# Early Childhood (Regular Ed)

Based on [NAEYC Standards for Initial & Advance EC Professional Preparation Programs](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/naeyc-higher-ed-accreditation-standards.pdf)

**User note:** There is a more current version of this rubric with updated NAEYC standards. Use of this version will remain valid through June 30, 2025, for educators who submitted an initial portfolio for review on or before June 30, 2024, and received a Non-Pass and are working on a resubmission. Initial portfolios submitted after July 1, 2024 should use the [current version of the rubric](https://dpi.wi.gov/sites/default/files/imce/licensing/doc/lws3-rubric-early-childhood-regular-ed.docx).

## 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1a. Knows and understands young children’s characteristics and needs, from birth through age 8. | ☐ | ☐ |  |
| 1b Knows and understands the multiple influences on early development and learning. | ☐ | ☐ |  |
| 1c Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. | ☐ | ☐ |  |

## 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2a. Knows about and understands diverse family and community characteristics. | ☐ | ☐ |  |
| 2b. Supports and engages families and communities through respectful, reciprocal relationships. | ☐ | ☐ |  |
|  2c. Involves families and communities in young children’s development and learning. | ☐ | ☐ |  |

## 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3a. Understands the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children | ☐ | ☐ |  |
| 3b. Knows about and uses observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. | ☐ | ☐ |  |
| 3c. Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. | ☐ | ☐ |  |
| 3d. Knows about assessment partnerships with families and with professional colleagues to build effective learning environments. | ☐ | ☐ |  |

## 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4a. Understands positive relationships and supportive interactions as the foundation of their work with young children. | ☐ | ☐ |  |
| 4b. Knows and understands effective strategies and tools for early education, including appropriate uses of technology. | ☐ | ☐ |  |
| 4c. Uses a broad repertoire of developmentally appropriate teaching /learning approaches. | ☐ | ☐ |  |
| 4d. Reflects on own practice to promote positive outcomes for each child. | ☐ | ☐ |  |

## 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5a. Understands content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. | ☐ | ☐ |  |
| 5b. Knows and uses the central concepts, inquiry tools, and structures of content areas or academic disciplines. | ☐ | ☐ |  |
| 5c. Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. | ☐ | ☐ |  |

## 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 6a. Identifies and involves self with the early childhood field. | ☐ | ☐ |  |
| 6b. Knows about and upholds ethical standards and other early childhood professional guidelines. | ☐ | ☐ |  |
| 6c. Engages in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. | ☐ | ☐ |  |
| 6d. Integrates knowledgeable, reflective, and critical perspectives on early education. | ☐ | ☐ |  |
| 6e. Engages in informed advocacy for young children and the early childhood profession. | ☐ | ☐ |  |

## 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8). | ☐ | ☐ |  |
| 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, childcare centers and homes, Head Start programs). | ☐ | ☐ |  |

## APPLICABLE STIPULATIONS:

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