

# Competencies for Early Childhood Education PreK – First Time Licensure

2023

*In addition to completing a program that addresses all First-time Licensure Program Requirements, teachers in Early Childhood PreK, shall demonstrate knowledge and competencies in the following areas:*

<p><b>1. Child Development and Learning in Context</b> <i>NAEYC: Standard 1 Praxis II (5024): Section I</i></p>	<p><b><u>NAEYC Standard 1</u> - preparation in early childhood degree programs that are grounded in early childhood development across all developmental domains by:</b></p> <ol style="list-style-type: none"><li>1.1 Understanding the developmental and milestones of early childhood from age 3 through age 5 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.</li><li>1.2 Understanding and valuing each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.</li><li>1.3 Understanding the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting.</li><li>1.4 Using this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.<ul style="list-style-type: none"><li>● Trauma Informed Care related to Adverse Childhood Experiences (ACEs) how multiple risk and protective factors affect children’s development over time</li></ul></li></ol>
<p><b>2. Family – Teacher Partnerships and Community Connections</b> <i>NAEYC: Standard 2 Praxis II (5024): Section IV</i></p>	<p><b><u>NAEYC Standard 2</u> - preparation in early childhood degree programs that are grounded in an understanding that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve by:</b></p> <ol style="list-style-type: none"><li>2.1 Knowing about, understanding, and valuing the diversity of families.</li><li>2.2 Collaborating as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.</li></ol>

	<p>2.3 Using community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.</p> <ul style="list-style-type: none"> <li>● Five Key Protective Factors- Strengthening Families Approach and Protective Factors Framework</li> </ul>
<p><b>3. Child Observation, Documentation, and Assessment</b> <i>NAEYC: Standard 3 Praxis II (5024): Section II</i></p>	<p><b><i>NAEYC Standard 3- preparation in early childhood degree programs that are grounded in an understanding that the primary purpose of assessments is to inform instruction and planning in early learning settings by:</i></b></p> <p>3.1 Understanding that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</p> <ul style="list-style-type: none"> <li>● Child Assessments per A.C.A. 6-45-110</li> </ul> <p>3.2 Knowing a wide range of types of assessments, their purposes, and their associated methods and tools.</p> <p>3.3 Using developmental screenings and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.</p> <ul style="list-style-type: none"> <li>● Knowledge of early childhood special education referral process in Arkansas for early interventions</li> </ul> <p>3.4 Building assessment partnerships with families and professional colleagues.</p>
<p><b>4. Using Developmentally, Culturally, and Linguistically Appropriate Teaching Approaches</b> <i>NAEYC: Standard 4 Praxis II (5024): Section III</i></p>	<p><b><i>NAEYC Standard 4- preparation in early childhood degree programs that are grounded in an understanding that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and in the settings in which teaching and learning occur by:</i></b></p> <p>4.1 Understanding and demonstrating positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.</p> <p>4.2 Understanding and using teaching skills that are responsive to the learning trajectories of young children</p>

	<p>and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.</p> <p>4.3 Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p> <ul style="list-style-type: none"> <li>● Environmental Rating Scale (ERS), Developmentally Appropriate Practices (DAP), Arkansas Child Development and Early Learning Standards (ACDELS) to promote High Quality Instructional Materials (HQIM)</li> </ul>
<p><b>5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</b></p> <p><i>NAEYC: Standard 4</i></p> <p><i>Praxis II (5024): Section III</i></p>	<p><b><i>NAEYC Standard 5- preparation in early childhood degree programs that are grounded in developing EC educators' knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child by:</i></b></p> <p>5.1 Understanding content knowledge— the central concepts, methods and tools of inquiry, and structure- and resources for the academic disciplines in an early childhood curriculum.</p> <p>5.2 Understanding pedagogical content knowledge—how young children learn in each discipline based on the most current research—and how to use the teacher's knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.</p> <ul style="list-style-type: none"> <li>● EC Educators will demonstrate proficiency in the knowledge and best practices of science of reading instruction for preschool. Pre-K R.I.S.E.</li> <li>● EC Educators understand the key components of early language and literacy instruction including: Oral Language, Concepts of Print, Phonological Awareness, Phonemic Awareness, and Alphabet Knowledge</li> <li>● EC Educators understand that developmentally appropriate practice (DAP) includes a balance of teacher-led and student-led learning activities</li> </ul>

supported by the science of reading and based on instruction that is explicit and systematic

- 5.3 Modifying teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge based on the most current research.

**ACDELS**

- 5.4 Focusing on a child's ability to form trusting relationships with and attachment to adults; and the ability to make friends, interact positively through play, and develop social skills
- 5.5 Emphasizing the child's expressions and regulation of his or her own emotions, as well as on empathy, and understanding the emotions of others
- 5.6 Charting the development of a child's sense of identity and understanding of personal characteristics and preferences and a child's development of autonomy and self-confidence
- 5.7 Knowing the developmental phases of a child's determination, curiosity, ability to complete a task, and acceptance of challenges
- 5.8 Focusing on a child's attention and ability to ignore distractions; engagement in learning opportunities; flexible thinking; ability to adjust behavior in different contexts; impulse control; delay of gratification; and ability to hold and manipulate information in his or her memory
- 5.9 Understanding the development of a child's ability to solve problems; plan; engage in pretend play; understand symbolic representation; and the ability to think abstractly
- 5.10 Understanding a child's growing ability to move, walk, run, and climb, as well as child's stability and balance and the ability to catch, throw, strike, and kick
- 5.11 Understanding the development of hand-eye coordination, the child's ability to manipulate objects with his or her hands and fingers, and the ability to use different tools (utensils, writing instruments, etc.)

- 5.12 Understanding receptive language describes children's ability to understand and respond to language (in the child's home language)
- 5.13 Understanding receptive language describes children's ability to understand and respond to language (in the child's home language). This includes their understanding of an increasingly large vocabulary of words and their ability to comprehend and follow directions
- 5.14 Understanding expressive language refers to a child's speaking vocabulary, grammar, and sentence structure, and clarity of communication
- 5.15 Knowing communication skills outline a child's ability to hold conversations and understand the social rules of language. Even young babies engage in "conversations" by making sounds or faces back-and-forth with adults
- 5.16 Knowing engagement in literacy experiences and having an understanding of stories and books outlines a child's growing level of engagement and interest with books and literacy experiences, as well as the child's ability to comprehend information from stories and books
- 5.17 Knowing phonological awareness focuses on the ways in which children explore, play, and manipulate the sounds of language
- 5.18 Understanding knowledge and use of books, print, and letters charts the development of a child's understanding of letters, letter sounds, print concepts and book features, as well as early writing skills
- 5.19 Understanding a child's increasing knowledge of numbers and counting, the ability to compare whether items and groups are bigger or smaller than one another, as well as an understanding the relationship between a number and the quantity it represents, changes in quantity (addition and subtraction), and foundational concepts related to division and fractions
- 5.20 Knowing algebraic thinking charts a child's progression in the ability to sort objects and recognize and create patterns
- 5.21 Knowing participating in exploratory measurement activities and comparing objects focuses on a child's

growing ability to measure, compare, and organize (seriate) objects

- 5.22 Knowing exploring and describing shapes and spatial relationships provides a progression of a child's knowledge of shapes and spatial sense, as well as the child's ability to manipulate shapes
- 5.23 Understanding scientific practices focuses on the growth in a child's ability to ask questions, form hypotheses, collect and analyze data, and communicate the results to others
- 5.24 Understanding knowledge of science of concept charts, the development of a child's understanding of systems (e.g., transportation system), the relationships between structure and function (e.g., round balls roll and plants need stems) and stability and change (e.g., living things grow and seasons change)
- 5.25 Understanding a child's growing understanding of living things, nature, and the environment, physical objects, as well as developmentally appropriate uses of technology and engineering practices to foster creativity and gain knowledge
- 5.26 Knowing that family, community, and culture that describes a child's development of family pride and positive social identity, including their participation as member of a learning community, their evolving family and cultural identity and their awareness of roles in society
- 5.27 Understanding a child's growing awareness of time, including understanding of concepts such as past and future and change over time, as well as their knowledge of simple geographic concepts
- 5.28 Recognizing that music and movement focuses on a child's growing ability to explore and move to music, understand music concepts, and appreciate music
- 5.29 Charting a child's visual arts progression in exploring and appreciating art, understanding art concepts, and expressing themselves through art
- 5.30 Understanding a child's growing ability to explore drama, understand drama concepts, and appreciate and express themselves through drama

<p><b>6. Professionalism as an Early Childhood Educator</b>  <i>NAEYC: Standard 6</i>  <i>Praxis II (5024): Section IV</i></p>	<p><b><i>NAEYC Standard 6- preparation in early childhood degree programs that are grounded in developing EC educators with the ability to identify and participate themselves as members of the early childhood profession by:</i></b></p> <ol style="list-style-type: none"> <li>6.1 Identifying and involving themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.</li> <li>6.2 Knowing about and upholding ethical and other early childhood professional guidelines.</li> <li>6.3 Using professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.</li> <li>6.4 Engaging in continuous, collaborative learning to inform practice.</li> <li>6.5 Developing and sustaining the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.</li> </ol>
<p><b>7. GUIDE for Life</b></p>	<p><b><i>GUIDE for Life</i></b>  <i>The Arkansas Department of Education has identified five guiding principles that support educators in their efforts to help all students develop these critical skills. Social emotional skills deserve focused attention and instruction during the early years of child development. These skills are just beginning to emerge during this time and are continuously developed over a lifetime. Early Childhood Educators have the responsibility to plant these seeds in order to encourage the growth of these vital skills that prepare children for kindergarten and for life:</i></p> <ol style="list-style-type: none"> <li>7.1 Growth (manages self) <ul style="list-style-type: none"> <li>• Develops problem-solving skills</li> <li>• Practices mindfulness</li> <li>• Perseveres</li> </ul> </li> <li>7.2 Understanding (knows self) <ul style="list-style-type: none"> <li>• Increases self-awareness</li> <li>• Knows own strengths and weaknesses</li> <li>• Develops critical thinking skills</li> </ul> </li> <li>7.3 Interaction (builds relationships) <ul style="list-style-type: none"> <li>• Treats others with respect</li> <li>• Communicates effectively</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Seeks out and offers help when needed</li> </ul> <p>7.4 Decisions (makes responsible choices)</p> <ul style="list-style-type: none"> <li>• Considers personal beliefs</li> <li>• Thinks through potential consequences</li> <li>• Puts best self forward</li> </ul> <p>7.5 Empathy (is aware of others)</p> <ul style="list-style-type: none"> <li>• Sees other perspectives</li> <li>• Values the feelings of others</li> <li>• Appreciates diversity</li> </ul>
<p><b>8. Early Childhood Field Experiences and Internship Settings</b></p>	<p><b><i>Standard 7- Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood</i></b></p> <p>8.1 Opportunities to observe and practice in the 3-5 age group</p> <p>8.2 Opportunities to observe and practice in one of the following types of group early education settings serving three, four, and five year olds in Arkansas (Head Start, Arkansas Better Chance [ABC] pre-kindergarten or non-ABC funded pre-kindergarten in a public schools; ABC pre-kindergarten in non-public school settings; community based early care and education programs serving typically developing children; community based early care and education programs serving children identified with developmental concerns/atypical development.</p>