

Preschool Education (Birth–Age 4)

Section 07

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1 Knowledge of child development from conception to age 8

1. Identify the developmental domains of physical, cognitive, language acquisition, self-help, and social-emotional development.
2. Identify factors that may contribute to atypical development.
3. Identify the major influences of biology, environment, health and nutrition, socioeconomics, family, community, and societal attitudes on child development.
4. Identify prenatal, perinatal, and postnatal factors that place a child at risk for developmental delay or disability.

2 Knowledge of early childhood foundations, standards, professional practices, and professional development

1. Identify the major historical theorists and their contributions to child development.
2. Identify State standards and national standards, policies, and position statements for young children.
3. Recognize minimal State licensing standards and competency areas for State recognized accreditation that apply to early education and care programs and settings.
4. Identify the roles and responsibilities of early care and education professionals.
5. Identify procedures for protecting the rights of children, families, and professionals.
6. Identify ethical conduct for early care and education professionals.
7. Identify the components of a cooperative team approach.
8. Identify methods for professional development.
9. Identify federal and State supported programs that provide services for young children and their families.

3 Knowledge of contemporary research, trends, and issues in early childhood

1. Identify the impact of federal and State laws on early care and education.
2. Identify resources and strategies for collaborating with other community professionals to support children and their families.

3. Identify professional organizations, research publications, and activities in the fields of early childhood education and early childhood special education.
4. Identify indicators of high quality early care and education.

4 Knowledge of cultural and linguistic diversity

1. Identify activities designed to avoid bias and stereotyping.
2. Recognize appropriate strategies and activities that provide for the communication and language needs of children and families with limited English proficiency.
3. Identify appropriate strategies for working with diverse family structures, patterns, and values.
4. Identify accommodations for cultural, linguistic, and literacy differences.

5 Knowledge of issues and strategies for engaging families and communities

1. Determine appropriate procedures for facilitating the transitions of children and their families from one setting to another.
2. Identify strategies and models for encouraging, facilitating, and incorporating family and community involvement in all phases of early childhood education.
3. Identify barriers that limit access to high quality care or services.
4. Select effective communication techniques to use with families.
5. Select appropriate techniques for identifying family concerns, priorities, and resources as they relate to developing a family support plan.

6 Knowledge of curriculum and developmentally appropriate instructional practices

1. Identify major curriculum models.
2. Identify activities that provide a creative, relevant, and success-oriented environment.
3. Identify activities that support the development of language arts, mathematics, science, and social studies concepts.
4. Identify activities that promote aesthetic learning through visual arts, music, movement, and drama.
5. Identify developmentally appropriate uses of technology with young children.

6. Identify the impact of research, events, and advances in technology on curriculum and instructional strategies in early childhood.
7. Identify developmentally appropriate practices that accommodate different learning styles, multiple intelligences, and varying ability levels.
8. Identify activities that promote active learning through play, such as independent exploration, discovery, and multisensory involvement.
9. Identify schedules that provide a variety of indoor and outdoor learning experiences and a balance between types of activities: individual and group, small and large group, teacher-initiated and child-initiated, and quiet and active.
10. Identify activities promoting the development of both fine and gross motor skills.
11. Identify emergent and early literacy activities.
12. Identify strategies for enhancing language acquisition and communication skills.
13. Identify strategies for building upon early childhood experiences.
14. Select activities that support the development of critical thinking and problem-solving skills, knowledge of cause-and-effect relationships, and the ability to predict outcomes.
15. Identify ways to organize space, equipment, facilities, and materials to provide opportunities for private and personal space and to create an environment that supports the curriculum, the development of the whole child, and positive behavior.

7 Knowledge of child guidance and positive behavior support

1. Identify developmentally appropriate strategies for guiding and managing children's behavior.
2. Identify strategies to develop intrinsic motivation in children.
3. Identify strategies that facilitate the coordination of family and early childhood personnel support for children's positive behavior.

8 Knowledge of children and families requiring special services

1. Identify services and programs designed to meet the special needs of children and families.
2. Recognize components of Parts B and C of IDEA (e.g., service coordination, eligibility).
3. Apply the processes for screening, assessing, and staffing of children with special needs.

4. Identify the processes and strategies for developing and implementing an individual educational plan (IEP) and family support plan (FSP) within the context of multidisciplinary, interdisciplinary, and transdisciplinary teams and the family.
5. Identify the procedures for the inclusion of children with special needs in least restrictive and natural environments.
6. Determine strategies for working with children who are at risk.
7. Differentiate between types of disabilities and disorders, their causes, symptoms, and impact on the child and family.
8. Identify federal legislation related to procedural safeguards and due process for children with exceptionalities.

9 Knowledge of screening, assessment, and evaluation

1. Distinguish between screening, assessment, and evaluation.
2. Identify appropriate information gathering and nonbiased assessment resources and strategies.
3. Identify measurement terms.
4. Interpret screening and assessment data to identify appropriate intervention, remediation, enrichment, or need for further evaluation.
5. Select approaches for involving families in the evaluative process.
6. Distinguish between multidisciplinary, interdisciplinary, and transdisciplinary models of assessment.
7. Identify methods of program and setting evaluation and uses for evaluation results.

10 Knowledge of safety and emotional, mental, and physical health

1. Identify the types and symptoms of common childhood diseases and health concerns.
2. Identify procedures for disease control and prevention.
3. Identify the procedures for administering standard first aid and pediatric cardiopulmonary resuscitation (CPR).
4. Identify procedures for promoting the safety of young children.
5. Identify procedures for maintaining accurate medical and immunization records of children.

6. Identify signs of, and reporting procedures for, child abuse and neglect.
7. Identify strategies that promote healthy living and proper nutrition for children and families.
8. Select strategies for promoting age-specific mental health.
9. Identify the influence of temperament on cognitive, language, and social-emotional development of infants, toddlers, and preschool children.
10. Identify indicators that an individual child may need additional physical and mental health, vision, speech, and/or language screening.