SVSU COLLEGE OF EDUCATION ADDENDUM FOR EARLY CHILDHOOD

NAEYC Standard[1]	NEEDS IMPROVEMENT	DEVELOPING (SOME GOOD IN PLACE, NEEDS CONSISTENCY)	WELL-PREPARED BEGINNING TEACHER	EXCEEDS EXPECTATIONS
	The teacher candidate enacts teaching practices that …			
2a. Understanding Family and Community	Demonstrates limited understanding regarding family and community characteristics with no or minimal attempt to plan instruction, engage students, support diverse families, etc.	Utilizes recommendations from others regarding family and community characteristics to plan instruction, engage students, support diverse families, etc.	Finds and uses information acknowledging differences in family and community characteristics to successfully plan instruction, engage students, support diverse families, etc.	Makes multiple attempts to independently seek and integrate information regarding diversity with family and community characteristics to successfully plan instruction, engage students, support diverse families, etc.
6a. Professional Identity	Demonstrates no or minimal awareness of professional characteristics as an early childhood practitioner; demonstrates difficulty with collaboration and problem solving	Demonstrates awareness of professional characteristics as an early childhood practitioner; follows the direction of the field and communicates intent to become involved with the early childhood field; engages in collaboration when prompted to influence outcomes, children, families, and the profession	Identifies oneself as an early childhood practitioner and involves oneself with the early childhood field; seeks to collaborate with peers and attempts to positively influence outcomes, children, families, and the profession	Demonstrates professional identification as a leader in the early childhood field; thinks strategically, builds consensus, creates change, collaborates and mentors others to positively influence outcomes, children, families, and the profession
6d. Critical Perspectives	Communicates no or minimal awareness of critical perspectives on early education with limited attempt to use relevant theory and research	Demonstrates awareness of critical perspectives on early education while attempting to use relevant theory and research	Integrates knowledgeable reflective and critical perspectives on early education while developing mastery of relevant theory and research	Consistently integrates knowledgeable, reflective and critical perspectives on early education based mastery of relevant theory and research
6e. Advocacy	Makes no attempt to advocate for young children and the early childhood profession; or relies on inaccurate information	Communicates awareness for the benefits of informed advocacy for young children and the early childhood profession; may occasionally miscommunicate information to support advocacy	Engages in informed advocacy for young children and the early childhood profession	Engages in informed advocacy for young children and the early childhood profession while skillfully articulating and advocating for recommended professional practices and beneficial public policies

[1] NAEYC = National Association for the Education of Young Children Standards for Early Childhood Professional Preparation Programs (2010)