



## EARLY CHILDHOOD EDUCATION (BIRTH–PREKINDERGARDEN)

### Test Framework

	<b>Content Domain</b>	<b>Range of Competencies</b>	<b>Approximate Percentage of Test Score</b>
<b>I.</b>	Growth and Development–Birth to Age 4	0001–0003	21%
<b>II.</b>	The Learning Environment–Birth to Age 4	0004–0008	36%
<b>III.</b>	Learning Across the Developmental Domains	0009–0012	29%
<b>IV.</b>	Professional and Ethical Practices	0013–0014	14%

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## I. GROWTH AND DEVELOPMENT—BIRTH TO AGE 4

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### 0001 Understand the stages and progressions of early childhood development from birth to age four.

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- ▶ Demonstrate knowledge of theories of development, and of stages and processes of development in various domains (e.g., physical, social-emotional, cognitive, language, and aesthetic).
- ▶ Demonstrate knowledge of relationships between development in one domain and development in other domains (e.g., relationships between language development and aspects of cognitive and social-emotional development; relationships between social-emotional development and learning).
- ▶ Demonstrate knowledge of characteristics, progressions, and individual variations in typical and atypical development in young children from birth to age four.

### 0002 Understand multiple influences on growth and development across the developmental domains of young children from birth to age four.

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- ▶ Demonstrate knowledge of the influence of stress, trauma, protective factors, and resilience, and supportive relationships on the cognitive, social-emotional, language, and physical development of infants, toddlers and young children.
- ▶ Demonstrate knowledge of factors (e.g., family, culture, community) that influence development and learning, and of how these factors affect one another.
- ▶ Demonstrate knowledge of exceptionalities and health conditions and their implications for the development and learning of infants, toddlers and young children.

**0003 Understand how young children construct knowledge and use this understanding to create opportunities for young children to learn about and explore their world.**

- ▶ Apply knowledge of the multiple functions of play in infant, toddler and young children's development and learning, and of the role of play in enabling children to meet milestones and progressions across developmental and learning domains.
- ▶ Demonstrate knowledge of the continuum of teaching strategies—from child-initiated activities to adult-guided instruction for promoting learning; strategies and methods to capitalize on incidental and spontaneous opportunities for teaching; and ways to use the environment, daily routines, and personal and social interactions to support learning and development of children from birth to age four.
- ▶ Demonstrate knowledge of Developmentally Appropriate Practice (DAP) that supports and encourages young children's innate curiosity, self-initiated exploration and intrinsic interest in learning.
- ▶ Demonstrate knowledge of the unique needs of English language learners (ELL) and of practices that build on home language systems to develop language proficiency.

**II. THE LEARNING ENVIRONMENT—BIRTH TO AGE 4****0004 Understand how to create, structure, and manage safe, supportive, and challenging learning environments for young children**

- ▶ Demonstrate knowledge of effective developmentally and culturally appropriate schedules and routines to address the varying stages and needs of all young children from birth to age four.
- ▶ Apply knowledge of practices and procedures to create stimuli-rich intentional learning environments that encourage and support active engagement, exploration, construction of knowledge, and sense of autonomy.
- ▶ Demonstrate knowledge of considerations in the organization of the physical learning environment (e.g., accessibility, space, orderliness, stimulation) to support the physical, social-emotional, language, and cognitive development of infants, toddlers, and young children.
- ▶ Demonstrate knowledge of differences in children's strengths and needs and the instructional implications of such differences, including the importance of recognizing that every child can learn and of communicating high expectations for all children's learning and progress.

**0005 Understand basic health, nutrition, and safety management practices.**

- ▶ Demonstrate knowledge of basic principles of personal, interpersonal, and community health and safety practices relevant to infants, toddlers, and young children.
- ▶ Apply knowledge of strategies and procedures for promoting health, nutrition, and safety in the learning environment and strategies for promoting health, nutrition, and safety practices for young children from birth to age four.
- ▶ Demonstrate knowledge of signs of physical and emotional distress and potential abuse and neglect, and procedures for addressing such concerns (e.g., mandated reporting; access to family, community and medical services to support the family and child).

**0006 Understand diversity and know how to create and foster environments and learning opportunities that are safe, responsive, respectful, and inclusive.**

- ▶ Demonstrate knowledge of cultural, linguistic, and socioeconomic diversity and its significance for development and learning.
- ▶ Apply knowledge of strategies for working effectively with and meeting the needs of children with various cultural and linguistic backgrounds, talents, disabilities, family situations, socioeconomic circumstances, and prior learning experiences.
- ▶ Demonstrate knowledge of practices that support inclusion and cultural and linguistic diversity in infant, toddler, and young children's environments.
- ▶ Demonstrate knowledge of the complexity and dynamics of family systems and the roles of parent/guardians as primary caregivers and as children's first teachers.

**0007 Understand how to use authentic, varied, and culturally responsive assessments and assessment strategies, including observation, to learn about young children, plan developmentally appropriate activities, and monitor progress.**

- ▶ Demonstrate knowledge of characteristics, uses, advantages, and limitations of different types of informal and formal assessments (e.g., observations, screening tools, criterion-referenced tests, checklists).
- ▶ Apply knowledge of considerations and strategies for conducting ongoing systematic observations and informal assessments using developmentally, linguistically, and culturally appropriate assessment practices.
- ▶ Demonstrate knowledge of the role of families as active participants in the assessment process, and of effective strategies to involve families in assessing the strengths and needs of infants, toddlers, and young children.
- ▶ Demonstrate knowledge of strategies and methods for interpreting assessment results, and of how to use assessment results to design and/or modify instruction and make sound and developmentally appropriate educational decisions.

**0008 Understand how to foster positive, collaborative, and culturally and linguistically responsive relationships with parents/guardians, families, other professionals, and community agencies.**

- ▶ Demonstrate knowledge of how to create a safe, collaborative environment for families and how to use family-centered skills and strategies to promote effective, ongoing communication and involvement with families and to encourage families' active involvement in their children's education.
- ▶ Apply knowledge of skills and strategies for working effectively with families from linguistically and culturally diverse backgrounds and how to build positive relationships by respecting and valuing families' preferences and goals.
- ▶ Demonstrate knowledge of the roles of professionals who provide related services to infants, toddlers, and young children and their families, and strategies for collaborating with colleagues and other professionals to respond to the needs and concerns of families.

### III. LEARNING ACROSS THE DEVELOPMENTAL DOMAINS

#### 0009 Understand oral language development and how to promote receptive and expressive communication.

- ▶ Demonstrate knowledge of characteristics, processes, and progressions in development of receptive and expressive speech, language, and alternative forms of communication in infants, toddlers, and young children (e.g., typical and atypical language development, second-language acquisition, visual supports).
- ▶ Apply knowledge of language development, factors that affect language development, and indicators that an infant, toddler, or young child may be experiencing difficulties or demonstrating exceptional abilities in language development.
- ▶ Apply knowledge of developmentally appropriate strategies for fostering young children's ability to speak and listen for various purposes (e.g., expressing needs and wants, interacting with others, responding to experiences and the environment, developing concepts).
- ▶ Demonstrate knowledge of the influence of a home language other than English on young children's oral language development and of strategies for using English language learners' linguistic and cultural backgrounds to promote the listening and oral language development of young children from birth to age four.

#### 0010 Understand factors that influence and promote cognitive development.

- ▶ Demonstrate knowledge of indicators of cognitive development and recognize how to adjust and scaffold learning experiences in response to feedback from infants, toddlers, and young children.
- ▶ Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning.
- ▶ Applying knowledge of developmentally appropriate and engaging learning experiences, resources, and methods for developing and enhancing early cognitive skills and foundational concepts in infants, toddlers, and young children.
- ▶ Applying knowledge of developmentally appropriate strategies, activities, and resources for facilitating creative self-expression, problem solving, and self-regulation skills.

**0011 Understand how to facilitate the physical development.**

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- ▶ Demonstrate knowledge of the indicators and progressions of physical development in infants, toddlers and young children (e.g., fine-motor, gross-motor, sensory skills).
- ▶ Demonstrate knowledge of age- and developmentally appropriate practices and methods for developing the fine- and gross-motor and sensory skills of infants, toddlers and young children.
- ▶ Demonstrate knowledge of strategies and practices for promoting and supporting the physical well-being and development of infants, toddlers and young children (e.g., consistent daily schedules that include sleep/rest; structured and unstructured play; importance of daily physical activity and outdoor time).
- ▶ Demonstrate knowledge of how to create and manage an environment that provides opportunities to learn and practice healthy behaviors related to nutrition, injury prevention, and physical and emotional well-being.

**0012 Understand how to facilitate the social and emotional development.**

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- ▶ Demonstrate knowledge of the indicators and progressions of emotional and social development in infants, toddlers and young children, and the relationship between emotional and social development and learning.
- ▶ Apply knowledge of developmentally appropriate strategies, activities, and resources for facilitating creative self-expression, problem-solving, and self-regulation skills.
- ▶ Demonstrate knowledge of strategies and practices for involving and collaborating with families of young children to promote positive social-emotional growth and development.
- ▶ Apply knowledge of strategies and practices to promote infants', toddlers' and young children's social-emotional growth and development, including positive interventions and the use of natural and logical consequences to address behavior.

## IV. PROFESSIONAL AND ETHICAL PRACTICES

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### **0013 Understand strategies for building positive, collaborative relationships with other professionals, community agencies, and organizations.**

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- ▶ Demonstrate knowledge of the roles of professionals who provide related services to young children and their families, and strategies for collaborating with colleagues and other professionals to respond to the needs and concerns of families.
- ▶ Demonstrate knowledge of strategies and practices for collaborating with colleagues and other professionals to identify and use community resources to enhance learning.
- ▶ Demonstrate knowledge of professional codes, ethics and conduct for early childhood educators, and incorporate these into professional practice.

### **0014 Understand roles and responsibilities of early childhood educators.**

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- ▶ Demonstrate knowledge of conditions affecting children, families, and early childhood professionals and current issues and trends in early childhood education.
- ▶ Demonstrate knowledge of the rights and responsibilities of early childhood education teachers in various contexts (e.g., serving as an informed advocate for young children and families; promoting research and evidence-based practices).
- ▶ Demonstrate knowledge of responsibilities and requirements of early childhood educators regarding the development of Individualized Family Service Plans (IFSPs).
- ▶ Demonstrate knowledge of the importance of ongoing professional development and personal reflection and identifying professional organizations, publications, and digital resources relevant to the field.