

**State and National  
Standards  
Crosswalk and Analysis  
of the Idaho Core  
Competencies for Early  
Care and Education**

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# **Crosswalk and Analysis of the Idaho Core Competencies for Early Care and Education**

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## **Acknowledgements**

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# *The Purpose the Crosswalk and Analysis*

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Competencies from the Idaho Core Competency for Early Care and Education were obtained through a rigorous coding and analysis process called grounded theory (Glaser & Strauss 1967, Glaser 2002). An analysis of National Association for Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation, Division of Early (DEC) of the Counsel of Exceptional Children (CEC) professional standards, Idaho Standards for Initial Certification of Professional School Personnel or the Idaho Professional Teaching standards (Core standards and ECSE standards) and the National Association for Family Child Care (NAFCC) Standards was used to develop axial and selective statements. Axial/selective statements that came from this study are, in simple terms, concise statements that categorically and conceptually represent themes that come from a vast amount of related data that exists in the professional standards from these associations listed above. They are designed to make principles of professional development in the field of early care and education less cumbersome. The analysis yielded 6-11 statements in each proficiency area. The statements were then rewritten and placed into levels of professional development or core competencies and proficiencies in the following areas: Health Safety and Nutrition, Child Growth and Development, Child, Family and Community-Relationships/Collaboration, Learning Environments, Curriculum and Instruction, Child Guidance, Observation and Assessment, and Professionalism.

This document is the documentation of the analysis and crosswalk information used to discover the competency statements in the Idaho Core Competency for Early Care and Education document.

This analysis can be used to evaluate and establish the trustworthiness of the core competency document. In addition, it can be used to help with more specificity in planning courses, trainings and evaluations associated with the Idaho Core Competency for Early Care and Education.

# Health, Safety and Nutrition

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## Health, Safety and Nutrition Axial Statements and Corresponding Standards

**1** The professional early childhood educator and care provider is able to access resources, services and records, while maintaining confidentiality, for health, medical (including abuse), safety, special needs, nutritional and emergency information, using technology and the community to meet the individual needs of all children.

**2** The professional early childhood educator and care provider is able to follow regulations, evaluate and modify systems to maintain cleanliness and ensure safety of children, environment (facility) and equipment, both indoors and outdoors.

### NAFCC STANDARDS

S1 New 2013 \*Children under the age of 3 are in the provider's line of sight at all times, except when she attends to her personal needs for up to 5 minutes.

The provider assures the safety of all children while attending to her personal needs.

S2 New 2013 \*Children age 3 and older may be out of the provider's line of sight for short periods of time, as long as the provider is close by and listens carefully to assure all children are safe.

S3 New 2013 \*Children under the age of 6 are never inside or outside by themselves. When children are inside, the provider is inside. When children are outside, the provider is outside.

**3** The professional early childhood educator and care provider is able to ensure proper training and collaboration for staff on health, safety (management, cleanliness, and equipment), disaster response, crisis prevention/intervention, meal facilitation, and abuse prevention and reporting procedures for infants and young children.

### DEC STANDARDS

ICC5K6 Strategies for crisis prevention and intervention

ECSE5S6 Implement basic health, nutrition and safety management procedures for infants and young children

### IDAHO CORE TEACHING STANDARDS

S3K3 The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including

norms, expectations, routines, and organizational structures.

**4** The professional early childhood educator and care provider is able to make referrals and collaborate with families, helping them find reliable community resources. These resources include, but are not limited to the following: counseling and resources for health, medical, nutritional, emotional, and physical needs in and out of the home. He/she also educates families about the importance of immunizations, and safety (sleep, equipment, water, healthy screen time, etc.).

**5** The professional early childhood educator and care provider knows the individual developmental, medical and nutritional needs of children. He/she is able to provide, maintain, and adapt equipment, materials, activities and food that are safe and developmentally appropriate for all children in way that provides balance across all developmental domains. He/she assesses and adjusts activities designed for indoor and outdoor play, limiting screen time, encouraging physical activity, and providing healthy food choices (limiting sugary drinks).

### DEC STANDARDS

ICC2K7 Effects of various medications on individuals with exceptional learning needs

**6** The professional early childhood educator and care provider is able to understand, follow, regulate, and document/report policies and procedures for ensuring the following: health-checks, cleanliness, immunizations, medical administration, injury, nutrition, safety, and abuse or neglect situations.

**7** The professional early childhood educator and care provider understands, evaluates and responds to the signs/indicators of child illnesses and the impact the following considerations have on the development and learning of children: medical conditions, special needs, stress, trauma, protective/resilience, biological, environmental, social-emotional, mental and pre through post-natal factors. He/she attends to the impact these factors have on relationships, families' resources, concerns and priorities. He/she reports diseases required in Idaho and when trained, can administer health interventions (i.e. EpiPen).

### DEC STANDARDS

ECSE2K2 Biological and environmental factors that affect pre-, peri-, and postnatal development and learning

ECSE2K4 Impact of medical conditions and related care on development and learning

ECSE2K5 Impact of medical conditions on family concerns, resources, and priorities

ECSE2K6 Factors that affect the mental health and social-emotional development of infants and young children

### **ECSE STANDARDS**

S2K4 The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

S2K5 The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

S3K1 The educator knows aspects of medical care for premature development, low birth weight, young children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

**8** The professional early childhood educator and care provider is able to maintain (pediatric) first aid and CPR certification, emergency contact list for parents, and advocacy role for the protection of children. He/she has a legal obligation to report any suspected forms of abuse (physical, neglect, sexual, emotional, etc.). He/she can make, adjust and implement facility's emergency/disaster plans for both natural and man-made disasters.

**9** The professional early childhood educator and care provider understands communicable diseases and knows how to develop and modify effective processes to stop the spread of communicable diseases. He/she does this by ensuring that staff and children are immunized, using universal precautions, regulating admission of students, and knowing which diseases are reportable to local health and social services.

### **DEC STANDARDS**

ICC5S16 Use universal precautions

ECSE5S7 Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services

**10** The professional early childhood educator and care provider is able to apply knowledge, evaluate and adjust safety, nutrition, physical health, domain

development, and relationships to educate children. He/she creates welcoming environments that are structured and conducive to developing self-efficacy and self-help skills.

### **ECSE STANDARDS**

S1K6 The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

S1K8 The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).

S1K9 The educator understands the comprehensive nature of children's well-being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

S1P2 The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

### **IDAHO CORE TEACHING STANDARDS**

S3K3 The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

# *Child Growth and Development*

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## **Child Growth and Development Axial Statements and Corresponding Standards**

**1** The professional early childhood **educator and** care provider is knowledgeable in identifying, implementing and articulating early childhood growth and development milestones (using IELG's) based on children's needs across all developmental domains. He/she uses knowledge of growth and development to be responsive to children with typical and atypical development.

### **DEC STANDARDS**

ICC2K1 Typical and atypical human growth and development

ICC2K2 Educational implications of characteristics of various exceptionalities

ICC2K5 Similarities and differences of individuals with and without exceptional learning needs

ICC2K6 Similarities and differences among individuals with exceptional learning needs

ICC5K5 Social skills needed for educational and other environments

ICC5S2 Identify realistic expectations for personal and social behavior in various settings

ECSE6K1 Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development

### **ECSE STANDARDS**

S1K1 The educator knows how young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).

S1K3 The educator understands the process of self-regulation that assists young children to identify and cope with emotions.

S1K7 The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

S1K8 The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).

S1P2 The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

S2K3 The educator understands how learning occurs and that young children's development influences learning and instructional decisions.

S2K4 The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

S2P1 The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

S6P1 The educator adjusts language and communication strategies for the developmental age and stage of the child.

S7P5 The educator evaluates and links children's skill development to that of same age peers.

### **IDAHO CORE TEACHING STANDARDS**

S1K2 The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

S1K3 The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

S2-K2 The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

S4K5 The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

S4P5 The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

S7P3 The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

S8K1 The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

### **NAFCC**

1.21 The provider helps children understand their own feelings and those of others.

3.7 Most of the children's activities promote many kinds of development simultaneously – the curriculum is integrated and holistic rather than focused on one area of development at a time. For example, a play dough activity includes art, math, science, self, social, and language development. Children age 4 and older can pursue special interests or hobbies, working on projects that may evolve over days or weeks.

3.8 The provider offers opportunities to practice and explore new skills in a range of developmental areas.

3.24 The provider talks to babies and toddlers about what is happening during transitions and routines.

3.36 The provider helps children to gain awareness of other people's feelings and to understand how their own actions affect others.

3.38 The provider helps children learn to respect each other's possessions and activities.

3.39 Some activities involve all the children working together for a common purpose. The provider encourages children to work on projects and play games together.

3.40 Children are learning about sharing, taking turns, and working together.

3.47 The provider supports children in their growing self-awareness and self-acceptance.

3.52 Updated 2013 \*Children are engaged in large motor activities for at least 30 minutes in each half day either indoors or outdoors. These activities may occur at one time or may be accumulated during each half day.

3.54 Children, especially babies and toddlers, have rich experiences using their senses- seeing, hearing, tasting, smelling, and touching.

3.62 The provider adjusts communication to match the understanding of each child.

S1 New 2013 \*Children under the age of 3 are in the provider's line of sight at all times, except when she attends to her personal needs for up to 5 minutes.

The provider assures the safety of all children while attending to her personal needs.

S2 New 2013 \*Children age 3 and older may be out of the provider's line of sight for short periods of time, as long as the provider is close by and listens carefully to assure all children are safe.

S3 New 2013 \*Children under the age of 6 are never inside or outside by themselves. When children are inside, the provider is inside. When children are outside, the provider is outside.

**2** The professional early childhood **educator and** care provider works to effectively communicate and meet child **development** goals through collaborative relationships with all parties involved in the child's care (i.e., parents, therapists, aides, educators etc.).

#### **DEC STANDARDS**

ECSE7S5 Align individualized goals with developmental and academic content

ECSE8S9 Emphasize child's strengths and needs in assessment reports

#### **IDAHO CORE TEACHING STANDARDS**

S1K2 The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

S1P3 The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

S1D4 The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

S7P6 The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

S8K2 The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

#### **NAFCC**

1.9 The provider encourages parents to visit any time their children are present. She is available to parents by telephone when children are present, or regularly checks for phone messages.

**3** The professional early childhood educator and care provider is able to identify and promote the effectiveness of children's exploration, self-discovery and learning through meaningful play experiences across all developmental domains.

#### **DEC STANDARDS**

ECSE4S4 Link development, learning experiences, and instruction to promote educational transitions

ICC5S4 Design learning environments that encourage active participation in individual and group activities

#### **ECSE STANDARDS**

S1K5 The educator understands the elements of play and how play assists children in learning.

S1K7 The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

S7P1 The educator designs meaningful play experiences and integrated learning opportunities for development of young children.

#### **IDAHO CORE TEACHING STANDARDS**

S2D1 The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

S3K1 The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

S4D4 The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

S7P3 The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

S7P6 The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

#### **NAFCC**

3.7 Most of the children's activities promote many kinds of development simultaneously – the curriculum is integrated and holistic rather than focused on one area of development at a time. For example, a play dough activity includes art, math, science, self, social, and language development. Children age 4 and older can pursue special interests or hobbies, working on projects that may evolve over days or weeks.

3.47 The provider supports children in their growing self-awareness and self-acceptance.

3.54 Children, especially babies and toddlers, have rich experiences using their senses- seeing, hearing, tasting, smelling, and touching.

3.58 The provider encourages children to think for themselves, to solve problems on their own and with others, and to have confidence in their ability to find solutions.

3.62 The provider adjusts communication to match the understanding of each child.

**4** The professional early childhood educator and care provider is able to recognize the effect of outside influences on developmental growth and learning. He/she adapts and modifies curriculum to meet the needs of individual children..

#### **DEC STANDARDS**

ECSE2K6 Factors that affect the mental health and social-emotional development of infants and young children

ICC3K2 Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development

ECSE3K2 Impact of social and physical environments on development and learning

#### **ECSE STANDARDS**

S2K1 The educator knows that family systems are inextricably tied to child development.

S2K2 The educator understands the typical and atypical development of infants' and young children's attachments and relationships with primary caregivers.

S2K5 The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

S2P2 The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

#### **IDAHO CORE TEACHING STANDARDS**

S1K3 The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

S2-K4 The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

S7K3 The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

S9K3 The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

#### **NAEYC**

1b: Knowing and understanding the multiple influences on development and learning

**5** The professional early childhood educator and care provider recognizes unique differences (culture, family background, values, traditions, child temperament /personality, etc.) in children and families and assesses the possible positive and negative impacts these differences have on learning, growth, development and rate of development. He/she designs environments and instruction that is responsive to children's and families' diverse backgrounds.

#### **DEC STANDARDS**

ECSE2K7 Infants and young children develop and learn at varying rates

ICC3K2 Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development

ECSE3K2 Impact of social and physical environments on development and learning

ICC6K1 Effects of cultural and linguistic differences on growth and development

ICC6K2 Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages

ICC6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding

ECSE7S8 Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds

#### **ECSE STANDARDS**

S2K1 The educator knows that family systems are inextricably tied to child development.

S2K2 The educator understands the typical and atypical development of infants' and young children's attachments and relationships with primary caregivers.

S2K3 The educator understands how learning occurs and that young children's development influences learning and instructional decisions.

S3k2 The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.

S3k3 The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

#### **IDAHO CORE TEACHING STANDARDS**

S1K2 The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to

make instructional decisions that build on learners' strengths and needs.

S1K4 The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

S1D1 The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

S2-K4 The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

S3K4 The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

S4K4 The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

S7K3 The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

S7D1 The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

S8K1 The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

S8K2 The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

S8D2 The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

S9K3 The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

**NAEYC**

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning.

**6** The professional early childhood educator and care provider evaluates practices and implements current growth and development theories, research, philosophies, and practices to support typically and atypically developing children.

**DEC STANDARDS**

ICC2K1 Typical and atypical human growth and development

ICC2K2 Educational implications of characteristics of various exceptionalities

ICC2K5 Similarities and differences of individuals with and without exceptional learning needs

ICC2K6 Similarities and differences among individuals with exceptional learning needs

ECSE2K1 Theories of typical and atypical early childhood development

**ECSE STANDARDS**

S2K4 The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

S2P1 The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

S3P1 The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

**IDAHO CORE TEACHING STANDARDS**

S1K1 The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

S1K2 The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

S2-K1 The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

S4K2 The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

S8K1 The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

S8K2 The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

**NAEYC**

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

**NAFCC**

S1 New 2013 \*Children under the age of 3 are in the provider's line of sight at all times, except when she attends to her personal needs for up to 5 minutes.

The provider assures the safety of all children while attending to her personal needs.

S2 New 2013 \*Children age 3 and older may be out of the provider's line of sight for short periods of time, as long as the provider is close by and listens carefully to assure all children are safe.

S3 New 2013 \*Children under the age of 6 are never inside or outside by themselves. When children are inside, the provider is inside. When children are outside, the provider is outside.

**7** The professional early childhood educator and care provider promotes language, literacy; cognitive, physical-motor, social/emotional and self- help development for all typical and atypical children. He/she uses parental involvement, providing family support (help accessing reputable community/local resources), and being responsive to young children's brain development through coaching primary care-providers.

**ECSE STANDARDS**

S1K4 The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

S2K1 The educator knows that family systems are inextricably tied to child development.

S3P1 The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

## **IDAHO CORE TEACHING STANDARDS**

S1P3 The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

S2-K3 The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

### **NAFCC**

1.9 The provider encourages parents to visit any time their children are present. She is available to q parents by telephone when children are present, or regularly checks for phone messages.

3.62 The provider adjusts communication to match the understanding of each child.

**8** The professional early childhood **educator and** care provider creates curriculum-based activities that are focused on the developmental needs and interests of the children in their care. He/she gauges and adjusts the curriculum, based on child responsiveness.

### **DEC STANDARDS**

ECSE4S4 Link development, learning experiences, and instruction to promote educational transitions

ICC5S4 Design learning environments that encourage active participation in individual and group activities

ECSE7S2 Plan and implement developmentally and individually appropriate curriculum

ECSE7S5 Align individualized goals with developmental and academic content

ECSE7S8 Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds

### **ECSE STANDARDS**

S1P2 The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

S6P1 The educator adjusts language and communication strategies for the developmental age and stage of the child.

## **IDAHO CORE TEACHING STANDARDS**

S1K2 The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

S1K3 The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

S1K4 The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

S1P1 The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

S1D1 The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

S2-K1 The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

S2-K2 The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

S2-K3 The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

S2D1 The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

S4K4 The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

S4P5 The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

S4D4 The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

S7K3 The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

S7K4 The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

S7P6 The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

S7D1 The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

S8K2 The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

S8D2 The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

#### **NAEYC**

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

#### **NAFCC**

1.21 The provider helps children understand their own feelings and those of others.

3.1 \*Children have opportunities to make choices and explore their own interests.

3.7 Most of the children's activities promote many kinds of development simultaneously – the curriculum is integrated and holistic rather than focused on one area of development at a time. For example, a play dough activity includes art, math, science, self, social, and language development.

Children age 4 and older can pursue special interests or hobbies, working on projects that may evolve over days or weeks.

3.8 The provider offers opportunities to practice and explore new skills in a range of developmental areas.

3.38 The provider helps children learn to respect each other's possessions and activities.

3.39 Some activities involve all the children working together for a common purpose. The provider encourages children to work on projects and play games together.

3.40 Children are learning about sharing, taking turns, and working together.

3.54 Children, especially babies and toddlers, have rich experiences using their senses- seeing, hearing, tasting, smelling, and touching.

3.58 The provider encourages children to think for themselves, to solve problems on their own and with others, and to have confidence in their ability to find solutions.

**9** The professional early childhood **educator and** care provider is able to make observations and evaluate informal and formal assessment data (finding strengths and needs). He/she recognizes when a referral should be made, and with correct permission and collaboration, make the referral. They are able to adjust intervention based on child responsiveness.

#### **DEC STANDARDS**

ECSE8S9 Emphasize child's strengths and needs in assessment reports

#### **IDAHO CORE TEACHING STANDARDS**

S1P1 The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

#### **Not Accounted for Above:**

#### **DEC**

**ICC3K1 Effects an exceptional condition(s) can have on an individual's life.**

# *Child, Family and Community Relationships/Collaboration*

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## **Child, Family and Community Relationships/Collaboration Axial Statements and Corresponding Standards**

**1** The professional early childhood educator and care provider values and determines the factors that make each family unique and adapts or modifies services to support individual values and characteristics.

### **DEC STANDARDS**

ICC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds

ICC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them

ICC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school

ICC2K3 Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family

ECSE2K5 Impact of medical conditions on family concerns, resources, and priorities

ICC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling

ECSE3S1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families

ECSE7S6 Develop individualized plans that support development and learning as well as caregiver responsiveness

ECSE8S2 Integrate family priorities and concerns in the assessment process

ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns

ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

ECSE10S2 Support families' choices and priorities in the development of goals and intervention strategies

ECSE10S3 Implement family-oriented services based on the family's identified resources, priorities, and concerns

### **ECSE STANDARDS**

S2K5 The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

S3k2 The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.

S10K7 The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.

### **IDAHO CORE TEACHING STANDARDS**

S2P6 The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

S2D2 The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

S3P6 The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

S4P9 The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

S7K3 The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

S7D1 The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

S7D4 The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

S8P3 The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

S9P3 Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

S10K2 The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

S10D2 The teacher respects families' beliefs, norms, and expectations and seeks to work.

### **NAEYC**

2a: Knowing about and understanding diverse family and community characteristics

**2** The professional early childhood educator and care provider consistently collaborates with the child, family, community members, and other professionals in an effective and professional manner, adjusting collaboration to increase effectiveness and proficiency.

### **DEC STANDARDS**

ICC1K7 Family systems and the role of families in the educational process

ECSE6S1 Support and facilitate family and child interactions as primary contexts for development and learning

ECSE6S2 Support caregivers to respond to child's cues and preferences, establish predictable routines and turn-taking, and facilitate communicative initiations

ICC7S3 Involve the individual and family in setting instructional goals and monitoring progress

ECSE7S1 Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team

ECSE8K1 Role of the family in the assessment process

ECSE8S1 Assist families in identifying their concerns, resources, and priorities

ECSE8S2 Integrate family priorities and concerns in the assessment process

ECSE9S3 Respect family choices and goals

ECSE9S4 Apply models of team process in early childhood

ICC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program

ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members

ECSE10K1 Structures supporting interagency collaboration, including interagency agreements, referral, and consultation

ICC10S3 Foster respectful and beneficial relationships between families and professionals

ICC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team

ICC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families

ICC10S6 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings

ICC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs

ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

ECSE10S1 Collaborate with caregivers, professionals, and agencies to support children's development and learning

ECSE10S5 Involve families in evaluation of services

ECSE10S6 Participate as a team member to identify and enhance team roles, communication, and problem-solving

ECSE10S7 Employ adult learning principles in consulting and training family members and service providers

### **ECSE STANDARDS**

S8P3 The educator collaborates with families and professionals involved in the assessment of children.

S10K4 The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.

S10K7 The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.

S10P2 The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child's development and learning.

S10P6 The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

### **IDAHO CORE TEACHING STANDARDS**

S1P3 The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

S1D4 The teacher values the input and contributions of families, colleagues, and other professionals in

understanding and supporting each learner's development.

S3P1 The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

S3P6 The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

S3P8 The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

S3D1 The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

S3D4 The teacher seeks to foster respectful communication among all members of the learning community.

S3D5 The teacher is a thoughtful and responsive listener and observer.

S7K7 The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

S7D2 The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

S9P3 Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

S10K1 The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

S10K3 The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

S10P4 The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

S10P5 Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

### **NAEYC**

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children's development and learning

3d: Knowing about assessment partnerships with families and with professional colleagues

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

### **NAFCC**

1.27 The provider and/or parents plan occasional activities where the child care families can get together.

1.28 The provider has the social support of friends, family, other providers, and/or community organizations.

3.20 The provider helps children and parents, especially when newly enrolled, to cope with separation at drop-off and pick-up times.

3.42 If there are children age 3 and older, the provider helps children get to know people in the neighborhood and community.

**3** The professional early childhood educator and care provider understands and follows child and family policies, ethics, and laws based on the needs of children, and maintains confidentiality while staying up to date on professional knowledge and practices. He/she can design policies and procedures to meet needs of programs/agencies.

### **DEC STANDARDS**

ICC1K6 Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services

ECSE1S1 Implement family services consistent with due process safeguards

ICC10S1 Maintain confidential communication about individuals with exceptional learning needs

### **ECSE STANDARDS**

S3k4 The educator knows how to access information regarding specific children's needs and disability-related issues (e.g. medical, support, and service delivery).

S10K6 The educator knows the rights and responsibilities of parents/guardians, students,

teachers, professionals, and programs as they relate to children with disabilities.

### **IDAHO CORE TEACHING STANDARDS**

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

### **NAFCC**

5.27 Parents have met any regular assistant or substitute, except in emergencies.

**4** The professional early childhood educator and care provider finds, creates and determines appropriate and relevant community, state and national resources for families, assisting families in accessing resources that offer support (including education, transitioning between services, etc.).

### **DEC STANDARDS**

ECSE8S1 Assist families in identifying their concerns, resources, and priorities

ICC9S10 Access information on exceptionalities

ECSE10S4 Provide consultation in settings serving infants and young children

ECSE10S8 Assist the family in planning for transition

ECSE10S9 Implement processes and strategies that support transitions among settings for infants and young children

### **ECSE STANDARDS**

S3k4 The educator knows how to access information regarding specific children's needs and disability-related issues (e.g. medical, support, and service delivery).

S7P2 The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and

concerns through the use of the Individualized Education Programs (IEP).

S7P3 The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).

S10K3 The educator knows community, state, and national resources available for young children and their families.

S10P3 The educator identifies and accesses community, state, and national resources for young children and families.

### **IDAHO CORE TEACHING STANDARDS**

S2P6 The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

S4P9 The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

S5D8 The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

S7K7 The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

S8P3 The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

S10P5 Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

### **NAFCC**

5.12 Updated 2013 The provider has information about community resources that offer services to parents and children. These resources may include but are not limited to health, mental health, nutrition/fitness, child care resource and referral, special needs, care for infants including breast feeding supports, and child care subsidies.

**5** The professional early childhood educator and care provider understands and promotes responsiveness to diversity. He/she promotes social/emotional experiences in a safe and appropriate learning environment for children and families. He/she also assesses and designs appropriate environments for learning.

**DEC STANDARDS**

ICC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds

ICC1K8 Historical points of view and contribution of culturally diverse groups

ICC5S13 Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences

**ECSE STANDARDS**

**IDAHO CORE TEACHING STANDARDS**

S2D3 The teacher makes learners feel valued and helps them learn to value each other.

S3P1 The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

S3P6 The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

S3P8 The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

S3D1 The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

S3D2 The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

S3D3 The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

S10K4 The teacher knows how to contribute to a common culture that supports high expectations for student learning.

**NAEYC**

2a: Knowing about and understanding diverse family and community characteristics

**6** The professional early childhood educator and care provider serves as an advocate and coach for families by applying the family systems theory, listening, supporting, and sharing knowledge of the child's development, teaming with families to embed learning, practice in natural routines, and encourage parent advocacy.

**DEC STANDARDS**

ICC1K7 Family systems and the role of families in the educational process

ICC2K4 Family systems and the role of families in supporting development

ECSE6S1 Support and facilitate family and child interactions as primary contexts for development and learning

ECSE9S2 Integrate family systems theories and principles into professional practice

ECSE9S7 Advocate on behalf of infants and young children and their families

ICC10S3 Foster respectful and beneficial relationships between families and professionals

**ECSE STANDARDS**

S2K1 The educator knows that family systems are inextricably tied to child development.

S10K2 The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

**IDAHO CORE TEACHING STANDARDS**

S10K2 The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

**NAEYC**

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children.

**Not Accounted for Above:**

**DEC**

ICC1K4 Rights and responsibilities of individuals with exceptional learning needs, parents, teachers, and other professionals, and schools related to exceptional learning needs

# *Environment, Curriculum, and Instruction*

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## **Environment (E), Curriculum (C) and Instruction (I) Axial Statements and Corresponding Standards**

**E-1** The professional early childhood educator and care provider provides rich, safe and healthy indoor and outdoor opportunities for all children to play, actively explore, create, and participate in multisensory hands-on and first hand experiences. These rich experiences allow children to express, ask questions, construct knowledge and reflect about the world they live in. He/she is able to balance different levels of teacher and child lead instruction and is responsive to diverse backgrounds abilities of children. (Experiences may include strategic teacher supported play in the following areas: social and emotional development, language, literacy, aesthetics, motor-movement, sensory integration, math, problem solving, cognition, general knowledge, science, social studies, art and nature).

### **DEC STANDARDS**

ECSE4S2 Facilitate child-initiated development and learning

ICC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued

ICC5S4 Design learning environments that encourage active participation in individual and group activities

ICC5S9 Create an environment that encourages self-advocacy and increased independence

ICC5S13 Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences

ECSE5S2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments

ICC7S11 Prepare and organize materials to implement daily lesson plans

ICC8K5 National, state or provincial, and local accommodations and modifications

### **ECSE STANDARDS**

S1K5 The educator understands the elements of play and how play assists children in learning.

S1K7 The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that

enable them to be involved in friendships, cooperation, and effective conflict resolutions.

S4P2 The educator uses instructional strategies that support both child-initiated and adult-directed activities.

S5K2 The educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in young children.

S5P1 The educator promotes opportunities for young children in natural and inclusive settings.

S7P1 The educator designs meaningful play experiences and integrated learning opportunities for development of young children.

### **IDAHO CORE TEACHING STANDARDS**

S3K3 The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

S3P4 The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

S3P5 The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

S3D3 The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

S4P2 The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

S5P5 The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

S5D7 The teacher understands creative thinking processes and how to engage learners in producing original work.

S5P1 The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry

to look at factual information and social studies to examine policy implications).

S8P4 The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

S8P5 The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

S8P7 The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

S8D2 The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

S8D4 The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

S10P2 The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

S10P10 The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

### **NAEYC**

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

5a: Understanding content knowledge and resources in academic disciplines

### **NAFCC**

2.1 The areas of the home used by children are welcoming and friendly, appearing like a family home, a small preschool, or a combination of the two.

2.2 The environment is arranged so that the provider seldom has to say "no" to children. Children can use what they can reach most of the time.

2.3 The home has adequate ventilation and room temperature between 68-90°(F). If the temperature is over 90°(F), air conditioning or safe fans are used. Lighting is bright in areas where children read, make art, or play with manipulatives.

2.4 The home does not smell of urine, feces, garbage, pets, tobacco smoke, air deodorizers, mildew, or other fumes.

2.5 The environment is pleasant, not over stimulating or distracting. The provider chooses music and other recordings that the children enjoy. At least half the

time there is no background music, TV, radio, or other recordings.

2.6 The child care space is well organized.

2.7 Indoors, there is enough space for children to move freely, approximately 35 square feet of usable space per child.

2.8 Outdoors, the play area has open space for active movement, some play equipment and materials, and places for open-ended explorations.

2.10 The environment includes a comfortable and cozy place for children, as well as a place for quiet time alone.

2.11 Each child has a space for personal belongings.

2.12 Space is available for babies to explore freely, to crawl, and to stand. Sturdy, low furniture is available for those who are learning to walk.

2.13 Older children have a place to use materials without interference from younger children. For example:

2.14 The children are learning to take care of the equipment, materials, and the environment.

2.15 All equipment, outdoors and indoors, is safe for the ability of the children who use it.

2.20 \*There are no movable baby walkers (stationary saucers are permitted).

2.22 There are enough toys and materials, home-made or purchased, to engage all the children in developmentally appropriate ways.

2.30 \*If there is a toy chest, it has safety hinges and air holes, or there is no lid.

2.33 Art materials are non-toxic.

### **2.37 OTHER LANGUAGE MATERIALS**

§ telephones

§ puppets

§ interactive games

§ written or audio materials in the child's home language

### **2.40 Suggested Math Materials**

3.1 \*Children have opportunities to make choices and explore their own interests.

§ They direct their own free play for at least ½ hour at a time, totaling at least one hour in each half day.

§ Free play may occur indoors or outdoors.

3.7 Most of the children's activities promote many kinds of development simultaneously – the curriculum is integrated and holistic rather than focused on one area of development at a time. For example, a play dough activity includes art, math, science, self, social, and language development.

Children age 4 and older can pursue special interests or hobbies, working on projects that may evolve over days or weeks.

3.8 The provider offers opportunities to practice and explore new skills in a range of developmental areas.

3.9 The provider gives children the help they need to succeed in a range of activities and to feel comfortable trying new activities.

3.21 Updated 2013 The provider takes the children outdoors for a total of at least 60 minutes per day, weather permitting (wind chill not below 20 degrees F or heat index not above 90 degrees F and not stormy) unless the neighborhood is not safe. During extreme temperatures children may go outside if dressed appropriately and for as long as they are comfortable. Whenever possible, children go outside 2 or more times per day.

3.52 Updated 2013 \*Children are engaged in large motor activities for at least 30 minutes in each half day either indoors or outdoors. These activities may occur at one time or may be accumulated during each half day.

D1 New 2013 \*Non-crawling babies spend short periods (three to five minutes) of supervised time on their tummies each half day when they are awake. Time may be increased as the baby shows that the activity is enjoyed.

3.53 \*Children have daily opportunities for small-motor activities, such as grasping, scribbling, cutting with scissors, buttoning, tying shoes, using art materials, or playing with manipulatives.

3.54 Children, especially babies and toddlers, have rich experiences using their senses- seeing, hearing, tasting, smelling, and touching.

3.55 The provider helps children gain information and understanding through exploration, books, and other people.

3.56 The provider encourages children to develop and represent their understanding through a variety of activities.

3.58 The provider encourages children to think for themselves, to solve problems on their own and with others, and to have confidence in their ability to find solutions.

3.67 Children learn math and science concepts in the context of everyday activities, such as setting the table, preparing food, sorting the mail, cooking, gardening, and playing games. As they are able, they match, sort, arrange things in sequence, count things, measure, and recognize and create patterns.

3.68 Children have opportunities to explore the natural and physical environment, such as watching insects, planting seeds and caring for plants, playing with water and sand, and playing with balls and ramps.

3.70 The provider offers daily opportunities for children to use their imagination and creativity through a variety of activities.

3.71 The provider sets out inviting materials for art activities. Children age 3 and older have access to basic art materials during free play times.

3.72 Most art activities are open-ended and child-directed. Children decide what they will create and how they will do it. Coloring books, pre-cut materials, or activities that require children to produce a specific product are not examples of art activities (although they may be useful in other ways).

3.73 The provider comments on specific aspects of children's art, focusing on children's exploration of the materials and descriptions of their work. The provider does not show preference for work that looks realistic or pretty.

S1 New 2013 \*Children under the age of 3 are in the provider's line of sight at all times, except when she attends to her personal needs for up to 5 minutes. The provider assures the safety of all children while attending to her personal needs.

S2 New 2013 \*Children age 3 and older may be out of the provider's line of sight for short periods of time, as long as the provider is close by and listens carefully to assure all children are safe.

S3 New 2013 \*Children under the age of 6 are never inside or outside by themselves. When children are inside, the provider is inside. When children are outside, the provider is outside.

4.3 \*The provider is particularly careful in supervising children in potentially hazardous activities including swimming, water play, woodworking, cooking, and field trips.

4.6 If children are transported, take walks, or go on field trips, the provider has a comprehensive plan which addresses all safety issues and assures that children do not become separated from the group

4.12 The provider helps children, as they are able, to learn their full names, addresses, phone numbers, and how to dial 911 or the local emergency number.

4.24 The provider helps children understand dangerous situations and the reasons for safety rules. The provider involves children age 3 and older in discussions about their safety.

4.25 If there are children under the age of 3, toys or objects less than 1 ¼ inches in diameter and 2 ¼ inches in length are kept out of reach.

4.28 If there are children under the age of 3, water play is limited to sprinklers, containers less than 6

inches wide, or sinks - or water is less than 1 inch deep.

4.32 \*Hot radiators and water pipes are covered or out of reach of children, or are not very hot to the touch. The tap water is not uncomfortably hot to the touch.

4.46 Windows that are opened have screens in good repair, unless the region is free of flying insects.

4.94 \*The provider washes her hands with soap and running water and dries with paper towel or personal towel before preparing food, before eating, and after toileting, diapering, and contact with bodily fluids. If running water is unavailable, hand-cleaning solution or disinfectant wipes may be used.

4.95 Children's hands are washed with soap and running water and dried with paper towel or personal towel before preparing food, before eating, and after toileting, diapering, and contact with bodily fluids. If running water is unavailable, hand-cleaning solution or disinfectant wipes may be used.

4.96 \*Before enrollment parents are informed if there are any pets. They are informed before new pets are brought into the child care area.

5.22 The provider gathers information about the children and their families such as special needs, fears, food preferences, important holidays and traditions and updates the information as needed.

**E-2** The professional early childhood educator and care provider designs and uses technology, indoor and outdoor environmental set-up. He/she intentionally uses of curriculum, and rotates of diverse equipment, materials, music/arts and daily routine to increase access to learning and promote children's interests and motivation to learn and explore.

#### **DEC STANDARDS**

ICC5K1 Demands of learning environments

ECSE5S1 Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments

ECSE5S5 Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual

ICC7K4 Technology for planning and managing the teaching and learning environment

ICC7S9 Incorporate and implement instructional and assistive technology into the educational program

#### **ECSE STANDARDS**

S1K9 The educator understands the comprehensive nature of children's wellbeing in order to create

opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

S4K1 The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).

S4K6 The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

S5P1 The educator promotes opportunities for young children in natural and inclusive settings.

#### **IDAHO CORE TEACHING STANDARDS**

S3K3 The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

S3K5 The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

S3P4 The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

S3D1 The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

S4P7 The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

S5D4 The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

S8K3 The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

S8K5 The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

S8K6 The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

S8P7 The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

S8D1 The teacher is committed to deepening awareness and understanding the strengths and needs

of diverse learners when planning and adjusting instruction.

S8D3 The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

S10P2 The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

### **NAFCC**

§ Preschoolers can play with small manipulatives out of reach of toddlers.

§ School-agers have a quiet place to do homework.

2.14 The children are learning to take care of the equipment, materials, and the environment.

2.16 Equipment is modified to accommodate children's special needs, or special equipment is provided. If a child is in a wheelchair, there is sufficient space for it to move around.

2.22 There are enough toys and materials, home-made or purchased, to engage all the children in developmentally appropriate ways.

### **2.23 FOR BABIES**

§ balls

§ grasping toys

§ stacking and nesting toys

§ toys to look at, feel, and chew on

### **2.24 FOR TODDLERS**

§ equipment for climbing (at home or nearby)

§ riding toys

§ balls

§ large interlocking blocks and puzzles

§ water and sand for sensory play

### **2.25 FOR PRESCHOOLERS**

toddlers' equipment plus:

§ peg boards

§ blocks

§ sewing materials

§ dancing music and props

### **2.26 FOR SCHOOL-AGERS**

preschoolers' equipment plus:

§ other sports equipment and games

§ games that require participation

2.27 Materials are stored in consistent places and some of them are easy for children to find, help themselves to, and put away. Separate containers are provided for different kinds of materials.

2.29 Materials are rotated, put away for a while and then brought out again, to maintain children's interest.

2.32 The books are in readable condition.

### **2.34 BOOKS FOR CHILDREN UNDER THE AGE OF TWO**

§ at least 10 books

§ made of durable materials

§ simple pictures of people and familiar objects

§ short stories about every-day activities

### **2.35 BOOKS FOR CHILDREN AGE TWO AND OLDER**

§ at least 10 books

§ nursery rhymes

§ a variety of stories about pretend and real situations

§ information books

### **2.36 BOOKS FOR SCHOOL-AGERS**

§ at least 10 books

§ chapter books

§ adventure stories

§ mysteries

§ information books

§ magazines/comics

§ a variety of reading levels and topics

### **2.37 OTHER LANGUAGE MATERIALS**

§ telephones

§ puppets

§ interactive games

§ written or audio materials in the child's home language

2.38 FOR CHILDREN UNDER THE AGE OF 3, the provider sets out inviting art materials at least once per day

§ crayons, markers or pencils

§ paint brushes

§ large pieces of paper

§ non-toxic paint

§ play dough

2.39 FOR CHILDREN AGE 3 AND OLDER, basic art materials are accessible during free play times

§ tools for drawing and painting

§ scissors (child-safe but sharp enough to cut, including left-handed scissors if any children are left-handed)

§ papers of various sizes and colors

§ glue or paste

§ play dough and/or clay

§ miscellaneous materials such as scraps of construction paper, fabric, yarn, or wood

§ household recycles

§ second-hand materials

### **2.40 Suggested Math Materials**

assorted materials for:

§ matching

§ sorting

§ arranging things in sequence

§ counting things

- § measuring
- § recognizing and creating patterns
- § comparing differences and similarities

2.41 Suggested Science Materials

- § a magnet
- § a magnifying glass
- § an outdoor thermometer
- § a balance scale
- § sand or similar substance
- § blocks, toy cars, and ramps
- § water

2.42 Suggested Dramatic Play Materials

- § materials for children to create their own costumes and props
- § dress-up clothing
- § props for particular themes
- § blocks
- § stuffed animals and dolls
- § miniature animals and people

2.43 Suggested Real Tools

- § a hammer and nails
- § a shovel
- § a rolling pin
- § cookie cutters
- § plastic knives
- § a broom and dustpan
- § measuring cups and spoons

3.2 Children are engaged in activities most of the time. Their faces often reflect concentration

3.3 The provider supports and extends children's self-directed play as well as offering activities and materials that build on their interests and skills.

3.9 The provider gives children the help they need to succeed in a range of activities and to feel comfortable trying new activities.

3.12 The provider finds opportunities to help children learn specific skills and concepts when they show interest in learning them.

3.13 The provider takes advantage of and builds upon the many natural learning experiences and "teachable moments" associated with daily life in a home.

3.15 Except for necessary routines and transitions, the provider does not force children into activities they do not enjoy. Most of the time, for example, toddlers can move in and out of an activity, stand and watch, or choose not to participate at all.

3.16 The provider is physically active enough to keep up with the children. The provider or an assistant is able to lift babies and toddlers.

3.48 The provider acknowledges specific aspects of each child's accomplishments and efforts.

3.49 The provider accepts children's emotional needs, including their see-sawing demands for both dependence and independence.

3.56 The provider encourages children to develop and represent their understanding through a variety of activities.

3.75 The provider uses music in a variety of ways such as singing, finger plays, clapping games, playing instruments, and playing a variety of recorded music.

3.76 Children have opportunities to participate in making music with their voices or instruments (purchased or home-made).

3.77 The provider encourages children to dance and to use movement to recreate meaningful experiences, tell stories, or act out concepts.

**E-3** The professional early childhood educator and care provider develops and provides consistent yet flexible materials, activities and routines. He/she matches the developmental needs, prior knowledge and interests/strengths of individual children across the following dimensions: indoor/outdoor, resting/active, quiet/ loud, teacher lead/child lead, large/ small groups and individual learning.

**DEC STANDARDS**

ECSE3K2 Impact of social and physical environments on development and learning

ICC5K1 Demands of learning environments

ICC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued

ICC5S4 Design learning environments that encourage active participation in individual and group activities

ICC5S5 Modify the learning environment to manage behaviors

ICC5S9 Create an environment that encourages self-advocacy and increased independence

ICC5S12 Design and manage daily routines

ICC8K5 National, state or provincial, and local accommodations and modifications

**ECSE STANDARDS**

S1K9 The educator understands the comprehensive nature of children's wellbeing in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

S4K1 The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-

5, and grades K-3 (e.g., schedule, routines, and transitions).

S5K1 The educator understands the importance of routines as a teaching strategy.

S4K6 The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

S5P1 The educator promotes opportunities for young children in natural and inclusive settings.

S5P2 The educator embeds learning objectives within everyday routines and activities.

### **IDAHO CORE TEACHING STANDARDS**

S1D2 The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

S2-K1 The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

S2P1 The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

S2P2 The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

S2P3 The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

S2P4 The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

S2D4 The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

S3K2 The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

S3K3 The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

S3P4 The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

S3D1 The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

S3D3 The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

S4P4 The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

S5D3 The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

S7K4 The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

S7P1 The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

S7P2 The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. S7D3 The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

S8P1 The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

S8P7 The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

S10P10 The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

### **NAFCC**

2.13 Older children have a place to use materials without interference from younger children. For example:

§ Preschoolers can play with small manipulatives out of reach of toddlers.

§ School-agers have a quiet place to do homework.

2.14 The children are learning to take care of the equipment, materials, and the environment.

2.15 All equipment, outdoors and indoors, is safe for the ability of the children who use it.

2.16 Equipment is modified to accommodate children's special needs, or special equipment is provided. If a child is in a wheelchair, there is sufficient space for it to move around.

2.28 No toy guns or other weapons are offered as play options. Material that is violent, sexually explicit, stereotyped, or otherwise inappropriate for children is not available.

2.31 Materials reflect the lives of the children enrolled and people diverse in race and ethnicity. They show girls and boys, women and men, and older people in a variety of positive activities. Examples include books, dolls, puzzles, and pictures. They do not include stereotyped pictures such as Indians with tomahawks.

#### 2.34 BOOKS FOR CHILDREN UNDER THE AGE OF TWO

- § at least 10 books
- § made of durable materials
- § simple pictures of people and familiar objects
- § short stories about every-day activities

#### 2.35 BOOKS FOR CHILDREN AGE TWO AND OLDER

- § at least 10 books
- § nursery rhymes
- § a variety of stories about pretend and real situations
- § information books

#### 2.36 BOOKS FOR SCHOOL-AGERS

- § at least 10 books
- § chapter books
- § adventure stories
- § mysteries
- § information books
- § magazines/comics
- § a variety of reading levels and topics

#### 2.37 OTHER LANGUAGE MATERIALS

- § telephones
- § puppets
- § interactive games
- § written or audio materials in the child's home language

2.38 FOR CHILDREN UNDER THE AGE OF 3, the provider sets out inviting art materials at least once per day

- § crayons, markers or pencils
- § paint brushes
- § large pieces of paper
- § non-toxic paint
- § play dough

2.39 FOR CHILDREN AGE 3 AND OLDER, basic art materials are accessible during free play times

§ tools for drawing and painting

§ scissors (child-safe but sharp enough to cut, including left-handed scissors if any children are left-handed)

§ papers of various sizes and colors

§ glue or paste

§ play dough and/or clay

§ miscellaneous materials such as scraps of construction paper, fabric, yarn, or wood

§ household recycles

§ second-hand materials

#### 2.40 Suggested Math Materials

assorted materials for:

§ matching

§ sorting

§ arranging things in sequence

§ counting things

§ measuring

§ recognizing and creating patterns

§ comparing differences and similarities

#### 2.41 Suggested Science Materials

§ a magnet

§ a magnifying glass

§ an outdoor thermometer

§ a balance scale

§ sand or similar substance

§ blocks, toy cars, and ramps

§ water

#### 2.42 Suggested Dramatic Play Materials

§ materials for children to create their own costumes and props

§ dress-up clothing

§ props for particular themes

§ blocks

§ stuffed animals and dolls

§ miniature animals and people

#### 2.43 Suggested Real Tools

§ a hammer and nails

§ a shovel

§ a rolling pin

§ cookie cutters

§ plastic knives

§ a broom and dustpan

§ measuring cups and spoons

3.1 \*Children have opportunities to make choices and explore their own interests.

§ The provider offers several activities appropriate for the abilities and interests of the children.

3.4 The provider gathers information about children's interests and needs through observation and conversations with parents. She uses this

information to set goals that support the children's development.

3.6 The provider plans some activities building on the needs and interests of the children. She is flexible in adapting the plans.

3.18 Activities and transitions are generally smooth and unhurried; children can usually finish activities at their own pace. They seem to know what is expected of them.

3.22 Rest time is relaxing and comfortable for children. Non-sleepers can have books and quiet toys to play with during rest time.

3.28 School-agers have space and time to relax after the school day.

3.39 Some activities involve all the children working together for a common purpose. The provider encourages children to work on projects and play games together.

3.40 Children are learning about sharing, taking turns, and working together.

3.46 The provider introduces cultural activities based on the authentic experiences of individuals rather than a "tourist curriculum" of exotic holidays and stereotyped decorations.

3.57 The provider introduces time concepts through consistent routines, and helps children age 2 and older recall past experiences and plan future events.

4.25 If there are children under the age of 3, toys or objects less than 1 ¼ inches in diameter and 2 ¼ inches in length are kept out of reach.

**C-1** The professional early childhood educator and care provider knows and aligns curriculum with Idaho's ELeGs, Common Core State Standards and other early learning standards. He/she uses the guidelines and standards to plan and promote children's development across physical/motor, language /communication, social-emotional, approaches to learning and cognition and adaptive domains. He/she understands and is current in knowledge and methods of teaching academic domains, including: English, language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education (and other disciplines applicable to their certification).

#### **DEC STANDARDS**

ECSE4S1 Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community

ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments

ICC7K1 Theories and research that form the basis of curriculum development and instructional practice

ICC7K2 Scope and sequences of general and special curricula

ICC7K3 National, state or provincial, and local curricula standards

ECSE7K1 Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children

ECSE7K2 Developmental and academic content

ECSE7K3 Connection of curriculum to assessment and progress monitoring activities

#### **ECSE STANDARDS**

S1P1 The educator demonstrates the application of theories and educational models in early childhood education and special education practices.

S1P2 The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

#### **IDAHO CORE TEACHING STANDARDS**

S1K1 The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

S1K2 The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

S1D2 The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

S1D3 The teacher takes responsibility for promoting learners' growth and development.

S4K3 The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

S4K5 The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

S4P1 The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

S5D1 The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

S5D2 The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

S7K1 The teacher understands content and content standards and how these are organized in the curriculum.

S7P1 The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. S9D2 The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

**C-2** The professional early childhood educator and care provider designs, implements and ensures rich learning opportunities that are intentional, engaging, culturally relevant, challenging, but achievable and that foster children's readiness skills for advancing into or in school. This includes maintaining a current, non-biased and evolving understanding of content across disciplines of knowledge (at local and global levels).

#### **DEC STANDARDS**

ECSE4S2 Facilitate child-initiated development and learning

ICC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage

ECSE5S3 Embed learning opportunities in everyday routines, relationships, activities, and places

ICC7K2 Scope and sequences of general and special curricula

ICC7S11 Prepare and organize materials to implement daily lesson plans

ECSE7S2 Plan and implement developmentally and individually appropriate curriculum

#### **ECSE STANDARDS**

S3P1 The educator locates, uses, and shares information about the methods for the care of young

children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

S4P1 The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).

S5K4 The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.

S5P3 The educator creates an accessible learning environment, including the use of assistive technology.

S5P5 The educator creates an environment that encourages self-advocacy and increased independence.

#### **IDAHO CORE TEACHING STANDARDS**

S1D1 The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

S2P4 The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

S2D4 The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

S3K1 The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

S4K2 The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

S4K3 The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

S4K4 The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

S4D1 The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

S4D2 The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

S4D3 The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

S5D1 The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

S5P1 The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

S5P7 The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

S5D1 The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

S5D2 The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

S7K2 The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

S7K3 The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

S7P3 The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

S8K2 The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

S8K3 The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

S8D1 The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

S9K3 The teacher understands how personal identity, worldview, and prior experience affect

perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

S9D2 The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

S10P2 The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

### **NAFCC**

3.46 The provider introduces cultural activities based on the authentic experiences of individuals rather than a "tourist curriculum" of exotic holidays and stereotyped decorations.

3.71 The provider sets out inviting materials for art activities. Children age 3 and older have access to basic art materials during free play times.

3.72 Most art activities are open-ended and child-directed. Children decide what they will create and how they will do it. Coloring books, pre-cut materials, or activities that require children to produce a specific product are not examples of art activities (although they may be useful in other ways).

**C-3** The professional early childhood educator and care provider uses tools of inquiry (hypothesizing, questioning, researching, assessing, collaborating with parents and professionals, interviewing, and observing) to select/define curriculum and ideas to be emphasized. He/she will promote, guide and invite children to use tools of inquiry to guide their own learning at developmentally appropriate age and ability levels.

### **DEC STANDARDS**

ECSE4S2 Facilitate child-initiated development and learning

ICC7K2 Scope and sequences of general and special curricula

ICC7S11 Prepare and organize materials to implement daily lesson plans

### **NAEYC**

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

S4K1 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways

of knowing that are central to the discipline(s) s/he teaches.

S4K2 The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

S4K3 The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

S4P3 The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

S5D5 The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

S5D6 The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

S5P4 The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

S5P5 The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

S6K4 The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

#### **NAFCC**

3.69 The provider encourages children age 3 and older to observe and make predictions about things in the environment through activities and language, and asks them "what if" questions.

**C-4** The early childhood educator and care provider plans, prepares and organizes the following: curriculum, learning activities, embedded practice and environments that ensure the development of self-directedness (planning and learning), self-regulation and healthy development across the developmental domains, which are cognition, communication (receptive and expressive language), social-emotional, gross and fine motor, and adaptive (self-help). (See subcategories "A-E" for more detailed information on these developmental domains.)

#### **DEC STANDARDS**

ICC4S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem

ECSE4S2 Facilitate child-initiated development and learning

ICC7S7 Integrate affective, social, and life skills with academic curricula

ICC7S10 Prepare lesson plans

ICC7S11 Prepare and organize materials to implement daily lesson plans

ICC7S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions

#### **ECSE STANDARDS**

S1K3 The educator understands the process of self-regulation that assists young children to identify and cope with emotions.

S5P5 The educator creates an environment that encourages self-advocacy and increased independence.

#### **IDAHO CORE TEACHING STANDARDS**

S1D3 The teacher takes responsibility for promoting learners' growth and development.

S3K1 The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

S3P2 The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

S6K4 The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

S6P4 The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

#### **NAFCC**

3.27 The provider encourages children to clean up after themselves as they are able and models a positive attitude about cleaning up.

**A.** The professional early childhood educator and care provider understands that cognitive approaches to learning are developed through promoting healthy inquiry, exploration, hypothesizing, testing and reflecting on experiences and learning. Teachers facilitate opportunities for children practice sequencing, recalling, and problem-solving.

## **DEC STANDARDS**

ICC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs

## **ECSE STANDARDS**

S5K5 The educator understands crisis prevention and intervention practices.

## **IDAHO CORE TEACHING STANDARDS**

S5P6 The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

S8K1 The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

S8P6 The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

## **NAEYC**

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

## **NAFCC**

3.58 The provider encourages children to think for themselves, to solve problems on their own and with others, and to have confidence in their ability to find solutions.

3.67 Children learn math and science concepts in the context of everyday activities, such as setting the table, preparing food, sorting the mail, cooking, gardening, and playing games. As they are able, they match, sort, arrange things in sequence, count things, measure, and recognize and create patterns.

3.69 The provider encourages children age 3 and older to observe and make predictions about things in the environment through activities and language, and asks them "what if" questions.

**B.** The professional early childhood educator and care provider understands that speech, language and communication are developed through promoting responsive verbal and nonverbal interactions between adult –child dyads, child-child dyads and groups of children mixed with adults. Teachers maintain conversations and book sharing/reading in an interactive way that supports development of receptive and expressive language, communication and reading.

## **DEC STANDARDS**

ICC6S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs

ICC6S2 Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language

ECSE6S3 Establish communication systems for young children that support self-advocacy

## **ECSE STANDARDS**

S6P1 The educator adjusts language and communication strategies for the developmental age and stage of the child.

## **IDAHO CORE TEACHING STANDARDS**

S5P5 The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

S5P2 The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

S8K4 The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

S8P8 The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

S8D2 The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

## **NAFCC**

3.24 The provider talks to babies and toddlers about what is happening during transitions and routines.

3.60 \*The provider takes time every day for meaningful conversation with each child. The provider takes an interest in and responds positively to babies' vocalizations and imitates their sounds.

3.61 The provider encourages children to listen to and respond to each other.

3.62 The provider adjusts communication to match the understanding of each child.

3.63 When the child's home language is different from the provider's, the provider shows respect for both languages by learning and using key words or songs in the child's home language.

3.77 The provider encourages children to dance and to use movement to recreate meaningful experiences, tell stories, or act out concepts.

**C.** The professional early childhood educator and care provider understands that healthy social/emotional abilities are developed through positive and respectful interactions between child and adult as well as child to child. The teacher instills empathy, mutual respect, but maintains assertiveness, self-awareness and autonomy in daily routines and social interactions.

#### **DEC**

ICC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation

ECSE4S5 Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children

ECSE4S6 Use strategies to teach social skills and conflict resolution

ICC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs

ICC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs

ICC5K3 Effective management of teaching and learning

ICC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs

ICC5K6 Strategies for crisis prevention and intervention

ICC5S2 Identify realistic expectations for personal and social behavior in various settings

ICC5S5 Modify the learning environment to manage behaviors

ICC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs

ICC5S10 Use effective and varied behavior management strategies

ICC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs

ICC5S12 Design and manage daily routines

#### **ECSE STANDARDS**

S5K4 The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.

S5K5 The educator understands crisis prevention and intervention practices.

S4K6 The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

S5P7 The educator conducts functional behavior assessments and develops positive behavior supports.

S3P1 The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

S10P7 The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

#### **NAFCC**

1.20 The provider supports children in developing friendships with each other. The provider helps each child find positive ways to interact with others.

1.21 The provider helps children understand their own feelings and those of others.

3.19 \*The provider greets children and parents warmly every day. Upon arrival, she helps children get involved in an activity or social interaction.

3.20 The provider helps children and parents, especially when newly enrolled, to cope with separation at drop-off and pick-up times.

3.29 \*Positive guidance, appropriate for the developmental abilities of each child, is used to help children gain self-control and take responsibility for their own behavior.

3.30 The provider clearly explains to children in a positive way what is expected of them.

3.31 The provider minimizes toddlers' frustrations through redirection.

3.32 The provider frequently lets children experience the consequences of their own misbehavior, if this is safe, rather than punishing them.

3.33 The provider avoids power struggles with children. Children age 3 and older have opportunities to assert their power by taking responsibility as leaders and helpers.

3.34 If "time outs" are used, they are used only as a last resort with children age 3 and older. They are used as a cooling-off time rather than a punishment. They are no more than one minute in length for each year of the child's age, or the child determines when she/he is ready to return to the group.

3.35 \*No form of physical punishment or humiliation is ever used. The provider does not criticize, shame, tease hurtfully, threaten or yell at children and is not physically rough with the children.

3.36 The provider helps children to gain awareness of other people's feelings and to understand how their own actions affect others.

3.37 The provider helps children resolve conflicts and disagreements with each other by talking through their feelings and finding their own solutions.

3.38 The provider helps children learn to respect each other's possessions and activities.

3.39 Some activities involve all the children working together for a common purpose. The provider encourages children to work on projects and play games together.

3.40 Children are learning about sharing, taking turns, and working together.

3.47 The provider supports children in their growing self-awareness and self-acceptance.

3.48 The provider acknowledges specific aspects of each child's accomplishments and efforts.

3.49 The provider accepts children's emotional needs, including their see-sawing demands for both dependence and independence.

3.59 The provider encourages children to express their thoughts and feelings and listens with interest and respect.

3.60 \*The provider takes time every day for meaningful conversation with each child. The provider takes an interest in and responds positively to babies' vocalizations and imitates their sounds.

**D.** The professional early childhood educator and care provider understands that motor (physical) development is developed through engaging physical activities that promote sustained physical activity. The teacher promotes motor development ability through practicing and doing safe and healthy activities for young children.

**NAFCC**

3.52 Updated 2013 \*Children are engaged in large motor activities for at least 30 minutes in each half day either indoors or outdoors. These activities may occur at one time or may be accumulated during each half day.

D1 New 2013 \*Non-crawling babies spend short periods (three to five minutes) of supervised time on their tummies each half day when they are awake.

Time may be increased as the baby shows that the activity is enjoyed.

3.53 \*Children have daily opportunities for small-motor activities, such as grasping, scribbling, cutting with scissors, buttoning, tying shoes, using art materials, or playing with manipulatives.

**E.** The professional early childhood educator and care provider understands that adaptive (self-help) abilities are developed through embedded opportunities to care for self and meet the child's own needs. The teacher promotes independence through scaffolding and supporting in the least intrusive way. The teacher also instills empathy, mutual respect, but maintains assertiveness, self-awareness / acceptance and autonomy in daily routines and social interactions.

**DEC STANDARDS**

ICC4S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem

**NAFCC**

3.41 Sometimes children help with preparing food, setting table, or cleaning up after meals.

3.51 The provider helps children take responsibility for themselves and their belongings, building self-help skills when they are ready.

**I-1** The professional early childhood educator and care provider uses, adjusts and aligns research based practices, and current theory (EBP) about teaching/learning and child development to plan for, promote and invite children (with differing backgrounds and abilities) to explore, learn, practice, and master content and skills. (i.e. understands the role of attachment in learning for infants, or appreciates toddler responsiveness to routines, or responsive to autonomy of preschoolers' play, or is thoughtful to school-age children's ability to meet adult expectations).

**DEC STANDARDS**

ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings  
ECSE4K1 Concept of universal design for learning  
ICC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage

ECSE7K1 Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children

## **ECSE STANDARDS**

S1K2 The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.

S1K7 The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

S1K9 The educator understands the comprehensive nature of children's well-being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

S1P1 The educator demonstrates the application of theories and educational models in early childhood education and special education practices.

S2K3 The educator understands how learning occurs and that young children's development influences learning and instructional decisions.

S5P1 The educator promotes opportunities for young children in natural and inclusive settings.

S6P1 The educator adjusts language and communication strategies for the developmental age and stage of the child.

## **IDAHO CORE TEACHING STANDARDS**

S1K1 The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

S1K2 The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

S1P1 The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

S3P2 The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

S4K5 The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

S4P1 The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

S4P8 The teacher creates opportunities for students to learn, practice, and master academic language in their content.

S4D4 The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

S7K3 The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

S7K4 The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

S7K6 The teacher knows when and how to adjust plans based on assessment information and learner responses.

S7D3 The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

S8K1 The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

S8K2 The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

S8K3 The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

S8D1 The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

S9D2 The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

**I-2** The professional early childhood educator and care provider uses ongoing assessments (formally w/objective data and informally) to inform instruction. He/she evaluates the children's response to intervention/supports to determine how children are progressing toward expected outcomes of learning, development, educational transitions and how the child is responding to the environment, curriculum, materials technology, activities, other children and adults. He/she provides feedback based on data gathered and analyzed and teaches children to self-evaluate.

### **DEC STANDARDS**

ECSE3S1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families

ECSE3S2 Develop and match learning experiences and strategies to characteristics of infants and young children

ECSE4S4 Link development, learning experiences, and instruction to promote educational transitions

ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments

ECSE5S1 Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments

ECSE7K3 Connection of curriculum to assessment and progress monitoring activities

ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data

ECSE7S4 Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction

### **ECSE STANDARDS**

S7P5 The educator evaluates and links children's skill development to that of same age peers.

S8P4 The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

### **IDAHO CORE TEACHING STANDARDS**

S4K4 The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

S6K5 The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

S6P4 The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

S6P6 The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

S6P7 The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

S6D2 The teacher takes responsibility for aligning instruction and assessment with learning goals.

S6D3 The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

S7K4 The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

S7K6 The teacher knows when and how to adjust plans based on assessment information and learner responses.

S7P1 The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

S7P2 The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

S7P3 The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

S7P4 The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

S7D3 The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

S8D1 The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

S8K6 The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

S10P2 The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

## **NAFCC**

3.56 The provider encourages children to develop and represent their understanding through a variety of activities.

**I-3** The professional early childhood educator and care provider facilitates, builds, adjusts, modifies and adapts the least restrictive environment, curriculum, and strategies (formally in an IEP/IFSP or informally) that promote self-control, self-efficacy, self-advocacy learning and development for all children. (This includes meeting individual needs of all children—meeting them at their level of ability or physical condition, learning style, cultural background, and language ability- [including second language learners SLL]).

### **DEC STANDARDS**

ICC1K1 Models, theories, philosophies, and research methods that form the basis for special education practice  
ICC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them  
ICC2K3 Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family  
ICC2K5 Similarities and differences of individuals with and without exceptional learning needs  
ICC2K6 Similarities and differences among individuals with exceptional learning needs  
ECSE2K3 Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life  
ECSE2K4 Impact of medical conditions and related care on development and learning  
ICC3K2 Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development  
ICC3K5 Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences  
ECSE3K1 Impact of child's abilities, needs, and characteristics on development and learning  
ECSE3S1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families

ECSE3S2 Develop and match learning experiences and strategies to characteristics of infants and young children

ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings

ICC4S1 Use strategies to facilitate integration into various settings

ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs

ICC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments

ECSE4S1 Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community

ECSE4S3 Use teacher-scaffolded and initiated instruction to complement child-initiated learning

ECSE4S7 Use a continuum of intervention strategies to support access of young children in the general curriculum and daily routines

ECSE4S8 Implement and evaluate preventative and reductive strategies to address challenging behaviors

ICC5S3 Identify supports needed for integration into various program placements

ICC5S8 Teach self-advocacy

ICC5S9 Create an environment that encourages self-advocacy and increased independence

ICC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs

ECSE6K1 Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development

ECSE6S3 Establish communication systems for young children that support self-advocacy

ICC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs

ICC7S5 Use task analysis

ICC7S6 Sequence, implement, and evaluate individualized learning objectives

ICC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences

ICC7S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions

ECSE7S3 Design intervention strategies incorporating information from multiple disciplines

ECSE7S4 Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction

ECSE7S5 Align individualized goals with developmental and academic content

ECSE7S6 Develop individualized plans that support development and learning as well as caregiver responsiveness

ECSE7S7 Develop an individualized plan that supports the child's independent functioning in the child's natural environments

ECSE7S8 Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds

ICC8K5 National, state or provincial, and local accommodations and modifications

S5P6 The educator implements the least intrusive and intensive intervention consistent with the needs of children.

S10P7 The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

#### **ECSE STANDARDS**

S1K3 The educator understands the process of self-regulation that assists young children to identify and cope with emotions.

S3P1 The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

S4P1 The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).

S4P2 The educator uses instructional strategies that support both child-initiated and adult-directed activities.

S5K4 The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.

S5K5 The educator understands crisis prevention and intervention practices.

S5P6 The educator implements the least intrusive and intensive intervention consistent with the needs of children.

#### **IDAHO CORE TEACHING STANDARDS**

S1K4 The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

S1D1 The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

S1D2 The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

S2-K2 The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

S2-K3 The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

S2-K5 The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction

S2P1 The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

S2P2 The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

S2P3 The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

S2P5 The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

S2P6 The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

S3K1 The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

S3P2 The teacher develops learning experiences that engage learners in collaborative and self-directed

learning and that extend learner interaction with ideas and people locally and globally.

S4P1 The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

S4P4 The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

S4P6 The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.

S5P3 The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

S5P8 The teacher develops and implements supports for learner literacy development across content areas.

S6K4 The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

S6P4 The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

S7K3 The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

S7K4 The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

S7P2 The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

S7D3 The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

S8K1 The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

S8K2 The teacher knows how to apply a range of developmentally, culturally, and linguistically

appropriate instructional strategies to achieve learning goals.

S8K3 The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

S8P1 The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

S8P4 The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

S8P9 The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

S8D1 The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. S8D4 The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

S9K3 The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

S10P2 The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

S10P10 The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

#### **NAEYC**

4b: Knowing and understanding effective strategies and tools for early education

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

#### **NAFCC**

3.6 The provider plans some activities building on the needs and interests of the children. She is flexible in adapting the plans.

3.10 The provider extends children's learning by describing what they are doing and asking them open-ended questions.

3.11 The provider helps children engage in activities by breaking complex tasks into simple ones – or increasing the difficulty of activities by combining familiar materials in new ways and contexts.

3.12 The provider finds opportunities to help children learn specific skills and concepts when they show interest in learning them.

3.14 The provider supports children's play, without dominating it, by simply observing, offering materials, joining in, or making gentle suggestions as needed. She plays interactive games, especially with babies and toddlers. (Interactive games include imitating babies' sounds, peek-a-boo, call and response rhymes, Simon Says, and card or board games).

3.48 The provider acknowledges specific aspects of each child's accomplishments and efforts.

3.49 The provider accepts children's emotional needs, including their see-sawing demands for both dependence and independence.

3.51 The provider helps children take responsibility for themselves and their belongings, building self-help skills when they are ready.

3.58 The provider encourages children to think for themselves, to solve problems on their own and with others, and to have confidence in their ability to find solutions.

3.62 The provider adjusts communication to match the understanding of each child.

3.63 When the child's home language is different from the provider's, the provider shows respect for both languages by learning and using key words or songs in the child's home language.

3.67 Children learn math and science concepts in the context of everyday activities, such as setting the table, preparing food, sorting the mail, cooking, gardening, and playing games. As they are able, they match, sort, arrange things in sequence, count things, measure, and recognize and create patterns.

3.73 The provider comments on specific aspects of children's art, focusing on children's exploration of the materials and descriptions of their work. The provider does not show preference for work that looks realistic or pretty.

5.22 The provider gathers information about the children and their families such as special needs, fears, food preferences, important holidays and traditions and updates the information as needed.

5.26 The assistant understands and supports the goals for each child, as well as the rules and routines of the program.

**I-4** The professional early childhood educator and care provider establishes and responds to interactions and communications to enhance rich interactive and collaborative relationships of trust with the peer professionals, families and children (and between children) as a foundation for effective and responsive teaching and learning.

#### **DEC STANDARDS**

ICC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs

ECSE5S4 Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers

ECSE6S1 Support and facilitate family and child interactions as primary contexts for development and learning

#### **ECSE STANDARDS**

S1K9 The educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

S3P1 The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

S5K4 The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.

S5K5 The educator understands crisis prevention and intervention practices.

S6P1 The educator adjusts language and communication strategies for the developmental age and stage of the child.

S7P2 The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Education Programs (IEP).

S10P7 The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

## IDAHO CORE TEACHING STANDARDS

S1P3 The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

S2-K5 The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction

S2D4 The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

S2P4 The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

S3D1 The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

S3D2 The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

S6K5 The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

S6D3 The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

S8K4 The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

S8D2 The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

### NAFCC

1.20 The provider supports children in developing friendships with each other. The provider helps each child find positive ways to interact with others.

3.13 The provider takes advantage of and builds upon the many natural learning experiences and "teachable moments" associated with daily life in a home.

3.14 The provider supports children's play, without dominating it, by simply observing, offering materials, joining in, or making gentle suggestions as needed. She plays interactive games, especially with babies and toddlers. (Interactive games include imitating babies' sounds, peek-a-boo, call and

response rhymes, Simon Says, and card or board games).

3.19 \*The provider greets children and parents warmly every day. Upon arrival, she helps children get involved in an activity or social interaction.

3.24 The provider talks to babies and toddlers about what is happening during transitions and routines.

3.36 The provider helps children to gain awareness of other people's feelings and to understand how their own actions affect others.

3.39 Some activities involve all the children working together for a common purpose. The provider encourages children to work on projects and play games together.

3.40 Children are learning about sharing, taking turns, and working together.

3.42 If there are children age 3 and older, the provider helps children get to know people in the neighborhood and community.

3.43 The provider helps children understand and respect people who are different from themselves. The provider responds factually to children's curiosity about similarities and differences among people.

3.50 The provider does not criticize or tease children when they make mistakes.

3.59 The provider encourages children to express their thoughts and feelings and listens with interest and respect.

3.60 \*The provider takes time every day for meaningful conversation with each child. The provider takes an interest in and responds positively to babies' vocalizations and imitates their sounds.

3.61 The provider encourages children to listen to and respond to each other.

3.62 The provider adjusts communication to match the understanding of each child.

3.63 When the child's home language is different from the provider's, the provider shows respect for both languages by learning and using key words or songs in the child's home language.

### Not Accounted for Above:

#### NAFCC

3.17 The provider usually maintains a consistent sequence of daily events, while the flow of activities is adapted to the individual and developmental needs of each child and the changing group.

3.79 Updated 2013 If screen media is used, the provider assures the content is appropriate for the ages of the children. Screen media is free from violent,

sexually explicit, stereotyped content (including cartoons) and advertising.

3.80 Updated 2013 If children use screen media, the provider limits their time of use to no more than 2 hours per week and for educational use or physical activities. Engaging alternative activities are offered to all children when screen media is offered

# Child Guidance and Interactions

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## Child Guidance and Interactions Axial Statements and Corresponding Standards

**1** The early childhood educator and care provider fosters responsive and individualized relationships and interactions with child, parents, staff, and community that are positive, safe (avoiding harmful actions), and based on respect, trust, acceptance, and valuing cultural, linguistic and developmental differences and needs. He/she creates opportunities for child individual and group socialization, taking perspective of child and resolving conflicts for all children with and without special needs

### DEC STANDARDS

ICC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation

ECSE4S6 Use strategies to teach social skills and conflict resolution

ICC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs

ICC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs

### ECSE STANDARDS

S10P7 The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

### NAFCC

1.20 The provider supports children in developing friendships with each other. The provider helps each child find positive ways to interact with others.

1.21 The provider helps children understand their own feelings and those of others.

3.19 \*The provider greets children and parents warmly every day. Upon arrival, she helps children get involved in an activity or social interaction.

3.20 The provider helps children and parents, especially when newly enrolled, to cope with separation at drop-off and pick-up times.

3.29 \*Positive guidance, appropriate for the developmental abilities of each child, is used to help children gain self-control and take responsibility for their own behavior.

3.35 \*No form of physical punishment or humiliation is ever used. The provider does not criticize, shame, tease hurtfully, threaten or yell at children and is not physically rough with the children.

3.36 The provider helps children to gain awareness of other people's feelings and to understand how their own actions affect others.

3.37 The provider helps children resolve conflicts and disagreements with each other by talking through their feelings and finding their own solutions.

3.38 The provider helps children learn to respect each other's possessions and activities.

3.49 The provider accepts children's emotional needs, including their see-sawing demands for both dependence and independence.

**2** The early childhood educator and care provider values, adjusts and responds to individual characteristics and needs of children in a way that promotes relationships, security, attachment, self-regulation and independence.

### DEC STANDARDS

ICC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation

ICC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs

### ECSE STANDARDS

S10P7 The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

### NAFCC

3.29 \*Positive guidance, appropriate for the developmental abilities of each child, is used to help children gain self-control and take responsibility for their own behavior.

3.35 \*No form of physical punishment or humiliation is ever used. The provider does not criticize, shame, tease hurtfully, threaten or yell at children and is not physically rough with the children.

**3** The early childhood educator and care provider applies, effectively adapts and uses child developmental theory, research, laws, policies, and ethical principles to improve child guidance, mental health, management techniques, and relationships.

## **DEC STANDARDS**

ECSE4S5 Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children

ICC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs

ICC5K3 Effective management of teaching and learning

## **NAFCC**

3.34 If "time outs" are used, they are used only as a last resort with children age 3 and older. They are used as a cooling-off time rather than a punishment. They are no more than one minute in length for each year of the child's age, or the child determines when she/he is ready to return to the group.

3.35 \*No form of physical punishment or humiliation is ever used. The provider does not criticize, shame, tease hurtfully, threaten or yell at children and is not physically rough with the children.

**4** The early childhood educator and care provider provides appropriate, responsive and individualized supervision, support, redirection, natural consequences. He/she provides multiple opportunities/environments for children to interact with one another. He/she is able to encourage perspective taking and empathy in children. **DEC STANDARDS**

ECSE4S5 Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children

ECSE4S6 Use strategies to teach social skills and conflict resolution

ICC5S5 Modify the learning environment to manage behaviors

## **ECSE STANDARDS**

S5K4 The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.

S4K6 The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

S10P7 The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

## **NAFCC**

3.20 The provider helps children and parents, especially when newly enrolled, to cope with separation at drop-off and pick-up times.

3.31 The provider minimizes toddlers' frustrations through redirection.

3.32 The provider frequently lets children experience the consequences of their own misbehavior, if this is safe, rather than punishing them.

3.33 The provider avoids power struggles with children. Children age 3 and older have opportunities to assert their power by taking responsibility as leaders and helpers.

3.35 \*No form of physical punishment or humiliation is ever used. The provider does not criticize, shame, tease hurtfully, threaten or yell at children and is not physically rough with the children.

**5** The early childhood educator and care provider plans, guides, adapts and facilitates activities (based on child interests' and-development) that minimize/prevent potential challenging or disruptive behaviors. He/she assesses and adjusts child-directed environments and activities that promote a variety of play (isolated, parallel, associative, cooperative, etc.), support positive communication, interactions, and relationships building (sharing, taking turns, working together, etc.).

## **DEC STANDARDS**

ICC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs

## **ECSE STANDARDS**

S5K4 The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.

S4K6 The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

## **NAFCC**

3.20 The provider helps children and parents, especially when newly enrolled, to cope with separation at drop-off and pick-up times.

3.39 Some activities involve all the children working together for a common purpose. The provider encourages children to work on projects and play games together.

3.40 Children are learning about sharing, taking turns, and working together.

3.49 The provider accepts children's emotional needs, including their see-sawing demands for both dependence and independence.

**6** The early childhood educator and care provider offers, plans, secures, and evaluates the success of routines, activities and transitions. He/she ensures routines, activities and transitions are predictable, intentional, systematic, but flexible for children in their care. He/she provides and adjusts directions, positive emotional climate and cuing for children when changes occur. He/she also provides and embeds, when appropriate, routines, schedules, and activities for infants and toddlers that are built around caregiving routines, child readiness to respond to consistent individual and group routines, and child development knowledge.

**DEC STANDARDS**

ICC5K3 Effective management of teaching and learning

ICC5S12 Design and manage daily routines

**ECSE STANDARDS**

S5K4 The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.

S4K6 The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

**NAFCC**

3.20 The provider helps children and parents, especially when newly enrolled, to cope with separation at drop-off and pick-up times.

**7** The early childhood educator and care provider will determine the responsiveness of children to behavior expectations/limits, and is able to maintain, provide, establish and communicate clear and consistent expectations/limits for behavior. He/she uses positive and proactive behavior management strategies and collaborates with families and other service providers.

**DEC STANDARDS**

ICC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs

ICC5S2 Identify realistic expectations for personal and social behavior in various settings

**ECSE STANDARDS**

S5P7 The educator conducts functional behavior assessments and develops positive behavior supports.

**NAFCC**

3.30 The provider clearly explains to children in a positive way what is expected of them.

3.34 If "time outs" are used, they are used only as a last resort with children age 3 and older. They are used as a cooling-off time rather than a punishment. They are no more than one minute in length for each year of the child's age, or the child determines when she/he is ready to return to the group.

**8** The early childhood educator and care provider uses a variety of proactive, direct and indirect guidance practices, procedures and strategies (based on child development and observations of individual children). He/she makes sure to provide an appropriate balance between, child-led or child-directed activities with adult-guided activities, while integrating all ability levels into the group dynamics (diverse needs and abilities).

**DEC STANDARDS**

ICC5K6 Strategies for crisis prevention and intervention

ICC5S10 Use effective and varied behavior management strategies

## *Observation and Assessment*

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### **Observation and Assessment Axial Statements and Corresponding Standards**

**1** The professional early childhood educator and care provider is able to use informal and formal assessment and observation data to help meet the needs of individuals and groups of children. He/she uses assessment and observation data to help to plan, design, and implement instruction, curriculum, environments, child guidance, and classroom management.

#### **DEC STANDARDS**

ECSE7K3 Connection of curriculum to assessment and progress monitoring activities

ICC7S4 Use functional assessments to develop intervention plans

ICC8S2 Administer nonbiased formal and informal assessments

ECSE8S5 Use informal and formal assessment to make decisions about infants and young children's development and learning

ECSE8S8 Participate as a team member to integrate assessment results in the development and implementation of individualized plans

ECSE8S10 Produce reports that focus on developmental domains and functional concerns

#### **ECSE STANDARDS**

S5P7 The educator conducts functional behavior assessments and develops positive behavior supports.

S8P1 The educator assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).

S8P4 The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

#### **IDAHO CORE TEACHING STANDARDS**

S1P1 The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

S1D3 The teacher takes responsibility for promoting learners' growth and development.

S3D5 The teacher is a thoughtful and responsive listener and observer.

S4P9 The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

S6K1 The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

S6K2 The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

S6K3 The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

S6K7 The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

S6P3 The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

S6P7 The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

S6D2 The teacher takes responsibility for aligning instruction and assessment with learning goals.

S6D6 The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

S7K6 The teacher knows when and how to adjust plans based on assessment information and learner responses.

S7P4 The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

S7P6 The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

S8K3 The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

S9D1 The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

S10P1 The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

### **ECSE STANDARDS**

S8K3 The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

### **NAEYC**

3a: Understanding the goals, benefits, and uses of assessment

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

**2** The professional early childhood educator and care provider is able to effectively collaborate and create partnerships with parents, learners and professional colleagues during and following the assessment process. He/she uses the knowledge gained to make appropriate adjustments to environment, instruction, and curriculum. He/she knows when and how to engage the learner in understanding their own assessment results and setting learning goals.

### **DEC STANDARDS**

ECSE8S8 Participate as a team member to integrate assessment results in the development and implementation of individualized plans

ICC9S7 Practice within one's skill limits and obtain assistance as needed

ECSE10S1 Collaborate with caregivers, professionals, and agencies to support children's development and learning

ICC10S11 Observe, evaluate, and provide feedback to paraeducators.

### **IDAHO CORE TEACHING STANDARDS**

S3P1 The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

S6K4 The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning

S6P3 The teacher works independently and collaboratively to examine test and other

performance data to understand each learner's progress and to guide planning.

S6D1 The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning

S9K5 The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

### **NAEYC**

3d: Knowing about assessment partnerships with families and with professional colleagues

**3** The professional early childhood educator and care provider is able to recognize and understand the influence of outside factors on screening and assessment. He/she uses multiple and varied assessments along with adaptations and modifications to validly screen and assess the child. He /she uses the information to plan activities and experiences that are meaningful to all the children.

### **DEC STANDARDS**

ICC8S4 Develop or modify individualized assessment strategies

### **IDAHO CORE TEACHING STANDARDS**

S6K7 The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

S6P5 The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

S6P9 The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

S6D4 The teacher is committed to using multiple types of assessment processes to support, verify, and document learning

S6P8 The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

S6D5 The teacher is committed to making accommodations in assessments and testing

conditions, especially for learners with disabilities and language learning needs.

**4** The professional early childhood educator and care provider gathers information about children from their families and keeps the families involved throughout the assessment process. He/she analyzes the families' information about the child, assessments and develops goals and interventions with the family for the classroom and for the families to implement into the home environment.

#### **DEC STANDARDS**

ICC7S3 Involve the individual and family in setting instructional goals and monitoring progress

ECSE7S1 Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team

ECSE8K1 Role of the family in the assessment process

ECSE8S1 Assist families in identifying their concerns, resources, and priorities

ECSE8S2 Integrate family priorities and concerns in the assessment process

ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns

ICC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs

ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

ECSE10S2 Support families' choices and priorities in the development of goals and intervention strategies

ECSE10S3 Implement family-oriented services based on the family's identified resources, priorities, and concerns

ECSE10S5 Involve families in evaluation of services

#### **ECSE STANDARDS**

S8P3 The educator collaborates with families and professionals involved in the assessment of children.

ICC6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding

#### **IDAHO CORE TEACHING STANDARDS**

S9D2 The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

#### **NAEYC**

3d: Knowing about assessment partnerships with families and with professional colleagues

S3P1 The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

#### **NAFCC**

5.21 The provider has some way of keeping observational notes about insights into children's interests, accomplishments, concerns, and some of the delightful things they say and do. These records are used for program planning and parent conversations.

5.22 The provider gathers information about the children and their families such as special needs, fears, food preferences, important holidays and traditions and updates the information as needed.

**5** The professional early childhood educator and care provider uses knowledge of child development to inform assessment, identify irregular development, and recognize different abilities of children based on their development. He/she uses the results of the assessment process to adjust and improve instruction and interventions.

#### **DEC STANDARDS**

ECSE2K3 Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life

ECSE3K1 Impact of child's abilities, needs, and characteristics on development and learning

ECSE6K1 Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development

ECSE6K2 Impact of language delays on behavior

ECSE8S3 Assess progress in the five developmental domains, play, and temperament

ECSE8S7 Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process

#### **ECSE STANDARDS**

S7P5 The educator evaluates and links children's skill development to that of same age peers.

#### **IDAHO CORE TEACHING STANDARDS**

S1K2 The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

S1K3 The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

S1D1 The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

S1D3 The teacher takes responsibility for promoting learners' growth and development.

S3D5 The teacher is a thoughtful and responsive listener and observer.

**6** The professional early childhood educator and care provider obtains information on children's backgrounds, development, needs, strengths, and interactions. He/she knows about and uses observation and documentation as tools. He/she uses this information to understand and design assessments and programming for all children. He/she reflects on these decisions and adjusts as necessary.

#### **DEC STANDARDS**

ECSE3S1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families

ICC8S1 Gather relevant background information

ECSE8S6 Gather information from multiple sources and environments

ECSE8S9 Emphasize child's strengths and needs in assessment reports

ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members

ICC6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding

ICC7S5 Use task analysis

#### **ECSE STANDARDS**

S3k4 The educator knows how to access information regarding specific children's needs and disability-related issues (e.g. medical, support, and service delivery).

S7P4 The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.

S8K4 The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

#### **IDAHO CORE TEACHING STANDARDS**

S1K4 The teacher understands the role of language and culture in learning and knows how to modify

instruction to make language comprehensible and instruction relevant, accessible, and challenging.

S2-K5 The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

S2D2 The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

S8D1 The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

S9D1 The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

S9D2 The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

#### **NAEYC**

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

#### **NAFCC**

5.22 The provider gathers information about the children and their families such as special needs, fears, food preferences, important holidays and traditions and updates the information as needed.

**7** The professional early childhood educator and care provider uses professional knowledge to improve assessment and direct colleagues and families to the appropriate resources. He/she reflects on and integrates the family's concerns, resources, and priorities in the referral process.

#### **DEC STANDARDS**

ECSE5S7 Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services

ECSE8S1 Assist families in identifying their concerns, resources, and priorities

ECSE8S2 Integrate family priorities and concerns in the assessment process

ICC8K3 Screening, prereferral, referral, and classification procedures

ICC10S11 Observe, evaluate, and provide feedback to paraeducators

## **ECSE STANDARDS**

S8K3 The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

### **NAEYC**

3a: Understanding the goals, benefits, and uses of assessment

3d: Knowing about assessment partnerships with families and with professional colleagues

**8** The professional early childhood educator and care provider acts responsibly with all confidential information including assessment information. He/she abides by standardized procedures and the rules and ethics for the program he/she represents.

### **DEC STANDARDS**

ICC8K2 Legal provisions and ethical principles regarding assessment of individuals

ICC10S1 Maintain confidential communication about individuals with exceptional learning needs

ICC8K4 Use and limitations of assessment instruments

ICC8S2 Administer nonbiased formal and informal assessments

ICC8S3 Use technology to conduct assessments

ECSE8S4 Select and administer assessment instruments in compliance with established criteria

ICC9K4 Methods to remain current regarding research-validated practice

### **ECSE STANDARDS**

S8K1 The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.

ECSE8K2 Legal requirements that distinguish among at-risk, developmental delay and disability

S8K3 The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

S8K4 The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

### **IDAHO CORE TEACHING STANDARDS**

S5D3 The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

S6D6 The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

**9** The professional early childhood educator and care provider keeps ongoing records and evaluates them regularly in order to see the child's and program's progress toward outcomes and goals. He/she uses data to adjust teaching objectives, interventions, and parent conversations.

## **DEC STANDARDS**

ECSE7K3 Connection of curriculum to assessment and progress monitoring activities

ICC7S13 Make responsive adjustments to instruction based on continual observations

ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data

ICC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs

ICC8S9 Create and maintain records

ECSE8S11 Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness

### **ECSE STANDARDS**

S8K2 The educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

### **IDAHO CORE TEACHING STANDARDS**

S6K6 The teacher knows when and how to evaluate and report learner progress against standards.

S6D3 The teacher is committed to providing timely and effective descriptive feedback to learners on their progress

S6P1 The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

S6P2 The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

S8P2 The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

### **NAEYC**

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

### **NAFCC**

5.21 The provider has some way of keeping observational notes about insights into children's interests, accomplishments, concerns, and some of the delightful things they say and do. These records are used for program planning and parent conversations.

**10** The professional early childhood educator and care provider recognizes cultural, learning and developmental differences in children in order to differentiate instructions for individuals in a group of children. He/she assesses and respects the culture and diversity in the backgrounds of young children and their families.

### **DEC STANDARDS**

ICC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds

ICC3K4 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction

ICC3K5 Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences

ECSE3S1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families

ICC6K1 Effects of cultural and linguistic differences on growth and development

ICC6K2 Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages

ICC7S6 Sequence, implement, and evaluate individualized learning objectives

ICC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them

ICC6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding

### **ECSE STANDARDS**

S7P4 The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.

### **IDAHO CORE TEACHING STANDARDS**

S1K2 The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

S1D2 The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

S2-K5 The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

S2P5 The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

S4P5 The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

S6P7 The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

S7K6 The teacher knows when and how to adjust plans based on assessment information and learner responses.

S8D1 The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

S9D2 The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

**11** The professional early childhood educator and care provider is able to reflect on and discuss the findings of screenings and assessment with the service providing team and families. He/she provides feedback to the children when appropriate. He/she provides information on a continuum services and recommends referrals as needed.

### **DEC STANDARDS**

ICC1K6 Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services

ECSE5S7 Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services

ICC8K1 Basic terminology used in assessment

ICC8S5 Interpret information from formal and informal assessments

ICC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds

ICC8S7 Report assessment results to all stakeholders using effective communication skills

ICC8K3 Screening, prereferral, referral, and classification procedures

# Professionalism

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## Professionalism Axial Statements and Corresponding Standards

**1** The early childhood educator and care provider leads in, advocates for, and improves the profession based on the needs and conditions within the realm of service, leading to improved child responsiveness, learning and healthy development of each child and family that is served.

### DEC STANDARDS

ECSE9K2 Advocacy for professional status and working conditions for those who serve infants and young children, and their families

ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs

ECSE9S5 Participate in activities of professional organizations relevant to early childhood special education and early intervention

ECSE9S7 Advocate on behalf of infants and young children and their families

### ECSE STANDARDS

S10P4The educator advocates for young children and their families.

S10P6The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

### IDAHO CORE TEACHING STANDARDS

S10P11The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

S10D1The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

S10D4The teacher takes responsibility for contributing to and advancing the profession.

S9P6The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

S10P9The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

## NAEYC

6a: Identifying and involving oneself with the early childhood field

6e: Engaging in informed advocacy for children and the profession

## NAFCC

*fx* The provider cares about, respects, and is committed to helping each child develop to his or her full potential.

1.26 The provider's family members are courteous and respectful when they interact with the children in care and their families.

**2** The early childhood educator and care provider effectively accesses technology, resources and services within their own agency and community that aligns with the individual needs of the children He/she uses resources and services to improve child responsiveness, learning and healthy development of each child and family served.

### DEC STANDARDS

ICC7K4 Technology for planning and managing the teaching and learning environment

ICC7S9 Incorporate and implement instructional and assistive technology into the educational program

ECSE8S1 Assist families in identifying their concerns, resources, and priorities

ECSE8S2 Integrate family priorities and concerns in the assessment process

ECSE10S1 Collaborate with caregivers, professionals, and agencies to support children's development and learning

### ECSE STANDARDS

S3K4The educator knows how to access information regarding specific children's needs and disability-related issues (e.g. medical, support, and service delivery).

S3P1The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

S5P3The educator creates an accessible learning environment, including the use of assistive technology.

S7P2The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented

services based on identified resources, priorities, and concerns through the use of the Individualized Education Programs (IEP).

S10K5 The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

### **IDAHO CORE TEACHING STANDARDS**

S10K2 The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

S10D5 The teacher embraces the challenge of continuous improvement and change.

S9P6 The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

S9P4 The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

S8P7 The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

S10K1 The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

S3K5 The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

S3P7 The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

S5D4 The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

S8K6 The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

S8D3 The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

S10P7 The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

### **NAEYC**

6c: Engaging in continuous, collaborative learning to inform practice

### **NAFCC**

2.16 Equipment is modified to accommodate children's special needs, or special equipment is provided. If a child is in a wheelchair, there is sufficient space for it to move around.

5.12 Updated 2013 The provider has information about community resources that offer services to parents and children. These resources may include but are not limited to health, mental health, nutrition/fitness, child care resource and referral, special needs, care for infants including breast feeding supports, and child care subsidies.

5.13 The provider informs parents about tax credits, child care subsidies, and employer child care benefits if available.

**3** The early childhood educator and care provider reciprocally taps into expertise and perspective through professional and family collaboration and training.

### **DEC STANDARDS**

ICC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors

ICC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service

ICC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members

ICC7S3 Involve the individual and family in setting instructional goals and monitoring progress

ECSE7S1 Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team

ICC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues

ECSE9S2 Integrate family systems theories and principles into professional practice

ECSE9S4 Apply models of team process in early childhood

ICC10K1 Models and strategies of consultation and collaboration

ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members

ICC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team

ICC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families

ICC10S6 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings

ICC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities

ICC10S8 Model techniques and coach others in the use of instructional methods and accommodations

ICC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs

ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

ICC10S11 Observe, evaluate, and provide feedback to paraeducators

ECSE10S1 Collaborate with caregivers, professionals, and agencies to support children's development and learning

ECSE10S6 Participate as a team member to identify and enhance team roles, communication, and problem-solving

ECSE10S7 Employ adult learning principles in consulting and training family members and service providers

### **ECSE STANDARDS**

S3P1 The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

S5P4 The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

S8P3 The educator collaborates with families and professionals involved in the assessment of children.

S10P2 The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child's development and learning.

S10P6 The educator encourages and assists families to become active participants in the educational

team, including setting instructional goals for and charting progress of children.

### **IDAHO CORE TEACHING STANDARDS**

S1D4 The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

S3P1 The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

S3P3 The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

S7P5 The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media

S10K3 The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

S10P3 The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

S6P3 The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

S10P1 The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

S10D3 The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

S3P5 The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

### **NAFCC**

1.12 The provider individualizes the child care program, within reason, to respond to a parent's specific requests, preferences, and values.

1.14 The provider keeps parents informed, by conversation or in writing about what their children

do. This happens daily for babies and at least weekly for older children.

1.15 The provider tries to maintain open and easy communication with each family.

1.16 In addition to ongoing conversations, the provider has a conference with each child's parent(s) at least once per year. Together they review the child's progress and needs and set goals for the child.

1.18 The provider discusses concerns with parents when they arise and tries to reach a mutually satisfying solution.

5.7 The provider keeps up-to-date with topics related to program quality. When needed, she consults with experts to gain specific information, such as how to work with children and families with special needs.

5.8 The provider is actively involved with other providers or a related professional group, if available.

5.10 The provider shares information with parents about common child-rearing issues such as temper tantrums and signs of infectious disease.

5.14 The provider follows an enrollment process that facilitates an exchange of information between the provider and parent, working to assure a good match. Discussion includes a description of the program and policies as well as parents' values and wishes around such topics as eating, sleeping, toileting, and discipline.

5.15 Prospective parents are given the names and telephone numbers of three current or recently enrolled parents, with their permission. If unavailable, character references are given.

Child Care Contract –Areas covered in the contract include:

§ hours

§ fees

§ payment schedule

§ provider's and child's vacation

§ provider's and child's sick leave and absences

§ responsibility for alternate care

§ termination policy

5.17 The provider gives parents receipts upon payment of fees - or fees are fully subsidized - and gives parents her social security number or employee identification number with the first receipt and upon request.

5.18 If a child receives an injury beyond a minor scrape or bruise, the provider contacts a parent as soon as possible. Parent is given a written accident report within 24 hours which includes a description of the accident, action taken, outcome, and how the child responded.

Areas covered in written policies may include but are not limited to: □ parent participation and conference. If relevant, transportation, field trips, and religious activities and teaching are also included in written policies.

5.26 The assistant understands and supports the goals for each child, as well as the rules and routines of the program.

5.28 The provider and the assistant share observations of children and families and plan some activities together.

5.29 The provider offers the assistant helpful, consistent, and constructive feedback, and encourages the assistant's professional growth.

5.30 The assistant, unless a family member, has a written job description defining responsibilities. The provider offers an annual review of the assistants job performance.

5.33 Except in emergencies, parents are notified in advance when a substitute provider will be responsible for their children.

**4** The early childhood educator and care provider effectively sets high expectation and engenders self-efficacy based on the ability level and needs of the children.

#### **DEC STANDARDS**

ICC5S8 Teach self-advocacy

ICC5S9 Create an environment that encourages self-advocacy and increased independence

ECSE7S7 Develop an individualized plan that supports the child's independent functioning in the child's natural environments

#### **IDAHO CORE TEACHING STANDARDS**

S3P3 The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

S10K4The teacher knows how to contribute to a common culture that supports high expectations for student learning.

S3P8The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

**5** The early childhood educator and care provider intentionally and successfully accounts for practices and children's responsiveness using valid static, dynamic, and functional assessments, along with

ongoing data to guide instruction and programming decisions.

### **DEC STANDARDS**

ICC5K3 Effective management of teaching and learning

ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments

ICC7S4 Use functional assessments to develop intervention plans

ICC7S12 Use instructional time effectively

ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data

ECSE8K3 Alignment of assessment with curriculum, content standards, and local, state, and federal regulations

ICC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds

ICC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs

ECSE8S1 Assist families in identifying their concerns, resources, and priorities

ECSE8S2 Integrate family priorities and concerns in the assessment process

ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns

ICC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities

ICC10S11 Observe, evaluate, and provide feedback to paraeducators

ECSE10S7 Employ adult learning principles in consulting and training family members and service providers

ECSE10S8 Assist the family in planning for transition

ECSE10S9 Implement processes and strategies that support transitions among settings for infants and young children

### **ECSE STANDARDS**

S7P2 The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Education Programs (IEP).

S7P4 The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.

S8K3 The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

S8K4 The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

### **IDAHO CORE TEACHING STANDARDS**

S10D5 The teacher embraces the challenge of continuous improvement and change.

S6P3 The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

S9P3 Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

S10P1 The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

S6D6 The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

S9D2 The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

S1D3 The teacher takes responsibility for promoting learners' growth and development.

S3P5 The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

S3D5 The teacher is a thoughtful and responsive listener and observer.

S6D5 The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

S7D1 The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

S7D4 The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

S10P10 The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

S10K1 The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

### **NAFCC**

1.10 Parents can count on child care as described in their contract.

Areas covered in written policies may include but are not limited to: □ the use of screen media

5.28 The provider and the assistant share observations of children and families and plan some activities together.

**6** The early childhood educator and care provider reflects on one's own practices along with child/family responsiveness to instruction. He/she is able to adjust outcomes for child/family, improve effectiveness in practices and personal responsiveness to each unique and diverse child and family

### **DEC STANDARDS**

ICC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them.

ECSE3S1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families

ECSE3S2 "Develop and match learning experiences and strategies to characteristics of infants and young children"

ICC5K9 Ways specific cultures are negatively stereotyped

ICC5K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism

ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications

ICC7S3 Involve the individual and family in setting instructional goals and monitoring progressing learning environments

ICC7S12 Use instructional time effectively

ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data

ECSE7S1 Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team

ECSE7S6 Develop individualized plans that support development and learning as well as caregiver responsiveness

ECSE7S7 Develop an individualized plan that supports the child's independent functioning in the child's natural environments

ECSE7S8 Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds

ECSE8S1 Assist families in identifying their concerns, resources, and priorities

ICC9K1 Personal cultural biases and differences that affect one's teaching

ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals

ICC9S9 Conduct self-evaluation of instruction

ICC9S11 Reflect on one's practice to improve instruction and guide professional growth

ECSE9S3 Respect family choices and goals

ECSE9S6 Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds

ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns

ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members

ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

ICC10S11 Observe, evaluate, and provide feedback to paraeducators

ECSE10S2 Support families' choices and priorities in the development of goals and intervention strategies

ECSE10S3 Implement family-oriented services based on the family's identified resources, priorities, and concerns

### **ECSE STANDARDS**

S3K2 The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.

S7P2 The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides

information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Education Programs (IEP).

S8K3The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

S8K4The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

S10P5The educator creates a manageable system to maintain all program and legal records for children.

S10P6The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

### **IDAHO CORE TEACHING STANDARDS**

S6P3The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

S9P5The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

S4D1The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

S9D2The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

S9D3The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

S10P8The teacher uses and generates meaningful research on education issues and policies.

S1K4The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

S3K4The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

S3P6The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

S4D3The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

S7D1The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

S7D4The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

S8K2The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

S10K4The teacher knows how to contribute to a common culture that supports high expectations for student learning.

S10P10The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

S2D2The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

### **NAEYC**

4d: Reflecting on their own practice to promote positive outcomes for each child

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

### **NAFCC**

1.6 The provider seeks information about each family's cultural traditions and uses this information in responding to the children and planning activities.

1.11 The provider respects diverse family styles and recognizes the strengths of each family.

1.12 The provider individualizes the child care program, within reason, to respond to a parent's specific requests, preferences, and values.

1.17 If parents do not speak the language of the provider, the provider finds an effective way to communicate with them.

1.18 The provider discusses concerns with parents when they arise and tries to reach a mutually satisfying solution.

1.19 The provider offers a variety of ways for parents to participate in the program's activities. Consideration is given to the parents' interests and

time availability. Although participation is encouraged, it is never required.

3.44 The provider assures that children and their families are not stereotyped or left out of any activity because of their race, gender, ethnicity, ability, or any other personal characteristic. Girls and boys have equal opportunities to take part in all activities and use all materials.

3.45 The provider helps children notice incidents of bias and learn effective ways to stand up for each other and themselves in the face of teasing, bullying, or other forms of discrimination.

3.63 When the child's home language is different from the provider's, the provider shows respect for both languages by learning and using key words or songs in the child's home language.

5.2 The provider is intentional and reflective in her work, thinking about what occurs with the children and their families, considering any puzzling events or concerns.

5.14 The provider follows an enrollment process that facilitates an exchange of information between the provider and parent, working to assure a good match. Discussion includes a description of the program and policies as well as parents' values and wishes around such topics as eating, sleeping, toileting, and discipline.

5.26 The assistant understands and supports the goals for each child, as well as the rules and routines of the program.

5.28 The provider and the assistant share observations of children and families and plan some activities together.

**7** The early childhood educator and care provider uses knowledge and current early childhood best practices, curriculum, typical and atypical child development and learning theories to meet child and family needs.

#### **DEC STANDARDS**

ICC1K1 Models, theories, philosophies, and research methods that form the basis for special education practice

ICC1K3 Relationship of special education to the organization and function of educational agencies

ECSE1K2 Trends and issues in early childhood education, early childhood special education, and early intervention

ECSE2K3 Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children,

and specific implications for development and learning in the first years of life

ICC5K5 Social skills needed for educational and other environments

ECSE7K1 Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children

ICC9K4 Methods to remain current regarding research-validated practice

ICC9S10 Access information on exceptionalities

ECSE9S2 Integrate family systems theories and principles into professional practice

ECSE9S4 Apply models of team process in early childhood

#### **ECSE STANDARDS**

S1K2The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.

S3P1The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

S5P4The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

S7P1The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

S8K3The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

S10K2The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

#### **IDAHO CORE TEACHING STANDARDS**

S5D1The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

S7K1The teacher understands content and content standards and how these are organized in the curriculum.

S9K5The teacher knows how to build and implement a plan for professional growth directly aligned with

his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

S9P1 The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

S9P2 The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

S9D2 The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

S1K4 The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

S4K3 The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

S8K6 The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

### **NAEYC**

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

### **NAFCC**

1.10 Parents can count on child care as described in their contract.

3.63 When the child's home language is different from the provider's, the provider shows respect for both languages by learning and using key words or songs in the child's home language.

4.69 If a child has been diagnosed as having a special need, the provider understands the condition, follows all prescribed treatments, and works with parents and other specialists as needed.

5.9 The provider takes precautions to minimize extreme stress.

5.10 The provider shares information with parents about common child-rearing issues such as temper tantrums and signs of infectious disease.

Areas covered in written policies may include but are not limited to: § developmentally appropriate learning activities

**8** The early childhood educator and care provider intentionally develops professionally by understanding and using best practices, historical knowledge, research (including action research), content standards (IELGs), codes of ethical conduct, relevant laws and professional development standards to meet current demands of children and families.

### **DEC STANDARDS**

ICC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation

ECSE1K1 Historical, philosophical foundations and legal basis of services for infants and young children both with and without exceptional needs

ICC1S1 Articulate personal philosophy of special education

ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings

ICC7K3 National, state or provincial, and local curricula standards

ECSE7K1 Theories and research that form the basis of developmental and academic curricula and instructional strategies for infants and young children

ICC7S5 Use task analysis

ICC8K2 Legal provisions and ethical principles regarding assessment of individuals

ECSE8K2 Legal requirements that distinguish among at-risk, developmental delay and disability

ECSE8K3 Alignment of assessment with curriculum, content standards, and local, state, and federal regulations

ICC9K3 Continuum of lifelong professional development

ICC9K4 Methods to remain current regarding research-validated practice

ECSE9K1 Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families

ICC9S1 Practice within the CEC Code of Ethics and other standards of the profession

ICC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional

ICC9S3 Act ethically in advocating for appropriate services

ICC9S4 Conduct professional activities in compliance with applicable laws and policies

ICC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues

ICC9S13 Demonstrate commitment to engage in evidence-based practices

ECSE9S1 Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures

ECSE9S5 Participate in activities of professional organizations relevant to early childhood special education and early intervention

ECSE9S6 Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds

ECSE10S7 Employ adult learning principles in consulting and training family members and service providers

### **ECSE STANDARDS**

S1K2The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.

S4K3The educator understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.

S5P4The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

S7P1The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

S8K3The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

S8P2The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.

S9K1The educator understands NAEYC Licensure and DEC Personnel Standards.

S9K1The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.

S10K1The educator knows the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Code of Ethics.

S10K2The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

S10K6The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.

S10P1The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics.

S10P5The educator creates a manageable system to maintain all program and legal records for children.

### **IDAHO CORE TEACHING STANDARDS**

S4K5The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

S4D1The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

S5D1The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

S7K1The teacher understands content and content standards and how these are organized in the curriculum.

S9K4The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

S9P6The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

S9D4The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

S9K5The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

S9P1The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

S9P2The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

S9D2The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

S9D3The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

S10P6The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

S10P8The teacher uses and generates meaningful research on education issues and policies.

S10D3The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

S1K4The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

S8K6The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

### **NAEYC**

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

6b: Knowing about and upholding ethical standards and other professional guidelines

### **NAFCC**

1.10 Parents can count on child care as described in their contract.

4.69 If a child has been diagnosed as having a special need, the provider understands the condition, follows all prescribed treatments, and works with parents and other specialists as needed.

5.1 The provider's attention is focused on children. Telephone calls, errands, or personal demands do not take priority over children's needs. The provider does not operate another business during child care hours.

5.4 The provider is licensed, registered, or certified and is in compliance with all state regulations.

5.5 There is no child abuse, domestic violence, or illegal drug use in the home.

5.6 The provider seeks continuing training and education and is open to new ideas about family child care.

5.7 The provider keeps up-to-date with topics related to program quality. When needed, she consults with experts to gain specific information, such as how to work with children and families with special needs.

5.11 The provider knows how to detect signs of child abuse and neglect, understands the responsibility to report suspicious cases to child protective services, and, if appropriate, files a report.

5.14 The provider follows an enrollment process that facilitates an exchange of information between the provider and parent, working to assure a good match. Discussion includes a description of the program and policies as well as parents' values and wishes around such topics as eating, sleeping, toileting, and discipline.

5.16 The provider or sponsoring agency has a signed child care contract with each family.

Child Care Contract –Areas covered in the contract include:

§ hours § fees § payment schedule § provider's and child's vacation § provider's and child's sick leave and absences § responsibility for alternate care § termination policy

5.17 The provider gives parents receipts upon payment of fees - or fees are fully subsidized - and gives parents her social security number or employee identification number with the first receipt and upon request.

5.18 If a child receives an injury beyond a minor scrape or bruise, the provider contacts a parent as soon as possible. Parent is given a written accident report within 24 hours which includes a description of the accident, action taken, outcome, and how the child responded.

Areas covered in written policies may include but are not limited to:

§ substitute care arrangement § persons authorized to pick up child § illness § medication administration § emergencies § guidance and discipline § developmentally appropriate learning activities § the use of screen media § parent participation and conference

If relevant, transportation, field trips, and religious activities and teaching are also included in written policies.

5.23 The provider keeps updated medical information for each child including:

§ permission to treat emergencies, signed by parent(s) § child's allergies § chronic illness and

other known health problems & immunizations (or written documentation of parent's objection)

5.24 If children are transported or go on field trips, the provider has signed permission from parent(s)

5.25 The provider keeps children's daily attendance records.

5.30 The assistant, unless a family member, has a written job description defining responsibilities. The provider offers an annual review of the assistant's job performance.

5.31 The assistant, unless a family member, is paid at least the minimum wage. If the assistant works more than 15 hours a week, the provider pays the employer's share of social security and worker's compensation.

5.32 Assistants who work more than 5 hours a day with the children have a break of at least ½ hour.

5.33 Except in emergencies, parents are notified in advance when a substitute provider will be responsible for their children.

B1 New 2013 \* If an assistant is left in charge of children in the provider's absence, she or he meets

5.35 \*Children are not left with a substitute for more than 20% of the time (such as 1 hour per day every 5 hours, or 1 day per 5-day week, may be averaged over time).

**9** The early childhood educator and care provider builds respectful relationships through how one greets/dresses, acts, and communicates (including maintaining confidentiality) with others based on needs and current circumstances.

### **DEC STANDARDS**

ICC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs

ICC5K5 Social skills needed for educational and other environments

ICC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs

ICC5S14 Mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group, or person

ICC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs

ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals

ICC9S8 Use verbal, nonverbal, and written language effectively

ICC10S1 Maintain confidential communication about individuals with exceptional learning needs

ICC10S3 Foster respectful and beneficial relationships between families and professionals

### **ECSE STANDARDS**

S3K2The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.

S10K7The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.

### **IDAHO CORE TEACHING STANDARDS**

S3P1The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

S3P3The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

S3P6The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

S3D5The teacher is a thoughtful and responsive listener and observer.

S2D3The teacher makes learners feel valued and helps them learn to value each other.

S3D4The teacher seeks to foster respectful communication among all members of the learning community.

S10D2The teacher respects families' beliefs, norms, and expectations and seeks to work

### **NAEYC**

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

### **NAFCC**

fxThe provider cares about, respects, and is committed to helping each child develop to his or her full potential.

he provider tries to maintain open and easy communication with each family.

1.16 In addition to ongoing conversations, the provider has a conference with each child's parent(s)

at least once per year. Together they review the child's progress and needs and set goals for the child.

1.26 The provider's family members are courteous and respectful when they interact with the children in care and their families.

5.3 The provider maintains confidentiality and respects the privacy of children and families (except for reporting child abuse or neglect).

5.15 Prospective parents are given the names and telephone numbers of three current or recently enrolled parents, with their permission. If unavailable, character references are given.

**10** The early childhood educator and care provider improves, evaluates and adjusts learning environments that are least restrictive or intrusive, providing individualized, non-biased supports/adaptations, instruction, and guidance within one's professional scope of practice.

#### **DEC STANDARDS**

ICC5K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world

ICC5S9 Create an environment that encourages self-advocacy and increased independence

ICC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members

ECSE7S7 Develop an individualized plan that supports the child's independent functioning in the child's natural environments

ICC9S7 Practice within one's skill limits and obtain assistance as needed

ICC10S8 Model techniques and coach others in the use of instructional methods and accommodations

#### **ECSE STANDARDS**

S5K5The educator understands crisis prevention and intervention practices.

S7P1The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

S8P2The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.

#### **IDAHO CORE TEACHING STANDARDS**

S9P1The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging

curriculum and learning experiences based on local and state standards.

S3P5The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

S4K3The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

S6D5The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

S8K2The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

S10P10The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

#### **NAFCC**

2.9 The provider makes reasonable adaptations to the environment and activities to meet the special needs of each child. If the child has been diagnosed with a specific condition, the provider follows the Individual Family Service Plan (IFSP) or Individual Education Plan (IEP).

2.16 Equipment is modified to accommodate children's special needs, or special equipment is provided. If a child is in a wheelchair, there is sufficient space for it to move around.

3.63 When the child's home language is different from the provider's, the provider shows respect for both languages by learning and using key words or songs in the child's home language.

4.69 If a child has been diagnosed as having a special need, the provider understands the condition, follows all prescribed treatments, and works with parents and other specialists as needed.

Areas covered in written policies may include but are not limited to: § guidance and discipline