| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Growth and Development of Young Children Across the Spectrum of Development (20%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify the characteristics and needs of all young children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Analyze multiple influences on child development and learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognize how a healthy, respectful, supportive, challenging, developmentally appropriate learning environment contributes to the development of all children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Act according to foundational theories of development of all young children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Recognize the milestones of cognitive and perceptual development of all young children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Recognize the milestones of physical and motor development of all young children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Recognize the milestones of social and emotional development of all young children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Recognize the milestones of communication and language development of all young children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Recognize adaptive/self-help skills of all young children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Educational and Service Requirements for Children with a Range of Abilities and Special Needs (16%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify the characteristics of young children with a range of abilities and special needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Develop and implement an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Act according to major laws related to the rights of children and educator responsibilities, including but not limited to IDEA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Plan and implement the interdisciplinary process of service delivery systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Determine assistive and adaptive technology appropriate to address the needs of individual children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Curriculum, Instruction, and Assessment for Young Children (22%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Curriculum and Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Design developmentally appropriate, comprehensive curriculum and instruction aligned with state standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Facilitate children’s acquisition and integration of behavior, skills, and concepts to support learning aligned with state standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Adapt and individualize curriculum and instruction strategies and plans for children and families, including those with special needs and disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Select developmentally and individually appropriate strategies and resources to provide routine- and activity-based learning experiences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Design and implement a daily schedule balanced with adult-directed and child-initiated activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Implement developmentally appropriate teacher-directed grouping strategies (i.e., peer-to-peer, small group, and whole group) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Plan and provide opportunities for developmentally appropriate child-initiated activities with adult support as needed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Encourage children’s active involvement in a variety of structured and unstructured learning activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Design appropriate activities within the natural environment/least restrictive environment that align with the individualized service plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Provide learning experiences that support and expand the cultural knowledge and practices of children and families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Provide guidance, learning cues, and positive feedback to children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understand the goals, benefits, and appropriate uses of assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Select appropriate observation, documentation, and assessment tools and approaches |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Create assessment partnerships with families and other professionals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Use developmentally appropriate and authentic assessments to improve instruction, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Select, create, adapt, and use multiple modes and methods of assessments that are sensitive to the unique cultural and learning needs of the child and family |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Actively involve families and other team members in the assessment process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Systematically collect, organize, record, and analyze ongoing assessment data to monitor child progress and program evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Monitor, summarize, and evaluate the acquisition of IFSP child and family outcomes and the IEP child goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Effectively communicate ongoing assessment results of child progress with families and other team members using everyday language, including primary language and communicative mode |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Play and Learning Environment for Young Children (20%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Create and maintain an emotionally healthy, respectful, supportive, and challenging play and learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Create and maintain a physically healthy and safe environment through basic sanitation, nutrition, room ventilation, and good health practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Create the physical, social, and temporal environment to engage children and maximize learning aligned with state standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Create and maintain developmentally and individually appropriate activity-based learning environments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Provide developmentally and individually appropriate indoor and outdoor environments, allowing for individual, cooperative, small- and whole-group activities and providing opportunities for children to play, explore, and discover |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Create environments that recognize and value diversity as a strength in children and families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Adapt environments to support children with special needs and disabilities such as the placement of children with vision and hearing impairments, space and paths for mobility supports, children with challenging behaviors, and functional behavior assessment guidelines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Create, evaluate, and select materials, media, and technology, including assistive and adaptive technology, to enhance the play and learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Facilitate positive interactions between children and adults, including peer interaction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Use positive guidance techniques to foster children’s self-regulation, appropriate social interaction, and social competence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Understand how to create environments that function within legal, ethical, and professional guidelines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Understand strategies for collaboration with adults to create a positive play and learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Understand the benefit of the natural environment/ least restrictive environment as the most appropriate place for implementation of the IFSP/IEP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Collaboration with Families and Colleagues (12%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Plan for the effective involvement of team members, including assistants, staff, families, and volunteers across learning environments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Incorporate team members’ (including families) knowledge of multiple disciplines and strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Plan and implement center-based experiences and instruction that incorporate family strengths and resources, priorities, and concerns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Plan and implement family-centered activities that reflect use of natural environments, the family’s resources, priorities, and concerns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Participate as an effective team member and demonstrate appropriate interpersonal skills to support collaboration in early childhood settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Seek and encourage the participation of families as partners in promoting the child’s development, making decisions, and implementing and evaluating program plans for the child |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Apply family systems theory, family dynamics, family involvement, and identifying community resources for family support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **VI. Professionalism and Growth Through Professional Development (10%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understand the necessity to engage in ongoing self-reflection, professional development, and professional memberships to improve professional practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Apply professional ethics, practices, and legal mandates in early childhood settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Apply and function within legal, ethical, and professional guidelines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Act according to major laws related to the rights of children and educator responsibilities, including but not limited to IDEA, confidentiality and privacy, child abuse reporting, and assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Use effective advocacy strategies for children and families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |