



NEW/REVISED PROGRAM EARLY CHILDHOOD EDUCATION

2021 Standards (Effective March 2023)

INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:

(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)

Please check the area below that applies:

- a. New program to Educator Preparation Unit
- b. Program previously determined not recognized
- c. Program previously dropped or put on hiatus
- d. Program previously determined recognized with conditions by a SPA with conditions other than data
- e. Program resubmitting for initial approval due to revised standards
- f. Program resubmitting due to significant changes within the program

Review Criteria

- Program alignment to standards

Recognition Decisions

- **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
- **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

1. **University:**

2. **Program Name:**

Program
3. **Compiler:**

Date of
4. **Submission:**

5. ACCREDITED EDUCATOR PREPARATION PROVIDERS SEEKING TO ADD A NEW PROGRAM TO CURRENT CERTIFICATION OFFERINGS MUST SUBMIT THE FOLLOWING DOCUMENTATION:

- Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.
- Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

6. ALL PROGRAMS SHOULD ATTACH THE FOLLOWING ITEMS:

- Program Plan of Study that provides:
 - Coursework required of all candidates (include coursework that meets the 4X12 requirement)
 - Clear information about the sequence in which candidates take courses
 - Description of required field experiences/student teaching to include number of hours

7. IDENTIFY THE COURSES (FROM THE PLAN OF STUDY) AND COURSE DESCRIPTIONS THAT ADDRESS THE STANDARDS IN THE CHART BELOW:

Standard	Course(s)	Course Description(s)
<p>Standard 1: Child Development and Learning in Context <i>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..</i></p>		
<p>1.1 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>1.2 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>1.3 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>		

Standard	Course(s)	Course Description(s)
<p>1.4 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>		
<p>Standard 2: Family-Teacher Partnerships and Community Connections</p> <p><i>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.</i></p>		
<p>2.1 Know about, understand, and value the diversity of families.</p>		
<p>2.2 Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.</p>		
<p>2.3 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	Course(s)	Course Description(s)
<p>Standard 3: Child Observation, Documentation, and Assessment <i>Early childhood educators (a) understand that the primary purpose of assessment 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.</i></p>		
<p>3.1 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>3.2 Know a wide range of types of assessments, their purposes, and their associated methods and tools.</p>		
<p>3.3 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>3.4 Build assessment partnerships with families and professional colleagues.</p>		
<p>Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices <i>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</i></p>		

Standard	Course(s)	Course Description(s)
<i>linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.</i>		
4.1 Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.		
4.2 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 are critical for young children.		
4.3 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.		
<p><i>Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</i></p> <p><i>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.</i></p> <p><i>They (a) understand the central concepts, methods and tools of inquiry, and 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,</i></p>		

Standard	Course(s)	Course Description(s)
<i>implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.</i>		
5.1 Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.		
5.2 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.		
5.3 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><i>Standard 6: Professionalism as an Early Childhood Educator</i></p> <p><i>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.</i></p>		
6.1 Identify and involve themselves with the early childhood field and serve as informed		

Standard	Course(s)	Course Description(s)
advocates for young children, families, and the profession.		
6.2 Know about and uphold ethical and other early childhood professional guidelines.		
6.3 Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.		
6.4 Engage in continuous, collaborative learning to inform practice.		
6.5 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.		