

Competencies for Early Childhood/Special Ed Integrated B-K

2016

In addition to the Arkansas Teaching Standards, Early Childhood Education/Special Education Birth-Kindergarten teachers shall demonstrate knowledge and/or competencies in the following areas:

<p>1. Development of Young Children, Developmentally Appropriate Approaches to Learning, and Individual Differences</p> <p>CEC: 1.1, 1.2 NAEYC: 1a-c, 4a-d</p>	<p>1.1 Knowledge and understanding of young children's characteristics and needs from birth through kindergarten</p> <p>1.2 Knowledge and understanding of the multiple influences on early development and learning</p> <p>1.3 Ability to use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p> <p>1.4 Ability to understand positive relationships and supportive interactions as the foundation of their work with young children</p> <p>1.5 Knowledge and understanding of effective strategies and tools for early education, including appropriate uses of technology</p> <p>1.6 Ability to use a broad repertoire of developmentally appropriate teaching /learning approaches</p> <p>1.7 Ability to reflect on own practice to promote positive outcomes for every child, including those with exceptionalities</p> <p>1.8 Ability to understand of how language, culture and family background influence the learning of every child, including those with exceptionalities</p> <p>1.9 Ability to use understanding of development and individual differences to respond to the needs of every child, including those with exceptionalities</p>
<p>2. Learning Environments</p> <p>CEC: 2.1, 2.2, 2.3</p>	<p>2.1 Ability to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation for every child, including those with exceptionalities</p> <p>2.2 Ability through collaboration with general educators and other colleagues, to create safe, inclusive, culturally responsive learning environments to engage every child, including those with exceptionalities, in very meaningful learning activities and social interactions</p> <p>2.3 Ability to use motivational and instructional interventions to teach every child, including those with exceptionalities, how to adapt to different environments</p> <p>2.4 Knowledge of how to intervene safely and appropriately</p>

CEC = 2012 Council for Exceptional Children

1/15/2016

NAEYC = 2010 National Association for the Education of Young Children

ACEI = 2007 Association for Childhood Education International

CCSS-ELA = 2010 Common Core State Standards-English Language Arts

Praxis II (5023) = Praxis II Interdisciplinary Early Childhood Education Assessment

Praxis II (5024) = Praxis II Education of Young Children

	with every child, including those with exceptionalities, in crisis situations
<p>3. Content Knowledge, Curriculum Building and Instructional Planning/Strategies</p> <p>CEC: 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7</p> <p>NAEYC: 5a, 5b, 5c</p> <p>ACEI: 2.1</p> <p>CCSS-ELA: RF.K-5.1-4</p>	<p>3.1 Ability to use the central concepts, tools of inquiry, and structures of the content areas or academic disciplines at the B-K level, including common core state standards</p> <p>3.2 Knowledge of how students learn to read and how explicit and systematic instruction in each of these areas produces successful readers</p> <ul style="list-style-type: none"> • Print Concepts <ul style="list-style-type: none"> ○ Demonstrating understanding of the organization and basic features of print • Phonological Awareness <ul style="list-style-type: none"> ○ Demonstrating understanding of spoken words, syllables, and sounds (phonemes) • Phonics and Word Recognition <ul style="list-style-type: none"> ○ Knowing and applying grade-level phonics and word analysis skills in decoding words • Fluency <ul style="list-style-type: none"> ○ Reading with sufficient accuracy and fluency to support comprehension <p>3.3 Ability to identify the differentiated needs of early literacy through kindergarten and how to strategically address them</p> <ul style="list-style-type: none"> • Understanding of the methods of diagnosis of reading difficulties • Knowledge of intervention strategies for struggling readers <p>3.4 Ability to use own knowledge, appropriate early learning standards, including Common Core State Standards, and other resources to design, implement, and evaluate a developmentally meaningful and challenging curriculum for every child, including those with exceptionalities</p> <p>3.5 Ability to organize knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for every child, including those with exceptionalities</p> <p>3.6 Ability to understand and use general and specialized content knowledge for teaching across curricular content areas to all students, and individualize learning for every child, including those with exceptionalities</p> <p>3.7 Ability to modify and individualize general and specialized curricula to make them accessible to every</p>

	<p>child, including those with exceptionalities</p> <p>3.8 Ability to consider every child’s abilities, interests, learning environments and cultural and linguistic factors in the selection, development and adaptation of learning experiences for every child, including those with exceptionalities</p> <p>3.9 Ability to use technologies to support instructional planning, delivery and assessment</p> <p>3.10 Knowledge of augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of every child, including those with exceptionalities</p> <p>3.11 Ability to use strategies to enhance language development and communication skills of every child, including those with exceptionalities</p> <p>3.12 Ability to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams</p> <p>3.13 Ability to teach to mastery and promote generalization of learning for every child, including those with exceptionalities</p> <p>3.14 Ability to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to every child, including those with exceptionalities</p>
<p>4. Assessment and Documentation</p> <p>CEC: 4.1, 4.2, 4.3, 4.4</p> <p>NAEYC: 3a, 3b, 3c, 3d</p>	<p>4.1 Ability to understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for every child, including those with exceptionalities</p> <p>4.2 Knowledge about and use of observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p> <p>4.3 Ability to understand and practice responsible assessment to promote positive outcomes for every child, including the use of assistive technology for children with disabilities</p> <p>4.4 Knowledge about assessment partnerships with families and with professional colleagues to build effective learning</p>

	<p>environments</p> <p>4.5 Ability to select and use technically sound formal and informal assessments that minimize bias</p> <p>4.6 Ability to use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for every child, including those with exceptionalities</p> <p>4.7 Ability to use multiple types of assessment information in making decisions about every child, including those with exceptionalities, in collaboration with colleagues and families</p> <p>4.8 Ability to engage every child, including those with exceptionalities, to work towards quality learning and performance and provide feedback to guide them</p>
<p>5. Relationships and Collaboration with Families, Colleagues, and Community</p> <p>CEC: 7.1, 7.2, 7.3</p> <p>NAEYC: 2a, 2b, 2c</p>	<p>5.1 Knowledge and understanding of diverse family and community characteristics</p> <p>5.2 Ability to support, engage and empower families and communities through respectful, reciprocal relationships</p> <p>5.3 Ability to involve families and communities in young children’s development and learning, incorporating early intervention approaches</p> <p>5.4 Knowledge and understanding of evidenced-based Arkansas Home Visiting Network models that serve children, parents, and families during pregnancy and until children enter kindergarten</p> <p>5.5 Ability to use the theory and elements of effective collaboration</p> <p>5.6 Ability to serve as a collaborative resource to colleagues</p> <p>5.7 Ability to use collaboration and advocacy to promote the well-being of every child, including those with exceptionalities, across a wide range of settings and collaborators</p>
<p>6. Professionalism and Ethical Practice</p> <p>CEC: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</p> <p>NAEYC: 6a, 6b, 6c, 6d, 6e</p>	<p>6.1 Ability to identify and involve self with the early childhood field</p> <p>6.2 Knowledge and ability to uphold ethical standards and other early childhood professional guidelines</p> <p>6.3 Ability to engage in continuous, collaborative learning to inform practice, using technology effectively with young children, with peers, and as a professional resource</p> <p>6.4 Ability to integrate knowledgeable, reflective, and critical</p>

	<p>perspectives on early education</p> <p>6.5 Ability to engage in informed advocacy for young children and the early childhood profession</p> <p>6.6 Ability to use professional ethical principles and professional practice standards to guide their practice</p> <p>6.7 Ability to understand how foundational knowledge and current issues influence professional practice</p> <p>6.8 Ability to understand that diversity is a part of students' families, cultures, and schools, and that complex human issues can interact with the delivery of special education services</p> <p>6.9 Ability to understand the significance of lifelong learning and participate in in professional activities and learning communities</p> <p>6.10 Ability to advance the profession by engaging in activities such as advocacy and mentoring</p> <p>6.11 Ability to provide guidance and direction to para-educators, tutors, and volunteers</p>
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