



## Revised Associate Degree Standards and Supportive Skills

### **Standard 1: Promoting Child Development and Learning**

- 1a:** Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b:** Knowing and understanding the multiple influences on early development and learning
- 1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

### **Standard 2: Building Reciprocal Family and Community Relationships**

- 2a:** Knowing about and understanding diverse family and community characteristics
- 2b:** Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c:** Involving families and communities in young children's development and learning

### **Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**

- 3a:** Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b:** Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
- 3c:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection.
- 3d:** Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.

### **Standard 4: Using Developmentally Effective Approaches**

- 4a:** Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b:** Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c:** Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d:** Reflecting on own practice to promote positive outcomes for each child

### **Standard 5: Using Content Knowledge to Build Meaningful Curriculum**

- 5a:** Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c:** Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child..

### **Standard 6: Becoming a Professional**

- 6a:** Identifying and involving oneself with the early childhood field
- 6b:** Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c:** Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d:** Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e:** Engaging in informed advocacy for young children and the early childhood profession.