

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.





	Second Step [®]		Ke	y Capaciti	es Develop	ed	
	Second Step [®] SEL for Adults						
	Module 1: Building Trust NAEYC Professional Standards and Competencies for Early Childhood Educators Second Step® SEL for Adults	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
	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.						
oment and Context	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.			•	•	•	
Child Development and Learning in Context	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.			V	V	V	
0	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.		~		~	~	
	2a: Know about, understand, and value the diversity of families.			~	~	~	
Family-Teacher Partnerships and Community Connections	2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.	~	~	~	~	~	
Family. Partn and Co Conn	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.		V	V		~	
ر p	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.				~		
ervatior ation, ar ment	3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.						
Child Observation, Documentation, and Assessment	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.	~	~	~	4	v	





Second Step [®]		Ke	y Capacitie	es Develop	ed	
SEL for Adults						
NAEYC Professional Standards and Competencies for Early Childhood Educators	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
4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.		~			~	V
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.	~	~	4	4	4	4
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.						
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.	~	~	~	~		
	A Competencies for Competencies of Competencies for Competencies of Competencies for Competencies of Competencies	SEL for Adults Application of the second	SECURATION Security	Second step Second step SEL for Adults Number of the adults Number of the adults Number of the adults Module 1: Building Trust Number of the adults Number of the adults Number of the adults Second Step* SEL for Adults Second Step* SEL for Adults Number of the adults Number of the adults As: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educator's work with young children. Image: Context for the adults Image: Context fo	SECURATE Security release Image: Se	SEL for Adults Nodule 1: Building Trust NAEYC Professional Standards and Competencies for Early Childhood Educators and Competencies for Early Childhood Educators Second Step* SEL for Adults and onstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators work with young children and to the needs of each child, recognizing that differentiating instruction, incorpating play as a core teaching subporting the development of early childhood educators work with young children and to the needs of each child, recognizing that differentiating instruction, incorpating play as a core teaching subporting the development of early childhood educator work with young children and to the needs of each child, recognizing that differentiating instruction, incorpating play as a core teaching subporting the development of each provide of development of early childhood educators work with young children and to the needs of each child, recognizing that differentiating instruction, incorpating play as a core teaching subporting the development of each provide of each provide of development of each provide each provide each provide each provide each





Module 2: Managing Stress

NAEYC Professional Standards and Competencies for Early Childhood Educators

	Module 2: Managing Stress NAEYC Professional Standards and Competencies for Early Childhood Educators Second Step® SEL for Adults	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
	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.									
pment and Context	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.					V	V		V	~
Child Development and Learning in Context	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.					~	V			
J	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.						V			~
	2a: Know about, understand, and value the diversity of families.					V	V			
Family-Teacher Partnerships and Community Connections	2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.					~	~			~
Family Partn and Co Conn	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.					v	~			~
'n, br	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.									~
ervatio Ition, al ment	3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.									
Child Observation, Documentation, and Assessment	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.					V				~
	3d: Build assessment partnerships with families and professional colleagues.					~	v			~

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
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Key Capacities Developed

Resolving conflicts constructively





Module 2: Managing Stress

NAEYC Professional Standards and Competencies for . Early Childhood Educate

	Module 2: Managing Stress	hough:			es		compa	ings of	ng grat		tively
	NAEYC Professional Standards and Competencies for Early Childhood Educators	Linking feelings, values, and though	e's emotions	s's emotions	d using Iement strategies	perspectives	g empathy and	concern for the feelings	g and expressing	Communicating effectively	flicts constructively
	Second Step® SEL for Adults	ıking feelinç	ldentifying one's	Managing one's «	ldentifying and using stress-management	Taking others'	Demonstrating	Showing cono	Understanding and	mmunicati	Resolving conflicts
Standar	d Competencies		lde	Ĕ	str	Ца	Ď	Sh	ے ا	Ŭ	Re
urally, ppriate s	4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.	~	~	~	~	V	V	~	~	~	•
Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	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.						V				
Develop and Lingu Tea	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.	~	~	~	~	V	~	V		~	~
on, and emic rrly	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.										
Knowledge, Application, and Integration of Academic Content in the Early	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.										
Knowled Integra Cont	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.										
Early or	6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.					~	~			~	
an ati	6b: Know about and uphold ethical and other early childhood professional guidelines.										
Professionalism as Childhood Educ	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.									~	
ofess Chil	6d: Engage in continuous, collaborative learning to inform practice.					v					
Pro	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.	V	~	~	~	~				~	

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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
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Key Capacities Developed

expressing gratitude

feelings of others

compassion





Module 3: Equity & Belonging

NAEYC Professional Standards and Competencies for

	& Belonging	ases	and	initiati		ers	lings of	sm.	is of or		ships	
	NAEYC Professional Standards and Competencies for Early Childhood Educators	Examining prejudices and biases	personal, cultural, and ssets	Showing the courage to take initiati	Taking others' perspectives	Recognizing strengths in others	Showing concern for the feelings	diverse social norms, injust ones	ng the influences on behavior	Communicating effectively	Developing positive relationships	
	Second Step® SEL for Adults	amining pre	Identifying persor linguistic assets	nowing the c	king others	ecognizing s	ono cono	ldentifying divers including unjust	Understanding t and systems on	ommunicati	eveloping po	
Standard	Competencies	ŵ	ii q	<u>ک</u>	<u>–</u>	ž	کړ ا	<u>, q</u>	a C	Ŭ	Ď	
	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.								~			
pment and Context	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.				~	~				~	~	
Child Development and Learning in Context	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.							~	~			
0	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.		~	~		~			~		~	
	2a: Know about, understand, and value the diversity of families.	V	V		v	v		v	~			
Family-Teacher Partnerships and Community Connections	2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.	~	~	~	~	~		~		~	~	
Family Partn and Co Conn	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.			~	~	~				~	~	
, p	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.		~			~				~		
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Child Observation, Documentation, and Assessment	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.	V	~	~	~	~			~	~		
	3d: Build assessment partnerships with families and professional colleagues.			~	~	~				~	~	

to take initiative

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
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Key Capacities Developed

Demonstrating cultural competency

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Module 3: Equity & Belonging

NAEYC Professional Standards and Competencies for Early Childhood Educators

	Early Childhood Educators	judice	personal, ssets	courage	persp	trengt	concern for	g diverse so unjust one:	j the ir n beha	ig effe	positive	g cultu
	Second Step® SEL for Adults	Examining prejudice	ldentifying perso linguistic assets	Showing the c	Taking others'	Recognizing strengtl	Showing conc	ldentifying div including unju	Understanding the ir and systems on beh	Communicating	Developing po	Demonstrating cultu
Standard	Competencies	Ě	lin	کر ا	Ца	Ř	کړ ا	in de	an C	ŏ	Ď	Ď
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Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	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.		v	V		~					V	v
Develop and Lingu Tea	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.	~	~	~	~	~	~	~	~	V	~	~
on, and emic rrly lum	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.			~								
Knowledge, Application, and Integration of Academic Content in the 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.			~								
Knowledç Integra Conti Childh	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.		V	~	~	~					~	V
arly	6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.			~	~			~	~	V		
as an E ucator	6b: Know about and uphold ethical and other early childhood professional guidelines.	~		~				~	~			
Professionalism as an Early Childhood Educator	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.									~		
fess Chil	6d: Engage in continuous, collaborative learning to inform practice.			V	V						~	
Pro	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.	~		V	V					V		

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Standing up for the rights of others	Practicing teamwork and collaborative problem-solving	l curiosity and ess	Identifying solutions for personal and social problems	Anticipating and evaluating the consequences of one's actions	Evaluating personal, interpersonal, community, and institutional impacts
Standing up for	Practicing tean problem-solvin	Demonstrating curiosity and open-mindedness	Identifying soluti social problems	Anticipating an of one's actions	Evaluating personal, inter and institutional impacts
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Key Capacities Developed

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Module 4: Resilience & Efficacy

NAEYC Professional Standards and Competencies for Early Childhood Educators

	Module 4: Resilience & Efficacy			re goals	organizational skills	initiative	collective		s	inds and
	NAEYC Professional Standards and Competencies for Early Childhood Educators	Experiencing self-efficacy	/th mindset	nal and collective	and	Showing the courage to take initiative	personal and	Taking others' perspectives	Recognizing strengths in others	situational demands
	Second Step [®] SEL for Adults	xperiencing	Having a growth mindset	Setting personal	Using planning	howing the c	Demonstrating	aking others	lecognizing s	Recognizing situational opportunities
Standard	I Competencies 1a: Understand the developmental period of early childhood from	ш	<u> </u>	٥ ٥	ر	٥ د			<u> </u>	CC O
Contex	birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.									
I Learning in Context	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.		~					~	~	~
Child Development and	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.									~
Child Deve	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.		V			V	V		~	~
	2a: Know about, understand, and value the diversity of families.		v					V	V	V
Family-Teacher Partnerships and Community	2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.		~	~		~	~	~	~	~
Family Partn and Co	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.					V	V	V		V
رد br	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.				V				~	~
ervatio ation, al ment	3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.									
Child Observation, Documentation, and Assessment	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.				V	V	V	~	~	~
	3d: Build assessment partnerships with families and professional colleagues.			~	v	V	v	v	~	~

Communicating effectively	Developing positive relationships	Practicing teamwork and collaborative problem-solving	Demonstrating curiosity and open-mindedness	Identifying solutions for personal and social problems
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Key Capacities Developed

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Module 4: Resilience & Efficacy

NAEYC Professional Standards and Competencies for Early Childhood Educators

Second Step® SEL for Adults

		Experie	Having	Setting	Using p	Showin
Standard	Competencies	ŵ	Ĩ	Š	Ď	ঠ
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.		V	V	V	~
	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.	V	V	V	~	V
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.	~	V	V	~	~
	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.	V	V	V	V	~
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.	V	V	v		~
	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.	~	V	~	~	~

	Key Capacities Developed													
rds	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	ldentifying solutions for personal and social problems
aring, supportive ion of early childhood					~	~	~	~	~	~	V	~	~	
are responsive to the o the needs of each tion, incorporating play he development of g children.		~	~	~	~	V		~	V		~			
ly appropriate, culturally a-based teaching is of universal design	V	~	~	~	V	V	~	~	V	v	V	V	V	~
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