In his book, *To Become a Teacher*, Bill Ayers tells us how he explains his work to some lawyers he met at a cocktail party:

> I teach kindergarten. It’s the most intellectually demanding thing I have ever done. And it’s also *ethical* work. I make decisions constantly, all day long, that impact the well-being of children and the direction their lives will take. It’s really quite awesome. Say, maybe when you decide you’ve got enough money and want to do something really useful with your life, you might consider teaching (1995, p. 2)

**Required and Recommended Reading for MAT Candidates for Each of the NAEYC Core Standards for Preparation of Early Childhood Professionals**

In their journey to becoming teachers of young children, Early Childhood MAT candidates will read the required books and position statements listed for each standard as well as at least one selection from the recommended books. The schedule for the reading and your written response to your learning in each NAEYC Standard will be agreed upon by the candidate and the Early Childhood faculty advisor and will be included in your portfolio. Additional recommended titles may be added and new publications become available. NAEYC position statements can be found on the web site (www.naeyc.org). ACEI position statements are found at acei.org. You do not need to read straight through from Standard 1 to 6 and you will find it useful and inspiring to begin with *To Become a Teacher* and the NAEYC Position Statement: *Code of Ethical Conduct and Statement of Commitment* in Standard 6. Enjoy these readings!

To start with, download the NAEYC Position Statement: 2010 NAEYC *Standards for Initial & Advanced Early Childhood Professional Preparation Programs*. The organization of the readings and our approach to your development as a teacher of young children will begin to make sense. Please make note of the “key elements” of each standard.

(http://www.naeyc.org/ncate/standard)

**1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They 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 each child. (Reading in this standard will supplement your learning in EDUC 730).

**Required Reading for Standard 1**

NAEYC Position Statement: Violence in the Lives of Children


**Recommended Reading for Standard 1**

Bedrova, E., & Leong, D. J. (2006). *Tools of the mind: The Vygotskian approach to early childhood education.* (2nd ed.). Upper Saddle River, NJ: Prentice Hall. (This is a good one!)


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**2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They 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. (Reading in this standard will supplement your learning in EDUC 730 and all other MAT courses).
Required Reading for Standard 2

NAEYC Position Statement: Responding to Linguistic and Cultural Diversity

Choose and add to your library one of the many excellent texts on working with families and communities. Be sure to select the most recent edition. Suggested titles are marked (*) but there may be others that have been even more recently published.

Recommended Reading for Standard 2

*Allen, J. (2007). *Creating welcoming schools: A practical guide to home-school partnerships with diverse families.* New York: Teachers College Press. (This one is highly recommended.)


3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They 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 positively influence the development of every child. (Reading in this standard will supplement your learning in EDUC 731).

Required Reading for Standard 3

NAEYC Position Statement: Early Childhood Curriculum, Assessment, and Program Evaluation

Choose and add to your library one of the many excellent texts on assessment in early childhood. Be sure to select the most recent edition. Suggested titles are marked (*) but there may be others that have been even more recently published.

Recommended Reading for Standard 3


4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending in children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as a foundation of their work with young children and families. Students know, understand, and use a wide array of developmentally
appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning. (Reading in this standard will supplement your learning in EDUC 730, 731, ECED 604, 608, 618, 621, SPED 637).

**Required Reading for Standard 4**


Note: The NAEYC Position Statement: Early Childhood Curriculum, Assessment, and Program Evaluation is important in this standard as well as standard 3.

4a. Understanding positive relationships and supportive interactions as the foundation of their work with children

**Recommended Reading for Standard 4a**


4b. Knowing and understanding effective strategies and tools for early education

**Recommended Reading for Standard 4b**


4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches

**Recommended Reading for Standard 4c**


4d. Reflecting on their own practice to promote positive outcomes for each child.

Recommended Reading for Standard 4d: Some of these are also listed for other standards but work well here, too.


Paley, V. (1991). *The boy who would be a helicopter*. Cambridge, MA: Harvard University Press. (Any of Vivian Paley’s books will work well here because of her engaging writing about children is based on reflective teaching practices. Enjoy as many of them as you like.)


5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structures of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful and challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Required Reading for Standard 5
NAEYC Position Statement: Early Learning Standards

NAEYC Position Statement: Learning to Read and Write

NAEYC Position Statement: Technology and Young Children
NAEYC Position Statement: Early Childhood Mathematics: Promoting Good Beginnings


**Recommended Reading for Standard 5**


6. BECOMING A PROFESSIONAL
Students prepared in early childhood degree programs 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 knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.
(Reading in this standard will supplement all MAT learning.)

Required Reading for Standard 6

NAEYC Position Statement: Code of Ethical Conduct and Statement of Commitment

NAEYC web resource: Voices of practitioners: Teacher research in early childhood education
http://www.naeyc.org/publications/vop


Recommended Reading for Standard 6

NAEYC Position Statement: Call for Vigilance and Action by All Policymakers on Behalf of Children and Families

NAEYC Position Statement Guiding Principles for Development and Analysis of Early Childhood Public Policy


“All children” means all: children with developmental delays or disabilities, children whose families are culturally and linguistically diverse, children from diverse socioeconomic groups, and other children with individual learning styles, strengths, and needs. (Note that NAEYC uses the term “children,” rather than “students,” to reflect the focus on all aspects of development and learning, and to remind us that children have identities outside of their classroom roles. In the 2009 revision of the standards, “the language all children is revised to read either each child or every child to strengthen the integration of inclusion and diversity as threads across all standards. In some cases, the phrase “each child” has been added to a key element of a standard” (p. 2) ***All books contained in this list are available via Amazon.com***