

Instructional Framework

Early Childhood Education

13.1210.00

This Instructional Framework identifies, explains, and expands the content of the standards/measurement criteria, and, as well, guides the development of multiple-choice items for the Technical Skills Assessment. This document corresponds with the Technical Standards endorsed on May 14, 2024.

Click [HERE](#) for the EARLY CHILDHOOD EDUCATION ACRONYM – REFERENCE LIST



Domain 1: Child Development Prenatal - 3rd Grade Instructional Time: 40 - 50%

STANDARD 1 .0 EXAMINE THE CONCEPTS, IMPLICATIONS, AND THEORETICAL APPROACHES OF EARLY CHILDHOOD EDUCATION

1.1 Explore influences on human development (e.g., environmental, psychological, cultural, genetic, and hereditary factors)

- Influences on human development
 - Environmental factors
 - Psychological factors
 - Cultural factors
 - Genetic factors
 - Hereditary factors
- Nature vs. nurture
- Socio economic impact

1.2 Compare and contrast child development theories and their implications (e.g., Piaget, Maslow, Vygotsky, Gardner, and Erikson)

- Child development theories and implications
 - Piaget
 - Maslow
 - Vygotsky
 - Gardner
 - Erikson
- Stages of cognitive development
- Scaffolding
- Multiple intelligences
- Psychosocial stages
- Maslow's hierarchy of needs
- Zone of Proximal Development

1.3 Compare and contrast teaching approaches for early childhood education (i.e., Constructivist, Collaborative, Integrative, Reflective, Inquiry-Based Learning, etc.)

- Teaching approaches
 - Constructivist
 - Collaborative

	<ul style="list-style-type: none"> ○ Integrative ○ Reflective ○ Inquiry-Based Learning
1.4 Compare and contrast various early childhood programs and their implications (e.g., Montessori, Reggio, and Head Start)	<ul style="list-style-type: none"> ● Early childhood programs and implications <ul style="list-style-type: none"> ○ Montessori ○ Reggio ○ Head Start
1.5 Identify the developmental domains (e.g., physical, social, emotional, cognitive, and language and communication)	<ul style="list-style-type: none"> ● Developmental domains <ul style="list-style-type: none"> ○ Physical ○ Social ○ Emotional ○ Cognitive ○ Language and communication
1.6 Explore and identify current early brain development research and its applications (i.e., pruning, influences of early experiences on brain development, structure of the brain, etc.)	<ul style="list-style-type: none"> ● Current early brain development research and its applications <ul style="list-style-type: none"> ○ Pruning ○ Influences of early experiences on brain development ○ Structure of the brain (fostering brain development through stimulating experiences) <ul style="list-style-type: none"> ■ Environmental factors ■ Neuropathways ■ Nerve cells ■ Synapsis ■ Neurotransmission ■ Layering ■ Cognitive development connection
STANDARD 2.0 EXAMINE THE FACTORS INFLUENCING PRENATAL DEVELOPMENT	
2.1 Identify the stages of prenatal development (e.g., germinal, embryonic, and fetal stages)	<ul style="list-style-type: none"> ● Stages of prenatal development <ul style="list-style-type: none"> ○ Germinal ○ Embryonic ○ Fetal
2.2 Explain the effect of genetic factors on prenatal development (i.e., chromosomal errors, genetic predispositions, etc.)	<ul style="list-style-type: none"> ● Genetic factor effects <ul style="list-style-type: none"> ○ Chromosomal errors ○ Genetic predispositions
2.3 Explain the effect of maternal health, prenatal care (e.g., age, nutrition, existing medical conditions, environment, and regular medical	<ul style="list-style-type: none"> ● Maternal health

<p>checkups), and lifestyle choices (i.e., drugs, alcohol, smoking/vaping, etc.) on prenatal development</p>	<ul style="list-style-type: none"> ● Prenatal care <ul style="list-style-type: none"> ○ Age ○ Nutrition/prenatal vitamins ○ Existing medical conditions ○ Environment ○ Regular medical checkups ● Lifestyle choices <ul style="list-style-type: none"> ○ Drugs ○ Alcohol ○ Smoking/vaping ● Teratogens ● Prescription medications (for mom) ● Over the counter (for mom)
<p>2.4 Explain the effect of environmental factors on prenatal development (i.e., pollutants, chemicals in pesticides and cleaning agents, etc.)</p>	<ul style="list-style-type: none"> ● Environmental factors <ul style="list-style-type: none"> ○ Pollutants ○ Chemicals in pesticides and cleaning agents
<p>2.5 Identify causes of common birth defects (i.e., down syndrome, cleft lip/palate, cerebral palsy, etc.)</p>	<ul style="list-style-type: none"> ● Common birth defects <ul style="list-style-type: none"> ○ Down syndrome ○ Cleft lip/palate ○ Cerebral palsy
<p>STANDARD 3.0 EXAMINE INFANT DEVELOPMENT (BIRTH TO 12 MONTHS)</p>	
<p>3.1 Compare and contrast characteristics of typical and atypical development in infants (e.g., physical and motor skills, cognitive, social, and emotional)</p>	<ul style="list-style-type: none"> ● Typical and atypical development <ul style="list-style-type: none"> ○ Physical and motor skills (fine motor and gross motor) ○ Cognitive ○ Social ○ Emotional
<p>3.2 Describe social development in infants (e.g., acquisition of skills and behaviors enabling interaction with others and understanding social cues)</p>	<ul style="list-style-type: none"> ● Social development <ul style="list-style-type: none"> ○ Acquisition of skills and behaviors enabling interaction with others ○ Understanding social cues ● Attachment/relationships ● Milestones ● Responsive care
<p>3.3 Discuss the emotional development of infants (e.g., acquisition of skills related to understanding, expressing, and regulating emotions)</p>	<ul style="list-style-type: none"> ● Emotional development <ul style="list-style-type: none"> ○ Acquisition of skills related to understanding, expressing, and regulating emotions

	<ul style="list-style-type: none"> ● Attachment/relationships ● Milestones ● Responsive care
3.4 Describe language and communication development in infants (e.g., verbal and nonverbal)	<ul style="list-style-type: none"> ● Language and communication <ul style="list-style-type: none"> ○ Verbal <ul style="list-style-type: none"> ■ Crying ■ Cooing ■ First words ○ Nonverbal <ul style="list-style-type: none"> ■ Touch ■ Eye contact
3.5 Describe cognitive development in infants (e.g., acquisition of skills related to understanding, processing, and organizing information about the world around them)	<ul style="list-style-type: none"> ● Cognitive development <ul style="list-style-type: none"> ○ Acquisition of skills related to understanding, processing, and organizing information about the world around them ● Object permanence
3.6 Describe physical development in infants (e.g., rapid changes in size, strength, coordination, motor skills, and sensory abilities)	<ul style="list-style-type: none"> ● Physical development <ul style="list-style-type: none"> ○ Rapid changes in size, strength, coordination, motor skills (fine and gross motor), and sensory abilities
3.7 Explain how developmentally appropriate play impacts overall development of infants in each domain (e.g., social, emotional, language and communication, cognitive, and physical)	<ul style="list-style-type: none"> ● Developmentally appropriate play in each domain <ul style="list-style-type: none"> ○ Social ○ Emotional ○ Language and communication ○ Cognitive ○ Physical ● Exploring through their senses
STANDARD 4.0 EXAMINE TODDLER DEVELOPMENT (12 TO 36 MONTHS)	
4.1 Compare and contrast characteristics of typical and atypical development in toddlers (e.g., physical and motor skills, cognitive, social, and emotional)	<ul style="list-style-type: none"> ● Typical and atypical development <ul style="list-style-type: none"> ○ Physical and motor skills (fine and gross motor) ○ Cognitive ○ Social ○ Emotional ● Developmental delays
4.2 Describe social development in toddlers (e.g., acquisition of skills and behaviors enabling interaction with others and understanding social cues)	<ul style="list-style-type: none"> ● Social development <ul style="list-style-type: none"> ○ Acquisition of skills and behaviors enabling interaction with others and understanding social cues

	<ul style="list-style-type: none"> ● Tantrums - sharing
4.3 Discuss the emotional development of toddlers (e.g., acquisition of skills related to understanding, expressing, and regulating emotions)	<ul style="list-style-type: none"> ● Emotional development <ul style="list-style-type: none"> ○ Acquisition of skills related to understanding, expressing, and regulating emotions ● Tantrums - sharing
4.4 Describe language and communication development in toddlers (e.g., verbal and nonverbal)	<ul style="list-style-type: none"> ● Language and communication development <ul style="list-style-type: none"> ○ Verbal and nonverbal
4.5 Describe cognitive development in toddlers (e.g., acquisition of skills related to understanding, processing, and organizing information about the world around them)	<ul style="list-style-type: none"> ● Cognitive development <ul style="list-style-type: none"> ○ Acquisition of skills related to understanding, processing, and organizing information about the world around them
4.6 Describe physical development in toddlers (e.g., motor skills, strength, coordination, and sensory abilities)	<ul style="list-style-type: none"> ● Physical development <ul style="list-style-type: none"> ○ Motor skills (fine and gross motor) ○ Strength ○ Coordination ○ Sensory abilities ● Self-help skills
4.7 Explain how developmentally appropriate play impacts overall development of toddlers in each domain (e.g., social, emotional, language and communication, cognitive, and physical)	<ul style="list-style-type: none"> ● Developmentally appropriate play in each domain <ul style="list-style-type: none"> ○ Social ○ Emotional ○ Language and communication ○ Cognitive ○ Physical
STANDARD 5.0 EXAMINE PRESCHOOL DEVELOPMENT (3 TO 5 YEARS)	
5.1 Compare and contrast characteristics of typical and atypical development in preschoolers (e.g., physical and motor skills, cognitive, social, and emotional)	<ul style="list-style-type: none"> ● Typical and atypical development <ul style="list-style-type: none"> ○ Physical and motor skills (fine and gross motor) ○ Cognitive ○ Social ○ Emotional ● Developmental delays ● Developmental screening
5.2 Describe social development in preschoolers (e.g., acquisition of skills and behaviors enabling interaction with others and understanding social cues)	<ul style="list-style-type: none"> ● Social development <ul style="list-style-type: none"> ○ Acquisition of skills and behaviors enabling interaction with others and understanding social cues ● Developing empathy

<p>5.3 Discuss the emotional development of preschoolers (e.g., acquisition of skills related to understanding, expressing, and regulating emotions)</p>	<ul style="list-style-type: none"> ● Emotional development <ul style="list-style-type: none"> ○ Acquisition of skills related to understanding, expressing, and regulating emotions ● Developing empathy
<p>5.4 Describe language and communication development in preschoolers (e.g., verbal and nonverbal)</p>	<ul style="list-style-type: none"> ● Language and communication development <ul style="list-style-type: none"> ○ Verbal and nonverbal ● Speech delay/concerns
<p>5.5 Describe cognitive development in preschoolers (e.g., acquisition of skills related to understanding, processing, and organizing information about the world around them)</p>	<ul style="list-style-type: none"> ● Cognitive development <ul style="list-style-type: none"> ○ Acquisition of skills related to understanding, processing, and organizing information about the world around them ● Problem solving
<p>5.6 Describe physical development in preschoolers (e.g., motor skills, strength, coordination, and sensory abilities)</p>	<ul style="list-style-type: none"> ● Physical development <ul style="list-style-type: none"> ○ Motor skills (gross/fine motor) ○ Strength ○ Coordination ○ Sensory abilities ● Developmental milestones
<p>5.7 Explain how developmentally appropriate play impacts overall development of preschoolers in each domain (e.g., social, emotional, language and communication, cognitive, and physical)</p>	<ul style="list-style-type: none"> ● Developmentally appropriate play in each domain <ul style="list-style-type: none"> ○ Social ○ Emotional ○ Language and communication ○ Cognitive ○ Physical ● Cooperative play ● Imaginative play ● Parallel play ● Solitary play
<p>STANDARD 6.0 EXAMINE EARLY ELEMENTARY AGE CHILD DEVELOPMENT (KINDERGARTEN THROUGH GRADE 3)</p>	
<p>6.1 Compare and contrast characteristics of typical and atypical development in early elementary age children (e.g., physical and motor skills, cognitive, social, and emotional)</p>	<ul style="list-style-type: none"> ● Typical and atypical development <ul style="list-style-type: none"> ○ Physical and motor skills ○ Cognitive ○ Social ○ Emotional

<p>6.2 Describe social development in early elementary age children (e.g., acquisition of skills and behaviors enabling interaction with others and understanding social cues)</p>	<ul style="list-style-type: none"> ● Social development <ul style="list-style-type: none"> ○ Acquisition of skills and behaviors enabling interaction with others and understanding social cues ● Bullying ● Independence ● Friendships
<p>6.3 Discuss the emotional development of early elementary age children (e.g., acquisition of skills related to understanding, expressing, and regulating emotions)</p>	<ul style="list-style-type: none"> ● Emotional development <ul style="list-style-type: none"> ○ Acquisition of skills related to understanding, expressing, and regulating emotions ● Bullying ● Independence ● Friendships
<p>6.4 Describe language and communication development in early elementary age children (e.g., verbal and nonverbal)</p>	<ul style="list-style-type: none"> ● Language and communication development <ul style="list-style-type: none"> ○ Verbal and nonverbal
<p>6.5 Describe cognitive development in early elementary age children (e.g., acquisition of skills related to understanding, processing, and organizing information about the world around them)</p>	<ul style="list-style-type: none"> ● Cognitive development <ul style="list-style-type: none"> ○ Acquisition of skills related to understanding, processing, and organizing information about the world around them ● Reasoning skill ● Concept of time ● Concrete operations
<p>6.6 Describe physical development in early elementary age children (e.g., motor skills, strength, coordination, and sensory abilities)</p>	<ul style="list-style-type: none"> ● Physical development <ul style="list-style-type: none"> ○ Motor skills (fine/gross motor) ○ Strength ○ Coordination (hand-eye coordination) ○ Sensory abilities <ul style="list-style-type: none"> ■ Strengths in a specific sensory area ■ Delays in a specific sensory area
<p>6.7 Explain how developmentally appropriate play impacts overall development of early elementary age children in each domain (e.g., social, emotional, language and communication, cognitive, and physical)</p>	<ul style="list-style-type: none"> ● Developmentally appropriate play in each domain <ul style="list-style-type: none"> ○ Social ○ Emotional ○ Language and communication ○ Cognitive ○ Physical ● Following rules and directions

Domain 2: Developmentally Appropriate Practices

Instructional Time: 20 - 25%

STANDARD 11.0 EXAMINE DEVELOPMENTALLY APPROPRIATE GUIDELINES, STANDARDS, AND PRACTICES TO MAXIMIZE LEARNING EXPERIENCES

<p>11.1 Explain how the Arizona Infant and Toddler Developmental Guidelines may be used to guide the development of learning experiences and opportunities for young children birth to 36 months</p>	<ul style="list-style-type: none"> ● Purpose of the Arizona Infant and Toddler Developmental Guidelines ● How to utilize the guidelines ● Refer to guidelines for further information
<p>11.2 Explain how the Arizona Early Learning Standards may be used to guide the development of learning experiences and opportunities for preschoolers 3 to 5 years</p>	<ul style="list-style-type: none"> ● Purpose of the Arizona Early Learning Standards ● How to utilize the standards ● Refer to the standards for further information
<p>11.3 Explain how the Arizona Academic Standards may be used to guide the development of learning experiences and opportunities for early elementary children in kindergarten through grade 3</p>	<ul style="list-style-type: none"> ● Purpose of the Arizona Academic Standards ● How to utilize the standards ● Refer to the standards for further information
<p>11.4 Describe developmentally appropriate practices as outlined by NAEYC (i.e., strengths-based, play-based approach, culturally, linguistically, and ability appropriate for each child, etc.)</p>	<ul style="list-style-type: none"> ● Strengths-based ● Play-based approach to learning ● Culturally, linguistically, and ability appropriate for each child ● Purpose of the developmentally appropriate practices for NAEYC ● How to utilize the developmentally appropriate practices for NAEYC ● Refer to the developmentally appropriate practices for NAEYC for further information
<p>11.5 Practice asking questions that prompt children’s thinking (e.g., why-, what if-, how-, opinion-, and other open ended- questions)</p>	<ul style="list-style-type: none"> ● Why- ● What if- ● How- ● Opinion- ● Other open ended- questions
<p>11.6 Explore ways to acknowledge and encourage children’s efforts and provide specific feedback that goes beyond simple acknowledgement and praise (i.e., eye contact, body language, listen, reflect, and react, etc.)</p>	<ul style="list-style-type: none"> ● Eye contact ● Body language ● Listen, reflect, and react ● Focus on process and avoid judgment
<p>11.7 Explain how to create challenges and scaffold children’s</p>	<ul style="list-style-type: none"> ● Ask prompting questions

<p>experiences to support growth, development, and learning (i.e., ask prompting questions, make suggestions, build off prior knowledge, etc.)</p>	<ul style="list-style-type: none"> ● Make suggestions ● Build off prior knowledge ● Teacher's role (facilitate vs. direct)
<p>11.8 Identify developmentally appropriate technological aids and media resources that align with children's cognitive abilities and developmental stages to support learning (i.e., Empower Guidebook, NAEYC, AAP, etc.)</p>	<ul style="list-style-type: none"> ● Empower Guidebook ● NAEYC ● AAP
<p>11.9 Discuss instructional strategies to meet individual and group needs (i.e., 504 plan, gifted education, IEP, IFSP, RtI, UDL, ELL, etc.)</p>	<ul style="list-style-type: none"> ● 504 plan ● Gifted education ● IEP ● IFSP ● RtI ● UDL ● ELL
<p>11.10 Explain the content interconnection across the domains of learning as essential for developing a holistic and integrated approach to education (i.e., emergent, experimental and cooperative learning, exploration and extension of child's interests, etc.)</p>	<ul style="list-style-type: none"> ● Emergent ● Experimental and cooperative learning ● Exploration and extension of child's interests ● Curriculum planning
<p>11.11 Demonstrate culturally responsive practices in the classroom (i.e., seek to understand students and the community, family involvement and engagement, incorporate diversity in lesson planning, etc.)</p>	<ul style="list-style-type: none"> ● Seek to understand students and the community ● Family involvement and engagement ● Incorporate diversity in lesson planning ● Culturally responsive
<p>STANDARD 12.0 EXAMINE DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENTS FOR YOUNG CHILDREN</p>	
<p>12.1 Describe infant centers as an indoor or outdoor area of learning and playing, and select appropriate materials and equipment for development (i.e., spaces for group experiences, privacy, storage, and display; toys and materials that represent the cultures, interests, and learning goals; safe, diverse, and developmentally appropriate, equipment for care routines; etc.)</p>	<ul style="list-style-type: none"> ● Spaces for group experiences ● Privacy ● Storage ● Display <ul style="list-style-type: none"> ○ Toys and materials that represent the cultures, interests, and learning goals ● Safe, diverse, and developmentally appropriate ● Equipment for care routines ● Organize infant care areas <ul style="list-style-type: none"> ○ Diapering ○ Feeding ○ Sleeping ○ Playing

<p>12.2 Describe toddler centers as an indoor or outdoor area of learning and playing, and select appropriate materials and equipment for development (i.e., spaces for group experiences, privacy, storage, and display; toys and materials that represent the cultures, interests, and learning goals; safe, diverse, and developmentally appropriate, equipment for care routines; etc.)</p>	<ul style="list-style-type: none"> ● Spaces for group experiences ● Privacy ● Storage ● Display <ul style="list-style-type: none"> ○ Toys and materials that represent the cultures, interests, and learning goals ● Safe, diverse, and developmentally appropriate ● Equipment for care routines ● Types of centers <ul style="list-style-type: none"> ○ Dramatic play ○ Science ○ Math ○ Language/literacy ○ Writing ○ Manipulative ○ Art ○ Blocks ○ Music and movement ● Furniture and equipment (indoor/outdoor)
<p>12.3 Describe preschool centers as an indoor or outdoor area of learning and playing, and select appropriate materials and equipment for development [i.e., spaces for group experiences, privacy, storage, and display; toys and materials that represent the cultures, interests, and learning goals; safe, diverse, and developmentally appropriate; common preschool learning centers (i.e., blocks, science, music, etc.)]</p>	<ul style="list-style-type: none"> ● Spaces for group experiences ● Privacy ● Storage ● Display <ul style="list-style-type: none"> ○ Toys and materials that represent the cultures, interests, and learning goals ● Safe, diverse, and developmentally appropriate ● Common types of centers: <ul style="list-style-type: none"> ○ Dramatic play ○ Science ○ Math ○ Language/literacy ○ Writing ○ Manipulative ○ Art ○ Blocks ○ Music and movement ● Furniture and equipment (indoor/outdoor)
<p>12.4 Describe early elementary centers as an indoor or outdoor area of learning and playing, and select appropriate materials and equipment</p>	<ul style="list-style-type: none"> ● Science, Technology, Engineering, Art, Math (STEAM) ● Types of centers, furniture, and equipment (indoor/outdoor)

for development [e.g., Science, Technology, Engineering, Art, Math (STEAM)]	<ul style="list-style-type: none"> • Before/after school care and elementary classrooms
12.5 Describe how to set up an environment to facilitate planned and spontaneous indoor and outdoor activities (i.e., accessibility, room arrangement, spacing, etc.)	<ul style="list-style-type: none"> • Accessibility • Room arrangement • Spacing • Child sized • Developmentally appropriate learning centers
12.6 Develop a daily schedule (i.e. predictable, routine, responsive and flexible schedules, etc.) that meets the learning and developmental needs of children and allows for teacher-initiated and child-initiated activities with limited transitions	<ul style="list-style-type: none"> • Predictable • Routine • Responsive and flexible schedules • Refer to ITERS, ECERS, and SACERS for correct terminology and requirements • Child initiated activities • Child directed activities
12.7 Recognize environmental considerations for children with special needs (e.g., adaptive devices, accessibility, and sensory accommodations)	<ul style="list-style-type: none"> • Adaptive devices • Accessibility • Sensory accommodations • Individualized modifications
STANDARD 13.0 EXAMINE DEVELOPMENTALLY APPROPRIATE AND MEANINGFUL LEARNING EXPERIENCES	
13.1 Describe the basic components of a learning experience plan (e.g., learning objectives/goals, appropriate materials, and evaluation/assessment)	<ul style="list-style-type: none"> • Learning plan objectives/goals • Appropriate materials • Evaluation/assessment • Play based/play activated learning
13.2 Examine opportunities or experiences that promote social/emotional development in infants, toddlers, preschool, and early elementary age children (i.e., positive reinforcement, conflict resolution skills, cooperative learning, positive role modeling, etc.)	<ul style="list-style-type: none"> • Positive reinforcement • Conflict resolution skills • Cooperative learning • Positive role modeling • Self-regulation skills • Modeling appropriate behavior • Teaching strategies
13.3 Examine social studies' concepts through everyday social and environmental interactions in infants, toddlers, preschool, and early elementary age children (i.e., community engagement, global and environmental awareness, current events, etc.)	<ul style="list-style-type: none"> • Community engagement • Global and environmental awareness • Current events • Respect for all cultures and families

<p>13.4 Examine learning opportunities or experiences that foster language and literacy development in infants, toddlers, preschool, and early elementary age children (i.e., read-aloud, singing songs, phonemic and vocabulary activities, storytelling with puppets and props, etc.)</p>	<ul style="list-style-type: none"> ● Read-aloud ● Singing songs ● Phonemic and vocabulary activities ● Storytelling with puppets and props
<p>13.5 Examine hands-on mathematical learning opportunities or experiences that nurture the natural drive to explore and experiment with numbers, shapes, measurement, and patterns in infants, toddlers, preschool, and early elementary age children (i.e., prior experience and knowledge, problem-solving and reasoning, active play and use of manipulatives, etc.)</p>	<ul style="list-style-type: none"> ● Prior experience and knowledge ● Problem-solving and reasoning ● Active play and use of manipulatives ● Hands-on activities and experiences
<p>13.6 Examine science-learning opportunities or experiences for infants, toddlers, preschool, and early elementary age children (i.e., hands-on activities, exploration, inquiry, discovery, etc.)</p>	<ul style="list-style-type: none"> ● Hands-on activities ● Exploration ● Inquiry ● Discovery ● Inquiry-based exploration ● Experiential learning
<p>13.7 Examine learning opportunities or experiences that promote physical development in infants, toddlers, preschool, and early elementary age children (i.e., safe environments that encourage physical exploration, equipment to create experiences promoting fine and gross motor skills, limited restrictive equipment, etc.)</p>	<ul style="list-style-type: none"> ● Safe environments that encourage physical exploration ● Equipment to create experiences promoting fine and gross motor skills ● Limited restrictive equipment ● Planned movement activities (indoor/outdoor) ● Routines for personal care
<p>13.8 Examine creative fine arts' experiences that nurture creativity and self-expression in visual arts for infants, toddlers, preschool, and early elementary age children (i.e., process rather than product, variation of tools, imagination, self- esteem, etc.)</p>	<ul style="list-style-type: none"> ● Process rather than product ● Variation of tools ● Imagination ● Self- esteem ● Self-expression in art
<p>13.9 Examine creative fine arts' experiences that nurture creativity and self-expression in music and creative movement for infants, toddlers, preschool, and early elementary age children (i.e., cross-curricular use of music and movement, safe use and care of musical instruments, etc.)</p>	<ul style="list-style-type: none"> ● Cross-curricular use of music and movement ● Safe use and care of musical instruments ● Music and movement experiences ● Self-expression in music and movement ● Diversity in music and movement activities
<p>13.10 Examine creative fine arts' experiences that nurture creativity and self-expression in dramatic play for infants, toddlers, preschool, and early elementary age children (i.e., puppetry-uses and benefits, role-</p>	<ul style="list-style-type: none"> ● Puppetry <ul style="list-style-type: none"> ○ Uses and benefits ● Role-play stories and real-life experiences

play stories and real-life experiences, etc.)	<ul style="list-style-type: none"> ● Storytelling opportunities ● Creative expression
13.11 Conduct a developmentally appropriate learning experience for infants, toddlers, preschoolers, and early elementary age children	<ul style="list-style-type: none"> ● Learning plan objectives/goals ● Appropriate materials ● Evaluation/assessment ● Play based/play activated learning
13.12 Conduct a reflective evaluation of a learning experience including the mastery of objectives based on evaluation/assessment results (i.e., purposeful observation, connected standards or guidelines, support child learning, continuous improvement, etc.)	<ul style="list-style-type: none"> ● Purposeful observation <ul style="list-style-type: none"> ○ Feedback ○ Subjective/objective ○ Anecdotal ○ Running record ● Connected standards or guidelines ● Support child learning ● Continuous improvement
STANDARD 14.0 EXAMINE STRATEGIES THAT FOSTER AND PROMOTE PROSOCIAL BEHAVIOR IN YOUNG CHILDREN	
14.1 Describe techniques and strategies to encourage empathy, cooperation in play and learning including respect for the rights and property of self and others (e.g., model empathy, discuss emotions, and acknowledge feelings)	<ul style="list-style-type: none"> ● Model empathy ● Discuss emotions ● Acknowledge feelings ● Cooperative play/taking turns
14.2 Identify techniques to encourage children to identify, express, and regulate their emotions appropriately (i.e., read and interpret cues, model appropriate regulation of emotions, name feelings, observe behaviors behind the feelings, etc.)	<ul style="list-style-type: none"> ● Read and interpret cues ● Model appropriate regulation of emotions ● Name feelings ● Observe behaviors behind the feelings ● I-messages ● Modeling appropriate behaviors ● Redirecting inappropriate behaviors
14.3 Model problem-solving and conflict-resolution skills with children (i.e., approach calmly, stop hurtful actions, acknowledge child's feelings, gather information, restate the problem, discuss solutions, provide follow-up support, etc.)	<ul style="list-style-type: none"> ● Approach calmly ● Stop hurtful actions ● Acknowledge child's feelings ● Gather information ● Restate the problem ● Discuss solutions ● Provide follow-up support ● Conflict resolution ● Problem solving

<p>14.4 Incorporate transition techniques to maximize learning (i.e., limit transitions, provide warnings, establish routines, plan ahead, use songs or chants, etc.)</p>	<ul style="list-style-type: none"> ● Limit transitions ● Provide warnings ● Establish routines ● Plan ahead ● Use songs, chants, games ● Include children in making rules/classroom expectations
<p>14.5 Recognize behaviors in children that may require strength-based trauma-informed care (i.e., sudden change in behavior, eating poorly or sudden weight loss, nightmares, unusual amounts of crying or screaming, etc.)</p>	<ul style="list-style-type: none"> ● Sudden change in behavior ● Eating poorly or sudden weight loss ● Nightmares ● Unusual amounts of crying or screaming ● Trauma-informed care ● Strength-based care
<p>14.6 Explain how a child's behavior may be affected by changes in their home, school, and community environment (i.e., continuity of care, socioeconomic and ecological factors, etc.)</p>	<ul style="list-style-type: none"> ● Continuity of care ● Socioeconomic and ecological factors ● Reactive behaviors of children ● Common stressors for children
<p>14.7 Explain developmentally appropriate approaches to the positive guidance of young children (i.e., specify expectations and limitations, redirect behavior, model conflict-resolution skills, positive language, etc.)</p>	<ul style="list-style-type: none"> ● Specify expectations and limitations ● Redirect behavior ● Model conflict-resolution skills ● Positive language ● Redirection ● Realistic expectations ● Establish routines ● The role that environment plays on behavior ● Focus on the positive
<p>14.8 Identify activities that demonstrate respect for culture, language, and individuality and create a caring community of learners (i.e., books, storytelling, role playing, songs, games, art, etc.)</p>	<ul style="list-style-type: none"> ● Book selection ● Storytelling ● Role playing ● Songs ● Games ● Art ● Avoid bias and/or stereotypes ● Promote acceptance ● Focus on family culture

STANDARD 15.0 EXAMINE OBSERVATION AND ASSESSMENT STRATEGIES IN EARLY CHILDHOOD SETTINGS

15.1 Identify methods of documenting observations of young children to gain a comprehensive understanding of development, needs, and interests (i.e., checklists, running records, structured observations, etc.)

- Checklists
- Running records
- Structured observations
- Document learning through work sampling such as portfolios, checklists

15.2 Compare and contrast subjective and objective documentation/statements (i.e., opinion vs. fact, description of observable actions, refrain from assumptions and judgment, etc.)

- Opinion vs. fact
- Description of observable actions
- Refrain from assumptions and judgment
- Subjective vs. objective observations

15.3 Identify various forms of data that can be utilized in observation and assessment (e.g., family information cards, anecdotal notes, and photographs)

- Family information cards
- Anecdotal notes
- Photographs
- Documentation of student work

15.4 Explain the role families and caregivers play in the observation and assessment process of young children to strengthen the partnership between home and school (i.e., provide background information, collaborative insight and concerns, advocacy, etc.)

- Provide background information
- Collaborative insight and concerns
- Advocacy
- Parent feedback forms/surveys

15.5 Identify ways to use data to inform instructional and guidance practices and possible referral for formal evaluation (e.g., collect, analyze, and interpret)

- Collect
- Analyze
- Interpret
- Lesson planning
- Child growth/learning
- Individualize needs

15.6 Observe and record behavior and development by using various forms/tools for observation (i.e., anecdotal notes, developmental checklists, work samples, etc.)

- Anecdotal notes
- Developmental checklists
- Work samples
- Running records
- Checklists
- Frequency count
- Rating scales

Domain 3: Professionalism and High Quality Practices

Instructional Time: 10 - 15%

STANDARD 7.0 EXAMINE REGULATIONS, STANDARDS, AND GUIDELINES THAT PROMOTE HIGH- QUALITY ENVIRONMENTS FOR YOUNG CHILDREN

7.1 Identify different organizations/entities that regulate early childhood environments (e.g., Arizona Department of Health Services Bureau of Child Care Licensing Regulations and local fire departments)

- Arizona Department of Health Services Bureau of Child Care Licensing Regulations
- Local fire departments

7.2 Identify voluntary options (i.e., accreditation, standards, guidelines, etc.) that promote high-quality in early childhood environments (i.e., DCC; NAEYC; NAFCC; NSACA; FTF; FTF Quality First; QRIS; Arizona Program Guidelines for High Quality Early Care and Education: Birth through Kindergarten; etc.)

- Voluntary options
 - Accreditation
 - Standards
 - Guidelines
- High-quality in early childhood environments
 - DCC
 - NAEYC
 - NAFCC
 - NSACA
 - FTF
 - FTF Quality First
 - QRIS
 - Arizona Program Guidelines for High Quality Early Care and Education: Birth through Kindergarten

7.3 Explain compliance with the Arizona Department of Health Services Bureau of Child Care Licensing Regulations (e.g., 10-Day Staff Training Checklist)

- 10-Day Staff Training Checklist
- Staffing ratio
- Staff qualifications
- Emergency preparedness

7.4 Locate and describe the state standards of early development and high-quality learning environments (e.g., Arizona's Early Learning Standards, Arizona's Infant and Toddler Developmental Guidelines, and Program Guidelines for High Quality Early Care and Education: Birth through Kindergarten)

- Arizona's Early Learning Standards
- Arizona's Infant and Toddler Developmental Guidelines
- Program Guidelines for High Quality Early Care and Education: Birth through Kindergarten

STANDARD 16.0 EXAMINE PROFESSIONALISM AND LEGAL AND ETHICAL PRACTICES IN THE EARLY CHILDHOOD EDUCATION PROFESSION

16.1 Identify the qualifications, skills, and aptitudes needed to work with children (i.e., ADHS staff requirements, child development knowledge,

- ADHS staff requirements
- Child development knowledge

<p>strong communication skills, flexibility and understanding, creative ability, problem-solving skills, classroom management, compassion and empathy, etc.)</p>	<ul style="list-style-type: none"> ● Strong communication skills ● Flexibility and understanding ● Creative ability ● Problem-solving skills ● Classroom management ● Compassion and empathy ● Personal characteristics (enjoys children, friendly, caring, knowledge of child development)
<p>16.2 Explore career pathways (i.e., pediatric nursing, social work, child psychology, etc.) and requirements within the early childhood education profession (e.g., early childhood professional teacher certification)</p>	<ul style="list-style-type: none"> ● Career pathways <ul style="list-style-type: none"> ○ Pediatric nursing ○ Social work ○ Child psychology ○ Teaching ○ Speech pathologist ○ Occupational therapist ● Requirements within the early childhood education profession <ul style="list-style-type: none"> ○ Early childhood professional teacher certification ● AZ licensing staff requirements ● AZ teacher certification requirements (K-3) ● Other career options (non-teaching/childcare)
<p>16.3 Discuss positive interpersonal behaviors with children, families, colleagues, and supervisors (i.e., two-way communication, collaboration, maintaining positive relationships, etc.)</p>	<ul style="list-style-type: none"> ● Two-way communication ● Collaboration ● Maintaining positive relationships ● NAEYC Code of Ethical Conduct
<p>16.4 Define child abuse (e.g., abandonment, inability to control a child, suspected mental, physical, and/or sexual abuse) and neglect (e.g., physical, educational, emotional, and medical) as described in the Arizona Revised Statute (ARS 13-3623)</p>	<ul style="list-style-type: none"> ● Child abuse <ul style="list-style-type: none"> ○ Abandonment ○ Inability to control a child ○ Suspected mental, physical, and/or sexual abuse ● Neglect <ul style="list-style-type: none"> ○ Physical ○ Educational ○ Emotional ○ Medical ● Shaken Baby Syndrome
<p>16.5 Explain state law in reporting suspected child abuse or neglect as presented in ARS 13-3620 (e.g., process and mandates)</p>	<ul style="list-style-type: none"> ● Process and mandates ● Mandatory reporting (who must report and when)

16.6 Identify confidentiality issues and strategies to handle them effectively (i.e., academic progress, behavior issues, child observations, abuse and neglect matters, etc.)	<ul style="list-style-type: none"> ● Academic progress ● Behavior issues ● Child observations ● Abuse and neglect matters ● Confidentiality
16.7 Explain the role of professional organizations in early childhood education (i.e., NAEYC, NAFCC, Council for Professional Recognition, etc.)	<ul style="list-style-type: none"> ● NAEYC ● NAFCC ● Council for Professional Recognition
16.8 Identify the role and initiatives of state agencies that support the professionalism of early childhood educators (i.e., FTF, ADHS, DES, ADE, etc.)	<ul style="list-style-type: none"> ● FTF ● ADHS ● DES ● ADE
16.9 Describe the resources and benefits available through the Arizona Early Childhood Workforce Registry (i.e., classes and training, annual licensing requirements, professional development, work experience, First Things First College Scholarships, etc.)	<ul style="list-style-type: none"> ● Classes and trainings ● Annual licensing requirements ● Professional development ● Work experience ● First Things First College Scholarships ● NAEYC ● ZERO TO THREE

Domain 4: Health and Safety

Instructional Time: 10 - 15%

STANDARD 8.0 EXAMINE ESSENTIAL NUTRITION AND WELLNESS PRACTICES IN EARLY CHILDHOOD

8.1 Discuss personal care procedures for children (e.g., diapering and toileting, napping and resting, feeding and eating, and care routines)	<ul style="list-style-type: none"> ● Personal care procedures for children <ul style="list-style-type: none"> ○ Diapering and toileting ○ Napping and resting ○ Feeding and eating ○ Care routines ● Handwashing ● Care logs ● Toilet training ● On demand care ● Safe sleeping
8.2 Construct menus and food experiences that meet food and nutrition	<ul style="list-style-type: none"> ● MyPlate

guidelines for young children (e.g., MyPlate, Empower Guidebook, and CACFP)	<ul style="list-style-type: none"> ● Empower Guidebook ● CACFP food guidelines ● Family style dining
8.3 Explain the consequences of an unbalanced diet relating to childhood obesity and oral health (i.e., sedentary activities, chronic diseases, baby bottle tooth decay, etc.)	<ul style="list-style-type: none"> ● Sedentary activities (screen time) ● Chronic diseases ● Baby bottle tooth decay
8.4 Recognize special dietary needs of children (i.e., food allergies, preferences, choking hazards, medical conditions, etc.)	<ul style="list-style-type: none"> ● Food allergies ● Food Preferences (child, family, religious, etc.) ● Choking hazards (food types and prevention) ● Medical conditions ● Age-appropriate foods
8.5 Identify practices that promote safe food handling (i.e., handwashing before and during food preparation, proper food storage, food safety guidelines, personal hygiene, etc.)	<ul style="list-style-type: none"> ● Handwashing before and during food preparation ● Proper food storage ● Food safety guidelines ● Personal hygiene
8.6 Explain the purpose of food guides in accordance with snack and meal requirements (e.g., MyPlate, Empower Guidebook, and CACFP)	<ul style="list-style-type: none"> ● MyPlate ● Empower Guidebook ● CACFP (meal patterns and food types)
8.7 Explain how mealtimes can be used as learning opportunities to support children’s development in all domains (e.g., social and emotional; language and communication; physical; and sensory)	<ul style="list-style-type: none"> ● Social and emotional ● Language and communication ● Physical ● Sensory ● Family style dining
STANDARD 9.0 EXAMINE ESSENTIAL HEALTH AND SAFETY PRACTICES IN EARLY CHILDHOOD	
9.1 Promote physical well-being for children (i.e., conduct daily health checks, recognize abuse indicators, document injury and illness, etc.)	<ul style="list-style-type: none"> ● Conduct daily health checks ● Recognize abuse indicators ● Incident and Illness report
9.2 Identify and wear appropriate clothing and shoes to ensure personal safety (i.e., closed-toe shoes, jewelry, etc.)	<ul style="list-style-type: none"> ● Closed-toe shoes ● Jewelry ● Dress Code/uniform (dress and ID requirements)
9.3 Identify possible health and safety hazards (indoor and outdoor) of childcare environments (e.g., compliance with appropriate licensing regulations)	<ul style="list-style-type: none"> ● Compliance with appropriate licensing regulations ● Cleaning/sanitation requirements (classrooms and materials)

	<ul style="list-style-type: none"> ● Safe toys, materials and equipment (choking and strangulation) ● Ratios ● Fire drills/lock down drills
9.4 Describe basic health practices and prevention procedures to reduce childhood illnesses and communicable diseases (e.g., safe food handling, handwashing, and cleaning and sanitation)	<ul style="list-style-type: none"> ● Safe food handling ● Handwashing ● Cleaning and sanitation
9.5 Describe cleaning and sanitation procedures (i.e., maintaining the facility, equipment and materials, laundry and dishwashing procedures, etc.)	<ul style="list-style-type: none"> ● Maintaining the facility ● Equipment and materials ● Laundry and dishwashing procedures
9.6 Identify basic First Aid and CPR techniques for infants and children (i.e., bleeding, choking, sprains, fractures, poisoning, etc.)	<ul style="list-style-type: none"> ● Bleeding ● Choking ● Sprains ● Fractures ● Poisoning ● Food allergies/allergic reactions
9.7 Implement a plan for emergency procedures (i.e., evacuation, shelter in place, lockdown, etc.)	<ul style="list-style-type: none"> ● Evacuation ● Shelter in place ● Lockdown/fire drill

Domain 5: Family and Community Engagement

Instructional Time: 5 - 10%

STANDARD 10.0 EXAMINE STRATEGIES TO BUILD FAMILY AND COMMUNITY ENGAGEMENT

10.1 Identify the family/guardianship role in the education of the child (i.e., primary support, create a home learning environment, encourage and support education, etc.)	<ul style="list-style-type: none"> ● Primary support ● Create a home learning environment ● Encourage and support education ● Parent's role as first teacher ● Partnership and communication with caregiver
10.2 Identify ways to involve the family in the education of the child for their overall development and well-being (i.e., educate families, provide multiple modes of communication, build relationships, etc.)	<ul style="list-style-type: none"> ● Educate families ● Provide multiple modes of communication ● Build relationships ● Home/school connections ● Volunteer opportunities

	<ul style="list-style-type: none"> ● Advisory boards
10.3 Discuss a variety of strategies to welcome, include, and engage all families (i.e., family conferences, parent night, home- school connections, special events, etc.)	<ul style="list-style-type: none"> ● Family conferences ● Parent night ● Home-school connections ● Special events ● Open door policy ● Collaboration
10.4 Describe components of effective family conversations in an early childhood setting (i.e., active listening, two-way communication, support and assist with homework and projects, etc.)	<ul style="list-style-type: none"> ● Active listening ● Two-way communication ● Support and assist with homework and projects ● Parent and family resources
10.5 Describe strategies to enhance community engagement (i.e., library, fire truck, field trips, family resources, etc.)	<ul style="list-style-type: none"> ● Library ● Fire truck ● Field trips ● Family resources ● Community resources
10.6 Describe the appropriate informal (i.e., verbal updates, email or text messages, etc.) and written communication with family members (i.e., newsletters, handbooks, progress reports, etc.)	<ul style="list-style-type: none"> ● Informal <ul style="list-style-type: none"> ○ Verbal updates ○ Email or text messages ● Written communication <ul style="list-style-type: none"> ○ Newsletters ○ Handbooks ○ Progress reports ● Appropriate methods to communicate with parents ● Appropriate use of social media

EARLY CHILDHOOD EDUCATION ACRONYM – REFERENCE LIST

Early Childhood Education Acronyms

- AAP - [American Academy of Pediatrics](#) (11.8)
ADE - [Arizona Department of Education](#) (16.8)
ADHS - [Arizona Department of Health Services](#) (16.1, 16.8)
[ADHS Bureau of Child Care Licensing Regulations](#) (7.1, 7.3)
[ADHS Empower Guidebook](#) (8.2)
[ADHS 10-Day Staff Training Checklist](#) (7.3)
CACFP - [Child and Adult Care Food Program](#) (8.2, 8.6)
CDA - [Child Development Associate](#) (National Credential administered by the [Council for Professional Recognition](#)) (16.7)
DES - [Department of Economic Security](#) (16.8)
DES-DCC - [Division of Child Care](#) (7.2)
ELL - [English Language Learner](#) (11.9)
FTF - [First Things First](#) (7.2, 16.8)
FTF [Quality First](#) Program - helps child care and preschool providers in Arizona improve the quality of their programs (7.2)
QRIS - [Quality Rating and Improvement System](#) - a nationally recognized acronym that points to a system for supporting quality improvement and assigning ratings associated to Early Childhood Education programs (7.2)
IEP - [Individualized Educational Program](#) (11.9)
IFSP - [Individualized Family Service Plan](#) (11.9)
NAEYC - [National Association for the Education of Young Children](#) (7.2, 11.4, 11.8, 16.7)
NAFCC - [The National Association for Family Child Care](#) (7.2, 16.7)
NSACA - [National School Age Care Alliance](#) (7.2)
Rtl - [Response to Intervention](#) (11.9)
STEAM - [Science, Technology, Engineering, the Arts, and Math](#) (12.4)
UDL - [Universal Design for Learning](#) (11.9)
USDA MyPlate - [United States Department of Agriculture MyPlate](#) (8.2, 8.6)

Early Childhood Education Resources

- [Arizona Academic Standards](#) (11.3)
[Arizona Early Childhood Workforce Registry](#) (16.9)
[Arizona Early Learning Standards](#) (7.4, 11.2)
[Arizona Infant and Toddler Developmental Guidelines](#) (7.4, 11.1)
[Arizona Program Guidelines for High Quality Early Care and Education: Birth through Kindergarten](#) (7.2, 7.4)

Arizona Revised Statutes

- [ARS 13-3620](#) - Duty to report child abuse or neglect (16.5)
[ARS 13-3623](#) - Child abuse and neglect defined (16.4)