

NAEYC National Association for the Education for Young Children standards (preview)

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Students must earn a 3 or higher on each standard in order to successfully meet this critical performance.

Check Performance Levels Type in Points

Element	Levels of Performance					
1. Student's Name:						
2. Cooperating District:						
3. Cooperating School:						
4. Cooperating Teacher:						
5. University Supervisor:						
<p>6. Promoting Child Development and Learning.</p> <p>Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</p>	<p>Well Above the Standard(5): Candidate demonstrates exceptional application of NAEYC standard.</p>	<p>Above the Standard (4): Candidate independently, accurately, and consistently demonstrates application of NAEYC standard.</p>	<p>Meets the Standard (3): Candidate consistently and accurately demonstrates application of NAEYC standard with little guidance.</p>	<p>Approaches the Standard (2): Candidate demonstrates some inconsistencies and inaccuracies with NAEYC standard and is dependent on guidance.</p>	<p>Little Evidence (0-1): Candidate has difficulty with NAEYC standard even with guidance.</p>	

<p>7. Building Family and Community Relationships.</p> <p>Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</p>	<p>Well Above the Standard(5): Candidate demonstrates exceptional application of NAEYC standard.</p>	<p>Above the Standard (4): Candidate independently, accurately, and consistently demonstrates application of NAEYC standard.</p>	<p>Meets the Standard (3): Candidate consistently and accurately demonstrates application of NAEYC standard with little guidance.</p>	<p>Approaches the Standard (2): Candidate demonstrates some inconsistencies and inaccuracies with NAEYC standard and is dependent on guidance.</p>	<p>Little Evidence (0-1): Candidate has difficulty with NAEYC standard even with guidance.</p>
<p>8. Observing, Documenting, and Assessing to Support Young Children and Families.</p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to</p>	<p>Well Above the Standard(5): Candidate demonstrates exceptional application of NAEYC standard.</p>	<p>Above the Standard (4): Candidate independently, accurately, and consistently demonstrates application of NAEYC standard.</p>	<p>Meets the Standard (3): Candidate consistently and accurately demonstrates application of NAEYC standard with little guidance.</p>	<p>Approaches the Standard (2): Candidate demonstrates some inconsistencies and inaccuracies with NAEYC standard and is dependent on guidance.</p>	<p>Little Evidence (0-1): Candidate has difficulty with NAEYC standard even with guidance.</p>

<p>positively influence children's development and learning.</p>						
<p>9. Teaching and Learning.</p> <p>Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p>	<p>Well Above the Standard(5): Candidate demonstrates exceptional application of NAEYC standard.</p>	<p>Above the Standard (4): Candidate independently, accurately, and consistently demonstrates application of NAEYC standard.</p>	<p>Meets the Standard (3): Candidate consistently and accurately demonstrates application of NAEYC standard with little guidance.</p>	<p>Approaches the Standard (2): Candidate demonstrates some inconsistencies and inaccuracies with NAEYC standard and is dependent on guidance.</p>	<p>Little Evidence (0-1): Candidate has difficulty with NAEYC standard even with guidance.</p>	
<p>10. Becoming a Professional.</p> <p>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who</p>	<p>Well Above the Standard(5): Candidate demonstrates exceptional application of NAEYC standard.</p>	<p>Above the Standard (4): Candidate independently, accurately, and consistently demonstrates application of NAEYC standard.</p>	<p>Meets the Standard (3): Candidate consistently and accurately demonstrates application of NAEYC standard with little guidance.</p>	<p>Approaches the Standard (2): Candidate demonstrates some inconsistencies and inaccuracies with NAEYC standard and is dependent on guidance.</p>	<p>Little Evidence (0-1): Candidate has difficulty with NAEYC standard even with guidance.</p>	

demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

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