

Draft- Early Childhood Education Standards  
 Organized by Teacher Standards and Core Knowledge Areas  
 12/04

**Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that makes these aspects of subject matter meaningful for students.**

**Child Growth and Development**

| Knowledge   | Skills   | Disposition   |
|---|--|---|
| <p>Principles and theories of child growth and development and learning theory for young children birth through age eight</p> <p>Coherent theoretical perspectives and current research support knowledge of child growth and development</p> | <p>Utilize developmentally appropriate interactions, content, instructional strategies, and materials for children birth through age 8.</p> <p>Utilize knowledge of child growth and development in guiding interactions and experiences and planning programs for children birth through age eight.</p> <p>Utilize relationships with the child and family as the foundation for the learning process</p> | <p>Accomplished early childhood teachers use their knowledge of child development and their relationships with children and families to understand children as individuals and to plan in response to their unique needs and potentials (NBS 1)</p> |

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**Standard #2: The teacher understands how children learn and develop, and can provide learning opportunities that support intellectual, social, and personal development. Child Growth and Development and Teaching and Learning**

| Knowledge  | Skills  | Disposition   |
|--|---|---|
| <p>Attachment theory and the nature of the infant-parent relationship</p> <p>Biological and psycho-social factors impacting outcomes (temperament, regulatory issues, sensory problems, nutrition, brain development, poverty)</p> <p>High risk influences upon early relationships (atypical child and family factors, teen parents, chronic physical and mental illness, developmental disabilities, prematurity, substance abuse, family violence, foster care)</p> <p>Factors that promote resiliency and help insulate young children and their families from risk</p> <p>Children's characteristics and needs across multiple and interrelated areas of development and learning including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning processes and motivation to learn</p> | <p>Use strategies that strengthen caregiver/child attachment</p> <p>Ability to identify emotional or attachment concerns</p> <p>Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all children</p> | <p>Accomplished early childhood teachers promote children's cognitive, social, emotional, physical and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children (NBS 4)</p> |

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**Standard #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to *diverse learners***

| Knowledge   | Skills   | Disposition   |
|---|--|---|
| <p>Strategies to support family strengths and cultural values and beliefs (socio-cultural differences in child rearing and parental expectations)</p> <p>Developmentally appropriate practices in organizing the instructional environment for children birth through age eight that are appropriate for a range of learners, special, typical, exceptional</p> | <p>Design curriculum that provides a positive response to differences of culture, language, and gender.</p> <p>Provide services based on the context, culture, and needs of the child and family</p> <p>Based on observation, adapt interactions, curriculum and environments to meet the needs of children birth through age eight with special needs and talents</p> | <p>Demonstrate attitudes and behaviors that will influence young children in a positive manner. Modeling awareness, acceptance, tolerance of individual uniqueness and diversity</p> <p>Demonstrate a commitment to providing a positive learning environment for young children.</p> <p>Demonstrates a belief that all children can learn, and flexibility in modifying and adapting instruction to meet the learning needs of children birth through age eight with special needs and talents.</p> <p>Demonstrates a commitment to developing programs and curriculum that combines high educational standards and quality-of-life potential for young children with special needs and talents.</p> <p>Accomplished early childhood teachers model and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to treat others with, and to expect from others equity, fairness, and dignity (NBS 2)</p> |

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**Standard #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Teaching and Learning**

| Knowledge   | Skills   | Disposition   |
|---|--|---|
| <p>A wide range of theory and research based approaches and strategies to support development and learning including the following:</p> <ul style="list-style-type: none"> <li>• Fostering oral language and communication</li> <li>• Drawing from a continuum of teaching strategies</li> <li>• Making the most of environments and routines</li> <li>• Capitalizing on incidental teaching</li> <li>• Focusing on children's characteristics, needs, and interests</li> <li>• Linking children's language and culture to the early childhood program</li> <li>• Teaching through social interactions (see Standard 5)</li> <li>• Creating support for play (see Standard 5)</li> <li>• Addressing children's challenging behaviors (see Standard 5)</li> <li>• Supporting learning through technology (see Standard 6)</li> <li>• Using integrative approaches to curriculum</li> </ul> <p>Instructional approaches that contribute to the preparation of young children for future learning and work</p> | <p>Embeds rich oral language and other communication strategies, using technology as needed, in every aspect of the curriculum</p> <p>Uses teaching approaches that span the continuum from child-initiated to adult-directed learning, and from free exploration to scaffolded support or teacher modeling</p> <p>Offers predictable routines to foster security and support exploration</p> <p>Uses well designed indoor and outdoor environments to promote learning and development</p> <p>Uses incidental learning opportunities to build children's language, concept development, and skills</p> <p>Uses children's individual characteristics, cultures, temperament, and central developmental concerns, using families as important sources of insight, as a focus for designing development and learning opportunities.</p> <p>Uses linguistic and cultural diversity as resources rather than seeing diversity as a deficit or problem</p> <p>Uses integrated, thematic, or emergent curriculum to allow children to immerse themselves for extended periods in the study of a topic.</p> <p>Embeds content from mathematics, arts, literacy, social studies, science, and other developmental areas in integrated/thematic curriculum</p> | <p>On the basis of their knowledge of how young children learn, of academic subjects, and of assessment, accomplished early childhood teachers design and implement developmentally appropriate learning experiences that integrate within and across the disciplines (NBS 5)</p> |

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**Standard# 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Teaching and Learning**

| Knowledge   | Skills  | Disposition   |
|---|---|---|
| <p>Theories and research that support the importance of relationships and high-quality interactions in early education</p> <p>Influence of cultural practices and contexts on the young children and their families</p> <p>Skills needed to increase social competence, form friendships, and interact with others.</p> <p>Characteristics of play and its contribution to the cognitive, social, emotional, communication, motor development and learning theory of children birth through age eight.</p> <p>Terminology associated with types and levels of play.</p> <p>Theories and principles of classroom organization and management based upon child development and learning for young children</p> <p>Underlying causes of children’s challenging behaviors and research-based guidance approaches to meet children’s individual needs</p> <p>Behavioral difficulties that might be related to disabilities, family or community violence, or other stressful circumstances</p> | <p>Utilizes effective environmental arrangements to encourage social interactions</p> <p>Develops meaningful/responsive relationships with children and families</p> <p>Develops positive, respectful relationships with children whose cultures and languages may differ from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges</p> <p>Creates continuity between caregiving practices of family members and the early childhood setting</p> <p>Demonstrates cultural sensitivity</p> <p>Promotes positive social interactions by creating learning communities that engage children in parallel or collaborative learning activities, depending upon their ages and social skills</p> <p>Creates and supports environments that enrich and extend children’s play, knowing when to intervene with questions, suggestions, and challenges</p> <p>Examines personal, family, and cultural views of challenging child behavior</p> <p>Uses supportive classroom environment and relationships as ways to prevent many challenging behaviors</p> <p>Implements strategies in the environment to meet the individual needs of young children by building on their strengths and developing self-regulation and respect for others.</p> | <p>Recognizes that positive relationships and supportive interactions are the foundation for work with young children.</p> <p>Accomplished early childhood teachers use a variety of practices and resources to promote individual development, meaningful learning, and social cooperation (NBS 6)</p> |

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**Standard # 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

| Knowledge  | Skills   | Disposition   |
|--|--|---|
| Benefits and potential risks of technology as well as issues of economic and gender equity in distribution of technology resources | Uses technology as a teaching and learning tool including assistive technology for children with disabilities<br><br>Uses appropriate software with other teaching tools to integrate and reinforce learning | Recognizes the central place for technology in the early childhood program rather than seeing it as an enrichment or add-on |

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**Standard #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Teaching and Learning and Health and Safety and Nutrition**

| Knowledge   | Skills   | Disposition   |
|---|--|---|
| <p>Research based content areas to include in a developmentally appropriate curriculum for young children.</p> <p>What is important in content areas, why it is important and how it links with earlier and later understandings both within and across areas</p> <p>Effective environments that support learning in each of the following content areas:</p> <ul style="list-style-type: none"> <li>• Language, communication, early literacy</li> <li>• Creative arts</li> <li>• Problem solving and learning</li> <li>• Mathematics</li> <li>• Motor development</li> <li>• Science</li> <li>• Social systems</li> </ul> <p>Understanding of core concepts and standards of professional organizations in each content area</p> <p>Curricular components including:</p> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Security and self-regulation</li> <li>• Problem solving and thinking skills</li> <li>• Academic and social competence</li> </ul> <p>Professional resources to support curriculum development and evaluation</p> <p>Evaluates curricula based on child development, learning theory, and research</p> | <p>Aligns developmentally appropriate curriculum for young children to the Wisconsin Model Early Learning Standards.</p> <p>Builds high-quality language and literacy experiences in early childhood across a developmental continuum that includes teaching linguistically diverse children</p> <p>Builds high-quality arts experiences including music, creative movement, dance, drama and art across a developmental continuum.</p> <p>Uses interactions with materials, peers, and supportive adults in settings where students have opportunities to construct their own relationships to build skills in mathematics and problem solving</p> <p>Builds high-quality physical activity and physical education experiences in early childhood across a developmental continuum</p> <p>Builds high-quality science experiences, including inquiry and focused explorations in early childhood across a developmental continuum</p> <p>Builds high-quality social study experiences in early childhood across a developmental continuum</p> <p>Uses curriculum with both planned and spontaneous experiences that are developmentally appropriate, meaningful, and challenging for all, including children with disabilities, and lead to positive child outcomes</p> <p>Analyzes and critiques early childhood curriculum experiences in terms of the relationship of the experience to the research base and to professional standards and the Wisconsin Model Early Learning Standards</p> | <p>Demonstrates a commitment to developing programs and curriculum that combines high educational standards and quality-of-life potential for all young children including children with special needs and talents.</p> |

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**Standard #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. Observing, Documenting, and Assessing**

| Knowledge   | Skills  | Disposition  |
|---|---|--|
| <p>Goals, benefits, and uses of assessment</p> <p>Connections between specific assessment approaches (including observation and documentation) and specific educational and developmental goals.</p> <p>Characteristics, strengths, and limitations of specific assessment tools and strategies.</p> <p>Strategies for including families and other professionals in assessment</p> <p>Procedural safeguards for families and young children in referral and assessment process as defined by IDEA and Wisconsin policy</p> <p>Describes the process and procedures used in the screening, pre-referral, referral, and classification of young children with special needs.</p> <p>Identifies national and state mandates regarding Child Find and the identification of children birth through age eight with special needs and talents.</p> | <p>Conducts systematic observations, interpreting those observations, and reflects on their significance</p> <p>Embeds/aligns assessment-related activities in curriculum (including play) and in daily routines so that assessment becomes a habitual part of professional life</p> <p>Uses information and observations from families as a part of the assessment process</p> <p>Uses assessment strategies including observation and documentation to support development and learning in the areas of:</p> <ul style="list-style-type: none"> <li>• Language, communication and early literacy</li> <li>• Creative arts</li> <li>• Problem solving and learning</li> <li>• Mathematics</li> <li>• Motor development</li> <li>• Social and emotional health</li> <li>• Science</li> <li>• Social studies</li> </ul> <p>Chooses valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; adapt tools as needed, using assistive technology as a resource; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making.</p> <p>Uses formal and informal screening instruments to identify young children who may have special needs.</p> | <p>Understands that responsible assessment supports young children and is not used to exclude or deny access to learning opportunities.</p> <p>Accomplished early childhood teachers recognize the strengths and weaknesses of multiple assessment methodologies and know how to use them effectively. Employing a variety of methods, they systematically observe, monitor, and document children’s activities and behavior, analyzing, communicating, and using the information they glean to improve their work with children, parents, and others. (NBS 3)</p> |

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**Standard #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Early Childhood Education Profession and Policy**

| Knowledge  | Skills  | Disposition   |
|--|---|---|
| <p>Professional ethics and issues of advocacy, family rights, confidentiality, and teacher liability related to providing educational services for young children.</p> <p>Current issues in early childhood education</p> <p>Personal and professional values and attitudes that may affect one's professional interactions with others.</p> | <p>Demonstrates professionalism in working with other persons involved in early childhood programs including special educators, therapists, and staff from other community agencies serving children and families.</p> <p>Actively participates in professional associations and activities related to early childhood programs.</p> <p>Engages in self-reflection empowered to affect change</p> <p>Engages in a continuous, collaborative learning community with professionals including experienced early childhood professionals and professionals from related disciplines to inform practice</p> <p>Engages in informed advocacy for children and the early childhood profession</p> | <p>Accomplished early childhood teachers work as leaders and collaborators in the professional community to improve programs and practices for young children and their families (NBS 8)</p> <p>Accomplished early childhood teachers regularly analyze, evaluate, and synthesize to strengthen the quality and effectiveness of their work (NBS 9)</p> |

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**Standard #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. Family and Community Relationships**

| Knowledge  | Skills   | Disposition  |
|--|--|--|
| <p>Family systems theory and ecology of the family and its influence on the child's growth, development and learning</p> <p>Strategies to support and empower families</p> <p>Diverse and culturally responsive factors that promote effective communication and collaboration with families from diverse backgrounds.</p> <p>Early childhood systems and service: typical programs in communities, roles and responsibilities of various programs,</p> <p>Personal values and attitudes that affect relationships and interactions with families.</p> | <p>Develops partnerships with parents that encourage family involvement in child's development and learning</p> <p>Develops respectful and reciprocal relationships with families including effective communication</p> <p>Demonstrates openness to information from other perspectives when working with families</p> <p>Provides opportunities for parent education that aligns with diverse interests and needs of families</p> <p>Develops cooperative partnerships with other agencies and professionals working with children in the community</p> | <p>Accomplished early childhood teachers work with and through families and communities to support children's learning and development (NBS 7)</p> |