



Fields 014–017: Early Childhood Generalist REPA Educator Standards

Standard 1: Foundations of Scientifically Based Reading Instruction

Early childhood teachers have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR), including:

- 1.1** major components of reading development, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension
- 1.2** foundations of language acquisition and literacy development, including cognitive, linguistic, cultural, social, and motivational factors that affect language acquisition and literacy development
- 1.3** principles of scientifically based and evidence-based reading instruction and intervention, such as applying data-based decision making, setting individual student learning goals, and using instruction grounded in scientifically based reading research (SBRR)
- 1.4** essential components of effective reading instruction, including explicit explanation, teacher modeling, guided practice, and independent practice, and the ability to plan and implement reading instruction that incorporates these components
- 1.5** the role of reading assessment in guiding standards- and evidence-based reading instruction, intervention, and extension in the classroom
- 1.6** the ability to select, administer, and interpret the results of reading assessments in the major components of reading for various instructional purposes, such as screening, diagnosis, instructional planning, progress monitoring, and measuring outcomes
- 1.7** key dimensions of effective differentiated reading instruction for young children, including modifying the pacing and/or complexity of instruction, and the ability to plan and implement differentiated instruction to match students' evidence-based strengths and needs in reading
- 1.8** components of effective evidence-based intervention and extension programs, including Indiana's Response to Instruction (RtI) model and the ability to implement RtI elements
- 1.9** knowledge of and the ability to use instructional practices, approaches, and methods for eliciting students' engagement in and motivation for reading
- 1.10** the ability to use evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students, reflects and values cultural diversity, promotes respect for all readers at all levels of reading proficiency, promotes the involvement of families and members of the community at large in students' literacy development, and engages all students as agents in their own literacy development

Standard 2: Components of Scientifically Based Reading Instruction

Early childhood teachers have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading, including:

- 2.1** knowledge of key concepts and scientifically based reading research (SBRR) in phonemic awareness, such as the critical role of phonemic awareness in learning to read an alphabetic language; the distinction between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in spoken words); and knowledge of the continuum of phonological- and phonemic-awareness skill development
- 2.2** the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonemic awareness
- 2.3** knowledge of key concepts and scientifically based reading research in phonics, such as the role of phonics in developing accurate decoding and automaticity in word recognition; the importance of sequencing phonics instruction according to the increasing complexity of linguistic units; the reciprocity between decoding and encoding; and the continuum of phonics skills
- 2.4** the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonics
- 2.5** knowledge of key concepts and scientifically based reading research in reading fluency, such as the role of automaticity in reading fluency and comprehension; key indicators of fluency (i.e., accuracy, rate, and prosody); the importance of providing explicit instruction in fluency; distinctions between oral and silent reading fluency; and the importance of using strategies that ensure accountability for comprehension when promoting silent reading fluency
- 2.6** the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in fluency
- 2.7** knowledge of key concepts and scientifically based reading research in the development of vocabulary and academic language (i.e., the language used in books, tests, and other formal writing), such as the correlation between vocabulary knowledge and academic achievement; the essential role of wide and varied reading in the development of vocabulary knowledge; different levels of vocabulary knowledge; different tiers of vocabulary words; and the importance of early, robust, and explicit language and content experiences to promote young children's development of vocabulary and academic language
- 2.8** the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in vocabulary and academic language
- 2.9** knowledge of key concepts and scientifically based reading research in comprehension and analysis of informational, persuasive, and literary texts, such as levels of reading comprehension as applied to these texts; comprehension strategies; critical reading; text-based and nontext-based factors that affect reading comprehension; genres, text structures, characteristics, and graphic, textual, and organizational features of informational and persuasive texts; and genres, key elements, and characteristics of literary texts
- 2.10** the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in comprehension and analysis of informational, persuasive, and literary texts, including response to literature

Standard 3: English Language Arts

Early childhood teachers have a broad and comprehensive understanding of fundamental concepts and processes of English language arts and demonstrate the ability to provide content-specific instruction in English language arts, including:

- 3.1** the developmental foundations of English language arts learning, including ways in which the development of English language arts skills is related to and influences social/emotional, cognitive, physical, self-help, and communication/literacy development
- 3.2** major authors, works, genres, and themes in children's literature and the ability to comprehend, interpret, and analyze literary and nonliterary texts
- 3.3** major developmental stages of emergent writing and factors that affect the development of writing skills
- 3.4** conventions of Standard American English and components of effective composition
- 3.5** major forms of writing to use for various purposes and audiences; methods of discovering, developing, and shaping ideas for writing; drafting, revising, editing, and proofreading written texts; and publishing texts using various technologies, including the Internet
- 3.6** major components of the research process, including methods of exploring and defining research topics; locating and working with sources; assessing the reliability of sources; and paraphrasing, summarizing, and quoting source information
- 3.7** characteristics and components of effective speaking and strategies for communicating effectively in large and small groups
- 3.8** characteristics and components of visual and media literacy, including interpretation of media and the use of media to present information and ideas
- 3.9** the Indiana Academic Standards and Core Standards for English/Language Arts, the Common Core State Standards for English/Language Arts, and the ability to apply and utilize state and national standards and resources in English/Language Arts
- 3.10** methods for planning and delivering evidence-based English language arts instruction that fosters students' understanding and mastery of concepts and skills related to English language arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills
- 3.11** strategies and skills for effectively assessing students' understanding and mastery of essential English language arts concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 4: Mathematics

Early childhood teachers have fundamental computation skills and a broad and comprehensive understanding of fundamental concepts and processes of mathematics and demonstrate the ability to provide content-specific instruction in mathematics, including:

- 4.1** developmental foundations of mathematics learning, including ways in which the development of mathematics skills is related to and influences social/emotional, cognitive, physical, self-help, and communication/literacy development
- 4.2** fundamental principles, concepts, and procedures related to mathematical problem solving, exploration, and reasoning, including processes and skills related to using mathematical language to communicate relationships and concepts, adaptive reasoning, strategic competence, procedural fluency, and productive disposition
- 4.3** ratios, proportional thinking, and other methods for representing and solving mathematical and real-world problems and for evaluating solutions
- 4.4** number systems, number representations, number sense, and number theory
- 4.5** properties of mathematical operations and patterns, strategies for computing and estimating solutions, and methods for modeling mathematical operations
- 4.6** measurement systems and units, concepts related to geometric measurement, and tools and techniques used to solve measurement problems
- 4.7** processes and skills related to collecting, interpreting, and representing data
- 4.8** attributes of geometric figures and the relationships between them, including concepts of similarity and symmetry
- 4.9** the Indiana Academic Standards and Core Standards for Mathematics, the Common Core State Standards for Mathematics, and the ability to apply and utilize state and national standards and resources in mathematics
- 4.10** methods for planning and delivering evidence-based and developmentally appropriate mathematics instruction that fosters students' understanding and mastery of concepts and skills related to mathematics and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills
- 4.11** strategies and skills for effectively assessing students' understanding and mastery of essential mathematics concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RTI) procedures

Standard 5: Science

Early childhood teachers have a broad and comprehensive understanding of fundamental concepts and processes of science and demonstrate the ability to provide content-specific instruction in science, including:

- 5.1** developmental foundations of science learning, including ways in which the development of science skills is related to and influences social/emotional, cognitive, physical, self-help, and communication/literacy development
- 5.2** the nature of science, scientific inquiry, and the design process; fundamental processes of scientific thinking, including computation, estimation, and symbolic representation; unifying concepts of science, engineering, and technology; and the social, cultural, and ethical aspects of science
- 5.3** fundamental concepts and processes of physical science, including the structure and properties of matter, principles of force and motion, and properties of sound and light
- 5.4** fundamental concepts and processes of Earth and space science, including characteristics of objects in the solar system, properties and components of soil, features and patterns of weather, and properties of rocks and minerals
- 5.5** fundamental concepts and processes of life science, including characteristics, classification, and life cycles of organisms and the relationships of organisms to each other and their environment
- 5.6** fundamental concepts and processes of engineering and technology, including properties and uses of natural and human-made materials and the use of technology to meet human needs and solve problems
- 5.7** principles and procedures for using tools, materials, and technology in scientific investigations; considering multiple perspectives and sources of information in scientific inquiry; using critical-thinking skills to evaluate scientific information; and organizing, analyzing, and communicating results of scientific investigations
- 5.8** procedures and guidelines for establishing and maintaining a safe science learning environment that provides opportunities for multisensory exploration and ensures the humane and ethical treatment of living organisms
- 5.9** the Indiana Academic Standards for Science and the ability to apply and utilize state and national standards and resources in science
- 5.10** methods for planning and delivering evidence-based and developmentally appropriate science instruction that fosters students' understanding and mastery of concepts and skills related to science and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills
- 5.11** strategies and skills for effectively assessing students' understanding and mastery of essential science concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 6: Social Studies

Early childhood teachers have a broad and comprehensive understanding of fundamental concepts and processes of social studies and demonstrate the ability to provide content-specific instruction in social studies, including:

- 6.1** developmental foundations of social studies learning, including ways in which the development of social studies skills is related to and influences social/emotional, cognitive, physical, self-help, and communication/literacy development
- 6.2** major concepts and processes related to social studies and social studies inquiry, including skills related to chronological thinking and spatial awareness and processes of recognizing and respecting social and cultural diversity
- 6.3** features and concepts of citizenship and civic responsibility in a democratic society, including processes of making informed choices as members of a culturally diverse democratic society and interdependent world
- 6.4** significant developments, eras, events, and themes in the development of world civilization and U.S. history and how they are relevant to life in Indiana in the twenty-first century
- 6.5** major concepts and processes of government, including structures, functions, and purposes of government and major features and processes of the U.S. government
- 6.6** major concepts and processes of geography, including features of communities, characteristics and locations of major human and physical features of the world, characteristics of human and physical systems, and interactions between the environment and society
- 6.7** basic concepts and processes of economics, including scarcity, choice, goods, and services, and how they relate to everyday life
- 6.8** strategies for identifying and analyzing central ideas, assumptions, and questions in social studies resources and for seeking out and respecting multiple perspectives during social studies inquiry
- 6.9** the Indiana Academic Standards and Core Standards for Social Studies and the ability to apply and utilize state and national standards and resources in social studies
- 6.10** methods for planning and delivering evidence-based and developmentally appropriate social studies instruction that fosters students' understanding and mastery of concepts and skills related to social studies and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills
- 6.11** strategies and skills for effectively assessing students' understanding and mastery of essential social studies concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 7: Fine Arts

Early childhood teachers have a broad and comprehensive understanding of fundamental concepts and processes of the fine arts and demonstrate the ability to provide content-specific instruction in the fine arts, including:

- 7.1** developmental foundations of learning in the fine arts, including ways in which the development of fine arts skills is related to and influences social/emotional, cognitive, physical, self-help, and communication/literacy development
- 7.2** significant elements, forms, works, and creators of dance, music, theatre, and visual art
- 7.3** basic skills and processes for creating, refining, and presenting works of dance, music, theatre, and visual art and for integrating these procedures and works with learning experiences across other content areas
- 7.4** principles and skills related to enjoying, experiencing, analyzing, responding to, and expressing personal ideas and opinions about works of dance, music, theatre, and visual art
- 7.5** the ways in which works of dance, music, theatre, and visual art can be used as forms of sensory exploration, communication, self-expression, and social expression
- 7.6** the roles and functions of the fine arts in various cultures and the ways in which works of dance, music, theatre, and visual art reflect and express diverse cultural perspectives
- 7.7** relationships between dance, music, theatre, and visual art and connections between the fine arts and other disciplines
- 7.8** the Indiana Academic Standards for Dance, Music, Theatre, and Visual Art, and the ability to apply and utilize state and national standards and resources in the fine arts
- 7.9** methods for planning and delivering evidence-based and developmentally appropriate fine arts instruction that fosters students' understanding and mastery of concepts and skills related to the fine arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills
- 7.10** strategies and skills for effectively assessing students' understanding and mastery of essential fine arts concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 8: Health, Wellness, and Physical Education

Early childhood teachers have a broad and comprehensive understanding of fundamental concepts and processes of health, wellness, and physical education and demonstrate the ability to provide content-specific instruction in health, wellness, and physical education, including:

- 8.1** developmental foundations of learning in health, wellness, and physical education, including ways in which the development of health, wellness, and physical education skills is related to and influences social/emotional, cognitive, physical, self-help, and communication/literacy development
- 8.2** stages and processes in the development of sensory and gross- and fine-motor skills in children, including types of locomotor and nonlocomotor skills
- 8.3** major components of health-related fitness and developmentally appropriate activities, games, and sports for promoting health and fitness, including movement forms and patterns; fitness activities, games, and sports; and adventure and recreational lifetime activities
- 8.4** processes of human growth and development, including basic functions and structures of human body systems, basic principles of human nutrition, and common human diseases and illnesses and their prevention and treatment
- 8.5** major processes and dimensions of wellness and personal behaviors, including practices that have positive effects on self-esteem and lifelong health and wellness
- 8.6** characteristics of interpersonal relationships and strategies for establishing and maintaining healthy interpersonal relationships that respect differences among people and enhance health and wellness
- 8.7** the effects of substance abuse; factors contributing to substance abuse; and strategies for resisting pressure to use alcohol, tobacco products, and other drugs
- 8.8** the use of decision-making, goal-setting, critical-thinking, and problem-solving skills to promote personal, family, and community health and fitness, including the effects of social and cultural values and belief systems on family and community perspectives related to health, wellness, and fitness
- 8.9** the Indiana Academic Standards for Health & Wellness and Physical Education, and the ability to apply and utilize state and national standards and resources in health, wellness, and physical education
- 8.10** methods for planning and delivering evidence-based and developmentally appropriate health, wellness, and physical education instruction that fosters students' understanding and mastery of concepts and skills related to health, wellness, and physical education and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills
- 8.11** strategies and skills for effectively assessing students' understanding and mastery of essential health, wellness, and physical education concepts and skills; using ongoing assessment to monitor progress and inform instruction; and applying Response to Instruction (RtI) procedures