

Standards for Birth-Kindergarten Teacher Candidates

Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development.

BK teacher candidates demonstrate an understanding of age-related characteristics that permit predictions about what experiences are most likely to promote children's development and learning across all domains. They recognize that each domain is important and that children's development is integrated or holistic, with progress in one domain influencing development in all of the others. They recognize that children of various ages, abilities, and cultural, linguistic, or socio-economic backgrounds will demonstrate varying degrees of strengths across developmental domains.

- Understand interrelated domains: approaches to learning, emotional and social development, health and physical development, language development and communication, cognitive development
- Demonstrate awareness of categories and characteristics of disabilities in young children
- Demonstrate awareness of how cultural, linguistic, and socio-economic factors influence learning and development
- Articulate and apply theory and research to practice (e.g. articulate how children are learning what they need through play.)

Standard 2: BK teacher candidates foster relationships with families that support children's development and learning.

BK teacher candidates understand that families are the first and most important teachers and key decision makers for their children. BK teacher candidates understand diverse family structures and functioning styles, family systems and human ecological theories, family structures, functioning styles, and stages of family and adult development. B-K teacher candidates apply this knowledge while working with young children and their families.

- Acknowledge families as the first and most important teachers and key decision makers for their children
- Demonstrate awareness of diverse family structures and functioning styles
- Apply evidence-based knowledge of family systems and human ecological theories and the stages of family and adult development
- Demonstrate skills in partnering with families to promote the child's development and learning by exchanging information, making collaborative decisions, and cooperatively implementing and evaluating program plans for the child
- Demonstrate knowledge of issues relating to families who have children with disabilities

Standard 3: Birth-Kindergarten teacher candidates build community partnerships in support of children and families.

BK teacher candidates are aware of resources that are available to children and families and support them in accessing services and materials to meet family and educational goals. BK teacher candidates inform families of their rights, available resources, and strategies to negotiate service systems and transitions. They collaborate with families to make decisions and support families to become advocates, thus promoting children's development in the context of the larger community.

- Demonstrate knowledge of the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education, and early intervention
- Are aware of resources, range of services, and program and transition options available to children and families

- Implement procedures for supporting families in decision making
- Support families in becoming advocates for their children
- Collaborate with related service professionals within a variety of settings (e.g., classroom, home, agencies, etc.)

Standard 4: BK teacher candidates use authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths.

Birth-Kindergarten teacher candidates use varied and multiple methods of appropriate assessment procedures (e.g., observation, documentation, formal and informal evaluation, interview, record review) and sources of information (e.g., parents, teachers, caregivers, relatives) collected over time, to support individual learning and instruction, identify children who need additional services, plan programs, and monitor progress. Partnering with families, teachers use multiple measures to assess children within typical daily activities within the natural environment (including school and home), using familiar materials. They use assessment results to inform ongoing decisions about curriculum and instructional practices.

- Implement a child- and family-centered, team-based evaluation process
- Address each child’s unique strengths and needs through authentic, developmentally appropriate, culturally and linguistically responsive, multidimensional assessment methods.
- Reflect upon results of assessments to determine program planning and implementation.
- Use task analysis to determine goals and objectives, select learning outcomes, prioritize and sequence tasks, determine instructional strategies, select and arrange learning environments, and construct performance assessments and evaluation.
- Use the assessment process to make decisions about eligibility for program services, settings, and the identification of appropriate IEP/IFSP goals, instructional strategies, ongoing progress monitoring, program evaluation, program impact, and outcomes.
- Integrate IEP or IFSP goals throughout the daily routines and activities in a developmentally appropriate way.
- Use a variety of authentic assessment approaches to determine children’s responses to teaching and intervention prior to identification for special education services.
- Demonstrate knowledge of appropriate assessment materials that are used during the assessment process for identification of children with disabilities
- Demonstrate knowledge of foundational strategies to use with young children who have disabilities (e.g., task analysis, level of assistance, communication strategies, and assistive technology, both low tech and high tech)

Standard 5: B-K teacher candidates create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child’s construction of knowledge and provides a strong foundation for lifelong learning.

B-K teacher candidates address the growth, development, and learning of the whole child, with particular emphasis on promoting positive approaches to learning. They provide a comprehensive and effective curriculum across developmental domains and academic content. They adapt environments and curriculum for children with disabilities or other special needs. BK teacher candidates:

- use play and active learning processes as a foundation for ALL young children’s learning.
- plan a suitable balance between child-initiated and adult-initiated activities.
- create and adapt integrated, meaningful, challenging, and engaging and developmentally supportive learning experiences.
- embed IFSP/IEP goals and objectives into curriculum activities.
- implement and adapt developmental and functional curricula across all domains (including cognitive,

physical, emotional-social, and language) in response to ALL young children's strengths, interests, needs and differing ability levels.

- integrate content from disciplines that set the stage from subsequent academic development to include emergent reading, writing, mathematics, science, technology, social studies, and the arts (visual art, music, movement, drama, dance).
- create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.
- create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.
- understand that social and emotional learning is taking place at all times and that children are simultaneously engaged in social, emotional, and cognitive tasks.
- design indoor and outdoor spaces with many types and levels of challenge and stimulation and schedule opportunities for physical development each day.

BK teacher candidates provide an integrated curriculum derived from Infant-Toddler Guidelines, Foundations for Early Learning, and the Kindergarten Standard Course of Study which includes the following areas:

Emotional/Social Development: To support the emotional/social growth and development of children, BK teacher candidates

- promote children's awareness of personal uniqueness, including cultural and racial identity.
- provide opportunities for the development of self-confidence and social skills, and promote positive interpersonal interaction between children and adults as well as among children.
- foster children's increasing competence in regulating, recognizing, and expressing emotions, verbally and non-verbally.
- support children's ability to form and maintain relationships.

Physical Development, Health, Nutrition and Safety: BK teacher candidates embed opportunities for large and small motor development and promote health, nutrition, and safety within daily outdoor and indoor activities. They

- teach and model hygienic practices
- encourage development and opportunities to practice personal care and self-help skills
- have knowledge of creating a safe environment that supports self care and hygiene
- develop classroom safety rules and model safe practices
- create an environment and schedule that provides materials and daily opportunities for a variety of gross and fine motor activities
- model and discuss healthy eating habits and frequent exercise

Cognitive Development (including Emergent Language and Literacy, Mathematics, Science, Social Studies, and the Arts)

Emergent Language and Literacy: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children's

- development of receptive and expressive oral language
- literacy acquisition including print concepts, alphabetic principles, and phonemic awareness
- emergent written expression

Emergent Mathematics: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children's construction of

- basic concepts of number and operations.
- spatial sense and understanding of measurement and geometry.

- understanding of patterns, relationships, and functions.
- basic principles of data analysis, including probability, experimentation and observation to make predictions.
- multiple strategies of mathematical processing
- representation of mathematical concepts

Emergent Science: BK teacher candidates understand the developmental sequence and use a wide range of child directed exploration and experimentation to facilitate development of

- perceptual functioning and motor skills in order to maintain safety during learning, play, and daily routines, including appropriate use of equipment and tools
- thinking skills relevant to observing, describing, questioning, sequencing, predicting, comparing, and contrasting
- understanding of the nature of science, the process of scientific inquiry, and the relationship between science and daily life.
- fundamental understanding of the physical world, of living organisms, and of the immediately perceptible earth environment

Emergent Social Studies: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s understanding of

- culture and cultural diversity
- time, continuity, and change (e.g., sequence of daily events, changes in body and environment)
- technology and economic development (e.g., wants and needs)
- individuals, groups and institutions—their development and identities (e.g., awareness and appreciation of similarities and differences among individuals, families, etc.)
- civic ideals and practices—power, authority and governance (e.g., fairness and social justice)

Emergent Creative Arts: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s

- creative expression through the visual arts, dance and creative movement, music, and drama
- representation of ideas
- familiarity with and appreciation of a variety of art forms and artists
- integration of arts to support learning in all content areas (including cultural diversity)
- apply creativity to problem solving, risk-taking, and critical thinking