact an effective, respected, and fairly compensated early childhood workforce, modeling the cohesiveness that professionals desire, developing a unified definition of the profession, and reaffirming that all early childhood educators must have specialized knowledge and competencies across the birth-through-age-8 continuum to be effective.

This cohesive response was developed under the auspices of Power to the Profession, an initiative led by 15 national organizations comprised of early childhood professionals, over 30 stakeholder organizations that influence and/or support the early childhood profession, and hundreds of thousands of early childhood educators. The initiative, built on the guidelines, frameworks, and standards currently operating across programs, organizations, and states, sought to establish a shared, uniform framework of career pathways, knowledge and competencies, qualifications, standards, and compensation to unify the entire profession. The initiative provides the clarity and cohesion needed to advance and implement a comprehensive policy and financing strategy for the early childhood profession. It will further ensure that those in the profession take ownership of their practice and commitment to society.

One of the major recommendations from the Power to the Profession Task Force in [Decision Cycle 2](#) was that the “NAEYC Standards for Early Childhood Professional Preparation” (NAEYC, 2009) should serve as the foundation for the profession’s core knowledge and competencies, with some caveats for key revision:

- › That the revision process be inclusive and collaborative, ensuring representation by subject matter experts as well as by the organizations whose competency documents will be considered.
- › That the revised standards be reframed as “Professional Standards and Competencies for Early Childhood Educators”. These standards will be intended for wide use and adoption by the profession in developing individual licensing, professional preparation program accreditation, credentialing, and other core components of the profession.
- › That the standards be reviewed in light of the most recent science, research, and evidence, with particular consideration given to
 - Potential missing elements identified in Transforming the Workforce, including teaching subject-matter-specific content, addressing young children’s stress and adversity, fostering social and emotional development, working with children who are bilingual learners, and integrating technology into teaching practices and curricula.
 - The following documents: (1) Council for Exceptional Children—Special Educator Professional Preparation Initial and Advanced Standards, the Early Childhood Special Education/Early Intervention Specialty Set (Early Intervention/Early Childhood Special Education standards); (2) Division for Early Childhood (DEC)—Recommended Practices (evidence-based practices necessary for high-quality inclusive programs for all children birth to age 8); (3) Council for Professional Recognition—Child Development Associate (CDA) Competency Standards for Center-Based Infant-Toddler and Preschool, for Family Child Care, and for Home Visitor; (4) National Board for Professional Teaching Standards (NBTS)—Early Childhood Generalist Standards (for Teachers of Students Ages 3 to 8); (5) ZERO TO THREE—Critical Competencies for Infant-Toddler Educators (for educators supporting children birth through age 3)
 - Elevation of inclusion, diversity, and equity beyond the currently integrated approach in order to fully address the depth and breadth of these issues

In summary, using the imperatives from P2P’s Decision Cycle 2 and the findings from current research and practice, and informed by a workgroup comprised of faculty, researchers, practitioners, and subject matter experts, NAEYC has revised the 2009 position statement “NAEYC Standards for Early Childhood Professional Preparation.” This document, the updated position statement, was adopted in 2019 and is now titled “Professional Standards and Competencies for Early Childhood Educator.

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Glossary

Some definitions may be organized in logical order rather than alphabetical flow.

anti-bias. An approach to education that explicitly works to end all forms of bias and discrimination (Derman-Sparks & Edwards 2009).

assessment. A systematic procedure for obtaining information from observations, interviews, portfolios, projects, and other sources, that is used to make informed judgments about learners' characteristics, understanding, and development to implement improved curriculum and teaching practices (Hansel 2019).

assessment cycle. Periodic, ongoing evaluation to track performance, to support and improve student learning outcomes, and to monitor progress of programs.

authentic assessment. 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.

formal and informal assessment. Formal assessment is cumulative and is used to measure what a student has learned. It includes standardized testing, screenings, and diagnostic evaluation. Informal assessment is ongoing and includes children's work samples and quizzes and teachers' anecdotal notes/records, observations, and audio and video recordings.

formative assessment and summative assessment. Used to inform and modify real-time instruction in order to improve student outcomes, formative assessment refers to the teacher practice of monitoring student learning. Summative assessment takes place at the end of the instructional period to measure student learning or concept retention.

asset-based approaches. Approaches to assessment and planning focused on the strengths and experiences unique to each child in the contexts of family, community, culture, and language.

bias. Attitude or stereotypes that favor one group over another.

explicit biases. Conscious beliefs and stereotypes that affect one's understanding, actions, and decisions.

implicit biases. Beliefs that affect one's understanding, actions, and decisions but in an unconscious manner. Implicit biases reflect an individual's socialization and experiences in broader systemic structures; they work to perpetuate existing systems of privilege and oppression.

anti-bias. An approach to education that explicitly works to end all forms of bias and discrimination (Derman-Sparks & Edwards 2009).

candidate. A college student who is a candidate for completion in an early childhood professional preparation program. In some cases, these candidates are also candidates for professional licensure or certification (NAEYC 2017, 41).

child observation. Observation of a child to gather information on the child's development, behavior, levels of learning, interests, and preferences.

competencies. The knowledge, skills, and dispositions necessary to support high-quality practice across all early childhood education sectors, settings, and roles (NAEYC 2016, 12).

content knowledge. The knowledge of subject areas in the early childhood curriculum to be taught and the ability to implement effective instructional strategies.

continuity of care. A term used to describe programming and policies that ensure that a child and his or her family are consistently engaged in high-quality early learning experiences through a stable relationship with a caregiver who is sensitive and responsive to the young child's signals and needs (Ounce of Prevention 2017).

Code of Ethics. The NAEYC Code of Ethical Conduct offers educators guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. Refer to the NAEYC position statement "Code of Ethical Conduct and Statement of Commitment."

culture. Patterns of beliefs, practices, and traditions associated with a particular group of people. Culture is increasingly understood as inseparable from development (Reid, Kagan, & Scott-Little 2017; Rogoff 2009). Individuals both learn from and contribute to the culture of the groups to which they belong. Cultures evolve over time, reflecting the lived experiences of their members in particular times and places.

culturally relevant. Culturally relevant curriculum and practice emphasize content and interactions that are meaningful to the social and cultural norms, traditions, values, and experiences of the learners.

culturally responsive. "A culturally responsive teaching approach values all children's cultures and experiences and uses them as a springboard for learning. A culturally responsive early childhood teacher learns about others' values, traditions, and ways of thinking" (Bohart & Procopio 2018, 56).

curriculum. The knowledge, skills, abilities, and understanding children are to acquire and the plans for the learning experiences through which their acquisition occurs. In developmentally appropriate practice, the curriculum helps young children achieve goals that are developmentally and educationally significant.

developmentally appropriate practice (DAP). The NAEYC position statement (2009) refers to a framework of principles and guidelines for practice that promotes young children's optimal learning and development. DAP is a way of framing a teacher's intentional decision making. It begins with three Core Considerations: (1) what is known about general processes of child development and learning; (2) what is known about the child as an individual who is a member of a particular family and community; and (3) what is known about the social and cultural contexts in which the learning occurs.

differentiated instruction. An approach whereby teachers adjust the curriculum and their instruction to maximize the learning of all students: average learners, dual language learners, struggling students, students with learning disabilities, and gifted and talented students. Differentiated instruction is not a single strategy but rather a framework that teachers use to implement a variety of strategies, many of which are evidence based (IRIS Center n.d.)

disability or developmental delay. Legally defined for young children under the Individuals with Disabilities Education Act (IDEA), disabilities include intellectual disability; hearing, speech or language, visual, and/or orthopedic impairment; autism; and traumatic brain injury. Under IDEA, states define developmental delays to include delays in physical, cognitive, communication, social or emotional, and adaptive development. These legal definitions are important for determining access to early intervention and early childhood special education services (Beneke et al. 2019).

dispositions. Individual attitudes, beliefs, values, habits, and tendencies toward particular actions. Professional dispositions are considered important for effective work in a specific profession and are expected of all members of that profession. Critical dispositions for educators have been defined in the CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) Standards (CCSSO, 2013) and in the National Board for Professional Teaching Standards (NBPTS). NBPTS dispositions for early childhood educators include collaboration, respect, integrity, honesty, fairness, and compassion; educators with these characteristics promote equity, fairness, and appreciation of diversity in their classrooms (NBPTS 2012).

diversity. Variations among individuals, as well as within and across groups of individuals, in terms of their backgrounds and lived experiences. These experiences are related to social identities, including race, ethnicity, language, sexual orientation, gender identity and expression, social and economic status, religion, ability status, and country of origin. The terms diverse and diversity are sometimes used as euphemisms for nonwhite. NAEYC specifically rejects this usage as it implies whiteness as the norm.

early childhood. The first period in child development, beginning at birth. Although developmental periods do not rigidly correspond to chronological ages, early childhood is generally defined as including all children from birth through age 8.

early childhood education (ECE). A term defined using the developmental definition of birth through approximately age 8, regardless of programmatic, regulatory, funding, or delivery sectors or mechanisms (NAEYC 2016, 12).

early childhood educator. An individual who cares for and promotes the learning, development, and well-being of children birth through age 8 in all early childhood education settings, while meeting the qualifications of the profession and having mastery of its specialized knowledge, skills, and competencies.

early childhood education profession. Members of the profession care for and promote the learning, development, and well-being of children birth through age 8 to establish a foundation for lifelong learning and success.

early learning settings. These include programs serving children from birth through age 8. Settings refers to the locations in which early childhood education takes place—child care centers, child care homes, elementary schools, religious-based centers, and many others.

equity. The state achieved if the way one fares in society was no longer predictable by race, gender, class, language, or any other social/cultural characteristic. Equity in practice means each student/family receives necessary supports in a timely fashion to develop their full intellectual, social, and physical potential. Advancing equity requires remediating differences in outcomes that can be traced to biased treatment of individuals as a result of their social identities.

Equity is not the same as equality. Equal treatment, laid upon unequal starting points, is inequitable. Instead of equal treatment, early childhood professionals aim for equal opportunities. That requires considering individuals' and groups' starting points, then distributing resources equitably (not equally) to meet their needs. Attempting to achieve equality of opportunity without consideration of historic and present inequities is ineffective, unjust, and unfair.

evidence based. Using multiple sources as the foundation for decisions about practice, including best available research; professional wisdom, values, knowledge, and expertise; and knowledge about the interests, values, cultures, needs, and choices of children, families, and communities served (Buysse & Wesley 2006).

executive function skills. Executive function skills include the ability to remember and use information; to sustain and shift mental focus and flexibility; and to exercise self-regulation, set priorities, and resist impulsive actions (Center on the Developing Child). Related **life skill** include the development of focus and self-regulation, perspective taking, communication skills, the ability to make connections, critical thinking, the ability to take on challenges, and self-directed engaged learning (Galinsky 2010; Shonkoff 2019). These are Mental processes that begin to develop early and are crucial to children's learning and development. Their development requires supportive scaffolding from adults and is endangered by toxic stress and adversity, which can interfere with healthy development of the brain.

family structure. The household make-up to which children belong. Family members may include biological or adoptive parents, guardians, single or married adults, foster parents or group homes, grandparents, blended families, siblings, and individuals who are LGBTQ, multiracial, multilingual, multigenerational, and others. Pets may be viewed as family members in some households. These examples of family structures are not exhaustive, and they are intended to provide insight into the diversity of familial identities (Koralek, Nemeth, & Ramsey 2019).

field experience. Includes informal and formal opportunities for field observations, field work, practicum, student teaching, residencies, internships, clinical practice, and other learning experiences that take place in an early education setting with guidance from a skilled mentor, coach, or early childhood instructor. A planned sequence of these experiences supports candidate development of understanding, competence, and dispositions in a specialized area of practice (NAEYC 2017, 42).

Early Childhood Professional Preparation Programs

early childhood education associate’s degree programs.

Associate’s degree programs usually require at least two years, but less than four years, of full-time equivalent college work. An associate’s degree is at least 60 credit hours of college-level coursework (Power to the Profession 2018, Discussion Draft 2: Decision Cycles 345+6, 13).

early childhood education bachelor’s degree programs.

Bachelor’s degree programs normally require at least four years, but no more than five years, of full-time equivalent college work. A bachelor’s degree is at least 120 credit hours of college-level coursework (Power to the Profession 2018, 13).

early childhood education master’s degree programs

(initial preparation). Master’s degree programs usually require at least one, but not more than two, full-time academic years of work beyond the bachelor’s degree. Initial level master’s degree programs are designed for individuals whose bachelor’s degrees are not in early childhood education (Power to the Profession 2018, 13).

early childhood education professional training program.

A program that culminates in a degree, certificate, or credential that provides a candidates with the appropriate level of mastery of the agreed-upon standards and competencies. Early childhood educator professional preparation programs are responsible for preparing educators serving children birth through third grade across settings.

higher education programs. Defined in the Higher Education Act as “postsecondary education programs offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential” (Higher Education Act of 2008, section 602.3; NAEYC & National Association of Child Care Resource and Referral Agencies 2011, 5–6).

Inclusion. The practice and legal requirement to include children with delays or disabilities in the least restrictive environments possible, making accommodations and adaptations to teaching practices and learning environments as needed (DEC & NAEYC 2009; also see *universal design for learning* (UDL), under definition of *universal design*).

Individualized Education Program (IEP). A plan to ensure free and appropriate public education (FAPE) for children ages 3 to 21 years with delays or disabilities, in compliance with the Individuals with Disabilities Education Act (IDEA) Part B (NAEYC 2018, 12).

Individualized Family Service Plan (IFSP). A plan to ensure free and appropriate public education (FAPE) for children ages birth to 3 years with delays or disabilities, in compliance with the Individuals with Disabilities Education Act (IDEA) Part C (NAEYC 2018, 12).

induction programs. Comprehensive staff development programs designed by a school or other institution to support, train, and retain first-year teachers. Induction programs may be part of professional or leadership development plans and can include peer-to-peer networks, teacher learning communities, mentoring, and coaching. Induction programs are often a partnership between an institution of higher education and a school or other early learning setting, supporting college or university students’ transitions from clinical practice as part of degree completion to first years of work in a new professional role (NAEYC 2018).

interactive media. Digital and analog materials, including software programs, applications (apps), broadcast and streaming media, some children’s television programming, e-books, the internet, and other forms of content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults (NAEYC & the Fred Rogers Center for Early Learning and Children’s Media 2012, 1).

Interstate Teacher Assessment and Support Consortium (InTASC) Standards. The model core teaching standards outline what all teachers across all content and grade levels should know and be able to do to be effective in today’s learning contexts.

integrated curriculum. Planned curriculum experiences that integrate children’s learning in and across the domains (physical, social, emotional, cognitive) and the disciplines (including language, literacy, mathematics, social studies, science, art, music, physical education, and health). (NAEYC 2009, 21 [in revision]).

learning communities. Provide a space and a structure for people to align around a shared goal. Effective communities are both aspirational and practical. They connect people, organizations, and systems that are eager to learn and work across boundaries, all the while holding members accountable to a common agenda, metrics, and outcomes. These communities enable participants to share results and learn from each other, thereby improving their ability to achieve rapid yet significant progress (Center on the Developing Child at Harvard University, Learning Communities).

leveling. A structure in which the standards and competencies for early childhood educators are aligned to three distinct and meaningful designations: Early Childhood Educator I (ECE I), Early Childhood Educator II (ECE II), and Early Childhood Educator III (ECE III). (Unifying Framework; also see Appendix A of this position statement).

life skills. Critical fostered abilities that help children successfully navigate the joy and challenging complexities of life. The seven critical areas are (1) focus and self-regulation; (2) perspective taking; (3) communicating; (4) making connections; (5) critical thinking; (6) taking on challenges; and (7) self-directed, engaged learning (Galinsky 2010).

linguistic interactions. Actions that include speaking and listening in order to assign meaning and facilitate communication. Literacy skills are encompassed in linguistic development.

NAEYC Professional Preparation Standards. NAEYC’s “Standards for Early Childhood Professional Preparation Programs” represent a sustained vision for the early childhood field and, more specifically, for programs that guide professionals working in the field. The standards are used in higher education accreditation systems, in state policy development, and by professional development programs both inside and outside of institutions of higher education. These core standards can provide a solid, commonly held foundation of unifying themes (NAEYC 2009). (This 2020 position statement, “Professional Standards and Competencies for Early Childhood Educators,” represents the revised standards.)

national accreditation or recognition. Public recognition of Institutions of higher education and professional degree programs awarded by nongovernmental agencies through a process of standard setting, self-study, peer review, accreditation decision, and ongoing reporting (NAEYC 2011, part 2: 6).

pedagogical content knowledge. Knowledge of how children learn in academic disciplines and the ability to create meaningful learning experiences for each child by using effective teaching strategies.

play. A universal, innate, and essential human activity that children engage in for pleasure, enjoyment, and recreation. Play, solitary or social, begins during infancy and develops in increasing complexity through childhood. Play integrates and supports children's development and learning across cognitive, physical, social, and emotional domains and across curriculum content areas. Play can lead to inquiry and discovery and facilitate future learning. While there are multiple and evolving theories about the types and stages of play, as well as about the teacher's role in play, the professions of child psychology and of early childhood education have long recognized play as essential for young children's development of symbolic and representational thinking, construction and organization of mental concepts, social expression and communication, imagination, and problem solving.

position statement. Adopted by the Governing Board to state the NAEYC's position on an issue related to early childhood education practice, policy, and/or professional development about which there are controversial or critical opinions. A position statement is developed through a consensus-building approach that seeks to convene diverse perspectives and areas of expertise related to the issue and provide opportunities for members and others to provide input and feedback. (NAEYC, About Position Statements, www.naeyc.org/resources/position-statements/about-position-statements).

positive guidance. An approach to maintaining respectful relationships with children by modeling positive interactions, thereby creating learning environments that support clear routines and choices and help extend learning (Dombro, Jablon, & Stetson 2011).

professional development. A continuum of learning and support opportunities designed to prepare individuals with the knowledge, skills, practices, and dispositions needed in a specific profession. Professional development for early childhood educators includes both professional preparation and ongoing professional development; training, education, and technical assistance; university/college credit-bearing coursework, and preservice and in-service training sessions; observation with feedback from a colleague or peer learning communities; and mentoring, coaching, and other forms of job-related technical assistance. (NAEYC & NACCRRA 2011, 5; NAEYC 2016, 13).

professional judgment. The application of professional knowledge, professional experience, and ethical standards in context with understanding, analysis, and reflection. Early childhood educators exercise professional judgment to make intentional, informed decisions about appropriate practice in specific circumstances.

race. A social construct that categorizes and ranks groups of people on the basis of skin color and other physical features. The scientific consensus is that using the social construct of race to divide people into distinct and different groups has no biological basis (Derman-Sparks & Edwards 2009). Early childhood educators recognize that there is significant diversity within racial categories.

reciprocal relationships. In reciprocal relationships between practitioners and families, there is mutual respect, cooperation, shared responsibilities, and negotiation of conflicts to achieve shared goals for children (NAEYC 2009, DAP position statement, 23 [in revision]).

social referencing. An infant behavior in which the child "checks in" with a parent or other trusted adult for cues on how to respond in unfamiliar situations (Galinsky 2010).

standards. The national standards formally adopted by a profession to define the essentials of high-quality practice for all members of the profession. They may be applied in the development of national accreditation, state program approval, individual licensing, and other aspects of professional development systems. They provide the unifying framework for core as well as specialized or advanced knowledge and competencies.

structural inequities. The systemic disadvantage of one or more social groups compared to systemic advantage for other groups with which they coexist. The term encompasses policy, law, governance, and culture and refers to race, ethnicity, gender or gender identity, class, sexual orientation, and other domains (NASEM 2017).

supervision. Directing, coaching, and monitoring the work of another, including guidance, motivation, and feedback on performance and professional growth. May also include developing goals, action plans, and evaluation for improved outcomes.

technology. Broadly defined as anything human-made that is used to solve a problem or fulfill a desire. Technology can be an object, a system, or a process that results in the modification of the natural world to meet human needs and wants. Additionally, technology includes digital tools like computers, tablets, apps, e-readers, smartphones, TVs, DVDs and music players, handheld games, cameras, digital microscopes, interactive whiteboards, electronic toys, non-screen-based tangible technology, and simple robots.

Familiar analog tools found in early childhood classrooms include audio recorders, VHS and cassette players, record players, headphones, crayons and pencils, scissors, rulers, blocks, and magnifying glasses.

Social media, email, video conferencing, cloud collaboration tools, e-portfolios, blogs, pod casts, and other methods of communication are used by young children (Early Childhood STEM Working Group 2017; Donohue 2017, 2019; International Society for Technology in Education 2019).

universal design. A concept that can be used to support access to environments in many different types of settings through the removal of physical and structural barriers. Universal Design for Learning (UDL) reflects practices that provide multiple and varied formats for instruction and learning. UDL principles and practices help to ensure that every young child has access to learning environments, to typical home or educational routines and activities, and to the general education curriculum.

young children. Refers to children in the period of early childhood development, from birth through approximately age 8. Although developmental periods do not rigidly correspond to chronological ages, early childhood is generally defined as including all children from birth through age 8.

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Resources Informing the Professional Standards and Competencies for Early Childhood Educators

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Disciplinary Organizations

- [Association for Childhood Education International \(ACEI\)](#)
- [Association of Children's Museums \(ACM\)](#)
- [Council for Exceptional Children \(CEC\)](#)
- [Early Childhood Art Educators \(ECAE\)](#)
- [Early Childhood Art Educators](#)
- [InTASC Model Core Teaching Standards, Council of Chief State School Officers](#)
- [International Society for Technology in Education \(ISTE\)](#)
- [National Association for Gifted Children \(NAGC\)](#)
- [National Association for Music Education \(NAFME\) Early Childhood Music Education \(ECEA\)](#)
- [National Council of Teachers of Mathematics \(NCTM\)](#)
- [National Council for the Social Studies \(NCSS\)](#)
- [National Science Teachers Association \(NSTA\)](#)
- [Society of Health and Physical Educators \(SHAPE\). Shape America.](#)

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The History of Standards for Professional Preparation

NAEYC has a long-standing commitment to collaborative standards setting for early childhood teacher preparation and credentialing. The first NAEYC statement on standards (then called guidelines) for professional preparation was developed by a 22-member commission of national leaders that included Millie Almy, Elizabeth H. Brady, Barbara T. Bowman, Josué Cruz, Asa Hilliard III, Lilian G. Katz, and Bernard Spodek. The guidelines were adopted by the NAEYC Governing Board in 1981 and published in 1982 (NAEYC 1982). That same year, they were adopted as the national standards for early childhood teacher education by the National Council for Accreditation of Teacher Education (NCATE).

Each update to this position statement responded to current developments in the profession, changing federal and state policy contexts, and new research. Each revision solicited input from appointed advisory groups; related early childhood and specialty organizations; other accrediting, credentialing, and standards-setting groups; NAEYC members; and the public. Each revision reflects the continuity that sustains the profession's identity and role and also the reality that the profession must engage with and prepare for change in the field, in research, and in the social and political contexts in which early childhood educators practice.

Defining Professional Preparation Content, Levels and Specializations

Over two decades of updates reflected a need to define shared professional knowledge and practices at varying professional levels, to propose optional specializations, and to promote articulation pathways that connect them.

1982: “Early Childhood Teacher Education Guidelines for four- and five-year programs” affirmed that

- Four-year teacher education programs are sufficient to prepare individuals in the knowledge and skills needed to serve as early childhood educators.
- Teacher development is continuous. Teacher educator programs provide the foundational knowledge in child development and instructional practice to effectively work with young children.
- Early childhood teacher education curriculum is integrative and interdisciplinary and it includes preparation to support diversity and to counter discrimination and inequity.

1985: “Guidelines for Associate Degree Programs” described this level as

- Including the core knowledge and skills.
- Addressing variations in serving specific communities and populations.
- Preparing individuals sufficiently to advance to upper-division coursework.
- The statement encouraged strong articulation policies to advance the education of the workforce.

1991: “Early Childhood Teacher Education Guidelines: Basic and Advanced” was developed in collaboration with NAECTE (National Association of Early Childhood Teacher Educators) and approved by NCATE in 1998. This update clarified that advanced preparation is not defined simply as graduate level but as preparation that

- Ensures graduates meet the shared competencies at higher, advanced levels, beyond what was then called the “basic” standards.
- Provides increased professional development for a specialized career role.
- Assures that the graduate demonstrates capacity to evaluate and apply research to improve practices.

1996: “Guidelines for Preparation of Early Childhood Professionals” consolidated expectations for associate, baccalaureate, and advanced levels of preparation into one publication. NAEYC guidelines were published alongside those of CEC/DEC (Council for Exceptional Children/Division of Early Childhood) and NBPTS (National Board for Professional Teaching Standards). NAEYC and DEC endorsed each other's statements, and ATE (Association of Teacher Educators) endorsed both. The introduction summarized the following:

- At the associate level, the graduate demonstrates knowledge of theory and practice necessary to plan and implement curriculum
- At the baccalaureate level, the graduate demonstrates the ability to apply and analyze the core knowledge, to systematically develop curriculum, and to develop and conduct assessments of individual children and groups
- At the master's level, the graduate demonstrates greater capacity to analyze and refine core knowledge and evaluate and apply research to improve practices
- At the doctoral level, the graduate conducts research and studies practice to expand the knowledge base and influence system change

- At each of these levels, the professional is expected to reflect on his or her practice and to advocate for policies designed to improve conditions for children, families, and the profession.

The content of the standards was updated to:

- Reflect the need to prepare all early childhood educators to support children with differing abilities in inclusive early childhood programs
- Reframe the guidelines for program content and field experience as preparation program outcomes--what early childhood educators should know and be able to do. The purpose statement included use of these standards to guide state early childhood educator licensure, preparation program approval, articulation agreements, and related professional development policies. NAEYC guidelines were published alongside those of CEC/DEC and NBPTS. NAEYC and DEC endorsed each other's statements, and ATE endorsed both.

2003: "Preparing Early Childhood Professionals: NAEYC's Standards for Programs" included the following revisions:

- Expanded upon the importance of associate degrees, community colleges, and articulation agreements in supporting and increasing teacher diversity at all levels of the profession
- Emphasized current challenges related to teacher recruitment, retention, education, diversity, and compensation
- Added details to core knowledge areas to guide student assessment, reflecting a general shift from inputs to student outcomes in higher education evaluation, reform, and quality improvement
- Changed terminology from program guidelines to program standards, with assessment of graduates' knowledge and competencies related to these standards as the primary measure of program quality
- Added rubrics to illustrate meeting the expectations at associate, Initial Licensure, and advanced levels

2006: "NAEYC Commission on Early Childhood Associate Degree Accreditation Standards". This document summarized the Commission's full program standards, including

- Knowledge and competencies expected of associate degree program graduates, using the 2003 NAEYC standards as the framework for required student assessment
- Structural characteristics expected of programs

2009: "Standards for Early Childhood Preparation"

- Separated the two aspects of previous Standard 4 into new Standard 4, focused on teaching practices, and Standard 5, focused on content knowledge in academic

disciplines, in order to elevate the importance of college-level content and competency in academic disciplines or curriculum areas and their application in early childhood curriculum and assessment

- Updated content to more intentionally address inclusion, cultural competence, and technology across all standards
- Separated the 2009 position statement, intended for the field and adopted by the NAEYC Governing Board from the 2010 program standards which were adopted for implementation by NAEYC and NCATE higher education accreditation governing boards. In 2010, the NAEYC higher education accreditation commission adopted the 2009 position statement as its standards framework and defined accreditation expectations at two levels of preparation program standards--Initial and Advanced--using the 1991 definitions of Basic/Initial and Advanced levels of professional knowledge and practice.

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Professional Standards & Competencies Workgroup

A workgroup comprised of the Early Learning Systems Committee of the NAEYC Governing Board, early childhood practitioners, researchers, faculty, and subject matter experts informed the revisions to this position statement.

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Nicol Russell, Teaching Strategies

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Tarajea Yazzie-Mintz, First Light Education Project

Marlene Zepeda, California State University

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Professional Standards and Competencies for Early Childhood Educators

Disponible en Español: [NAEYC.org/competencias](https://naeyc.org/competencias)

A Position Statement Held on Behalf of the Early Childhood Education Profession

Adopted by the NAEYC National Governing Board November 2019



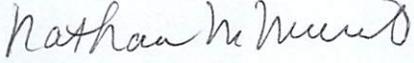
UNIVERSITY
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MĀNOA

November 1, 2023

MEMORANDUM

TO: Laura E. Lyons
Interim Vice Provost for Academic Excellence

VIA: Julienne K. Maeda 
Interim Dean & Associate Dean, Office of Graduate Division

FROM: Nathan M. Murata 
Dean, College of Education

SUBJECT: APPROVAL OF MODIFICATION FOR THE PK-3 GRADUATE
CERTIFICATE

SPECIFIC ACTION REQUESTED:

It is requested that the Interim Vice Provost for Academic Excellence approve the modification for the PK-3 Graduate Certificate program to be 18 credits and align coursework with Hawai'i Teacher Standards Board (HTSB) add-a-field license requirements for early childhood education (PK-K/PK-3).

A separate memo requesting the renaming of the PK-3 Graduate Certificate program to the Early Childhood Education (ECE) Graduate Certificate will be submitted.

RECOMMENDED EFFECTIVE DATE:

Fall 2024

ADDITIONAL COST:

NA - There are no additional costs to the department. The program will be able to be offered using the current faculty and administrative resources.

RATIONALE/PURPOSE OF PROPOSED CHANGE(S):

The purpose of this program modification is to create a pathway for an add-a-field licensure for candidates seeking ECE licensure who do not want to earn a Master's degree. The proposed revision to the certificate is in response to an urgent need to create licensure pathways in the discipline as a result of a [Ready Keiki Initiative](#) that will dramatically expand public PreK classrooms between 2024 and 2032.

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GD received 11-3-23; GC meeting 11-28-23

This proposal responds to an urgent need spurred by three factors.

- 1) The COVID-19 pandemic, which resulted in retirements and teachers leaving the profession. The percentage of teachers in the PreK classrooms with ECE credentials dropped below 57% in 2021 as a result of COVID.
- 2) At the same time, in the 2023 legislative session, significant funding was approved as part of a Ready Keiki initiative. This effort expands funding to provide services for the 50% of 3- and 4-year-old children who currently lack access to early childhood programs. Ready Keiki will dramatically expand the number of public PreK classrooms over the next decade. As of Fall 2023, 11 new PreK classrooms were added and a projected 50 new classrooms will be added each year, starting in Fall 2024. A major concern is the need to increase the number of highly qualified teachers who have completed a teacher preparation program in early childhood education.
- 3) Fortunately, the hiring of a new faculty in Curriculum Studies makes it possible to revisit current ECE offerings and to modify the PK-3 Graduate Certificate in a way that will help address the urgent workforce needs. Furthermore, a UH system Hawai'i Early Childhood Educator Tuition Stipend program administered by the College of Education will ensure prospective students can access financial support to pursue this option.

All of these changes reflect a fieldwide national initiative, Power to the Profession, which offers a Unifying Framework for the Early Childhood Profession to define ECE as a field of practice (NAEYC, 2020). The program changes align with the focus of a newly created national Commission on Professional Excellence in Early Childhood Education (2023).

BACKGROUND:

Historically, early childhood educators in Hawai'i were primarily employed in the private, non-profit sector and advanced primarily through graduate studies in non-licensure pathways. In 2011, the COE submitted and obtained approval for a PK-3 Graduate Certificate. At that time the PK-3 Graduate Certificate was not submitted to HTSB for approval for the 'Add-a-Field' designation as this was largely not required at the time for early childhood educators to teach in early childhood settings. The need to create new pathways focused on teacher license arose in 2014 with the inception of the public school PreK program for young children.

A consensus report by the Institute of Medicine (IOM) and National Research Council (NRC) (2015) established the need for a well-prepared workforce with specialized knowledge and competencies to work with children birth through age 8 and credentialing comparable with that of K-12 public school teachers. As a result, states began to invest more heavily in PreK teacher preparation as there was recognition of an increasing need for highly qualified teachers in the field. Furthermore, the National Institute of Early Education Research

(NIEER), which provides a yearly report card on state PreK programs, established minimum quality standards that recommended that lead teachers obtain a baccalaureate degree with specialized coursework in the field of early childhood education (Friedman-Krauss, Barnett, Garver, Hodges, Weisenfeld & DiCreccio, 2018).

In 2018, only 20% of the teachers in Hawai'i's public PreK classrooms had specialized coursework in child development/early childhood education that addressed the NIEER minimum quality standards (Moriguchi, 2018). This problem is most acute on the neighbor islands, where nearly 75% of the public funded PreK classes were located. Growing recognition of ECE discipline and an absence of ECE Licensed Teachers for Hawai'i's PreK Classrooms resulted in the legislature passing ACT 276 in 2019, requiring all public PreK teachers to have credentials in the discipline consistent with NIEER minimum quality standards for teachers.

The Executive Office of Early Learning, Hawai'i State Charter School Commission, and the Hawai'i Teacher Standards Board (HTSB) requested that the UHM College of Education create additional licensure pathways. Many teachers employed in or seeking employment in public PreK positions frequently had an existing K-6 or SPED PK-3 license and needed an add-a-field licensure option. The problem is most acute in hard to staff areas in rural O'ahu or on the neighbor islands where principals tended to select teachers for PreK positions from within their existing staff. Between 2018 and 2020, new license pathways were approved to address this need: a PK-3/SPED PK-3 Blended BEd program and add-a-field and initial license tracks within the MEd-ECE. By 2019, 87% of the public PreK teachers earned or were enrolled in a teacher preparation program working toward a degree in the field of practice (Executive Office on Early Learning, 2019).

Students with an initial teacher license in another field may Add-a-Field to an existing Hawai'i teacher license in two ways. Students may earn a PK-3 Graduate Certificate without the MEd-ECE degree. If students want to just obtain a license, they can earn an 18 credit PK-3 Graduate Certificate.

A modification of the coursework re-maps the PK-3 Graduate Certificate content to align it with [Professional Standards and Competencies for Early Childhood Educators \(2019\)](#) at a level consistent with national expectations for practitioners with an initial license (ECE III) practitioners. These course changes are outlined in Table 1 and summarized on page 6:

- Add an additional course, STE 415, to address a professional standard 3, which is not addressed in depth in other courses.
- The recommended changes in coursework to the PK-3 Graduate Certificate are all courses that have been vetted by the College of Education and approved by the University of Hawai'i at Mānoa.

The **capstone** for the PK-3 Graduate Certificate (Ages Birth - 8 years) is modified to be consistent with practice-based key assessments for initial license program completers in College of Education programs. These modifications are summarized in Table1- Modifications to the certificate.

Table 1 - Modifications to PK-3 Existing Graduate Certificate

	Existing Certificate (15 credits)	Modified Certificate (18 credits)
Coursework	<p>EDCS 622 (B) School Curriculum: Early Childhood (3) Development and improvement of curriculum in early childhood settings. Historical perspectives, models, current issues and trends. Fall/Hybrid</p> <p>ITE 417 Developmentally Appropriate Practice: Ages 3-8 (3) Developmentally appropriate programs for young children, including the design of the learning environment; integrated, thematic planning based on the sciences; child guidance; assessment; and parent involvement. Spring/Hybrid</p>	<p>EDCS 622 (B) School Curriculum: Early Childhood (3) Development and improvement of curriculum in early childhood settings. Historical perspectives, models, current issues and trends. Fall/Hybrid</p> <p>STE 417 (3) Foundations of Early Childhood Education (Ages 3-8) (3) Planning child-centered, responsive programs for children. Focuses on play, learning environments, integrated thematic instructional design, guidance, assessment, and family engagement in early childhood and early elementary to promote enjoyment, growth, and development. A-F only. Pre: 318.</p>

<p>Coursework</p>	<p>EDCS 698 Early Literacy and Language Development: Theory to Practice (3) Development of language and literacy from birth to age eight, including current theories of language development, the role of family and culture, designing inclusive environments, models and methods. Fall/Hybrid Experimental class</p> <p>EDEP 664 Instructional Psychology: Effective Pedagogy for Diverse Young Children (3) Application of Learning Theory and Cognitive Skills Training in Instructional Settings Theory, research, and practical enactment of the Five Standards for Effective Pedagogy articulated by the Center for Research on Excellence and Diversity in Education (CREDE).</p> <p>EDCS 656 Seminar in Early Childhood Education: Capstone course (3) Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five. (Spring/Hybrid)</p>	<p>EDCS 677 Curriculum Design in Early Childhood Education (3) Designed to help classroom teachers understand sources and principles of curriculum in early childhood education and to provide experience in evaluating, selecting, and developing appropriate curriculum for young children.</p> <p>EDCS 619 Social and Cultural Constructions of Childhood (3) Seminar examines the interrelated socially constructed concepts of children and childhood and places them in the larger contexts informed by sociological, anthropological, historical, critical, and technological perspectives. A-F only. Graduate students only.</p> <p>STE 425 Family and Community Centered Programs (3) Knowledge and appreciation for the complex characteristics of children, families, and communities. Analysis and development of skills for creating respectful, reciprocal relationships with diverse children and families from diverse backgrounds. Lecture/lab. Pre: 318 (or concurrent), or HDFS 331 (or concurrent), or consent.</p> <p>STE 415 Observation and Assessment in Early Childhood Education (3) Introduction to the purposes, theories, and methods of early childhood assessment. Emphasizes observation, documentation, and assessment to provide evidence of children’s development and learning and how to use assessment to guide teaching and learning. Pre: 318 or consent. Corequisite: 415L.</p>
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Capstone	PK-3 Certificate Professional Portfolio	COE Collegewide Initial License Key Assessments <ul style="list-style-type: none"> ● Assessment A - Candidate Ability to Plan Instruction / Project or Integrated Study ● Assessment C - Candidate Effect on P-12 Learning Teacher Reflection on Assessment Practices (NAEYC)
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DETAILED LIST OF CONSULTATION WITH IMPACTED PROGRAMS:

In consultation with the College of Education leadership and directors of relevant programs, the PK-3 Graduate Certificate was designed to integrate with current and proposed BEd options, a possible future post-baccalaureate in ECE and the current MEd in ECE tracks.

Modifications are based on consultation with the Interim Associate Dean and the Director of the Office of Student Academic Services (OSAS) who has extensive knowledge of education pathways. Additionally, there has been discussion among faculty involved with the BEd Blended Early Childhood/Early Childhood Special Education (EC/ECSPED), Post-Baccalaureate in Special Education (PBSPED), and MEd in Early Childhood programs. The Department of Special Education offers a pathway from undergraduate, post-baccalaureate, and Master’s programs and this pathway was examined as a model. Design for the PK-3 Graduate Certificate was shared on September 19, 2023 in a cross-departmental meeting organized by the Interim Associate Dean to address the immediate need to offer licensure pathways that would maintain quality programming and support efficiency and coordination among COE units. It was well received by ECE faculty and chairs from the School of Teacher Education (STE) and Special Education (SPED) early childhood programs.

Establishing the PK-3 Graduate Certificate provides an option for individuals with an existing teaching license (e.g., K-6 or PK-3 SPED) to add the field of Early Childhood and supports a pathway to our MEd-ECE program. Those candidates who would like to pursue the MEd will need to apply and be accepted into the MEd ECE program prior to completing their Graduate Certificate. By completing the add-a-field PK-3 Graduate Certificate UHM students (a) complete the MEd-ECE pre-requisite requirements and can transfer in 6 credits to the MEd-ECE program if they decide to pursue the graduate degree.

If candidates want to earn a Master’s degree and a PK-3 Graduate Certificate, they must be concurrently enrolled in both programs for at least one semester. The PK-3 Graduate Certificate coursework fulfills 9 credits of the MEd-ECE program prerequisites (EDCS 619, STE 417, and STE 425). Additionally, 6 credits of the GCERT coursework may be double counted towards the completion of the MEd-ECE.

Laura E. Lyons
Page 7
November 1, 2023

ACTION RECOMMENDED:

It is recommended that the Interim Vice Provost for Academic Excellence approve the modification for the PK-3 Graduate Certificate program to be 18 credits and align coursework with Hawai'i Teacher Standards Board (HTSB) add-a-field license requirements for early childhood education (PK-K/PK-3).

ATTACHMENTS (1 and 2 are REQUIRED):

1. Attachment 1 – Previous and Current Program Sheet with proposed changes clearly noted/highlighted
2. Attachment 2 – References

APPROVED / DISAPPROVED:



Laura E. Lyons
Interim Vice Provost for Academic Excellence

1/23/24

Date

Attachment 1 - Current Program Sheet with Proposed Changes

~~GRADUATE CERTIFICATE OF PK-3 EARLY CHILDHOOD EDUCATION (ECE)~~ **GRADUATE CERTIFICATE (AGES BIRTH - 8 YEARS)**

Program of Study

Program Objectives: To prepare program candidates for recommendation for add-a-field teacher license in early childhood education (PK-K or PK-3) and lead teaching positions that support the development, learning and well-being of young children (Ages Birth - 8 years) together with their families and communities.

CANDIDATE: _____ DATE: _____

DATE ADMITTED: _____ EXPECTED COMPLETION: _____

DEGREE PLAN: _____

CONTENT AREA	COURSE NUMBER & TITLE	CREDITS	GRADE	TERM
Courses	EDCS 622B: School Curriculum: Early Childhood	3		
	ITE 417: Developmentally Appropriate Practice: Ages 3-8			
	STE 417: Foundations of Early Childhood Education (Ages 3-8)	3		
	EDCS 698: Early Literacy and Language Development: Theory to Practice			
	EDCS 677: Curriculum Design in Early Childhood Education	3		
	EDEP 664: Instructional Psychology: Effective Pedagogy for Diverse Young Children			
	EDCS 619: Social and Cultural Constructions of Childhood	3		
	EDCS 656: Seminar in Early Childhood Education: Capstone course			
	STE 425: Family and Community Centered Programs	3		
STE 415: Observation and Assessment in Early Childhood Education	3			

Capstone: Professional Teaching Portfolio. A Professional Teaching Portfolio enables candidates to document their competencies in each of five core competency areas as defined by the NAEYC and in the core areas defined by the NBPTS.

Attachment 2- References

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- Executive Office on Early Learning. (2019). [Unpublished raw data on teachers who completed SATEP ECE or enrolled in a program]. Executive Office on Early Learning.
- Friedman-Krauss, A. H., Barnett, W. S., Garver, K. A., Hodges, K. S., Weisenfeld, G. G., & DiCrecchio, N. (2019). The state of preschool 2018: State preschool yearbook. National Institute for Early Education Research. https://nieer.org/wp-content/uploads/2019/08/YB2018_Full-ReportR3wAppendices.pdf
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- National Association for the Education of Young Children (November 2019). Professional standards and competencies for early childhood educators.
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Office of Lieutenant Governor Sylvia Luke. (2023). *Ready keiki*. <https://www.readykeiki.org/>

University of Hawai'i System. (2023). Hawai'i early childhood educator stipend program.
<https://www.hawaii.edu/ecefunding/hawaii-early-childhood-educator-stipend/>



UNIVERSITY
of HAWAII®
MĀNOA

November 1, 2023

MEMORANDUM

TO: Michael Bruno
Provost

VIA: Laura E. Lyons *Laura E. Lyons*
Interim Vice Provost for Academic Excellence

VIA: Julienne K. Maeda *Julienne K. Maeda*
Interim Dean & Associate Dean, Office of Graduate Division

FROM: Nathan M. Murata *Nathan M. Murata*
Dean, College of Education

SUBJECT: REQUEST FOR APPROVAL TO CONTINUE STOP-OUT OF ADMISSIONS TO THE PK-3 GRADUATE CERTIFICATE UNTIL SPRING 2024 AND TO RENAME THE PK-3 CERTIFICATE TO EARLY CHILDHOOD EDUCATION (ECE) GRADUATE CERTIFICATE FALL 2024

SPECIFIC ACTION REQUESTED:

We are requesting continuation of the stop-out of new admissions to the PK-3 Graduate Certificate of the Department of Curriculum Studies in the College of Education until Spring 2024. Additionally, we are requesting to rename the PK-3 Certificate to the Early Childhood Education (ECE) Graduate Certificate for Fall 2024.

RECOMMENDED EFFECTIVE DATE:

Stop-out admissions, Spring 2024
Name change, Fall 2024

ADDITIONAL COST:

There are no additional costs associated with this request.

RATIONALE/PURPOSE OF PROPOSED CHANGE(S):

The purpose is to continue to suspend and stop-out admission of students into the PK-3 Graduate Certificate until spring 2024. Additionally, we request to rename the Graduate Certificate from PreK-3 to Early Childhood Education (ECE) to more accurately represent the age range that this certificate addresses for fall 2024.

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GD received 11-20-23; GC meeting 11-28-23

An ECE Graduate Certificate (with Add-a-Field PK-K/PK-3 License) is a streamlined option for students who do not want to pursue a Master’s degree but who need foundational knowledge of young children to obtain an ECE license. Approval for this Graduate Certificate will help the University of Hawai‘i to respond to the increasing need for early childhood educators.

BACKGROUND:

When the PK-3 Certificate program was created in 2011, enrollment was moderate to high because participants were fully funded with scholarships from the Kellogg Foundation. At that time, Hawai‘i did not fund public PreK and most of the need for early childhood education services was provided by community-based programs, which did not require teacher license. When funding from the Kellogg grant ended in 2014, enrollment dropped to an unsustainable level and we requested to stop-out enrollment.

Higher education is experiencing an urgent need to expand PreK preparation pathways as part of the Lieutenant Governor’s Ready Keiki initiative. ACT 46, passed in the 2020 legislative session, calls for 50% of all underserved three- and four-year-old children in Hawai‘i to have access to a preschool program by December 31, 2027 and 100% of preschool aged children to have access by December 31, 2032. It is necessary to revisit the PK-3 Certificate in order to create an option for license without needing to also finish a master’s degree. This option will help the college to graduate early childhood educators, who will be needed beginning in 2025 to contribute to staffing an anticipated 50 new PreK classrooms per year between 2025 and 2032.

A brief stop-out will allow us to secure appropriate approvals through UHM and the Hawai‘i Teacher Standards Board (HTSB) to offer teachers the opportunity to add an early childhood education field to their existing license.

ACTION RECOMMENDED:

We are recommending continuation of the stop-out of new admissions to the PK-3 Graduate Certificate of the Department of Curriculum Studies in the College of Education until spring 2024. Additionally, we are requesting to rename the PK-3 Certificate to the Early Childhood Education (ECE) Graduate Certificate for Fall 2024.

ATTACHMENTS:

Proposed Catalog Description with Changes Clearly Tracked/Highlighted

APPROVED DISAPPROVED:

Michael Bruno

12/28/2023

Michael Bruno
Provost

Date

Attachment 1 - Proposed Catalog Description with Changes Clearly Tracked/Highlighted

The PK-3 Graduate Certificate is currently not mentioned in the Catalog Description. We would recommend that it is integrated into the Catalog similarly to other graduate certificates in places which refer to graduate Certificates and an additional paragraph at the end of the MEd of Education in Early Childhood Education verbiage.

[p. 130 column 1, paragraph 3](#) on COE Certificates

Certificates: PBCEE (post-baccalaureate certificate in elementary education), PBCEE/MLL (post-baccalaureate certificate in elementary education/multilingual learner), PBCSE (post-baccalaureate certificate in secondary education), PBSPED (post-baccalaureate certificate in special education), and graduate certificates in Disability and Diversity Studies, **Early Childhood Education (ECE)**, Ethnomathematics, Learning Design and Technologies for Teachers (TeachTech), Online Learning Design and Technology (COLT), Literacy Leader, Multilingual Multicultural Professional Practice, Sustainability and Resilience Education, Teacher Leader, Measurement & Statistics, and Program

[p. 137, column 2, paragraph 3](#) on The Academic Program

The Academic Program

The Department of Curriculum Studies (EDCS) offers advanced degrees at the master's level in curriculum studies and early childhood education (MEd-CS and MEd-ECE), and, as part of a college-wide doctoral degree, a track in curriculum and instruction (PhD). Students may also study for a graduate certificate in **Early Childhood Education (ECE)**, Ethnomathematics, Literacy Leader: Literacy Specialist, Multilingual Multicultural Professional Practice, Sustainability & Resilience Education, or Teacher Leader. All programs focus on the educational needs of children and adolescents, teaching, learning, and curriculum.

The students at UH Mānoa are ethnically diverse as are the students in Hawai'i's school system. Students in EDCS programs, therefore, learn and teach in a unique multicultural and multilingual environment.

[p. 130 paragraph 3](#) on the Master of Education in Early Childhood Education

Master of Education in Early Childhood Education

The Departments of Curriculum Studies and Special Education in the College of Education and the Department of Human Development Family Studies in the

College of Tropical Agriculture and Human Resources (CTAHR) offer a 30 credit interdisciplinary program leading to the degree of Master of Education in Early Childhood Education (MEd-ECE). The program is designed to support professional development and promote leadership in personnel who work in programs with children between infancy and five years of age.

Course of study includes understanding the developmental and educational needs of young children ages birth to five; knowledge of family systems, needs and resources; development of the ability to design and implement learning environments and programs to meet the needs of all young learners ages birth to eight including those with disabilities; current issues and trends in early education policy, assessment, and research; and development of reflective practice and ethical leadership skills. Students may choose from one of 3 tracks: 1) non-license, 2) Add-a-Field early childhood education (PK-K or PK-3) license; and, 3) initial license in early childhood education (PK-K or PK-3). Students can choose to enroll in any of the three tracks in one of the following two formats. The MEd-ECE is offered in two formats: 1) a 2-1/2 year cohorted Summer intensive format with core courses held on-ground at UH Mānoa between mid-June and mid-July for 3 consecutive summers and on-line seminars during the academic year; or, 2) a semi-cohorted evening/weekend hybrid format where students choose from on-line, face-to-face or hybrid courses offered evenings and weekends during the academic year.

Students with an initial teacher license in another field may Add-a-Field to an existing Hawai'i teacher license in two ways. Students may earn an ECE Graduate Certificate without the MEd-ECE degree. If students want to just obtain a license, they can earn an 18 credit ECE Graduate Certificate. If they want to earn a Master's degree and a ECE Graduate Certificate, they must be concurrently enrolled in both programs for at least one semester. The ECE Graduate Certificate coursework fulfills 9 credits of the MEd-ECE program prerequisites and 6 credits may be double counted towards the completion of the MEd-ECE.