

<b>1.0 Common Core: Child Development and Learning</b>	
The Early Childhood Education teacher knows, understands and is able to apply child development and learning concepts and principles:	
<b>K1.1</b>	Understands how children develop and learn
<b>K1.2</b>	Understands how young children differ in their development and approaches to learning
<b>K1.3</b>	Understands conditions that affect children’s development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities
<b>K1.4</b>	Understands cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning
<b>S1.1</b>	Provides opportunities that support the physical, social, emotional, language, and cognitive development of all young children
<b>S1.2</b>	Varies the approach to learning to support the development of learning of individual children
<b>S1.2.1</b>	Demonstrates understanding of conditions that affect children’s development and learning
<b>S1.2.2</b>	Creates and modifies environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities
<b>S1.3</b>	Applies knowledge of diversity, recognizing that children are best understood in the contexts of family, culture, and society
<b>S1.3.1</b>	Demonstrates understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of young children
<b>S1.3.2</b>	Affirms and respects culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences
<b>2.0 Common Core: Curriculum Development and Implementation</b>	
The Early Childhood Education teacher knows and understands curriculum and is able to develop and implement curriculum in early childhood education:	
<b>K2.1</b>	Has knowledge of individual children, the community, curriculum goals, and content
<b>K2.1.1</b>	Understands the rationale for using developmentally appropriate methods
<b>K2.2</b>	Knows and understands appropriate and effective classroom management practices, individual, group guidance and problem-solving techniques that develop positive and supportive relationships with children
<b>K2.3</b>	Knows and understands strategies for developing IEPs and IFSPs
<b>K2.4</b>	Knows the characteristics of a safe and healthy learning environment for children
<b>K2.4.1</b>	Knows and understands the influence of the physical setting, schedule routines and transitions on children
<b>K2.4.2</b>	Understands the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health and the importance of supportive relationships
<b>K2.4.3</b>	Knows and understands basic health, nutrition, and safety management practices, including specific procedures regarding childhood illness and communicable diseases
<b>K2.4.4</b>	Knows and understands appropriate health appraisal procedures and the process for recommending referral to an appropriate community health or social service agency

<b>K2.4.5</b>	Recognizes signs of emotional distress, child abuse, and neglect in young children and knows the teacher's responsibility and the appropriate procedures for reporting suspected cases of abuse or neglect
<b>S2.1.1</b>	Explains the rationale for implementing developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, inquiry experiences, and direct instruction to help young children develop intellectual curiosity, solve problems, and make decisions
<b>S2.1.2</b>	Uses a variety of developmentally appropriate strategies to encourage children's physical, social, emotional, and cognitive development
<b>S2.1.3</b>	Demonstrates ability to develop and implement meaningful, integrated learning experiences using the central concepts in curriculum content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement
<b>S2.1.4</b>	Develops and implements an integrated curriculum that focuses on children's cognitive, social, emotional, aesthetic, and physical needs and interests, taking into account culturally valued content and children's home experiences
<b>S2.1.5</b>	Creates, selects, and evaluates, developmentally appropriate materials, equipment, and environments aligned with the Washington State Essential Academic Learning Requirements
<b>S2.1.6</b>	Evaluates and demonstrates the developmentally appropriate use of technology with young children
<b>S2.1.7</b>	Selects, develops and evaluates topics of study that respect the learner's intellectual integrity and interests
<b>S2.1.8</b>	Evaluates and adapts strategies and environments, including assistive technologies, to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities
<b>S2.2</b>	Uses appropriate and effective classroom management practices, individual, group guidance, and problem-solving techniques to encourage positive social interaction among children; promote positive strategies of conflict resolution, and techniques to develop personal self-control, self-motivation, and self-esteem
<b>S2.3</b>	Incorporates strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrates goals from IEPs and IFSPs into daily activities and routines
<b>S2.4</b>	Establishes and maintains a physically and psychologically safe and healthy learning environment
<b>S2.4.1</b>	Uses the physical setting, schedule, routines, and transitions to promote children's development and learning
<b>S2.4.1</b>	Establishes supportive relationships with all students
<b>S2.4.1</b>	Provides a safe and healthy learning environment, encouraging good basic health practices, good nutrition, and safety
<b>S2.4.1</b>	Uses appropriate health appraisal procedures and recommends referral to an appropriate community health or social service agency when necessary
<b>S2.4.1</b>	Using the proper procedures, reports suspected cases of child abuse or neglect to the appropriate authorities
<b>3.0 Common Core: Family and Community Relationships</b>	
The Early Childhood Education teacher knows and understands the importance of relationships with family and community and is able to create and maintain those relationships:	

<b>K3.1</b>	Knows how to establish and maintain positive and collaborative relationships with families
<b>K3.2</b>	Understands the need for sensitivity to the differences in family structures and social and cultural backgrounds
<b>K3.3</b>	Knows and understands family systems theory, the dynamics in family structures, roles, and relationships within families and communities
<b>K3.4</b>	Has knowledge of community resources and the social service agencies available within the community
<b>K3.5</b>	Knows how to communicate effectively with other professionals concerned with children
<b>S3.1</b>	Establishes and maintains positive relationships with families
<b>S3.1.1</b>	Respects parents' reasonable choices and goals for their children and communicates effectively with parents about curriculum and their children's progress
<b>S3.1.2</b>	Involves families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities
<b>S3.1.3</b>	Supports parents in making reasonable decisions related to their child's development and parenting
<b>S3.2</b>	Demonstrates sensitivity to different family structures and cultural and social backgrounds when interacting with parents and families
<b>S3.3</b>	Applies knowledge of family structures, dynamics, roles, and relationships when interacting with parents and family members
<b>S3.4</b>	Links families with family-oriented services based on identified resources, priorities, and concerns
<b>S3.5</b>	Communicates effectively with other professionals and with agencies in the larger community to support children's development, learning, and well-being
<b>4.0 Common Core: Assessment and Evaluation</b>	
The Early Childhood Education teacher knows, understands and is able to apply assessment and evaluation concepts and principles:	
<b>K4.1</b>	Knows and understands informal and formal assessment strategies
<b>K4.1.1</b>	Knows and understands the importance of assessment in planning appropriate programs, learning activities and providing for individual differences
<b>K4.1.2</b>	Knows and understands authentic performance-based assessment
<b>K4.1.3</b>	Knows and understands the importance of collaborating with colleagues and other professionals in conducting family-centered assessments
<b>K4.1.4</b>	Understands standardized assessment instruments and how to use the information in the assessment of children
<b>K4.2</b>	Know and understand summative and formative program evaluation techniques
<b>S4.1</b>	Uses informal and formal assessment strategies to plan and individualize curriculum and teaching practices
<b>S4.1.1</b>	Observes, records, and assesses young children's development and learning and engages children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences
<b>S4.1.2</b>	Develops and uses authentic, performance-based assessment of children's learning to assist in planning and to communicate with children and parents
<b>S4.1.3</b>	Participates and assists other professionals in conducting family-centered assessments
<b>S4.1.4</b>	Selects, evaluates, and interprets formal, standardized assessment instruments and integrates authentic classroom assessment data with formal assessment information

<b>S4.1.5</b>	Communicates assessment results and integrates assessment results from others as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs
<b>S4.2</b>	Develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community
<b>5.0 Common Core: Professionalism</b>	
The Early Childhood Education teacher knows and understands the relationship of professionalism with practice, and demonstrates professionalism in the following contexts:	
<b>K5.1</b>	Knows how to reflect on instruction, philosophy, and rationale for decisions to inform teaching practice
<b>K5.2</b>	Understands conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession
<b>K5.3</b>	Understands the early childhood education profession, its multiple historical, philosophical, and social foundations
<b>K5.4</b>	Knows and understands the professional code of ethical conduct
<b>K5.5</b>	Has knowledge of appropriate professional literature, organizations, and resources
<b>K5.6</b>	Knows how to establish and maintain positive, collaborative relationships
<b>K5.7</b>	Understands advocacy
<b>K5.8</b>	Understands basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation
<b>S5.1</b>	Reflects on practice and continually self-assesses and evaluates the effects of the teacher's choices and action on young children, parents, and other professionals as a basis for program planning and modification, and continuing professional development
<b>S5.2</b>	Applies knowledge of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation to inform instructional practice
<b>S5.3</b>	Uses knowledge of early childhood education, and its historical, philosophical, and social foundations to inform teaching practice
<b>S5.4</b>	Demonstrates a commitment to practice the profession's code of ethical conduct
<b>S5.5</b>	Seeks out opportunities to grow professionally through the use of appropriate professional literature, organizations, resources, and experiences to inform and improve practice
<b>S5.6</b>	Establishes and maintains positive, collaborative relationships with colleagues, other professionals, and families, and work effectively as a member of a professional team
<b>S5.7</b>	Serves as advocate on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators
<b>S5.8</b>	Effectively administers the early childhood education program and implements appropriate supervision strategies when working with staff and volunteers
<b>6.0 Common Core: Field Experiences</b>	
The Early Childhood Education teacher knows and understands how to prepare for a successful field experience, integrating the following important concepts:	

<b>K6.1</b>	Is knowledgeable about early childhood education and early childhood education programs
<b>K6.2</b>	Understands diversity
<b>K6.3</b>	Has the necessary preparation to student teach in early childhood education
<b>S.6.1</b>	Participates under supervision of qualified professionals in a variety of settings in which young children, from birth through age eight are served such as public and private; centers, schools, and community agencies
<b>S.6.2</b>	Works effectively over time with children of diverse ages, (infants, toddlers, preschoolers, or primary school-age) with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems
<b>S.6.3</b>	Demonstrates the ability to work effectively during full-time (totally at least 300 clock hours) supervised student teaching and/or practical experiences in at least two different settings, serving children of two different age groups (infant/toddler, preprimary, or primary age) and with varying abilities
<b>S.6.4</b>	Effectively analyzes and evaluates field experience in working with parents, and supervised experience in working with interdisciplinary teams of professional