

Early Childhood Education
Assessment and Certification Competencies

1	Career Paths (Weight – 14.3%)
1A.	Explain the roles and functions of individuals engaged in early childhood, education, and services.
1B.	Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services..
1C.	Identify the personal qualities and abilities needed to be effective with children.
1D.	Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
1E.	Analyze the effects of early childhood, education, and services on local, state, national, and global economies.
1F.	Create an employment portfolio for use when applying for internships and work-based learning opportunities in education and early childhood.
1G.	Analyze the role of professional organizations in education and early childhood.
2	Developmentally Appropriate Practices (Weight – 14.3%)
2A.	Analyze child development theories and their implications for educational and childcare practices.
2B.	Apply a variety of assessment methods to observe and interpret children’s growth and development.
2C.	Analyze cultural and environmental influences when assessing children’s development.
2D.	Analyze abilities and needs of children and their effects on children’s growth and development.
2E.	Analyze strategies that promote children’s growth and development.
3	Curriculum and Instruction (Weight – 14.3%)
3A.	Analyze a variety of curriculum and instructional models for appropriateness in meeting children’s developmental needs and interests.
3B.	Implement learning activities in all curriculum areas that meet the developmental needs of children.
3C.	Implement an integrated curriculum that incorporates a child’s language, learning styles, early experiences, and cultural values.
3D.	Demonstrate a variety of teaching methods to meet individual needs of children.
3E.	Arrange learning centers that provide for children’s exploration, discovery, and development.
3F.	Establish activities, routines, and transitions.

4	Learning Environment (Weight – 14.3%)
4A.	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
4B.	Apply safe and healthy practices that comply with state regulations.
4C.	Implement strategies to teach children health, safety, and sanitation habits.
4D.	Plan safe and healthy meals and snacks.
4E.	Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
4F.	Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
5	Positive Relationships with Children (Weight – 14.3%)
5A.	Apply developmentally appropriate guidelines for guiding children’s behavior.
5B.	Demonstrate problem-solving skills with children.
5C.	Demonstrate interpersonal skills that promote positive and productive relationships with children.
5D.	Implement strategies for constructive and supportive interactions between children and families.
5E.	Analyze children’s developmental progress and summarize developmental issues and concerns.
6	Professional Practices and Standards (Weight – 14.3%)
6A.	Utilize opportunities for continuing training and education.
6B.	Apply professional ethical standards as accepted by the recognized professional organizations.
6C.	Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.
6D.	Demonstrate enthusiasm, initiative, and commitment to programs goals and improvements.
6E.	Apply business management skills to planning businesses in early childhood, education, and services.
7	Family and Community Involvement (Weight – 14.3%)
7A.	Demonstrate an understanding of the diversity in family units and roles.
7B.	Plan communication strategies to strengthen parent/child care provider relationships.
7C.	Determine community resources available to children and their families.
7D.	Describe methods for facilitating respectful, reciprocal relationships between child care providers and the community.