

Higher Education Teacher Preparation Standards

Early Childhood Unified: Birth through Third
Grade



Kansas leads the world in the success of each student.

EARLY CHILDHOOD UNIFIED

Birth through Third Grade – adopted May 12, 2015

“**Learner(s)**” is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Child Development and Learning:

Candidates prepared in early childhood unified degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.

Function 1: Learner Development

Candidates know and understand typical progression in each developmental domain of children from birth to age 8.

Content Knowledge

- 1.1.1CK The candidate knows age-appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language) and recognizes variable progression in children.
- 1.1.2CK The candidate understands integration of developmental domains.
- 1.1.3CK The candidate understands typical and atypical childhood development. Candidates know age-appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language).
- 1.1.4CK The candidate knows and understands multiple influences on development of the whole child (Play, brain research, environmental factors, individual physical factors, medical, genetics, parent developmental level, nutrition, SES status, etc.).

Professional Skills

- 1.1.5PS The candidate can apply age-appropriate developmental expectations to address individual learning of students, including physical, cognitive, social, emotional language and aesthetic domains; play, activity and learning processes.
- 1.1.6PS The candidate uses knowledge of developmental domains to address individual needs of learners and to create positive rich learning environments to stimulate brain development.
- 1.1.7PS The candidate can apply knowledge of typical and atypical childhood development to support a healthy respectful and challenging learning environment for each learner.

- 1.1.8PS The candidate demonstrates respect for each child as a feeling, thinking individual and respect for each child's culture, home language, individual abilities or disabilities, family context, and community. The candidate models and affirms anti-bias perspectives on development and learning.

Function 2: Learning Differences

Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Content Knowledge

- 1.2.1CK The Candidate possesses knowledge and understanding of family expectations and cultural requirements around educational settings. The candidate values diverse languages and cultures.
- 1.2.2CK The candidate knows the context of the community in which they are placed including demographics, socioeconomic factors and cultural diversity to support the child's development, learning and wellbeing.
- 1.2.3CK The candidate understands that children are motivated in different ways and knows that a basic belief in a learner's ability to learn is essential in success for the student.
- 1.2.4CK The candidate recognizes areas of exceptionality and its potential impact on a child's learning.
- 1.2.5CK The candidate understands the importance of linking assessment information to plan appropriate programs, environments, and interventions to address individual differences of all children, including the development of IFSPs/IEPs when required, and for reporting progress toward meeting outcomes or annual goals.

Professional Skills

- 1.2.6PS The candidate applies their understanding of language and culture in educational settings. The candidate seeks to integrate languages and diverse cultures into his/her instructional practice to engage learners.
- 1.2.7PS The candidate accesses and applies community context in all aspects of the educational setting, including but not limited to differences in family structures and social and cultural backgrounds.
- 1.2.8PS The candidate demonstrates belief in young learners' ability to learn, and use of their understanding of early childhood development to help each learner understand and make meaning from his or her experiences through play, spontaneous activity, and guided investigations.
- 1.2.9PS The candidate can identify areas of exceptionality that may impact the child's learning (e.g., developmental delays, health impairments, and giftedness) and develops appropriate adaptations.

- 1.2.10PS The candidate can select appropriate assessment data for use in decision making; to adjust programs, plan interventions, when developing IFSP's/IEPs and report writing.

Function 3: Learning Environments

Candidates use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all learners.

Content Knowledge

- 1.3.1CK The candidate knows basic methods for promoting the development of learner's self-regulatory skills.
- 1.3.2CK The candidate understands the importance of a literacy rich environment to support and expand learner's communication through speaking, listening, reading, writing, and other modes.
- 1.3.3CK The candidate understands the importance of a culturally sensitive and anti-biased learning environment.
- 1.3.4CK The candidate knows how to create a learning environment that encourages learners to work productively and cooperatively with each other to achieve learning goals.
- 1.3.5CK The candidate knows that the learning environment should include safety procedures and precautions.
- 1.3.6CK The candidate understands the importance of a technology rich learning environment.
- 1.3.7CK The candidate possesses the knowledge and skills needed to promote young learners' physical and psychological health, safety, and sense of security.

Professional Skills

- 1.3.8PS The candidate 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).
- 1.3.9PS The candidate creates a literacy-rich environment and implements components of literacy throughout the environment (e.g., by using printed material, dramatic play, environmental print, listening center, writing materials) to model reading, speaking and writing during daily routines.
- 1.3.10PS The candidate uses a variety of materials and strategies to support a multicultural and anti-bias curriculum in the classroom (e.g., pictures, books, and cultural artifacts).
- 1.3.11PS The candidate can plan and select activities and materials that incorporate team building, cooperative learning, respect and personal responsibility (e.g., morning meeting, positive reinforcements, classroom jobs).

- 1.3.12PS The candidate identifies procedures that ensure the learning environment is a safe place (e.g., scanning for safety hazards, playground routines, fire drills).
- 1.3.13PS The candidate develops technology enriched learning environments that uses appropriate digital tools, assistive technology, augmentative and alternative communication systems and other resources as needed.
- 1.3.14PS The candidate can apply the knowledge and skills needed to promote young learners' physical and psychological health, safety, and sense of security.

Standard 2: Content Knowledge

Candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Function 1: Understanding content knowledge in developmental domains and pre-academic/academic disciplines: language and literacy; the arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

Content Knowledge

2.1.1CK The candidate must be well versed in the essential content knowledge in all pre-academic/academic disciplines including:

- mathematical concepts (e.g. number sense, shapes, one-to-one correspondence, sequence, problem solving);
- scientific concepts (e.g. cause and effect, discovery learning, observation, change, systems, cycles);
- literacy concepts (e.g. phonemic awareness, vocabulary, writing, shared reading);
- social studies concepts (e.g. social skills, community, character, family, culture, cultural identity).

2.1.2CK The candidate must be well versed in the essential content knowledge in health and physical education (e.g., nutrition, gross motor play, movement, hand washing, physical health, wellness, self-regulation, exercise, safety, prevention).

2.1.3CK The candidate must be well versed in the essential content knowledge in the arts (e.g., music, creative movement, visual arts, structure and processes of art, dance, drama).

2.1.4CK The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

2.1.5CK The candidate understands and demonstrates an understanding of family systems--both individual families' systems and dynamics as well as systems theory (dynamics, roles, diversity and relationships).

Professional Skills

2.1.6.aPS The candidate 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, literacy).

2.1.6.bPS The candidate demonstrates understanding of not only what is important in each content area but also why it is important - how it links with earlier and later understandings both within and across areas providing opportunities for students to learn, practice, and master content.

- 2.1.6.cPS The candidate can apply the content knowledge in the context of children's learning, demonstrate understanding of the structure of the content area, demonstrate understanding of ways in which concepts can be integrated across the content areas.
- 2.1.7PS The candidate can integrate physical health and wellness throughout the curriculum; explain the value of integrating physical health and wellness into the learning process.
- 2.1.8PS The candidate can design experiences that focus on the process rather than the product; explain the value of integrating the arts into the learning process.
- 2.1.9PS The candidate can access and use the research base underlying each content area, basic knowledge of the core concepts and standards of professional organizations in each content area, and rely on sound resources for that knowledge.
- 2.1.10PS The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Function 2: Understand, articulate and can integrate into personal practice, the historical, theoretical and philosophical viewpoints within the field of early childhood.

Content Knowledge

- 2.2.1CK The candidate understands the early childhood profession, its multiple historical, philosophical, cultural, political and social foundations and how these foundations influence current thought, research, and practice.
- 2.2.2CK The candidate understands the historical, theoretical, and foundational philosophy of the field.
- 2.2.3CK The candidate understands theories of family and community and how they impact child development.
- 2.2.4CK The candidate understands early childhood developmental theory (e.g. Vygotsky, Piaget, etc.).
- 2.2.5CK The candidate understands Maslow's hierarchy of needs, multiple intelligences theory, Bloom's taxonomy, learning styles research.

Professional Skills

- 2.2.6PS The candidate considers and is able to articulate the history and philosophy of the field, and integrates theory into practice to meet the needs of all learners.
- 2.2.7PS The candidate applies theories of child development and developmentally appropriate and research-based practices when working with infants, and young children.

- 2.2.8PS The candidate differentiates and applies the Ecological theory, family systems theory, constructivism, behaviorism, and social learning (e.g., Brunner, Vygotsky, Piaget).
- 2.2.9PS The candidate can apply early childhood developmental theory to promote learning.
- 2.2.10PS The candidate can apply Maslow's hierarchy of needs, multiple intelligences theory, Bloom's taxonomy and learning styles research when designing the learning environment and planning instruction to meet the needs of all students.

Function 3: Candidates understand the legal foundations within the field of early childhood education.

Content Knowledge

- 2.3.1CK The candidate knows the progression of federal legislative acts that have provided the foundation for current educational law.
- 2.3.2CK The candidate understands the rights and responsibilities of all learners, their families, teachers and other professionals and schools.
- 2.3.3CK The candidate knows the implications of current federal legislation relating to children with exceptionalities.

Professional Skills

- 2.3.4CK The candidate will be able to apply federal legislation relating to all learners including but not limited to IDEA, ESEA, mandated reporting and FERPA.
- 2.3.5CK The candidate will advocate for the rights of learners and families.
- 2.3.6 The candidate can apply current federal legislation when working with all learners (e.g., IEPs, least restrictive environment, IFSPs).

Standard 3 Application of Content Knowledge

Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Function 1: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology and assistive technology.

Content Knowledge

- 3.1.1 The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 3.1.2 The candidate knows how to select and use resources and materials to support development across the curriculum.
- 3.1.3 The candidate understands how learning occurs—how learners construct knowledge, acquire skills, and develop discipline thinking processes—and knows how to use instructional strategies that promote student learning.
- 3.1.4 The candidate knows a variety of instructional methods that encourage higher-level thinking.

Professional Skill

- 3.1.5 The candidate uses technology, and integrates technological resources throughout the curriculum (e.g., assistive devices, interactive white boards, overhead projector, camera, computer, etc.).
- 3.1.6 The candidate can select resources and materials to support curricular and developmental goals (e.g., manipulative, technology, community resources).
- 3.1.7 The candidate designs, implements, and evaluates meaningful, challenging curriculum which requires alignment with appropriate early learning standards and knowledgeable use of the discipline's resources to focus on key experiences for each age group and taking into account each individual child's strengths, interests, and needs emphasizing academic and social competences.
- 3.1.8 The candidate implements a variety of instructional methods to create lessons that extend beyond factual recall and challenge learners to develop higher level thinking; pose questions that encourage learners to view, analyze, and interpret ideas from multiple perspectives.

Standard 4: Observing, Documenting, and Assessing to Support Young Learners and Families

Candidates prepared in early childhood B – G3 degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner.

Function 1: Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young learners. Knowing about and using appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

Content Knowledge

- 4.1.1CK The candidate demonstrates an understanding of the role of observation, documentation, and assessment tools, including the use of technology in documentation, assessment, and data collections.
- 4.1.2CK The candidate understands the role of informal and formal assessment strategies to determine level of performance, to identify developmental delay, to plan and individualize curriculum and to monitor and evaluate the instructional program.
- 4.1.3CK The candidate understands the purpose of different types of assessments (e.g., daily observations, screening, selected response, portfolio, checklist, standardized tests, unit tests, benchmarks).
- 4.1.4CK The candidate understands how to analyze assessment data to identify patterns and gaps in learning, to monitor learning progress, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 4.1.5CK The candidate is able to efficiently analyze, interpret, and summarize assessment data, including data from mandated, standardized, and performance based assessments.
- 4.1.6CK The candidate understands the importance and role of documentation.

Professional Skills

- 4.1.17PS The candidate uses multiple types of assessment processes to monitor progress, support, verify, and document learning, including the use of technology to complete these tasks.
- 4.1.8PS The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

- 4.1.9PS The candidate discriminates among summative, formative and diagnostic assessments and effectively uses multiple and appropriate types of assessment data to identify each student's learning needs, monitor progress and develop differentiated learning experiences.
- 4.1.10PS The candidate analyzes assessment data to understand and identify patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 4.1.11PS The candidate can accurately describe and use results of data for each learner to make informed decisions.
- 4.1.12PS The candidate keeps appropriate and accurate records of assessments both informal (e.g. student samples, anecdotal notes, parent communication) and formal (e.g., test scores, homework).

Function 2: Understanding and practicing ethical, responsible assessment to promote positive outcomes for each child, including the use of assistive technology for learners with disabilities.

Content Knowledge

- 4.2.1CK The candidate understands the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.
- 4.2.2CK The candidate knows how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 4.2.3CK The candidate understands assessment development, administration, and interpretation of results, including reliability, validity, appropriate scoring, and culturally unbiased assessments.
- 4.2.4CK The candidate understands the purpose and procedures for assessment when planning transitions to other program levels or with other agencies.

Professional Skills

- 4.2.5PS The candidate uses various assessments and assessment data in an ethical manner based on the purpose of the assessment.
- 4.2.6PS The candidate can recognize and make appropriate accommodations in assessments and testing conditions.
- 4.2.7PS The candidate creates developmentally appropriate assessments according to the child's needs and is able to choose appropriate assessment tools in a variety of contexts.
- 4.2.8PS The candidate keeps accurate records of assessment data for each child to facilitate smooth transitions to other program levels or with other agencies.

Function 3: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Content Knowledge

4.3.1CK The candidate understands the importance of collaborating with family members and other professionals when conducting assessments.
(multidisciplinary, interdisciplinary, transdisciplinary).

4.3.2CK The candidate understands the importance of communicating assessment results with appropriate parties.

Professional Skills

4.3.3PS The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

4.3.4PS The candidate can discuss a learner's performance objectively with others and adjusts communication style and vocabulary when relaying assessment results to various audiences.

Standard 5: Planning for Instruction

Candidates prepared in early childhood B – G3 degree programs use their knowledge of pre-academic / academic disciplines to design, implement and evaluate experiences that promote positive development and learning for every learner.

Function 1: Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Content Knowledge

- 5.1.1CK The candidate knows and understands the role of state and national content standards in instructional planning.
- 5.1.2CK The candidate knows how to design, implement, and evaluate lessons.
- 5.1.3CK The candidate understands how scope and sequence affect instructional planning.
- 5.1.4CK The candidate understands the role of resources and materials for planning and for differentiated instruction.
- 5.1.5CK The candidate considers curricular, theoretical and philosophical approaches as planning resources.
- 5.1.6CK The candidate understands how assessment should influence planning.
- 5.1.7CK The candidate understands the value of play in the developmental domains and learning process.

Professional Skills

- 5.1.8PS The candidate can access and apply current state and national standards to build meaningful curriculum in all content areas.
- 5.1.9PS The candidate designs and implements developmentally appropriate lessons (e.g., content areas, developmental domains) and knows the techniques to evaluate the effectiveness of lessons (e.g., self-reflection, child assessment, peer feedback).
- 5.1.10PS The candidate utilizes scope and sequence to plan lessons that promote growth in all developmental domains and content areas, and to help learners build on prior knowledge.
- 5.1.11PS The candidate can organize and allocate resources and materials for planning and differentiating instruction. Candidates can select resources and materials based on the comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.
- 5.1.12PS The candidate grounds their practice in a thorough, research-based understanding of young learners' development and learning processes and they recognize that every child constructs knowledge in personally and culturally familiar ways as evident in their daily planning.
- 5.1.13PS The candidate adjusts instruction based on assessment data (e.g. modify learning goals, grouping, materials, modeling, level of complexity, methods of teaching).

5.1.14PS The candidate integrates play across the curriculum, provides opportunities for learning through play (e.g., space, time, materials) and identifies different types of play (e.g., dramatic, parallel).

Standard 6: Using Developmentally Effective Strategies

Candidates in early childhood B – G3 degree programs understand that teaching and learning with young learners is a complex enterprise, and its details vary depending on learners' ages, characteristics, and the settings within which teaching and learning occur. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies and tools to connect learners and families and positively influence each and every learner's development and learning.

Function 1: Knowing, understanding and using a broad repertoire of developmentally appropriate teaching/learning approaches with an integrated systemic approach. Selecting effective strategies and tools for early education, including appropriate uses of technology and assistive technology.

Content Knowledge

- 6.1.1CK The candidate knows a variety of Positive Behavioral Support strategies.
- 6.1.2CK The candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 6.1.3CK The candidate knows a variety of approaches for accommodating learners with diverse learning needs.
- 6.1.4CK The candidate understands how to adjust instruction in response to the needs and interests of children.
- 6.1.5CK The candidate understands the use and implications of different grouping techniques and strategies.
- 6.1.6CK The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 6.1.7CK The candidate knows how to select and use resources and materials to support development across the curriculum.

Professional Skills

- 6.1.8PS The candidate provides an integrated systemic approach to meeting the needs of all children, including struggling and advanced learners (e.g., tiered lessons, scaffolding, MTSS, RTI, etc.).
- 6.1.9PS The candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products.
- 6.1.10PS The candidate can identify and apply learning accommodations for children with diverse needs (e.g. English language learners, gifted learners, special needs, local cultures, child populations).
- 6.1.11PS The candidate engage students in active learning strategies (e.g., interactive materials, discovery learning, project based learning, exploration, MTSS).

- 6.1.12PS The candidate implements different grouping techniques and strategies that create opportunities for children to work collaboratively and independently, (e.g. small group, whole group, independent, homogeneous, heterogeneous).
- 6.1.13PS The candidate uses technology, and integrates technological resources throughout the curriculum (e.g., assistive devices, interactive white boards, overhead projector, camera, computer, etc.).
- 6.1.14PS The candidate can select resources and materials to support curricular and developmental goals (e.g., manipulative, technology, community resources).

Standard 7: Professional and Ethical Practice

Candidates prepared in early childhood B – G3 degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledge, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Function 1: Identifying and involving oneself with the early childhood field.

Content Knowledge

- 7.1.1CK The candidate recognizes the benefits that professional learning communities in the field can provide (e.g. quality standards, conferences, research).
- 7.1.2CK The candidate understands the importance and role of research-driven practice.
- 7.1.3CK The candidate is aware of early childhood professional organizations.

Professional Skills

- 7.1.4PS The candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.
- 7.1.5PS The candidate takes responsibility for contributing to and advancing the profession.
- 7.1.6PS The candidate can access early childhood professional organizations for resources on current trends and issues in the field, standards for ethical practice and ongoing professional learning experiences.

Function 2: Knowing about and upholding ethical standards and other early childhood professional guidelines.

Content Knowledge

- 7.2.1CK The candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 7.2.2CK The candidate understands ethical responsibly in a professional context (e.g. due process, confidentiality, accurate record keeping, required reporting).
- 7.2.3CK The candidate knows and understands the laws, regulations, and major policies related to the rights and responsibilities of teachers and children.

Professional Skills

- 7.2.4PS The candidate can access, assess and manage information and data in an appropriate, professional and ethical manner.

- 7.2.5PS The candidate appropriately applies codes of ethics, professional standards of practice, and relevant law and policy.
- 7.2.6PS The candidate adheres to laws, regulations, and policies that regulate the early childhood field and appropriately advocates for the rights and responsibilities of learners and teachers (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

Function 3: Engaging in continuous learning and reflective practice to inform instruction; Analyze and evaluate the implications of current trends and issues within the field of early childhood.

Content Knowledge

- 7.3.1CK The candidate understands the importance of engaging in continuous learning.
- 7.3.2CK The candidate understands the field of early childhood is continuously developing and changing.
- 7.3.3CK The candidate exhibits knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- 7.3.4CK The candidate recognizes the role of reflective practice for improvement of curriculum and instruction.
- 7.3.5CK The candidate understands the importance of integrating the knowledge, reflective, and critical perspectives on early education.

Professional Skills

- 7.3.6PS The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 7.3.7PS The candidate can select and apply appropriate, research based practices when teaching, to meet the developmental level of each learner.
- 7.3.8PS The candidate demonstrates fluency in technology systems; models and facilitates effective use of current and emerging digital tools and uses contemporary tools and resources to maximize learning.
- 7.3.9PS The candidate demonstrates purposeful reflective practice to guide instruction (e.g. critical, pedagogical, surface, self-reflection, self-evaluation) and is open to adjustment and revision of lessons based on learner needs and changing circumstances.
- 7.3.10PS The candidate applies their knowledge of contemporary theory and research to construct learning environments that provide achievable and “stretching” experiences for each learner- including learners with special abilities and learners with disabilities or developmental delays.

Function 4: Field experiences and clinical practices are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood. Opportunities to observe and practice in early childhood age groups (birth-age 2, ages 3-5, and Kindergarten-grade 3) and in all types of early education settings (school settings, child care centers and homes/early intervention services, community agency programs).

Content Knowledge

- 7.4.1CK The candidate understands the importance of field/clinical experience in a variety of professional settings.
- 7.4.2CK The candidate understands the importance of functioning as a member of a multidisciplinary team.
- 7.4.3CK The candidates will synthesize and integrate skills acquired in previously completed coursework. For the early childhood age groups (birth- age 2, ages 3-5 and kindergarten- grade 3).
- 7.4.4CK The candidate understands the processes of planning and implementing effective curriculum for the early childhood age groups (birth-age2, ages 3-5 and kindergarten- grade 3).
- 7.4.5CK The candidate understands the process of assessment including selection, application, analysis and interpretation of a variety of instruments and data sources.
- 7.4.6CK The candidate understands the process for creating and implementing IFSPs and IEPs.
- 7.4.7CK The candidate recognizes the importance of being sensitive to the needs and rights of children and families.
- 7.4.8CK Specific to the home-based/child care center clinical experience, candidates should have the knowledge to put into practice, the concepts and goals of infant mental health and development in early intervention.
- 7.4.9CK Specific to the child community agency/early intervention services programs clinical experience, candidates understand the concepts and goals of infant mental health and development in early intervention.
- 7.4.10CK Specific to the Kindergarten- grade 3 clinical experience, candidates understand the concepts and goals of young child development and the formal schooling process.
- 7.4.11CK Specific to the “student teaching” placement, candidates will be placed in an accredited school with a licensed teacher.

Professional Skills

- 7.4.12PS The candidate will engage in a variety of structured, sequenced field/clinical experiences at all age groups in a variety of settings. The candidate reflects on, analyzes and evaluates field experience.

- 7.4.13PS In field/clinical experiences, candidates will engage in effective communication with families (including families of diverse backgrounds) and other team members.
- 7.4.14PS In field/clinical experiences, candidates will demonstrate dispositions, knowledge and skills appropriate for the early childhood age groups (birth-age 2, ages 3-5 and kindergarten-grade 3).
- 7.4.15PS In field/clinical experiences, candidates will engage in planning and implementing effective lessons (including choice of materials, monitoring progress, appropriate adaptations and use of assistive technology, and development of IFSPs/IEPs) with all learners.
- 7.4.16PS In field/clinical experiences, candidates will extend their skills in administration and interpretation of assessment instruments
- 7.4.17PS In field/clinical experiences, candidates will demonstrate competency in IFSP and IEP writing, assessment; selection and utilization of materials found in the learner's natural environment.
- 7.4.18PS In field/clinical experiences, candidates work sensitively with families, keep the family as focus of the intervention; and serve as a member of a multidisciplinary team.
- 7.4.19PS During the home-based/child care center clinical experience candidates will work with families who have young children, ages birth to three, with and without disabilities, or who are at risk for disabilities.
- 7.4.20PS During community agency/early intervention services programs clinical experience, candidates will apply knowledge of planning activities, assessing students, and managing the learning environment.
- 7.4.21PS During kindergarten- grade 3 clinical experience, candidates will apply knowledge of lesson planning, student assessment, and managing the learning environment.

Standard 8: Leadership and Collaboration

Candidates prepared in early childhood B-G3 degree programs understand that successful early childhood education depends upon collaborative partnerships. They know about, understand, and value the importance and complex characteristics of learners' families and communities and respect families as the primary decision-maker for their learners. They use this understanding to create respectful, reciprocal, and culturally sensitive relationships that support and empower families, and to involve all families in their learners' development and learning.

Function 1: Candidates understand and demonstrate respectful, reciprocal, and supportive skills with family, colleagues, and community through collaborative partnerships.

Content Knowledge

- 8.1.1CK The candidate demonstrates an understanding of collaborative practices that support strong interactions among families, educators, and community members.
- 8.1.2CK The candidate understands a variety of communication skills to foster relationships.
- 8.1.3CK The candidate understands how to build positive relationships.
- 8.1.4CK The candidate understands that there are community resources available, and know how to connect families with appropriate services.
- 8.1.5CK The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 8.1.6CK The candidate knows how to collaborate with colleagues.
- 8.1.7CK The candidate knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Professional Skills

- 8.1.8PS The candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. The candidate provides and creates family involvement opportunities.
- 8.1.9PS The candidate provides appropriate and proactive communication with families. Candidates apply communications skills that emphasize informal conversations while also including appropriate uses of conferencing and technology to share learners' work and to communicate with families.
- 8.1.10PS The candidate uses culturally responsive factors that promote effective communication and collaboration. Candidates take families' preferences and goals into account and incorporate knowledge of families' languages and cultures.

- 8.1.11PS The candidate connects classroom to community (i.e. field trips, community volunteers, community outreach, etc.). Candidates are able to identify and connect families to community resources that will support children and families (such as mental health services, health care, adult education, English language instruction, and economic assistance).
- 8.1.12PS The candidate uses collaboration as a tool to effectively support the well-being of all learners across a wide range of settings and collaborators.
- 8.1.13PS The candidate knows the roles and responsibilities of other professionals in the school setting (e.g., school board, principal, superintendent), effectively uses colleagues as resources (e.g., grade-level meetings, mentor) and demonstrates professional communication with colleagues. The candidate identifies the benefits and recognizes the need for collaboration with other support staff (e.g. speech therapists, paraprofessionals) as partners in student success.
- 8.1.14PS The candidate accesses resources and collaborates with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

For more information, contact:

Teacher Licensure
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