

NAEYC Standards for Initial Early Childhood Professional Preparation Programs

The National Association for the Education of Young Children (NAEYC) established Standards for Early Childhood Professional Preparation Programs. These standards are used in program improvement and planning, education accreditation systems, and state policy development. The following chart correlates these NAEYC Standards with the content of the *Working with Young Children* text. For each standard, the chart lists the text pages on which the key elements and the major text concepts that address each element appear.

Standard 1: Promoting Child Development and Learning

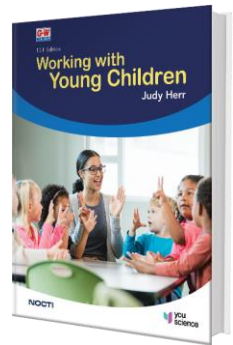
Key Elements	Text Concepts
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8	86-108, 112-122, 132-143, 150-161
1b: Knowing and understanding the multiple influences on early development and learning	54-68
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children	30-43, 172-184, 204-218, 228-244, 256-270

Standard 2: Building Family and Community Relationships

Key Elements	Text Concepts
2a: Knowing about and understanding diverse family and community characteristics	812-832
2b: Supporting and engaging families and communities through respectful, reciprocal relationships	812-832
2c: Involving families and communities in young children's development and learning	95, 374, 812-832

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

Key Elements	Text Concepts
3a: Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies in young children	74, 412-427



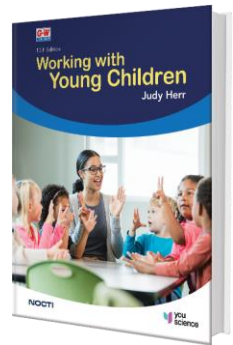
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.	331, 334, 412-427, 450, 479, 488, 533, 570, 681, 766
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities	412-427, 428
3d: Knowing about assessment partnerships with families and professional colleagues to build effective learning environments	412-427, 836

Standard 4: Using Developmentally Effective Approaches

Key Elements	Text Concepts
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children	318-333, 348-362, 372-378, 388-395
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology	524-530, 590-613
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches	434-448
4d: Reflecting on their own practice to promote positive outcomes for each child	30-43, 172-184, 204-218, 228-244, 256-270, 282-298, 318-333, 348-362, 372-378, 388-395, 412-427

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Key Elements	Text Concepts
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts—music, creative movement, dance, drama, visual arts; mathematics; science; physical activity, physical education, health, safety; and social studies	466-487, 498-510, 524-530, 546-555, 566-573, 590-613, 624-631, 646-653, 692-702
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	466-487, 498-510, 524-530, 546-555, 566-573, 590-613, 624-631, 646-653, 692-702
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	434-448



Standard 6: Becoming a Professional

Key Elements	Text Concepts
6a: Identifying and involving oneself with the early childhood field	4-16, 30-43
6b: Knowing about and upholding ethical standards and other professional guidelines	21, 43-53, 95, 179, 348, 528, 570, 836, 858, 871, 872, 876-880
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource	13, 206-217, 271, 427, 428, 439, 590-613
6d: Integrating knowledgeable, reflective, and critical perspectives on early education	54-68, 172-184, 204-218, 318-333, 348-362, 434-448
6e: Engaging in informed advocacy for children and the early childhood profession	228-244, 774-795, 812-832

Standard 7: Early Childhood Field Experiences

Key Elements	Text Concepts
7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3–5, 5–8)	412-427
7b: Opportunities to observe and practice in at least two of the four main types of early education settings (early school grades, child care centers and home-based childcare centers, and Head Start or equivalent programs)	412-427