Common Core Content
Early Childhood Educator

Entry Through Bachelor's Level

Prepared by
Higher Education Early Childhood Task Force
May 2002
Revised April, 2011

COMMON CORE CONTENT and COMPETENCIES

for personnel in Early Care, Education and Family Support in New Mexico

Entry Level through Bachelor's Level

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NEW MEXICO'S CAREER LATTICE FOR

EARLY CARE, EDUCATION, AND FAMILY SUPPORT

The levels of the Common Core Content and Competencies that follow correspond to levels of certification and licensure available from the state of New Mexico. Altogether, this spiraling system of professional development is referred to as the New Mexico Early Care, Education and Family Support Career Lattice. The term *career lattice* is meant to create the vision of a trellis that provides multiple pathways for growth and development, as opposed to a career ladder that enables only vertical movement along a single track.

Because the New Mexico Early Care, Education and Family Support Professional Development System encompasses all systems serving children birth through third grade and their families, the term *career lattice* is the most appropriate way to describe how individuals can move horizontally, vertically, and/or diagonally within a single system, or across systems as positions become available and/or as professional preparation enables them to seek and move into positions with more responsibility and increased compensation.
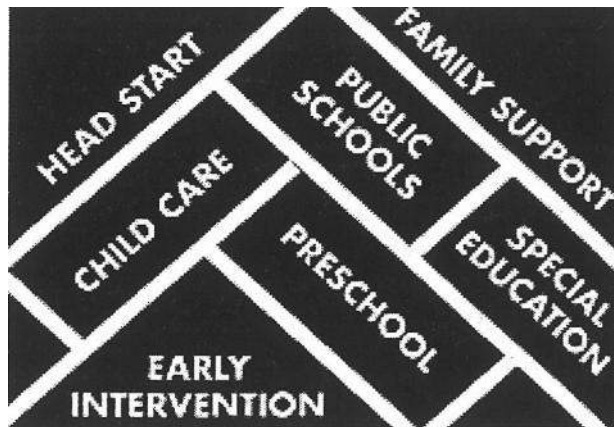
The special features of New Mexico's career lattice are the following:

- Individuals can enter the career lattice at any point in their growth and development as professionals. Depending on their professional aspirations, individuals may remain where they are or pursue multiple opportunities for their future professional development.

- Professional preparation and corresponding certification and licensure within the career lattice are recognized by a number of different systems, enabling individuals to move between systems.

- Each level of certification and/or licensure is based upon study that builds upon and increases skills and knowledge in the same competency areas. As a result, all professional preparation "counts" toward work at the next level.

- All personnel build upon the same core content with the opportunity to pursue areas of concentration. Early Childhood Teacher – Birth through Age 4 (PreK), Early Childhood Teacher – Age 3 (PreK) through Grade 3, Family, Infant Toddler Studies (FIT), or Early Childhood Program Administration.

The levels of the career lattice are as follows:

- **45-Hour Entry Level Course** – a basic course that introduces the areas of competency at the awareness level. The certification of completion is awarded by the Office of Child Development, Children, Youth and Families Department.

- **New Mexico Child Development Certificate** – a state-issued certificate that is equivalent to a CDA credential and approved by the federal Office of Head Start. The requirements for this certificate include the completion of 4 specifically identified courses in early childhood education. The certificate of completion is awarded by the Office of Child Development, Children, Youth and Families Department.

- **1-Year Certificate** – certificate earned after completion of 29 credits in early childhood education toward an associate degree program. The certificate indicates completion of the early childhood "vocational" courses within an approved associate degree program, most often completed in the student's first year. The Office of Child Development, Children, Youth and Families Department awards a state certificate upon completion of this vocational course of study.

- **Associate Degree** – a two-year program consisting of approximately 65 credits, including both early childhood content (29 credits as described above) and general education content (approximately 35 credits) available at all two-year and some four-year institutions. The degree is awarded by the institution, and the certificate of completion is awarded by the Office of Child Development, Children, Youth and Families Department.

- **Bachelor's Degree Licensure Option** – a four-year program consisting of approximately 128 credits, available at some public four-year institutions in the state. Approved Bachelor's degree programs lead to the *New Mexico Early Childhood License: Birth through Age 4 (PreK) or Age 3 (PreK) through Grade 3.* The degree is issued by the institution and the license is awarded by the New Mexico Public Education Department.

- **Bachelor's Degree Non-Licensure Option** - a four-year program consisting of approximately 128 credits, available at some public four-year institutions in the state. Approved Bachelor's degree programs lead to a certificate issued by the Office of Child Development, Children, Youth and Families Department in Birth through Age 4 (PreK), or Age 3 (PreK) through Grade 3, or Early Childhood Program Administration or Family, Infant and Toddler Studies (FIT). The Degree is issued by the institution.

- **Master's Degree** – consisting of 36 to 42 hours of graduate work in early childhood and related areas, available at graduate universities in the state. The degree is awarded by the institution.

- **Doctorial Degree** – consisting of 66 to 72 hours of graduate work in early childhood education or related areas and additional degree completion requirements (comprehensive exam, doctoral dissertation, etc.). This degree is available at some 4-year universities in the state. The degree is awarded by the institution.

The career lattice is designed so that each level fully articulates with the next level. That is for example, the New Mexico Child Development Certificate counts toward work for the certificate; a certificate constitutes the equivalent of the first year of work toward an associate degree; and an associate degree transfers to any early childhood program at four-year institutions as the first two years of work toward a bachelor's degree. The Early Childhood Higher Education Task Force, a standing task force of the New Mexico Child Development Board and the Office of Child Development, has developed a common catalogue of coursework with common course titles and content for all institutions of higher education in the state.

Levels of Certification and Licensure for New Mexico's Early Care, Education and Family Support Professionals

45-Hour Entry Level Course

Seek advisement and talk with early childhood faculty
Choose a Pathway & Plan General Education Coursework

Associate Degree/Lower Division Professional Pathways

Common Core Early Childhood Coursework

Early Childhood Educator	Early Childhood Program Admin.	Family, Infant Toddler Specialist

Continue Pathway & Plan Electives/Licensure Endorsement

Bachelor's Degree Professional Pathways

Common Core Early Childhood Coursework

Early Childhood Educator Birth - Age 4	Early Childhood Educator Age 3 - Age 8	Early Childhood Program Admin.	Family, Infant Toddler Specialist

LEVELS OF CERTIFICATION AND LICENSURE:

Certificates issued by the Office of Child Development/CYFD. Teacher licenses issued by the Public Education Department.

45-Hour Entry Level Certificate

NM Child Development Certificate
(state-issued equivalent to the CDA)
- Infant and Toddler
- Preschool

Vocational Certificate
Associate Degree Certificate } Issued in these 3 areas

Bachelor's Degree Certificates:
Early Childhood Educator: Birth-Age 4 (Pre K)
Early Childhood Program Administrator
Family Infant Toddler Specialist

Early Childhood Teacher License:
Birth through Age Eight
- Birth-Age 4 (Pre K)
- Age 3-Grade 3 (Pre K)

Professional Certificate in Family, Infant Toddler Studies

THE COMMON CORE CONTENT

The common core content describes the minimum expected level of competence for individuals that exit preparation programs at each level of the career lattice. In other words, it describes what all early childhood professionals must know and be able to do when they complete the entry level, the certificate/associate degree level, and the bachelor's level in each degree pathway. At each level, content is based on the same set of competencies, but the indicators of competence represent increasing depth and breadth at each ascending level. All institutions of higher education in the State of New Mexico include the common core content in their coursework, thereby guaranteeing each student's level of competence when exiting the program, regardless of the particular institution.

The reader will note that the Common Core Content identifies only three levels – Entry, Associate, and Bachelor's Degree. The certificate level is combined with the associate level because in institutions that offer the Associate Degree, students normally complete the early childhood coursework first (29 credits), after which, they are eligible to apply for a state-issued certificate in early childhood. This coursework constitutes the first half of the Associate Degree, the last half consisting almost entirely of general education courses. Consequently, there is essentially no difference in the levels of demonstrated competence in specific early childhood knowledge and skills between personnel completing the certificate level and the Associate Degree level. However, one would expect that those students completing the Associate Degree would demonstrate higher levels of general competence that contribute to more optimal outcomes for children.

PREAMBLE

What early childhood professionals know and can do significantly influence children's development, learning, and success in school. Since the period of early childhood spans the first eight years of a child's life, these early care and education professionals are being prepared to work in varied settings that include child care centers, family child care homes, Head Start/Early Head Start, early intervention programs, public and private schools through third grade, preschool and Pre-K programs, and family support programs. Professionals may refer to themselves as teachers, educational assistants, assistant teachers, teacher aides, caregiver, providers, or home visitors. In the final analysis, they all teach and they all provide care.

The core competencies that follow (in bold) are designed to describe what early childhood professionals should know and be able to do at the conclusion of a bachelor's degree program. They include seven areas: Child Growth, Development & Learning, Health, Safety & Nutrition, Family and Community Collaboration, Assessment of Children and Evaluation of Programs, Developmentally Appropriate Content, Learning Environment and Curriculum Implementation and Professionalism. For each core competency, specific indicators are articulated for personnel completing professional preparation at each of the three levels. Teachers who demonstrate these competencies and their indicators can work effectively with young children in a variety of settings.

NOTE: Each time an indicator refers to "inform others" or "collaborate with others", it is meant to include family members, community members, colleagues, program administrators, and other professionals.

Technology

Technology should be integrated into the early care and education curriculum as developmentally age appropriate, as well as when used to supplement and/or enhance the curricular activity. Additionally early childhood teachers should be knowledgeable and familiar with the ways in which technology may support the opportunity for young children with diverse linguistic skills and/or abilities to access and participate in the program's activities fully. Additional information may be found at the International Society for Technology in Education website (http://www.iste.org/welcome.aspx). This site provides information about the National Educational Technology Standards for Teachers (http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx). Some competencies in the use of technology that may be important for Early Childhood Teachers to possess upon completion of specific coursework and/or at degree levels may be the following:

Plan strategies to manage student learning in a technology-enhanced environment.

Manage student learning activities in a technology-enhanced environment.

Model and teach legal and ethical practice related to technology use.

Promote safe and healthy use of technology resources.

Ability to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

Ability to apply current research on teaching and learning with technology when planning learning environments and experiences.

Demonstrate the use of technology to support learner-centered strategies that address the diverse needs of learners.

Identify and use technology resources that affirm diversity.

Demonstrate the ability to apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Demonstrate the ability to apply technology to develop students' higher order skills and creativity.

Demonstrate the ability to apply technology in assessing student learning of subject matter using a variety of assessment techniques.

Demonstrate the ability to use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Demonstrate the ability to apply multiple methods of evaluation to determine a student's appropriate use of technology resources for learning, communication, and productivity.

A. CHILD GROWTH, DEVELOPMENT, AND LEARNING

RATIONALE

Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.

A1. Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice$_8$.

Entry Level

   a) Discuss in general terms the growth and development of children from birth through grade 3**.**
   b) Observe children of various ages, and discuss the relationship of the general characteristics of growth and development to their observations.

Certificate/Associate Degree Level

   a) Define in general terms child development stages and learning processes.
   b) Explain how developmental variations and family culture, language, and environment influence a child's growth and development.
   c) Discuss the relationship between theories of growth, development, and learning and early childhood education practices birth through grade 3.
   d) Plan and implement lessons that demonstrate knowledge of developmental variations.
   e) Plan and implement lessons/activities that reflect knowledge of each family's culture, language, and environment.

Bachelor Degree Level

   a) Use critical analysis of documentation, experiences, learning, and current research theories of child growth and development as the basis for all planning decisions and implementation.
   b) Collaborate with others to apply the knowledge of child development stages and learning processes to plan and implement developmentally appropriate practices.

A2. Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains$_{11}$ in the healthy development of each child.

Entry Level

    a) Discuss biological and environmental factors that influence and foster the healthy growth and development of children.

Certificate/Associate Degree Level

    a) Discuss ways in which biological, maturational, and environmental factors interact to influence the physical, social, emotional, cognitive, and cultural domains in the growth and development of children.
    b) Use knowledge of biological, maturational, and environmental factors to foster healthy growth and development of children.
    c) Demonstrate understanding of the developmental consequences of stress and trauma; protective factors, resilience, and the development of mental health; and the importance of supportive relationships with adults and peers.

Bachelor Degree Level

    a) Analyze and use current knowledge of biological and environmental factors to advocate and inform others about the effects of biological and environmental factors on the healthy development of children.
    b) Collaborate with others to modify or enhance the effects of biological and environmental factors.

A3. Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays or specific disabilities.

Entry Level

    a) Discuss the unique developmental progress and ways of learning of infants, toddlers, preschoolers, and school-age children.
    b) Discuss individual differences, including risk factors that may affect development and learning.

Certificate/Associate Degree Level

    a) Identify activities and strategies that facilitate individual growth and learning.
    b) Identify responses to specific children's behaviors in the context of their development, their strengths, delays, or risk factors.
    c) Demonstrate knowledge of specific developmental delays, developmental disabilities, and risk factors.
    d) Describe how the characteristics associated with developmental delays, developmental disabilities, and risk factors influence development.
    e) Observe and identify individual differences and risk factors in relationship to development and learning.

Bachelor Degree Level

    a) Inform others about individual differences in development and learning, and how such differences are associated with risk factors, rate of development, and unique developmental patterns.
    b) Analyze and use current knowledge and theories about specific developmental delays, developmental disabilities, and risk factors, and advocate on behalf of young children with developmental delays and disabilities.
    c) In collaboration with support personnel and families, plan intervention strategies[20] that use assessment information to address each child's unique developmental progress and ways of learning.

A4. Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities[9].

Entry Level

a) Discuss the similarities among children who are developing typically and those with developmental delays or those at-risk[5] for developmental delays.

Certificate/Associate Degree Level

a) Develop and articulate a personal philosophy of acceptance and respect for all children.
b) Discuss the diversity of all children in growth and development, temperament, personality, learning style, etc.
c) Identify, affirm, and respond appropriately to the similarities among children who are developmentally typical, and those with diverse abilities.
d) Model words and actions with all children, families, peers, and community members that accept and affirm children's similarities and individual differences which would incorporate the use of Person First Language.

Bachelor Degree Level

a) Model words and actions with all children, families, peers, and community members that accept and affirm children's similarities and individual differences which would incorporate the use of Person First Language.

A5. Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive, and adaptive/living skills$_1$.

Entry Level

    a) Discuss in general terms the domains of development for infants, toddlers, preschoolers, and school-age children.
    b) Observe children of various ages and discuss the interrelatedness of physical/motor, social/emotional, language/cognitive, and adaptive/living skills in early childhood education.

Certificate/Associate Degree Level

    a) Define and apply knowledge of each of the domains of development in daily interactions with children.
    b) Demonstrate knowledge of the interrelatedness of physical/motor, social/emotional, language/cognitive, and adaptive/living skills in early childhood education.
    c) Develop a whole child orientation.
    d) Identify strategies to build relationships among children, adults, and environments.

Bachelor Degree Level

    a) Use critical analysis of documentation, experiences, learning, and current research theories specific to physical/motor, social/emotional, language/cognitive, and adaptive/living skills as they relate to child growth and development as the basis of all planning decisions and implementation of practices.

A6. Apply knowledge of cultural$_{24}$ and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society.

Entry Level

    a) Discuss how children develop within the context of family, community, and culture.

Certificate/Associate Degree Level

    a) Define the major components of the social, political, and cultural contexts as they influence children's development and learning.
    b) Demonstrate knowledge of the impact and the interrelatedness of socio-cultural and political contexts on development and learning.
    c) Identify and develop teaching and learning strategies that are responsive to all children's cultural and linguistic diversity.

Bachelor Degree Level

    a) Adapt practice to reflect on, and respond to, the dynamic relationships of diverse families and cultures and the changing nature of society.
    b) Assimilate information on current events and respond in ways that reflect developmentally appropriate practice.
    c) Critically analyze current knowledge, theories, and best practice recommendations to support each child's development and learning while being responsive to diverse families and cultures.

A7. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional$_{23}$ aspects of development in the formative years.

Entry Level

    a) Discuss the functions of language in all developmental domains of infants, toddlers, preschoolers, and school-age children.

Certificate/Associate Degree Level

    a) Describe the relationship between children's language development and cognitive, social, and emotional development.
    b) Use observations of language expressed by infants, toddlers, preschoolers, and school-age children to plan cognitive, social, and emotional development activities.
    c) Identify and develop language-based activities that support cognitive, social, and emotional growth and development.

Bachelor Degree Level

    a) Analyze and reflect on how the many functions of language relate to cognitive, social, and emotional development.

A8. Demonstrate knowledge of the developmental sequence of language and literacy$_{22}$, including the influence of culture and home factors.

Entry Level

    a) Discuss the language abilities of infants, toddlers, preschoolers, and school-age children in the context of family and culture.

Certificate/Associate Degree Level

    a) Use observations and describe the language of infants, toddlers, preschoolers, and school-age children in the context of family and culture.
    b) Describe the relationship between language development and cognitive development.
    c) Demonstrate knowledge of language and literacy development.
    d) Develop activities that promote development of language and literacy in the context of the family and culture.

Bachelor Degree Level

    a) Reflect on, and analyze, current knowledge, theories, and best practice recommendations for supporting each child's development of language and literacy.

A9. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication$_2$.

Entry Level

    a) Discuss how children develop communication skills.
    b) Discuss the multiple forms of communication used by infants, toddlers, preschoolers, and school-age children.

Certificate/Associate Degree Level

    a) Observe and identify how children develop and use communication strategies to meet their needs.
    b) Describe how adults support the child's use of verbal, non-verbal, and alternative means of communication.
    c) Describe the theoretical foundations related to the acquisition and use of verbal, non-verbal, and alternative means of communication.
    d) Identify appropriate strategies to respond to children's communication cues.

Bachelor Degree Level

    a) Model appropriate practices for supporting verbal, non-verbal, and alternative means of communication.
    b) Analyze and reflect on current knowledge, theories, and best practice recommendations for supporting each child's means of communication.

A10. Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.

Entry Level

   a) Discuss how children express their feelings
   b) Discuss how emotions, behaviors, and communication are interdependent.

Certificate/Associate Degree Level

   a) Describe how emotional, behavioral, and communicative processes are interdependent.
   b) Observe and describe how adults facilitate children's ability to identify and express their feelings in appropriate ways.
   c) Identify differing ways of responding to children's behaviors and appropriate ways of responding in early childhood classroom settings.
   d) Develop techniques and strategies to assist children in identifying and expressing their feelings in appropriate ways within the context of the family and/or culture.
   e) Develop strategies and techniques to assist children in learning the skills to identify, understand, manage, and express their feelings in appropriate ways within the context of family and culture.
   f) Identify socially and emotionally appropriate strategies and techniques to increase respectful communication, thinking, and behavior.

Bachelor Degree Level

   a) Implement a curriculum that reflects knowledge of the relationship among emotions, behaviors, and communication skills within the context of family and/or culture.
   b) Develop curriculum that reflects the interdependent nature of emotional, behavioral, and communicative processes and strategies that assist children in identifying and expressing their feelings in appropriate ways.
   c) Inform others about, and advocate for, the importance of social and emotional health and well-being of children while being aware of family and cultural practices.
   d) Analyze critically current knowledge, theories, and best practice recommendations for supporting each child's social and emotional development while being responsive to family and culture.

A11. Use appropriate guidance to support the development of self-regulatory capacities in young children.

Entry Level

   a) Discuss the meaning of self-regulatory capacity.
   b) Discuss the factors that influence self-regulatory capacity.

Certificate/Associate Degree Level

   a) Identify the factors that support the development of self-regulatory capacities in children.
   b) Develop activities and techniques that support the development of self-regulation in children, which allows them to assume responsibility for regulating their actions and behaviors.
   c) Use current knowledge of the development of self-regulation in curriculum planning and arranging environments.
   d) Identify, show commitment to, and have the requisite skills needed to respond to children's behaviors in an emotionally safe and appropriate manner.
   e) Identify appropriate practices and techniques to help children build mutually respectful friendships and learn the skills required to resolve conflicts creatively.

Bachelor Degree Level

   a) Explain to others research and the theoretical framework for the importance of self-regulatory capacities.
   b) Articulate and model strategies for developing activities and techniques that support self-regulatory capacities in children.
   c) Identify strategies to collaborate with family members to promote children's self-regulation.

A12. Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions, family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities$_9$), home language, and ethnicity.

Entry Level

    a) Identify the positive ways in which communities may support all families with young children.
    b) Discuss challenges or barriers that may be observed between families and community connections.

Certificate/Associate Degree Level

    a) Identify appropriate strategies and techniques to create and maintain community support for families with young children.
    b) Identify family needs toward community involvement.
    c) Provide opportunities for families to gain community involvement.

Bachelor Degree Level

    a) Demonstrate knowledge and understanding of relevant issues and theories of community structures and responsibilities toward supporting families with young children.
    b) Demonstrate skills in promoting the connection between all families with young children and their community.

C13. Demonstrate knowledge of, and skill to, access community resources that assist families and contribute directly or indirectly to children's positive development, such as mental health services, health care, adult education, native and English language instruction, and economic assistance.

Entry Level

    a) Identify barriers to community services that may be present.
    b) Discuss ways in which barriers to community services may be prevented.

Certificate/Associate Degree Level

    a) Identify resources in community that support provision of services to families, and those services that may not exist.
    b) Provide a resource listing of services that support medical and educational needs to the families in their native language.

Bachelor Degree Level

    a) Demonstrate the ability to positively support family efforts in making community connections which empower families.
    b) Demonstrate the ability to coach other colleagues and/or community providers in how to support all families in meeting community needs.

B. HEALTH, SAFETY AND NUTRITION

RATIONALE

Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is critical to overall development of young children. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations

B1. Recognize and respond to each child's physical health, intellectual, and emotional well-being, and nutritional and safety needs.

Entry Level

   a) Identify and discuss basic physical health, intellectual, and emotional well-being, and nutritional and safety needs of young children.
   b) Implement basic health, safety, and nutritional practices, including emergency procedures, with young children as required by regulation.

Certificate/Associate Degree Level

   a) Identify and discuss individual physical, intellectual, mental health, nutritional, and safety needs of infants, toddlers, preschoolers, and school-age children, such as allergies, special diets, medications, differing abilities, and specific medical conditions.
   b) Identify and develop strategies and activities with children that promote physical, intellectual, and emotional well-being.
   c) Identify and develop strategies that foster caring relationships between children and others to promote well-being.
   d) Conduct health and safety assessments of children and the environment.
   e) Identify and develop strategies that foster caring relationships between children and others to promote well-being.

Bachelor Degree Level

   a) Facilitate each child's individual physical, emotional health, safety, and nutritional needs by developing and following special procedures for assessing and evaluating these needs, which includes provision for:
- evaluating the program and environment;
- collaborating with various professionals;
- collaborating and communicating with families;
- staff development and training; and
- the supervision of procedures and practices.

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B2. Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially, and emotionally).

Entry Level

a) Identify potential indoor/outdoor environmental hazards and risks and corrective measures that may be taken to ensure children's safety.
b) Identify and discuss aspects of the indoor/outdoor environments that promote young children's physical and emotional well-being.

Certificate/Associate Degree Level

a) Describe the major health and safety requirements of the New Mexico Child Care Licensing regulations.
b) Identity potential indoor/outdoor environments' hazards and risks, and take corrective measures to ensure children's safety.
c) Identify effective ways to establish and maintain expectations for behavior which creates safe environments.
d) Describe, design indoor/outdoor learning environments that are free of hazards/risks.
e) Identify strategies for effective supervision of children in indoor/outdoor learning environments.

Bachelor Degree Level

a) Inform others about the importance of supporting young children's physical and emotional well-being through the use of well designed and equipped indoor and outdoor learning environments.
b) Collaborate with others to support young children's physical and emotional well-being through the use of well designed and equipped indoor and outdoor learning environments.
c) Adapt and modify the learning environments to provide the greatest access, least restriction[21], and optimal safety for all children.

B3. Use appropriate health appraisal and management procedures, and make referrals when necessary.

Entry Level

a) Discuss the role of the early childhood professional and program in facilitating children's health.
b) Identify and discuss possible signs of wellness and illness in young children.
c) Recognize signs of illness, distress, and possible risks to children's health and alert appropriate program personnel.

Certificate/Associate Degree Level

a) Identify activities and strategies that facilitate individual growth and development.
b) Describe appropriate responses to young children's individual health needs by conducting regular health screenings and recording growth and development on checklists.
c) Identify appropriate resources for referral for a variety of conditions and situations.

Bachelor Degree Level

a) Identify and articulate appropriate intervention methods and procedures for addressing physical and emotional health, nutritional, and safety needs.
b) Facilitate optimal health of infants, toddlers, preschoolers, and school-age children by:
   - Establishing and/or following policies for conducting appropriate appraisal and health management procedures; and
   - Informing others about the importance of facilitating young children's health through the use of appropriate health appraisal and management procedures.

B4. Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in case of suspected abuse or neglect, reporting to designated authorities.

Entry Level

    a) Identify possible signs of emotional distress, child abuse, and neglect in young children.
    b) Describe legal obligations and appropriate reporting procedures.
    c) Identify local resources available to children and families that address problems of emotional distress, child abuse, and neglect.

Certificate/Associate Degree Level

    a) Discuss signs of emotional distress, child abuse, and neglect in children.
    b) Describe all state, local, and program reporting procedures.
    c) Describe the importance of recognizing and reporting signs of emotional distress, child abuse, and neglect to families, administrators, and colleagues.
    d) Identify resources that address problems of emotional distress, child abuse, and neglect in young children.

Bachelor Degree Level

    a) Promote the early recognition of, and response to, signs of emotional distress, child abuse, and neglect in young children by:

- Informing others of possible signs and reporting procedures;

- Supporting others in the reporting process;

- Providing staff, families, and others with information on methods of relieving stress and aggression; and

- Assisting families in obtaining counseling and other services to alleviate stress and aggression, and to address the causes of abuse and neglect.

B5. Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition, and physical and psychological well-being.

Entry Level

    a) Identify and describe healthy and appropriate behaviors for young children in areas such as hand-washing, toileting procedures, nose-wiping, hair-brushing, face-washing, tooth-brushing, eating habits, and rest/sleep routines.

Certificate/Associate Degree Level

    a) Design practices that lead to healthy behaviors through daily routines that include hand washing, toileting procedures, nose-wiping, rest/sleep time, active movement, and healthy snacks/meals.
    b) Model practices that promote healthy behaviors.

Bachelor Degree Level

    a) Consistently design and implement environments that provide opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition, and physical and psychological well-being.
    b) Design curriculum that promotes children's understanding of the importance of practicing healthy behaviors.

B6. Provide and assure a consistent daily schedule for meals, rest, and sleep, as developmentally appropriate.

Entry Level

    a) Identify and discuss the varied signs of fatigue in young children.
    b) Describe how early childhood professionals and programs can ensure the time and space for quiet activities, rest, and sleep as needed by young children.

Certificate/Associate Degree Level

    a) Identify requirements for sleep and rest.
    b) Describe the requirements of the Child & Adult Food Care Program.
    c) Identify ways to encourage young children to rest/sleep and to awaken gently.

Bachelor Degree Level

    a) Model for other staff appropriate strategies and interactions with young children, from infancy through third grade, for implementing a consistent daily schedule of sleep/rest that is developmentally appropriate.

B7. Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures[24].

Entry Level

   a) Identify appropriate health and nutrition community resources.
   b) Discuss appropriate health care and nutrition activities for young children that are relevant to the diverse cultures in New Mexico.

Certificate/Associate Degree Level

   a) Design health care and nutrition activities that are developmentally appropriate and that are relevant to the diverse cultures in New Mexico.
   b) Identify strategies to collaborate with families in promoting culturally appropriate health and nutrition practices for young children.

Bachelor Degree Level

   a) Identify and network actively with other community health resources.
   b) Participate in community activities that promote children's health and nutrition, such as health fairs, public information displays, growth and developmental screening, dental screenings, and nutritional counseling.

B8. Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors.

Entry Level

a) Identify and discuss healthy choices and health-promoting behaviors appropriate for children of various ages in diverse cultures.

Certificate/Associate Degree Level

a) Plan opportunities in early childhood setting for young children to develop decision-making and interpersonal skills for promoting healthy behaviors.
b) Model decision-making and interpersonal skills to make healthy choices and health promoting behaviors.
c) Identify strategies to inform/engage families in developing decision-making and interpersonal skills to make healthy choices.

Bachelor Degree Level

a) Maximize young children's ability to make healthy choices and practice health-promoting behaviors by:

- Informing others of the importance of facilitating young children's ability to make healthy decisions and practice health-promoting behaviors; and
- Collaborating with others on strategies to facilitate young children's ability to make healthy decisions and practice health-promoting behaviors.

C. FAMILY AND COMMUNITY COLLABORATION

RATIONALE

Early childhood professionals are committed to family-centered practices.They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families in New Mexico's communities are honored.

C1. Demonstrate knowledge and skill in building positive, reciprocal relationships with families.

Entry Level

a) Identify and discuss ways to establish positive and reciprocal relationships with families.
b) Identify and discuss possible barriers/challenges to developing collaborative relationships with families.

Certificate/Associate Degree Level

a) Identify and discuss the role of professionals in developing collaborative relationships with families.
b) Demonstrate knowledge of how to build cooperative, trusting relationships with families from a variety of backgrounds and compositions.
c) Describe the importance of collaborative relationships with families, community and tribal agencies, and other professionals for maintaining high quality programs and services for young children and their families.

Bachelor Degree Level

a) Use a variety of methods to initiate and maintain collaborative relationships with all individuals and agencies involved with children in early childhood settings.
b) Cooperate with agency personnel and other professionals involved with children in early childhood settings.
c) Build cooperative, trusting relationships with families from a variety of backgrounds and compositions.

C2. Articulate an understanding of a safe and welcoming environment for families and community members.

Entry Level

   a) Identify and discuss ways to welcome family and community visitors in the learning environment.
   b) Identify and discuss ways to maximize a welcoming environment for families and community members.

Certificate/Associate Degree Level

   a) Communicate in a variety of ways about the program and activities to family and community visitors.
   b) Use materials and equipment that are reflective of the cultures, languages, and family structures of the members of the classroom community.
   c) Develop an understanding of activities that will facilitate the recognition and full inclusion[15] of all program participants (children, families, staff, and community visitors).

Bachelor Degree Level

   a) Identify and critically analyze the socio-political contexts and their impact on families and institutions.
   b) Plan and implement family and community events and activities that include all.
   c) Initiate activities that facilitate the recognition, and full inclusion[16], of all program participants.

C3. Develop and maintain ongoing contact with families through a variety of communication strategies.

Entry Level

    a) Identify and discuss a variety of strategies early childhood professionals and programs use for communicating with all families.

Certificate/Associate Degree Level

    a) Identify how to communicate relevant information about child growth, development, and learning to family members from diverse backgrounds in various languages, formats, and contexts.

    b) Identify various sources of information and materials (including sources in families' home languages) that are appropriate for, and relevant to, each family.

    c) Maintain communication that is frequent and on-going, appropriate for each individual family, relevant to the needs of the family, and respectful of cultural and linguistic diversity, and family structure and organization.

Bachelor Degree Level

    a) Assess families understanding about child growth, development, and learning to collaboratively identify common priorities.

    b) Support families in establishing and implementing positive communication.

C4. Demonstrate knowledge of, and respect for, variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices.

Entry Level

    a) Discuss variations across cultures in terms of family strengths, expectations, values, and childrearing practices.
    b) Discuss the importance of using and valuing languages of the children and families enrolled in the program.

Certificate/Associate Degree Level

    a) Consider family priorities and strengths in setting goals for individual children and for the program.
    b) Include the home languages of the children in the program environment.
    c) Demonstrate respect for diversity in cultural heritage, lifestyles, and value systems among the children and families in the program.

Bachelor Degree Level

    a) Articulate to others the importance of acquiring knowledge of, and respecting variations across cultures.

C5. Articulate understanding of the complexity and dynamics of family systems.

Entry Level

    a) Define the meaning of a family system

Certificate/Associate Degree Level

    a) Discuss the changing roles of individuals within family systems.
    b) Discuss the role of language and culture in defining and shaping the family system.

Bachelor Degree Level

    a) Articulate to others the importance of acquiring knowledge about, and being responsive to, the diversity and complexity of dynamic family systems.
    b) Interact with families in ways that reflect respect of their complexity and dynamics.

C6. Demonstrate understanding of the importance of families as the primary educator of their child.

Entry Level

    a) Identify ways that parents play a primary role in the education of their child.

Certificate/Associate Degree Level

    a) Discuss ways that parents are essential in providing information about their child.
    b) Discuss ways to increase family participation as an educational partner.

Bachelor Degree Level

    a) Ensure family participation in problem-solving any/all unique strategies for supporting their child's growth, development, and learning.
    b) Ensure family participation in problem-solving and planning their child's educational goal setting.

C7. Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies.

Entry Level

    a) Discuss families' goals and priorities for their children and their implications for early childhood programs.

Certificate/Associate Degree Level

    a) Identify a variety of communication skills to engage families in dialogue about the goals for their children.
    b) Recognize, respect, and include family goals and priorities in the development of programs' curriculum and intervention strategies for children.
    c) Articulate the impact of culture and language on family members' participation in the IFSP/IEP team.

Bachelor Degree Level

    a) Facilitate each family's reflection on, and evaluation of, the goals for their children.
    b) Promote families' interaction with, and understanding of, educational systems.
    c) Involve families in program development and governance.
    d) Promote family participation in transitions from one program to another.

C8. Develop partnerships with family members to promote early literacy in the home.

Entry Level

    a) Discuss ways family members can support children's emergent literacy.

Certificate/Associate Degree Level

    a) Identify ways to communicate with families' about the importance of emergent literacy activities in the home.
    b) Identify a variety of literacy materials suitable for use in the home
    c) Identify ways to support families' use of literacy materials with their children.
    d) Share community resources with families to promote literacy.

Bachelor Degree Level

    a) Participate in, and advocate for, child and family literacy in the community.
    b) Demonstrate knowledge of current research about strategies for promoting emergent literacy.
    c) Collaborate with family members in developing and using literacy materials and activities.

**C9. Involve families and community members in contributing to the
learning environment.**

Entry Level

a) Discuss the contributions to the learning environment that can be made by family and community members.

Certificate/Associate Degree Level

a) Describe the value of family and community members as resources to the learning environment.
b) Describe and develop strategies for active participation of, and feedback from, family and community members to enhance the learning environment.
c) Describe ways that family and community members may enhance the learning environment.

Bachelor Degree Level

a) Design and implement activities derived from contributions from family and community members.
b) Model collaborative relationships for enhancing the learning environment.
c) Articulate the ways that family and community resources support and build upon program goals.

C10. Establish partnerships with community members in promoting literacy.

Entry Level

   a) Identify community resources for promoting child and family literacy.

Certificate/Associate Degree Level

   a) Identify ways to develop partnerships with community members in promoting child and family literacy.
   b) Identify community-based literacy activities and events that may be integrated into the curriculum.

Bachelor Degree Level

   a) Establish and sustain partnerships with community members and agencies in promoting child and family literacy.
   b) Demonstrate knowledge of current research that focuses on partnerships to promote literacy.
   c) Plan and participate in collaborative literacy events in the community.

C11. Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.

Entry Level

    a) Discuss applicable state and federal regulations and procedural safeguards.
    b) Discuss the importance of communicating with families about regulations and safeguards.

Certificate/Associate Degree Level

    a) Articulate rationale for policies, regulations, and safeguards to families.
    b) Implement program policies and procedures, and applicable state and federal regulations.

Bachelor Degree Level

    a) Formulate program policies that comply with applicable regulations and safeguards, and communicate these to families.

C12. Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions; family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities$_9$), home language and ethnicity.

Entry Level

    a) Increase awareness of the role of theory/research regarding family and community characteristics.

Certificate/Associate Degree Level

    a) Describe the effects of family stress on children and other family members.
    b) Respond appropriately to children and other family members who are experiencing stress.
    c) Identify appropriate community resources for information and referral.

Bachelor Degree Level

    a) Articulate the socio-political and institutional sources of stress on families.
    b) Advocate for family support.
    c) Link families to appropriate support networks and services.

C13. Demonstrate knowledge of, and skill to access, community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, native and English language instruction, and economic assistance.

Entry Level

    a) Identify community resources that are available to families.

Certificate/Associate Degree Level

    a) Distinguish appropriate community resources to meet the various needs of families.
    b) Identify community organizations that maintain up-to-date relevant resource directories of which families should be aware.

Bachelor Degree Level

    a) Access community resources that assist families with young children.
    b) Support family efforts in seeking community resources.

D. DEVELOPMENTALLY APPROPRIATE CONTENT

RATIONALE

Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.

D1. Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth – grade 3.

Entry Level
  a) Define and discuss the term "developmentally appropriate$_8$."
  b) Discuss in general terms, how and what young children learn through play.
  c) Discuss developmentally appropriate programs and environments for infants, toddlers, preschoolers, and children in the primary grades.

Certificate/Associate Degree Level
  a) Describe developmentally appropriate curriculum content.
  b) Plan developmentally appropriate learning experiences that support integrated curriculum.
  c) Describe characteristics and stages of literacy development.
  d) Identify appropriate modifications/accommodations that support individual learning.

Bachelor Degree Level
  a) Demonstrate knowledge in all content areas in accordance with state standards and benchmarks.
  b) Analyze current evidence-based research and practices related to developmentally appropriate integrated content.
  c) Plan and implement differentiated instruction to meet learner needs in content areas.

D2. Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.

Entry Level
   a) Discuss in general terms the developmental domains of young children (physical, motor, language, cognitive, social, and emotional).
   b) Discuss ways that play supports young children's learning.

Certificate/Associate Degree Level
   a) Describe how each domain of development impacts learning.
   b) Identify learning theories that describe how children construct knowledge.
   c) Identify concepts children develop at various developmental levels.
   d) Describe a variety of inquiry tools that children use at different developmental levels.
   e) Plan curriculum that is developmentally appropriate and grounded in learning theories for children.

Bachelor Degree Level
   a) Analyze current evidence-based research and practice related to conceptual development and inquiry tools appropriate at each developmental level.
   b) Model teaching and learning strategies that reflect knowledge of how young children develop and learn.
   c) Implement curriculum and learning theories.
   d) Advocate knowledge of how young children develop and learn, how conceptual development occurs, the inquiry tools to use, and the structure of the content to which they are exposed.

D3. Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas.

Entry Level
- a) Define and describe each content area.
- b) Define content area (math, science, reading, etc...) (see Glossary for Content
     Area).

Certificate/Associate Degree Level
- a) Discuss various content areas in early childhood education curriculum, such as
     math, science, and language arts) (CI & CII).
- b) Articulate the importance of each content area and the value of integrated curriculum (CI & CII$_{19}$).
- c) Design and implement activities that integrate content areas

Bachelor Degree Level
- a) Describe the developmental continuum across content areas.
- b) Describe the relationship between earlier and later learning in content areas.
- c) Identify national standards in specific content areas.

D4. Demonstrate knowledge of the language, reading, and writing components of emergent literacy$_{12}$ at each development level.

Entry Level
    a) Discuss the importance of emergent literacy in early childhood.
    b) Define emergent literacy skills at each developmental level.

Certificate/Associate Degree Level
    a) Identify and discuss the multiple factors impacting language development.
    b) Describe the sequence of language development.
    c) Develop an understanding of the relationship between communication and emergent literacy.
    d) Identify and discuss emergent reading and writing skills for all children.
    e) Describe the continuum of emergent literacy.
    f) Plan and implement activities that facilitate the development of emergent literacy skills.

Bachelor Degree Level
    a) Connect the components of reading and writing at each developmental level to state and national standards in specific content areas.
    b) Analyze current evidence-based research and practices for facilitating emergent literacy skills.
    c) Apply literacy components when instructing differing development levels.

D5. Develop, implement, and evaluate an integrated curriculum[19] that focuses on children's development and interests, using their language, home experiences, and cultural values.

Entry Level
   a) Discuss components of an integrated curriculum.
   b) Discuss the importance of using meaningful experiences incorporating the child's development, interests, home language, experiences, and cultural values.

Certificate/Associate Degree Level
   a) Identify and discuss ways that developmental needs/interests, language, and home experiences of all children can be used in developing an integrated curriculum (CI & CII).
   b) Develop, implement, and evaluate an integrated curriculum based on children's needs/interests, language and culture, and home experiences through play and daily routine.
   c) Develop, implement, and evaluate an integrated curriculum based on children's needs/interests, language, culture and home experiences utilizing national and state standards.

Bachelor Degree Level
   a) Communicate the importance of an integrated curriculum that is based on children's development, interests, and experiences.
   b) Use ongoing assessments to modify the integrated curriculum as appropriate.
   c) Analyze and apply current evidence-based research regarding practices that use an integrated curriculum to meet all children's needs.

D6. Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans$_{18}$ (IFSP) or Individualized Education Plans$_{17}$ (IEP) for children with diverse abilities through the team process with families and other team members.

Entry Level
   a) Define the IFSP/IEP process and discuss how it impacts curriculum content.
   b) Identify appropriate team members who might participate in the IFSP/IFSP process.

Certificate/Associate Degree Level
   a) Discuss natural environment and least restrictive environment$_{21}$.
   b) Discuss the value of including all children in early childhood curriculum activities (CI & CII$_{16}$).
   c) Identify and describe ways in which early childhood professionals and programs can adapt content to meet the needs of all children, including those with diverse abilities (CI & CII).
   d) Identify differences between the IFSP/IEP.

CI. Adapt curriculum content through play and daily routine in collaboration with primary caregivers to meet the goals and objectives reflected in the IFSP.

CII. Work collaboratively with team members to implement adapted curriculum content as designated in the IEP.

Bachelor Degree Level
   a) Communicate strategies for adapting curriculum content to meet the needs of all children.
   b) Advocate the importance of adapting curriculum content to ensure the inclusion of all young children.
   c) Analyze and apply current evidence-based research and practice related to adapted curriculum content.
   d) Describe the differences between the IFSP/IEP.
   e) Develop goals and objectives to meet individual needs.

D7. Provides and uses anti-bias₃ materials/literature and experiences in all content areas of the curriculum.

Entry Level
    a) Define the term "anti-bias"(In regards to gender, age, race, ability, culture, ethnic, sexual orientation, language [linguistics], socioeconomic status [SES]).
    b) Discuss examples of bias in society.
    c) Discuss the impact of bias on children, families, and communities.

Certificate/Associate Degree Level
    a) Identify a variety of anti-bias materials, literature, and experiences appropriate for young children
    b) Evaluate various early childhood materials, literature, and experiences that perpetuate bias or foster anti-bias.
    c) Plan a curriculum that reflects and celebrates each child's diversity.
    d) Discuss the impact of bias on self-concept/esteem, educational success, aspirations, and school/community participation.

Bachelor Degree Level
    a) Advocate the value of a curriculum that respects diversity.
    b) Analyze and apply current evidence-based research and practices regarding the use of materials/literature and experiences in all content areas that are free of bias.

E. LEARNING ENVIRONMENT AND CURRICULUM IMPLEMENTATION

RATIONALE

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth - eight (0-8) years of age. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.

E1. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities[9].

Entry Level
   a) Discuss basic elements of quality learning environments for children birth through age eight.
   b) Discuss developmentally appropriate programs for all children birth through eight.

Certificate/Associate Degree Level
   a) Plan a quality learning environment which meets the individual and unique needs of all children.
   b) Assess a variety of learning environments to determine their appropriateness (e.g., age, developmental level, culture, language, diverse abilities) (CI & CII).

Bachelor Degree Level
   a) Communicate knowledge of varying program models and their relation to theoretical constructs.
   b) Effectively communicate the rationale for program modifications.
   c) Collaborate about the importance of appropriate programs and learning environments for all children.

E2. Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of   materials and equipment that are suitable to individual learning, developmental levels, diverse abilities$_9$, and the languages and cultures in New Mexico.

Entry Level
   a) Observe and discuss how young children, birth through age eight, actively interact with their environment.
   b) Observe, identify and discuss how elements of the learning environment support children's active exploration of their environment.

Certificate/Associate Degree Level
   a) Identify, observe, and describe how young children learn through their active interaction and exploration of the environment.
   b) Plan environments that are responsive to the diversity of all children through selection of materials and use of space.
   c) Identify and match appropriate materials to children at different developmental levels.
   d) Select and use materials and space that encourage active involvement, initiative, responsibility, and a growing sense of autonomy.

Bachelor Degree Level
   a) Gather information on children's exploration of the environment and make modifications to optimize children's use of materials and equipment through use of observation.

E3. Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.

Entry Level
    a) Discuss the meaning of the term "guidance" (see Glossary).
    b) Discuss the use of developmentally appropriate guidance techniques and strategies with children birth through age eight.
    c) Discuss how adults influence the ways young children view and value themselves.

Certificate/Associate Degree Level
    a) Describe the importance of young children's development of healthy self-concepts, self-identity, self-regulation, and the ability to positively interact socially.
    b) Describe how the use of developmentally appropriate guidance techniques, strategies, and opportunities for social interaction lead to young children's healthy concept of self, self-regulation, and ability to interact appropriately with others.
    c) Plan developmentally appropriate guidance techniques, strategies, and opportunities for a young child's healthy concept of self, self-regulation, and ability to interact appropriately with others.

Bachelor Degree Level
    a) Observe and identify possible underlying causes of a child's challenging social skills.
    b) Create and implement a plan for individualized developmentally appropriate guidance techniques, strategies, and opportunities for positive social interactions.
    c) Advocate for the central role that social interaction plays in the development of the child.

E4. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem-solving and inquiry experiences.

Entry Level
  a) Describe various ways that children make decisions in the learning environment.
  b) Discuss various ways children construct their own knowledge through various strategies that include decision-making, problem-solving, and inquiry experiences.

Certificate/Associate Degree Level
  a) Describe ways the learning environment provides opportunities for children to construct their own knowledge through various strategies that include decision-making, problem-solving, and inquiry experiences.
  b) Plan and implement activities that encourage active learning, child choice and decision-making, exploration of the environment, and interaction with others.

Bachelor Degree Level
  a) Analyze the learning environment to optimize children's learning through individual and cooperative activities.
  b) Articulate the rationale for designing environments to enhance children's construction of their own knowledge.

E5. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play.

Entry Level
    a) Discuss the ways that children's unique creative expression is encouraged through the learning environment.
    b) Discuss the importance of emphasizing the creative process over the final product.

Certificate/Associate Degree Level
    a) Demonstrate knowledge of the developmental continuum of creative representation in young children.
    b) Describe effective ways to facilitate children's exploration, creative expression, and learning through open-ended activities.
    c) Plan and implement an environment that provides many opportunities for each child's creative expression.

Bachelor Degree Level
    a) Implement and embed children's unique interests, talents, and creative expression through the curriculum.
    b) Design and implement activities that foster children's sense of mastery.

E6. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out.

Entry Level
 a) Discuss the importance of self-selection of activities by children of various ages and in various environments.
 b) Discuss ways of structuring environments for encouraging self-selected activities by children
 c) Discuss rationales for developing daily schedules for all children of various ages.

Certificate/Associate Degree Level
 a) Describe strategies that foster uninterrupted time for children to persist at self- chosen activities.
 b) Design and implement daily schedules that include uninterrupted blocks of time for developmentally appropriate self-selected activities.
 c) Plan opportunities for children to explore and experiment with materials and activities during uninterrupted periods of time.

Bachelor Degree Level
 a) Observe and evaluate the effects of adult interactions with children of various ages during self-selected activities.
 b) Collaborate with others regarding strategies for extending children's involvement in self-selected activities.
 c) Advocate to others the importance of providing children with opportunities to persist at self-selected activities.

E7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.

Entry Level
    a) Discuss the influence of the physical setting, schedule, routines, and transitions on children's behavior.
    b) Discuss ways that the physical setting, schedule, routines, and transitions can be used to promote children's development and learning.

Certificate/Associate Degree Level
    a) Intentionally plan the physical environments and daily schedules to promote children's development and learning.
    b) Consistently use routines and transitions to promote children's development and learning.

Bachelor Degree Level
    a) Plan and implement creative ways of using the physical environment, the daily schedule, routines, and transitions to promote children's development and learning.
    b) Develop strategies for supporting successful transition across activities and environments.

E8. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

Entry Level
- a) Discuss the important role of play in children's learning.
- b) Discuss elements of developmentally appropriate practices to encourage learning through play.
- c) Discuss strategies to facilitate play in early learning environments

Certificate/Associate Degree Level
- a) Describe developmentally appropriate practices (DAP) for developing intellectual curiosity, solving problems, risk-taking, and making decisions in all children.
- b) Identify the various learning strategies young children use as infants, toddlers, preschoolers, and school-age children.
- c) Describe the rote of play in young children's growth and learning in each developmental domain.
- d) Develop DAP activities to be implemented in early childhood programs.

Bachelor Degree Level
- a) Plan and implement curriculum that includes a variety of developmentally appropriate practices for developing children's intellectual curiosity, problem-solving skills, and decision-making abilities.
- b) Advocate the rationale for using a variety of developmentally appropriate practices for fostering young children's learning.
- c) Base planning decisions on research, developmental and learning theories, and assessments of children's abilities.
- d) Collaborate with others regarding the results of research on the long-term positive effects of developmentally appropriate programs.

E9. Create and manage a literacy-rich environment that is responsive to each child's unique path of development.

Entry Level
a) Discuss the sequence of language development.
b) Discuss various communication modes.
c) Discuss language and the link between oral language, early reading, and writing modes.

Certificate/Associate Degree Level
a) Observe and identify typical stages of oral language development of children and identify characteristics of language differences.
b) Describe individual children's use of language in various settings.
c) Describe forms of symbolic representation.
d) Plan and implement a literacy-rich environment that encourages children's use of language and other forms of symbolic representation.

Bachelor Degree Level
a) Create an environment that encourages children's use of symbolic representation (including play and the use of language in various ways) in order to process information and deepen their understanding of content.
b) Modify and adapt the environment based on the needs of all children.
c) Demonstrate knowledge of evidence-based interactions between environment and literacy skills.

E10. Use a variety of language strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought.

Entry Level
    a) Observe and document various adult-child and child-child communicative interactions.
    b) Discuss how these interactions help young children develop expressive language skills.

Certificate/Associate Degree Level
    a) Identify ways to interact with young children to facilitate the development of expressive language and thought.
    b) Support young children's expressive language development by interacting with them in ways that facilitate language development.
    c) Implement a variety of learning strategies to facilitate expressive language and thought in young children.

Bachelor Degree Level
    a) Describe the theoretical relationship between language and thought.
    b) Demonstrate knowledge of connection between language and literacy.
    c) Identify assistive technologies that support communication skills in children.

E11. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills.

Entry Level
    a) Discuss the importance of emergent literacy skills.
    b) Discuss a variety of instructional strategies that facilitate the development of literacy skills.
    c) Observe and discuss emergent literacy skills at different developmental stages and various environments.

Certificate/Associate Degree Level
    a) Describe the developmental stages of reading and writing.
    b) Describe strategies to support children's reading and writing skills at each developmental level.
    c) Plan and implement developmentally appropriate strategies to support children's reading and writing skills.

Bachelor Degree Level
    a) Use a "balanced approach" in development of literacy skills[6]
    b) Assess the effectiveness of instructional literacy strategies with children and modify them as appropriate to meet the needs of all children.
    c) Demonstrate knowledge of evidence-based research and strategies related to emergent literacy.

E12. Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology.

Entry Level
   a) Discuss developmentally appropriate software for young children.
   b) Discuss a variety of assistive devices used with children with diverse abilities.
   c) Discuss high and low technology devices/tools/toys.

Certificate/Associate Degree Level
   a) Identify appropriate uses of technology for infants, toddlers, preschoolers, and school-age children.
   b) Describe how technology may be integrated into a developmentally appropriate program.
   c) Identify assistive devices that could be used with specific children in various environments.

Bachelor Degree Level
   a) Plan and implement a learning environment that includes developmentally appropriate uses of technology and assistive devices.
   b) Collaborate with others to plan and implement IFSP and IEP goals and objectives related to assistive technology.
   c) Use technology as a tool for documentation.

E13. Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals.

Entry Level
- a) Discuss the various roles of adults in early childhood programs.
- b) Discuss the importance of collaboration.
- c) Discuss the ways to develop a collaborative team approach.

Certificate/Associate Degree Level
- a) Engage in dialogue with all team members about program philosophy and goals
- b) Collaborate with team members in designing and implementing an individualized curriculum that meets program goals.
- c) Describe strategies for mediation of differing perspectives.

Bachelor Degree Level
- a) Mentor educational assistants, volunteers, and others regarding curriculum and program goals.
- b) Develop strategies for effective communication among team members.
- c) Model collaborative skills to build community with team members.

E14. Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.

Entry Level
   a) Discuss the differences between child and adult communication skills.
   b) Discuss the importance of continuous improvement of one's own communication skills.
   c) Identify strengths and weakness in one's own communication skills.

Certificate/Associate Degree Level
   a) Develop a plan to strengthen areas of weakness in communication skills.
   b) Demonstrate correct oral and communication skills.
   c) Develop strategies to effectively communicate with children and their families in their home language.

Bachelor Degree Level
   a) Integrate skills of effective communication in planning and implementing the learning environment and curriculum.
   b) Adapt communication to meet the needs of diverse language learners and their families.
   c) Demonstrate positive communication strategies toward relationship building.

F. ASSESSMENT$_4$ OF CHILDREN AND EVALUATION OF PROGRAMS

RATIONALE

Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate on-going documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, on-going evaluation of their programs$_{13}$.

F1. Demonstrate the ability to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; make appropriate referrals; and interpret assessment result, with the goal of obtaining valid, useful information to inform practice and decision-making.

Entry Level

a) Discuss ways that early childhood professionals learn about each child as an individual through the use various assessment procedures.
b) Learn to observe children in various field settings.

Certificate/Associate Degree Level

a) Identify and describe the meaning of selected terms used to evaluate the adequacy of assessment and evaluation procedures, such as validity, reliability, and appropriateness.
b) Identify and describe specific assessment measures/procedures currently in use at local, state, and national levels.
c) Describe the importance of using developmentally appropriate assessment procedures.
d) Identify reasons for using multiple measures in both assessment and evaluation.
e) Demonstrate the ability to choose tools that are developmentally, culturally, and linguistically appropriate to be used in a variety of field settings.

Bachelor Degree Level

    a) Design and implement assessment procedures appropriate for each child and the program.

    b) In collaboration with support personnel and families, identify intervention strategies that use assessment information to address each child's unique developmental progress and ways of learning.

    c) Practice administering and interpreting various screening measures.

F2. Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy.

Entry Level

a) Discuss the meaning and importance of confidentiality of all information pertaining to the participants and the program.
b) Discuss the importance of maintaining precise, accurate, and complete records.

Certificate/Associate Degree Level

a) Describe state and federal requirements for safeguarding confidentiality and privacy.
b) Describe various record keeping procedures used in early childhood programs.
c) Describe various record keeping procedures that maintain the accuracy, currency, and integrity of children's records in early childhood programs.

Bachelor Degree Level

a) Design and implement procedures for gathering and maintaining in-depth records of each child's development and behavior. These procedures include identifying information to be gathered and maintained, and the individual(s) responsible for gathering and maintaining the information.
b) Collaborate with families and the community in a professional manner and on an on-going basis to gather and maintain records.
c) Analyze records on an on-going basis to determine information and program needs.
d) Prepare informed consent letters that meet federal guidelines for the protection of participants.

F3. Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual Family Service Plans[18] (IFSP) and Individualized Education Plans[17] (IEP).

Entry Level

  a) Identify the processes and participants involved in the IFSP and IEP, including the particular role of the early childhood professional.

Certificate/Associate Degree Level

  a) Describe the general procedures, advantages, and problems of working with a multidisciplinary evaluation team.
  b) Describe ways to work effectively with multidisciplinary evaluation teams.
  c) Describe procedures specific to the IFSP and IEP process.
  d) Demonstrate knowledge of mandated state and federal regulations for children with diverse abilities.

Bachelor Degree Level

  a) Participate as a full team member in the assessment process as described by state and federal regulations for an IFSP and IEP.
  b) Implement the IFSP and/or the IEP plan, and appropriately respond to modifications and recommended changes.

F4. Demonstrate an understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes.

Entry Level

a) Develop an awareness of how a child's language and culture influence the assessment process and results.
b) Discuss the influence of environmental factors on the assessment process.

Certificate/Associate Degree Level

a) Describe the role of the evaluator in affecting the results of assessment.
b) Describe assessment procedures that are responsive to cultural, linguistic, and environmental influences and unique characteristics of each child.
c) Identify and describe ways to reduce and/or eliminate negative influences on the assessment process and results that can arise from the physical setting, context, and/or characteristics of the early childhood professional and the individuals being assessed.

Bachelor Degree Level

a) Plan, evaluate, and adapt, as needed, assessment processes that are valid and appropriate for the program and for each child.
b) Collaborate in conduction of assessment procedures that are responsive to cultural, linguistic, and environmental influences and the unique characteristics of each child.
c) Describe the advantages and disadvantages of specific procedures.

F5. Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child.

Entry Level

 a) Identify and discuss ways in which childhood professionals can involve families in the assessment process.

Certificate/Associate Degree Level

 a) Identify potential multidisciplinary team members who contribute to the assessment and goal-setting process.
 b) Describe ways to foster family involvement in the assessment and goal-setting process by collaborating with families throughout the assessment process.
 c) Describe ways to work collaboratively with multidisciplinary teams to assess and set individual goals and update progress in an on-going manner.

Bachelor Degree Level

 a) Demonstrate collaborative strategies that involve family members as contributing members of a multidisciplinary team.
 b) Model strategies that support family involvement in all assessments and goal-setting procedures.
 c) Describe and discuss ways to support families during all assessments and goal-setting procedures that reflect respect for their input.

F6. Articulate an understanding of the distinctions and definitions of assessment concepts *(e.g., authentic, screening, diagnostic assessments, standardized testing, accountability, assessment).*

Entry Level

a) Identify the different types of assessment procedures that may be used (screening, formal/standardized, informal, authentic, etc.).
b) Discuss for what type of purposes the different types of assessments are used.

Certificate/Associate Degree Level

a) Discuss ways to share assessment results as appropriate with families in clear, supportive ways.
b) Role play a situation in which interpretation of the assessment results are shared with a family.

Bachelor Degree Level

a) Plan and conduct meetings to discuss different assessment results with various families in clear, accurate, and supportive ways.
b) Demonstrate the ability to use family-friendly terminology when sharing the results of assessment information.

F7. Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams.

Entry Level

a) Identify some possible biases that may occur when assessing a young child.
b) Identify other team members that may participate in a multidisciplinary assessment.

Certificate/Associate Degree Level

a) Discuss what various assessment tools specifically address if used for evaluation purposes.
b) Discuss the types of information that families, the EC teacher, and other disciplines may provide during an assessment procedure.
c) Select appropriate assessment tools for use when given a scenario of a young child's learning or behavioral challenges.

Bachelor Degree Level

a) Apply an understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams.
b) Describe the types of misdiagnosis that may occur when using an inappropriate assessment tool.

F8. Articulate an understanding that responsible assessment is legally and ethically, grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families.

Entry Level

a) Review the NAEYC Code of Ethical Conduct.

Certificate/Associate Degree Level

a) Describe current research, position papers, and best practices related to assessment.
b) Discuss the similarities and/or difference between the NAEYC Code of Ethical Conduct and that of the Council for Exceptional Children (CEC)/ Division for Early Childhood (DEC) organization.

Bachelor Degree Level

a) Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families.

F9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning.

Entry Level

    a) Discuss the philosophy that "assessment drives instruction".

Certificate/Associate Degree Level

    a) Describe the underlying reasoning for administration requirements when using standardized assessment tools.
    b) Discuss how interpretation of the assessment outcomes assist in development of targeted instructional curriculum.

Bachelor Degree Level

    a) Use the assessment information to develop curriculum and intervention.
    b) Design curriculum that would be adaptable to a variety of learner needs.

F10. Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.

Entry Level

   a) Discuss the importance of specifying, evaluating, and modifying program components and program goals.

Certificate/Associate Degree Level

   a) Describe multiple ways to evaluate different program components.
   b) Discuss ways that program components may be modified to meet the needs of all learners.

Bachelor Degree Level

   a) Evaluate a specific set of program goals in collaboration with program staff, family, children, and community members.
   b) Share knowledge of evaluation design, implementation, and findings with the program staff, families, and other stakeholders.

F11. Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

Entry Level

a) Define and discuss the terms "formative evaluation" and "summative evaluation[14]".
b) Discuss the importance of identifying the staff role in program evaluations.

Certificate/Associate Degree Level

a) Describe examples of both formative and summative program evaluation.
b) Identify stakeholders who should be involved in evaluation of programs.
c) Describe various strategies for involving stakeholders in program evaluations.
d) Discuss the importance of using both formative and summative program evaluation.

Bachelor Degree Level

a) Participate in conducting both formative and summative program evaluation.
b) Discuss how programs might create successful, collaborative teams.

F12. Use both self and collaborative evaluations as part of ongoing program evaluations[13].

Entry Level

a) Discuss self-evaluation techniques.
b) Discuss the program evaluation process.

Certificate/Associate Degree Level

a) Describe the role of self-evaluation in ongoing program evaluation in order to maintain quality programs.
b) Use a variety of self-assessment techniques to evaluate one's own professional performance.

Bachelor Degree Level

a) Use results of self-evaluation and collaborative evaluations when constructing a professional development plan that is consistent with program goals and objectives.
b) Participate in a collaborative evaluation effort with colleagues, families, and community to increase program quality.

G. PROFESSIONALISM

RATIONALE

Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.

G1. Adhere to early childhood professional codes of ethical conduct and issues of confidentiality.

Entry Level

   a) Discuss and reflect on NAEYC's Code of Ethics and Conduct$_7$.
   b) Discuss and reflect the importance of confidentiality.

Certificate/Associate Degree Level

   a) Identify and apply the codes of ethics and conduct$_7$ of various organizations (i.e., NAEYC, DEC, etc.).
   b) Practice principles set forth in professional codes of ethics.
   c) Consistently model the practices of confidentiality.
   d) Consistently model standards and principles set forth in early childhood codes of ethics and conduct.

Bachelor Degree Level

   a) Inform others of, and support adherence to, early childhood codes of ethics and conduct when working with young children.

G2. Demonstrate knowledge of federal, state, and local regulations, and public policies regarding programs and services for children birth – eight (0-8) years of age.

Entry Level

a) Discuss New Mexico Child Care Regulations.
b) Identify and discuss various services available to children birth through eight years of age.

Certificate/Associate Degree Level

a) Identify and discuss federal, state, and local regulations and standards, including confidentiality and accountability.
b) Discuss federal, state, and local regulations and how they impact programs and service for children and families.
c) Identify a current public policy and discuss the negative and positive consequences pertaining to programs and services for young children.

Bachelor Degree Level

a) Articulate the rationale for local, state, and federal regulations and standards – including those related to special education services, such as confidentiality, prior notice, evaluation, and assessment, referrals, IFSPs, IEPs, referrals, natural environments[10], least restrictive environments, and inclusion.
b) Adhere to all federal, state, and local regulations and standards pertaining to quality services for children birth through eight years of age.

G3. Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.

Entry Level

   a) Develop an awareness of how public policies, regulations, and/or currents issues and trends impact children, families, and programs.
   b) Discuss the importance of collaboration among colleagues and families in early care and education settings.

Certificate/Associate Degree Level

   a) Identify and describe the need for a variety of services to address the many needs of children and families.
   b) Describe current issues and trends related to young children and their families.
   c) Identify issues and/or public policies affecting the early childhood profession.
   d) Describe ways to advocate for young children and their families.

Bachelor Degree Level

   a) Inform others about research related to the impact of high quality early childhood programs.
   b) Articulate impact of current trends and legal issues on professional practice.

G4. Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives.

Entry Level

a) Define and discuss the importance of critical self-reflection regarding personal and professional attitudes towards inclusive early care and educational practices.
b) Discuss the role of the professional in including all young children in early care and education.

Certificate/Associate Degree Level

a) Examine one's own belief system, as well as belief systems of other cultures, to respond to similarities and differences of young children.
b) Identify and practice the personal and professional characteristics required to work with young children in inclusive environments.
c) Use reflective practice consistently and intentionally.
d) Plan for continued personal and professional development based on one's own learning needs.

Bachelor Degree Level

a) Critically reflect on one's own professional and educational practices from community, state, national, and global perspectives towards inclusive practices.

G5. Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.

Entry Level

a) Discuss the historical foundations of Early Childhood Education.

Certificate/Associate Degree Level

a) Identify and discuss how major historical, philosophical, and social foundations have influenced current thought and practice.

Bachelor Degree Level

a) Create and continually evaluate a program that addresses the philosophical and social foundations of early care and education influenced by current thought and practice.
b) Inform others of current thought and practices that influence the quality of the educational environment.
c) Collaborate in creating and maintaining a program that addresses the cultural, historical, philosophical, and social foundations of early care and education that are influenced by current thought and practice.

G6. Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families.

Entry Level

    a) Define the term "advocacy".
    b) Define the role of the professional as leader and advocate.

Certificate/Associate Degree Level

    a) Identify the different types of leadership roles and characteristics of leaders.
    b) Identify strategies for collaboration.

Bachelor Degree Level

    a) Demonstrate a commitment to high quality early childhood programs through personal attitudes and activities, such as newsletters, research, membership in professional organizations, conference attendance and presentations, testifying in legislative committees, and advocating to the public.
    b) Continually evaluate the program and implement findings to improve program quality and services to young children and families.
    c) Collaborate in creating and advocating for high quality programs and services that serve as models for other programs.

E7. Demonstrate knowledge in technology resources to engage in ongoing professional development.

Entry Level

a) Identify multiple resources, including technology resources, for professional development.
b) Participate in an on-line training that includes a chat room or other technology based discussion component of training content.

Certificate/Associate Degree Level

a) Identify new ways of learning that includes the use of technology such as Blackboard, WebCT, Skype, ooVoo, Wimba, Moodle, etc.
b) Identify ways to use technology to access experts in the field of Early Childhood Education and related resources that are not available locally/ regionally.
c) Share information about the use of technology with other colleagues, peers, families, etc.

Bachelor Degree Level

a) Engage in more advanced technologies and explore the use of these technologies by participating in activities such as real time virtual visits to classrooms, use of video that can be annotated, voice based online discussions, digital portfolios, and other collaborative work tools.

GLOSSARY FOR EARLY CHILDHOOD EDUCATION

[1]**Adaptive/ Living Skills** means the development in several skill areas such as 1) living skills: eating, dressing, toileting; 2) independence/safety skills: avoiding dangerous situations; and 3) environmental adaptation skills: adapting behavior as a function of the limitations or demands of the particular environment. Adaptive behavior means the effectiveness or degree with which the child meets the standards of personal independence and social responsibility expected of comparable age and cultural groups. (6.61.12.7.A NMAC)

[2]**Alternative Means of Communication** means other forms of communication, particularly non-vocal; such as the use of sign language with and without speech; communication boards; or other technological aids such as computers and speech output devices. (6.61.12.7.B NMAC)

[3]**Anti Bias** means actively confronting, transcending, and eliminating personal and instructional barriers based on race, ethnicity, language, gender, sexual orientation, or ability. (6.61.12.7.C NMAC)

[4]**Assessment** means the process of using a systematic procedure for gathering information for the purposes of determining a child's developmental skill levels, abilities or strengths, levels of performance, and for monitoring progress towards goals/outcomes. This process is best accomplished through observation of the child in natural environments over time with input from multiple assessors. Assessment may be conducted using informal or formal measurement tools.

[5]**At-risk** means the following as it applies to children birth – two (2) years of age: A biological or medical risk is the presence of early medical conditions, which are known to produce developmental delays in some children. An environmental risk is the presence of physical, social, and/or economic factors in the environment, which pose a substantial threat to development as indicated by a discrepancy between chronological age, after correction for prematurity, and developmental age in two (2) or more areas of development as documented by the evaluation process. A determination of environmental risk shall be made by an interagency team and shall not be based upon behavior related to cultural or language differences. (6.61.12.7.D NMAC)

[6]**Balanced literacy** means is a curricular methodology that integrates various modalities of literacy instruction. Assessment-based planning is at the core of this model. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts. Through various modalities, the teacher implements a well-planned comprehensive literacy program that reflects a gradual release of control, whereby responsibility is gradually shifted from the teacher to the students.

[7]**Codes of Ethics and Conduct** means a set of principles of conduct within an organization that guide decision-making and behavior. The purpose of the code is to provide members and other interested persons with guidelines for making ethical choices in the conduct of their work. Professional integrity is the cornerstone of many employees' credibility. Members of an organization adopt a code of ethics to share a dedication to ethical behavior and adopt this code to declare the organization's principles and standards of practice. The early childhood profession is guided by several organization's Codes of Ethics and Conduct (see those

developed by the National Association for the Education of Young Children (NAEYC), the New Mexico Public Education Department, Early Head Start/Head Start, the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), and the Infant Mental Health Association.

[8]**Developmentally Appropriate Practice (DAP)** means meeting children where they are and enabling them to reach goals that are both challenging and achievable. DAP requires that all teaching practices should be appropriate to children's age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live. DAP means ensuring that goals and experiences are suited to children's learning and development *and* challenging enough to promote their progress and interest. Best practice is based on knowledge – not on assumptions – of how children learn and develop. Research has yielded major principles in human development and learning. Twelve of these principles along with evidence about curriculum and teaching effectiveness, form a solid basis for decision-making in early care and education.

Copple, C., & Bredekamp, S. (Eds.). (2009) *Developmentally appropriate practice in early childhood programs* (3rd ed.) (p. xii). Washington, D.C.: National Association for the Education of Young Children.

[9]**Diverse Abilities** means any young child with an identified disability, developmental delay, or who may be "at-risk" for learning challenges, as well as children who may be challenged as second language learners, or with cognitive, social/emotional, motor, language, or mental health/well-being differences. (6.61.12.7.E NMAC)

[10]**Diverse Settings**   Include "natural settings", defined by federal law as "…settings that are normal or natural for the child's age peers who have no disabilities." (SEC.303.18).

> "Children and families participate in a variety of community activities that are natural for them, including those that occur in their home. Natural groups of children are groups that would continue to exist with or without children with disabilities. Groups that are not 'natural groups' include playgroups, toddler groups, or child care settings that include only children with disabilities. However, even the most 'natural' of groups is not a natural setting for a particular child if it is not part of the child's family' routine or community."

> "Service settings that are not 'natural settings' include clinic, hospital, therapists' offices, rehabilitation centers, and segregated group settings. This includes any settings designed to serve children based on categories of disabilities or selected for the convenience of service providers."

> From Federal Law, SEC, 303.18.
> From Part C Coordinators' Association's Position Paper on Natural Environments   (4/3/2000).

[11]**Domain** means one of six different developmental areas of children. These six developmental domains are physical, perception and sensory (aesthetic), communication and language, cognitive, emotional (affective), and social.

[12]**Emergent Literacy** means the earliest phases of literacy development, the period between

birth and the time when children read and write conventionally. The term emergent literacy signals a belief that, in a literate society, young children--even 1- and 2-year-olds--are in the process of becoming literate. These precursors to reading and writing in an educational setting indicates that development of these early skills occurs in every day contexts of the home, community, and early care and education settings through meaningful and functional experiences that require the use of early literacy skills in the child's natural environments.

[13]**Evaluation** means the formal process of determining the quality, effectiveness, or value of a program/educational plan, project, or curriculum. This process includes the establishment of appropriate standards, the systematic collection of information, and the application or comparison of the standards to the information gained from multiple sources and multiple assessment tools.

[14]**Formative and Summative Evaluation** means two major components or function of an evaluation process. The formative evaluation is an on-going evaluation of a program, which is intended to foster development and improvement within an ongoing activity. A summative evaluation is the summary or results of the program evaluation, which would determine whether stated goals and objectives were met.

[15]**Inclusion/Inclusive** means a philosophically based approach to providing accessibility and participation in typical early childhood settings for children with diverse abilities. (6.61.12.7.F NMAC)

[16]**Inclusive Practices** means those strategies which educators, administrators, and families implement to ensure accessibility and full participation of children with diverse abilities in all activities. (6.61.12.7.G NMAC)

[17]**Individual Education Plan (IEP)** means a plan that describes the delivery of services to a child with a disability, age three – twenty-one (3-21). The plan serves as a communication vehicle between parents and school personnel and enables them, as equal participants, to decide jointly what the child's needs are, what services will be provided to meet those needs, what the anticipated outcomes may be, and how the child's progress towards meeting the projected outcomes will be evaluated. (6.61.12.7.H NMAC)

[18]**Individualized Family Service Plan (IFSP)** means a plan that describes the delivery of services to a child with a developmental delay or at-risk for a developmental delay, birth – two (2) years of age, and the child's family. Components of the plan include a statement of the describing the child's level of functioning in developmental areas; major outcomes including criteria, procedures, and timelines to determine the degree of progress and revision of the plan; specific services needed to achieve outcomes; other services needed by the child and family; name of service coordinator; transition plan; and an optional statement of family concerns, priorities, and resources. (6.61.12.7.I NMAC)

[19]**Integrated Curriculum** means an approach to curriculum that recognizes that content areas in instruction are naturally interrelated, as they are in real life experiences. In the resulting integrated curriculum, learning is regarded as a process rather than a collection of facts. Learning about math, science, social studies, health, and other content areas are all connected through meaningful activities. (6.61.12.7.J NMAC)

[20]**Intervention Strategies** means various techniques used in teaching a child a particular skill such as physical and/or verbal prompts and cues, visual aids, modeling, imitations, repetition, task analysis, or environmental or stimulus cues and prompts. These strategies are attempts to

facilitate learning when the presentation of information or the arrangement of an environment is insufficient in assisting the developmental learning process. The proper design of intervention strategies requires careful observation, individualization, and data keeping. The goal of this approach is to systematically fade the particular technique used as the child demonstrates abilities to practice, initiate, and generalize the skill. (6.61.12.7.K NMAC)

[21]**Least Restrictive Environment** means the environment in which all children are most generally found in a public education setting (i.e., general education classroom). Children with identified disabilities are to have access to the general education curriculum and have the opportunity to participate fully with their peers with disabilities to the maximum extent possible. Supports may be necessary for the "least restrictive environment" to be most successful. (6.61.12.7.L NMAC)

[22]**Literacy** means the having the skills and ability to successfully function in one's community, society, and culture. Literacy is having the ability to make and communicate meaning from, and by, the use of a variety of socially contextual symbols. Within various levels of developmental ability, a literate person can derive and convey meaning, and use their knowledge to achieve a desired purpose or goal that requires the use of language skills, be they spoken or written. Literacy involves the ability to listen, read and comprehend the written and spoken word, communicate in sequential thoughts to interact with others, and write to convey meaning to others. A literate person can mediate their world by deliberately and flexibly orchestrating meaning from one linguistic knowledge base and apply or connect it to another knowledge base. For example, knowing that letters symbolize sounds, and that those sounds form words to which the reader can attach meaning, is an example of the cognitive orchestration of knowledge, a literate person conducts. Literacy is "not in isolated bits of knowledge but in students' growing ability to use language and literacy in more and broader activities" (Moll, 1994, p. 202).The definition of literacy is dynamic, evolving, and reflects the continual changes in our society. Literacy now includes the understanding of mathematics, communication technologies, and critical thought.

[23]**Social/Emotional Well-Being** means the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others.[1] The core features of emotional development include the ability to identify and understand one's own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and personal expression in a constructive manner, to regulate one's own behavior, to develop empathy for others, and to establish and maintain relationships.[2]

([1]Cohen et al. (2005). *Helping young children succeed: Strategies to promote early childhood social and emotional development.* Washington, DC: National Conference of State Legislatures and Zero to Three. http://www.zerotothree.org/policy)

([2] National Scientific Council on the Developing Child. (Winter, 2004). "Children's emotional development is built into the architecture of their brains," *Working Paper* No. 2. http://www.developingchild.net)

[24]**Variations across Cultures/Cultural Diversity** means that the curriculum, environment, and learning materials are reflective of distinct groups that may differ from one another physically, socially, and culturally. (6.61.12.7.M NMAC)

Competency-A Child Growth, Development & Learning

Course Name

New Mexico Early Childhood Education Competency Area

A. Child Growth, Development and Learning

Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's roles in supporting each child's growth, development, and learning.

Competency	Professionalism	Child Grwth, Dev & Lrng	Health Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intro to Lang Lit & Rdng	Curriculum & Play (B-4)	Curr & Play Pract (B-4)	Cur Dev & Imp Pract (Age 3-Gr3)	Rsrch Child Grwth Pract (Age 3-Gr3)	Yng Chldrn Dev Lrng	Family Language w/Diverse Abil	Advanced Caregiving	Emergent Literacy	Ingrtd Curr Pract B-4	Tchng & Lrng Mth & Sci	Tchng & Lrng Rding & Wring	Tchng & Lrng SS FA & Mvmnt	Tchng & Lrng Pract	Student Teaching
A.1 Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.	X									X											
A.2 Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child.	X									X											
A.3 Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays or specific disabilities.	X									X	X										
A.4 Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities.	X									X	X										
A.5 Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive and adaptive/living skills.							X	X						X	X						
A.6 Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society.				X						X		X									
A.7 Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.	X			X	X							X									
A.8 Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.	X			X	X							X	X								
A.9 Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.	X			X	X					X			X								
A.10 Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.	X	X		X																	
A.11 Use appropriate guidance to support the development of self-regulatory capacities in young children.	X			X		X															

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Competency B- Health, Safety and Nutrition

ECED Number

New Mexico Early Childhood Education Competency Area	Professionalism	Child Growth, Dev & Lng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intro to Lang Lit & Rdng	Curriculum & Lng	Curr & Play Pract (B-4)	Curr Dev & Im Pract (B-4)	Rsrch Child Grwth Dev Prac (Age 3-Gr3)	Yng Child Grwth Dev w/Dvrse Abil	Family Language Culture	Advanced Caregiving	Emergent Literacy	Intgrd Curr Pract B-4	Tchng & Lng Mth & Sci B-4	Tchng & Lng Rdng & Wrtng SS, FA & IntArt	Tchng & Lng Pract Student Teaching
B. Health, Safety and Nutrition																			
Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is critical to the overall development of young children. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations.																			
B.1 Recognize and respond to each child's physical health, intellectual and emotional well being, and nutritional and safety needs.			X									X							
B.2 Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially, and emotionally).			X									X							
B.3 Use appropriate health appraisal and management procedures and makes referrals when necessary.			X																
B.4 Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities.	X		X																
B.5 Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition and physical and psychological well-being.			X																
B.6 Provide and assure a consistent daily schedule for meals, rest, and sleep, as developmentally appropriate.			X																
B.7 Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.			X																
B.8 Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors.			X																

Competency C- Family and Community Collaboration

Course Name

New Mexico Early Childhood Education Competency Area

C. Family and Community Collaboration

Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families in New Mexico's communities are honored.

Competency	Child Grwth, Dev & Lrng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intro to Lang Dev	Curriculum & Play Lit & Rdng	Curr & Play (B-4)	Curr Dev & Imp Pract (B-4)	Curr Dev & Imp Pract (Age 3-Gr3)	Rsrch Child w/Dvse Abil	Yng Child Grwth w/Dev Lrng	Family Language & Culture	Advanced Language Culture	Emergent Language	Intgrd Curriculum B-4	Inhtrd Curr Practicum B-4	Tchng & Lrng Mth & Sci	Tchng & Lrng SS, FA & Wrmm	Tchng/Lrng SS, FA & Wrmn	Student Teaching
C.1 Demonstrate knowledge and skill in building positive, reciprocal relationships with families.	X	X																			
C.2 Articulate an understanding of a safe and welcoming environment for families and community members.		X										X									
C.3 Develop and maintain ongoing contact with families through a variety of communication strategies.		X																			
C.4 Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices.	X	X									X										
C.5 Articulate understanding of the complexity and dynamics of family systems.		X									X										
C.6 Demonstrate understanding of the importance of families as the primary educator of their child.		X								X											
C.7 Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies.		X								X											
C.8 Develop partnerships with family members to promote early literacy in the home.			X			X					X			X							
C.9 Involve families and community members in contributing to the learning environment.		X									X										
C.10 Establish partnerships with community members in promoting literacy.			X			X					X			X							
C.11 Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.		X								X											X
C.12 Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions, family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities), home language and ethnicity.		X								X											
C.13 Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, native and English language instruction, and economic assistance.		X									X										

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Competency D- Developmentally Appropriate Content

Course Name

New Mexico Early Childhood Education Competency Area

D. Developmentally Appropriate Content

Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in terms of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.

Competency	Professionalism	Child Grwth, Dev & Lrng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intro to Lang, Rdng & Wrtng	Curriculum, Lit & Rdng	Curr & Play Pract (B-4)	Cur Dev & Imp Pract (B-4)	Rsrch Child Grwth/Dev (Age 3-Gr 3)	Yng Child Grwth Dev Lrng	Family Language	Advanced Caregiving	Emergent Literacy	Ingrtd Curriculum B-4	Tchng Curr Pract B-4	Tchng & Lrng Mth & Sci	Tchng & Lrng Rdng SS, FA & Mvmn	Tchng & Lrng Pract	Student Teaching
D.1 Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from **birth - four (0-4) years of age.**								X													
D.2 Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.							X	X													
D.3 Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas.								X													
D.4 Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level.							X	X							X						
D.5 Develop, implement, and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values.							X	X	X												
D.6 Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members.							X	X		X	X										
D.7 Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum.							X	X		X											

Competency E- Learning Environment and Curriculum Implementation

Course Name

E. Learning Environment and Curriculum Implementation

New Mexico Early Childhood Education Competency Area

Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal learning and development for all children from birth – eight (0-8) years of age. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.

Competency	Professionalism	Child Grwth, Dev & Lrng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intro to Lang Lrng	Curriculum & Assessment	Curr & Play Pract (B-4)	Curr Dev & Imp Pract (B-4)	Psrch Child Grwth with Div Abil	Yng Chldn Grwth Dev Lrng (Age 3-Gr3)	Psych Child Grwth (Age 3-Gr3)	Chldn w/ Pract (Age 3-Gr3)	Family Language w/Dvrse Abil	Advanced Caregiving	Emergent Literacy	Ingrid Curr Pract B-4	Tching & Lrng Mtn & Sci B-4	Tching & Lrng Rding & Wrtng B-4	Tching & Lrng SS, FA & Mvmnt	Student Teaching
E.1 Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.						X			X													
E.2 Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico.							X		X				X									
E.3 Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.				X												X						
E.4 Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences.						X	X	X	X	X	X									X		
E.5 Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play.						X	X	X	X	X												
E.6 Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out doors.						X	X	X	X													
E.7 Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.				X		X	X	X	X	X												
E.8 Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.						X	X	X	X													
E.9 Create and manage a literacy-rich environment that is responsive to each child's unique path of development.					X												X					
E.10 Use a variety of language strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought.					X												X					
E.11 Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills.					X	X	X										X					
E.12 Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology.													X					X		X		
E.13 Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals.																X		X				
E.14 Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.	X																					

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Competency F- Assessment of Children and Evaluation of Programs

New Mexico Early Childhood Education Competency Area

F. Assessment of Children and Evaluation of Programs

Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate on-going documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, on-going evaluation of their programs.

Competency	Professionalism	Child Growth, Dev & Lrng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intro to Lang Lit	Curriculum & Play (B-4)	Curr Dev & Play Pract (B-4)	Curr Dev & Imp (Age 3-Gr3)	Dev & Imp Pract (Age 3-Gr3)	Rrsch & Imp Pract (B-4)	Yng Chldrn Grwth Dev Lrng	Family Lang w/Dvrse Abil	Advanced Caregiving Culture	Emergent Literacy	Intgrtd Curr B-4	Intgrtd Curr Pract B-4	Tchng & Lrng Mth & Sci	Tchng & Lrng Rdng & Wrtng	Tchng/Lrng SS, FA & Mvmnt	Student Teaching
F.1 Demonstrate ability to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision-making.					X																	
F.2 Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy.				X		X				X			X									
F.3 Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual family service plans (IFSP) and individual education plans (IEP).						X				X			X									
F.4 Demonstrate an understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes.						X																
F.5 Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child.				X	X																	
F.6 Articulate an understanding of the distinctions and definitions of assessment concepts (e.g. authentic, screening, diagnostic assessment, standardized, testing, accountability, assessment).						X					X											
F.7 Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams.						X					X											
F.8 Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families.						X				X												
F.9 Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning.						X	X															
F.10 Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.						X				X												
F.11 Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.						X																
F.12 Use both self and collaborative evaluations as part of on going program evaluations.	X					X										X						

Competency G- Professionalism

	New Mexico Early Childhood Education Competency Area

Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.

Course Name

Competency	Professionalism	Child Grwth, Dev & Lrng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intro to Lang Lit & Rdng	Curriculum & Play (B-4)	Curr & Play Pract (B-4)	Curr Dev & Imp Pract (Age 3-Gr 3)	Psrch Child Gwth Dev Lrng	Yng Child w/Divrse Abil	Family Language & Culture	Advanced Caregiving	Emergent Literacy	Intrgrtd Curr B-4	Tchng & Lrng Curr Pract	Tchng & Lrng Mth & Sci	Tchng & Lrng Rdng & Wrtng	Tchng & Lrng SS, FA & Mvmnt	Student Teaching
G. Professionalism																					
G.1 Adhere to early childhood professional codes of ethical conduct and issues of confidentiality.	X										X										
G.2 Demonstrate knowledge of federal, state, and local regulations and public policies regarding programs and services for children birth - eight (0-8) years of age.	X																				
G.3 Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.	X						X			X											
G.4 Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives.	X									X											
G.5 Demonstrate understanding of the early childhood profession, its multiple, historical, philosophical and social foundations, and how these foundations influence current thought and practice.	X									X											
G.6 Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families.							X				X										
G.7 Demonstrate knowledge in technology resources to engage in ongoing professional development.										X											

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Competency H - Advanced Child Development Knowledge

New Mexico Early Childhood Education Competency Area	Professionalism	Child Grwth, Dev & Lrng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intro to Lang Lit & Rdng	Curriculum & Play Prac (B-4)	Cur & Play Pract (Age 3-G-3)	Cur Dev & Imp (B-4)	Rsrch in Child Grwth w/Divrse Abil (Age 3-G-3)	Yng Chldrn w/Divrse Abil	Family Language & Culture	Advanced Caregiving	Emergent Literacy	Intgrtd Curr B-age 4	Intgrtd Curr Practicum B-4	Tchng & Lrng Mth & Sci	Tchng Rdng SS, FA & Wrtng	Student Teaching
H. Birth through Pre-K																				
(1) Demonstrate and facilitate conceptual understanding of family roles in the development of their infant and toddler, including support for family acquisition of knowledge concerning infant and toddler's growth, learning, and development and cultural and linguistic diversity represented within the home setting.												X								
(2) Apply theoretical knowledge of and ability to provide screening and assessment unique for infants and toddlers.									X	X	X	X	X							
(3) Demonstrate ability to work collaboratively as an advocate with families and IFSP and IEP team members to provide developmentally supportive environment.									X	X		X								
(4) Demonstrate conceptual understanding of curriculum development and implementation for children birth - four (0-4) years of age and the ability to articulate theoretically-based rationale for differences between infant/toddler curriculum and learning environments, and for children older than four (4).												X								
(5) Articulate and demonstrate conceptual understanding of respectful, responsive, and reciprocal interactions that serve as basis for infant/toddler curriculum and learning environments.											X	X	X	X						
(6) Articulate and apply coherent theoretical knowledge and understanding of young children's characteristics and needs as encompassing multiple, interrelated areas of children's development and learning - including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning processes, and motivation to learn.									X		X	X		X	X					
(7) Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics.								X	X	X	X		X							

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Competency H - PreK through Grade 3

ECED Number

New Mexico Early Childhood Education Competency Area	Professionalism	Child Grwth, Dev & Lrng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intro to Lang & Lrng	Curriculum & Play (B-4)	Cur & play Pract (B-4)	Curr Dev & Imp Pract (B-4)	Rsrch Dev & Imp Pract (Age 3-Gr3)	Yng Children's/Dvrse Abil	Yng Child Grwth, Dev & Lrng (Age 3-Gr3)	Family Lang Culture	Advanced Caregiving	Emergent Literacy	Integrd Curriculum B-4	Tchng & Lng Curr Pract B-4	Tchng & Lng Mth & Sci	Tchng/Lrng SS, FA & Mvmt	Student Teaching
H. **Knowledge of Content**																					
Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus early childhood teachers develop, implement, and evaluate a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values.																					
(1) **Reading and Language Arts**																					
(a) Demonstrate an understanding of the foundations of reading and language including research on children's literacy development, the relationship between oral and written language, and how children learn to speak, read, write, and listen.																	X				
(b) Demonstrate knowledge of the cultural, linguistic, environmental, and physiological factors in reading and language arts development.																	X				
(c) Articulate characteristics of proficient and non-proficient readers and the teacher's role in support of all literacy development.																	X				
(d) Demonstrate an understanding of language structure including graphophonics, semantics, syntax, and pragmatics systems.																	X				
(e) Demonstrated understandings of the use of classroom reading assessment to understand students' instructional needs and modify instruction appropriately.																	X				
(f) Link assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.																	X				
(g) Apply strategies of differentiated instruction based on the needs of children in all areas of literacy development including oral language development.																	X				

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(h) Facilitate activities to develop fluency; the ability to read text accurately and rapidly.		X
(i) Facilitate vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature, cultural relevancy, and students' experiences.		X
(j) Facilitate comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading, activities to develop fluency, the ability to read text accurately and rapidly; and study strategies.		X
(k) Facilitate writing instruction, including different types of writing for different audiences and purposes, spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing;		X
(l) demonstrate knowledge of how children develop literacy through the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom; evaluation of text for quality, cultural, and linguistic appropriateness; and the creation of opportunities for students to consider, respond to and discuss spoken and written materials including children's literature, non-fiction, technological media, stories, poems, biographies, texts from various subject areas.		X
(2) Mathematics		
(a) Demonstrate an understanding and apply the following mathematical concepts:	X	
(i) the arithmetic of real numbers and their subsets of rational numbers, integers, and whole numbers including a large repertoire of interpretations of the four basic operations and ways they can be applied, and an understanding of place value and its implications for ordering numbers and estimation;	X	
(ii) three dimensional geometry based on the concept of distance, and two dimensional geometry as a method of drawing plans and representing three (3) dimensional objects;	X	
(iii) measurement of length, perimeter, area, time, weights, and temperature;	X	
(vi) handling money problems such as cost and unit price.	X	
(b) Demonstrate understanding and skill in the constructions of solids, measurements of their volumes and surface areas, drawing their projections, and making plans for their construction; defining relevant variables and writing formulas describing their relationships in problem-solving activities; and using measurement tools and appropriate techniques for recording data and displaying results.	X	

(c) Facilitate curriculum with open-ended activities that promote children's expansion of the material learned, and in which children learn to use a variety of mathematical skills and concepts, including problem solving, reasoning, and logic.	X
(d) Provide opportunities for children to learn how to use tools, technology, and manipulatives in problem solving.	X
(e) Establish a classroom environment of respect for cultural diversity and gender equity in which all children develop skills in communicating, discussing, and displaying mathematical ideas.	X
(3) Science	
(a) Demonstrate understanding and apply the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base of scientific inquiry.	X
(b) Apply scientific methods to develop children's abilities to identify and communicate a problem, and to design, implement, and evaluate a solution.	X
(c) Demonstrate the ability to integrate a variety of technologies into planned science activities.	X
(d) Establish a classroom environment of respect for cultural diversity and gender equity where all children participate fully in science learning.	X
(4) Social Studies	
(a) Demonstrate an understanding of the principles of teaching and learning processes that underline social studies concepts and can translate these into meaningful learning activities focusing on inquiry, authenticity, and collaboration.	X
(b) Demonstrates understanding that the social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, sociology, and the interdisciplinary relationship of all facets of the social studies.	X
(c) Demonstrate understanding that the definition of social studies requires that children be socially aware of and are active participants in local, state, national, and global issues; and that children recognize and respect diverse local and global perspectives concerning cultures other than their own.	X

	x
(d) Implement a variety of teaching strategies to assist children to use multiple resources including primary (e.g., documents, artifacts/regalia, direct observation, human resources, personal background) and secondary (e.g., books, newspapers, internet) as part of the inquiry/research process.	x
(e) Create curriculum experiences that provide opportunities for children to appreciate the historical development of democratic values, institutions, nations, and cultures.	x
(g) Demonstrate the ability to plan for and engage children in the presentation of social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology.	x
(5) Fine Arts and Movement	
(a) Demonstrate an understanding and implementation of arts activities such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to young children's developmental levels interests.	x
(b) Demonstrate knowledge of the distinctions, connections, and integration between arts disciplines and arts experiences and encourages study and active participation that leads to skill development and appreciation.	x
(c) Facilitate curriculum in which children communicate at a basic level in the four (4) art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline.	x
(d) Create a classroom environment with exemplary works of art from a variety of cultures and historical periods and provide opportunities for students to discuss and respond to them.	x
(e) Demonstrate an understanding of motor skill development in young children and apply knowledge of age and developmentally appropriate psychomotor and cognitive activities.	x
(f) Create and use appropriate instructional cues and prompts for motor skills, rhythms, and physical activity.	x
(g) Apply an understanding of child development knowledge coupled with child performance data to make informed instructional decisions.	x

Competency I Curriculum & Content Knowledge

ECED Number

New Mexico Early Childhood Education Competency Area

I. Birth through Pre-K	Professionalism	Child Grwth, Dev & Lng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intro to Lang Lrng	Curriculum & Play	Curr & Play Pract (B-4)	Cur Dev & Imp (Age 3-Gr3)	Rsrch in Child Grwth Pract (Age 3-Gr3)	Yng Chldrn w/Dvlpse Abl	Family Language & Culture	Advanced Caregiving	Emergent Literacy	Intgrd Curr Pract B-4	Tchng & Lrng Mth & Sci	Tchng/Lrng SS, FA & Mvmnt	Student Teaching
(1) Demonstrate content knowledge (e.g., art, music, movement, science, math, literacy, social studies, and technology) and familiarity with a wide variety of resource in academic disciplines and apply that knowledge in the development, implementation, and evaluation of curriculum.										X				X					
(2) Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language, occupational therapy) when planning curriculum and teaching strategies for young children in diverse abilities.										X	X	X		X					
(3) Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to adult-directed and from free exploration to scaffolded support or teacher modeling.												X		X					
(4) Apply understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer-term).											X	X		X					
(5) Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills.											X	X		X		X			
(6) Apply knowledge to create environments that enrich and extent children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity.											X			X					
(7) Support a position of the fundamental importance of play in young children's learning and development from birth - four (0-4) years of age.											X			X					
(8) Demonstrate sound knowledge and skills in using technology as a teaching and learning tool.														X					
(9) Demonstrate the ability to promote positive social interactions and engage children in learning activities while actively working to increase social and emotional competence of all children.											X				X	X	X		

(10) Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards.

(11) Establish priorities for high-quality and meaningful language and pre-literacy experiences across the developmental continuum, using language, pre-reading and pre-writing to facilitate skill development while strengthening children's cultural identity.

(12) Demonstrate knowledge of second-language acquisition and bilingualism including the diversity of home language environments.

(13) Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs.

(14) Establish integrated experiences (art, music, movement, science, math, literacy, social studies, and technology) across a developmental continuum.

(15) Demonstrate conceptual knowledge of the principles and standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum-decision making.

(16) Demonstrate the use of reflective practice.

Course Name

Competency I PreK through Grade 3

New Mexico Early Childhood Education Competency Area	Professionalism	Child Grwth, Dev & Lrng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intro to Lang Lrng	Curriculum & Lit & Rdng	Curriculum & play (Ages3-G3)	Cur Dev & Imp Pract (B-4)	Cur Dev & Imp Pract (Ages3-G3)	Rsrch Child Grwth w/Dvrse	Yng Children w/Dvrse Abil	Family Lang Culture	Advanced Lang Culture	Emergent Language	Integrd Curr B-4	Integrd Curr Pract B-4	Tchng & Lrng Mth & Sci	Tchng & Lrng Rdng SS, FA & Wrtng	Tchng/Lrng SS, FA & Mvmnt	Tchng & Lrng Practicum
I. Curriculum and Content Knowledge																						
(1) Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language) when planning curriculum and teaching strategies for young children with diverse abilities.																			X			
(2) Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to an adult-directed and from free exploration to scaffolded support or teacher modeling.																			X			
(3) Apply an understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer-term).																			X			
(4) Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills.																			X			
(5) Apply knowledge to create environments that enrich and extent children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity.																			X			
(6) Support play in young children's learning and development from age 3 - grade 3.																	X	X	X			
(7) Demonstrate sound knowledge and skills in using technology as a teaching and learning tool.																	X	X				
(8) Demonstrate the ability to promote positive social interactions and engage children in learning activities while actively working to increase social and emotional competence of all children.																			X			
(9) Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards.																	X	X	X			

Competency													
(10) *Establish high-quality and meaningful language and pre-literacy experiences across the developmental continuum, using language, reading and writing to facilitate skill development while strengthening children's cultural identity.*						X					X		
(11) *Demonstrate knowledge of second-language acquisition and bilingualism including the diversity of home language environments.*											X		
(12) *Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs.*										X	X	X	
(13) *Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (zero to three, NAEYC, DEC) for curriculum-decision making.*										X	X	X	
(14) *Demonstrate the use of reflective practice.*											X	X	X

For more information, contact
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