

Early Childhood Education (2016)

EXAMINE THE FOUNDATIONAL CONCEPTS AND THEORETICAL APPROACHES OF EARLY CHILDHOOD EDUCATION 1.0

- 1 Explore influences on human development (e.g., environmental, psychological, cultural, genetic, and hereditary) 1.1
- 2 Compare and contrast child development theories and their implications (e.g., Piaget, Vygotsky, Gardner, and Erickson) 1.2
- 3 Compare and contrast teaching approaches to early childhood education and their implications (e.g., Montessori, Reggio, and Head Start) 1.3
- 4 Identify the five developmental areas (domains): physical, social and emotional, approaches to learning, cognitive, and language and communication 1.4
- 5 Describe current brain development research and its application 1.5
- 6 Identify play-based approaches to learning (e.g., curiosity, creativity, persistence, and problem-solving) 1.6

EXAMINE THE FACTORS INFLUENCING PRENATAL DEVELOPMENT 2.0

- 1 Identify the stages of prenatal development 2.1
- 2 Describe prenatal brain development 2.2
- 3 Identify health and environmental factors influencing prenatal development 2.3

EXAMINE INFANT DEVELOPMENT (BIRTH TO 12 MONTHS) 3.0

- 1 Describe social and emotional development in infants 3.1
- 2 Describe language and communication (verbal and nonverbal) development in infants 3.2
- 3 Describe cognitive development in infants 3.3
- 4 Explain the general progression of physical and sensory development in infants 3.4
- 5 Select equipment that promotes the development of infants in all developmental areas (domains) 3.5
- 6 Describe and facilitate developmentally appropriate play for infants 3.6

7 Identify characteristics of atypical/typical development in infants 3.7

**EXAMINE TODDLER
DEVELOPMENT (12 TO
36 MONTHS)** 4.0

1 Describe social and emotional development in toddlers 4.1

2 Describe language and communication (verbal and nonverbal) development in toddlers 4.2

3 Describe cognitive development in toddlers 4.3

4 Explain the general progression of physical and sensory development in toddlers 4.4

5 Select equipment that promotes the development of toddlers in all developmental areas (domains) 4.5

6 Describe and facilitate developmentally appropriate play for toddlers 4.6

7 Identify characteristics of atypical/typical development in toddlers 4.7

**EXAMINE PRESCHOOL
DEVELOPMENT (3 TO 5
YEARS)** 5.0

1 Describe social and emotional development in preschoolers 5.1

2 Describe language and communication (verbal and nonverbal) development in preschoolers 5.2

3 Describe cognitive development in preschoolers 5.3

4 Explain the general progression of physical and sensory development in preschoolers 5.4

5 Select equipment that promotes the development of preschoolers in all developmental areas (domains) 5.5

6 Describe and facilitate developmentally appropriate play for preschoolers 5.6

7 Identify characteristics of atypical/typical development in preschoolers 5.7

**EXAMINE EARLY
ELEMENTARY CHILD
DEVELOPMENT
(KINDERGARTEN
THROUGH GRADE 3)** 6.0

1 Describe social and emotional development in early elementary children 6.1

2 Describe language and communication (verbal and nonverbal) development in early elementary children 6.2

3 Describe cognitive development in early elementary children 6.3

4 Explain the general progression of physical and sensory development in early elementary children 6.4

5 Select equipment that promotes the development of early elementary children in all developmental areas (domains) 6.5

6 Describe and facilitate developmentally appropriate play for early elementary children 6.6

7 Identify characteristics of atypical/typical development in early elementary children 6.7

**EXAMINE PROCEDURES
AND REGULATIONS THAT
PROMOTE HEALTH AND
SAFETY IN EARLY
CHILDHOOD
ENVIRONMENTS** 7.0

1 Identify and wear appropriate clothing and shoes to ensure personal safety 7.1

2 Identify possible safety hazards in and around childcare settings (indoor and outdoor) 7.2

3 Describe basic health practices and prevention procedures related to childhood illnesses and communicable diseases 7.3

4 Describe water, sun, and heat precautions and safety practices 7.4

5 Describe proper storage and maintenance of toys, equipment, supplies, and hazardous materials 7.5

6 Describe cleaning and sanitation procedures, including maintaining the facility and equipment, laundry procedures, and dishwashing procedures 7.6

7 Explain compliance with the Arizona Department of Health Services Child Care Licensing Regulations 7.7

8 Explain compliance with OSHA (Occupational Safety and Health Administration) standards 7.8

9 Implement a plan for emergency procedures 7.9

0 Perform basic First Aid and CPR techniques 7.10

**EXAMINE HEALTH AND
NUTRITION IN YOUNG
CHILDREN** 8.0

1 Use proper hand washing procedures for children and adults 8.1

2 Perform personal care procedures for children (e.g., diapering and toileting, napping and resting, feeding and eating, and care routines) 8.2

3 Promote physical well-being for children (e.g., conduct daily health checks, recognize abuse indicators, document injury and illness, and administer and store medications) 8.3

4 Explain the purpose of food guides with respect to snack and meal requirements (e.g., MyPlate, Empower, and CACFP) 8.4

5 Explain the consequences of an unbalanced diet relating to childhood obesity and oral health 8.5

6 Plan nutritious food experiences that appropriately involve the participation of children 8.6

7 Explain how mealtimes can be used as learning opportunities 8.7

8 Recognize special dietary needs of children 8.8

9 Identify foods that may cause choking in young children 8.9

10 Identify practices that promote safe food handling 8.10

**EXAMINE STRATEGIES
TO BUILD FAMILY AND
COMMUNITY
RELATIONSHIPS 9.0**

1 Identify the family/guardianship role in the education of the child 9.1

2 Describe the appropriate informal and written communication with family members 9.2

3 Identify ways to involve the family in the education of the child 9.3

4 Use a variety of strategies to welcome, include, and engage all families 9.4

5 Describe components of an effective family conference in an early elementary setting 9.5

6 Describe components of effective family conversations in an early childhood setting for children birth to age 5 9.6

**EXAMINE
DEVELOPMENTALLY
APPROPRIATE
PRACTICES THAT
SUPPORT MEANINGFUL
LEARNING
EXPERIENCES 10.0**

1 Define developmentally appropriate practices 1.1

2 Identify developmentally appropriate practices based on current research 10.2

3 Practice asking questions that prompt children's thinking (e.g., open-ended questions) 10.3

4 Describe book handling skills for children at each developmental stage 10.4

5 Explore ways to acknowledge and encourage children's efforts and provide specific feedback (e.g., persistence and effort in addition to praise and evaluation) 10.5

6 Explain how to create challenges and scaffold children's learning to support growth, development, and learning 10.6

7 Identify developmentally appropriate technological aids and media resources that support learning 10.7

8 Adapt instructional strategies to meet individual and group needs 10.8

**EXAMINE
DEVELOPMENTALLY
APPROPRIATE
LEARNING**

1 Arrange the physical environment to facilitate planned and spontaneous indoor and outdoor activities 11.1

2 Develop a daily schedule that meets the developmental needs of children and allows for teacher-initiated and child-initiated activities with limited

**ENVIRONMENTS/LEARNING
CENTERS 11.0**

transitions 11.2

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- 3** Develop learning centers for infants (birth to 12 months) that include indoor and outdoor environments 11.3

 - 4** Develop learning centers for toddlers (12 to 36 months) that include indoor and outdoor environments 11.4

 - 5** Develop learning centers for preschoolers (3 to 5 years) that include indoor and outdoor environments 11.5

 - 6** Develop learning centers for early elementary children (kindergarten through grade 3) that include indoor and outdoor environments 11.6
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**EXAMINE
DEVELOPMENTALLY
APPROPRIATE
LEARNING
EXPERIENCES 12.0**

- 1** Explain how the Arizona Infants and Toddler Developmental Guidelines may be used to guide the development of learning experiences and opportunities for young children birth to 36 months 12.1

- 2** Explain how the Arizona Early Learning Standards may be used to guide the development of learning experiences and opportunities for preschoolers 3 to 5 years 12.2

- 3** Explain how the Arizona Academic Standards may be used to guide the development of learning experiences and opportunities for early elementary children in kindergarten through grade 3 12.3

- 4** Explore opportunities or experiences that promote social/emotional development in young children from birth to grade 3 12.4

- 5** Develop learning opportunities or experiences that foster language and literacy development in young children from birth to grade 3 12.5

- 6** Design hands-on mathematical learning opportunities or experiences that nurture the natural drive to explore and experiment with numbers, shapes, measurement, and patterns for children from birth to grade 3 12.6

- 7** Create science-learning opportunities or experiences for young children from birth to grade 3 12.7

- 8** Explore how to integrate social studies' concepts through everyday social and environmental interactions in young children from birth to grade 3 12.8

- 9** Develop learning opportunities or experiences that promote physical development and personal health and safety in young children from birth to grade 3 12.9

- 10** Design creative fine arts' experiences that nurture creativity and self-expression including visual arts, music, creative movement, and dramatic play for young children from birth to grade 3 12.10

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- 11** Describe the basic components of a learning experience plan (e.g., learning objectives/goals, appropriate materials, and evaluation/assessment) 12.11
 - 12** Conduct a developmentally appropriate learning experience 12.12
 - 13** Conduct a reflective evaluation of a learning experience including the mastery of objectives based on evaluation/assessment results 12.13
 - 14** Explain how all the content areas are interconnected across the domains of learning 12.14
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EXAMINE STRATEGIES THAT PROMOTE PROSOCIAL BEHAVIOR IN YOUNG CHILDREN 13.0

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- 1** Describe techniques and strategies to encourage cooperation in play and learning including the respect for the rights and property of self and others 13.1
 - 2** Identify techniques to encourage children to identify, express, and regulate their emotions appropriately 13.2
 - 3** Model problem-solving and conflict-resolution skills with children 13.3
 - 4** Incorporate transition techniques to maximize learning 13.4
 - 5** Explain how changes in a child's continuity of care, as well as changes in the physical and emotional environment, may be reflected in a child's behavior 13.5
 - 6** Explain developmentally appropriate approaches to the positive guidance of young children 13.6
 - 7** Identify activities that demonstrate respect for culture, language, and individuality and create a caring community of learners 13.7
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EXAMINE OBSERVATION AND ASSESSMENT STRATEGIES IN EARLY CHILDHOOD SETTINGS 14.0

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- 1** Identify reasons for and methods of observing young children 14.1
 - 2** Identify various forms of data that can be utilized in observation and assessment (e.g., family information cards, anecdotal notes, and photographs) 14.2
 - 3** Identify various types of ongoing and progress monitoring tasks, charts, and assessments 14.3
 - 4** Compare and contrast subjective and objective documentation/statements 14.4
 - 5** Identify ways to use data to inform instructional and guidance practices 14.5
 - 6** Record behavior and development by using various forms/tools for observation 14.6
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EXAMINE PROFESSIONALISM AND LEGAL AND ETHICAL PRACTICES IN THE

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- 1** Identify the qualifications, skills, and aptitudes needed to work with children 15.1
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**EARLY CHILDHOOD
EDUCATION
PROFESSION 15.0**

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- 2 Explore career pathways and requirements within the early childhood education profession 15.2**
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- 3 Demonstrate positive interpersonal behaviors with children, families, colleagues, and supervisors 15.3**
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- 4 Conduct formal and informal research on early childhood education topics 15.4**
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- 5 Define child abuse and neglect as described in the Arizona Statutes (ARS 13-3623) 15.5**
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- 6 Explain state law in reporting suspected child abuse or neglect (ARS 13-3620) 15.6**
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- 7 Identify confidentiality issues and strategies to handle them effectively 15.7**
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- 8 Explain the role of the National Association for the Education of Young Children and other professional organizations 15.8**
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- 9 Explain the role of the Arizona Early Childhood Development and Health Board and its initiatives 15.9**
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- 10 Describe the resources and benefits available through the Arizona Early Childhood Workforce Registry 15.10**