

Alignment Between the Indiana REPA Educator Standards for School Setting Development Standards—Early Childhood Education and state and national student and teacher standards for School Setting Development Standards—Early Childhood Education

The alignment notations below indicate the content included in state and national standards that is addressed, in whole or in part, by each of the REPA Educator Standards School Setting Development Standards—Early Childhood Education.

<u>Standard 1: Child Development and Learning</u>	
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.	
Indiana Academic Standards Early Learning Foundations (2015)	<p>English Language Arts Foundations Foundation 1: Communication Process: ELA 1.1, 1.2, 1.3</p> <p>Social Emotional Foundations Foundation 1: Sense of Self: SE 1.1, 1.2 Foundation 4: Building Relationships: SE 4.1</p> <p>Approaches to Play and Learning Foundations Foundation 1: Initiative and Exploration: APL 1.1, 1.2 Foundation 2: Flexible Thinking: APL 2.1 Foundation 3: Attentiveness and Persistence: APL 3.1 Foundation 4: Social Interactions: APL 4.1</p> <p>Social Studies Foundations Foundation 1: Self: SS 1.1</p> <p>Physical, Health and Growth Foundations Foundation 1: Health and Well-Being: PHG 1.1, 1.3 Foundation 2: Senses: PHG 2.1, 2.2 Foundation 3: Motor Skills: PHG 3.1, 3.2</p>
NAEYC Standards for Initial Early Childhood Professional Preparation Programs (2012)	<p>Standard 1: Promoting Child Development and Learning: 1a-b Standard 2: Building Family and Community Relationships: 2a</p>
CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)	<p>Standard 1: Learner Development Performances: 1(a) Essential Knowledge: 1(d)-1(g) Critical Dispositions: 1(j)</p> <p>Standard 2: Learning Differences Performances: 2(d)-2(e) Essential Knowledge: 2(g)-2(k) Critical Dispositions: 2(m); 2(o)</p> <p>Standard 3: Learning Environments Performances: 3(f) Critical Dispositions: 3(o)</p> <p>Standard 5: Application of Content Essential Knowledge: 5(m); 5(o)</p> <p>Standard 7: Planning for Instruction</p>

Alignment Between the Indiana REPA Educator Standards for School Setting Development Standards—Early Childhood Education and state and national student and teacher standards for School Setting Development Standards—Early Childhood Education

	<p>Essential Knowledge: 7(i) Critical Dispositions: 7(n)</p> <p>Standard 8: Instructional Strategies Performances: 8(f) Essential Knowledge: 8(j)-8(k)</p>
<p>Standard 2: Family and Community Relationships</p> <p>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.</p>	
Indiana Academic Standards Early Learning Foundations (2015)	<p>Social Emotional Foundations Foundation 4: Building Relationships: SE 4.1</p>
NAEYC Standards for Initial Early Childhood Professional Preparation Programs (2012)	<p>Standard 2: Building Family and Community Relationships: 2a-c</p>
CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)	<p>Standard 1: Learner Development Performances: 1(c) Critical Dispositions: 1(k)</p> <p>Standard 2: Learning Differences Performances: 2(d) Essential Knowledge: 2(j)-2(k)</p> <p>Standard 3: Learning Environments Performances: 3(a)-3(c) Critical Dispositions: 3(n); 3(q)</p> <p>Standard 7: Planning for Instruction Performances: 7(e) Essential Knowledge: 7(m) Critical Dispositions: 7(o)</p> <p>Standard 10: Leadership and Collaboration Performances: 10(d)-10(e); 10(g) Essential Knowledge: 10(m)-10(o) Critical Dispositions: 10(q)</p>
<p>Standard 3: Observation, Documentation, and Assessment</p> <p>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.</p>	
Indiana Academic Standards Early Learning Foundations (2015)	
NAEYC Standards for Initial Early Childhood Professional Preparation Programs (2012)	<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-d</p>
CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)	<p>Standard 1: Learner Development Performances: 1(a)</p> <p>Standard 2: Learning Differences</p>

Alignment Between the Indiana REPA Educator Standards for School Setting Development Standards—Early Childhood Education and state and national student and teacher standards for School Setting Development Standards—Early Childhood Education

	<p>Performances: 2(b)</p> <p>Standard 6: Assessment Performances: 6(a)-6(i) Essential Knowledge: 6(j)-6(p) Critical Dispositions: 6(q)-6(v)</p> <p>Standard 7: Planning for Instruction Performances: 7(d) Essential Knowledge: 7(l)</p> <p>Standard 8: Instructional Strategies Performances: 8(b)</p> <p>Standard 9: Professional Learning and Ethical Practice Performances: 9(c) Essential Knowledge: 9(h)</p>
<p><u>Standard 4: Developmentally Appropriate Methodology for Early Education</u></p> <p>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.</p>	
Indiana Academic Standards Early Learning Foundations (2015)	<p>English/Language Arts Foundations Foundation 1: Communication Processes: ELA 1.1, 1.2, 1.3</p> <p>Social Emotional Foundations Foundation 1: Sense of Self: SE1.1, 1.2 Foundation 4: Building Relationships: SE 4.1</p> <p>Approaches to Play and Learning Foundations Foundation 1: Initiative and Exploration: APL 1.1, 1.2 Foundation 2: Flexible Thinking: APL 2.1 Foundation 3: Attentiveness and Persistence: APL 3.1 Foundation 4: Social Interactions: APL 4.1</p> <p>Science Foundations Foundation 5: Scientific Inquiry and Methods, SC 5.1</p>
NAEYC Standards for Initial Early Childhood Professional Preparation Programs (2012)	<p>Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families: 4a-c Standard 5: Using Content Knowledge to Build Meaningful Curriculum: 5c</p>
CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)	<p>Standard 1: Learner Development Performances: 1(b) Essential Knowledge: 1(g) Critical Dispositions: 1(i)</p> <p>Standard 2: Learning Differences Performances: 2(b)-2(f) Essential Knowledge: 2(g)-2(j) Critical Dispositions: 2(o)</p> <p>Standard 3: Learning Environments Performances: 3(f)-3(h) Essential Knowledge: 3(i)-3(j); 3(l)-3(m)</p>

Alignment Between the Indiana REPA Educator Standards for School Setting Development Standards—Early Childhood Education and state and national student and teacher standards for School Setting Development Standards—Early Childhood Education

	<p>Critical Dispositions: 3(p); 3(r)</p> <p>Standard 4: Content Knowledge Performances: 4(b); 4(d); 4(f)-4(g) Essential Knowledge: 4(m)-4(n)</p> <p>Standard 5: Application of Content Performances: 5(a)-5(g) Essential Knowledge: 5(j); 5(l)-5(p)</p> <p>Standard 6: Assessment Performances: 6(g) Critical Dispositions: 6(r)</p> <p>Standard 7: Planning for Instruction Performances: 7(a)-7(d); 7(f) Essential Knowledge: 7(g)-7(m) Critical Dispositions: 7(n); 7(p)</p> <p>Standard 8: Instructional Strategies Performances: 8(a)-8(i) Essential Knowledge: 8(j)-8(o) Critical Dispositions: 8(p)-8(s)</p> <p>Standard 9: Professional Learning and Ethical Practice Essential Knowledge: 9(h)</p>
<p><u>Standard 5: Learning Environment</u></p> <p>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.</p>	
<p>Indiana Academic Standards Early Learning Foundations (2015)</p>	<p>Social Emotional Foundations Foundation 1: Sense of Self: SE 1.1 Foundation 2: Self-Regulation: SE 2.1 Foundation 3: Conflict Resolution: SE 3.1 Foundation 4: Building Relationships: SE 4.1</p> <p>Approaches to Play and Learning Foundations Foundation 1: Initiative and Exploration: APL 1.1, 1.2 Foundation 2: Flexible Thinking: APL 2.1 Foundation 3: Attentiveness and Persistence: APL 3.1 Foundation 4: Social Interactions: APL 4.1</p> <p>Social Studies Foundations Foundation 1: Self SS 1.1 Foundation 2: History and Events: SS 2.4 Foundation 5: Citizenship: SS 5.1</p> <p>Physical Health and Growth Foundations Foundation 1: Health and Well-being: PHG 1.2</p>
<p>NAEYC Standards for Initial Early Childhood Professional Preparation Programs (2012)</p>	<p>Standard 1: Promoting Child Development and Learning: 1a-c Standard 4: Using Developmentally Effective Approaches: 4a-c</p>

Alignment Between the Indiana REPA Educator Standards for School Setting Development Standards—Early Childhood Education and state and national student and teacher standards for School Setting Development Standards—Early Childhood Education

<p>CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)</p>	<p>Standard 1: Learner Development Performances: 1(a)-1(b) Essential Knowledge: 1(d)-1(g) Critical Dispositions: 1(h)-1(j)</p> <p>Standard 2: Learning Differences Performances: 2(a); 2(d); 2(f) Essential Knowledge: 2(g)-2(k) Critical Dispositions: 2(l)-2(o)</p> <p>Standard 3: Learning Environments Performances: 3(a-b); 3(d); 3(g) Essential Knowledge: 3(j)-3(m) Critical Dispositions: 3(p)-3(q)</p> <p>Standard 5: Application of Content Essential Knowledge: 5(l) Critical Dispositions: 5(s)</p> <p>Standard 8: Instructional Strategies Essential Knowledge: 8(n) Critical Dispositions: 8(p)</p>
<p><u>Standard 6: The Professional Environment</u> 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.</p>	
<p>Indiana Academic Standards Early Learning Foundations (2015)</p>	
<p>NAEYC Standards for Initial Early Childhood Professional Preparation Programs (2012)</p>	<p>Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families: 4d Standard 6: Becoming a Professional: 6b-e</p>
<p>CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)</p>	<p>Standard 1: Learner Development Performances: 1(c)</p> <p>Standard 3: Learning Environments Critical Dispositions: 3(q)</p> <p>Standard 4: Content Knowledge Critical Dispositions: 4(o); 4(q)</p> <p>Standard 5: Application of Content Essential Knowledge: 5(k)</p> <p>Standard 6: Assessment Critical Dispositions: 6(v)</p> <p>Standard 7: Planning for Instruction Performances: 7(e) Essential Knowledge: 7(m) Critical Dispositions: 7(o)-7(p)</p> <p>Standard 8: Instructional Strategies</p>

Alignment Between the Indiana REPA Educator Standards for School Setting Development Standards—Early Childhood Education and state and national student and teacher standards for School Setting Development Standards—Early Childhood Education

	<p>Critical Dispositions: 8(r)</p> <p>Standard 9: Professional Learning and Ethical Practice</p> <p>Performances: 9(a)-9(f)</p> <p>Essential Knowledge: 9(g); 9(j)-9(k)</p> <p>Critical Dispositions: 9(l); 9(n)-9(o)</p> <p>Standard 10: Leadership and Collaboration</p> <p>Performances: 10(a)-10(c); 10(e)-10(g); 10(i)-10(k)</p> <p>Essential Knowledge: 10(l)-10(o)</p> <p>Critical Dispositions: 10(p); 10(r)-10(s)</p>
--	--