

NAEYC Professional Preparation Standards and Assessments Matrix

NAEYC STANDARDS (2010) E	ECGR 2-8 ASSESSMENTS, 5 required type (see below)							
	<u>Assessment 1</u> ECGR: licensure exam or other content assessment	<u>Assessment 2</u> ECGR: Content assessment	<u>Assessment 3</u> ECGR: Planning & implementing	<u>Assessment 4</u> CAGR: Student teaching evaluation	<u>Assessment 5</u> CAGR: Effect on child learning	<u>Assessment 6</u> ECGR: Choice Required	<u>Assessment 7</u> CAGR: Choice Optional	<u>Assessment 8</u> CAGR: Choice Optional
Standard 1 – Promoting Child Development and Learning								
·Young children’s characteristics and needs								
·Multiple influences on development and learning								
·Using developmental knowledge to create learning environments								
Standard 2: Building Family and Community Relationships								
·Family and community characteristics								
·Supportive & reciprocal family relationships								
·Involving families in child’s development								

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Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families								
·Assessment goals, benefits, and uses								
·Using appropriate assessments								
·Practicing responsible assessment								
·Assessment partnerships								
Standard 4: Using Developmentally Effective Approaches to Connect with Children & Families								
·Understanding positive relationships and supportive interactions								
·Effective strategies and tools								
·Developmentally appropriate teaching/learning approaches								
·Reflecting on own practice to promote positive outcomes								

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Standard 5: Using Content Knowledge to Build Meaningful Curriculum								
·Understanding content knowledge and resources								
·Knowing & using central concepts, inquiry tools, and structures of content areas								
·Designing, implementing and evaluating meaningful, challenging curricula								
Standard 6: Becoming a Professional								
·Professional EC involvement								
·Ethical standards								
·Continuous learning								
·Integrating multiple perspectives								
·Engaging in advocacy								

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Standard 7: Field Experiences <i>NCATE Programs: Address in Program Report, Section 1 – Context, #2</i>								
two of the three early age groups								
two of the three main types of early age settings								