

Getting to the Heart of NAEYC Early Childhood Standards for Infants and Toddlers

Infant-Toddler Specialist Institute
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- Introductions
- Overview of Session
- Focus Activity

A. Day in the Life of Baby in High Quality Group Care

Activity	% of 8 hr day	# of hours
Feeding	14.1%	1 hr 7 min
Changing	3.8%	0 hr 19 min
Sleeping	20.0%	1 hr 36 min
Playing	58.9%	4 hrs 42 min
Arriving/Departing	<u>3.2%</u>	<u>0 hr 16 min</u>
	100%	8 hours

B. Developmentally appropriate learning environment for infants and toddlers

Younger Infants

birth to 6-8 months

Mobile Infants

6-8 to 12-18 months

Older Infants (Toddlers & Two's)

12-18 to 36 months

C. Relationship-based

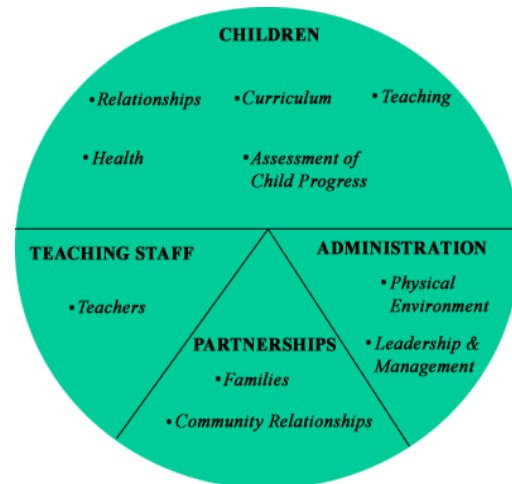
- Mindfulness
 - Fully present
 - Responsive communication
- Respect
 - Valuing and honoring differences
 - Treatment of all as competent and worthwhile
 - Non-judgmental thinking
- Reflection
 - Thinking before, during and after
 - Awareness of our personal “filters”

D. NAEYC Standards

<http://www.naeyc.org/academy/primary/viewstandards>

Topics and Criteria are written for each Standard area. Standards may be used during the accreditation process or may be used for any purpose separate from the accreditation process.

- Relationships
- Curriculum
- Teaching
- Assessment of Child Progress
- Health
- Teachers
- Families
- Community Relationships
- Physical Environment
- Leadership and Management



E. NAEYC Accreditation Process

- Steps in the accreditation process
<http://www.naeyc.org/academy/interested/fourstepoverview>
- TORCH (anyone may access)
<http://www.naeyc.org/academy/primary/standardsintro>
<http://208.118.177.216/academy/pdf/IntroducingTORCH.pdf>

F. Teachers' Goals for Play

To be Emotionally & Socially Strong and Capable

- Develop a healthy sense of self**
- Be valued and affirmed**
- Become self-confident**
- Experience a sense of belonging**

To be a Skillful Communicator

- Relate to other people**
- Explore and use sounds**
- Listen, respond, and enjoy language**
- Understand and be understood**

To be a Competent Learner

- Use the senses to make connections**
- Engage in free choice play**
- Experience teacher planned and guided activities**
- Use & understand symbol systems**

To be Healthy

- Possess emotional well-being**
- Grow and develop physically**
- Learn how to be safe and develop healthy habits**
- Play/learn in healthy/safe environment**

G. Photos that cannot be published were provided to illustrate the following:

Goal 1: To be Emotionally & Socially Strong and Capable

Teachers' Goal for Play: To be emotionally & socially strong, babies need to develop a healthy sense of self

Accreditation Criteria 2.B.02 : Children have varied opportunities to recognize and name their own and other's feelings.

Teachers' Goal for Play: To be emotionally and socially strong, babies need to be valued and affirmed.

Accreditation Criteria 2.B.01: Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.

Teachers' Goal for Play: To be emotionally and socially strong, babies need to become self-confident

Accreditation Criteria 1.C.03: Teaching staff support children as they practice social skills and build friendships as they help them enter into, sustain, and enhance play.

Teachers' Goal for Play: To be emotionally and socially strong, babies need to experience a sense of belonging

Accreditation Criteria 2.B.06: Children have varied opportunities to interact positively, respectfully and cooperatively with others; learn from and with one another; and resolve conflicts in constructive ways.

Goal 2: To be a Skillful Communicator

Teachers' Goal for Play: To be skillful communicators babies need to relate to other people

Accreditation Criteria 1.B.02: Teaching staff express warmth through behaviors such as physical affection, eye contact, tone of voice and smiles.

Teachers' Goal for Play: To be skillful communicators babies need to explore and use sounds

Accreditation Criteria 2.D.03: Children have varied opportunity to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts and experiences; and describing things and events.

Teachers' Goal for Play: To be skillful communicators babies need to listen, respond, and enjoy language

Accreditation Criteria 2.D.04: Children have varied opportunities to develop vocabulary through conversations, experiences, field trips and books.

Teachers' Goal for Play: To be skillful communicators babies need to understand and be understood

Accreditation Criteria 1.B.11: Teaching staff engage infants in frequent face-to-face social interactions each day. These include both verbal behaviors (e.g. talking, cooing, repeating infants songs, singing), and non-verbal behaviors (e.g., smiling, touching, holding).

Goal 3: To be a Competent Learner

Teachers' Goal for Play: To be competent learners babies need to make connections through the senses

Accreditation Criteria 2.G.01: Infants and Toddlers/2s are provided varied opportunities and materials to use their senses to learn about objects in the environment, discover that they can make things happen, and solve simple problems.

Teachers' Goal for Play: To be competent learners babies need to engage in free choice play.

Accreditation Criteria 3.D.03: Teachers provide time and materials daily for children to select their own activities.

Teachers' Goal for Play: To be competent learners babies need to experience teacher planned and guided activities

Accreditation Criteria 3.A.04: Teachers organize space and select materials in all content and developmental areas to stimulate exploration experimentation, discovery and conceptual learning.

Teachers' Goal for Play: To be competent learners babies need to use and understand signs and symbols

Accreditation Criteria 2.E.03: Children have opportunities to become familiar with print. They are actively involved in making sense of print and they have opportunities to become familiar with, recognize and use print that is accessible throughout the classroom.

Goal 4: To be Healthy

Teachers' Goal for Play: To be healthy babies need to have a sense of emotional well-being

Accreditation Criteria 3.B.09: Teaching staff create a climate of respect for infants by looking for as well as listening and responding to verbal and nonverbal cues.

Teachers' Goal for Play: To be healthy, babies need to grow and develop physically.

Accreditation Criteria 3.D.01

Teachers provide time daily for indoor and outdoor activities (except when conditions pose a health risk as defined by local health officials).

Teachers Goal for Play: To be healthy babies need to be safe and develop healthy habits

Accreditation Criteria 2K.03

Children are provided varied opportunities and materials that increase their awareness of safety rules in their classroom, home, and community.

Teachers' Goal for Play: To be healthy babies need to be play and learn in healthy and safe environments

Accreditation Criteria 3.A.02

Teachers design an environment that protects children's health and safety at all times.

H. Rationale statement example (photo may not be published)

Evidence for Accreditation Criteria 3.G.09.

Teachers engage in collaborative inquiry with individual children and small groups of children.

Rationale Statement to accompany evidence for 3.G.09

January 2009: This photograph of snow play provides evidence of collaborative inquiry because the teacher is actively engaged with the 2 children as they touch, mold and use their senses to learn about the properties of snow. Together the teacher and children squeezed, scooped, molded, and experienced the process of a solid turning into a liquid.

- I. **Small groups practiced identifying criteria and writing rationale statements to describe how a photo demonstrated that the teacher/teaching team was meeting the criteria. Photos may not be published.**

Accreditation Criteria:

Rationale Statement: