Personnel Preparation Standards

The content and resources of Module 6: Dialogic Reading Practices align with the standards of national professional organizations for associate and baccalaureate personnel preparation programs.

CEC / DEC Initial Standards

Knowledge and Skill Base for Early Childhood Special Education/Early Intervention (Birth to age 8)

Council for Exceptional Children
The voice and vision of special education

DEC = Division for Early Childhood

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs

naeyc®

NAEYC = National Association for the Education of Young Children

Learning Objectives for Module 6: Dialogic Reading Practices

After completing the module and accompanying activities, learners will be able to:

1. Describe effective dialogic reading practices use with young children in early care and education settings.

2. Use a decision-making process to help integrate various sources of evidence and determine whether dialogic reading will be beneficial for enhancing the language and literacy skills of young children in a particular context.

CEC / DEC Initial Standards

Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to age 8)

(CC= common core; EC = early childhood; K= knowledge; S= Skills)

CEC/DEC Standard 2: Development and Characteristics of Learners— Know and demonstrate respect for children first as unique human beings. Understand the similarities and differences in human development and the characteristics between and among children with and without disabilities.

- EC2 S1 — Apply current research to the five developmental domains, play and temperament in learning situations.

CEC/DEC Standard 4: Instructional Strategies— Possess and use a repertoire of evidence-based instructional strategies that promote the success of children.

- EC4 S3 — Use teacher-scaffolded and initiated instruction to complement child-initiated learning.

CEC/DEC Standard 5: Learning Environments and Social Interactions— Actively create learning environments that foster cultural understanding, safety, emotional well-being. Positive social interactions, and active engagement.

- CC5 S4 — Design learning environments that encourage active participation in individual and group activities.
- CC5 S5 — Modify the learning environment to manage behaviors.
- CC5 S6 — Use performance data and information from all shareholders to make or suggest modifications in learning environments.
- EC5 S3 — Embed learning opportunities in everyday routines, relationships, activities, and places.

CEC/DEC Standard 7: Instructional Planner—Develop long and short-range goals.

- EC7 K1 — Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children.
- EC7 K2 — Developmental and academic content.
- CC7 S11 — Prepare and organize materials to implement daily lesion plans.
- CC7 S12 — Use instructional time effectively.

CEC/DEC Standard 9: Professional and Ethical Practices.

- ▪ CC9 S4 — Conduct professional activities in compliance with applicable laws and policies.

- ▪ CC9 S9 — Conduct self-evaluation of instruction.

- ▪ CC9 S11 — Reflect on one's practice to improve instruction and guide professional growth.

- ▪ CC9 S13 — Demonstrate commitment to engage in evidence-based practices.

- ▪ EC9 S6 — Apply evidence-based practice and recommended practices for infants and young children including those from diverse backgrounds.

To view a complete listing of CEC/DEC Professional Standards, see the DEC website.

NAEYC Core Standards
for Initial and Advanced Early Childhood Preparation Programs

NAEYC Standard 1: Promoting Child Development and Learning

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

NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families

- ▪ **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 promotes positive outcomes for each child.
- ▪

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum

- ▪ **5a:** Understanding content knowledge and resources in academic disciplines.
- ▪ **5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
- ▪ **5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

NAEYC Standard 6: Becoming a Professional

- **6c:** Engaging in continuous, collaborative, learning to inform practice.
- **6d:** Integrating knowledgeable, reflective, and critical perspectives on early education.

To view a complete listing of the NAEYC Core Standards, see the NAEYC website.