

Chart of Key Elements Aligned With Key Assessments

Standard 1: Promoting Child Development and Learning Key Elements	Key Assessment					
	1	2	3	4	5	6
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.		X				
1b. Knowing and understanding the multiple influences on development and learning.	X					
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.		X		X	X	
Standard 2: Building Family and Community Relationships Key Elements	Key Assessment					
	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.	X				X	
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	X	X			X	
2c. Involving families and communities in young children's development and learning.	X	X	X		X	
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Elements	Key Assessment					
	1	2	3	4	5	6
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.		X		X		
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.		X		X		
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.		X		X		
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.		X				
Standard 4: Using Developmentally Effective Approaches Key Elements	Key Assessment					
	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.				X		
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.			X	X		
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.			X	X		
4d. Reflecting on own practice to promote positive outcomes for each child.			X	X		

Standard 5: Using Content Knowledge to Build Meaningful Curriculum Key Elements	Key Assessment					
	1	2	3	4	5	6
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.			X	X		
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.			X	X		
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.			X	X		
Standard 6: Becoming a Professional Key Elements	Key Assessment					
	1	2	3	4	5	6
6a. Identifying and involving oneself with the early childhood field.					X	
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.	X				X	
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.					X	
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.		X			X	
6e. Engaging in informed advocacy for young children and the early childhood profession.	X				X	
Supportive Skills	Key Assessment					
	1	2	3	4	5	6
SS1. Self-assessment and self-advocacy.		X		X		
SS2. Mastering and applying foundational concepts from general education.				X	X	
SS3. Written and verbal skills.	X		X			
SS4. Making connections between prior knowledge/experience and new learning.		X	X			
SS5. Identifying and using professional resources.	X				X	