

## Crosswalk of the CDA® Competency Standards and the NAEYC Professional Standards and Competencies for Early Childhood Educators

The following chart illustrates the correlation between the [CDA® Competency Standards](#) and the National Association for the Education of Young Children (NAEYC) *Professional Standards and Competencies for Early Childhood Educators*. These standards represent a core body of knowledge, skills, values, and dispositions early childhood educators must demonstrate to effectively promote the development, learning, and well-being of all young children.

NAEYC Professional Standards and Competencies		CDA® Competency Standards		
STANDARD	COMPETENCY	COMPETENCY GOAL	FUNCTIONAL AREA	ITEM
<b>1: Child Development and Learning in Context</b>	<b>1a:</b> Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.	<b>II. To advance physical and intellectual competence</b>	<b>4 Physical</b>	<b>4.1:</b> Activities, materials and equipment encourage children of varying abilities to develop their large muscles.
				<b>4.2:</b> Activities and materials encourage children of varying abilities to develop their small muscles.
				<b>4.3:</b> Activities and materials encourage children to develop their senses.
				<b>4.4:</b> Candidate's facilitation promotes children's physical development.
			<b>5 Cognitive</b>	<b>5.1:</b> Activities encourage curiosity, exploration, and discovery.
				<b>5.2:</b> Materials and equipment stimulate children's thinking and problem-solving.
				<b>5.3:</b> Candidate's interactions promote children's thinking and problem solving.
				<b>5.4:</b> Candidate's interactions intentionally build upon children's prior knowledge

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<b>1: Child Development and Learning in Context</b>	<b>1a (CONTINUED):</b> Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.	<b>II. To advance physical and intellectual competence</b>	<b>6 Communication</b>	<b>6.1:</b> Materials promote early literacy.
				<b>6.2:</b> Activities promote language development.
				<b>6.3:</b> Candidate reads to children in a developmentally appropriate manner.
				<b>6.4:</b> Candidate's interactions encourage children's communication skills.
				<b>6.5:</b> Candidate promotes children's vocabulary development.
		<b>III. To support social and emotional development and to provide positive guidance</b>	<b>8 Emotional</b>	<b>8.1:</b> Children's environments support the development of positive self-concepts.
				<b>8.2:</b> Candidate's interactions help children develop positive self-concepts.
			<b>9 Social</b>	<b>9.1:</b> The classroom environment provides opportunities for children to practice cooperation.
				<b>9.2:</b> A non-biased environment is provided.
				<b>9.3:</b> Candidate promotes children's sense of belonging in the classroom community.
				<b>9.4:</b> Candidate helps children experience sympathy/empathy and respect for others.

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<b>1: Child Development and Learning in Context</b>	<b>1b:</b> Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.	<b>I. To establish and maintain a safe, healthy learning environment</b>	<b>3 Learning Environment</b>	<b>3.1:</b> Environments are developmentally appropriate for young children.
				<b>3.2:</b> Developmentally appropriate materials are available.
				<b>3.3:</b> Daily schedule and weekly plan(s) are developmentally appropriate.
		<b>III. To support social and emotional development and to provide positive guidance</b>	<b>8 Self</b>	<b>8.1:</b> Children's environments support the development of positive self-concepts.
				<b>8.2:</b> Candidate's interactions help children develop positive self-concepts.
				<b>8.3:</b> Candidate encourages children to develop a sense of independence.
			<b>10 Guidance</b>	<b>10.1:</b> Spaces and materials are arranged to promote interactions and limit disruptive behaviors.
				<b>10.2:</b> Candidate proactively implements methods for preventing behavioral problems.
				<b>10.3:</b> Candidate uses positive techniques when reacting to children's challenging behaviors.
	<b>1c:</b> Understand the ways that child development, and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.	<b>I. To establish and maintain a safe, healthy learning environment</b>	<b>3 Learning Environment</b>	<b>3.1:</b> Environments are developmentally appropriate for young children.
				<b>3.2:</b> Developmentally appropriate materials are available.
				<b>3.3:</b> Daily schedule and weekly plan(s) are developmentally appropriate.

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<b>1: Child Development and Learning in Context</b>	<b>1c (CONTINUED):</b> Understand the ways that child development, and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.	II. To advance physical and intellectual competence	6 Communication	<b>6.3:</b> Candidate reads to children in a developmentally appropriate manner. <b>6.4:</b> Candidate's interactions encourage children's communication skills.
		III. To support social and emotional development and to provide positive guidance	9 Social	<b>9.4:</b> Candidate helps children experience sympathy/empathy and respect for others.
		IV: To establish positive and productive relationships with families	11 Families	<b>11.2:</b> Candidate appreciates the uniqueness of each family.
	<b>1d:</b> Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.	I. To establish and maintain a safe, healthy learning environment	1 Safe	<b>1.1:</b> Environments are safe for all children and adults.
				<b>1.2:</b> Well-planned and organized emergency procedures and supplies are evident.
				<b>1.3:</b> Candidate ensures children's safety at all times.
			2 Healthy	<b>2.1:</b> Children's setting promotes good health.
		II. To advance physical and intellectual competence	5 Cognitive	<b>5.4:</b> Candidate's interactions intentionally build upon children's prior knowledge
		V. To ensure a well-run, purposeful program that is responsive to participant needs	12 Program Management	<b>12.1:</b> Candidate observes, documents and assesses each child's developmental/educational progress.

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STANDARD	COMPETENCY	COMPETENCY GOAL	FUNCTIONAL AREA	ITEM
<b>2: Family-Teacher Partnerships</b>	2a: Know about, understand, and value the diversity of families.	III. To support social and emotional development and to provide positive guidance	9 Social	9.2: A non-biased environment is provided.
				9.4: Candidate helps children experience sympathy/empathy and respect for others.
		IV: To establish positive and productive relationships with families	11 Families	11.2: Candidate appreciates the uniqueness of each family.
	2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.	IV: To establish positive and productive relationships with families	11 Families	11.1: Various opportunities to appreciate and communicate with children's families are included as part of the regular program.
				11.3: Candidate partners with families to support the needs of their children.
	2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.	IV: To establish positive and productive relationships with families	11 Families	11.4: Candidate helps families understand and support the healthy growth and development of their child.

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<b>3: Child Observation, Documentation, and Assessment</b>	<b>3a:</b> Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.	<b>V. To ensure a well-run, purposeful program that is responsive to participant needs</b>	<b>12 Program Management</b>	<b>12.1:</b> Candidate observes, documents and assesses each child's developmental/educational progress.
	<b>3b:</b> Know a wide range of types of assessments, their purposes, and their associated methods and tools.	<b>V. To ensure a well-run, purposeful program that is responsive to participant needs</b>	<b>12 Program Management</b>	<b>12.1:</b> Candidate observes, documents and assesses each child's developmental/educational progress.
	<b>3c:</b> Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.	<b>V. To ensure a well-run, purposeful program that is responsive to participant needs</b>	<b>12 Program Management</b>	<b>12.1:</b> Candidate observes, documents and assesses each child's developmental/educational progress.
		<b>VI: To maintain a commitment to professionalism</b>	<b>13 Professionalism</b>	<b>13.1:</b> Candidate commits to highest standards for professional practices.
	<b>3d:</b> Build assessment partnerships with families and professional colleagues.	<b>V. To ensure a well-run, purposeful program that is responsive to participant needs</b>	<b>12 Program Management</b>	<b>12.3:</b> Candidate maintains effective professional relationships.
		<b>VI: To maintain a commitment to professionalism</b>	<b>13 Professionalism</b>	<b>13.2:</b> Candidate works with other professionals and families to communicate the needs of children and families to decision makers.

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<b>4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</b>	<b>4a:</b> Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.	I. To establish and maintain a safe, healthy learning environment	3 Learning Environment	3.4: Candidate's disposition is warm and respectful.
		III. To support social and emotional development and to provide positive guidance	9 Social	9.3: Candidate promotes children's sense of belonging in the classroom community.
				9.4: Candidate helps children experience sympathy/empathy and respect for others.
	<b>4b:</b> Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.	I. To establish and maintain a safe, healthy learning environment	3 Learning Environment	3.1: Environments are developmentally appropriate for young children.
				3.2: Developmentally appropriate materials are available.
				3.3: Daily schedule and weekly plan(s) are developmentally appropriate.
				3.5: Candidate demonstrates sound judgment in using the posted Weekly Schedule/Daily Plan.
		II. To advance physical and intellectual competence	5 Cognitive	5.1: Activities encourage curiosity, exploration, and discovery.
				5.2: Materials and equipment stimulate children's thinking and problem-solving.
				5.3: Candidate's interactions promote children's thinking and problem solving.
				5.4: Candidate's interactions intentionally build upon children's prior knowledge
			7 Creative	7.3: Activities and materials encourage children to develop their imaginations.
		III. To support social and emotional development and to provide positive guidance	9 Social	9.1: The classroom environment provides opportunities for children to practice cooperation.

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<b>4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</b>	<b>4c:</b> Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.	<b>I. To establish and maintain a safe, healthy learning environment</b>	<b>3 Learning Environment</b>	<b>3.1:</b> Environments are developmentally appropriate for young children.
				<b>3.2:</b> Developmentally appropriate materials are available.
				<b>3.3:</b> Daily schedule and weekly plan(s) are developmentally appropriate.
				<b>3.5:</b> Candidate demonstrates sound judgment in using the posted Weekly Schedule/Daily Plan.
				<b>3.6:</b> Candidate effectively facilitates transitional times between activities
		<b>III. To support social and emotional development and to provide positive guidance</b>	<b>9 Social</b>	<b>9.2:</b> A non-biased environment is provided.



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<b>5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</b>	<b>5a:</b> Understand content knowledge— the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.	<b>I. To establish and maintain a safe, healthy learning environment</b>	<b>1 Safe</b>	<b>1.1:</b> Environments are safe for all children and adults.
				<b>1.2:</b> Well-planned and organized emergency procedures and supplies are evident.
				<b>1.3:</b> Candidate ensures children's safety at all times.
			<b>2 Healthy</b>	<b>2.1:</b> Children's setting promotes good health.
				<b>2.2:</b> Candidate implements appropriate hygiene practices to minimize the spread of infectious diseases.
				<b>2.3:</b> Candidate encourages children to practice healthy habits.
				<b>2.4:</b> Candidate provides appropriate mealtime experiences.
			<b>3 Learning Environment</b>	<b>3.1:</b> Environments are developmentally appropriate for young children.
				<b>3.2:</b> Developmentally appropriate materials are available.
		<b>II. To advance physical and intellectual competence</b>	<b>4 Physical</b>	<b>4.1:</b> Activities, materials and equipment encourage children of varying abilities to develop their large muscles.
				<b>4.2:</b> Activities and materials encourage children of varying abilities to develop their small muscles.
				<b>4.3:</b> Activities and materials encourage children to develop their senses.
			<b>5 Cognitive</b>	<b>5.1:</b> Activities encourage curiosity, exploration, and discovery.
				<b>5.2:</b> Materials and equipment stimulate children's thinking and problem-solving.

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STANDARD	COMPETENCY	COMPETENCY GOAL	FUNCTIONAL AREA	ITEM
<b>5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</b>	<b>5a:</b> Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.	<b>II. To advance physical and intellectual competence</b>	<b>6 Communication</b>	<b>6.1:</b> Materials promote early literacy.
				<b>6.2:</b> Activities promote language development.
			<b>7 Creative</b>	<b>7.1:</b> Activities and materials encourage children to express themselves through the visual arts.
				<b>7.2:</b> Activities and materials encourage children to dance, move and develop their musical abilities.
				<b>7.3:</b> Activities and materials encourage children to develop their imaginations.
	<b>5b:</b> Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.	<b>II. To advance physical and intellectual competence</b>	<b>4 Physical</b>	<b>4.4:</b> Candidate's facilitation promotes children's physical development.
			<b>5 Cognitive</b>	<b>5.3:</b> Candidate's interactions promote children's thinking and problem solving.
				<b>5.4:</b> Candidate's interactions intentionally build upon children's prior knowledge
			<b>6 Communication</b>	<b>6.3:</b> Candidate reads to children in a developmentally appropriate manner.
				<b>6.4:</b> Candidate's interactions encourage children's communication skills.
				<b>6.5:</b> Candidate promotes children's vocabulary development.
			<b>7 Creative</b>	<b>7.4:</b> Candidate promotes individual expression and creativity.
	<b>5c:</b> Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.	<b>I. To establish and maintain a safe, healthy learning environment</b>	<b>3 Learning Environment</b>	<b>3.1:</b> Environments are developmentally appropriate for young children.
				<b>3.2:</b> Developmentally appropriate materials are available.
		<b>VI: To maintain a commitment to professionalism</b>	<b>13 Professionalism</b>	<b>13.3:</b> Candidate takes advantage of opportunities to continue professional growth.

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<b>6: Professionalism as an Early Childhood Educator</b>	<b>6a:</b> Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.	<b>VI: To maintain a commitment to professionalism</b>	<b>13 Professionalism</b>	<b>13.1:</b> Candidate commits to highest standards for professional practices.
	<b>6b:</b> Know about and uphold ethical and other early childhood professional guidelines.	<b>V. To ensure a well-run, purposeful program that is responsive to participant needs</b>	<b>12 Program Management</b>	<b>12.2:</b> Candidate adheres to regulatory requirements and program policies.
		<b>VI: To maintain a commitment to professionalism</b>	<b>13 Professionalism</b>	<b>13.1:</b> Candidate commits to highest standards for professional practices.
	<b>6c:</b> Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.	<b>IV: To establish positive and productive relationships with families</b>	<b>11 Families</b>	<b>11.1:</b> Various opportunities to appreciate and communicate with children's families are included as part of the regular program.
		<b>VI: To maintain a commitment to professionalism</b>	<b>13 Professionalism</b>	<b>13.1:</b> Candidate commits to highest standards for professional practices.
				<b>13.2:</b> Candidate works with other professionals and families to communicate the needs of children and families to decision makers.
	<b>6d:</b> Engage in continuous, collaborative learning to inform practice.	<b>VI: To maintain a commitment to professionalism</b>	<b>13 Professionalism</b>	<b>13.3:</b> Candidate takes advantage of opportunities to continue professional growth.
	<b>6e:</b> Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	<b>V. To ensure a well-run, purposeful program that is responsive to participant needs</b>	<b>12 Program Management</b>	<b>12.1:</b> Candidate observes, documents and assesses each child's developmental/educational progress.

**References:**

Council for Professional Recognition. (2024). *The Child Development Associate National Credentialing Program and CDA® Competency Standards: Infant-Toddler Edition*. Washington, DC.

Council for Professional Recognition. (2024). *The Child Development Associate National Credentialing Program and CDA® Competency Standards: Preschool Edition*. Washington, DC.

Council for Professional Recognition. (n.d.). *CDA® Competency Standards At-a-Glance and The Eight (8) CDA® Subject Areas*. CDACouncil. [https://www.cdacouncil.org/wp-content/uploads/2023/02/CDA-Competency-Standards-and-Subject-Areas\\_eng-spa\\_final.pdf](https://www.cdacouncil.org/wp-content/uploads/2023/02/CDA-Competency-Standards-and-Subject-Areas_eng-spa_final.pdf)

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