

ECED Program Goals

- I. Candidates possess and apply knowledge of child development
 - A. Creates learning opportunities that focus on process and child-generated products
 - B. Selects content and teaching strategies that are age appropriate
 - C. Sequences knowledge and skills in an age-appropriate manner
 - D. Systematically observes, documents and interprets a child's actions using a child development frame of reference
 - E. Demonstrates the belief that all children can learn

- II. Candidates help children to acquire, develop and maintain appropriate self-control
 - A. Takes appropriate initiative to intervene or interact when needed
 - B. Assists children in resolving conflicts by reflecting their feelings and encouraging them to suggest solutions
 - C. States expectations in a positive way
 - D. Models appropriate ways of identifying and resolving problems
 - E. Establishes classroom rules and procedures that help children feel and be safe and to be as independent as possible

- III. Candidates use knowledge of the teaching/learning process to plan and implement meaningful curriculum
 - A. Provides first-hand experiences, real objects and interactions with people to lay a foundation for children to move toward a more complex way of knowing
 - B. Facilitates learning that moves from concrete to abstract, through levels of representation
 - C. Utilizes print and non-print materials that provide children with additional information and social labels
 - D. Provides a variety of means for children to express their understanding (teacher-directed and child-initiated)
 - E. Utilizes children's demonstration of understanding to inform subsequent instruction
 - F. Uses multiple curriculum goals, including national, state and district standards in preparing long and short-term instructional plans
 - G. Formulates clear and appropriate learning outcomes
 - H. Integrates content areas using a thematic approach to teaching and learning
 - I. Selects appropriate content and instructional strategies to create appropriate disequilibrium
 - J. Designs the environment, schedule and activities to promote children's physical and psychological health and safety and sense of security
 - K. Designs the environment to reflect respect for the child as an individual and family contexts
 - L. Selects and places real and representational materials and equipment in the environment considering the dimensions of soft/hard, open/closed materials, simple/complex/super units, intrusion/seclusion, and high/low mobility
 - M. Develops and uses a daily schedule that provides uninterrupted large blocks of time for children's learning, provides for individual learning styles and paces, and established meaningful routines for children's self-direction

- N. Organizes and monitors group work and ensures that learning experiences to allow for full and varied participation of all children
- O. Uses instructional time wisely
- P. Assists classroom volunteers and aides in supporting the development of a smoothly functioning classroom community

IV. Candidates possess and uses knowledge of content to support learners' achievement in subject disciplines, particularly mathematics, science, language and literacy, and social studies

- A. Uses knowledge of national and state content standards
- B. Uses knowledge of the structure of disciplinary content (e.g. science is organized into physical, earth & space, health and human, and life sciences)
- C. Has knowledge of the scope and sequence of content disciplines
- D. Has knowledge of essential concepts of disciplinary content
- E. Can identify resources, including technology, to deepen their own and their students' understanding of content knowledge
- F. Has knowledge of themes that cut across and integrate content disciplines

V. Candidates understand the importance of the family/community in children's learning and development and demonstrate respectful interactions

- A. Displays a warm and nurturing attitude toward all children
- B. Shows a genuine interest in the lives of children and their families
- C. Is familiar with relevant aspects of children's backgrounds, knowledge, experience and skill
- D. Communicates in a variety of ways with children and their families regarding classroom activity, student progress and available services
- E. Models support and consideration of individual and cultural differences
- F. Involves families to support candidates understanding of children and family's understanding of the curriculum

VI. Candidates understand and use formal and informal assessment evaluation strategies to monitor student progress and make instructional decisions

- A. Recognizes individual children's actions as indicators of developmental processes and progress
- B. Interprets and articulates child's progress to parents and other professional
- C. Uses a variety of observational data gathering tools (e.g. time samples, running records, checklists and rating scales, anecdotal recordings, incident records, behavior logs, etc.) to document progress
- D. Uses a variety of content assessment approaches as selected response formats (multiple-choice, true/false, matching); constructed response formats (fill-in-the-blank, short answer, label diagram, essay questions); performances (play, verbal, interactions, oral reading, etc.); and products (portfolios, projects drawings, constructions, writings, word sorts) to assess, monitor and evaluate individual student's learning

- E. Compares assessment data to norm-references, rubric-criterion, and individual child's prior performance to evaluate progress
- F. Acts responsibly and appropriately when using assessment/evaluation approaches
- G. Treats assessment/evaluation data confidentially and with respect for the child's and family's privacy
- H. Acts in partnership with parents in the assessment/evaluation of children's progress.

VII. Candidates possess understanding of their professional roots and responsibilities and of appropriate ethical and professional behavior

- A. Recognizes the historical and legal precursors of current educational practices, responsibilities, and the role of early childhood educators
- B. Advocates for the needs of children and their families
- C. Exhibits behavior consistent with accepted ethical, and professional standards for educators
- D. Holds membership in a professional organization for early childhood educators and participates in professional activities
- E. Evaluates own teaching performance and seeks feedback from others
- F. Is committed to growth and self-improvement

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