

NAEYC, CEC, and TESOL Correlation Matrix

Standard Summary*	Chapter Number and Topic
<p>NAEYC Standard 1. Promoting Child Development and Learning</p> <p>Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.</p> <p>1a: Knowing and understanding young children's characteristics and needs 1b: Knowing and understanding the multiple influences on development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>	<p>1 What Makes a High-Quality Early Childhood Education Professional? 1 Professional Standards for Early Childhood Educators 2 Family, Neighborhood, and Community Characteristics 2 Children with Disabilities 4 Setting Up the Environment 4 Daily Schedule 4 Play 4 Interactions 5 Theoretical Accounts: Approaches to Learning 5 Features of Approaches to Learning 6 Theoretical Accounts: Social and Emotional Development 6 Features of Social and Emotional Development 7 Theoretical Accounts: Cognitive Development and Learning 7 Features of Cognitive Development and Learning 8 Theoretical Accounts: Using and Understanding Language 8 Features of Language Development 9 Theoretical Accounts: Physical Development 9 Features of Physical Development 10 International Perspectives</p>
<p>CEC Standard 2: Development and Characteristics of Learners</p> <p>Specialized knowledge or skills in early childhood special education includes the following:</p> <p>2a. Theories of typical and atypical early childhood development 2b. Effect of biological and environmental factors on prenatal, perinatal, and postnatal development 2c. Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children 2d. Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse 2e. Impact of medical conditions on family concerns, resources, and priorities 2f. Childhood illnesses and communicable diseases</p>	
<p>TESOL Domain 1. Language</p> <p>Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to support English-language learners' language and literacy development and content area achievement. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into the following do not prescribe an order:</p> <p>1.a. Language as a system 1.b. Language acquisition and development</p>	
<p>NAEYC Standard 2. Building Family and Community Relationships</p> <p>Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They 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>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 their children's development and learning</p>	<p>1 What Makes a High-Quality Early Childhood Education Professional? 1 Professional Standards for Early Childhood Educators 2 Family, Neighborhood, and Community Characteristics 4 Setting Up the Environment 4 Interactions 4 Building Relationships with Families 5 Features of Approaches to Learning 6 Features of Social and Emotional Development 7 Features of Cognitive Development and Learning 8 Features of Language Development 9 Features of Physical Development</p>
<p>CEC Standard 3: Individual Learning Differences</p> <p>Specialized knowledge or skills in early childhood special education includes the following:</p> <p>3a. Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity</p>	
<p>TESOL Domain 2, Standard 2. Culture as It Affects Student Learning</p> <p>Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.</p>	

*From NAEYC. (2009). *Position statement. NAEYC Standards for Early Childhood Professional Preparation Programs*. Washington, DC: Author; reprinted with permission from the National Association for the Education of Young Children (NAEYC). A full-text version of the position statement is available at www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf; Council for Exceptional Children, "What Every Special Educator Must Know," www.cec.sped.org, Professional Development, Professional Standards, click on Download the Free PDF under the "Red Book," Sixth Edition, Revised; reprinted by permission; Teachers of English to Speakers of Other Languages. (n.d.). *TESOL/NCATE standards for P-12 teacher education programs*. Retrieved January 29, 2011, from http://www.tesol.org/s_tesol/secss.asp?CID=219&DID=1689; reprinted by permission.

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<p>NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They 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 positively influence the development of every child.</p> <p>3a: Understanding the goals, benefits, and uses of assessment 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child 3d: Knowing about assessment partnerships with families and with professional colleagues</p>	<p>1 What Makes a High-Quality Early Childhood Education Professional? 1 Professional Standards for Early Childhood Educators 5 Assessing Approaches to Learning 6 Assessing Social and Emotional Development 7 Assessing Cognition 8 Assessing Language 9 Assessing Physical Development</p>
<p>CEC Standard 8: Assessment</p> <p>Specialized knowledge or skills in early childhood special education includes the following:</p> <p>8a. Assess the development and learning of young children 8b. Select, adapt and use specialized formal and informal assessments for infants, young children, and their families 8c. Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans 8d. Assist families in identifying their concerns, resources, and priorities 8e. Participate and collaborate as a team member with other professionals in conducting family-centered assessments 8f. Evaluate services with families</p>	
<p>TESOL Domain 4. Assessment</p> <p>Candidates understand issues and concepts of assessment and use standards-based procedures with English-language learners.</p> <p>4.a. Issues of assessment for English-language learners 4.b. Language proficiency assessment 4.c. Classroom-based assessment</p> <p>Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.</p>	
<p>NAEYC Standards 4 and 5. Using Developmentally Effective Approaches to Connect with Children and Families; Using Content Knowledge to Build Meaningful Curriculum</p> <p>Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.</p> <p>4a: Understanding positive relationships and supportive interactions as the foundation of their work with children 4b: Knowing and understanding effective strategies and tools for early education 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches 4d: Reflecting on their own practice to promote positive outcomes for each child</p> <p>Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.</p>	<p>1 What Makes a High-Quality Early Childhood Education Professional? 1 Professional Standards for Early Childhood Educators 4 Setting Up the Environment 4 Daily Schedule 4 Play 4 Interactions 4 The First Weeks of Preschool 5 Supporting Children's Effective and Diverse Approaches to Learning 5 Creative Arts 5 Social Studies 5 Numeracy 5 Science 5 Literacy 5 Interaction and Play 6 Supporting Children's Effective and Diverse Social and Emotional Development 6 Literacy 6 Numeracy 6 Science 6 Social Studies</p>

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NAEYC, CEC, and TESOL Correlation Matrix *(continued)*

Standard Summary*	Chapter Number and Topic
NAEYC Standards 4 and 5 <i>(continued)</i>	
5a: Understanding content knowledge and resources in academic disciplines	6 Creative Arts
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	6 Interaction and Play
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	7 Supporting Children's Effective and Diverse Cognitive Development
	7 Creative Arts
	7 Social Studies
	7 Numeracy
	7 Science
	7 Literacy
	7 Interaction and Play
	8 Supporting Children's Effective and Diverse Language Development
	8 Creative Arts
	8 Social Studies
	8 Numeracy
	8 Science
	8 Literacy
	8 Interaction and Play
	9 Supporting Children's Effective and Diverse Motor and Physical Development
	9 Creative Arts
	9 Social Studies
	9 Numeracy
	9 Science
	9 Literacy
	9 Interaction and Play
CEC Standard 7: Instructional Planning	
Specialized knowledge or skills in early childhood special education includes the following:	
7a. Implement, monitor and evaluate individualized family service plans and individualized education plans	
7b. Plan and implement developmentally and individually appropriate curriculum	
7c. Design intervention strategies incorporating information from multiple disciplines	
7d. Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction	
TESOL Domain 3. Planning, Implementing, and Managing Instruction	
Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are skilled in using a variety of classroom organization techniques, program models, and teaching strategies for developing and integrating language skills. They can integrate technology and choose and adapt classroom resources appropriate for their English-language learners.	
NAEYC Standard 6. Becoming a Professional	
Students prepared in early childhood degree programs 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 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.	1 Why Become an Early Childhood Teacher?
	1 Who Teaches in Early Childhood Education?
	1 Where Do Early Childhood Educators Work?
	1 What Makes a High-Quality Early Childhood Education Professional?
	1 Professional Standards for Early Childhood Educators
	1 Integration of Information: Self-Reflective Guide
	2 Integration of Information: Self-Reflective Guide
	3 Thoughts About Early Childhood Before the 19th Century
	3 Early Childhood Education in the 19th Century
	3 Early Childhood Education in the First Half of the 20th Century
	3 Early Childhood Education in the Second Half of the 20th Century
	3 Integration of Information: Self-Reflective Guide
	4 Integration of Information: Self-Reflective Guide
	5 Integration of Information: Self-Reflective Guide
	6 Integration of Information: Self-Reflective Guide
	7 Integration of Information: Self-Reflective Guide
	8 Integration of Information: Self-Reflective Guide
	9 Integration of Information: Self-Reflective Guide
	10 Advocacy
	10 Reflection Is Never Ending
	10 A Rewarding Challenge
CEC Standard 9: Professional and Ethical Practice	
Specialized knowledge or skills in early childhood special education includes the following:	
9a. Know organizations and publications relevant to the field of early childhood special education	
9b. Recognize signs of child abuse and neglect in young children and follow reporting procedures	
9c. Use family theories and principles to guide professional practice; respect family choices and goals	
9d. Apply models of team process in early childhood	
9e. Advocate for enhanced professional status and working conditions for early childhood service providers	
9f. Participate in activities of professional organizations relevant to the field of early childhood special education	
9g. Apply research and effective practices critically in early childhood settings	
9h. Develop, implement, and evaluate a professional development plan relevant to one's work with young children	
TESOL Domain 5. Professionalism	
Candidates keep current with new instructional techniques, research results, advances in the field, and public policy issues. Candidates demonstrate knowledge of the history of ESL teaching. Candidates use such information to reflect upon and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for English-language learners and their families. Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for students and their families.	

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