

Rubrics

Aligned with NAEYC's 2001 Initial Licensure Standards

Introduction

As part of the process of standards revision, NCATE requires all specialty organizations to construct rubrics that are linked to the new standards. This document contains such rubrics, aligned with NAEYC's standards for initial licensure 4- and 5-year programs. These rubrics were used by NAEYC in its Spring 2002 reviews of programs that chose to respond to the new standards. However, the rubrics will continue to be refined in light of feedback from programs and reviewers. (The Initial Licensure Program Report Outline and the Initial Licensure Standards are available online at www.naeyc.org.)

In reading the rubrics, please keep these considerations in mind:

- NCATE defines “**rubrics**” as “written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment” (*NCATE Professional Standards* 2001, 56). Some use the term “**criteria**,” but NAEYC is aligning its language with that of NCATE at the unit level.
- Please note that the language of the rubrics is intentionally drawn from the key elements and supporting explanations of the new NAEYC standards. The purpose is to align these components as closely as possible.
- The rubrics are intended to be used by programs and by NAEYC reviewers of early childhood Program Reports. Again, note that the rubrics are tied to key elements *within* each of the

five standards. Reviewers will be making a global judgment about whether evidence shows that each standard is met *as a whole*—not element by element. Thus, reviewers will use the rubrics as guides to help them focus on the quality of evidence in each area, but they will not use them as a scoring system.

- The rubrics describe rather broad levels of performance as judged by evidence submitted by programs. Thus, these rubrics may serve as guides for programs in devising systems to collect and summarize evidence about candidate performance; however, programs will still need to develop their own, program-level rubrics by which they may judge, for example, candidates’ portfolios or performance required for admission to student teaching.
- In constructing these rubrics, we tried to be as clear, concise, and concrete as possible. However, we also want to emphasize that there are multiple ways for faculty to interpret and apply the standards and rubrics as they develop programs.
- Although the standards and accompanying rubrics may be implemented flexibly, specific values are threaded throughout the materials that characterize NAEYC’s vision of early childhood professionals: for example, knowledge of child development; the importance of family partnerships; respect for diversity of culture, ability, and economic means; a view of children and families as the center of multiple, interrelated systems; and the importance of relationships in all settings that serve young children.
- The term “**candidates’ work**” frequently occurs in the rubrics. “**Work**” refers to many sources of

evidence, including direct observations, examinations, simulations, ratings by supervisors, evaluations of portfolio material, and so on. Attention should be given to documenting candidates' *knowledge, skills, dispositions, and positive effects* on young children, although different standards and key elements place greater or lesser emphasis on certain dimensions.

- NAEYC uses the following terminology to describe levels of performance:

DOES NOT YET MEET EXPECTATIONS:

Program evidence does not show that candidates' performance meets the expectations described for the standard or key element.

MEETS EXPECTATIONS: Program evidence shows that, in general, candidates' performance meets the expectations described for the standard or key element.

EXCEEDS EXPECTATIONS: Program evidence shows that, in general, candidates' performance exceeds the expectations described for the standard or key element.

Standard 1. Promoting Child Development and Learning

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.

1a: Knowing and understanding young children's characteristics and needs

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding of young children's characteristics and needs. Candidates' work displays a limited knowledge base, insufficiently grounded in theory and research.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding of young children's characteristics and needs. As a result, candidates' work reflects current, research-based knowledge in most respects; candidates are knowledgeable

about development in all areas and can give examples of interrelationships among developmental areas.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding of young children's characteristics and needs. As a result, candidates' work shows a thorough grounding in theories and current research in all areas of child development and learning. Candidates' work shows that they understand interrelationships among developmental areas, as seen in their rich examples of these interrelationships. Candidates actively seek out new information about child development and learning using multiple sources, including technology.

1b: Knowing and understanding the multiple influences on development and learning

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding of the multiple influences on young children's development and learning. As a result, candidates' work displays a limited knowledge base and may reflect a simplified view of influences on development. Candidates' work shows only a limited knowledge of early intervention.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding of the multiple influences on young children's development and learning. As a result, candidates' work shows that they can describe the nature of these influences and understand that influences may interact in complex ways. Their work demonstrates familiarity with the most well known early intervention programs, and they can cite research about the influence of these programs on child outcomes.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding of the multiple influences on young children's development and learning. As a result, candidates' work shows that they not only know about the number and variety of these

influences but they also have thorough knowledge of possible interactions among these influences and of relevant theory and research. Their understanding is demonstrated in their many research-based examples of how early intervention programs may influence outcomes for children.

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to apply child development knowledge in creating learning environments that are healthy, respectful, supportive, and challenging. As a result, candidates' work shows limited ability to describe the developmental research and principles that they are using as a basis for creating learning environments. There is insufficient evidence that the environments created by these candidates support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to apply child development knowledge in creating learning environments that are healthy, respectful, supportive, and challenging. As a result of these experiences, candidates' work shows that they can describe the essentials of developmental research and the principles that they are using as a basis for creating effective learning environments. There is adequate evidence that the environments created by these candidates support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to apply child development knowledge in creating learning environments that are healthy, respectful, supportive, and challenging. As a result of these experiences, candidates' work shows their ability to describe, in-depth, the developmental research and principles that they are using as a basis for

creating effective learning environments. Evidence is convincing that the environments created by candidates support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies.

Standard 2. Building Family and Community Relationships

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.

2a: Knowing about and understanding family and community characteristics

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding of family and community characteristics as they affect early childhood practice. As a result, candidates' work shows limited or stereotyped knowledge of these characteristics.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding of family and community characteristics as they affect early childhood practice. As a result, candidates' work shows general knowledge of family theory and research, and it shows that candidates can identify a variety of family and community factors as they impact young children's lives. Candidates demonstrate that they know the significant characteristics of the families and communities in which they are practicing.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding of family and community characteristics as they affect early childhood practice. As a result, candidates' work shows that they articulate and integrate family theory and research-based knowledge of multiple family and community factors that impact young children's

lives. Candidates' descriptions of the characteristics of the families and communities in which they are practicing show in-depth understanding.

2b: Supporting and empowering families and communities through respectful, reciprocal relationships

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding of how respectful, reciprocal relationships can support and empower families. As a result, candidates' work shows limited knowledge of families' goals, language and culture, and individual characteristics; a limited repertoire of communication strategies; and limited knowledge of community resources to support families.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding and skills in using respectful, reciprocal relationships to support and empower families. As a result, candidates' work shows that they can describe how to use knowledge of families' goals, language and culture, and individual characteristics to build these relationships. Candidates apply their knowledge in using varied family communication strategies including technology; in linking families with key community resources; and in accessing information about other resources as needed.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding and skills in using respectful, reciprocal relationships to support and empower families. As a result, candidates' work displays extensive knowledge of families' goals, language and culture, and individual characteristics as tools to build these relationships. Their work reflects skilled, varied family communication strategies including uses of technology. Evidence shows that candidates can link families with multiple community resources appropriate for specific purposes.

2c: Involving families and communities in their children's development and learning

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding and skills concerning family and community involvement. As a result, candidates' work shows limited knowledge of theory and research related to family and community involvement, and a limited repertoire of approaches to family and community involvement.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding and skills concerning family and community involvement. As a result, candidates' work shows that they can articulate theory and research to support the concept that families are young children's primary teachers, and that family and community involvement are critical to successful early learning. Their knowledge is shown in their varied approaches to family and community involvement, and their modification of approaches when their first attempts are not successful.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding and skills concerning family and community involvement. As a result, candidates' work shows that they articulate theory and research to support the concept that families are young children's primary teachers, and that family and community involvement are critical to successful early learning. Their knowledge is shown in their use of a wide range of approaches to family and community involvement, and their use of in-depth self-evaluation and modification of approaches when their first attempts are not successful.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

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 support children's development and learning.

3a: Understanding the goals, benefits, and uses of assessment

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain in-depth understanding of the goals, benefits, and uses of assessment. As a result, candidates' work shows little evidence of knowledge of assessment's essential goals, positive uses, and potential risks.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding of the goals, benefits, and uses of assessment. As a result, candidates' work shows knowledge of the important goals of early childhood assessment. Their work generally shows alignment between goals, curriculum, teaching strategies, and assessments. In their work, candidates explain how assessment may be used in positive ways, and they also explain how inappropriate assessment may harm children and families.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding of the goals, benefits, and uses of assessment. As a result, candidates' work shows in-depth knowledge, understanding, and articulate expression of the significance of assessment. Candidates' work shows knowledge of a wide range of assessment goals, and close alignment among goals, curriculum, teaching strategies, and assessments. In their work, candidates articulate and document positive uses of assessment in early childhood programs; and they articulate and document situations in which inappropriate assessment may harm children and families.

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain

essential understanding and skills concerning appropriate assessment tools and approaches. As a result, candidates' work shows limited knowledge and competence in observation, documentation, and other assessment tools. Their work reflects a lack of essential knowledge of the most frequently used assessment tools and approaches, and they do not demonstrate essential skills in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding and skills concerning appropriate assessment tools and approaches. As a result of these opportunities, candidates' work shows research-based knowledge and basic competence in observation, documentation, and other assessment tools. Their work reflects essential knowledge of the characteristics, strengths, limitations, and appropriate uses of the most frequently used assessment tools and approaches, including approaches for children with disabilities and culturally and linguistically diverse children. Candidates demonstrate essential skills in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding and skills concerning appropriate assessment tools and approaches. As a result of these opportunities, candidates' work shows a high level of research-based knowledge and competence in observation, documentation, and multiple other assessment tools. Their work reflects in-depth knowledge of the characteristics, strengths, limitations, and appropriate uses of a wide range of assessment tools and approaches, including approaches for children with disabilities and culturally and linguistically diverse children. Candidates demonstrate a high level of skill in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice.

3c: Understanding and practicing responsible assessment

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding of responsible assessment. As a result, candidates' work shows insufficient knowledge of current educational, legal, and ethical issues with respect to assessment practices, and their practice shows limited application of principles of responsible assessment.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding and skills concerning the concept of responsible assessment. As a result, candidates' work shows that they can identify current educational, legal, and ethical issues with respect to assessment practices. Candidates can provide examples of responsible as well as irresponsible assessment. In their practice, they apply responsible assessment practices when working with diverse children.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding and skills concerning the concept of responsible assessment. As a result, candidates' work shows that they are well versed in current educational, legal, and ethical issues with respect to assessment practices. Candidates can provide detailed multiple examples of responsible as well as irresponsible assessment. In their practice, they apply complex understandings of responsible assessment practices when working with diverse children.

3d: Knowing about assessment partnerships with families and other professionals

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential understanding of assessment partnerships. As a result, candidates' work shows insufficient knowledge of the research and legal basis of these partnerships and shows limited skills in team building and communication with families and other professionals around assessment issues.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential understanding of assessment partnerships involving families and other professionals. As a result, candidates' work articulates the research and legal base that supports these partnerships. Candidates demonstrate core skills in team building and in communication with families and other professionals around assessment issues.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth understanding of, and skills in, building assessment partnerships with families and other professionals. As a result, candidates' work articulates the research and legal basis for such partnerships and applies this knowledge in practice. Candidates demonstrate that they can contribute to partnerships with families and other professionals in designing, interpreting, communicating, and acting upon assessment information.

Standard 4. Teaching and Learning

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.

Sub-Standard 4a. Connecting with children and families

Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Sub-Standard 4b. Using developmentally effective approaches

Candidates know, understand, and use a wide array of appropriate, effective approaches and strategies to support young children's development and learning.

Sub-Standard 4c. Understanding content knowledge in early education

Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

Sub-Standard 4d. Building meaningful curriculum

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

4a: Knowing, understanding, and using positive relationships and supportive interactions

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain knowledge and skill in building positive relationships and supportive interactions. As a result, candidates' work shows minimal knowledge of theory and research underlying the early childhood field's focus on relationships and interactions. Their skills in relationship-building are evident to only a limited extent.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain knowledge and skill in building positive relationships and supportive interactions. As a result, candidates' work shows essential knowledge of theory and research underlying the early childhood field's focus on relationships and interactions. They know the importance of creating relationships with all children, as seen in their competent, beginning skills in relationship-building with diverse children and families.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain knowledge and skill in building positive relationships and supportive interactions. As a result, candidates' work shows extensive understanding of the theories and research underlying the early childhood field's focus on relationships and

interactions. This understanding is seen in candidates' sensitivity and skill in creating relationships with culturally and linguistically diverse children and families, varying approaches depending on children's ages and family and cultural practices.

4b: Knowing, understanding, and using appropriate, effective approaches and strategies for early education

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain knowledge and skill in how to support development and learning through a wide range of approaches and strategies. As a result, candidates' work shows limited knowledge and skills, in at least some of the following areas: fostering oral language and communication; drawing from a continuum of teaching strategies; making the most of environments and routines; capitalizing on incidental teaching; focusing on children's characteristics, needs, and interests; linking children's language and culture to the early childhood program; teaching through social interactions; creating support for play; addressing children's challenging behaviors; supporting learning through technology; and using integrative approaches to curriculum.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain knowledge and skill in how to support development and learning through a wide range of approaches and strategies. As a result, candidates' work demonstrates each of the following approaches and strategies with competence and with knowledge of the underlying theory and research: fostering oral language and communication; drawing from a continuum of teaching strategies; making the most of environments and routines; capitalizing on incidental teaching; focusing on children's characteristics, needs, and interests; linking children's language and culture to the early childhood program; teaching through social interactions; creating support for play; addressing children's challenging behaviors; supporting learning through technology; and using integrative approaches to curriculum.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain knowledge and skill in how to support development and learning through a wide range of approaches and strategies. As a result, candidates' work demonstrates each of the following approaches and strategies with a high degree of competence and with in-depth knowledge of the underlying theory and research: fostering oral language and communication; drawing from a continuum of teaching strategies; making the most of environments and routines; capitalizing on incidental teaching; focusing on children's characteristics, needs, and interests; linking children's language and culture to the early childhood program; teaching through social interactions; creating support for play; addressing children's challenging behaviors; supporting learning through technology; and using integrative approaches to curriculum.

4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential knowledge and skill in each content area: language and literacy; the arts; mathematics; physical activity and physical education; science; and social studies, with special depth in the areas of language and literacy and mathematics. As a result, candidates' work shows that they lack knowledge of the theories and research underlying the early childhood field's focus on content, and that they have limited ability to articulate priorities and desired outcomes for high quality, meaningful experiences in each content area. Candidates have limited familiarity with authoritative resources to supplement their own content knowledge.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential knowledge and skill in each content area: language and literacy; the arts; mathematics; physical activity and physical education; science; and social studies, with special depth in the areas of language and literacy and mathemat-

ics. As a result, candidates' work shows knowledge of the theories and research underlying the early childhood field's focus on content, both in general and with respect to each content area, including academic subjects. Taking developmental and individual differences into account, candidates' work shows that they use this knowledge to articulate priorities for high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards and resources. Candidates are familiar with authoritative resources to supplement their own content knowledge.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain in-depth knowledge and skill in each content area: language and literacy; the arts; mathematics; physical activity and physical education; science; and social studies, with special depth in the areas of language and literacy and mathematics. As a result, candidates' work shows extensive understanding of the theories and research underlying the early childhood field's focus on content, both in general and with respect to each content area, including academic subjects. Taking developmental and individual differences into account, candidates' work shows that they use this knowledge to articulate priorities for high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards. Candidates readily access multiple, authoritative resources to supplement their own content knowledge.

4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain essential skill in designing, implementing, and evaluating meaningful, challenging curriculum. As a result, candidates' work shows limited ability to integrate multiple areas of knowledge in curriculum design and limited success in promoting positive outcomes. Curriculum development takes insufficient account of children's developmental, individual, and

cultural characteristics, and it makes insufficient use of evaluation. Candidates' curriculum development is inadequately informed by the use of high quality professional resources.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain essential skill in designing, implementing, and evaluating meaningful, challenging, curriculum. As a result, candidates' work shows ability to integrate multiple areas of knowledge in curriculum design, with successful focus on building security and self-regulation; problem-solving and thinking skills, and academic and social competence. Candidates' curriculum development takes into account children's developmental, individual, and cultural characteristics, and it makes use of reflective, ongoing evaluation. Candidates' curriculum development is characterized by use of high quality professional resources to supplement and inform their own understanding.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain a high level of skill in designing, implementing, and evaluating meaningful, challenging, curriculum. As a result, candidates' work shows strong ability to integrate multiple areas of knowledge in curriculum design, with successful focus on building security and self-regulation; problem-solving and thinking skills, and academic and social competence. Candidates' curriculum development is notable for its complex attention to developmental, individual, and cultural characteristics, and for its use of highly reflective and continuous evaluation. Candidates' curriculum development is characterized by extensive use of high quality professional resources to supplement and inform their own understanding.

5. Becoming a Professional

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 demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowl-

edge from a variety of sources. They are informed advocates for sound educational practices and policies.

5a: Identifying and involving oneself with the early childhood field

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to gain a beginning identification with and involvement in the early childhood field. As a result, candidates' work shows limited knowledge of the early childhood field as a distinctive profession, and there is little evidence that they have begun to involve themselves in the profession.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to gain a beginning identification with and involvement in the early childhood field. As a result, candidates' work shows an understanding of the early childhood field as a distinctive profession and of the essentials of its history. In their work, candidates demonstrate understanding of their own emerging professional roles and the possibilities, opportunities, and challenges within the early childhood field. They show some evidence of active involvement in the profession.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to gain a well-formed identification with and involvement in the early childhood field. As a result, candidates' work shows a clear sense of belonging to a distinctive profession with complex historical roots and links to other movements. In their work, candidates describe the multiple roles that early childhood professionals may assume and those they think will suit them best. They articulate well-developed perspectives on the challenges facing the profession. They are already involved in the profession in varied ways, as shown by membership in associations and other activities.

5b: Knowing about and upholding ethical standards and other professional guidelines

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with adequate opportunities to learn

about and practice upholding the field's ethical standards and other professional guidelines. As a result, candidates' work lacks essential knowledge of NAEYC's Code of Ethical Conduct and of other legal standards and professional guidelines.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to learn about and practice upholding the field's ethical standards and other professional guidelines. As a result, candidates' work shows essential knowledge of NAEYC's Code of Ethical Conduct, as seen in citations of examples of how the Code may be used to analyze and resolve ethical dilemmas. Candidates are familiar with relevant legal standards and other professional guidelines and can apply these in practice.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to learn about and practice upholding the field's ethical standards and other professional guidelines. As a result, candidates' work shows in-depth knowledge of NAEYC's Code of Ethical Conduct, as seen in citations of multiple examples of how the Code may be used to analyze and resolve ethical dilemmas. Candidates also have detailed knowledge of, and ability to apply, legal standards and other relevant guidelines in multiple situations of early childhood practice.

5c: Engaging in continuous, collaborative learning to inform practice

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with multiple, developmental opportunities to become continuous, collaborative learners. As a result, candidates' work lacks an orientation toward inquiry and self-motivation, and it shows only limited involvement and skill in collaborative learning, including collaboration across disciplines and in inclusive settings. Effects on candidates' practice and on children are absent.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to become continuous, collaborative learners. As a result, candidates' work shows evidence of an orienta-

tion toward inquiry and self-motivation, combined with involvement and beginning skills in collaborative learning, including collaboration across disciplines and in inclusive settings. Candidates' work shows positive effects of this learning orientation, in their practice and in effects on children.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to become continuous, collaborative learners. As a result, candidates' work shows a strong orientation toward inquiry and self-motivation, combined with extensive involvement and skill in collaborative learning, including collaboration across disciplines and in inclusive settings. Candidates' work shows notable, positive effects of this learning orientation, in their practice and in effects on children.

5d: Integrating knowledgeable, reflective, and critical perspectives on early education

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with multiple, developmental opportunities to construct and apply knowledgeable, reflective, and critical perspectives on their field. As a result, candidates' work lacks understanding of the field's central issues, standards, and research findings. Their reflection upon their practice shows limited insight and a limited level of critical thinking. Effects on candidates' practice and on children are absent.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to construct and apply knowledgeable, reflective, and critical perspectives on their field. As a result, candidates' work shows essential understanding of the field's central issues, standards, and research findings. In their work, candidates analyze and reflect upon their practice and demonstrate critical thinking about the issues in the field and an understanding of the value of dialogue in resolving differences. Candidates' work shows positive effects of these professional perspectives, in their practice and in effects on children.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to construct

and apply knowledgeable, reflective, and critical perspectives on their field. As a result, candidates' work shows in-depth, complex understanding of the field's central issues, standards, and research findings. In their work, candidates analyze and reflect upon their practice with notable insight and demonstrate a sophisticated level of critical reasoning about the issues in the field and an understanding of the value of dialogue in resolving differences. Candidates' work shows notable, positive effects of these professional perspectives, in their practice and in effects on children.

5e: Engaging in informed advocacy for children and the profession

DOES NOT YET MEET EXPECTATIONS: Program evidence does not show that candidates are provided with multiple, developmental opportunities to develop early childhood advocacy skills. As a result, candidates' work lacks essential knowledge of the central policy issues in the field, as seen in their limited ability to discuss ethical and societal issues in early education, and their limited ability to outline how public policies are developed at the state and federal levels. Evidence does not show that candidates possess

beginning advocacy skills, including written and verbal communication and collaboration.

MEETS EXPECTATIONS: Program evidence shows that candidates are provided with multiple, developmental opportunities to develop early childhood advocacy skills. As a result, candidates' work shows essential knowledge of the central policy issues in the field, as seen in their discussions of ethical and societal issues in early education. In their work, candidates can outline how public policies are developed at the state and federal levels. Candidates possess beginning advocacy skills, including written and verbal communication and collaboration.

EXCEEDS EXPECTATIONS: Program evidence shows that candidates are provided with extensive, developmental opportunities to develop early childhood advocacy skills. As a result, candidates' work shows in-depth knowledge of the central policy issues in the field, as reflected in their complex examination of ethical and societal issues in early education. In their work, candidates describe in detail how public policies are developed at the state and federal levels. Candidates possess strong advocacy skills, including written and verbal communication and collaboration.