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## Early Childhood Education

**ITEM:** Shall the VSBPE adopt the revised endorsement competencies for endorsement 5440-36 Early Childhood Education

**AGENCY RECOMMENDED ACTION:** That the VSBPE adopt the revised language for endorsement 5440-36 Early Childhood Education.

**BACKGROUND:** NAEYC updated the “Professional Standards and Competencies for Early Childhood Educators” in 2019. The basic 6 standard format was unchanged, but standard language was updated to reflect current best practice and streamlined. The endorsement revision team chose to keep the AOE’s 7<sup>th</sup> “inclusion” standard, but did break it down to specific competencies.

**SUPPORTING DOCUMENTS:**

- [NAEYC Standards and Competencies](#)
- ECE Final Draft

## 5440-36 Early Childhood Education

(Revised March 2023)

*The holder is authorized to teach young children birth through PK, PK through grade three, or birth through grade three, as specified on the endorsement.*

1. Child Development and Learning in Context: Early childhood educators base their practice on a deep understanding of early child development. Early childhood educators:
  - 1.1. Understand the developmental period of early childhood from birth through age 8 across physical, adaptive, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
  - 1.2. Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
  - 1.3. Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
  - 1.4. Use 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.
  
2. Family–Teacher Partnerships and Community Connections: Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. Early childhood educators:
  - 2.1. Understands family systems theory and principles of family centered practice.
  - 2.2. Know about, understand, and value the diversity of families.
  - 2.3. Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
  - 2.4. Use 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.
  
3. Child Observation, Documentation, and Assessment: Early childhood educators understand that assessments are used to guide practice and individualize instruction. Early childhood educators:

- 3.1. Understand that assessments (formal and informal, diagnostic, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
  - 3.2. Know a wide range of types of assessments, their purposes, and their associated methods and tools.
  - 3.3. Use screening 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.
  - 3.4. Build assessment partnerships with families and professional colleagues.
4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur.
    - 4.1. Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
    - 4.2. Understand and use teaching skills that are responsive to the learning trajectories of young children 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.
    - 4.3. Use 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.
5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline.
    - 5.1. Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for each of the academic disciplines in an early childhood curriculum:
      - 5.1.1. language and literacy
      - 5.1.2. the arts
      - 5.1.3. mathematics
      - 5.1.4. social studies
      - 5.1.5. science, technology, and engineering

- 5.1.6. physical education, movement, and play
  - 5.2. Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.
  - 5.3. Modify 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.
6. Professionalism as an Early Childhood Educator: Early childhood educators uphold ethical and professional guidelines, promote the profession, and engage in continuous reflection and improvement. Early childhood educators:
- 6.1. Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
  - 6.2. Know about and uphold ethical and other early childhood professional guidelines.
  - 6.3. Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.
  - 6.4. Engage in continuous, collaborative learning to inform practice.
  - 6.5. Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.
7. Inclusion: Early childhood educators understand that inclusive practices benefit all children and see children with disabilities as children first. Early childhood educators:
- 7.1. Understands how to use inclusive assessments and practices (e.g. Early Multi-tiered Systems of Support, Universal Design for Learning, Ages & Stages Questionnaires, etc.) to foster positive learning outcomes for each and every child.
  - 7.2. Are committed to collaboration with Early Childhood Special Educators, Speech and Language Pathologists, OT/PT, Early Childhood Mental Health Practitioners and/or other service providers in order to best support the needs of diverse learners in the classroom. This includes a basic knowledge of the Early Childhood Special Education referral process and ways to deliver and implement plans for children with special needs.
8. 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.

9. Required Testing: Educators receiving the endorsement in the Birth - Grade 3 or PK – Grade 3 span must receive a passing score on the ETS Praxis Early Childhood Education Test: Multiple Subjects or Elementary Education test: Multiple Subjects