

# EARLY CHILDHOOD GENERALIST STANDARDS



## ***Standard I: Using Knowledge of Child Development to Understand the Whole Child***

Accomplished early childhood teachers use their knowledge of child development to understand young children and to foster each child's development and learning.

## ***Standard III: Fostering Equity, Fairness, and Appreciation of Diversity***

Accomplished early childhood teachers embrace diversity. They model and nurture treating others with equity, fairness, and dignity.

## ***Standard V: Assessing Children's Development and Learning***

Accomplished early childhood teachers use assessment to support and guide young children's development and learning.

## ***Standard VII: Planning for Development and Learning***

Accomplished early childhood teachers plan for children's development and learning by setting developmentally appropriate goals and designing learning activities to achieve those goals.

## ***Standard IX: Reflecting on Teaching Young Children***

Accomplished early childhood teachers engage in systematic reflection on their teaching to enhance their professional knowledge and skill and to benefit young children's development and learning.

## ***Standard II: Partnering with Families and Communities***

Accomplished early childhood teachers work reciprocally with families and community partners to support each child's development and learning and to advocate for young children and their families.

## ***Standard IV: Knowing Subject Matter for Teaching Young Children***

Accomplished early childhood teachers integrate the foundational ideas of the subjects they teach, the ways young children think about these ideas, and effective approaches to support each child's learning.

## ***Standard VI: Managing the Environment for Development and Learning***

Accomplished early childhood teachers organize and manage the environment to promote young children's development and learning.

## ***Standard VIII: Implementing Instruction for Development and Learning***

Accomplished early childhood teachers skillfully implement strategies and use resources to support young children's development and learning.

## ***Standard X: Exemplifying Professionalism and Contributing to the Profession***

Accomplished early childhood teachers are leaders, collaborators, and advocates in improving early childhood programs, practices, and policies.

# WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



## **Component 1: Content Knowledge**

-Computer-based assessment of 45 selected response questions.

-3 short essays / constructed response exercises on:

- I. Literacy
- II. Analyzing Student Work in Mathematics
- III. Children's Play

## **Component 2: Differentiation in Instruction**

-Demonstrate your skill in assessing and supporting children's literacy development;

-Describe the ways in which you foster literacy in your classroom;

-Analyze work samples from two children, discuss their development, and outline your approach to supporting their learning;

-Provide evidence of your ability to describe, analyze, and evaluate children's literacy development; help parents support their child's literacy development; and reflect on your practice.

## **Component 3: Teaching Practice and Learning Environment**

-Provide a brief overview of the content of your overall submission.

-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.

-Submit information about the instructional context for each video.

-Describe your instructional planning for the lesson featured in each video and submit supporting materials.

-Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.



## **Component 4: Effective and Reflective Practitioner**

-Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students.

-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.

-Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.

-Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

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