

Early Education Specialist Candidate Competencies: Part 1

Part 1 – General Candidate Competencies

In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

CATEGORY B. Field Experiences	LEE 171	LEE 232	LEE 233	LEE 235	LEE 241	LEE 250	LEE 271
1.3 Programs submitted for approval must ensure that students have had, or will have, by completion of the program, differentiated supervised field and practicum experiences with children and adults in representative cross-cultural settings, which provide for:							
1.3.1 Opportunities designed to meet the individual candidate's background, experience, and career goals.					I P A	A	
1.3.2 Supervised experiences in at least one pre-kindergarten developmental level and one level at kindergarten or primary level.					I P A		
1.3.3 Observation and participation experiences in child observation classes, public schools, private schools, and public and community agencies.		I P A		P A	I P A		
1.3.4 Opportunities to work with professional educators and with personnel not necessarily members of the education profession (e.g., pediatricians and nurses, para-professionals, staff members, and parent and community volunteers).					I P A	I P A	
2.0 Professional Competencies Practitioners in these credential areas have identified the following skills and knowledge statements as basic competencies essential for entry into the field. Institutions preparing candidates for these credentials shall design their programs for such skills and knowledge required for service in these credential areas. Programs shall provide a brief response on how each of the following professional competencies is addressed in the coursework and field experiences. Programs shall be designed, in part, to develop specific skills and knowledge in the following competency areas: The specialist shall be able to:							
2.1 Demonstrate knowledge of human development and education.	A	I P A	A				P A A

Professional Competencies	LEE 171	LEE 232	LEE 233	LEE 235	LEE 241	LEE 250	LEE 271
2.1.1 Interpret child development and early education concepts to differentiated staff, parents, and community.	A		A A A	A	I P A		
2.1.2 Plan for continuity of learning experiences, regardless of grade level, for children age eight and younger.		I P A	A		I P A		
2.2 Demonstrate knowledge, application, and analysis of several theoretical bases upon which early childhood programs have been and currently are being developed.	A	I P A	I P		I P A		I P A
2.2.1 Explain and describe relevant research.		I P A	P A A	P A	I P A	A	A A A
2.2.2 Compare and contrast fundamental theories of child development and philosophies of curriculum.		I P A	A	P A			A
2.2.3 Analyze different programs for young children.	A		I P A A		I P		
2.3 Plan programs that meet the individual needs and interests of children appropriate to their development, their sociocultural background, and their experiential level.	A		I P				I P A
2.3.1 Demonstrate ability to diagnose children's learning needs through a variety of vehicles, including, but not limited to, observation, case studies, tests, developmental scales, and classroom products.		I P A	I P A		I P A		

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2.3.2 Develop a suitable match between diagnosis and learning activities provided.		I P A	I P A A		I P A		
2.3.3 Demonstrate knowledge of teaching of reading.		I P A	I P A A		A		
2.3.4 Demonstrate knowledge of the teaching of mathematics.			I P A A		A		
2.3.5 Demonstrate knowledge of the teaching of music, art, drama, and movement.			I P A A				
2.3.6 Demonstrate knowledge of varied learning styles.		I P A	A A		A	A	I P A A
2.3.7 Provide opportunities for choice, problem-solving, decision-making, and responsibility for learning, on the part of the children.		I P	I P A A		A		
2.3.8 Demonstrate a broad repertoire of teaching strategies.		I P	I P A A		A	A	

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2.3.9 Use teaching strategies related to child development (e.g., use an inquiry process of learning based on the young child's curiosity and active exploratory behaviors).		I P A	A A		I P A		A
2.3.10 Demonstrate the ability to utilize knowledge of the sociocultural background of young children in planning learning environments.		I P A	A	A	I P A		I P A
2.3.11 Develop organizational management procedures to facilitate growth and learning.			I P A A A		I P A		
2.4 Evaluate objectives, children's individual growth, learning, and programs.		I P A	I P A		A		A
2.4.1 Evidence consistency between state objectives and methods of evaluation.		I P A	I P A				
2.4.2 Demonstrate knowledge of appropriate testing measures for young children in the cognitive, affective, and psychomotor domains.		I P A	I P A	I P	A		
2.4.3 Develop and employ a variety of processes which are appropriate for recording and evaluating continuous progress.		I P A	I P A		A		

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2.4.4 Explain and discuss alternative evaluative processes and programs.		I P A	I P A				
2.4.5 Interpret results of standardized tests and other evaluative protocols.		I P A	I P A				
2.5 Design and evaluate curriculum materials and resources appropriate to children from various cultures and of varying abilities, age eight and younger.	A	I P A	I P				A
2.5.1 Evaluate and select prepared curriculum materials.		I P A	I P A A A		A		A
2.5.2 Develop original materials to meet the needs and interests of children.		I P A	I P A A A				A
2.6 Develop parent and community interest and involvement.		I P	A A		I P		I
2.6.1 Demonstrate knowledge of community served.		I P		A	A		I A A I

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2.6.2 Encourage participation and involvement of parents in school programs.		I P A			A		
2.6.3 Provide for parent education as related to the child's development and educational practices.		I P			A		
2.6.4 Develop criteria for working with volunteers, tutors, parents, and paraprofessional staff members.					I P A	I P A	
2.6.5 Foster constructive interactions among teaching staff and parents from diverse cultures.					I P		I
2.6.6 Explain and describe similarities and differences among cultural groups in language, child-rearing practices, values, and customs.		I P A			I P		I P A
2.6.7 Facilitate parent conferences; demonstrate skill in non-judgmental listening and interactions, and the ability to help others develop these skills.		I P					I P
2.6.8 Recognize and acknowledge community and home strengths; plan and initiate programs to strengthen home-school activities.		I P	A A		A		I P A
2.7 Use professional and community resources for referral, enrichment, program development, and program implementation.		I P			I P	A	
2.7.1 Describe and list professional and community resources for referral, enrichment, and program implementation.		I P	I P A A		I P		

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2.7.2 Identify children with special needs, select appropriate referral sources, and develop plans, after appropriate consideration.		I P A	I P A		I P		I P A A
2.7.3 Assist in developing new community resources.		I P			I P		
2.8 Supervise and coordinate a comprehensive program involving differentiated staffing and provide for staff development.					A	I P A	
2.8.1 Interpret alternative educational philosophies and program rationale to staff, parents, and community.		I P	A A		I P		
2.8.2 Provide educational leadership within the community served.			A A		I P	I P A	
2.8.3 Establish a climate which facilitates mutual help and growth.			A A		I P A		
2.8.4 Work cooperatively with other personnel to provide a smooth transition for children from one level to another.			A A		I P A		
2.8.5 Provide leadership in establishing varied organizational patterns, e.g., multiage grouping, team teaching, and use of paraprofessionals and volunteers.			I P A A		I P		
2.8.6 Plan and provide in-service education to meet staff needs and interests.					I P A	I P A	
2.8.7 Model appropriate behaviors for adults leading young children.					I P A	I P A	

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2.8.8 Prepare professional reports.						I P A	
2.9 Direct total program.					I P A	I P	
2.9.1 Implement minimum standards as required by health, education, and welfare codes.					I P	I P A	
2.9.2 Organize schedules, supplies, maintenance of equipment, budget planning, and accounting.					I P	I P A	
2.9.3 Coordinate a comprehensive program, including health, education, nutrition, and psychological services.			I P A A		I P		
2.9.4 Articulate programs of pre-kindergarten, kindergarten, primary, and intermediate grades.			I P A		I P		
2.10 Demonstrate ability to prepare project proposals.	A				I P A		
2.10.1 Cooperate with administrators, teachers, and parent advisory board in developing proposal designs.					I P	I P A	
2.10.2 Generate community understanding for needed projects.					I P	I P	