**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[ ]  **Add Endorsement** [ ]  **Course Audit**

**Transcript Review Worksheet**

**Endorsement #36 – Early Childhood Education**

*The holder is authorized to teach young children birth through grade three.*

**Instructional Level Options: *The holder is authorized to teach young children: birth – PreK, PreK- grade 3, or birth – grade 3, as specified on the endorsement.***

**In order to qualify for this endorsement, the candidate shall demonstrate the following:**

| **Content** **Topic** | **College/****University** | **Course****Number** | **# of Credits** | **How did this course meet this competency?** |
| --- | --- | --- | --- | --- |
| **Promoting Child Development and Learning** |  |  |  |  |
| Educators are grounded in a child development knowledge base for the full range of students covered in this endorsement. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments and learning opportunities that are healthy, respectful, supportive, and challenging for each and every child. |  |  |  |  |
| Knows and understands young children’s characteristics and needs, and the variation within and across developmental domains, birth to grade 3. |  |  |  |  |
| Knows and understands the multiple influences on early development and learning such as biological, genetic, environmental, cultural, and adverse childhood experiences. |  |  |  |  |
| Uses a strong base of child development knowledge to create developmentally appropriate learning opportunities and environments for each and every child. |  |  |  |  |
| Knows of and has the ability to support social-emotional and behavioral development leading to successful peer and adult relationships, self-regulation, and self-awareness. |  |  |  |  |
| Knows of and has the ability to support the development of language and communication, including expressive and receptive language, social communication, and non-verbal communication. |  |  |  |  |
| Knows of and has the ability to support physical development including fine and gross motor, sensorimotor, and perceptual-motor and how it affects all areas of development. |  |  |  |  |
| Knows of and has the ability to support cognitive development including persistence and curiosity, problem-solving, attention and memory, and perception and concepts. |  |  |  |  |
| Knows of and has the ability to integrate concepts of child development with an understanding of individual children’s needs and interests to tailor environments and learning opportunities for each and every child. |  |  |  |  |
| **Building Family and Community Relationships** |  |  |  |  |
| Educators understand that successful early childhood education depends upon partnerships with children’s families and communities. They value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning for the full range of students covered in this endorsement. |  |  |  |  |
| Knows about and understands diverse family and community characteristics |  |  |  |  |
| Supports and engages families and communities through respectful, reciprocal relationships |  |  |  |  |
| Involves families and communities in young children’s development and learning |  |  |  |  |
| Educators have a working knowledge of family systems theory and principles of family-centered practice. |  |  |  |  |
| **Observing, Documenting, and Assessing to Support Young Children and Families** |  |  |  |  |
| Educators understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals for the full range of students covered in this endorsement. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. |  |  |  |  |
| Understands the goals, benefits, and uses of assessment – including its use in development and modification of appropriate goals, curriculum, and teaching strategies for young children, and done with awareness and in the context of a child’s peers, culture, community, and family. |  |  |  |  |
| Knows and employs a variety of methods to systematically observe, record, monitor, and document young children’s activities and behavior for the purpose of planning appropriate and individualized programs, environments, and interactions |  |  |  |  |
| Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. |  |  |  |  |
| Knows about assessment partnerships with families and with professional colleagues to build effective learning environments; develops and implements individualized service and educational plans for young children with disabilities and helping families to secure appropriate services |  |  |  |  |
| **Using Developmentally Effective Approaches** |  |  |  |  |
| Educators understand 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. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. They know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning. |  |  |  |  |
| Understands positive relationships and supportive interactions as the foundation of their work with young children |  |  |  |  |
| Knows and understands effective strategies and tools for early education |  |  |  |  |
| Uses a broad repertoire of developmentally appropriate teaching/learning |  |  |  |  |
| **Using Content Knowledge to Build Meaningful Curriculum** |  |  |  |  |
| Educators use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child for the full range of students covered in this endorsement. They understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. They use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child. |  |  |  |  |
| Understands content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies |  |  |  |  |
| Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. |  |  |  |  |
| Understands the importance of individualizing literacy instruction to address the needs and strengths of all learners and strategies for modifying literacy instruction to support individual needs. |  |  |  |  |
| Understands the basic components and the unique needs of delivering high-quality literacy and numeracy instruction to English Language Learners. |  |  |  |  |
| Understands the progression of student skills defined by the Vermont Early Learning Standards (which include the appropriate Common Core State Standards and Next Generation Science Standards) and competence in teaching them. |  |  |  |  |
| **Becoming a Professional** |  |  |  |  |
| Educators identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies for the full range of students covered in this endorsement. Identifies and involves oneself with the early childhood field. |  |  |  |  |
| Knows of and upholds ethical standards and other early childhood professional guidelines. |  |  |  |  |
| Engages in continuous, collaborative learning to inform practice; uses technology effectively with young children, with peers, and as a professional resource. |  |  |  |  |
| Integrates knowledgeable, reflective, and critical perspectives on early education. |  |  |  |  |
| Engages in informed advocacy for young children and the early childhood profession |  |  |  |  |
| Builds supportive collaborative relationships with colleagues to seek multiple perspectives and resources in educating young children. |  |  |  |  |
| Knows of resources and programs available in the community for the support of young children and their families. |  |  |  |  |
| Complies with state and federal legal and regulatory requirements pertaining to early childhood educators and programs. |  |  |  |  |

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| **Additional Requirements:** |
| A minimum of a practicum, or the equivalent, in early childhood education at the birth-to-5 and/or 5-8 age levels, depending on the authorization sought. For the full birth through grade 3 authorization, practica at both the birth-to-5 and 5-8 age levels are required. |  |
| A minimum of 18 credits in the endorsement area sought. |  |
| **Educators receiving the endorsement at the PreK- Grade 3 or Birth- Grade 3 span must receive a passing score on the Early Childhood Education Praxis II Test (5025).**  |  |