| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. **Early Childhood Development (17%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Understands the typical progression in each developmental domain of children from age two to age five** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows age appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognizes variable progression in children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Understands external factors that influence physical, cognitive, social and emotional development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.Nutrition, culture identity, SES status, family |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.Knows Maslow hierarchy of needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.Knows how experiences, environment, and language affect a child’s development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Differentiates how external factors influence the child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Determines factors that impact the individual child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Understands theories of family and community and how they impact child development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Comprehends and applies the Ecological theory, family systems theory, and Vygotsky’s social culture theory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Relates child and family experiences to family-based theories |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Understands how major theories of learning connect to early childhood practice** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Differentiates and applies constructivism, behaviorism, and social learning (e.g., Brunner, Vygotsky, Piaget) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands that children are motivated in different ways |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Understands how individual characteristics of a child influence all domains of development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognizes individual differences (e.g., physical characteristics, health, gender, heredity, temperament, and self concept) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the uniqueness of the child as it impacts their development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Understands factors that influence language and literacy development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how physical impairments, home and community, social interactions, primary language, environmental print, cultural context and sign language affect a child’s language and literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identifies potential positive and negative communication issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Recognizes how brain development influences the holistic development of the child** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the importance of early experiences and stimulation on development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Provides a rich environment to stimulate brain development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Knows the warning signs of common medical conditions and basic first aid procedures** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows basic first aid and how to react to these situations (e.g., food allergies, asthma, Epi-pen® injections) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Teaching and Supporting Diverse Children (14%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Recognizes areas of exceptionality and its potential impact on a child‘s learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describes areas of exceptionality that may impact the child’s learning (e.g., developmental delays, health impairments, giftedness) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Develops appropriate adaptations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Knows the implications of current federal legislation relating to children with exceptionalities** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the meaning and purpose of IDEA (e.g., least restrictive environment, IEPs, IFSPs) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Knows a variety of approaches for accommodating children with diverse learning needs** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies learning accommodations for children with diverse needs (e.g., English language learners, gifted learners, special needs, local cultures, child populations) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Knows how to integrate a multicultural and an antibias curriculum into the early childhood environment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Defines antibias curriculum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Lists ways of representing diversity in the classroom environment (e.g., pictures, books, cultural artifacts) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognizes issues of equity (e.g., sexism and stereotypes) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Creating a Developmentally Appropriate Learning Environment (20%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Understands the need for displaying critical health and safety information and procedures**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows and follows established procedures of health and safety (e.g., fire exit procedures, emergency procedures) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Knows how to create a literacy-rich environment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows and implements components of literacy throughout the environment (e.g., by using printed material, dramatic play, environmental print, listening center, writing materials) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognizes the importance of modeling reading, speaking and writing during daily routines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows intentional conversation strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognizes and adapts the literacy environment to the needs of the child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Understands the importance of health and safety when working with young children** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands basic sanitation and nutrition |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Establishes health and safety routines (e.g., hand washing, fire drill) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Considers safety in the creation of the environment to promote wellness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Knows how the arrangement of multisensory indoor and outdoor spatial environments impact children’s development and learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Integrates multisensory learning materials into indoor and outdoor spaces (e.g., accessibility, learning centers, aesthetics) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Arranges classroom and outdoor furniture to provide open areas for play and exploration to promote independence and cooperation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Arranges materials and environment to support developmental goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Understands how to arrange the environment to provide purposeful opportunities for children to play and discover** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Selects and provides a variety of materials that promote purposeful play and exploration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Designs spaces that provide children with opportunities to learn in a variety of ways (e.g., hands-on-activities, discovery learning, quiet space) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identifies and supports a child’s interest throughout the space |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Understands principles and strategies for effectively managing an early learning environment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the benefit of consistent routines and procedures (e.g., the importance of routines and procedures) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Applies a variety of strategies to engage children (e.g., clapping, classroom jobs, music and movement, sharing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows appropriate strategies for transitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Understands the effective use of verbal and nonverbal communication to enrich the learning environment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Applies and models active listening and speaking techniques (e.g., eye contact, tone, restating, questioning, extending, body language) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands cultural implications in communication styles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows visual and auditory cues (e.g., picture prompts, audio books) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Understands principles and strategies that promote positive behaviors in children** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies and applies strategies that promote positive behavior (e.g., redirection, modeling positive interactions, problem solving, setting limits and goals, child reflection, self regulation skills) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Provides opportunities for the children to interact in the physical environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Incorporates conflict resolution strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Understands the importance of creating a sense of community** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Designs learning environments and selects materials that incorporate team building, cooperative learning, respect and personal responsibility (e.g., morning meeting, setting up classroom rules together, classroom jobs, community garden) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Establishes an environment where children can feel safe to take risks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Creates an environment where children assume ownership (e.g., placement of materials that facilitate independence, is responsible for self and classroom, displaying children’s work, promoting self-help skills) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Teaching and Learning (25%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Understands the role of standards and frameworks in instructional planning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Connects children’s interest and learning experiences to the standards/frameworks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Understands how scope and sequence affect instructional planning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the role of scope and sequence (e.g., in building upon prior knowledge, planning) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Utilizes scope and sequence to plan lessons that promote growth in all developmental domains and content areas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Knows how to create observable and measurable goals that are developmentally appropriate** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Determines and identifies the developmentally appropriate goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Develops observable and measurable goals that meet the age and individual needs of children (e.g., cognitive, social, emotional, physical) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Understands the role of resources and materials for planning and for differentiated instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Organizes and allocates resources and materials for planning and differentiating instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Selects resources and materials based on the comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Considers curricular, theoretical and philosophical approaches as planning resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Knows a variety of instructional methods that encourage higher-level thinking** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Implements a variety of instructional methods to create lessons that extend beyond factual recall and challenge children to develop higher-level thinking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Poses questions that encourage children to view, analyze, and interpret ideas from multiple perspectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Designs lessons that provide opportunities for children to engage in exploration and discovery (e.g., project based, questioning) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Knows a variety of techniques to support children’s learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows and applies appropriate techniques based on context and different stages of the learning process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows of a variety of techniques and multiple representations of concepts to support children’s learning (e.g., scaffolding, modeling, differentiating instruction) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Knows basic methods for promoting the development of children’s self-regulatory skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies age appropriate ways to promote the development of children’s self-regulatory skills (e.g., positive reinforcements, self-talk, charting, feedback) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Applies principles of effective classroom management to establish clear rules and standards of behavior (e.g., daily routines, setting up classroom rules, providing choices, logical consequences) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Understands how to adjust instruction in response to the needs and interests of children** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Designs and adjusts instruction to accommodate individual differences in interests and approaches to learning (e.g., teachable moments, emergent curriculum, learning styles, multiple intelligences) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to engage children in active learning (e.g., interactive materials, discovery learning, intentionality) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Understands the use and implications of different grouping techniques and strategies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the purpose of different grouping techniques (e.g., small group, whole group, one-to-one grouping) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Implements different grouping techniques and strategies that create opportunities for children to work collaboratively and independently (e.g., homogeneous, heterogeneous, collaborative learning) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **J. Understands developmentally appropriate content knowledge in educating children from age two to age five** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Selects appropriate content based on knowledge of child development and the abilities of children at each developmental level (e.g., math, science, language arts, social studies) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Allows children the opportunity to practice developmentally appropriate concepts during everyday classroom experiences (e.g., one-to-one correspondence, phonemic awareness) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows mathematical concepts (e.g., number sense, shapes, one-to-one correspondence, sequence) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows literacy concepts (e.g., phonemic awareness, vocabulary, writing, shared reading) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows scientific concepts (e.g., cause and effect, discovery learning, observation, change) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows social studies concepts (e.g., social skills, community, character, family, culture) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **K. Knows how to design, implement, and evaluate lessons as part of an integrated and/or interdisciplinary curriculum** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Designs developmentally appropriate lessons (e.g., content areas, developmental domains) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to integrate multiple content areas into lesson plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows techniques to evaluate the effectiveness of integrated lessons (e.g., self reflection, child assessment, peer feedback) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **L. Knows how to select and use resources and materials to support development across the curriculum** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Selects resources and materials to support curricular and developmental goals (e.g., manipulatives, community resources, technology) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the value of multipurpose materials (e.g., blocks, clay, paint) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **M. Knows how to integrate the arts throughout the curriculum** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Designs art experiences that focus on the process rather than the product |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Explains the value of integrating the arts into the learning process (e.g., music, creative movement, visual arts) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Integrates the arts throughout the curriculum (e.g., songs, dancing, drama, drawing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **N. Knows how to integrate physical health and wellness into the curriculum** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Explains the value of integrating physical health and wellness into the learning process (e.g., nutrition, gross motor play, movement) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 Integrates physical health and wellness throughout the curriculum (e.g., hand washing, exercise, socio-dramatic play, self regulation) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **O. Knows the necessary safety procedures and precautions to take when working with young children (including what to do during fire drills, on field trips, and on the playground)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows school safety procedures and follows them during an emergency |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Establishes routines for the safety of children and staff |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identifies procedures for creating a safe environment (e.g., scanning for safety hazards, not leaving children unattended, removing materials that are unsafe) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **P. Knows how to integrate technological resources and materials in the instructional process as developmentally appropriate** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to use technology to explore children’s interest |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Explains the value of integrating technological resources and materials into the learning process (e.g., cameras, computer, CD player, tape recorders) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Integrates technological resources throughout the curriculum (e.g., assistive devices, SMARTboard, overhead projector, light table) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Q. Knows how to integrate multicultural and antibias resources in content instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies antibias resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Selects materials for content instruction that fairly and accurately represent diversity (e.g., pictures, books, cultural artifacts) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognizes biases and stereotypes in resources and materials |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Uses materials and resources as needed to support the learning of all children (e.g., assistive devices, multicultural dolls) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **R. Knows how to integrate play in content instruction across the curriculum** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how play impacts the developmental domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Explains the value of play in the learning process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Integrates play across the curriculum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identifies the different types of play (e.g., dramatic, parallel) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Provides opportunities for learning through play (e.g., space, time, materials) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **S. Understands the role of formal and informal assessment to inform the instructional process** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies opportunities in which informal assessment can be used to guide the instructional process (e.g., during independent work, play, group work) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Explains how formal assessment can be used to guide instruction (e.g., standardized tests, unit tests, curriculum tests, benchmarks) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Explains how informal assessment can be used to guide instruction (e.g., daily observations, checklists, anecdotal notes) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **T. Knows the distinctions among and the purposes of the different types of assessments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the purpose of different types of assessment (e.g., selected response, portfolio, checklist) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Discriminates among summative, diagnostic and formative assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **U. Knows how to create, select, and appropriately use a variety of assessments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies a variety of assessments to measure children’s learning (e.g., observation, anecdotal, portfolio, checklist) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Uses multiple assessment tools to make informed decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Creates developmentally appropriate assessments according to the child’s needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Chooses an appropriate assessment tool to measure a child’s development in various context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Involves children in the assessment process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Knows how to interpret assessment results and convey the meaning of those results to children, parents/caregivers, and school personnel** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.Collects and organizes children’s assessment data to interpret results |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Discusses a child’s performance objectively with others |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Adjusts communication style and vocabulary when relaying assessment results to various audiences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identifies areas of strength and areas of improvement in a child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **W. Knows how to use assessment results to influence planning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Adjusts instruction based on assessment data (e.g., modify learning goals, grouping, materials, modeling, level of complexity, methods of teaching) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Professionalism, Family, and Community (24%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Professionalism** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Understands the skills needed for respectful and effective communication about early childhood education to various audiences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the importance of being professional at all times (e.g., cultural awareness, body language, tone) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the role of preparedness in professional communication in varied context (e.g., parent-teacher conferences, note home) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Demonstrates positive and appropriate language (e.g., adjust communication appropriate for audience) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Knows the guidelines for the ethical, appropriate, and safe use of technology** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to set age-appropriate guidelines and limitations for proper use of technology in the classroom (e.g., cell phones, audio centers, Internet) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the importance of the teacher modeling professional use of technology in and out of the classroom (e.g., social networks, blogs) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to screen and identify appropriate educational technology resources (e.g., gender biases, cultural biases) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Knows major policies related to the rights and responsibilities of teachers and children** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows that you are a mandated reporter of the violation of children rights (e.g., confidentiality, privacy, and reporting of child abuse) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the role of documentation (e.g., student samples, anecdotal notes, parent communication) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows privacy rights of children and families (e.g., records, confidentiality) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Understands ethical responsibilities in a professional context** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognizes ethical dilemma |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognizes the importance of being sensitive to the needs and rights of children and families (e.g., informed consent) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands family and community characteristics (e.g., divorce, family structure, SES) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Understands the role of professional development resources** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies and recognizes the need for professional development resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognizes the benefits that professional associations can provide (e.g., quality standards, conferences, research) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Incorporates new strategies to improve teaching (e.g., learning communities, professional associations, literature) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Recognizes the role of reflective practice for professional growth** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies a variety of ways to achieve desired educational and professional goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Demonstrates purposeful reflective practice to guide instruction (e.g., critical, pedagogical, surface, self-reflection, self-evaluation) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Is familiar with research and current issues that impact early childhood education and development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies and applies appropriate and credible information (e.g., journals, books, online resources, professional associations) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the importance and role of research driven practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Understands the role of support personnel** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies the benefits and recognizes the need for collaboration (e.g., speech therapists, paraprofessionals) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognizes the importance of other support staff as partners in learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows of policy and procedures to involve support personnel |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Understands the implications of major laws, legislation, and court decisions relating to children, families, and teachers** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the implications of major laws (e.g., child abuse, no child left behind, zero tolerance, school prayer, IDEA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **J. Knows basic strategies for the protection of teachers’ rights** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to properly document classroom incidents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the importance of teacher evaluation guidelines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **K. Knows how to collaborate with colleagues** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to use colleagues as resources (e.g., grade level meetings, mentor) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Demonstrates professional communication with colleagues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the roles and responsibilities of other professionals in the school setting (e.g., school board, principal) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Family and Community** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **L. Knows a variety of methods for partnering with families in the educational process** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Provides and creates family involvement opportunities (e.g., volunteering, sharing cultural interests) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Provides appropriate and proactive communication with families (e.g., newsletters, family conference, support of at-home learning, consider family access to technology) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognizes the importance of parents as first teachers and partners in learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **M. Knows a variety of ways to partner with the community in the educational process** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the importance of partnering (e.g., community outreach, guest speakers, parent workshops) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Connects classroom to community (e.g., field trips, community volunteers) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **N. Knows how to advocate for children** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies school and community resources that will support children and families (e.g., collaborate with families, connect needs to resources, communicate needs, community awareness) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |