

National Standards for Early Childhood Educators

| Professional Organization | Focus | Levels of Standards | Level of Impact | Rubrics |
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| <p>National Association for the Education of Young Children (NAEYC)</p> <p><i>Preparing Early Childhood Professionals. NAEYC's Standards for Programs</i></p> <p>Age range: 0-8</p> | <p>Professional preparation standards for 4-year and graduate early childhood or blended programs in IHEs and Associate standards for 2-year programs</p> | <p>Standards are organized into three levels of <i>standards</i>: Associate, Initial Licensure, and Advanced.</p> <p>There are five <i>core standards</i> (broad areas of content) that are identical for the three levels.</p> | <p>Each core standard is accompanied by "key elements."</p> <p>The key elements identify broad areas of knowledge and skills for the core standard.</p> | <p>Strategies for faculty to use to assess candidate (student) competence are provided for each level.</p> |
| <p>Division of Early Childhood (DEC)</p> <p><i>Early Childhood Special Education/Early Intervention (birth to age 8) Professional Standards and Specialist Standards with CEC Common Core Content</i></p> | <p>Personnel standards for 4-year and graduate early childhood special education/early intervention or blended programs in IHEs</p> | <p>Standards are organized around two levels: Professional Standards for initial preparation and Specialist Standards for advanced preparation.</p> | <p>Each standard includes two sections: knowledge and skills.</p> <p>The skills are listed in broad terms, not observable skills.</p> | <p>No</p> |
| <p>Child Development Associate (CDA)</p> <p><i>The Child Development Associate Assessment System and Competency Standards</i></p> <p>Age range: 0-5</p> | <p>Competency standards for individual child care providers without degrees. Leads to CDA certification</p> | <p>Competencies are not organized into levels.</p> | <p>There are six Competency Goals (broad content areas); within each Competency Goal are Functional Areas which describe the key tasks for that competency goal.</p> <p>Examples are provided for each Functional Area; some examples describe knowledge and some are observable skills.</p> | <p>Competence is measured through a teacher-created Professional Resource File, Parent Opinion Questionnaires, formal observations, and a written tests and oral interview.</p> <p>Assessment materials are submitted to the Council for Professional Recognition for approval.</p> |
| <p>National Board for Professional Teaching Standards (NBPTS)</p> <p><i>NBPTS Early Childhood Generalist Standards for Teachers of Children Ages 3-8.</i></p> | <p>Standards for individual early childhood teachers with a minimum of a BA degree. Leads to NBPTS certification.</p> | <p>There are nine Early Childhood Generalist Standards. The standards are not organized into levels.</p> | <p>The standards describe areas of teaching, not observable skills.</p> | <p>Competence is measured through performance-based assessment including portfolios, video tapes, self assessment as well as more formal assessment activities, Assessment materials are submitted to a board for rating</p> |