

## Appendix A: Standards and Competencies Leveling

*“...in practice it is important that preparation at the baccalaureate/initial master’s degree works to support integration across disciplinary content knowledge an early childhood knowledge. Greater breadth and depth across and within the disciplines, combined with upper level coursework in early childhood development and learning, is necessary to more fully understand subject matter content, the developmental progression of children’s thinking and understanding for different content areas including variations for monolingual compared to multilingual children, and the instructional tasks and strategies that are culturally and linguistically responsive for each child across the full birth through age 8 span. This is essential for educators to make more nuanced decisions regarding teaching and curriculum in their settings.”*  
*Transforming the Workforce*

### **Introduction**

***This leveling 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 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. In addition, the Framework recognizes the current reality for those educators in our field who have gained deep knowledge and expertise through experience and is rooted in the knowledge that 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; and the content within and across professional preparation programs varies widely.

Hence the recommendations in the 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 levels 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 level are expected to have mastery of the standards and competencies needed to effectively work within their scope of practice.

## **How the Leveling Will be Used**

The intention of the following leveling guide is to help the early childhood ecosystem (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 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* at the ECE I, II, and III levels. Accreditors and professional preparation programs might also set requirements for programs related to field experiences at each designation level.

## **A Note about Professional Preparation and Professional Development**

Professional preparation programs, particularly in institutions of higher education, are comprised of multiple components that address a broad array of content beyond early childhood education. These include general education courses as well as pedagogy and other education courses. As individuals progress through the ECE I, II, and III pathways, the level of depth and access to this content grows. The Standards and Competencies Leveling only addresses early childhood content knowledge and skills as laid out in the Professional Standards and Competencies for Early Childhood Educators. Where there may be similarities, particularly across the ECE II and ECE III columns, in the leveling, there are certainly other components of professional preparation, not reflected in the leveling chart, that differentiate and deepen the knowledge and skills that completers/graduates of professional preparation programs acquire.

The Unifying Framework prioritizes an equity-oriented approach that increases access to and attainment of credentials at the ECE I, II and III levels with a clear audacious vision for a future where every early childhood educator holds an ECE III credential. The Unifying Framework acknowledges that individuals at the ECE I, II, and III levels each bring important skills and knowledge to their practice, and their associated professional preparation programs play an important role in ensuring that the workforce is sufficiently prepared to work effectively with young children and their families. The audacious vision points to the existing benefits of baccalaureate-level preparation and will require important shifts for ECE III professional preparation programs.

- Because individuals at the ECE III level must be prepared to serve as lead educators across the birth through age eight age band, their preparation (120 credit hours compared to 60 credit hours at the ECE II level) will include additional early childhood courses and more field experiences with young children across the full age band.
- Because individuals at the ECE III will have supervisory responsibility for individuals in ECE I and ECE II roles, their preparation must include a focus on supervision skills and team building.
- Because the ECE III level represents baccalaureate/initial master's degree preparation, these individuals will have more general education knowledge across and within disciplines, which will contribute to their ability to create more nuanced curriculum in their settings.
- In general, bachelor's degree programs, because of the length of the program (120 credit hours), can provide more opportunities for supervised and sustained field experience in multiple settings. This has significant implications for candidates' opportunities to practice applying the knowledge and skills articulated in the Professional Standards and Competencies for Early Childhood Educators and to have multiple experiences working with young children and their families prior to completing the program.

[Placeholder for graphic that will describe the progression of knowledge and practice that builds in ECE I, II and III professional preparation programs]

Professional development is an important part of early childhood educators' preparation and development continuum. While professional preparation programs provide critical exposure to the standards and competencies, structural limits of 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, particularly as it relates to 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 practices.

### **About the Leveling**

Given that the scopes of practice for each designated level determine the necessary depth and breadth<sup>1</sup> of mastery of the competencies, **ECE I practitioners are expected to demonstrate introductory knowledge and application of the standards and competencies and to be mentored and supported through reflective supervision in strengthening their application of the standards. ECE II and ECE III practitioners are expected to have enough mastery to be responsible for lead roles in birth through age 5 settings and birth through age 8 settings, respectively.** For each

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<sup>1</sup> Define "depth and breadth"

designation – ECE I, II, and III - the level of responsibilities within the scopes of practice increases related to whether the practitioner has support or lead responsibilities for working with particular age groups, in selecting and administering assessments, implementing curriculum, working in complex practice environments and having supervisory capacity.

The reader will note similarities in the expectations of standards and competencies between the ECE II and the ECE III. These similarities are primarily based on hours of content exposure in early childhood education 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.

The chart below provides an underlying explanation for the distinctions between ECE I, ECE II, and ECE III based on the recommendations generated in Decision Cycles 3,4, 5 and 6 of Power to the Profession.

	ECE I	ECE II	ECE III
<b><i>Expectations during preparation regarding depth of mastery of the competencies</i></b>	<p><b>Professional Training Program (at least 120 hours) completers</b> are <i>introduced</i> to all professional standards and competency areas.</p> <p><b>Professional Training Program (at least 120 hours) completers</b> can apply their <i>introductory</i> knowledge and understanding<sup>2</sup> of all the professional standards and competency areas.</p>	<p><b>Associate degree graduates</b> know and understand the <i>essential</i> aspects of all professional standards and competency areas <i>with a dedicated focus on young children in birth through age 5 settings</i>.</p> <p><b>Associate degree graduate</b> can apply their <i>essential</i> knowledge and understanding<sup>3</sup> of all the professional standards and competency areas, including age-appropriate content pedagogy, <i>with a dedicated focus on young children in birth through age 5 settings</i>.</p>	<p><b>Bachelor’s degree graduate or Master’s degree graduate (initial prep)</b> know and understand the <i>essential</i> aspects of all professional standards and competency areas <i>with a dedicated focus on young children in birth through age 8 settings</i>.</p> <p><b>Bachelor’s degree graduate or Master’s degree graduate (initial prep)</b> can apply their <i>essential</i> knowledge and understanding of all the professional standards and competency areas, including age-appropriate content pedagogy, <i>with a dedicated focus on young children in birth through age 8 settings</i>.</p>

<sup>2</sup> Define introductory knowledge and understanding

<sup>3</sup> Define essential knowledge and understanding

<p><b>Expectations regarding responsibilities for practice</b></p>	<p><b>Birth–age 8 Settings: Professional Training Program (at least 120 hours)</b> 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.</p>	<p><b>Birth-age 5 Settings:</b>* <b>Associate degree graduate</b> can be responsible for developing and sustaining high-quality development and learning environments <i>with staffing models that provide frequent access to ECE IIIs for guidance.</i></p> <p><b>Kindergarten*–age 8 Settings:</b> <b>Associate degree graduate</b> can <i>help</i> develop and sustain high quality development and learning environments.</p> <p><b>Associate degree graduate</b> can serve as effective members of ECE teaching teams and <i>can guide the practice of ECE I.</i></p> <p><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></p>	<p><b>Birth–age 8 Settings: Bachelor’s degree graduate or Master’s degree graduate (initial prep)</b> can be responsible for developing and sustaining high-quality development and learning environments without the need for guidance.</p> <p><b>Bachelor’s degree graduate or Master’s degree graduate (initial prep)</b> can serve as effective members of ECE teaching teams and can guide the practice of ECE I’s and II’s.</p>
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**STANDARDS AND COMPETENCIES BY LEVEL**

**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.**

	<b>ECE I</b>	<b>ECE II</b>	<b>ECE III</b>
	<p>Mastery of competencies in this column address <b>introductory knowledge and practice expected for working with children in birth through age eight settings</b> as would be commensurate to the skill and knowledge acquisition of a <b>professional training program</b> (minimum 120 hours)</p>	<p>Mastery of competencies in this column address <b>essential knowledge and practice expected for working with children in birth through age five settings</b> as would be commensurate to the knowledge and skill acquisition of an <b>associate degree program</b></p>	<p>Mastery of competencies in this column address <b>essential knowledge and practice expected for working with children in birth through age five settings as well as in <u>kindergarten through age eight settings</u></b> as would be commensurate to the knowledge and skill acquisition of a <b>bachelor's degree or initial preparation master's degree (i.e., first degree in early childhood education) program</b></p>
<b>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.</b>	<p>Identify and understand fundamental theoretical models of developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains</p>	<p>Understand the theoretical perspectives and core research base of the developmental periods of early childhood and how development and learning intersect across the domains</p>	<p>Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base of the developmental periods of early childhood and how development and learning intersect across the domains</p>

	Identify critical aspects of brain development including executive function, learning motivation, and life skills	Understand brain development in young children including executive function, learning motivation and life skills	Understand and explain 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	Understand how biology, environment, protective, and adverse factors impact children's development and learning	Explain how and why biology, environment, protective, and adverse factors impact children's development and learning
	Understand the importance of social interaction, relationships and play	Understand how social interaction, relationships and play are central to children's development and learning	Explain why social interaction, relationships and play are central to children's development and learning
			Understand the limitations of child development theories and research based primarily on a normative perspective of white, middle-class children
<b>1b: Understand and value each child as an individual with unique developmental variations, ability to make choices, strengths, interests, challenges, approaches to learning, experiences and abilities.</b>	Identify how each child develops as an individual	Use research and professionally recognized terminology to understand and articulate how each child is an individual with unique developmental variations, ability to make choices, strengths, interests, challenges, approaches to learning, experiences and abilities	
	Engage in responsive, reciprocal relationships with babies,		

	toddlers, preschoolers and children in early school grades		
		Understand 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	Understand developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children	
<b>1c: Understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, early learning settings as well as within a larger societal context that includes structural inequities.</b>	Understand family, social, cultural and community influences on children’s learning and development	Understand the theoretical perspectives and core research base that shows that family and societal contexts influence young children’s development and learning	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base that shows that family and societal contexts influence young children’s development and learning
		Understand that 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	Understand how structural inequities and trauma adversely impact young children’s learning and development	Understand and articulate how structural inequities and trauma adversely impact young children’s learning and development
	Know that quality early childhood education influences children’s lives	Understand how quality early childhood education influences children’s lives	Explain how and why quality early childhood education influences children’s lives
<b>1d: Use this multidimensional knowledge (developmental period of early childhood, individual child, development and learning in cultural contexts) to make evidence-based decisions that support each child.</b>	Support (with guidance and supervision) 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 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	Generate knowledge to contribute to 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

		responsive, supportive and challenging for each child	
			Provide guidance and supervision to ECE I and ECE II practitioners in making evidence-based decisions
<b>2a: Know about, understand and value the diversity of families.</b>	Identify and understand diverse characteristics of families and the many influences on families Identify stages of parental and family development	Understand the theoretical perspectives and core research base on family structures and stages of parental and family development	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base family structures and stages of parental and family development
	Understand 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	Understand the theoretical perspectives and core research base about 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	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base 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
	Understand that children can thrive across diverse family structures and that all families bring strengths	Understand the importance of building on the assets and strengths that families bring	
<b>2b: Collaborate as partners with families in young children’s development and learning through respectful and reciprocal relationships and engagement.</b>	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	Use strategies to support positive parental and family development	

	their children's learning and 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	
	Identify effective strategies for building reciprocal relationships and use those to learn with and from family members	Understand a broad repertoire of strategies for building relationships and use those to learn with and from family members	Understand a broad repertoire of strategies for building reciprocal relationships, <i>with a particular focus on cultural responsiveness</i> , and use those to learn with and from family members
	Under the supervision of ECE II and ECE III practitioners, initiate and begin to sustain respectful relations with families and caregivers that take families' preferences, values and goals into account	Independently, and in supervising ECE I practitioners, 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	Independently, and in supervising ECE I and ECE II practitioners, 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	
<b>2c: Use community resources to support young children’s learning and development and to support families, and they build partnerships between early learning settings, schools and community organizations and agencies.</b>	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)

<b>3a: Understand that assessment (formal and informal, formative and summative) is conducted to make informed choices and for planning in early learning settings.</b>	Identify and understand the central purposes of assessment	Understand the theoretical perspectives and core research base regarding the purposes and use of assessment	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base regarding the purposes and uses of 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 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	
		Understand that assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children	
<b>3b: Know a wide-range of types of assessments, their purposes and their associated methods and tools.</b>	Identify common types of assessments that are used in early learning settings	Understand the structure, strengths, and limitations of a variety of assessment methods	Understand the structure, strengths, limitations, validity and reliability of a variety of assessment methods and tools,

		and tools used with young children	including formative and summative, qualitative and quantitative, and standardized assessment tools, used with young children
	Understand the components of an assessment cycle including the basics of conducting systematic observations	Understand the components of an assessment cycle including the basics of conducting systematic observations and interpreting those observations	Understand 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
<b>3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child.</b>	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)
	Under the supervision of ECE II and ECE III practitioners, 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	
	Understand 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	
	Understand legal and ethical issues connected to assessment practices	Understand the limitations of various assessment tools and minimize the impact of these tools on young children	Understand the research base and theoretical perspectives behind harmful uses of biased or inappropriate assessments  <i>Understand 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</i>
		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, <i>differentiating for all</i>

			<i>children including those who are exceptional learners</i>
		Identify implicit bias or the potential for implicit bias in their own assessment practices and use of assessment data	
			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
<b>3d: Build assessment partnerships with families and professional colleagues</b>	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	
		Know 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	
<b>4a: Understand and use positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.</b>	Establish positive and supportive relationships and interactions with young children	Understand 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	Critically analyze, synthesize and generate new knowledge about 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
	Understand that each child brings individual experiences, knowledge, interests, abilities, culture and languages to the early learning setting	Take primary responsibility for (and support ECE I practitioners in) creating a classroom culture that respects and builds on all that children bring to the early learning setting	Take primary responsibility for (and support ECE I and ECE II practitioners in) 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		
<b>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</b>	Understand that there are 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.	Understand the theoretical perspectives and core research base about various teaching strategies used with young children	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base on various instructional practices used with young children

<p><b>executive function skills is critical for young children.</b></p>	<p>Under supervision of ECE II and ECE III practitioners, 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>Differentiate teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children</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>
<p><b>4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect universal design for learning principles.</b></p>	<p>Under supervision of ECE II and ECE III practitioners, use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management</p>	<p>Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development and learning and classroom management</p>	<p>Guide and supervise ECE I and ECE II practitioners in implementing effective teaching practices and learning environments</p>
		<p>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</p>	

		materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines	
<b>5a: Understand content knowledge and resources—the central concepts, methods, inquiry and application tools, and structures—of the academic disciplines in an early education curriculum.</b>	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 <sup>4</sup>	Has preparation in a broad range of general education content areas as demonstrated through holding a baccalaureate degree <sup>5</sup>
<b>5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the educator knowledge and practices described in Standards One through Four to support young children’s learning in each content area</b>	Understand how young children learn across core content areas	Understand how children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions	Critically analyze, synthesize and generate new knowledge about the theoretical perspectives and research base undergirding pedagogical content knowledge
		Understand how to engage 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 each curriculum area	Analyze models of engaging 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 each curriculum area
<b>5c: Modify teaching practices by applying, expanding, integrating and updating their content</b>	Identify early learning standards relevant to their state and/or early learning setting		

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

<sup>5</sup> Settings/states might consider an equivalent credential for a practitioner whose postsecondary preparation took place outside the United States

<b>knowledge in the disciplines, knowledge of curriculum content resources, and pedagogical content knowledge.</b>			
	Under guidance and supervision of ECE II and ECE III practitioners, support implementation of curriculum across content areas	Combine their 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	Critically analyze the content in an integrated curriculum across content areas for birth-age 8 settings  Supervise ECE II and ECE III practitioners in implementation of integrated curriculum across content areas
		Under guidance and supervision of ECE III practitioners, support the implementation of curriculum across content areas for K-3 settings	
		Use resources from professional organizations representing content areas to support instructional practice	
<b>6a: Identify and involve oneself with the early childhood field and serve as an informed advocate for young children, families and the profession.</b>	Identify as a committed professional in the early childhood education field  Be a member of a professional early childhood education organization (at the local, state, or national level)	Understand distinctive history, knowledge base, and mission of the early childhood education profession and the early childhood field as a whole	Take responsibility for increasing the stature of the early childhood field
	Identify basic professional and policy issues in the profession, such as compensation and financing of the early education system; standards setting and	Understand the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of	

	assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues	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	
	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	Understand the basics of how public policies are developed  Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings <i>as well as in broader contexts such as at the local, state, federal or national levels</i>	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 <i>or global</i> levels
<b>6b: Know about and uphold ethical and other early childhood professional guidelines</b>	Understand 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		
	Understand 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	Understand, reflect upon, and integrate professional guidelines such as national, state, or local standards and regulations and position statements from professional associations as	Understand the background and significance of professional guidelines such as national, state, or local standards and regulations and position

	Understand the basic elements of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations	appropriate for the role/designation in the profession	statements from professional associations
<b>6c. Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and work with families and colleagues.</b>	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		
	Supports communication with families in their preferred language		
	Use clear and positive language and gestures with young children  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		Facilitate ECE I and ECE II practitioners in using positive communication and technology with children and families
		Conduct sensitive, challenging conversations with young	Support ECE I and ECE II practitioners in conducting challenging conversations with

		children, their families, and colleagues	young children, their families, and colleagues
<b>6d: Engage in continuous, collaborative learning to inform practice</b>	Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children	Have an introductory understanding of the research base and theoretical perspectives related to continuous and collaborative learning and leadership	Understand the research-base and theoretical perspectives related to continuous and collaborative learning and leadership
	<p>Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines</p> <p>Participate in and act on guidance and reflective supervision related to strengths and areas for growth.</p>	Lead teaching teams <i>in birth through age 5 settings</i> 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	<p>Lead teaching teams <i>in birth through age 8 settings</i> 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</p> <p>Lead collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines</p>
<b>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.</b>	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 critical inquiry	
	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		
	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