| **Test Content Categories** | **How well do I know the content?  (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
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| **I. Child Development and Learning** |  |  |  |  |  |
| **A. Developmental Knowledge** |  |  |  |  |  |
| 1. Understands typical developmental progression and can identify atypical development across physical, cognitive, social, emotional, and linguistic domains, including bilingual/multilingual development |  |  |  |  |  |
| 2. Understands how language, culture, and family background influence the learning of children with and without exceptionalities |  |  |  |  |  |
| 3. Knows the various theories and research that inform the field’s understanding of young children’s development and learning |  |  |  |  |  |
| **B. Factors that Influence Development and Learning** |  |  |  |  |  |
| 1. Understands the diversity of families (structure, environment, culture) and the impact they have on children’s lives and learning |  |  |  |  |  |
| 2. Understands how children’s physical characteristics, health, gender, temperament, self-concept, interests, and abilities affect their learning |  |  |  |  |  |
| 3. Knows biological and environmental factors that influence children’s early development and learning |  |  |  |  |  |
| 4. Understands the impact of protective factors, trauma, stress, and adversity on children’s development and learning |  |  |  |  |  |
| **C. Support Diverse Learners** |  |  |  |  |  |
| 1. Knows that some children will need individualized support for identified developmental delays, disabilities, and intellectual giftedness |  |  |  |  |  |
| 2. Knows the critical role of developmentally appropriate play in a child’s life and how it influences the developmental and learning process |  |  |  |  |  |
| 3. Knows strategies to create psychologically, healthy, safe, secure, respectful, supportive, and challenging learning communities, including positive guidance strategies for individual children and groups |  |  |  |  |  |
| **II. Child Observation, Documentation, and Assessment** |  |  |  |  |  |
| **A. Effective Assessment Practices** |  |  |  |  |  |
| 1. Knows how to create, select, adapt, and use screening and assessment tools that assess children’s learning progress, strengths, and interests in ways that are developmentally appropriate (e.g., in regard to culture, linguistics, disabilities) |  |  |  |  |  |
| 2. Knows the benefits and uses of assessment to inform curriculum and instruction |  |  |  |  |  |
| 3. Knows the role screening and evaluation play in the referral and evaluation process for identifying a child who needs additional support or services |  |  |  |  |  |
| 4. Knows how to collect and organize children’s assessment data |  |  |  |  |  |
| 5. Knows how to interpret observations, screening, and assessment results to adjust or modify instruction or curriculum (e.g., scaffolding) |  |  |  |  |  |
| 6. Knows how to embed assessment into instruction through the connection of learning goals and teaching strategies |  |  |  |  |  |
| **B. Collaborative Assessment Practices** |  |  |  |  |  |
| 1. Knows how to convey the meaning of assessment results accurately with simplified explanations for children, parents/caregivers, teachers, and colleagues from other disciplines |  |  |  |  |  |
| 2. Understands the teacher’s role as an active participant in the screening, referral, and evaluation process |  |  |  |  |  |
| 3. Understands the child’s family as the expert by identifying different ways families can contribute to the assessment process |  |  |  |  |  |

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| **III. Developmentally Appropriate Teaching Practice** |  |  |  |  |  |
| **A. Learning Environment** |  |  |  |  |  |
| 1. Knows the components of safe, effective, and flexible learning environments to stimulate a range of interests and abilities that are appropriate to the age of the child (e.g., spaces for individual and cooperative learning, learning centers, spaces that support diversity and inclusion) |  |  |  |  |  |
| 2. Knows how to integrate multisensory materials into indoor and outdoor spaces to promote learning and development  (e.g., accessibility, learning centers, aesthetics) |  |  |  |  |  |
| 3. Knows how to establish, communicate, and model classroom schedules, routines, procedures, and rules effectively |  |  |  |  |  |
| 4. Knows how to encourage children to move toward independence, make transitions, use self-regulation, understand perspective-taking, and resolve conflicts (e.g., strategies such as positive reinforcements, self-talk, charting) |  |  |  |  |  |
| 5. Knows theories and research that inform the development of learning environments and instructional practice |  |  |  |  |  |
| **B. Differentiated Instruction** |  |  |  |  |  |
| 1. Knows how to scope and sequence to plan lessons that highlight the standards and skills as well as promote growth in specific developmental domains and content areas |  |  |  |  |  |
| 2. Knows how to apply flexible, evidence-based teaching skills and strategies that are appropriate for different ages and content areas |  |  |  |  |  |
| 3. Understands the importance of supporting children’s acquisition and exploration of increasingly complex knowledge and skills |  |  |  |  |  |
| **C. Instructional Strategies** |  |  |  |  |  |
| 1. Understands the importance of a developmentally and culturally relevant curriculum, building on the cultural and linguistic assets that each child brings |  |  |  |  |  |
| 2. Knows how to select appropriate resources and materials to fit instructional strategies and goals |  |  |  |  |  |
| 3. Knows how to select materials that avoid biases and stereotypes to foster positive learning dispositions for children |  |  |  |  |  |
| 4. Knows how to modify instruction based on the strengths, needs, and interests of children up to age 8 (e.g., modifying learning goals, sequencing, teaching methods, scaffolding) |  |  |  |  |  |
| 5. Knows how to use grouping strategies based on the learning goals and needs of the learners (e.g., whole group, small group, pairs, individual work in learning centers) |  |  |  |  |  |
| 6. Knows the different types of play (e.g., solitary, parallel, cooperative, constructive) and the importance of incorporating play into the curriculum. |  |  |  |  |  |

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| 7. Knows how to evaluate, select, and modify activities and materials, including interactive technologies, to support children in equitable and active learning based on their learning paths, interests, strengths, and needs |  |  |  |  |  |
| **IV. Professionalism, Family-Teacher Partnerships, and Community Connections** |  |  |  |  |  |
| **A. Ethical Standards and Professional Guidelines** |  |  |  |  |  |
| 1. Understands the importance of upholding ethical and professional guidelines for early childhood educators, students, their families, and colleagues (e.g., uses the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct, confidentiality, informed consent, mandatory reporting, records, and assessment) |  |  |  |  |  |
| 2. Knows the rights of children with developmental delays or disabilities |  |  |  |  |  |
| 3. Knows how to locate and identify information from sources of professional research to stay current in the field and improve practice (e.g., journals, books, online resources, professional associations, professional workshops, conferences) |  |  |  |  |  |
| 4. Understands the early childhood educator’s role as a professional partner and the professional responsibilities pertaining to special education laws (e.g., IFSP, IDEA, Section 504, mandatory reporting, confidentiality, FERPA) |  |  |  |  |  |
| 5. Knows how to analyze, modify, and improve instruction through self-reflective practice, colleague/supervisor feedback, and evidence from inside and outside the classroom. |  |  |  |  |  |
| 6. Knows the common procedures to promote the health and safety of young children (e.g., playground rules, fire drills, CPR, active shooter drills) |  |  |  |  |  |
| **B. Family and Community Relationships** |  |  |  |  |  |
| 1. Knows how to identify needed support for children and families and is familiar with ways to connect families to high-quality resources available in the community and through the school (e.g., translation/interpretation services, early childhood special education, early intervention services) |  |  |  |  |  |
| 2. Knows a variety of collaborative strategies to partner with families in children’s development and learning |  |  |  |  |  |
| 3. Understands how to use family-centered practices, family systems theory, and the changing needs and priorities in families’ lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information |  |  |  |  |  |
| 4. Knows strategies for engaging in collaboration with other colleagues (e.g., speech therapists, paraprofessionals, reading specialists, special educators) |  |  |  |  |  |
| 5. Knows how to select and modify a variety of communication strategies to fit different circumstances and audience preferences, including the use of technology (e.g., emails, digital portfolios, online reports, assistive technology, texting) |  |  |  |  |  |
| **V. Knowledge, Application, and Integration of Academic Content in the Curriculum** |  |  |  |  |  |
| **A. Language and Literacy** |  |  |  |  |  |
| 1. Knows the different stages of language development and language delays for children from birth through age 8 |  |  |  |  |  |
| 2. Knows the bilingual language development process, knows the foundational role the home language plays in academic success, and is familiar with the strategies for supporting continued home language development |  |  |  |  |  |
| 3. Understands the importance of literacy skills (e.g., phonological awareness, phonics, vocabulary, fluency, listening comprehension, and writing) and the use of instructional strategies to support the child's learning development. |  |  |  |  |  |
| 4. Knows instructional strategies to help children build receptive and expressive vocabulary and use it in reading, writing, speaking, and listening for increased comprehension. |  |  |  |  |  |
| 5. Knows ways to support reading fluency through instructional strategies (e.g., read aloud, choral reading, dialogic reading) and through strategic selection of reading material for text complexity and other text features |  |  |  |  |  |
| 6. Knows the different formats and genres of children’s literature, including narrative and informational texts and picture books |  |  |  |  |  |

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| 7. Knows how to use texts with different structures and features, including visual representations, in ways that fit with children’s developmental, cultural, and linguistic needs and interests  (e.g., key ideas, supporting details, character, plot, setting) |  |  |  |  |  |
| 8. Knows strategies to support children in the development of writing, including prewriting and handwriting skills. |  |  |  |  |  |
| 9. Knows the conventions of grammar, usage, mechanics, and spelling and knows how to develop children’s use of them in writing and speaking |  |  |  |  |  |
| 10. Knows strategies to develop children’s ability to make oral presentations (e.g., through modeling, retelling) and to participate in collaborative conversations, including strategies for promoting active listening and for organizing and facilitating discussion, such as through questions to promote children’s critical thinking |  |  |  |  |  |
| **B. Mathematics** |  |  |  |  |  |
| 1. Understands that mathematics is learned through active exploration, direct instruction, and the integration of mathematical concepts across content areas |  |  |  |  |  |
| 2. Knows how to use strategies for engaging children in mathematical thinking through manipulation of appropriate instructional materials (manufactured and natural, physical, and virtual) and the use of mathematical language in conversations about real-life problems |  |  |  |  |  |
| 3. Knows how to support the development of foundational mathematical skills  (e.g., counting, cardinality, number recognition, one-to-one correspondences, shapes, sorting objects, patterns, addition, subtraction, measurement) |  |  |  |  |  |
| 4. Understands the processes and properties of the four basic operations (addition, subtraction, multiplication, division) as applied to whole numbers and how to use a variety of mathematical methods to support children’s knowledge and application of arithmetic operations  (e.g., standard algorithms, number sense, counting, subtracting, mental math, multiplication, division, money) |  |  |  |  |  |
| 5. Understands how to assist children in developing the skills and concepts involving measurement and estimation using standard and nonstandard units of measure |  |  |  |  |  |
| 6. Knows how to guide children in understanding multiple visual representations of fractions  (e.g., area model, discrete model, part-whole, ratio) |  |  |  |  |  |
| 7. Knows foundational geometric concepts (e.g., lines and space, shapes, and their attributes) and how to guide the reasoning and learning of children in this area |  |  |  |  |  |

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| 8. Understands the processes, skills, and concepts for representing and interpreting data and how to assist children in developing tools for mathematical inquiry  (e.g., documentation through drawing graphic representation) |  |  |  |  |  |
| **C. Other Academic Disciplines** |  |  |  |  |  |
| 1. Knows how to identify content knowledge, concepts, methods, and the resources needed for teaching the various content subjects (social studies, science, physical education, art) in an early childhood curriculum |  |  |  |  |  |
| 2. Understands the impact that integration and inquiry across multiple content areas can have on children's learning, and knows how to modify lessons through curricular resources and pedagogical strategies to benefit children's understanding of the content |  |  |  |  |  |