

## Early Childhood Education (Ed 612.03) Reviewer Assessment Worksheet

### Ed 612.03 Early Childhood Education

**Directions:** This matrix worksheet should be completed by the reviewer while assessing the program standards' compliance through review of the matrix submitted by the institution and data gathering at the Visit.

Ed 612.03 EARLY CHILDHOOD EDUCATION	Rating 4: Highly effective 3: Effective 2: Needs improvement 1: Ineffective	Describe the rationale for the rating and comment on how the program provides evidence and data to address the standard and inform continuous improvement. Indicate the relationship to Ed 610.02 Professional Education standards (if any).
(a) The teacher preparation program in early childhood education shall provide the teaching candidate with the following:		
(1) Those general education competencies specified in Ed 609.01(a); and		
(2) Those competencies for professional education specified in Ed 610.02.		
(b) The teacher preparation program in early childhood education for birth through grade 3 shall provide the teaching candidate with the following skills, competencies, and knowledge through a combination of academic and supervised field experiences in the following areas:		
(1) In the area of child development and learning, the ability to: a. Use knowledge and understanding of young children's developmental characteristics and needs to inform curriculum planning and instruction;		
b. Use understanding of the multiple interacting influences on children's development and learning to individualize their planning and		

<p>instruction; and</p>		
<p>c. Create environments that are healthy, respectful, supportive, and challenging for all children, including, but not limited to, children:</p> <ol style="list-style-type: none"> <li>1. With developmental delays or disabilities;</li> <li>2. Who are gifted and talented;</li> <li>3. Whose families are culturally and linguistically diverse;</li> <li>4. From diverse socioeconomic groups; and</li> <li>5. Who have individual learning styles, strengths, and needs;</li> </ol>		
<p>(2) In the area of family and community relationships, the ability to:</p> <ol style="list-style-type: none"> <li>a. Use knowledge and understanding of the complex characteristics of children’s families to establish positive relationships with the families of children in the classroom;</li> </ol>		
<p>b. Use knowledge and understanding of the complex characteristics of community life to develop an understanding of:</p> <ol style="list-style-type: none"> <li>1. The community in which the individual teaches;</li> <li>2. The resources available to children and families; and</li> <li>3. Ways of connecting families to those resources;</li> </ol>		
<p>c. Involve all families in the children’s development and learning through respectful, reciprocal relationships and using multiple strategies and</p>		

approaches; and		
d. Use community resources to enhance the curriculum;		
(3) In the area of observing, documenting, and assessing to support young children and families, the ability to: a. Know about and understand the goals, benefits, and uses of formal and informal assessment;		
b. Demonstrate understanding of responsible assessment practices that are culturally, linguistically, developmentally, and individually appropriate;		
c. Use effective assessment strategies, including, but not limited to, systematic observations and documentation, to identify areas of growth and challenge in individual children;		
d. Design, adapt and improve instructional programs; and		
e. Design, implement, and evaluate assessments in partnership with families and other professionals;		
(4) In the area of teaching and learning, the ability to: a. Know, understand, and use positive relationships and respectful, supportive interactions with all children as the foundation for curriculum and instruction;		

<p>b. Know, understand, and use a wide repertoire of effective approaches, strategies, and tools to positively influence all children's development and learning;</p>		
<p>c. Know and understand the importance of each content area in young children's learning, including:  1. Understanding the essential concepts and tools of inquiry; and  2. Identifying resources to deepen the candidate's content knowledge;</p>		
<p>d. Demonstrate knowledge and understanding of what is important in each content area, why it is important, and how it links with earlier and later understandings;</p>		
<p>e. Integrate content areas across the curriculum;</p>		
<p>f. Use knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all children; and</p>		
<p>g. Use technology as an instructional tool in developmentally appropriate ways for the setting in which the candidate teaches;</p>		
<p>(5) In the area of early childhood content, demonstrate knowledge in the content central to the early childhood curriculum for birth through grade 3 in the central concepts, skills, and tools of inquiry of the following areas:</p>		
<p>a. Language and literacy, including bilingualism and the needs of English</p>		

<p>language learners, including, but not limited to:</p> <ol style="list-style-type: none"><li>1. Knowledge of oral language development listening and speaking and their role in literacy development;</li><li>2. The process of learning to read, reading strategies and skills, and the features of children's literature;</li><li>3. The process of learning to write, writing forms and modes, and conventions of written English; and</li><li>4. The major indicators of and accommodations for common learning difficulties in reading, writing, speaking, listening, and viewing;</li></ol>		
<p>b. The arts, including understanding the importance of the creative process and aesthetic development for all children and articulating the importance of high-quality, meaningful arts experiences to meet the developmental needs and support all children's creative expression, in the areas of:</p> <ol style="list-style-type: none"><li>1. Open-ended pretend play, such as dramatic play and storytelling;</li><li>2. Music, experienced by listening to a variety of musical styles, moving to music, and creating music and rhythms with instruments and voice;</li><li>3. Creative movement and dance;</li><li>4. The visual arts using a variety of 2-dimensional and 3-dimensional media, including, but not limited to, paint, clay, dough,</li></ol>		

<p>drawing tools, and collage; and 5. The performing arts, including, but not limited to, puppets, role play, and creative dramatics;</p>		
<p>c. Mathematics, including the major indicators of and accommodations for common learning difficulties in mathematics and the ways in which young children demonstrate their understanding of mathematics, including but not limited to the following: 1. Mathematics process skills; 2. Number and operations; 3. Geometry and spatial sense; 4. Measurement; 5. Patterns and algebra, including, but not limited to, patterns and relationships in arithmetic; and 6. Displaying and analyzing data;</p>		
<p>d. Health and physical activity, including articulating the importance of a high-quality, meaningful health and wellness curriculum to meet the developmental needs of all children, in the areas of: 1. Physical activity, including, but not limited to, knowledge of the typical progression of motor development, motor skills, movement and body awareness, physical fitness, personal safety, and the benefits of a healthy, active lifestyle; 2. Health and wellness, including, but not limited to, nutrition, personal hygiene, disease prevention, and making decisions</p>		

<p>that promote a healthy lifestyle; and 3. Social and emotional wellness and their influence on development and learning in the content areas;</p>		
<p>e. Science, including the unifying science concepts of systems, cycles, constancy and change, form and function; and the ways in which young children demonstrate their understanding of science; in the areas of:</p> <ol style="list-style-type: none"> <li>1. Science process skills;</li> <li>2. Physical science and the basic phenomena of the physical world;</li> <li>3. Earth and space science and the basic phenomena of earth and space; and</li> <li>4. Life science and the study of living organisms and life systems; and</li> </ol>		
<p>f. Social studies and the ways in which young children demonstrate their understanding of social studies; including, but not limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Social studies process skills;</li> <li>2. Identity and individual development;</li> <li>3. Culture and cultural identity;</li> <li>4. People, places, and environments;</li> <li>5. Time, continuity and change; and</li> <li>6. Social relations and civics and government; and</li> </ol>		

(6) In the area of professionalism, the ability to:		
a. Know and use professional standards related to early childhood education and ethical guidelines, as defined by the National Association for the Education of Young Children’s Code of Ethical Conduct as revised April 2005;		
b. Know and comply with federal and state laws and regulations pertaining to the education, health, and safety of young children;		
c. Collaborate with school colleagues, families, other professionals, and the community to meet the needs of children and improve professional practice;		
d. Demonstrate knowledgeable, reflective, and critical perspectives on one’s work, and make informed decisions that integrate knowledge from a variety of perspectives; and		
e. Advocate for sound educational practices and public policies that support children, families, and early childhood education.		

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4700, eff 11-14-89, EXPIRED 11-14-95

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8229, eff 12-17-04; ss by #9305, eff 10-25-08; amd by #10130, eff 5-18-12