



National Evaluation Series™

NES

PROFILE

**Early Childhood Education
(Age 3–Age 8) (107)**

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NES Profile: Early Childhood Education (Age 3–Age 8) (107)

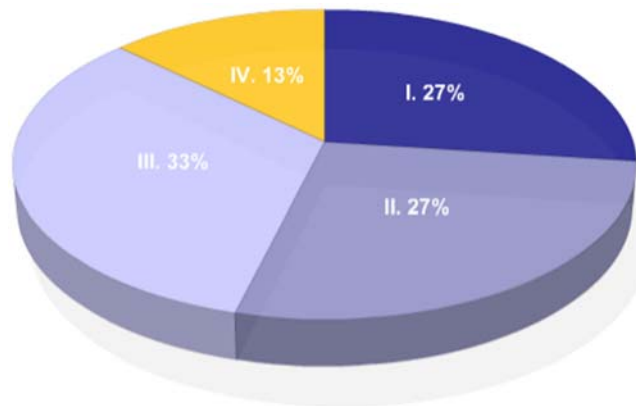
Overview

The resources below provide information about this test, including the approximate percentage of the total test score derived from each content domain. The complete set of the content domains, the test framework, is provided here and contains all of the competencies and descriptive statements that define the content of the test.

This *NES Profile* includes the following materials:

- the test competencies associated with the content domain,
- a set of descriptive statements that further explain each competency,
- a sample test question aligned to each competency.

Test Field	Early Childhood Education (Age 3–Age 8) (107)
Test Format	Multiple-choice questions
Number of Questions	Approximately 100
Test Duration	Up to 2 hours
Reference Materials	None required



Key	Approximate Percentage of Test	Content Domain	Range of Competencies
I	27%	I: Child Development, Learning, and the Learning Environment	0001–0004
II	27%	II. Communication, Language, and Literacy Development	0005–0008
III	33%	III. Learning Across the Curriculum	0009–0013
IV	13%	IV. Professional Knowledge and Responsibilities	0014–0015

Content Domain I: Child Development, Learning, and the Learning Environment

Competency:

0001 Understand child development from ages 3–8, including developmental, cultural, linguistic, and other differences among children, and factors that influence young children's development and learning.

Descriptive Statements:

- Demonstrate knowledge of theories of development and stages and processes of development in various domains (e.g., physical-motor, sensory, aesthetic, social-emotional, cognitive, language).
- Apply knowledge of the relationships between development in one domain and development in other domains (e.g., relationships between first- and second-language development and aspects of cognitive and social-emotional development; relationships between social-emotional development and learning).
- Demonstrate knowledge of individual differences in development, including similarities and differences between children who are developing typically and those with special needs or talents, and developmental patterns associated with developmental delays and specific disabilities.
- Demonstrate knowledge of factors related to young children's development of self-concept, self-discipline, motivation, and autonomy, including decision-making, self-assessment, and self-help skills.
- Demonstrate knowledge of the influence of stress and trauma, protective factors, and resilience; and supportive relationships on the cognitive and social-emotional development of young children.

Sample Item:

In his developmental theories, Jean Piaget sought to explain which of the following?

- A. how maturation, activity, and interpersonal experiences interact to influence cognitive development
- B. how caregiver responsiveness influences social and emotional development
- C. how internal needs, desires, and conflicts interact to influence personality development
- D. how guidance from knowledgeable others influences intellectual development

Correct Response and Explanation

A. This question requires the examinee to demonstrate knowledge of theoretical foundations regarding the development of children from birth through age 8. Piaget theorized that as children mature, they progress through four stages of cognitive development and that, at each stage, their experiences are filtered through the cognitive structure characteristic of that stage. He further argued that, as children act on the world and interact with other people, they progressively adjust their thinking, constructing new knowledge to fit new situations.

Competency:

0002 Understand how to create positive learning environments that are safe and challenging and that support linguistic and cultural diversity and inclusion.

Descriptive Statements:

- Demonstrate knowledge of methods for creating and managing supportive and challenging learning environments that provide opportunities for individual children and collaborative groups to construct their own knowledge and engage in decision-making, problem-solving, and inquiry experiences (i.e., Developmentally Appropriate Practice [DAP]).
- Apply knowledge of practices for creating and adapting safe indoor and outdoor learning environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy.
- Apply knowledge of methods for creating a physical environment that is linguistically and culturally responsive and meets the needs of all young children, including those with exceptionalities (e.g., disabilities, gifts, talents).
- Demonstrate knowledge of effective, developmentally and culturally appropriate schedules and routines in early childhood education, and analyze ways in which physical settings, schedules, routines, and transitions affect children's development and learning.
- Apply knowledge of how to integrate technology and other instructional resources into the learning environment to provide opportunities for differentiation; increase meaningful access to the curriculum and instructional goals; and enhance the communicative, cognitive, academic, and social skills of young children, including those with disabilities, developmental delays, gifts and talents, and linguistic and cultural differences.
- Demonstrate knowledge of developmentally appropriate and effective individual and group management strategies, including best practices for meeting the needs of young children with challenging behaviors.

Sample Item:

Which of the following would be a second-grade teacher's best strategy for promoting all students' sense of competence and motivation to learn?

- A. emphasizing homogeneous grouping to minimize comparisons between students who perform at different levels
- B. differentiating instruction to present each student with tasks that can be achieved with persistence
- C. creating frequent opportunities for friendly competitions such as spelling bees and math bees
- D. offering praise for the completion of work regardless of a student's level of effort or the quality of the final product

Correct Response and Explanation

B. This question requires the examinee to apply knowledge of supportive learning environments that promote students' sense of competence and motivation to learn. Research has shown that children are motivated by high but realistic learning expectations. Differentiating instruction allows teachers to set learning expectations at the appropriate level for each student. Students who believe that they can achieve success through effort and persistence become self-confident, motivated learners.

Competency:

0003 Understand how to design, implement, and evaluate learning experiences and instruction in order to promote all children's development and learning.

Descriptive Statements:

- Apply knowledge of how to develop activities and instruction that build on children's individual interests, backgrounds, and prior knowledge; respond to children's strengths and needs; develop young children's self-confidence and self-esteem; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.
- Demonstrate knowledge of the continuum of teaching strategies—from child-initiated to teacher-guided learning—for promoting children's learning, including ways to capitalize on incidental and spontaneous learning opportunities for instruction and ways to use the environment, daily routines, and personal and social interactions to teach young children.
- Apply knowledge of developmentally, culturally, and linguistically appropriate strategies for facilitating children's exploration and learning in varied contexts, including strategies for helping children reflect on their own thinking and learning.
- Apply knowledge of methods for selecting safe, nonbiased, and developmentally appropriate learning resources, materials, and technology to meet the needs of young children.
- Apply knowledge of the multiple functions and roles of play in young children's development and learning.
- Apply knowledge of effective strategies for evaluating, adjusting, and scaffolding learning experiences and instructional practices in response to feedback from young children.

Sample Item:

Which of the following approaches best supports the positive relationship between the development of divergent thinking and children's play activities?

- A. an assortment of open-ended materials within guided and free play centers
- B. a variety of simple-to-complex puzzles made of different kinds of materials
- C. free play centers across all content-area instruction
- D. computer-assisted learning programs to support emergent literacy

Correct Response and Explanation

A. Divergent thinking skills require the individual to consider a range of possibilities and solutions, rather than one single correct answer. Research indicates that the type of play materials influences young children's development of problem-solving skills. In a free play center, providing open-ended (or passive) supplies such as everyday items—blocks, containers, fabrics, sticks, and other objects and materials of various sizes, shapes, and textures—allow children to explore, create, and experiment. As a guided play center, the preschool teacher can facilitate a wide range of play scenarios and activities. With intentional planning and observation, a guided play center can provide an opportunity to expand upon free play center activities and the children's innate curiosity, creativity, and engagement, all of which are essential components in problem-solving.

Competency:

0004 Understand the goals, benefits, types, and uses of assessment to support young children and families.

Descriptive Statements:

- Demonstrate knowledge of characteristics, uses, and limitations of formal and informal assessment tools and strategies (e.g., teacher observations, portfolios, peer assessments, parent/guardian interviews, checklists, rubrics, screening tools, standardized tests); and how to determine the appropriateness of specific assessment tools and strategies for given purposes (e.g., legal and ethical assessment issues, responsible assessment practices).
- Apply knowledge of methods and procedures of gathering assessment data from multiple sources in order to make educational decisions about children; and how to maintain records of children's development, behavior, and progress in ways that safeguard confidentiality and privacy.
- Demonstrate knowledge of the influence of cultural and linguistic differences, developmental levels of learning, and teacher practices and academic expectations on the assessment outcomes of diverse learners.
- Demonstrate knowledge of the role of families as active participants in the assessment process of young children; and ways to involve families and other team members, as appropriate, in assessing children's development, strengths, and needs.
- Demonstrate knowledge of practices for interpreting assessment results and using such results to plan and modify instruction and to guide educational decisions about young children.

Sample Item:

Which of the following informal assessment tools would be most useful for documenting a preschool child's ability to perform specific skills?

- A. an interview
- B. a rating scale
- C. a worksheet
- D. a running record

Correct Response and Explanation

B. This question requires the examinee to recognize informal assessments and their applications in early childhood programs. Although more subjective than various other assessments, a rating scale is a quick, efficient way to gather information without disrupting learning. Using a rating scale over time would allow the teacher to monitor and document a child's performance of specific skills and to provide timely intervention as necessary.

Content Domain II: Communication, Language, and Literacy Development

Competency:

0005 Understand oral language development in young children and how to provide learning experiences and instruction that encourage children's development of language and emergent literacy skills.

Descriptive Statements:

- Demonstrate knowledge of stages and characteristics of young children's language acquisition and development as well as indicators that a child may be experiencing difficulties or demonstrating advanced abilities in language development.
- Apply knowledge of developmentally appropriate strategies for promoting children's oral vocabulary, listening skills, and oral expression in varied contexts (e.g., interacting with peers and adults, exploring environments, responding to read-alouds and questioning); and creating a language-rich environment that encourages all children to learn to communicate effectively.
- Demonstrate knowledge of the relationship between listening, speaking, and reading and strategies for building on the receptive and expressive language of all children (i.e., English speakers; English language learners; and children who use verbal, nonverbal, and alternative means of communication) to lay the foundations for formal reading instruction.
- Demonstrate knowledge of the influence of a home language other than standard English on oral language development and strategies for using English language learners' linguistic and cultural backgrounds to promote their listening and speaking skills.
- Apply knowledge of strategies and methods for integrating developmentally appropriate opportunities for meaningful language and communication into all areas of the early childhood curriculum.

Sample Item:

As part of the regular daily schedule, a second-grade teacher reads a story aloud and discusses it with the class. Several students are English language learners, and the teacher wants to use the discussions to promote and extend these students' oral language skills. Which of the following would be the teacher's best strategy for achieving this goal?

- A. meeting with the English language learners beforehand to preteach key vocabulary and make connections to their prior knowledge
- B. asking the English language learners to repeat the teacher's questions in statement form as a preface to their responses
- C. holding the discussions in two sessions, one for the English language learners and the other for native English speakers
- D. using the discussions as a regular opportunity to give feedback on the English language learners' progress in English language production

Correct Response and Explanation

A. This question requires the examinee to demonstrate knowledge of strategies for fostering English language learners' ability to speak for various purposes. If English language learners are unfamiliar with key words and concepts in a story, they will be unable to participate fully in a discussion about it. Conducting a prereading activity to explain the story's vocabulary and link the content to the children's existing knowledge will facilitate comprehension and, thus, active oral participation.

Competency:

0006 Understand the foundations of early literacy development and strategies for developing young children's proficiency in emergent literacy.

Descriptive Statements:

- Demonstrate knowledge of literacy development, factors that affect the development of reading skills, and indicators that a child may be experiencing difficulties or demonstrating advanced abilities in reading.
- Apply knowledge of the role of phonological and phonemic awareness in early reading development, methods of assessing young children's phonological and phonemic awareness, and strategies for fostering the development of phonological and phonemic awareness.
- Demonstrate knowledge of concepts about print, ways to assess children's understanding of concepts about print, and strategies and resources for promoting understanding in this area.
- Demonstrate knowledge of the alphabetic principle and its significance for reading, ways to assess children's understanding of the alphabetic principle, and strategies for promoting skills and understanding in this area.
- Demonstrate knowledge of spelling development and its relationship to reading, stages of spelling development, ways to evaluate children's spelling development, and strategies and resources for promoting spelling skills.
- Apply knowledge of approaches for integrating literacy with other areas of the curriculum and with everyday activities.
- Demonstrate knowledge of rationales and strategies for involving families and other professionals in young children's literacy development.

Sample Item:

Four-year-old Kima draws a picture of a girl. She then writes the letter *K* all around the edges of the paper, remarking, "This is my name. It says *Kima*." This behavior suggests that Kima has attained some understanding of:

- A. the function of print.
- B. how to decode words.
- C. the alphabetic principle.
- D. how to track print.

Correct Response and Explanation

A. This question requires the examinee to demonstrate knowledge of concepts about print. Kima's behaviors indicate that she makes a distinction between letters and pictures and that she recognizes that letters are used to represent spoken language.

Competency:

0007 Understand instruction in reading and reading comprehension for young children.

Descriptive Statements:

- Demonstrate knowledge of phonics and its role in decoding written language, ways to assess children's phonics skills, and strategies for promoting the development of phonics skills.
- Demonstrate knowledge of word-identification strategies other than phonics (e.g., syllabication, morphology, context cues), ways to assess children's use of word-identification strategies, and strategies for promoting word-identification skills.
- Demonstrate knowledge of the role of sight words in reading, ways to assess children's mastery of common irregular sight words, and strategies for promoting sight-word recognition.
- Demonstrate knowledge of the role of fluency in reading comprehension, ways to assess children's reading fluency, and strategies for promoting reading fluency.
- Demonstrate knowledge of the role of vocabulary development in reading, ways to assess children's vocabulary development, and strategies for promoting vocabulary development.
- Demonstrate knowledge of various reading comprehension strategies (e.g., previewing, questioning, self-monitoring, self-correcting, rereading), factors that affect reading comprehension, ways to assess children's use of reading comprehension strategies, and strategies and resources for promoting skills in this area.
- Demonstrate knowledge of strategies for promoting children's ability to locate, organize, and use information from various sources for purposes such as answering questions, solving problems, communicating ideas, and making logical connections.
- Demonstrate knowledge of strategies for promoting children's literary response and analysis and for motivating children to read complex texts independently.

Sample Item:

Which of the following would be the most effective way for a third-grade teacher to promote students' comprehension of a new chapter they are about to begin reading in their science textbook?

- A. having students skim the chapter, write down any unfamiliar words, and look up the words in a dictionary
- B. assigning students to small groups in which the members take turns reading sections of the text out loud
- C. holding a brief discussion of the word identification strategies the class has learned and listing the strategies on the board
- D. helping the class generate a chart of what they know about the subject and what they would like to learn

Correct Response and Explanation

D. This question requires the examinee to demonstrate knowledge of strategies for promoting reading comprehension skills. Research indicates that students who are actively engaged when reading show greater comprehension of expository text than students who are not. Involving students in creating a chart of what they know about a topic and what they would like to learn promotes active thinking during the reading process by encouraging questioning, providing specific things to look for, and prompting reflection.

Competency:

0008 Understand writing processes and strategies for developing children's writing competence.

Descriptive Statements:

- Demonstrate knowledge of the stages of children's writing development, factors that influence the development of writing skills (e.g., phonemic awareness, vocabulary, fine-motor skills), and indicators that a child may be experiencing difficulties in written language development or demonstrating advanced abilities in written language development.
- Apply knowledge of strategies and resources, including assistive technology, for promoting children's development and application of skills for communicating through writing.
- Demonstrate knowledge of strategies for integrating writing instruction with the other language arts and other content areas.
- Demonstrate knowledge of how having a home language other than standard English may affect writing development and instruction and how to use children's linguistic and cultural backgrounds for promoting writing competence.

Sample Item:

In a class of three year olds, which of the following would be the teacher's best strategy for fostering the development of the fine-motor skills prerequisite for writing?

- A. providing children with thick pencils to use to trace the outlines of letters and shapes
- B. engaging children in activities such as doing fingerplays and playing with interlocking blocks and beads
- C. involving children in singing activities in which they clap the rhythms of the songs
- D. engaging children in art activities such as fingerpainting and making prints of their hands in plaster

Correct Response and Explanation

B. This question requires the examinee to demonstrate knowledge of factors that influence children's development of writing skills. The development of the fine-motor skills required for writing starts in babyhood, when children use a pincer grasp to pick up objects of interest. Preschool teachers can build on these skills by providing appealing activities with manipulative materials that support the further development of fine-motor strength and control.

Content Domain III: Learning Across the Curriculum

Competency:

0009 Understand music, drama, creative movement, dance, and visual arts and how to facilitate arts learning for young children.

Descriptive Statements:

- Demonstrate knowledge of the elements, principles, characteristics, tools, technologies, and materials of music and approaches for creating developmentally meaningful and culturally relevant music experiences.
- Demonstrate knowledge of the elements, principles, characteristics, tools, technologies, and materials of drama, creative movement, and dance; and approaches for creating developmentally meaningful and culturally relevant drama, creative movement, and dance experiences.
- Demonstrate knowledge of the elements, principles, characteristics, tools, technologies, and materials of the visual arts and approaches for creating developmentally meaningful and culturally relevant art experiences.
- Recognize connections between the arts and effective approaches for integrating the arts with other areas of the curriculum and with everyday activities.

Sample Item:

A first-grade teacher is planning an art activity in which students will explore texture. Which of the following activities would best foster students' understanding of this visual art concept?

- A. easel painting
- B. sketching
- C. crayon rubbing
- D. cutting and pasting

Correct Response and Explanation

C. This question requires the examinee to demonstrate knowledge of the elements and materials of the visual arts. Crayon rubbing is a process in which a sheet of paper is placed over a textured material (e.g., tree bark, a piece of screening). The surface of the paper is then rubbed with a crayon, and the resulting image captures the textural qualities of the material beneath.

Competency:

0010 Understand health, safety, and physical activity and how to facilitate young children's learning about health and safety and participation in physical activities.

Descriptive Statements:

- Demonstrate knowledge of basic principles and practices of personal, interpersonal, and community health and safety relevant to children.
- Apply knowledge of strategies and procedures for promoting children's health and safety in the learning environment and strategies for promoting children's understanding and application of health and safety principles and practices.
- Demonstrate knowledge of various types of age-appropriate and developmentally appropriate motor skills and physical activities; indicators that a child may be experiencing difficulties in motor skills development; and skills, techniques, and safety practices for engaging children in a variety of physical activities.
- Apply knowledge of how to plan activities for children, including integrating health and safety principles and physical activities with other areas of the curriculum and with everyday activities; strategies for modifying activities to address individual needs; and strategies for promoting young children's social skills, self-confidence, and enjoyment of movement and physical activities.

Sample Item:

In terms of student safety, which of the following features of a school playground should a kindergarten teacher be most concerned about?

- A. The swings do not provide back support or seat belts.
- B. The surface below the climbing structure consists of packed earth.
- C. The platform at the top of the slide is five feet high.
- D. The playing area includes a blacktop made of asphalt.

Correct Response and Explanation

B. This question requires the examinee to demonstrate knowledge of basic safety practices relevant to children. To minimize the potential for injury from a fall, the surface beneath playground climbing structures should consist of a material that will absorb an impact. Wood chips or rubberized materials have been proven effective for this purpose, while nonabsorptive surfaces, such as packed earth, statistically increase the chance of serious injury.

Competency:

0011 Understand mathematical concepts, processes, and skills and how to facilitate young children's mathematical learning.

Descriptive Statements:

- Demonstrate knowledge of basic concepts, processes, and skills related to the various areas of mathematics (e.g., number sense, operations, algebra, geometry, measurement, data analysis, probability).
- Identify characteristics of and processes in children's mathematical development and indicators that a child may be experiencing difficulties or demonstrating advanced abilities in mathematics.
- Apply knowledge of approaches for determining children's current mathematical knowledge and vocabulary; identifying their individual needs; and providing differentiated instruction that follows a logical progression, builds on previous learning, challenges children appropriately, and is well integrated across grades and developmental levels.
- Demonstrate knowledge of developmentally appropriate learning experiences and resources, including technology, for promoting children's understanding of foundational concepts and acquisition of mathematical skills, knowledge, and vocabulary.
- Apply knowledge of approaches for integrating mathematical content with other areas of the curriculum and with everyday activities.
- Demonstrate knowledge of rationales and strategies for involving families and other professionals in young children's mathematical development.

Sample Item:

A first-grade teacher is working with a group of students in mathematics. The teacher asks the students to represent the number 73 using connecting cubes on the place value mat. This activity primarily supports the development of which of the following concepts?

- A. comparing two numbers
- B. understanding number composition
- C. applying the addition operation to numbers
- D. counting on from a set number

Correct Response and Explanation

B. At this stage of a child's understanding of numeracy, he or she should begin to master fundamentals of our base-10 number system (i.e., that a two-digit number can be represented by amounts of tens and ones). This knowledge supports the development of more complex comparisons of numbers, place value, skip counting, and calculation.

Competency:

0012 Understand social studies concepts and skills and how to facilitate young children's learning in social studies.

Descriptive Statements:

- Demonstrate knowledge of basic concepts of culture, geography, U.S. and world history, economics, and civics for children and the relationships between the areas of social studies.
- Demonstrate knowledge of processes, skills, technologies, and resources used in exploring and understanding social studies content and phenomena.
- Demonstrate knowledge of developmentally appropriate learning experiences and resources for promoting children's understanding of basic social studies concepts and acquisition of social studies skills, knowledge, and vocabulary.
- Apply knowledge of approaches for integrating social studies content with other areas of the early childhood curriculum and with everyday activities.
- Demonstrate knowledge of human diversity and strategies for promoting children's appreciation and understanding of and respect for all people.

Sample Item:

Which of the following represents a third-grade teacher's best strategy for integrating art with the study of local history?

- A. contacting local organizations, such as the town offices and the historical society, to obtain brochures and other materials to use in a collage
- B. posting pictures of notable historical figures when teaching a lesson on important events and issues in local history
- C. distributing cardboard templates of historical images, such as log houses or horses and buggies, for students to use to create scenes from the past
- D. looking at local historical paintings and comparing features of daily life in earlier times, such as clothing and transportation, with those of today

Correct Response and Explanation

D. This question requires the examinee to apply knowledge of approaches for integrating the social studies and arts curricula. One traditional function of visual art has been to record and interpret features of a time or place. Local historical paintings provide a wealth of opportunities for students to compare today's world with that of the past, as well as to examine artists' use of art elements and principles to convey a mood or theme.

Competency:

0013 Understand science concepts and skills and how to facilitate young children's learning in science.

Descriptive Statements:

- Demonstrate knowledge of basic concepts of the life sciences, physical sciences, and Earth and space sciences for children.
- Demonstrate knowledge of processes, skills, technologies, and resources used in exploring and understanding science content and phenomena.
- Demonstrate knowledge of developmentally appropriate learning experiences and resources for promoting children's understanding of basic concepts and acquisition of science skills, knowledge, and vocabulary.
- Apply knowledge of approaches for integrating science content with other areas of the early childhood curriculum and with everyday activities.

Sample Item:

A second-grade teacher is preparing a pre-teaching activity to introduce a science unit about sound. Which of the following activities is most effective in building students' background knowledge related to the topic of sound?

- A. assigning students to read short biographies of scientists who studied sound
- B. helping students visualize the nature of sound using a tuning fork and water
- C. watching a video about recent developments in sound-recording technology
- D. dividing the class into two groups to play the game, "Guess That Sound"

Correct Response and Explanation

B. By providing a hands-on opportunity to investigate sound using a tuning fork and water, the teacher makes properties of sound concrete and observable for the students and helps support both accessing and building background knowledge about the topic. An additional activity would be for the teacher to introduce content specific vocabulary terms, such as *sound wave*, *vibration*, and *energy*, to support students' access and understanding for later instruction.

Content Domain IV: Professional Knowledge and Responsibilities

Competency:

0014 Understand strategies for building positive, collaborative relationships with children's families, other professionals, and community agencies and organizations.

Descriptive Statements:

- Apply knowledge of family dynamics and its implications for building positive and supportive relationships with children and their families.
- Apply knowledge of strategies for initiating and sustaining communication with families to promote children's development and learning and for providing families with information, support, and resources.
- Demonstrate knowledge of strategies for creating meaningful, respectful, and reciprocal relationships with all families and for engaging families' and communities' active participation in promoting children's development and learning.
- Demonstrate knowledge of the roles of other professionals, community agencies, and organizations that provide services to young children and their families and strategies for working effectively with such entities.
- Demonstrate knowledge of strategies for building collaborative partnerships with colleagues, supervisors, support staff, and administrators.

Sample Item:

A first-grade student with a disability is frequently pulled out from her general education classroom to receive services in the resource room. The first-grade teacher feels that the student is missing not only important instruction, but also opportunities to develop ties with her classmates. Which of the following would be the first-grade teacher's best *initial* response?

- A. scheduling a meeting with the school principal to emphasize the need to take immediate action
- B. rearranging the instructional schedule in the classroom to accommodate the student's resource-room schedule
- C. arranging to meet with the special education teacher to present his or her concerns and discuss how best to proceed
- D. limiting the time the student spends in the resource room to one half-hour session per day

Correct Response and Explanation

C. This question requires the examinee to demonstrate knowledge of strategies for building collaborative partnerships with colleagues. A direct meeting would provide the best opportunity for the teachers to share their perspectives, explore potential solutions, and forge a common understanding of how to meet the student's needs across domains.

Competency:

0015 Understand the roles and responsibilities of early childhood educators.

Descriptive Statements:

- Demonstrate knowledge of the historical and philosophical foundations of early childhood education and their influence on practices in the field.
- Recognize the roles and responsibilities of early childhood teachers (e.g., promoting children's learning; advocating for children, families, and early childhood programs; reporting suspected abuse and/or neglect).
- Demonstrate awareness of current issues and trends in programs and services for young children and their significance for early childhood professionals.
- Demonstrate knowledge of major laws, regulations, guidelines, and ethical standards related to early childhood education.
- Demonstrate knowledge of the responsibilities and requirements of early childhood teachers regarding the development of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- Demonstrate knowledge of strategies for engaging in ongoing professional development and personal reflection, including developing, implementing, and evaluating professional development plans.
- Demonstrate knowledge of organizations, publications, and other resources relevant to the field of early childhood education.
- Demonstrate knowledge of the roles and responsibilities of early childhood teachers in regard to organizational skills (e.g., time management; record keeping; developing, implementing, and evaluating lesson plans).

Sample Item:

A young child with developmental delays has an Individualized Family Service Plan (IFSP). The child will soon turn three, at which point he will enter a general education preschool program. Which of the following is a key responsibility of the general education preschool teacher in this situation?

- A. working closely with the child's family and service providers to promote a smooth transition
- B. obtaining permission to review the child's complete medical history in preparation for the child's entry
- C. informing the families of other children in the program of the child's upcoming enrollment
- D. submitting a formal request for a paraprofessional to provide support in the child's preschool classroom

Correct Response and Explanation

A. This question requires the examinee to recognize the responsibilities of early childhood educators. Transitions are especially sensitive moments for young children. The general education preschool teacher can facilitate a smooth transition by collaborating with the family and service providers in multiple ways (e.g., by learning about the child's routines, communication modes, and favorite toys and foods; becoming familiar with the services the child has been receiving; arranging to meet the child beforehand).