

Early Childhood Generalist Standards Addendum

Fourth Edition

for teachers of students ages 3–8

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Better Learning, Better Schools*

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Standards Addendum

This addendum shows every change made to create the current, updated 4th edition of the Early Childhood Generalist Standards. In the table below, you will find the following information, from left to right:

- Paragraphs from the previous 3rd edition indicating text that was updated. The text appears in **bold**.
- Paragraphs from the updated 4th edition indicating updated text. This text appears in **blue bold**.
- Page numbers indicating where each paragraph appears in the updated 4th edition.

Moving down the table, from top to bottom, you will also find rows indicating the standard and section in which the updated paragraphs appear.

| Standards Text | | Page Number (in 4th Edition) |
|--|---|--|
| 3rd Edition | Updated 4th Edition | |
| <i>Standard I: Using Knowledge of Child Development to Understand the Whole Child</i> | | |
| Fostering Cognitive Development | | |
| <p>Accomplished early childhood teachers understand that early childhood is a critical period in cognitive development. Teachers understand how children are thinking at a given phase in their development and know how to help them move to the next level of reasoning. Teachers know that whereas most young children draw upon all of their senses to learn, some children are primarily visual learners, other children learn best through auditory means, and still others can best process information when it is presented in multiple modalities. Teachers use their knowledge of individual children's learning styles to create learning experiences that are accessible to each child. In the case of a child who has difficulty maintaining attention during cognitive tasks, the teacher might intersperse cognitive tasks with periods of intense physical activity; whereas with children who learn cognitively best in a consistently quiet, still environment, the accomplished teacher would take a different approach.</p> | <p>Accomplished early childhood teachers understand that early childhood is a critical period in cognitive development. Teachers understand how children are thinking at a given phase in their development and know how to help them move to the next level of reasoning. Teachers know that most young children benefit from material presented through multiple modalities. Teachers use their knowledge of each child's assets and needs to create learning experiences that are accessible to all children. In the case of a child who has difficulty maintaining attention during cognitive tasks, the teacher might intersperse cognitive tasks with periods of intense physical activity; whereas with children who learn cognitively best in a consistently quiet, still environment, the accomplished teacher would take a different approach.</p> | 21 |
| Fostering Language Development | | |
| <p>Accomplished early childhood teachers have a clear understanding of how second languages are acquired. They value the home languages of children who are English language learners, and they understand that a child's native language is the foundation for literacy and learning. To the best of their ability, teachers seek ways to promote English language learners' home language development at the same time that they advance children's ability to communicate in English.</p> | <p>Accomplished early childhood teachers have a clear understanding of how languages are acquired. They value the home languages of children who are language learners, and they understand that a child's native language is the foundation for literacy and learning. To the best of their ability, teachers seek ways to promote language learners' home language development at the same time that they advance children's ability to communicate in English.</p> | 23 |

| Standards Text | | Page Number (in 4th Edition) |
|---|--|--|
| 3rd Edition | Updated 4th Edition | |
| <i>Standard II: Partnering with Families and Communities</i> | | |
| Partnering with Families | | |
| <p>Accomplished early childhood teachers use knowledge of each child’s family culture and language to share information that families can use at home. They help parents understand how the home environment affects young children’s learning and development. They encourage parents to engage in such activities as reading to and with children and supporting the completion of home learning activities. Teachers understand that some families do not find it easy to provide these supports, and in such cases teachers assume professional responsibility for seeking alternative approaches. For example, a teacher might invite community members or older children to come into the classroom to read one-on-one to children whose families are unable to engage in home storybook reading experiences. Teachers are knowledgeable about programs, community resources and educational events, Web sites, and materials that families can use to extend and complement classroom learning experiences.</p> | <p>Accomplished early childhood teachers use knowledge of each child’s family culture and language to share information that families can use at home. They help parents understand how the home environment affects young children’s learning and development. They encourage parents to engage in such activities as reading to and with children and supporting the completion of home learning activities. Teachers understand that some families do not find it easy to provide these supports, and in such cases teachers assume professional responsibility for seeking alternative approaches. For example, a teacher might invite community members or older children to come into the classroom to read one-on-one to children whose families are unable to engage in home storybook reading experiences. Teachers are knowledgeable about programs, community resources and educational events, websites, and materials that families can use to extend and complement classroom learning experiences.</p> | 29 |
| Communicating with Families and the Community | | |
| <p>Accomplished early childhood teachers know the importance of the first contact with parents, and they set a positive tone at the outset in order to lay a solid foundation for future interactions. They make special efforts to seek out families that are less assertive or open in expressing their views, and they strive to involve parents who might feel excluded or alienated from the school because of their own past educational or cultural experiences or because of language issues. Teachers facilitate two-way communication of information with parents as well as connecting families to one another, using tools such as home visits, surveys, newsletters, parent meetings, telephone calls, children’s music performances, family dinners, Web sites, e-mail exchanges, or social networking sites.</p> | <p>Accomplished early childhood teachers know the importance of the first contact with parents, and they set a positive tone at the outset in order to lay a solid foundation for future interactions. They make special efforts to seek out families that are less assertive or open in expressing their views, and they strive to involve parents who might feel excluded or alienated from the school because of their own past educational or cultural experiences or because of language issues. Teachers facilitate two-way communication of information with parents as well as connecting families to one another, using tools such as home visits, surveys, newsletters, parent meetings, telephone calls, children’s music performances, family dinners, websites, emails, or social networking sites.</p> | 30 - 31 |

| Standards Text | | Page Number (in 4th Edition) |
|---|--|--|
| 3rd Edition | Updated 4th Edition | |
| <i>Standard II: Partnering with Families and Communities</i> | | |
| Communicating with Families and the Community | | |
| <p>Accomplished early childhood teachers understand that communicating with the community about education serves many important purposes. When community members know what children are learning and doing, they are empowered to be supportive in multiple ways. If members of the community hear that children are learning about “community helpers,” they can volunteer to come in to talk about their roles in the community, share historically powerful stories of when they were assisted by a community helper, or generate ideas of ways in which the children and teacher could become involved with a neighborhood project. Accomplished teachers skillfully mix an array of communication techniques, ranging from posting flyers at community centers and libraries to creating Web sites, in order to relay information about teaching and learning. They also understand how communication with the community provides meaningful occasions for children to share what they have learned and their pride in their accomplishments. Accomplished teachers welcome inquiries, address them in a timely fashion, and actively welcome information shared by organizations in the community.</p> | <p>Accomplished early childhood teachers understand that communicating with the community about education serves many important purposes. When community members know what children are learning and doing, they are empowered to be supportive in multiple ways. If members of the community hear that children are learning about “community helpers,” they can volunteer to come in to talk about their roles in the community, share historically powerful stories of when they were assisted by a community helper, or generate ideas of ways in which the children and teacher could become involved with a neighborhood project. Accomplished teachers skillfully mix an array of communication techniques, ranging from posting flyers at community centers and libraries to creating websites, in order to relay information about teaching and learning. They also understand how communication with the community provides meaningful occasions for children to share what they have learned and their pride in their accomplishments. Accomplished teachers welcome inquiries, address them in a timely fashion, and actively welcome information shared by organizations in the community.</p> | 31 |

| Standards Text | | Page Number (in 4th Edition) |
|--|--|--|
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| <i>Standard III: Fostering Equity, Fairness, and Appreciation of Diversity</i> | | |
| Valuing Diversity | | |
| Accomplished early childhood teachers encourage young children to understand their own ethnicities, for example by interviewing their parents and then bringing related artifacts to the classroom or by relaying oral traditions. Teachers also provide young children with opportunities to become familiar with ethnicities other than those represented in the classroom or the local community. They provide materials or experiences that enable children to gain a global perspective, such as using webcams or pen pals to communicate with a classroom in a different part of the world or attending virtual field trips to understand how the people in another country speak, look, dress, and behave . | Accomplished early childhood teachers encourage young children to understand their own ethnicities, for example by interviewing their parents and then bringing related artifacts to the classroom or by relaying oral traditions. Teachers also provide young children with opportunities to become familiar with ethnicities other than those represented in the classroom or the local community. They provide materials or experiences that enable children to gain a global perspective, such as using video conferencing tools or pen pals to communicate with a classroom in a different part of the world or attending virtual field trips to understand how the people in another country speak, look, dress, and act . | 37 |
| <i>Standard IV: Knowing Subject Matter for Teaching Young Children</i> | | |
| Language and Literacy | | |
| Accomplished early childhood teachers know how young children acquire a first language and how they acquire a second one, and they address the challenges that English language learners face. Teachers differentiate instruction so that all children can achieve their fullest potential. Teachers design appropriate learning experiences in ways that will challenge and motivate children at a suitable pace. They explain to parents, administrators, and colleagues how their instructional strategies and objectives support children's language development. | Accomplished early childhood teachers know how young children acquire a first language and how they acquire a second one, and they address the challenges that language learners face. Teachers differentiate instruction so that all children can achieve their fullest potential. Teachers design appropriate learning experiences in ways that will challenge and motivate children at a suitable pace. They explain to parents, administrators, and colleagues how their instructional strategies and objectives support children's language development. | 41 |

| Standards Text | | Page Number (in 4th Edition) |
|---|---|--|
| 3rd Edition | Updated 4th Edition | |
| <i>Standard IV: Knowing Subject Matter for Teaching Young Children</i> | | |
| Reading | | |
| <p>Accomplished early childhood teachers recognize that in order for children to become proficient readers, teachers must provide a comprehensive, balanced approach to instruction which includes explicit, systematic reading skills development. Teachers of younger children incorporate the components of teaching early literacy (print awareness, phonological awareness, alphabet knowledge, vocabulary, and comprehension) and teachers of older children incorporate the components of teaching reading (phonemic awareness, phonics, vocabulary, comprehension and fluency) every day.</p> | <p>Accomplished teachers recognize in order for children to gain meaning from print, they must be proficient in decoding and language comprehension skills. They understand that readers progress from mastering letter-sound correspondences to fluently reading connected texts. Therefore, teachers of emerging readers incorporate research-based components of teaching early literacy (print awareness, phonological awareness, alphabet knowledge, vocabulary, and comprehension). As young readers continue to develop, teachers also incorporate research-based components (phonics, vocabulary, comprehension, and fluency) to make meaning from print.</p> | 44 |
| <p>Accomplished early childhood teachers know the broad range of print-awareness skills and provide children with opportunities to acquire these skills. When reading to preschool and kindergarten children, teachers focus children’s attention on such features as book concepts, print directionality, and differentiating pictures from print. Because they understand the challenges young children face when attempting to map spoken language onto print, teachers often point to the text as they read in order to help children track the text. Teachers of primary-aged children help learners begin to understand how authors use headings, graphs, and pictures to aid readers in constructing meaning from the text.</p> | <p>Accomplished early childhood teachers know the broad range of print-awareness skills and provide children with opportunities to acquire these skills. When reading to preschool and kindergarten children, teachers focus children’s attention on such features as book concepts, print directionality, and differentiating pictures from print. Because they understand the challenges young children face when attempting to map spoken language onto print, teachers often point to the text as they read in order to help children track the text. Teachers of primary-aged children help learners begin to understand how authors use text features such as headings, graphs, and pictures to aid readers in constructing meaning from the text.</p> | 44 |

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|---|---|--|
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| <i>Standard IV: Knowing Subject Matter for Teaching Young Children</i> | | |
| Reading | | |
| <p>Accomplished early childhood teachers know that explicit instruction in phonological awareness is important to children’s development as readers and that children’s knowledge progresses from the whole (words in sentences) to the smallest parts (sounds in words). While teachers provide children with opportunities to acquire the full range of phonological awareness skills, including separating sentences into words, clapping syllables in words, and blending, segmenting, and substituting phonemes in words, accomplished teachers of preschool and kindergarten children emphasize learning opportunities focused on early phonological awareness skills. Teachers of primary-aged children emphasize the phonemic awareness that will help children decode unknown words.</p> | <p>Accomplished early childhood teachers know that systematic, explicit instruction in phonological awareness is important to children’s development as readers and that children’s knowledge progresses from the whole (words in sentences) to the smallest parts (sounds in words). Teachers of very young children provide opportunities to acquire the full range of phonological awareness skills, including separating sentences into words and clapping syllables in words. Teachers of older children within this age group focus on blending, segmenting, and substituting phonemes in words. Accomplished teachers emphasize learning opportunities focused on phonological to phonemic awareness skills.</p> | 44 |

| Standards Text | | Page Number (in 4th Edition) |
|---|--|--|
| 3rd Edition | Updated 4th Edition | |
| <i>Standard IV: Knowing Subject Matter for Teaching Young Children</i> | | |
| Reading | | |
| <p>Accomplished early childhood teachers know that alphabet knowledge includes identifying and naming letters and producing letter-sound associations, and they know the role that alphabet knowledge plays in children’s ability to decode and spell words. Teachers provide young children with both playful learning opportunities and explicit teaching strategies to help them learn letter names, often beginning with the letters in the child’s name. Teachers know that although children learn some letter-sound associations when they learn some letter names, primary-aged children also need explicit phonics instruction. Teachers provide phonics instruction and help children learn how to apply this knowledge to decode written words. Early childhood teachers are aware of issues that affect the alphabet awareness of English language learners. They know that not all children’s home languages have a written form, that not all languages are written alphabetically, and that some children will not have experienced all the sounds of English in their home languages. Accomplished teachers are sensitive to the ways in which children’s diverse language backgrounds affect their ability to learn sound-letter associations in English and provide extra support when necessary.</p> | <p>Accomplished early childhood teachers know that alphabet knowledge includes identifying and naming letters and producing letter-sound associations, and they know the role that alphabet knowledge plays in children’s ability to decode and spell words. Teachers provide young children with both playful learning opportunities and explicit teaching strategies to help them learn letter names, often beginning with the letters in the child’s name. Teachers know that although children learn some letter-sound associations when they learn some letter names, primary-aged children also need explicit phonics instruction. Teachers provide phonics instruction and help children learn how to apply this knowledge to decode written words. Early childhood teachers are aware of issues that affect the alphabet awareness of language learners. They know that not all children’s home languages have a written form, that not all languages are written alphabetically, and that some children will not have experienced all the sounds of English in their home languages. Accomplished teachers are attune to the ways in which children’s diverse language backgrounds affect their ability to learn sound-letter associations in English and provide extra support when necessary.</p> | 44 |
| <p>Accomplished early childhood teachers know that the size of a child’s vocabulary is a strong predictor of reading comprehension. Therefore, early childhood teachers use a variety of research-based instructional strategies, such as repeatedly reading books with rich vocabularies, providing child-friendly definitions of words while reading to children, and creating word walls to increase children’s expressive and receptive vocabularies. Teachers also recognize the importance of providing explicit vocabulary instruction.</p> | <p>Accomplished early childhood teachers know that the size of a child’s vocabulary is a strong predictor of reading comprehension. Therefore, early childhood teachers use a variety of research-based instructional strategies, such as repeatedly reading books with rich vocabularies and providing child-friendly definitions of words while reading to children to increase children’s expressive and receptive vocabularies. Teachers also recognize the importance of providing explicit vocabulary instruction.</p> | 45 |

| Standards Text | | Page Number (in 4th Edition) |
|--|--|--|
| 3rd Edition | Updated 4th Edition | |
| <i>Standard IV: Knowing Subject Matter for Teaching Young Children</i> | | |
| Reading | | |
| <p>Accomplished early childhood teachers recognize that the primary goal of reading is comprehension. They help young children master reading comprehension skills, such as identifying main ideas and key details, identifying cause-and-effect relationships, understanding the sequence of events, comparing and contrasting ideas and details within and across texts, and analyzing literary elements such as plot and theme. Teachers understand that children need to apply a wide range of strategies, such as predicting, generating questions, rereading, creating graphic organizers, discussing, and summarizing to comprehend, interpret, evaluate, compare, and appreciate texts. Teachers encourage children to ask and answer questions before, during, and after reading. Teachers model for children how to make connections that link text to self, text to text, and text to the world. Accomplished teachers of preschool and kindergarten children begin young learners' acquisition of these comprehension skills and strategies through regular read alouds. As children transition to reading texts themselves, they learn to apply these skills and strategies in their independent reading.</p> | <p>Accomplished early childhood teachers recognize that the primary goal of reading is comprehension. They help young children master reading comprehension skills, such as identifying key ideas and details, identifying cause-and-effect relationships, understanding the sequence of events, comparing and contrasting ideas and details within and across texts, and analyzing literary elements such as plot and theme. Teachers understand that children will need scaffolded support as they apply a wide range of strategies, such as predicting, generating questions, rereading, creating graphic organizers, discussing, and summarizing to comprehend, interpret, evaluate, compare, and appreciate texts. Teachers encourage children to ask and answer questions before, during, and after reading. Teachers model for children how to make connections that link text to self, text to text, and text to the world. Accomplished teachers of preschool and kindergarten children begin young learners' acquisition of these comprehension skills and strategies through regular read alouds. As children transition to reading texts themselves, they learn to apply these skills and strategies in their independent reading.</p> | 45 |

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|---|--|---------------------------------|
| 3rd Edition | Updated 4th Edition | |
| <i>Standard IV: Knowing Subject Matter for Teaching Young Children</i> | | |
| Mathematics | | |
| <p>Accomplished early childhood teachers know that mathematics learning begins with children’s insights and language and then builds on these insights. Teachers encourage young children to talk about mathematical ideas, processes, and reasoning. They help young children describe attributes of shapes, identify shapes in their immediate environments, and reason that the orientation of a shape does not affect its attributes, so that for instance a door and table can both be rectangles even though one seems tall and skinny and the other appears to be short and wide. Teachers ask children to demonstrate and explain the logic by which they reached an answer. They help children make connections between informal everyday language, such as “take away,” and formal mathematical language, such as “subtract.” They also use tools such as models, diagrams, and story problems to expand children’s initial understanding of concepts such as subtraction. Teachers help children learn that in mathematics, many names can be associated with the same thing. For example, 4 is a digit, a quantity, a numeral, and an even number. Teachers model the appropriate use of mathematical language and provide many opportunities for children to develop mathematical language through experiences such as describing shapes as a process to understand geometry concepts; estimating quantities, distances, weights, and lengths of familiar objects when considering measurement concepts; and making predictions while using data. Teachers also know that invention, inefficiency, and error are a part of the process of developing mathematical ideas. Teachers recognize that understanding concepts, fluency, skill in developing and using strategies, adjusting ideas to work in particular contexts, and perseverance are all hallmarks of mathematical competence. They value each of these attributes of competence, understand their interdependence, and use knowledge of children’s thinking to plan and implement instruction.</p> | <p>Accomplished early childhood teachers know that mathematics learning begins with children’s thinking and language and then builds on this thinking. Teachers encourage young children to talk about mathematical ideas, processes, and reasoning. They help young children describe attributes of shapes, identify shapes in their immediate environments, and reason that the orientation of a shape does not affect its attributes, so that for instance a door and table can both be rectangles even though one seems tall and skinny and the other appears to be short and wide. Teachers ask children to demonstrate and explain the logic by which they reached an answer. They help children make connections between informal everyday language, such as “take away,” and formal mathematical language, such as “subtract.” They also use tools such as models, diagrams, and story problems to expand children’s initial understanding of concepts such as subtraction. Teachers help children learn that in mathematics, many names can be associated with the same thing. For example, 4 is a digit, a quantity, a numeral, and an even number. Teachers model the appropriate use of mathematical language and provide many opportunities for children to develop mathematical language through experiences such as describing shapes as a process to understand geometry concepts; estimating quantities, distances, weights, and lengths of familiar objects when considering measurement concepts; and making predictions while using data. Teachers also know that invention, inefficiency, and error are a part of the process of developing mathematical ideas. Teachers recognize that understanding concepts, fluency, skill in developing and using strategies, adjusting ideas to work in particular contexts, and perseverance are all hallmarks of mathematical competence. They value each of these attributes of competence, understand their interdependence, and use knowledge of children’s thinking to plan and implement instruction.</p> | <p>49</p> |

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|---|--|--|
| 3rd Edition | Updated 4th Edition | |
| <i>Standard V: Assessing Children's Development and Learning</i> | | |
| Accomplished early childhood teachers make assessment a daily, ongoing activity that is embedded in the routines of teaching and learning. They know that assessment draws on insights from beyond the classroom. Teachers observe children throughout the educational environment and incorporate the observations of families and colleagues such as school psychologists, nurses, occupational therapists, social workers, and counselors. Teachers use what they learn from assessment as they plan and implement instruction. | Accomplished early childhood teachers make assessment and responsive feedback a daily, ongoing activity that is embedded in the routines of teaching and learning. They know that assessment draws on insights from beyond the classroom. Teachers observe children throughout the educational environment and incorporate the observations of families and colleagues such as school psychologists, nurses, occupational therapists, social workers, and counselors. Teachers use what they learn from assessment as they plan and implement instruction. | 61 |
| <i>Standard VIII: Implementing Instruction for Development and Learning</i> | | |
| <i>Integrating Technology into Instruction</i> | | |
| Accomplished early childhood teachers use technology flexibly, adapting to situations as they arise, troubleshooting problems, and smoothly switching to backup plans if technology malfunctions or fails to support the desired outcome. They continually check to ensure that technology is functioning properly. For example, if a teacher uses a microphone and speaker to communicate with a child who is hard of hearing, the teacher periodically checks to confirm the device is meeting the child's needs. The teacher also makes sure that children operate technology tools correctly and safely, whether they are using computers, karaoke machines, or grow lights for plants. Teachers clearly explain and model each step of use, from set up to completion, and they are sensitive to young children's misunderstandings or anxieties about using unfamiliar technologies. Accomplished teachers explain to young children how to use the Internet safely and how to become critical consumers of information obtained through Web sites . | Accomplished early childhood teachers use technology flexibly, adapting to situations as they arise, troubleshooting problems, and smoothly switching to backup plans if technology malfunctions or fails to support the desired outcome. They continually check to ensure that technology is functioning properly. For example, if a teacher uses a microphone and speaker to communicate with a child who is hard of hearing, the teacher periodically checks to confirm the device is meeting the child's needs. The teacher also makes sure that children operate technology tools correctly and safely, whether they are using computers, karaoke machines, or grow lights for plants. Teachers clearly explain and model each step of use, from set up to completion, and they are sensitive to young children's misunderstandings or anxieties about using unfamiliar technologies. Accomplished teachers explain to young children how to use the Internet safely and how to become critical consumers of information obtained through websites . | 81 |

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|--|---|--|
| 3rd Edition | Updated 4th Edition | |
| <i>Standard VIII: Implementing Instruction for Development and Learning</i> | | |
| Integrating Technology into Instruction | | |
| Accomplished early childhood teachers help families understand that young children can use technology for more than play. They hold parent-information nights to share how children use specific programs, for example to type journal entries or to illustrate their stories. Accomplished teachers encourage parents to explore technology so that they understand its significance to children. Teachers also share developmentally appropriate Web sites with parents so they can reinforce specific skill development at home. | Accomplished early childhood teachers help families understand that young children can use technology for more than play. They hold parent-information nights to share how children use specific programs, for example to type journal entries or to illustrate their stories. Accomplished teachers encourage parents to explore technology so that they understand its significance to children. Teachers also share developmentally appropriate websites with parents so they can reinforce specific skill development at home. | 81 |
| <i>Standard X: Exemplifying Professionalism and Contributing to the Profession</i> | | |
| Demonstrating Leadership | | |
| Accomplished early childhood teachers work collaboratively with peers to fashion creative approaches to education, sharing knowledge of how young children learn and develop, knowledge of specific children and the local community, and understanding of educational theories and research. Teachers have vision and lead both through ideas and actions to make schools places that are fair and equitable, serving the needs of diverse learners. Teachers shape the attitudes of colleagues by sharing ideas, approaches and strategies, readings, and Web sites . They work with policy makers and community leaders to craft common visions of ways in which the early childhood program, the school, and surrounding neighborhoods can be improved for the benefit of young children. Accomplished teachers are informed by local, national, and global perspectives on educational trends and issues, and they are skilled at conveying their messages and priorities regarding teaching and education to diverse audiences. | Accomplished early childhood teachers work collaboratively with peers to fashion creative approaches to education, sharing knowledge of how young children learn and develop, knowledge of specific children and the local community, and understanding of educational theories and research. Teachers have vision and lead both through ideas and actions to make schools places that are fair and equitable, serving the needs of diverse learners. Teachers shape the attitudes of colleagues by sharing ideas, approaches and strategies, readings, and websites . They work with policy makers and community leaders to craft common visions of ways in which the early childhood program, the school, and surrounding neighborhoods can be improved for the benefit of young children. Accomplished teachers are informed by local, national, and global perspectives on educational trends and issues, and they are skilled at conveying their messages and priorities regarding teaching and education to diverse audiences. | 86 - 87 |