

Side-by-Side of the 2010 NAEYC Professional Preparation Standards and the Professional Standards and Competencies for Early Childhood Educators

Please note, this chart only includes the standards statement and key elements/ key competencies for each standard. It does not include the supporting explanations for each standard. Access the full [2010 NAEYC Professional Preparation Standards](#) and the full [Professional Standards and Competencies](#).

2010 Professional Preparation Standards	Professional Standards and Competencies (2020)
Standard 1	
<p>Promoting Child Development and Learning</p> <p>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.</p>	<p>Child Development and Learning in Context</p> <p>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.</p>
<p>Key Elements</p> <p>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.</p> <p>1b: Knowing and understanding the multiple influences on early development and learning</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p>	<p>Key Competencies</p> <p>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.</p> <p>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.</p> <p>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.</p> <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>

2010 Professional Preparation Standards	Professional Standards and Competencies (2020)
Standard 2	
<p>Building Family and Community Relationships</p> <p>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.</p>	<p>Family-Teacher Partnerships and Community Connections</p> <p>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.</p>
<p>Key Elements</p> <p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>2c: Involving families and communities in young children’s development and learning</p>	<p>Key Competencies</p> <p>2a: Know about, understand, and value the diversity of families.</p> <p>2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.</p> <p>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>
Standard 3	
<p>Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>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.</p>	<p>Child Observation, Documentation, and Assessment</p> <p>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. Early childhood educators (d) build assessment partnerships with families and professional colleagues</p>
<p>Key Elements</p> <p>3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children</p> <p>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.</p> <p>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.</p>	<p>Key Competencies</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.</p> <p>3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.</p> <p>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.</p> <p>3d: Build assessment partnerships with families and professional colleagues.</p>

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.

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 Elements

- 4a:** Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b:** Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c:** Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d:** Reflecting on own practice to promote positive outcomes for each child

Key Competencies

- 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 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

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.

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.

2010 Professional Preparation Standards	Professional Standards and Competencies (2020)
<p>Key Elements</p> <p>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 and safety; and social studies.</p> <p>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p>	<p>Key Competencies</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.</p> <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> <p>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>
Standard 6	
<p>Becoming a Professional</p> <p>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.</p>	<p>Professionalism as an Early Childhood Educator</p> <p>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.</p>
<p>Key Elements</p> <p>6a: Identifying and involving oneself with the early childhood field</p> <p>6e: Engaging in informed advocacy for young children and the early childhood profession</p> <p>6b: Knowing about and upholding ethical standards and other early childhood professional guidelines</p> <p>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</p> <p>6d: Integrating knowledgeable, reflective, and critical perspectives on early education</p>	<p>Key Competencies</p> <p>6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.</p> <p>6b: Know about and uphold ethical and other early childhood professional guidelines.</p> <p>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.</p> <p>6d: Engage in continuous, collaborative learning to inform practice.</p> <p>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>