

## Arizona Educator Proficiency Assessments (AEPA™)

### FIELD 93: PROFESSIONAL KNOWLEDGE—EARLY CHILDHOOD TEST OBJECTIVES

| <b>Subarea</b>   | <b>Range of Objectives</b> | <b>Approximate Test Proportions</b> |
|--|----------------------------|-------------------------------------|
| I. Foundations of Early Childhood Education            | 1–3                        | 28%                                 |
| II. Promoting Child Development and Learning           | 4–7                        | 36%                                 |
| III. Child Guidance and Inclusive Learning Communities | 8–9                        | 18%                                 |
| IV. Family and Community Relationships                 | 10–11                      | <u>18%</u>                          |
|  |                            | 100%                                |

# Arizona Educator Proficiency Assessments (AEPA™)

## Test Objectives

### Field 93: Professional Knowledge—Early Childhood

#### Subareas:

Foundations of Early Childhood Education  
Promoting Child Development and Learning  
Child Guidance and Inclusive Learning Communities  
Family and Community Relationships

#### FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

- 0001 Understand the foundations of the early childhood profession; the administration, organization, operation, and evaluation of early childhood programs; the profession's code of ethical conduct; and issues, trends, and state and national standards that affect early childhood programs.**

For example: demonstrating familiarity with the historical, philosophical, and social foundations of the early childhood profession and understanding how these foundations influence current thought and practice in early childhood education; applying knowledge of basic principles related to the administration, organization, operation, and evaluation of early childhood programs; demonstrating knowledge of the profession's code of ethical conduct, recognizing the importance of commitment to this code, and knowing how to incorporate the code into professional practice; identifying current issues and trends in early childhood education and recognizing their significance for practitioners in the field; demonstrating knowledge of state and national standards relating to early childhood programs; and recognizing ways in which local, state, and national regulations (e.g., licensing, accreditation, health and safety requirements) influence early childhood programs and the work environments of early childhood educators.

**TEST OBJECTIVES**  
**FIELD 93: PROFESSIONAL KNOWLEDGE—EARLY CHILDHOOD**

**0002 Understand professional roles and expectations and the rights and responsibilities of early childhood educators and others involved in the education of young children.**

For example: understanding the roles and responsibilities of early childhood educators in various contexts (e.g., promoting children's learning and well-being; advocating for children and families; serving as a bridge to link schools, families, and the community); understanding the importance of ongoing professional development and how professional development opportunities and personal reflection enhance educators' effectiveness; recognizing the responsibilities and requirements associated with the development and implementation of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs); demonstrating knowledge of laws related to children's rights in various situations (e.g., in relation to due process, discrimination, confidentiality, discipline, privacy); demonstrating knowledge of early childhood educators' rights and responsibilities in various situations (e.g., in relation to children with disabilities or children who may be experiencing abuse); demonstrating knowledge of parents'/guardians' rights and responsibilities in various situations (e.g., in relation to a child's records, school attendance); demonstrating knowledge of the roles and responsibilities of different individuals and departments within the education system in Arizona; and identifying legal and ethical guidelines in various contexts relevant to early childhood education.

**0003 Understand processes by which young children learn and identify practices for providing children with positive learning experiences and environments that promote exploration and learning.**

For example: demonstrating knowledge of theories and processes related to young children's learning (e.g., how children construct and assimilate knowledge and develop and express new skills); recognizing how the diverse developmental characteristics of young children affect learning; analyzing the role of play in young children's learning; analyzing how various factors (e.g., peer and adult interactions; home, community, and school environments; varied thinking and learning styles) influence young children's learning; demonstrating knowledge of how to identify and build on young children's prior knowledge and emerging interests and abilities; identifying developmentally and culturally appropriate practices for promoting children's independent thinking and learning and motivation to learn (e.g., promoting the development of critical-thinking, decision-making, and problem-solving skills; encouraging children to pursue topics of personal interest); recognizing strategies for facilitating children's learning in varied contexts (e.g., by relating new information to current skills and understandings, demonstrating the relevance of new learning to children's lives and interests); and identifying strategies for encouraging children's development of dispositions that support learning (e.g., risk taking, enjoyment of learning, perseverance, curiosity).

**TEST OBJECTIVES**  
**FIELD 93: PROFESSIONAL KNOWLEDGE—EARLY CHILDHOOD**

**PROMOTING CHILD DEVELOPMENT AND LEARNING**

**0004 Understand how to create and sustain responsive and respectful learning environments that encourage positive interactions and promote all children's active exploration and learning.**

For example: demonstrating knowledge of how to create safe, nurturing learning environments that are responsive to children's differences (e.g., cultural, language, family, gender, learning style) and that promote children's sense of achievement and competence; demonstrating knowledge of how to respect children's rights and treat children with dignity; demonstrating knowledge of appropriate and engaging learning environments for children of different ages (e.g., infants and toddlers, preschool and kindergarten, primary grades); identifying procedures for establishing learning environments that emphasize collaborative and supportive interactions, respect for diversity and individuality, and active engagement in learning; recognizing factors to consider in organizing the physical environment (e.g., accessibility, adequacy of space) and strategies for creating indoor and outdoor environments that encourage children's initiative, active involvement, construction of knowledge, and sense of autonomy; demonstrating knowledge of appropriate schedules and routines for young children (e.g., balancing different types of activities; planning for transitions; providing large blocks of time for play, projects, and learning centers); analyzing the effective and appropriate use of time, space, materials, and equipment in early childhood programs; and recognizing materials and equipment that encourage young children's play, active exploration, cooperation, and learning.

**TEST OBJECTIVES**  
**FIELD 93: PROFESSIONAL KNOWLEDGE—EARLY CHILDHOOD**

**0005 Understand factors and procedures in planning effective and appropriate learning goals and experiences for young children.**

For example: recognizing the role of various factors (e.g., developmental continuum, children's characteristics and prior knowledge, learning standards, available time and resources) in planning learning goals and experiences for young children; demonstrating knowledge of issues and considerations in planning learning experiences for children of different ages (i.e., infants and toddlers, preschool and kindergarten, and primary grades); demonstrating knowledge of criteria for evaluating learning goals and objectives for young children (e.g., alignment with state and local standards; age-appropriateness; responsiveness to children's backgrounds, needs, and interests); knowing how to use assessment to analyze children's strengths and needs and guide planning for individuals and groups; recognizing components of effective instructional planning for young children (e.g., including ample time for play, planning blocks of time for children to persist at self-selected activities, providing children with opportunities to explore content from integrated and varied perspectives); demonstrating knowledge of procedures for integrating curriculum; knowing how to evaluate the appropriateness of given activities and resources (e.g., manipulatives, technological tools) for addressing particular learning goals and needs; and demonstrating knowledge of strategies for collaborating with others (e.g., children, families, community members, other professionals) to plan learning goals and experiences for young children.

**0006 Understand appropriate instructional methodologies and how to provide effective experiences that promote young children's development and learning.**

For example: demonstrating knowledge of various types of developmentally and culturally appropriate learning experiences (e.g., play, individual exploration, small-group projects, open-ended questioning, group discussion, learning centers, inquiry experiences); recognizing learning experiences that are appropriate for children of different ages (i.e., infants and toddlers, preschool and kindergarten, and primary grades); analyzing ways in which individual characteristics (e.g., culture, language, learning style) may affect children's responsiveness to and ability to benefit from different types of learning experiences; recognizing effective learning experiences for achieving given purposes (e.g., acquiring skills and concepts, promoting social competence, developing intellectual curiosity, solving problems) and for meeting the needs of individual children, including those with varied backgrounds and needs; knowing how to adjust and scaffold learning experiences in response to feedback from children; recognizing various teacher roles (e.g., facilitator, mentor, guide, role model, responder, instructor) and their use in addressing specified goals (e.g., creating a climate of trust and respect, promoting engagement in learning, encouraging independent thinking and learning); applying knowledge of effective communication techniques that are sensitive to children's language and culture; applying knowledge of materials and resources, including technology, used to support children's learning; and understanding the benefits of integrated learning and methods for providing developmentally and culturally appropriate learning experiences.

**TEST OBJECTIVES**  
**FIELD 93: PROFESSIONAL KNOWLEDGE—EARLY CHILDHOOD**

- 0007 Understand how to use a variety of assessment strategies to gather information about children's development and interests, plan appropriate learning experiences, monitor children's progress, and modify teaching to enhance children's development and learning.**

For example: demonstrating knowledge of the characteristics, uses, advantages, and limitations of different types of informal and formal assessments (e.g., teacher observation, checklists, portfolios, documentation panels, student self-assessment, parent/guardian interviews, screening tools, standardized tests); identifying developmentally and culturally appropriate assessment methods for given purposes; analyzing the influence of cultural and linguistic differences in selecting appropriate assessment methods and interpreting assessment results; recognizing the role of families in children's assessment and identifying effective ways to involve families in the assessment process; recognizing the importance of gathering assessment data from multiple sources to make educational decisions; demonstrating knowledge of how to conduct developmental assessments; using measurement principles and assessment concepts (e.g., validity, reliability, bias) to determine the appropriateness of a formal or informal assessment instrument in a given situation; applying skills for interpreting assessment results and using results to plan and modify instruction and to make educational decisions; and identifying effective strategies for sharing information about the purposes, methods, and outcomes of assessments with children and parents/guardians.

**CHILD GUIDANCE AND INCLUSIVE LEARNING COMMUNITIES**

- 0008 Understand positive guidance and socialization strategies that support young children's development and learning.**

For example: recognizing relationships between young children's social and emotional development and learning; demonstrating knowledge of individual and group guidance and problem-solving techniques that promote positive relationships, encourage interpersonal problem solving and conflict resolution, and develop self-discipline and self-esteem; analyzing factors to consider in identifying appropriate guidance and socialization strategies, including children's cultural backgrounds, personal characteristics, and family beliefs and practices; demonstrating knowledge of effective and appropriate individual and group management strategies; identifying strategies for establishing and maintaining appropriate standards of behavior; recognizing teacher strategies and behaviors that promote children's independence, confidence, self-motivation, and self-efficacy; demonstrating knowledge of how to help children acquire skills and behaviors for developing friendships; identifying strategies to help children learn to deal effectively with their emotions; and understanding and analyzing the role of the teacher's own values and perspectives in influencing guidance and socialization.

**TEST OBJECTIVES**  
**FIELD 93: PROFESSIONAL KNOWLEDGE—EARLY CHILDHOOD**

**0009 Understand human diversity and identify strategies for creating an inclusive learning community that is responsive to all children and that promotes appreciation and respect for diversity.**

For example: applying knowledge of strategies for working effectively with children from a variety of cultural backgrounds, children from various socioeconomic circumstances, children of both genders, children with diverse linguistic backgrounds, children from a variety of geographical contexts (e.g., urban, rural, reservation, international), and children whose home situations involve a variety of family arrangements and lifestyles; demonstrating awareness of cultural differences (e.g., values, practices) and their significance in early childhood programs; understanding types of exceptionalities and their implications for learning and development; identifying resources to address individuals' special needs; demonstrating knowledge of strategies to ensure that all children participate to the greatest extent possible in learning activities and experiences in the early childhood program; and demonstrating knowledge of strategies for promoting children's understanding and appreciation of diversity and for using the diversity that exists in the learning environment and the community to enhance all children's learning.

**FAMILY AND COMMUNITY RELATIONSHIPS**

**0010 Understand the roles of families in early childhood programs and family-centered practices and identify strategies for engaging families in achieving identified goals for children.**

For example: recognizing the important role of the family as the child's first teacher; demonstrating knowledge of how to create a safe and welcoming environment for families in early childhood programs, including families with diverse backgrounds; recognizing strategies for encouraging families' active engagement in their children's education; applying knowledge of family-centered skills and strategies for promoting effective, ongoing communication and collaboration between early childhood educators and families; identifying skills and strategies for working effectively with and demonstrating respect for families from linguistically, culturally, and socioeconomically diverse backgrounds; applying knowledge of how to solicit and respond to family concerns about their children and incorporate families' goals for their children into children's educational programs; recognizing ways in which positive and negative factors in the home may influence children and other family members; and demonstrating knowledge of the complexity and dynamics of family systems and how to use knowledge of family systems to respond sensitively and effectively to individual children.

**TEST OBJECTIVES**  
**FIELD 93: PROFESSIONAL KNOWLEDGE—EARLY CHILDHOOD**

**0011 Understand how to establish and sustain effective relationships with families, other professionals, and community agencies and organizations to support children's learning and development.**

For example: identifying strategies for initiating and sustaining effective communication with families; demonstrating knowledge of how to put systems and procedures in place to ensure effective communication with all families; demonstrating knowledge of ways to work collaboratively with families to solve problems and make decisions related to their children's programs; demonstrating knowledge of how to provide information, support, and referrals to families; demonstrating knowledge of how to encourage family engagement in the life of the school, including collaboration in developing programs, policies, and curricula; recognizing the roles of professionals who provide related services for young children and their families; applying knowledge of strategies for collaborating with colleagues and other professionals to respond to children's needs and to enhance the learning environment; identifying strategies for involving community members in contributing to the learning environment and for using other community resources (e.g., cultural institutions, social agencies) to enhance teaching and learning; and applying knowledge of skills and strategies for initiating and sustaining positive, respectful, and productive relationships with families, community agencies, and other professionals to meet the needs of all children.