Nebraska CTE

Best Practices in Early Childhood Education with Work-Based Learning (2024)

Differentiate between observation and assessment and skills needed to observe young children and the early childhood environment. HSE.HS.9.1	**a** Define what observation is in early childhood practices in regards to child development, environment, and engagement between adults and children. HSE.HS.9.1.A
	b Describe the skills needed for observation. HSE.HS.9.1.B
	c Define what assessment is in early childhood practices in regards to child development, environment, and engagement between adults and children. HSE.HS.9.1.C
	d Describe the importance of observation and assessment in early childhood. HSE.HS.9.1.D
	e Explain how observation and assessment are used in early childhood. HSE.HS.9.1.E
Analyze the progression of the areas (PIES - physical, intellectual, emotional and social) of development for young children. HSE.HS.9.2	**a** Identify the developmental progression of infants and toddlers (birth to 36 months), preschool children (3-5 years), and primary grade (K-3rd) children (6-8 years). HSE.HS.9.2.A
	b Observe infants and toddlers, preschoolers, and primary grade (K-3rd) children and record developmental progression observations. HSE.HS.9.2.B
	c Analyze observational data from infants and toddlers, preschoolers, and primary grade (K-3rd) children to determine the developmental age level. HSE.HS.9.2.C
Analyze developmentally appropriate early childhood environments. HSE.HS.9.3	**a** Define developmentally appropriate for infants and toddlers, preschoolers, and primary grade (K-3rd) children. HSE.HS.9.3.A
	b Identify various materials, resources, and components of developmentally appropriate environments for infants and toddlers, preschoolers, and primary grade (K-3rd) children. HSE.HS.9.3.B
	c Identify the elements of an environmental checklist for assessing an infants and toddlers, preschool, and primary grade (K-3rd) environment. HSE.HS.9.3.C

Skip to main content

	d Observe development tasks of infants and toddlers, preschool, and primary grade (K-3rd) environments. HSE.HS.9.3.D
	e Compare and contrast the birth through age eight environments. HSE.HS.9.3.E
	f Analyze observational data from infants and toddlers, preschool, and primary grade (K-3rd) environments to assess environment quality. HSE.HS.9.3.F
Develop lesson plans for infants and toddlers, preschoolers, and/or primary grade (K-3rd) children using developmentally appropriate practices. HSE.HS.9.4	**a** Identify the components of an effective early childhood lesson plan. HSE.HS.9.4.A
	b Describe various instructional strategies appropriate for infants and toddlers, preschooler, and primary grade (K-3rd) children. HSE.HS.9.4.B
	c Create large group, small group, and individual lesson plans that fit within the overall curriculum. HSE.HS.9.4.C
Utilize feedback to continuously improve teaching practices. HSE.HS.9.5	**a** Evaluate the practicum experience. HSE.HS.9.5.A
	b Implement continual appraisal of performance and identify strengths and weaknesses. HSE.HS.9.5.B
	c Develop a plan for continuous professional learning. HSE.HS.9.5.C