

**MoSTEP 1.2.1.1: Early Childhood Education Competencies**  
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The beginning (pre-service) early childhood teacher will demonstrate knowledge of and/or competency in the following areas of study:

<p><b>1. Foundations of Early Childhood Education</b>  <b>(1997 SSC: 1.1-1.3; 3.11; CR: III-A; NAEYC: <i>not overtly present</i>); Praxis II, 0020: I, II, III; 0021: III-A, IV-A</b></p>	<p>1.1 understands the historical, philosophical, psychological, and social foundations of education, including early childhood education, to include major early childhood curriculum models.</p> <p>1.2 understands and recognizes the interaction of biological, medical, personal-social, child-family interactions, and environmental factors which may place children at risk or cause disabilities in children.</p> <p>1.3 understands major theories of teaching and learning, including their logical and empirical foundations and the applications of these theories to diverse learners.</p> <p>1.4 articulates and applies an educationally sound philosophy (i.e., a coherent set of beliefs, concepts, and attitudes) of early childhood education as a basis for making professional decisions.</p>
<p><b>2. Promoting Child Development and Learning</b>  <b>(1997 SSC: 2.1-2.3; CR: III-B; NAEYC: 1; Praxis II, 0020: I, II, III; 0021: IA-IE, III-A, III-C)</b></p>	<p>2.1 understands young children’s characteristics and needs, including developmental disabilities and giftedness, their impact on development and learning, and the proper use of appropriate resources and services.</p> <p>2.2 knows and understands major theories of cognitive, physical, social, and emotional development, multiple influences on young children’s development and learning, and possible interactions among influences.</p> <p>2.3 uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments, materials, resources, and activities appropriate to various developmental levels of all children birth through age eight.</p>
<p><b>3. Building Home-School-Community Relationships</b>  <b>(1997 SSC: 4.1-4.5; CR: III-D; NAEYC: 2, 4a; Praxis II, 0020: VI; 0021: IV-A, VII)</b></p>	<p>3.1 understands various theories of family systems; cultural, socio-economic, political, and community characteristics and influences; and the effects of stress/crisis on families as they affect young children’s lives and early childhood practice.</p> <p>3.2 knows and understands how to support and empower families and communities through respectful, reciprocal relationships based on knowledge of families’ goals, language, culture, socio-economic background, and individual characteristics.</p> <p>3.3 uses a variety of communication strategies, including uses of technology, to link families with key community resources appropriate for specific purposes.</p> <p>3.4 articulates theory and research to support the concepts that families are young children’s primary teachers and that family and community involvement are critical to successful early learning.</p> <p>3.5 knows how to use and assess the effectiveness of a variety of approaches to family and community involvement and how to modify approaches that are not successful.</p> <p>3.6 understands family development and dynamics within pluralistic cultures.</p>
<p><b>4. Observing, Documenting, and Assessing to Support</b></p>	<p>4.1 understands the goals and benefits of systematic observation, documentation, and other effective assessment strategies (including those for children with disabilities and culturally and linguistically diverse</p>

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<p><b>Young Children and Families</b>  <b>(1997 SSC: 3.3; CR: III-C; NAEYC: 3; Praxis II, 0020: V; 0021: V, VIII)</b></p>	<p>young children), uses them in a responsible way, and explains how inappropriate assessment may harm children and families.</p> <p>4.2 creates partnerships with families and other professionals to evaluate, monitor, and report children’s development, based on the research, legal base, and skills needed to support those partnerships.</p> <p>4.3 knows how to interpret assessment results, make referrals, and use the results of assessment to plan appropriate learning experiences for all children.</p>
<p><b>5. Understand the Importance of Each Content Area in Young Children’s Learning</b>  <b>(1997 SSC: 3.5; CR: III-C; NAEYC: 4.c, 4.d; Praxis II, 0020: I (language only); 0021: IIA-IIH, III-A, VIII); Show Me: CA-1-6; MA-1,2,4; SC-1-8; FA-1,3,4; SS-1-7; H/PE-2,4,7)</b></p>	<p>5.1 uses, adapts, and assesses research-based literacy activities and teaching methods that help children strengthen cultural identity, explore their environments, and develop the conceptual, experiential, and language foundations for learning to read, write, and converse using vocabulary that reflects their growing knowledge of the world around them.</p> <p>5.2 uses, adapts, and assesses research-based literacy activities and teaching methods that help children use a range of strategies to derive meaning from stories and texts; to use language, reading, and writing for various purposes; to use a variety of print and non-print resources; and to develop basic concepts of print and understanding of sounds, letters, and letter-sound relationships.</p> <p>5.3 develops high-quality, meaningful arts experiences (i.e., music, creative movement, dance, drama, and art) for young children, across a developmental continuum.</p> <p>5.4 develops a challenging, coherent, and meaningful mathematics curriculum, including the use of mathematics technologies, across a developmental continuum and that builds and supports children’s construction of mathematical knowledge based on their prior knowledge and experience.</p> <p>5.5 articulates priorities for high-quality, meaningful physical activity and physical education experiences in early childhood, across a developmental continuum, demonstrating awareness of and respect for cultural differences and gender expectations.</p> <p>5.6 develops a challenging and coherent science curriculum across a developmental continuum, which provides focused exploration and inquiry of meaningful science content, including the use of science technologies.</p> <p>5.7 articulates priorities for high-quality, meaningful social studies experiences in early childhood, across a developmental continuum, in geography, history, economics, social and cultural relations and civics.</p>
<p><b>6. Curriculum for All Young Children (1997 SSC: 3.2, 3.4-3.7, 3.14, 3.15; CR: III-C; NAEYC: 4b; Praxis II, 0020: IV; 0021: IIA,H, III-B, VI, VIII)</b></p>	<p>6.1 plans, implements, and evaluates developmentally appropriate materials, activities, and strategies in an integrated curriculum which includes language arts (reading, writing, speaking, and listening), math, science, social studies, health, safety, nutrition, art, music, drama, and movement.</p> <p>6.2 plans and implements an appropriate learning environment using play, themes, and projects to facilitate development in all areas: cognitive, language, physical, social, emotional, and aesthetic.</p>

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	<p>6.3 creates learning environments using concrete manipulative materials, child choice and decision making, and play as a context for enhancing development, active learning, and the construction of knowledge.</p> <p>6.4 facilitates children’s skills in communication, inquiry, logical and critical thinking, problem-solving, creative expressions, and interpersonal relations.</p> <p>6.5 employs sound knowledge and skills in using technology as a teaching and learning tool.</p> <p>6.6 understands and applies instructional and guidance procedures for integrating children of all cultures and backgrounds, with and without disabilities.</p> <p>6.7 demonstrates a varied repertoire of research-based guidance approaches to meet children’s individual needs in developing social skills, including self-regulation and respect for others.</p> <p>6.8 possesses knowledge of motivational theories and holds high expectations for all children.</p> <p>6.9 demonstrates ability to develop a well-organized and managed classroom environment that fosters positive social interaction and a developing understanding of democratic decision-making.</p>
<p><b>7. Demonstrating Growth in Becoming a Professional</b>  <b>(1997 SSC: 3.1, 3.9, 3.10, 3.12, 3.16, 5.1-5.3; CR: III-C, III-E; NAEYC: 5 [guide-lines, standards]; Praxis II, 0020: VI [laws]; 0021: IV-B, IV-C [standards/laws] )</b></p>	<p>7.1 understands policy making, legislation and regulation (federal, state, and local), and advocacy issues impacting children and their families and communicates and collaborates with others in an advocacy role.</p> <p>7.2 understands how to organize and operate various types of early childhood programs, the multiple roles that early childhood professionals may assume, and the challenges facing the profession.</p> <p>7.3 develops awareness of professional organizations, education, and community resources.</p> <p>7.4 articulates and uses a professional code of ethics for making professional decisions.</p> <p>7.5 communicates and works effectively with support staff, volunteers, colleagues, and other professionals within the learning environment.</p> <p>7.6 makes informed decisions based on the integration of knowledgeable, reflective, and critical perspectives on early education from a variety of sources.</p>