

# Early Childhood Education

# Program Assessment System

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## Table of Contents

I. Greetings to Students.....	2
II. Program Plan and Checkpoint Criteria.....	3
III. Program Assessment System for Early Childhood Education.....	3
IV. Evaluation Process.....	5
V. Policy on Expected Levels of Performance .....	5
VI. Support for your work .....	6
A. Education faculty .....	7
B. Website and resources.....	7
C. Taskstream .....	7
APPENDIX: Missions, Conceptual Framework, and Standards.....	9
A. Purdue University Fort Wayne’s Mission.....	9
B. School of Education Mission Statement .....	10
C. School of Education Conceptual Framework: A Transformative Scholar-Practitioner Model .....	10
D. Indiana Department of Education Standards for Early Childhood Educators Preparation.....	12
E. National Association for the Education of Young Children (NAEYC) National Standards for Early Childhood Educator Preparation.....	14

## I. Greetings to Students

Welcome to the Early Childhood Education teacher preparation program at Purdue University Fort Wayne. The faculty in the School of Education (SOE) have created a high-quality program that will challenge you to strengthen your knowledge of child development, the content you will teach, strategies you will use to teach (i.e., pedagogical skills), and contextual factors that impact the teaching-learning process, especially family and community characteristics. This program is nationally recognized by the National Association for the Education of Young Children (NAEYC). The entire Education Unit remains national accredited by the National Council for Accreditation for Teacher Education (NCATE).

Not only is the Early Childhood program responsive to our national standards set forth by NAEYC, but we are also sensitive to meeting the mission and goals of the university and the educational programs as well as standards set forth by the Indiana Department of Education.

To help measure your mastery of these local, state, and national standards, the faculty have developed a performance-based assessment system. You will be assessed throughout your early childhood education program to ensure that you meet the standards. This document is designed to explain the system's components, expectations for performance, and resources to assist you in successfully becoming a professional educator.

We invite you to critique these guidelines as you use them to make it the most powerful teaching tool it can be.

We wish you well and we offer you our help in this process!

## II. Program Plan and Checkpoint Criteria

Your early childhood education program curriculum plan can be found on the College of Professional Studies website at <https://www.pfw.edu/departments/cepp/depts/educational-studies/early/index.html>. The Curriculum Sheet for each option (Birth – age 5 and Preschool – Grade 3 [transfer and 4-year options]) provides you with specific information on criteria for admission to the program, benchmarks for moving between blocks of courses, and, when applicable, admission to student teaching and licensing standards.

The program requirements are based on a variety of sources, including mission statements for the university and SOE, a Conceptual Framework of the SOE, and state and national standards. Each of these can be found in the Appendix of this document. In addition, research-based best practices and the faculty's past and current experiences in educational settings further guide instruction and curriculum.

## III. Program Assessment System for Early Childhood Education

As a way to monitor your progress and development, you will be assessed on a regular basis throughout your early childhood education program. The Program Assessment System described here outlines when data are gathered/administered. Some of the assessment data are completed by the candidate, while others are completed by those who supervise the candidate during field experiences and practicum/student teaching. Tables 1 and 2 (divided by program option) provide an overview of critical data collected throughout the program and highlight the Key Assessments. Requirements for Key Assessments must be met to progress through the program. More is said about Key Assessments in Section VI.

Table 3 provides more specific details on when Key Assessments for the Early Childhood education program are administered and how each aligns with the NAEYC standards and CAEP accreditation categories.

**Table 1: B.S. in ECE – Birth-Age 5 Option**

Admission to Program	Pre-Clinical Preparation	Clinical (Preschool Practicum)	Graduate
<b>Key Assessments</b>			
#7 – Documenting Child Development Project	#2 – Family project	#1 – Ecological Case Study	
#8 – Evaluation of Classroom Performance: B-3	#3 – Experience Plan & Analysis	#4 – Evaluation of Classroom Performance: Prek	
	#6 – Case Study and Curr Dev	#5 – Impact on Preschool Children’s Learning	
<b>Other critical data</b>			
Professional Behavioral Checklist – EDU 25000	Professional Behavioral Checklist – Block 1 (B-5)	Prek Practicum Survey – Students	Graduate Survey
3.0 overall GPA	3.0 overall GPA	Prek Practicum Survey – Cooperating Teacher	Employer Survey
No grade lower than a “C-” in any course	No grade lower than a “C-” in any course	Prek Practicum Survey – University Supervisor	
Practicum Evaluation – B-3 (B-5 option)			

**Table 2: B.S. in ECE – Preschool – Grade 3 Option**

Admission to Program	Pre-Clinical Preparation	Clinical (Student Teaching)	Graduate
<b>Key Assessments</b>			
#7 – Documenting Child Development Project	#1 – State Licensure Exam, Content Areas	#4 – Evaluation of Classroom Performance: Prek	#1 – State Licensure Exam, Pedagogy
	#2 – Family project	#5 – Impact on Children’s Learning (K-Primary)	
	#3 – Experience Plan & Analysis	#8 – Ecological Case Study	
	#6 – Case Study and Curr Dev		
<b>Other critical data</b>			
3.0 GPA in all courses required for major	3.0 overall GPA	Student Teaching Program Survey – Student Teachers	Graduate Survey
No grade lower than a “C-” in any course	No grade lower than a “C-” in any course	Student Teaching Program Survey – Cooperating Teacher	Employer Survey
Professional Behavioral Checklist –25000, 34900	Professional Behavioral Checklist – Block 2	Student Teaching Program Survey – University Supervisor	
State CASA exam or alternative measure			

**Table 3: Program Assessment System – Early Childhood Education**

CAEP category	B-5 Program Assessments	NAEYC Standards	P-3 Program Assessments	NAEYC Standards
Content knowledge	EDU 45000: Ecological Case Study (prek)	1, 2, 3	IN CORE exams (content & pedagogy)	1, 2, 3, 4, 5, 6
Content knowledge	EDU 32700: Family Project	2	EDU 32700: Family Project	2
Lesson plan	EDU 35200: Experience Plan & Analysis	3, 4, 5	EDU 35200: Experience Plan & Analysis	3, 4, 5
Pedagogy content knowledge	EDU 47000: NAEYC Performance Evaluation (prek)	1, 2, 3, 4, 5, 6	EDU 47000: NAEYC Performance Evaluation (prek)	1, 2, 3, 4, 5, 6
Student learning	EDU 47000: Impact on Children's Learning (prek practicum)	1, 3, 4, 6	EDU 42600: Impact on Children's Learning (K-primary)	1, 3, 4, 6
Required, open	EDU 35500: Case Study/Curr Dev	1, 3, 4	EDU 35500: Case Study/Curr Dev	1, 3, 4
Non-designated	EDU 34900: Documenting Child Development Project	1, 3, 6	EDU 34900: Documenting Child Development Project	1, 3, 6
Non-designated	EDU 47000: NAEYC Performance Evaluation (B-3)	1, 2, 3, 4, 5, 6	EDU 45000: Ecological Case Study (prek)	1, 2, 3

#### IV. Evaluation Process

As mentioned previously, some assessments you complete during courses, and some evaluate your skills when working directly with young children. Each course-based assessment will be evaluated by the instructor assigned to the course. Assessments completed during Practicum or Student Teaching experiences (Clinical) will be evaluated by a full- or part-time Purdue Fort Wayne Early Childhood SOE faculty member. In all cases, submissions will be evaluated using the rubric that accompanied the assignment/assessment tool.

#### V. Policy on Expected Levels of Performance

This policy was approved February 20, 2013, and revised Fall 2013. Your performance on the required key assessments will be combined with other students in the program to be used as Summative Assessments of our programs. In this way, the faculty can use each snapshot of performance to determine at specific points in the program what our candidates know and do not know. This will allow us to better determine the strengths and weaknesses of our programs. The *primary* function of these assessments, therefore,

is to understand how our program is preparing candidates for their future roles as teachers. However, we have also set an acceptable level of performance on each assessment; so a *secondary* function is to ensure that you and all other candidates possess the knowledge and skills measured in our system.

Most key assessments are evaluated using a 3-level rubric, with levels of Target (T), Acceptable (A), and Unacceptable (U) for several individual criteria. Acceptable and Target are considered benchmark requirements for each criterion. Specifically, you can have one criterion on the rubric evaluated as “U” and still be considered as “passing” the assessment during Pre-professional and Blocks 1 & 2 (B-5 Option) or during Pre-professional and Blocks 1, 2, & 3 (P-3 Option). If you have 2 or more criteria evaluated as “U,” you will have one opportunity during the current semester to redo the assessment for your personal learning (i.e., the data will not be entered into Taskstream). Instructors will assist you regarding those areas deemed unacceptable. If you do not improve your performance to meet the “passing” criteria described previously, you will not be able to move on in the program until that assessment is remediated during the next semester (this is in accordance with the May 2012 120-credit program plan). This may or may not mean retaking the entire course or block of courses, depending on how you performed in the course(s) overall.

For the evaluations during Clinical semester(s) (Practicum or Student Teaching), candidates are expected to successfully complete the Impact on Student Learning and the Ecological Case Study key assessments. The policy for successful completion for those assessments is similar to the other key assessments completed prior to the Practicum or Student Teaching semester. In other words, you can have one criterion area on the rubric evaluated as “U” and still be considered as “passing” the key assessment. If you have 2 or more criteria evaluated as “U,” you will have one opportunity during the current semester to redo the assessment for your personal learning (i.e., the data will not be entered into Taskstream). If you do not improve your performance to meet the “passing” criteria described previously, you will not be able to move on in the program until that assessment is remediated during the next semester (this is in accordance with the May 2012 120-credit program plan).

The policy for the FINAL CT/US NAEYC, InTASC, and Conceptual Framework Evaluations are a bit different. For the Cooperating Teacher and University Supervisor FINAL evaluations completed during the Practicum or Student Teaching, you can pass the assessments by having one criteria area on each rubric evaluated as “U”. Having 2 or more criteria evaluated as “U” on any one rubric would mean that you would receive an “I” in the course (i.e., EDU 42600 or 47000) and an “F” in EDU 50100. You would need to remediate by repeating part or all of the Student Teaching experience. A repeat of student teaching will take place in a future semester as well as in a different school/school district. The teacher candidate will be required to pay any fees for that semester.

## VI. Support for your work

The School of Education provides several modes of support to help you through the early childhood program.

## A. Education faculty

Each full-time faculty member in the School of Education is required to hold office hours each week. Schedule a time to meet with your course instructor about a key assessment. This is not an inconvenience, but rather part of each faculty member's teaching responsibility. Faculty are all available to assist – remember, our collective goal is to insure that all candidates possess the knowledge and skills measured in our system. The program benefits from helping you reach your fullest potential.

## B. Website and resources

The College of Professional Studies website has resources that can be beneficial to you. When enrolling in Taskstream you will need to have a Taskstream Self-Enrollment Code; this can be found on the [CPS website](#). In addition, important information regarding the completion of key assessments, especially the Video and Analysis, can be found there as well.

Studio M at Purdue Fort Wayne is a multimedia resource. This center has video cameras and tripods to loan to students. In addition, the center personnel can assist you with downloading, editing, splicing, and compressing your video. Read more about this valuable resource at [Studio M](#).

## C. Taskstream

The program faculty in education selected Taskstream as an electronic system for organizing, storing, and providing reports on our key assessments. It was selected for its ease of use for both students and faculty. This electronic system allows you to upload and submit your work in a way that is similar to sending an attachment in email.

To access [Taskstream](#) and start your work, you will need to purchase an account directly from Taskstream. The cost of accounts varies depending on the number of semesters you purchase access to the system. You have to enroll in one or more program(s), using a Taskstream Self-enrollment Code provided on the College of Professional Studies website (see above), in order to upload your work. You will work in a DRF – a Directed Response Folio. In other words, the program faculty has specified exactly what you need to upload and where it should be uploaded. The elementary education DRF is organized by key assessments. When you click on a key assessment, it will provide you with directions for completing it and the grading rubric.

If you are seeking Dual-Licensure in Early Childhood Education and Elementary, you will need to enroll in two programs. You will select the DRF that reflects the key assessment you are trying to upload.



If you experience problems with actions such as getting enrolled, uploading documents, or submitting your work, please contact Taskstream directly. Their Mentoring Services department hires persons who are very skilled at answering questions. Instead of getting frustrated and not working productively, contact them to get your questions answered quickly and accurately at 1-800-311-5656 or [help@taskstream.com](mailto:help@taskstream.com).

## APPENDIX: Missions, Conceptual Framework, and Standards

Your educational experiences are not organized haphazardly. Rather, faculty base the program and their teaching on a variety of sources, including, but not limited to, research-based best practices, past and current experiences in educational settings, mission statements for the university and SOE, the Conceptual Framework of the SOE, as well as state and national standards.

So that your program has a collective feel and voice, the faculty worked collaboratively to develop the missions and Conceptual Framework documents. These documents reflect the deeply held views of the faculty. These statements represent the broadest and most universal goals of the faculty as they make joint efforts to promote your development as a future educator.

Highlights of each document and, when necessary, links to the entire document follow.

### A. Purdue University Fort Wayne's Mission

Purdue Fort Wayne's mission is to educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment. Purdue Fort Wayne offers a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources (see <https://www.pfw.edu/strategic-plan/index.html>).

The framework for all of Purdue Fort Wayne's baccalaureate degrees (adopted by the Faculty Senate, April 10, 2006) further states that "Students who earn a baccalaureate degree at Purdue Fort Wayne will be able to apply their knowledge to the needs of an increasingly diverse, complex, and dynamic world." This framework includes six foundations that must be present in each baccalaureate degree offered at Purdue Fort Wayne. Thus, education majors will be expected to demonstrate:

#### Acquisition of Knowledge

Students will demonstrate breadth of knowledge across disciplines and depth of knowledge in their chosen discipline. In order to do so, students must demonstrate the requisite information-seeking skills and technological competencies.

#### Application of Knowledge

Students will demonstrate the ability to integrate and apply that knowledge, and, in so doing, demonstrate the skills necessary for life-long learning.

#### Personal and Professional Values

Students will demonstrate the highest levels of personal integrity and professional ethics.

#### A Sense of Community

Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international

communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.

#### Critical Thinking and Problem Solving

Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical-thinking abilities and familiarity with quantitative and qualitative reasoning.

#### Communication

Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.

### **B. School of Education Mission Statement**

The School of Education's mission is to prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by (adopted January 10, 1996):

Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;

Improving the human condition by creating positive learning environments;

Becoming change agents by demonstrating reflective professional practice;

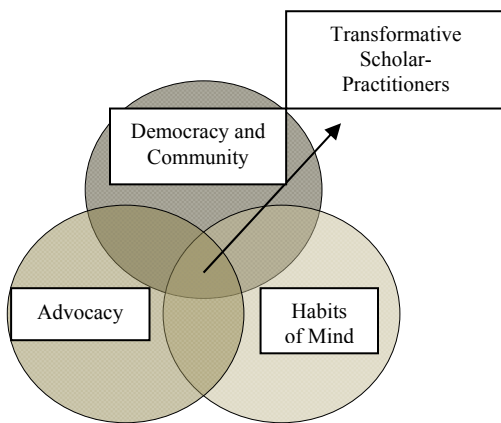
Solving client problems through clear, creative analyses;

Assessing client performance, and creating and executing effective teaching, counseling and educational leadership by utilizing a variety of methodologies reflecting current related research;

Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.

### **C. School of Education Conceptual Framework: A Transformative Scholar-Practitioner Model**

Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity.



Specifically, the SOE strives to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. We define those concepts as (adopted August 17, 2010):

### 1. Democracy and Community

Transformative scholar-practitioners need to be a part of a dynamic, diverse professional community. They actively explore what it means to live and participate in a diverse, just, and global world. They use that knowledge to inform effective practice which demonstrates their respect for and valuing of our multicultural, multilingual, and multi-abled society.

Through this they work towards developing

communities that are more cognizant of and compassionate toward democratic encounters over moral, cultural, social, political and economic differences.

**Consequently, the SOE supports transformative scholar-practitioners who strive for and create democratic, just, inclusive communities.**

### 2. Habits of Mind

Transformative scholar-practitioners develop more powerful cognition and action through their strong knowledge of content, methodologies, and exemplary practices. However, they realize that such knowledge alone is not sufficient. They practice critical thinking and reflection as they explore the reciprocal relationship between scholarship and practice. Within the context of a compassionate, caring community, transformative scholar-practitioners foster habits of minds such as investigating, inquiring, challenging, critiquing, questioning, analyzing, synthesizing, and evaluating. They view such habits of mind as necessary for engaging students, clients, community members, and the public in the process of teaching and learning. **Consequently, the SOE fosters transformative scholar-practitioners who integrate critical habits of the mind in all aspects of their professional work.**

### 3. Advocacy

Transformative scholar-practitioners develop and support the rights of students, clients, and community members as they advocate for the people they serve and the profession. They cultivate professional, public visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and the profession while inspiring their colleagues to do likewise. Transformative scholar-practitioners resolve professional and ethical challenges through the convergence of knowledge, theory, and practice. **Consequently, the SOE facilitate transformative scholar-practitioners' development as professional and community advocates.**

## D. Indiana Department of Education Standards for Early Childhood Educators Preparation

The Indiana Department of Education has created two different sets of standards that apply to your preparation as an early childhood educator. The Early Childhood Generalist Content Standards determine the content knowledge that all teachers are expected to possess and use as they create and deliver instruction to young children. Those **content standards** cover eight areas:

### Standard 1: Foundations of Scientifically Based Reading Instruction

Early Childhood teachers have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR).

### Standard 2: Components of Scientifically Based Reading Instruction

Early Childhood teachers have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading.

### Standard 3: English Language Arts

Early Childhood teachers have a broad and comprehensive understanding of fundamental concepts and processes of English language arts and demonstrate the ability to provide content-specific instruction in English language arts.

### Standard 4: Mathematics

Early Childhood teachers have fundamental computation skills and a broad and comprehensive understanding of fundamental concepts and processes of mathematics and demonstrate the ability to provide content-specific instruction in mathematics.

### Standard 5: Science

Early Childhood teachers have a broad and comprehensive understanding of fundamental concepts and processes of science and demonstrate the ability to provide content-specific instruction in science.

### Standard 6: Social Studies

Early Childhood teachers have a broad and comprehensive understanding of fundamental concepts and processes of social studies and demonstrate the ability to provide content-specific instruction in social studies.

### Standard 7: Fine Arts

Early Childhood teachers have a broad and comprehensive understanding of fundamental concepts and processes of the fine arts and demonstrate the ability to provide content-specific instruction in the fine arts.

#### Standard 8: Health, Wellness, and Physical Education

Early Childhood teachers have a broad and comprehensive understanding of fundamental concepts and processes of health, wellness, and physical education and demonstrate the ability to provide content-specific instruction in health, wellness, and physical education.

Further explanations of each content knowledge standard can be found at <http://www.doe.in.gov/licensing/repa-educator-standards>. Click on the file labeled “Early Childhood Generalist” under the heading Teacher Standards: Content.

The Indiana Department of Education also created **Developmental/Pedagogy standards** for early childhood educators covering six areas:

#### Standard 1: Child Development and Learning

Early Childhood education teachers have a broad and comprehensive understanding of young children’s development, diversity, and learning, and demonstrate the ability to provide experiences for all children that promote development and learning.

#### Standard 2: Family and Community Relationships

Early Childhood education teachers have a broad and comprehensive understanding of family and community partnerships in young children’s education, and demonstrate the ability to build effective partnerships with young children’s families and communities.

#### Standard 3: Observation, Documentation, and Assessment

Early Childhood education teachers have a broad and comprehensive understanding of observation, documentation, and assessment, and demonstrate the ability to use these procedures to positively influence development and learning for young children.

#### Standard 4: Developmentally Appropriate Methodology for Early Education

Early Childhood education teachers have a broad and comprehensive understanding of developmentally appropriate methods, instructional strategies, and learning tools, and demonstrate the ability to plan and use these methods, strategies, and tools to positively influence young children's development and learning.

#### Standard 5: Learning Environment

Early Childhood education teachers have a broad and comprehensive understanding of learning environments and demonstrate the ability to establish safe, supportive, and productive learning environments for young children.

#### Standard 6: The Professional Environment

Early Childhood education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the

ability to apply professional standards and practices to promote young children's success.

Further explanation of each Developmental/Pedagogy standard can be found at <http://www.doe.in.gov/licensing/repa-educator-standards>. Click on the file labeled "Early Childhood Education" under the heading Teacher Standards: Developmental/Pedagogy.

## E. National Association for the Education of Young Children (NAEYC) National Standards for Early Childhood Educator Preparation

Research shows that when early childhood professionals have specialized training and education, children benefit. The NAEYC (June 2011) standards describe what early childhood professionals are expected to know and do, defining essential learning outcomes in professional preparation programs. As such, these standards are designed as a way to present a shared vision of excellence for the profession ([http://www.naeycdev.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010\\_2012.pdf](http://www.naeycdev.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf)). It is clear throughout these standards that an emphasis is placed on the disposition that *each child can learn* in addition to four unifying themes:

- Shared professional values including a commitment to diversity and inclusion; respect for family, community and cultural contexts; respect for evidence as a guide to professional decisions; and reliance on guiding principles of child development and learning.
- Inclusion of the broad range of ages and settings encompassed in early childhood professional preparation. NAEYC defines early childhood as the years from birth through age 8. These standards are meant to support professional preparation across diverse work settings including infants and toddlers, primary grades, family child care, early intervention, government and private agencies, higher education institutions, and organizations that advocate on behalf of young children and their families.
- A shared set of outcomes for early childhood professional preparation. These core standards outline a set of common expectations for professional knowledge, skills and dispositions in six core areas. They express what tomorrow's early childhood professionals should know and be able to do.
- A multidisciplinary approach with an emphasis on assessment of outcomes and balanced attention to knowledge, skills and dispositions.

The NAEYC standards are comprised of six core standards as well as one for field experience:

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

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's

development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

***STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS***

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

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

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

***STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES***

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

***STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM***

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

***STANDARD 6. BECOMING A PROFESSIONAL***

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use



ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

***STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES***

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Further explanation of each NAEYC Standard can be found at <http://www.naeycdev.org/ncate/standards>; select the link entitled “2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs.”