



Field 004: Early Childhood Education

REPA Educator Standards

Standard 1: Child Development and Learning

Early childhood education teachers have a broad and comprehensive understanding of young children's development, diversity, and learning, and demonstrate the ability to provide experiences for all children that promote development and learning, including:

- 1.1** knowledge of the theoretical foundations and current, scientifically based research regarding development and learning for children from prekindergarten through grade 3, and the ability to use this knowledge to promote all children's development and learning
- 1.2** knowledge of major concepts, principles, theories, and processes related to the physical, social, emotional, cognitive, linguistic, aesthetic, and moral development of children from prekindergarten through grade 3, and the ability to use this knowledge to promote all children's development
- 1.3** knowledge of ways in which young children differ in their development and learning, factors and conditions that affect development and learning, and how development in one domain influences development in other domains, and the ability to use this knowledge to promote all children's development and learning
- 1.4** knowledge of types of diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure) and their implications for development, teaching, and learning, and the ability to use this knowledge to promote development and learning for young children with diverse backgrounds, characteristics, and needs
- 1.5** knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote development and learning for young children with exceptionalities
- 1.6** processes of second-language acquisition and the ability to use effective strategies for supporting development and learning for English Learners
- 1.7** knowledge of learning processes for young children, including the role of play in constructing knowledge, building social skills and relationships, and developing problem-solving and other skills, and the ability to use this knowledge to promote and facilitate young children's learning

Standard 2: Family and Community Relationships

Early childhood education teachers have a broad and comprehensive understanding of family and community partnerships in young children's education, and demonstrate the ability to build effective partnerships with young children's families and communities, including:

- 2.1** knowledge of diverse family and community characteristics, structures, dynamics, roles, relationships, and values, and the ability to use this knowledge to build effective partnerships with diverse families and communities
- 2.2** knowledge of skills and strategies for supporting and engaging families and communities through respectful, reciprocal interactions, and the ability to apply this knowledge in varied contexts in the early childhood program
- 2.3** the ability to apply skills and strategies for establishing and maintaining positive, collaborative relationships with families and for involving families in their children's development and learning
- 2.4** the ability to apply skills and strategies for coordinating and collaborating with community institutions, agencies, programs, and organizations that advocate for and serve young children and families

Standard 3: Observation, Documentation, and Assessment

Early childhood education teachers have a broad and comprehensive understanding of observation, documentation, and assessment, and demonstrate the ability to use these procedures to positively influence development and learning for young children, including:

- 3.1** fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select assessments for young children and to interpret assessment results
- 3.2** knowledge of systematic observation and documentation and the ability to use these processes to gain insight into young children's development, interactions, strengths, and needs
- 3.3** knowledge of the purposes of assessment, the relationship between assessment and instruction, how to embed assessment in instruction, and the importance of using a systematic and comprehensive approach to assessment
- 3.4** knowledge of the characteristics, uses, advantages, and limitations of types of formal and informal assessments for young children; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information; and the ability to adapt assessments for children with diverse characteristics and needs, such as English Learners and children with exceptionalities, including high ability and twice exceptional
- 3.5** the ability to interpret assessment results and to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of children; evaluate and monitor children's development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups
- 3.6** the ability to use skills and strategies for promoting children's engagement in reflection, self-assessment, and goal setting
- 3.7** knowledge of the role of families as active participants in developing, implementing, and interpreting assessments for young children, and the ability to apply skills and strategies for communicating effectively with children, families, and others about assessment results

Standard 4: Developmentally Appropriate Methodology for Early Education

Early childhood education teachers have a broad and comprehensive understanding of developmentally appropriate methods, instructional strategies, and learning tools, and demonstrate the ability to plan and use these methods, strategies, and tools to positively influence young children's development and learning, including:

- 4.1** knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with young children, with a focus on children's individual characteristics, needs, and interests
- 4.2** the ability to use appropriate procedures for curricular planning and decision making for young children (e.g., defining scope and sequence, determining prerequisite knowledge and skills, aligning curricula with the Foundations and content standards); to plan meaningful, challenging curricula for each child; and to consider appropriate factors in planning (e.g., children's developmental characteristics, prior experiences, current knowledge and skills, assessment results, family and community characteristics, and readiness to learn; relevant early learning standards; the nature of the content to be taught; characteristics of effective lesson and unit plans)
- 4.3** knowledge of the characteristics, uses, benefits, and limitations of a variety of developmentally appropriate teaching/learning approaches, and the ability to apply research-based best practices for young children, including teaching/learning through hands-on experiences, social interaction, and play
- 4.4** the ability to differentiate learning experiences on the basis of children's characteristics and needs and to monitor and adapt activities to ensure the success of all children, such as English Learners and children with exceptionalities, including high ability and twice exceptional
- 4.5** the ability to link children's language and culture to the early childhood program and to plan and adapt learning experiences that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each child; and promote all children's development and learning
- 4.6** knowledge of the purposes of Response to Instruction (RtI) and the ability to apply skills and strategies for using RtI to address learning problems early and promote success for children with diverse needs
- 4.7** the ability to integrate curricula, create interdisciplinary projects and units of study, and provide children with opportunities to explore content from integrated and varied perspectives; use higher-order thinking and creativity; solve problems; acquire, organize, analyze, and synthesize information; and work cooperatively and productively in group settings
- 4.8** knowledge of types of resources for teaching and learning and the ability to locate, create, evaluate, and select resources to meet specific needs and goals
- 4.9** knowledge of information literacy and the ability to model and facilitate children's use of digital age literacies and the tools, practices, and opportunities of the information age
- 4.10** knowledge of types of digital tools and resources and the ability to use them to enhance teaching effectiveness; create learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help children explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning
- 4.11** knowledge of communication theory, communication methods (including the use of digital age media and formats), and cultural and other factors that influence classroom communication, and the ability to use various communication and questioning techniques to meet diverse student needs and achieve learning goals
- 4.12** knowledge of factors and situations that tend to promote or diminish young children's engagement in learning, and the ability to apply skills and strategies for promoting active engagement and self-motivation

Standard 5: Learning Environment

Early childhood education teachers have a broad and comprehensive understanding of learning environments, and demonstrate the ability to establish safe, supportive, and productive learning environments for young children, including:

- 5.1** the ability to create safe, healthy, respectful, supportive, and inclusive learning environments, including indoor and outdoor environments, that promote each child's learning, engagement, social and emotional development, self-esteem, collaboration, sense of belonging, and positive disposition toward learning
- 5.2** the ability to establish a culture of learning that emphasizes high expectations, promotes self-motivation for all children, instills a love of learning, and encourages children's sense of responsibility for their own learning
- 5.3** the ability to plan and adapt learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each child; and promote all children's development and learning
- 5.4** knowledge of the characteristics and benefits of virtual learning environments, online environments, face-to-face environments, and hybrid environments, and the ability to work effectively in different types of environments to promote children's learning and growth
- 5.5** knowledge of relationships between management practices and children's learning, attitudes, and behaviors, and the ability to use effective, developmentally appropriate strategies and positive guidance techniques to manage children's behavior, address challenging behaviors, and teach children to solve their own problems and engage in self-regulation
- 5.6** the ability to create an organized, productive, and appropriately challenging learning environment that facilitates each child's development and learning and encourages responsibility and accountability for all children, including children with diverse needs and backgrounds
- 5.7** the ability to manage schedules, routines, and transitions to enhance productivity and facilitate all children's development and learning

Standard 6: The Professional Environment

Early childhood education teachers have a broad and comprehensive understanding of professional environments and expectations, and demonstrate the ability to apply professional standards and practices to promote young children's success, including:

- 6.1** the ability to apply skills and strategies for establishing collaborative relationships with colleagues and specialists to enhance professional practice and improve outcomes for children
- 6.2** the ability to use formative and summative program evaluations to ensure program quality; responsiveness to the needs of all children; and adherence to local, state, and national standards
- 6.3** knowledge of the history, values, and mission of early childhood education; connections between early childhood education and related disciplines and professions; and the broader contexts within which early childhood professionals work
- 6.4** knowledge of the advocacy role of early childhood educators and the ability to apply skills for serving as an advocate for children and the profession
- 6.5** the ability to use digital tools and resources to communicate and collaborate with parents/guardians, colleagues, and others in the educational community
- 6.6** the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills and promote positive outcomes for children
- 6.7** knowledge of the rights and responsibilities of teachers, children, and parents/guardians, and the ability to apply this knowledge in varied educational contexts
- 6.8** knowledge of legal and ethical requirements and other professional guidelines related to educational equity, children with exceptionalities (including high ability and twice exceptional), health and safety, confidentiality, digital citizenship (e.g., regarding copyright, intellectual property, and documentation of sources), mandated reporting, recordkeeping, accountability, discipline, and other matters, and the ability to apply this knowledge in varied educational contexts