

SOESD Early Childhood Education Assessment 2011

This assessment contains 80 items, but only 80 are used at one time.

ECE

Number of Correlations	Standard Type	Standard
0	Program	1) Early Childhood Education (NAEYC)
1	Duty	1) Standard 1: Promoting Child Development and Learning
17	Standard	1) 1a: Knowing & understanding young childrens characteristics & needs
7	Standard	2) 1b: Knowing and understanding the multiple influences on development and learning
5	Standard	3) 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
0	Duty	2) Standard 2: Building Family & Community Relationships.
2	Standard	1) 2a. Knowing about and understanding family and community characteristics.
2	Standard	2) 2b. Supporting and empowering families and communities through respectful, reciprocal relationships
0	Standard	3) 2c. Involving families and communities in their childrens development and learning.
0	Duty	3) Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families
2	Standard	1) 3a. Understanding the goals, benefits, and uses of assessment
2	Standard	2) 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3	Standard	3) 3c. Understanding and practicing responsible assessment
1	Standard	4) 3d. Knowing about assessment partnerships with families and other professionals
0	Duty	4) Standard 4. Teaching and Learning
0	Standard	1) Sub-Standard 4a: Connecting with children and families
0	Standard	2) Sub-Standard 4b: Using developmentally effective approaches
0	Standard	3) Sub-Standard 4c: Understanding content knowledge in early education
0	Standard	4) Sub-Standard 4d: Building meaningful curriculum
2	Standard	5) 4a. Knowing, understanding, and using positive

		relationships and supportive interactions
10	Standard	6) 4b. Knowing, understanding, and using effective approaches, strategies, and tools for early education
4	Standard	7) 4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
7	Standard	8) 4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes
0	Duty	5) Standard 5. Becoming a Professional
10	Standard	1) 5a. Identifying and involving oneself with the early childhood field
5	Standard	2) 5b. Knowing about and upholding ethical standards and other professional guidelines
0	Standard	3) 5c. Engaging in continuous, collaborative learning to inform practice
0	Standard	4) 5d. Integrating knowledgeable, reflective, and critical perspectives on early education
0	Standard	5) 5e. Engaging in informed advocacy for children and the profession
80	Correlations	
80	Total Correlations	