CE100 Unit 8

Reflecting on Standards

You can probably think of your own personal standards for being a highly qualified, competent early childhood professional. Some standards that come to mind include being knowledgeable, professional and dedicated to your field. Your own personal standards may be similar to, or far surpass the professional standards of career-related organizations, but in any case, you want to give some good thought to how you plan on meeting standards in the field.

The program outcomes that you were introduced to back in unit 1 also help you to move towards standards in the field. Now is a good time to take stock of some of the different kinds of standards that apply to this career.

**Early Childhood Development Program Outcomes**

These are the program outcomes that you are seeking to meet as you work on your degree plan. Reflect on how these outcomes can move you towards your own personal and the professional standards of the field.

- Demonstrate the ability to apply knowledge of child development and learning theory in early childhood settings;
- Demonstrate an understanding of the development and implementation of strategies for building family and community relationships;
- Identify developmentally appropriate observational and assessment;
- Demonstrate the ability to use developmentally appropriate principles, tools and practices to create effective learning environments for young children;
- Demonstrate use of professional standards, ethical values, critical inquiry and advocacy practices of the Early Childhood field; and,
• Demonstrate an understanding of the importance of individuality and cultural diversity of children and their families to learning and development.

NAEYC Professional Preparation Standards

Think about what the following NAEYC Professional Preparation Standards are all about. How will these topics help you to be a highly qualified early childhood educator?

• **Standard 1:** Promoting Child Development and Learning
• **Standard 2:** Building Family and Community Relationships
• **Standard 3:** Observing, Documenting and Assessing to Support Young Children and Families
• **Standard 4:** Using Developmentally Effective Approaches to Connect with Children and Families
• **Standard 5:** Using Content Knowledge to Build Meaningful Curriculum
• **Standard 6:** Becoming a Professional

NAEYC Early Childhood Program Standards

How do the following program standards ensure the program you follow provides the best early childhood experience for children?

**Standard 1: Relationships** - positive relationships among children and adults

**Standard 2: Curriculum** - promotes learning and development in all developmental domains including social, emotional, physical, language and cognitive

**Standard 3: Teaching** - use of developmentally, culturally and linguistically appropriate teaching practices to fulfill program goals
Standard 4: Assessment - use of ongoing, formal and informal assessment approaches for making decisions

Standard 5: Health - nutritional and health needs are addressed

Standard 6: Teachers - use of highly qualified, committed teachers dedicated to professional development

Standard 7: Families - collaborative relationships with families are sensitive to language and cultural diversity

Standard 8: Community Relationships - use of community resources and relationships to support program

Standard 9: Physical Environment - safe and healthy indoor and outdoor environment (facilities, equipment, materials)

Standard 10: Leadership and Management - policies, procedures support staff, children and families

As you prepare to complete the unit 8 project, think about what “standards” mean to you and how they can affect your work in the early childhood field.