

FIELD 108: EARLY CHILDHOOD EDUCATION (BIRTH–AGE 8) SUBTEST I

TEST FRAMEWORK

December 2021

Content Domain	Range of Competencies	Approximate Percentage of Test Score
I. Child Development, the Learning Environment, and Social and Emotional Skill Development	0001–0004	67%
II. Professional Knowledge and Responsibilities	0005–0006	33%

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CHILD DEVELOPMENT, THE LEARNING ENVIRONMENT, AND SOCIAL AND EMOTIONAL SKILL DEVELOPMENT

0001 Understand the stages and progressions of child development from birth to age 8 and factors that influence children's early development and learning.

- Demonstrate foundational knowledge of key theories of development (e.g., Bruner, Piaget, Vygotsky, Montessori, ecological systems theory) on which current practices and approaches in early childhood education are based.
- Demonstrate knowledge of the stages and processes of child development in various developmental domains (e.g., physical-motor, sensory, aesthetic, social-emotional, cognitive, language).
- Apply knowledge of the relationships between development in one domain and development in other domains (e.g., relationships between language development and aspects of cognitive, social, and emotional development; relationships between social and emotional development and learning).
- Demonstrate knowledge of individual differences in early child development, including similarities and differences between children who are developing typically and those who have special needs or talents, and of developmental patterns associated with developmental delays and specific disabilities.
- Demonstrate knowledge of factors (e.g., family, culture, community, socioeconomic) that influence development and learning and of how child development and learning are supported within these multiple contexts.
- Demonstrate knowledge of factors related to children's development of self-concept, self-discipline, motivation, and autonomy, including decision-making, self-assessment, and self-help skills.
- Demonstrate knowledge of the influence of stress and trauma, protective factors, and resilience and supportive relationships on the cognitive, social and emotional, language, and physical development of infants, toddlers, and young children.
- Demonstrate knowledge of the complexity and dynamics of family systems and the roles of parents/guardians as primary caregivers and as their children's first teachers.

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0002 Understand ways that young children construct knowledge, learn, and develop and various instructional approaches to promote all children's development and learning.

- Demonstrate knowledge of the importance of incidental learning experiences on early child development across domains and of ways to support and build on incidental learning experiences to promote learning.
- Demonstrate knowledge of the needs of English learners (ELs) and practices that build on home-language systems to develop early communication skills and language proficiency.
- Apply knowledge of the multiple functions of play in infants', toddlers', and young children's development and learning and the role of play in enabling children to meet developmental progressions and learning benchmarks across domains.
- Demonstrate knowledge of developmentally appropriate practices (DAP) that support and encourage children's innate curiosity, self-initiated exploration, and intrinsic interest in learning.
- Apply knowledge of effective strategies for adjusting and scaffolding meaningful learning experiences and instructional practices in response to feedback from children.
- Apply knowledge of instructional strategies and methods for facilitating children's curiosity, exploration, and learning in varied contexts, including strategies for helping children reflect on their own thinking and learning.
- Demonstrate knowledge of strategies and methods for using children's natural environment, daily routines, and personal/social interactions to support learning and development.
- Apply knowledge of developmentally appropriate strategies, activities, and resources for facilitating children's creative self-expression, problem-solving, and critical thinking skills.
- Apply knowledge of approaches for integrating communication and literacy with other areas of the curriculum and with everyday activities, and methods for infusing developmentally appropriate opportunities for meaningful language and communication into all areas of the early childhood curriculum.
- Demonstrate knowledge of the continuum of teaching strategies—from child-initiated to teacher-guided learning—for promoting children's learning.

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0003 Understand diversity and inclusion and how to create positive learning environments that are safe, that are responsive, and that promote positive interactions and learning.

- Demonstrate knowledge of strategies and methods for creating and managing learning environments that provide opportunities for individual children and collaborative groups to construct their own knowledge and engage in decision-making, problem-solving, and inquiry experiences.
- Demonstrate knowledge of practices that support inclusive learning environments and promote cultural and linguistic diversity in infants', toddlers', and young children's environments.
- Apply knowledge of the roles of play, social interaction, physical activity, and hands-on experience in learning and of ways to integrate opportunities for play, social interaction, physical activity, and hands-on experiences into instructional activities throughout the learning environment.
- Apply knowledge of practices for creating safe indoor and outdoor learning environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy.
- Apply knowledge of methods for creating a physical environment that meets the diverse needs of all children.
- Apply knowledge of methods for selecting safe, nonbiased, and developmentally appropriate learning resources, materials, and technology to meet the needs of all children.
- Demonstrate knowledge of the importance of using an assets-based approach when gathering, analyzing, and using relevant data, including background and/or anecdotal information, to inform decisions and instructional planning.
- Apply knowledge of how to integrate digital tools, technology, and other instructional resources into the learning environment to provide opportunities for differentiation; increase meaningful access to the curriculum and instructional goals; and enhance the diverse communicative, cognitive, and academic skills of all children.

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0004 Understand social and emotional development and developmentally appropriate, positive behavior practices to develop and promote children's social and emotional competence.

- Demonstrate knowledge of the indicators and progressions of social and emotional development in infants, toddlers, and young children.
- Demonstrate knowledge of strategies and practices for promoting children's physical and emotional security; building meaningful relationships; fostering trust and a sense of connection; and helping children develop the autonomy and initiative to explore their world.
- Apply knowledge of approaches and strategies for promoting children's engagement, motivation, and attention.
- Apply knowledge of strategies and practices for promoting infants', toddlers', and young children's self-regulation skills, including positive interventions and the use of natural, logical, and situationally appropriate consequences to address behavior.
- Demonstrate understanding of the importance of classroom social norms, expectations, and routines and of ways to effectively involve all children in designing classroom procedures that ensure safety and develop positive interpersonal interactions and communication.
- Demonstrate knowledge of developmentally appropriate and effective individual and group management interventions, including positive strategies and approaches to meet the needs of children with challenging behaviors (e.g., Positive Behavioral Interventions and Supports [PBIS], behavior reinforcement strategies, behavior as communication).
- Demonstrate knowledge of strategies and practices for involving and collaborating with families of all children to promote positive social-emotional growth, build relationships, and support development and learning.

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PROFESSIONAL KNOWLEDGE AND RESPONSIBILITIES

0005 Understand strategies for building positive, collaborative relationships with children's families, other professionals, and community agencies and organizations.

- Apply knowledge of family dynamics and its implications for building positive and supportive relationships with all children and their families.
- Apply knowledge of strategies for initiating and sustaining communication with families to promote children's development and learning and for providing families with information, support, and referrals.
- Demonstrate knowledge of strategies for creating meaningful, respectful, and reciprocal relationships with all families and for engaging families' and communities' active participation in promoting children's development and learning.
- Demonstrate knowledge of the roles of other professionals, community agencies, and organizations that provide services to young children and their families and of strategies for working effectively with such entities.
- Demonstrate knowledge of strategies for building collaborative partnerships with colleagues, supervisors, support staff, administrators, and community agencies and organizations.

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0006 Understand the roles and responsibilities of early childhood educators.

- Demonstrate knowledge of the roles and responsibilities of early childhood educators (e.g., promoting all children's learning; advocating for all children, families, and early childhood programs; reporting suspected abuse and/or neglect).
- Demonstrate knowledge of major laws, regulations, guidelines, and ethical standards related to early childhood education (e.g., mandated reporting, Child Find, discipline, accessibility, health and safety regulations).
- Demonstrate knowledge of the roles, responsibilities, and requirements of early childhood educators regarding the development of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- Demonstrate knowledge of strategies for engaging in ongoing professional development and personal reflection, including developing, implementing, and evaluating professional development plans.
- Demonstrate knowledge of organizations, publications, and other resources relevant to the field of early childhood education.
- Demonstrate knowledge of the roles and responsibilities of early childhood educators in regard to organizational skills (e.g., time management; record keeping; stress reduction; and developing, implementing, evaluating lesson plans).