



ALIGNMENT CHART

NAEYC Professional Standards and Competencies for Early Childhood Educators

■ Second Step® SEL for Adults

About Second Step® SEL for Adults

Second Step SEL for Adults is a research-based, stand-alone social-emotional learning (SEL) program designed to help K-12 leadership and staff strengthen their social-emotional skills. The modules in Second Step SEL for Adults prioritize educator well-being and help build a positive and supportive school climate.

How the Program Meets NAEYC Professional Standards and Competencies

The following tables indicate which specific Second Step SEL for Adults modules and related materials can help K-12 leadership and staff develop the knowledge, skills, and attitudes needed to meet the National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies. Boxes are checked to indicate that the program meets a given professional standard or competency within the identified module when K-12 leadership and staff have clear opportunities to actively process the knowledge or practice the skills described in the topic through discussion, writing, or other related activities.



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COMMITTEE FOR CHILDREN

Module 1: Building Trust

NAEYC Professional Standards and Competencies for Early Childhood Educators

Second Step[®] SEL for Adults

		Key Capacities Developed					
Standard	Competencies	Demonstrating honesty and integrity	Showing the courage to take initiative	Taking others' perspectives	Recognizing strengths in others	Demonstrating empathy and compassion	Showing concern for the feelings of others
Child Development and Learning in Context	1a: 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.						
	1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.			✓	✓	✓	
	1c: 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.			✓	✓	✓	
	1d: 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.		✓		✓	✓	
Family–Teacher Partnerships and Community Connections	2a: Know about, understand, and value the diversity of families.			✓	✓	✓	
	2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.	✓	✓	✓	✓	✓	
	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.		✓	✓		✓	
Child Observation, Documentation, and Assessment	3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.				✓		
	3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.						
	3c: 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.	✓	✓		✓		
	3d: Build assessment partnerships with families and professional colleagues.	✓	✓	✓	✓	✓	

Module 1: Building Trust

NAEYC Professional Standards and Competencies for Early Childhood Educators

Second Step[®] SEL for Adults

		Key Capacities Developed					
Standard	Competencies	Demonstrating honesty and integrity	Showing the courage to take initiative	Taking others' perspectives	Recognizing strengths in others	Demonstrating empathy and compassion	Showing concern for the feelings of others
Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.		✓			✓	✓
	4b: 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.	✓	✓		✓	✓	
	4c: 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.	✓	✓	✓	✓	✓	✓
Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.						
	5b: 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.						
	5c: 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.						
Professionalism as an Early Childhood Educator	6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.	✓	✓	✓		✓	
	6b: Know about and uphold ethical and other early childhood professional guidelines.	✓	✓				
	6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.	✓					
	6d: Engage in continuous, collaborative learning to inform practice.		✓	✓			
	6e: 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.	✓	✓	✓	✓		

Module 2: Managing Stress

NAEYC Professional Standards and Competencies for Early Childhood Educators

Second Step® SEL for Adults

		Key Capacities Developed														
Standard	Competencies	Linking feelings, values, and thoughts	Identifying one's emotions	Managing one's emotions	Identifying and using stress-management strategies	Taking others' perspectives	Demonstrating empathy and compassion	Showing concern for the feelings of others	Understanding and expressing gratitude	Communicating effectively	Resolving conflicts constructively	Seeking or offering support and help when needed	Practicing teamwork and collaborative problem-solving	Identifying solutions for personal and social problems	Anticipating and evaluating the consequences of one's actions	Reflecting on one's role to promote personal, family, and community well-being
Child Development and Learning in Context	1a: 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.															
	1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.					✓	✓		✓	✓		✓				
	1c: 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.					✓	✓									✓
	1d: 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.						✓				✓		✓		✓	✓
Family-Teacher Partnerships and Community Connections	2a: Know about, understand, and value the diversity of families.					✓	✓									
	2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.					✓	✓			✓		✓	✓			✓
	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.					✓	✓			✓		✓	✓	✓		✓
Child Observation, Documentation, and Assessment	3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.									✓						
	3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.															
	3c: 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.					✓				✓		✓	✓		✓	✓
	3d: Build assessment partnerships with families and professional colleagues.					✓	✓			✓		✓	✓	✓		

Module 2: Managing Stress

NAEYC Professional Standards and Competencies for Early Childhood Educators

Second Step® SEL for Adults

Key Capacities Developed

Standard	Competencies	Linking feelings, values, and thoughts	Identifying one's emotions	Managing one's emotions	Identifying and using stress-management strategies	Taking others' perspectives	Demonstrating empathy and compassion	Showing concern for the feelings of others	Understanding and expressing gratitude	Communicating effectively	Resolving conflicts constructively	Seeking or offering support and help when needed	Practicing teamwork and collaborative problem-solving	Identifying solutions for personal and social problems	Anticipating and evaluating the consequences of one's actions	Reflecting on one's role to promote personal, family, and community well-being
Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4b: 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.						✓					✓				
	4c: 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.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.															
	5b: 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.															
	5c: 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.															
Professionalism as an Early Childhood Educator	6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.					✓	✓			✓		✓		✓	✓	✓
	6b: Know about and uphold ethical and other early childhood professional guidelines.											✓		✓	✓	✓
	6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.									✓		✓	✓			
	6d: Engage in continuous, collaborative learning to inform practice.					✓						✓	✓			✓
	6e: 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.	✓	✓	✓	✓	✓					✓				✓	✓

Module 3: Equity & Belonging

NAEYC Professional Standards and Competencies for Early Childhood Educators

Second Step® SEL for Adults

Key Capacities Developed

Standard	Competencies	Examining prejudices and biases	Identifying personal, cultural, and linguistic assets	Showing the courage to take initiative	Taking others' perspectives	Recognizing strengths in others	Showing concern for the feelings of others	Identifying diverse social norms, including unjust ones	Understanding the influences of organizations and systems on behavior	Communicating effectively	Developing positive relationships	Demonstrating cultural competency	Standing up for the rights of others	Practicing teamwork and collaborative problem-solving	Demonstrating curiosity and open-mindedness	Identifying solutions for personal and social problems	Anticipating and evaluating the consequences of one's actions	Evaluating personal, interpersonal, community, and institutional impacts	
Child Development and Learning in Context	1a: 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.								✓									✓	
	1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.				✓	✓				✓	✓				✓				
	1c: 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.								✓	✓			✓					✓	✓
	1d: 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.		✓	✓			✓			✓		✓	✓					✓	✓
Family-Teacher Partnerships and Community Connections	2a: Know about, understand, and value the diversity of families.	✓	✓		✓	✓		✓	✓			✓			✓			✓	
	2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.	✓	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓			✓	
	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.			✓	✓	✓				✓	✓			✓		✓			
Child Observation, Documentation, and Assessment	3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.		✓			✓				✓		✓			✓				
	3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.																		
	3c: 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.	✓	✓	✓	✓	✓			✓	✓		✓		✓	✓		✓	✓	
	3d: Build assessment partnerships with families and professional colleagues.			✓	✓	✓				✓	✓			✓	✓	✓		✓	

Module 3: Equity & Belonging

NAEYC Professional Standards and Competencies for Early Childhood Educators

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Key Capacities Developed

Standard	Competencies	Examining prejudices and biases	Identifying personal, cultural, and linguistic assets	Showing the courage to take initiative	Taking others' perspectives	Recognizing strengths in others	Showing concern for the feelings of others	Identifying diverse social norms, including unjust ones	Understanding the influences of organizations and systems on behavior	Communicating effectively	Developing positive relationships	Demonstrating cultural competency	Standing up for the rights of others	Practicing teamwork and collaborative problem-solving	Demonstrating curiosity and open-mindedness	Identifying solutions for personal and social problems	Anticipating and evaluating the consequences of one's actions	Evaluating personal, interpersonal, community, and institutional impacts
Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	
	4b: 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.		✓	✓		✓					✓	✓						✓
	4c: 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.			✓														
	5b: 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.			✓														
	5c: 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.		✓	✓	✓	✓					✓	✓			✓			
Professionalism as an Early Childhood Educator	6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.			✓	✓			✓	✓	✓			✓			✓	✓	✓
	6b: Know about and uphold ethical and other early childhood professional guidelines.	✓		✓				✓	✓				✓			✓	✓	✓
	6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.									✓				✓				
	6d: Engage in continuous, collaborative learning to inform practice.			✓	✓						✓			✓	✓			✓
	6e: 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.	✓		✓	✓						✓					✓	✓	✓

Module 4: Resilience & Efficacy

NAEYC Professional Standards and Competencies for Early Childhood Educators

Second Step® SEL for Adults

Key Capacities Developed

Standard	Competencies	Experiencing self-efficacy	Having a growth mindset	Setting personal and collective goals	Using planning and organizational skills	Showing the courage to take initiative	Demonstrating personal and collective agency	Taking others' perspectives	Recognizing strengths in others	Recognizing situational demands and opportunities	Communicating effectively	Developing positive relationships	Practicing teamwork and collaborative problem-solving	Demonstrating curiosity and open-mindedness	Identifying solutions for personal and social problems
Child Development and Learning in Context	1a: 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.														
	1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.		✓					✓	✓	✓	✓	✓		✓	
	1c: 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.										✓				
	1d: 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.		✓				✓	✓		✓	✓		✓		
Family-Teacher Partnerships and Community Connections	2a: Know about, understand, and value the diversity of families.		✓					✓	✓	✓				✓	
	2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
	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.						✓	✓	✓	✓	✓	✓	✓		✓
Child Observation, Documentation, and Assessment	3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.				✓				✓	✓	✓			✓	
	3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.														
	3c: 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.				✓	✓	✓	✓	✓	✓	✓		✓	✓	
	3d: Build assessment partnerships with families and professional colleagues.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Module 4: Resilience & Efficacy

NAEYC Professional Standards and Competencies for Early Childhood Educators

Second Step® SEL for Adults

Key Capacities Developed

Standard	Competencies	Experiencing self-efficacy	Having a growth mindset	Setting personal and collective goals	Using planning and organizational skills	Showing the courage to take initiative	Demonstrating personal and collective agency	Taking others' perspectives	Recognizing strengths in others	Recognizing situational demands and opportunities	Communicating effectively	Developing positive relationships	Practicing teamwork and collaborative problem-solving	Demonstrating curiosity and open-mindedness	Identifying solutions for personal and social problems
Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.					✓	✓	✓	✓	✓	✓	✓	✓	✓	
	4b: 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.		✓	✓	✓	✓	✓		✓	✓		✓			
	4c: 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.	✓	✓	✓		✓	✓			✓				✓	
	5b: 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.	✓	✓	✓	✓	✓	✓			✓					
	5c: 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	
Professionalism as an Early Childhood Educator	6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.	✓				✓	✓	✓		✓	✓				✓
	6b: Know about and uphold ethical and other early childhood professional guidelines.	✓				✓	✓			✓					✓
	6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.	✓						✓	✓	✓					
	6d: Engage in continuous, collaborative learning to inform practice.	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓	
	6e: 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.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓