
Wisconsin Content Guidelines for Early Childhood-Middle Childhood (EC-MC) (71) Regular Education (777) Licensure Programs

Ages Birth - Age 11

At the present time, Wisconsin is using a combination of Wisconsin Content Guidelines and national program standards to review licensure programs leading to a Wisconsin EC-MC (71-777) license. Programs should use the Wisconsin Content Guidelines for EC OR the national NAEYC program standards AND the ACEI program standards to develop programs.

Wisconsin Content Guidelines for EC

The Early Childhood teacher will demonstrate knowledge of and skills in:

1. The principles and theories of child growth and development and learning theory as appropriate to children birth through age eight.
2. The characteristics of play and its contribution to the cognitive, social, emotional, communication, motor development and learning theory of children birth through age eight.
3. The theories and principles of classroom organization and management based upon child development and learning of children birth through age eight.
4. The study, implementation, and evaluation of early childhood curriculum based upon child development, learning theory, and research for all children birth through age 8.
5. The strategies in curriculum development, implementation, and evaluation based upon child development and learning theory and educational research and practice in the areas of children's literature, creative arts, environmental education, mathematics, motor development, physical and mental health, science, and social science.
6. The interrelationships among the fields of knowledge and the implementation of a balanced and integrated curriculum for the early childhood level.
7. The use of appropriate strategies designed to develop skills in supporting families from diverse backgrounds as well as in promoting parent education and family involvement in the early childhood level program.
8. The application of appropriate principles of professionalism, program and staff development, supervision and evaluation of support staff, advisory groups, community agencies and resources, and pupil services personnel as related early childhood programs.
9. Developmentally appropriate assessment tools with children birth through age eight.
10. The identification and teaching of children birth through age eight with special needs and talents.

The implementation of instructional approaches which contribute to the preparation of pupils for work including career exploration, practical application of the basic skills and employability skills and attitudes.

National Association for Education of Young Children (NAEYC) Standards:

1. *Promoting Child Development and Learning*
 - 1a. Knowing and understanding young children’s characteristics and needs, from birth through age 8.
 - 1b. Knowing and understanding the multiple influences on early development and learning.
2. *Building Family and Community Relationships*
 - 2a. Knowing about and understanding diverse family and community characteristics.
 - 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.
 - 2c. Involving families and communities in young children’s development and learning.
3. *Observing, Documenting, and Assessing To Support Young Children and Families*
 - 3a. Understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
 - 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.
 - 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
 - 3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.
4. *Using Developmentally Effective Approaches*
 - 4a. Understanding positive relationships and supportive interaction as the foundation of their work with young children.
 - 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
 - 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
 - 4d. Reflecting on own practice to promote positive outcomes for each child.
5. *Using Content Knowledge to Build Meaningful Curriculum*
 - 5a. Understanding 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. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
 - 5c. Using 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*
 - 6a. Identifying and involving oneself with the early childhood field.
 - 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
 - 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
 - 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.
 - 6e. Engaging in informed advocacy for young children and the early childhood profession.
7. *Early Childhood Field Experiences*
 - 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 education settings (early school grades, child care centers and homes, Head Start programs)

Association for Childhood Education International-Elementary Education Standards (ACEI) Standards

1. Development, Learning, and Motivation

1.1 *Development, Learning, and Motivation* - Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2. Curriculum

2.1 *Reading, Writing, and Oral Language* - Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas

2.2 *Science* - Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science

2.3 *Mathematics* - Candidates know, understand, and use the major concepts and procedures that define number and operation, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation

2.4 *Social Studies* - Candidates know, understand, and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary student' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world

2.5 *The arts* - Candidates know, understand, and use – as appropriate to their own understanding and skills – the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students

2.6 *Health Education* - Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health

2.7 *Physical Education* - Candidates know, understand, and use – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students

3. Instruction

3.1 *Integrating and applying knowledge for instruction* – Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

3.2 *Adaptation to diverse students* – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 *Development of critical thinking and problem solving* – Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

3.4 *Active engagement in learning* – Candidates use their knowledge and understanding of individual and group motivation and behavior among student at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3.5 *Communication to foster collaboration* – Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. Assessment

4.0 *Assessment for instruction* – Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5. Professionalism

5.1 *Professional growth, reflection, and evaluation* – Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally

5.2 *Collaboration with families, colleagues, and community agencies* – Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

PI 34.27 Teaching categories at the early childhood and early childhood through middle childhood levels.

(1) GENERAL

- (a) The state superintendent shall issue licenses based on pupil developmental levels upon successful completion of an approved program at that developmental level.
- (b) In this section:
 1. “Early childhood level” means the approximate ages of birth through 8.
 2. “Early childhood through middle childhood level” means the approximate ages of birth through 11
- (c) Formal application of definitions of an early childhood level and early childhood through middle childhood level shall be determined by each school district through a collaborative process to include community, district personnel and school board members and shall be based on the organizational structure of the schools and the philosophy and needs of the district.
- (d) Licenses may be issued under this section to individuals who complete an approved program including evidence of meeting the standards in s. PI 34.02, the requirements in s. PI 34.15(4), and the content knowledge test described under s. PI 3415 (2) (a) 3.a.

(4) EARLY CHILDHOOD THROUGH MIDDLE CHILDHOOD – REGULAR EDUCATION. An applicant who completes an approved program may be issued a license under this section to teach early childhood through middle childhood classes as specified by the school district under sub. (1) (c).