

COMPETENCIES FOR EARLY CHILDHOOD/SPECIAL EDUCATION INTEGRATED TEACHERS: BIRTH-K, FIRST TIME LICENSURE

In addition to completing a program that addresses all First-Time Licensure Program Requirements, teachers seeking licensure for Early Childhood/Special Education Integrated Birth-Kindergarten shall demonstrate knowledge and competencies in the following areas:

1. CHILD DEVELOPMENT AND LEARNING IN CONTEXT

NAEYC: Standard 1

Praxis 5023: Sections I and II

EI/ECSE: Standard 1

DEC Recommended Practices
Alignment:

1.5: A3, A10

1.6: INS2, INS4, INS11

1.7: A4

1.8: A3, A8, INS4, INS10,
INS11

1.1 Understanding early childhood developmental milestones of from age 3 through age 5 across physical, cognitive, social, emotional, and linguistic domains, including bilingual/multilingual development.

1.2 Understanding and valuing each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1.3 Understanding the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1.4 Using this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

- Trauma Informed Care related to Adverse Childhood Experiences (ACEs) how multiple risk and protective factors affect children's development over time

1.5: Demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.

1.6: Apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.

1.7: Apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.

1.8: Demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.

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2. FAMILY-TEACHER PARTNERSHIPS AND COMMUNITY CONNECTIONS

NAEYC: Standard 2

Praxis 5023: Section V

EI/ECSE: Standards 2 and 3

DEC Recommended Practices Alignment:

2.4: F1, F3, F5

2.5: F2, F7, F8, F9, F10

2.6: A1, F3, F4, F5, F6, TR2

2.7: TC1, TC2, TC3, TC4, TC5

2.8: TC1, TC2

2.9: TC1, TR1, TR2

2.1 Know about, understand, and value the diversity of families.

2.2 Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2.3 Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

2.4 Apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.

2.5 Communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.

2.6 Engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

2.7 Apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.

2.8 Use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.

2.9 Partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through five (5) age span.

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3. CHILD OBSERVATION, DOCUMENTATION, AND ASSESSMENT

NAEYC: Standard 3

Praxis 5023: Sections II and III

EI/ECSE: Standard 4

DEC Recommended Practices
Alignment:

3.6: A3, A4, A5, A6, A7, A8

3.7: A2, A6, A10

3.8: A1, A10, A11

3.9: A3, A4, A5, A6, A7, A8,
A9, A10

3.1 Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

- [Child Assessments per A.C.A. 6-45-110](#)

3.2 Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3.3 Use developmental screenings and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3.4 Knowledge of early childhood special education referral process in Arkansas for early interventions.

3.5 Build assessment partnerships with families and professional colleagues.

3.6 Understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.

3.7 Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.

3.8 Analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.

3.9 Collaborating with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine the efficacy of programming.

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4. USING DEVELOPMENTALLY, CULTURALLY, AND LINGUISTICALLY APPROPRIATE TEACHING APPROACHES

NAEYC: Standard 4

Praxis 5023: Sections II and III

EI/ECSE: Standard 6

DEC Recommended Practices Alignment:

4.4: F4, INS6, INS10

4.5: F4, INS1, INS2, TC1

4.6: E1, E3, INS2

4.7: A4, E3, INS2, INS6, INS9, INT1, INT2, INT3

4.8: INS7, INT4

4.9: INS1, INS3, INS4, INS10, NS5

4.10: A2, E4, E5, INS3, TC1

4.1 Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4.2 Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4.3 Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

- Environmental Rating Scale (ERS), Developmentally Appropriate Practices (DAP), Arkansas Child Development and Early Learning Standards (ACDELS) to promote High Quality Instructional Materials (HQIM)

4.4 Partnership with families to identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.

4.5 Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.

4.6 Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.

4.7 Promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.

4.8 Identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.

4.9 Use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.

4.10 Plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.

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5. KNOWLEDGE, APPLICATION, AND INTEGRATION OF ACADEMIC CONTENT IN THE EARLY CHILDHOOD CURRICULUM

NAEYC: Standard 5

Praxis 5023: Sections III and IV

DEC Recommended Practices Alignment:

5.29: F4, F8

5.30: E2, E3

5.1 Understanding content knowledge— the central concepts, methods and tools of inquiry, and structure- and resources for the academic disciplines in an early childhood curriculum.

5.2 Understanding pedagogical content knowledge—how young children learn in each discipline based on the most current research —and how to use the teacher's knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

- Modifying teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge based on the most current research.

5.3 Focusing on a child's ability to form trusting relationships with and attachment to adults; and the ability to make friends, interact positively through play, and develop social skills.

5.4 Emphasizing the child's expressions and regulation of his or her own emotions, as well as on empathy, and understanding the emotions of others.

5.5 Charting the development of a child's sense of identity and understanding of personal characteristics and preferences and a child's development of autonomy and self-confidence.

5.6 Knowing the developmental phases of a child's determination, curiosity, ability to complete a task, and acceptance of challenges.

5.7 Focusing on a child's attention and ability to ignore distractions; engagement in learning opportunities; flexible thinking; ability to adjust behavior in different contexts; impulse control; delay of gratification; and ability to hold and manipulate information in his or her memory.

5.8 Understanding the development of a child's ability to solve problems; plan; engage in pretend play; understand symbolic representation; and the ability to think abstractly.

5.9 Understanding a child's growing ability to move, walk, run, and climb, as well as child's stability and balance and the ability to catch, throw, strike, and kick.

5.10 Understanding the development of hand-eye coordination, the child's ability to manipulate objects with his or her hands and fingers, and the ability to use different tools (utensils, writing instruments, etc.).

5.11 Understanding receptive language describes children's ability to understand and respond to language (in the child's home language). This includes their understanding of an increasingly large vocabulary of words and their ability to comprehend and follow directions.

5.12 Understand expressive language refers to a child's speaking vocabulary, grammar, and sentence structure, and clarity of communication.

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5.13 Knowing communication skills outline a child's ability to hold conversations and understand the social rules of language. Even young babies engage in "conversations" by making sounds or faces back-and-forth with adults.

5.14 Knowing engagement in literacy experiences and having an understanding of stories and books outlines a child's growing level of engagement and interest with books and literacy experiences, as well as the child's ability to comprehend information from stories and books.

5.15 Knowing phonological awareness focuses on the ways in which children explore, play, and manipulate the sounds of language.

5.16 Understanding knowledge and use of books, print, and letters charts the development of a child's understanding of letters, letter sounds, print concepts and book features, as well as early writing skills.

- EC Educators will demonstrate proficiency in the knowledge and best practices of science of reading instruction for preschool. Pre-K R.I.S.E.
- EC Educators understand the key components of early language and literacy instruction including: Oral Language, Concepts of Print, Phonological Awareness, Phonemic Awareness, and Alphabet Knowledge
- EC Educators understand that developmentally appropriate practice (DAP) includes a balance of teacher-led and student-led learning activities supported by the science of reading and based on instruction that is explicit and systematic

5.17 Understanding a child's increasing knowledge of numbers and counting, the ability to compare whether items and groups are bigger or smaller than one another, as well as an understanding the relationship between a number and the quantity it represents, changes in quantity (addition and subtraction), and foundational concepts related to division and fractions.

5.18 Knowing algebraic thinking charts a child's progression in the ability to sort objects and recognize and create patterns.

5.19 Knowing participating in exploratory measurement activities and comparing objects focuses on a child's growing ability to measure, compare, and organize (seriate) objects.

5.20 Knowing exploring and describing shapes and spatial relationships provides a progression of a child's knowledge of shapes and spatial sense, as well as the child's ability to manipulate shapes.

5.21 Understanding scientific practices focuses on the growth in a child's ability to ask questions, form hypotheses, collect and analyze data, and communicate the results to others.

5.22 Understanding knowledge of science of concept charts, the development of a child's understanding of systems (e.g., transportation system), the relationships between structure and function (e.g., round balls roll and plants need stems) and stability and change (e.g., living things grow and seasons change).

5.23 Understanding a child's growing understanding of living things, nature, and the environment, physical objects, as well as developmentally appropriate uses of technology and engineering practices to foster creativity and gain knowledge.

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5.24 Knowing that family, community, and culture that describes a child's development of family pride and positive social identity, including their participation as member of a learning community, their evolving family and cultural identity and their awareness of roles in society.

5.25 Understanding a child's growing awareness of time, including understanding of concepts such as past and future and change over time, as well as their knowledge of simple geographic concepts.

5.26 Recognizing that music and movement focuses on a child's growing ability to explore and move to music, understand music concepts, and appreciate music.

5.27 Charting a child's visual arts progression in exploring and appreciating art, understanding art concepts, and expressing themselves through art.

5.28 Understanding a child's growing ability to explore drama, understand drama concepts, and appreciate and express themselves through drama.

5.29 Collaborate with families and other professionals in identifying an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.

5.30 Use knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.

6. PROFESSIONALISM AS AN EARLY CHILDHOOD EDUCATOR

NAEYC: Standard 6

Praxis 5023: Sections VI

EI/ECSE: Standard 7

DEC Recommended Practices Alignment:

6.6: L4

6.7: L9

6.8: L3, L5

6.9: L2, L10, F9

6.1 Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6.2 Know about and uphold ethical and other early childhood professional guidelines.

6.3 Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6.4 Engage in continuous, collaborative learning to inform practice.

6.5 Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

6.6 Engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.

6.7 Engage in ongoing reflective practice and access evidence-based information to improve their own practices.

6.8 Exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making.

6.9 Practice within ethical and legal policies and procedures.

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7. EARLY CHILDHOOD AND EARLY INTERVENTIONIST/EARLY CHILDHOOD SPECIAL EDUCATION FIELD EXPERIENCES

7.1 Opportunities to observe and practice in the Birth-3 years, 3 years-5 years and Kindergarten age groups.

7.2 Opportunities to observe and practice in one of the following types of group early education settings serving three-, four-, and five-year-olds in Arkansas (Head Start, Arkansas Better Chance [ABC] pre-kindergarten or non-ABC funded pre-kindergarten in a public schools; ABC pre-kindergarten in non-public school settings; community