

Individuals seeking to add the Ages 3-4 Endorsement should have a valid Arkansas Elementary (K-6) license. In addition to the Arkansas Teaching Standards, teachers with the Ages 3-4 Endorsement, shall demonstrate knowledge and competencies in the following areas:

<p><b>1. Promoting Child Development and Learning</b>  <i>NAEYC: Standard 1          Praxis II (5024):          Section I</i></p>	<p><b><i>NAEYC Standard 1 - preparation in early childhood degree programs and grounded in a child development knowledge base by:</i></b></p> <ul style="list-style-type: none"> <li>1.1 Knowing and understanding young children’s characteristics, needs, from age three through age five</li> <li>1.2 Knowing and understanding the multiple influences on early development and learning</li> <li>1.3 Using developmental knowledge to create healthy, respectful, and supportive learning environments that promote positive outcomes for young children</li> </ul> <p><b><i>Praxis II (5024)-</i></b></p> <ul style="list-style-type: none"> <li>1.4 Knowing the range of typical and atypical development (e.g., gifted and talented, learning delays, dual-language learners, developmental disabilities)</li> </ul>
<p><b>2. Building Family and Community Relationships</b>  <i>NAEYC: Standard 2          Praxis II (5024): Section 4</i></p>	<p><b><i>NAEYC Standard 2- preparation in early childhood degree programs and an understanding that successful early childhood education depends upon partnerships with children’s families and communities by:</i></b></p> <ul style="list-style-type: none"> <li>2.1 Knowing and understanding diverse family and community characteristics</li> <li>2.2 Supporting and engaging families and communities through respectful, reciprocal relationships</li> <li>2.3 Involving families and communities in young children’s development and learning</li> </ul> <p><b><i>Praxis II (5024)-</i></b></p> <ul style="list-style-type: none"> <li>2.4 Understanding the integrated role of other professionals who may be involved in children’s care and education (e.g., special educators, speech and language specialists, physical and occupational therapists, , school psychologists)</li> <li>2.5 Knowing appropriate uses of technology to communicate with children, families, and peers and to serve as a professional resource (e.g., digital portfolios, online report cards, embedded instruction)</li> </ul>
<p><b>3. Observing, Documenting, and Assessing to Support Young Children and Families</b>  <i>NAEYC: Standard 3          Praxis II (5024):          Section II</i></p>	<p><b><i>NAEYC Standard 3- preparation in early childhood degree programs and an understanding that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals by:</i></b></p> <ul style="list-style-type: none"> <li>3.1 Understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children</li> <li>3.2 Knowing and using observation, documentation, and other appropriate assessment tools and approaches,</li> </ul>

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	<p>including the use of technology in documentation, assessment and data collection</p> <p>3.3 Understanding and practicing responsible assessment to promote positive outcomes for each child, including the assistive technology for children with disabilities</p> <p>3.4 Knowing and using assessment partnerships with families and with professional colleagues to build effective learning environments</p> <p><b><u>Praxis II (5024)-</u></b></p> <p>3.5 Knowing strategies for team building, two-way communication, and reporting with families and colleagues to establish shared responsibility for child-centered learning</p> <p>3.6 Knowing appropriate methods for screening, referral, and evaluation to identify children who may benefit from additional support</p>
<p><b>4. Using Developmentally Effective Approaches</b>  <i>NAEYC: Standard 4</i>  <i>Praxis II (5024): Section III</i></p>	<p><b><i>NAEYC Standard 4- preparation in early childhood degree programs and an understanding that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur by:</i></b></p> <p>4.1 Understanding positive relationships and supportive interactions as the foundation of their work with young children</p> <p>4.2 Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p> <p>4.3 Using a broad repertoire of developmentally appropriate teaching learning approaches</p> <p>4.4 Reflecting on own practice to promote positive outcomes for each child</p> <p><b><u>Praxis II (5024)-</u></b></p> <p>4.5 Knowing how to structure the classroom environment to support children’s learning</p>
<p><b>5. Using Content Knowledge to Build Meaningful Curriculum</b></p>	<p><b><i>NAEYC Standard 5- preparation in early childhood degree programs and use of their 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 and resources in academic disciplines: language development and emergent literacy; the arts- music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies for ages three through five</p> <p>5.2 Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p>

	<p>5.3 Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curricula for each child</p> <p><b><u>ACDELS/Praxis II (5024)-</u></b></p> <p>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</p> <p>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</p> <p>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</p> <p>5.7 Knowing the developmental phases of a child’s determination, curiosity, ability to complete a task, and acceptance of challenges</p> <p>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</p> <p>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</p> <p>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</p> <p>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 implements, etc.)</p> <p>5.12 Understanding receptive language describes children’s ability to understand and respond to language (in the child’s home language)</p> <p>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</p> <p>5.14 Understanding expressive language refers to a child’s speaking vocabulary, grammar, and sentence structure, and clarity of communication</p>
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	<p>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</p> <p>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</p> <p>5.17 Knowing phonological awareness focuses on the ways in which children explore, play, and manipulate the sounds of language</p> <p>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</p> <p>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</p> <p>5.20 Knowing algebraic thinking charts a child’s progression in the ability to sort objects and recognize and create patterns</p> <p>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</p> <p>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</p> <p>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</p> <p>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)</p> <p>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</p>
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	<p>and engineering practices to foster creativity and gain knowledge</p> <p>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</p> <p>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</p> <p>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</p> <p>5.29 Charting a child’s visual arts progression in exploring and appreciating art, understanding art concepts, and expressing themselves through art</p> <p>5.30 Understanding a child’s growing ability to explore drama, understand drama concepts, and appreciate and express themselves through drama</p>
<p><b>6. Becoming a Professional</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 and ability to identify and conduct themselves as members of the early childhood profession by:</i></b></p> <p>6.1 Knowing about and upholding ethical standards and other early childhood professional guidelines</p> <p>6.2 Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource</p> <p>6.3 Integrating knowledgeable, reflective, and critical perspectives on early education</p> <p>6.4 Engaging in informed advocacy for young children and the early childhood profession</p> <p><b><i>Praxis II (5024)-</i></b></p> <p>6.5 Knowing strategies to involve families and communities in young children’s development and learning</p>
<p><b>7. Early Childhood Field Experiences</b>  <i>NAEYC: Standard 7</i></p>	<p><b><i>NAEYC 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>7.1 Opportunities to observe and practice in the 3-5 age group</p> <p>7.2 Opportunities to observe and practice in one of the following types of group early education settings serving threes, fours, and fives in Arkansas (Head Start, Arkansas Better Chance [ABC] pre-kindergarten or non-ABC funded pre-kindergarten in a public schools; ABC pre-</p>

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	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
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