

Arizona Educator Proficiency Assessments (AEPA™)

FIELD 36: EARLY CHILDHOOD EDUCATION TEST OBJECTIVES

Subarea	Range of Objectives	Approximate Test Proportions
I. Child Development and Learning	1–3	24%
II. Communication, Language, and Literacy Development	4–8	38%
III. Learning in the Content Areas	9–13	<u>38%</u>
		100%

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Test Objectives Field 36: Early Childhood Education

Subareas:

Child Development and Learning
Communication, Language, and Literacy Development
Learning in the Content Areas

CHILD DEVELOPMENT AND LEARNING

0001 Understand human growth and development and how to use this understanding to promote learning and development in all domains.

For example: identifying characteristics, processes, and progressions of typical and atypical cognitive, physical, motor, social, emotional, and language/communicative development; recognizing ways in which development in any domain (e.g., cognitive, social, language/communicative) may affect development and performance in other domains; demonstrating knowledge of how specific factors may affect development; understanding that developmental variations among children may affect learning in given situations; demonstrating knowledge of the importance of considering children's ages and developmental characteristics when designing and evaluating learning opportunities; recognizing the role of play in children's development; recognizing learning opportunities and environments for promoting developmental progress; recognizing behaviors and factors that affect individual, family, and community health and safety; and demonstrating familiarity with the principles of nutrition.

0002 Understand factors that may affect children's development and learning and use this knowledge to create learning environments that support all children's progress.

For example: recognizing factors (e.g., biological, social, emotional, cognitive, behavioral, physiological, gender, linguistic, environmental, familial, cultural, economic) that may affect children's development and learning; recognizing the effects of the home environment (e.g., nature of the expectations of parents/guardians, degree of their involvement in a child's education) on children's learning; recognizing how current and prior learning experiences outside the home (e.g., interactions with caregivers and teachers, prior successes and challenges, peer interactions) may affect children's self-concepts, perceptions, motivation, and attitudes about learning; recognizing cultural, linguistic, and socioeconomic diversity and their significance for child development and learning; demonstrating awareness of types of exceptionalities and their implications for learning; and understanding how community characteristics (e.g., socioeconomic profile, opportunities for out-of-school educational experiences, availability of community resources) may affect children.

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0003 Understand integrated curriculum design that reflects the ways children construct knowledge.

For example: demonstrating understanding of the holistic nature of children's learning; demonstrating knowledge of the benefits of integrated curriculum and its role in promoting children's learning; knowing how to use children's interests and experiences to generate ideas and concepts for investigation and study; demonstrating knowledge of how to construct integrated learning experiences that reflect learning standards across the curriculum and support children's progress; and applying knowledge of strategies for integrating curriculum in literacy, mathematics, science, social studies, and the arts to promote children's learning.

COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT

0004 Understand communication and language development in young children.

For example: demonstrating knowledge of characteristics, processes, and progressions in the development of receptive and expressive language and speech; demonstrating knowledge of factors that influence children's communication and language development; demonstrating knowledge of how children convey meaning through nonverbal and verbal communication; identifying ways to promote children's communication and language development; identifying ways to promote vocabulary development and the use of vocabulary knowledge in new contexts; recognizing ways for developing increasingly complex language and vocabulary to express thoughts and feelings, describe experiences, interact with others, and communicate needs; and demonstrating knowledge of methods for motivating children to use oral language to communicate (e.g., telling and retelling stories through play, pictures, illustrations, props, and other materials).

0005 Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.

For example: recognizing characteristics, processes, and progressions of second-language acquisition in young children; analyzing factors and issues affecting the learning experiences of children with a home language other than English (e.g., age, prior experiences); identifying strategies and techniques for promoting the English language development of children with diverse linguistic backgrounds; demonstrating knowledge of methods for ensuring that the home language of each child is respected and the natural propensity of all children for acquiring language is fostered; understanding the importance of collaborating with families to set and accomplish language-learning goals; and recognizing ways to create a language-rich environment that encourages all children to learn to communicate effectively.

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0006 Understand the development of concepts about print and how to create a learning environment to promote emergent literacy.

For example: recognizing characteristics, processes, and progressions of the development of concepts about print (e.g., interest in print, awareness that print carries meaning, book-handling skills, letter recognition); understanding the importance of collaborating with families to promote literacy development; recognizing relationships between young children's emergent literacy and factors such as enjoyment of stories and awareness of environmental print; identifying strategies and techniques for promoting children's emergent literacy and development of concepts about print; recognizing methods for promoting children's interaction with print in varied and meaningful contexts; recognizing the importance of and strategies for creating a print-rich environment; demonstrating knowledge of strategies for encouraging children's enjoyment of and positive attitudes toward literacy; and demonstrating knowledge of high-quality children's literature (e.g., genres of children's literature, elements of story, equity issues).

0007 Understand foundations of reading development.

For example: demonstrating knowledge of factors affecting children's reading development (e.g., teacher modeling, read-alouds, reading practices in the home, enjoyment of reading); recognizing strategies for promoting phonological awareness (hearing and discriminating the rhythm and sounds of speech) and phonemic awareness (manipulating the smallest units of speech); demonstrating knowledge of phonics skills (association between sounds and written letters), orthographic awareness, semantic and syntactic cueing systems, and other word identification skills (e.g., sight words, high-frequency words); identifying ways for promoting vocabulary development and the use of vocabulary knowledge in new contexts; identifying appropriate strategies for promoting reading fluency; demonstrating knowledge of literal, inferential, interpretive, and evaluative comprehension skills and strategies for promoting children's development of these skills; and recognizing strategies for facilitating comprehension before, during, and after reading (e.g., predicting, self-monitoring, questioning, rereading, engaging in dialogue, reflecting).

0008 Understand writing processes and how to create effective learning opportunities for promoting young children's writing skills.

For example: recognizing the characteristics, processes, and progressions of writing development; analyzing factors that affect young children's development of writing skills (e.g., access to writing materials, opportunities to write, fine-motor development); demonstrating knowledge of strategies for helping children develop and apply writing skills and for promoting children's interest and engagement in writing for different purposes and audiences; recognizing the reciprocal relationships between children's writing and reading experiences; understanding factors affecting spelling development (e.g., visual processing, recognizing patterns of speech sounds, word knowledge); and demonstrating knowledge of methods for supporting children at each stage of writing development.

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LEARNING IN THE CONTENT AREAS

0009 Understand mathematics concepts and skills.

For example: recognizing, interpreting, and using mathematical terminology, symbols, and representations (e.g., cardinal and ordinal numbers; properties of real numbers; base number systems; fractions, decimals, and percents); demonstrating knowledge of number sense and numerical operations; demonstrating understanding of fundamental concepts of algebra and geometry; demonstrating understanding of patterns, relations, and functions (e.g., recognizing and analyzing patterns in numbers, shapes, and data; the translation of problem-solving situations into expressions and equations involving variables and unknowns); recognizing standard and nonstandard measurement instruments and units; demonstrating knowledge of procedures for solving problems involving length, area, angles, volume, mass, and temperature; identifying methods for collection, organization, and analysis of data; and applying mathematical logic and reasoning to analyze and solve problems in real-world contexts.

0010 Understand how to facilitate learning for young children in the area of mathematics.

For example: recognizing characteristics, processes, and progressions in children's mathematical development, including intuitive and emergent numeracy; demonstrating knowledge of factors that affect young children's mathematical development; understanding the importance of collaborating with families to promote children's mathematical development; recognizing the roles of exploration, active engagement, inquiry, and questioning in building knowledge, language, and concepts related to mathematics; demonstrating knowledge of learning experiences for promoting understanding of mathematics concepts and acquisition of mathematics skills; demonstrating knowledge of strategies for encouraging children to develop positive attitudes toward mathematics; and demonstrating knowledge of strategies for encouraging the use of mathematical concepts and skills in everyday life.

0011 Understand science content and inquiry processes and how to facilitate science learning for young children.

For example: demonstrating knowledge of basic concepts in physical, life, and earth science; applying knowledge of scientific processes (e.g., observing, hypothesizing, experimenting); recognizing the roles of exploration, active engagement, inquiry, and questioning in building knowledge, language, and concepts related to science; demonstrating knowledge of learning experiences for promoting understanding of science concepts and acquisition of science skills; demonstrating knowledge of strategies for encouraging children to develop positive attitudes toward science; and demonstrating knowledge of strategies for encouraging the use of science concepts and skills in everyday life.

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0012 Understand social studies content and skills and how to facilitate social studies learning.

For example: demonstrating knowledge of basic concepts in geography, history, civics, and economics; demonstrating knowledge of social studies skills (e.g., mapping, research); recognizing the roles of exploration, active engagement, inquiry, and questioning in building knowledge, language, and concepts related to social studies; demonstrating knowledge of learning experiences for promoting understanding of social studies concepts and acquisition of social studies skills; demonstrating knowledge of strategies for encouraging children to develop positive attitudes toward social studies; identifying strategies for using everyday and current events to promote understanding of social studies concepts; and demonstrating knowledge of how to promote children's use of social studies skills (e.g., conflict resolution, community building) in a variety of settings.

0013 Understand the visual and performing arts and how to facilitate young children's learning in and appreciation of the arts.

For example: demonstrating knowledge of basic concepts and skills (e.g., creating, appreciating) in visual arts, music, movement, and drama; recognizing the roles of exploration, active engagement, inquiry, and questioning in building knowledge, language, and concepts related to the arts; demonstrating knowledge of learning experiences for promoting arts concepts and skills; demonstrating knowledge of strategies for supporting children's creativity and for encouraging children to develop positive attitudes toward the arts; demonstrating knowledge of activities and resources for promoting aesthetic appreciation; recognizing the role of the arts in promoting self-expression, creative thinking, and a healthy self-concept; and recognizing the role of the arts as a way for children to express and understand knowledge and ideas in other curricular areas.