

Test Content Categories	Required Course Numbers											
I. Childhood Development and Learning (17%)												
A. Understands children’s characteristics and needs												
1. Understands multiple, interrelated areas of children’s development and learning (e.g., physical, cognitive, social, emotional, language)												
2. Understands multiple factors that affect children’s motivation												
B. Understands multiple influences on the development and learning of the whole child												
1. Identifies factors that influence children’s development and learning including but not limited to												
a. diverse cultural and linguistic contexts for development												
b. health status and disabilities												
c. family and community characteristics												
2. Understands developmentally appropriate play, activity, and learning processes and how they influence learning												
C. Understands how multiple risk and protective factors affect children’s development over time												
D. Is familiar with the range of typical and atypical development (e.g., gifted and talented, learning delays, dual-language learners, developmental disabilities)												
E. Understands how to apply developmental knowledge to create healthy, respectful, supportive, and challenging learning environments												
1. Knows strategies to promote young children’s												

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physical and psychological health, safety, and sense of security and well-being											
2. Knows theory and research to construct learning environments that provide achievable and challenging experiences for each child											
II. Observation, Documentation, and Assessment (13%)											
A. Understands the goals, benefits, and uses of assessment to inform curriculum and instruction											
1. Knows how to incorporate a variety of assessment methods (e.g., formal, informal, standardized) into curriculum											
2. Know the advantages and disadvantages of a variety of assessment methods											
3. Knows how to collect, analyze, and interpret observations and assessment results to inform instructional decision making											
B. Knows how to apply responsible assessment practices to meet the diverse needs of children (e.g., those who are culturally diverse, are linguistically diverse, who have disabilities, who have exceptionalities)											
C. Knows appropriate methods for screening, referral, and evaluation to identify children who may benefit from additional support											
1. Knows appropriate screening tools											
2. Understands the teacher’s role as an active participant in the screening, referral, and evaluation process											

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D. Knows the varied, diverse, and inclusive roles of families in the screening and assessment process											
E. Knows strategies for team building, two-way communication, and reporting with families and colleagues to establish shared responsibility for child-centered learning											
III. Developmentally Appropriate Practices (13%)											
A. Knows how to structure the classroom environment to support children’s learning											
1. Knows how to organize the physical configuration, such as creating centers to support learning goals											
2. Know how to establish schedules and routines											
3. Knows how to match learning configurations to needs of children as individuals (e.g., paired, one-on-one) and as part of a group (e.g., whole group, small group, learning centers, projects)											
B. Know how to apply a flexible, research-based repertoire of teaching and learning approaches to promote the diverse developmental needs of children including but not limited to the following											
1. Knowing strategies to encourage critical- thinking skills and inquiry											
2. Knowing how to scaffold and differentiate											
3. Knowing how to support learning through the appropriate use of technology											
4. Knowing how to use an integrated approach to curriculum											

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IV. Professionalism, Family, and Community (13%)											
A. Knows about ethical standards and other professional guidelines											
1. Is familiar with the codes of ethical conduct of National Association for the Education of Young Children and the Division of Early Childhood											
2. Knows relevant laws and the professional responsibilities and roles pertaining to issues that include but are not limited to IDEA, Section 504, mandatory reporting, confidentiality, compulsory education, FERPA, and HIPPA											
B. Understands the importance of continuous, collaborative learning to inform practice											
1. Knows ways to improve educational practices by seeking opportunities to grow professionally											
2. Understands the purpose, role, and essential skills of engaging in collaborative learning communities (e.g., on-site, homes, conferences, data teams, etc.)											
3. Understands the importance of reflection to analyze practices and to modify and improve work with young children											
C. Understands the integrated role of other professionals who may be involved in children’s care and education (e.g., special educators, reading specialists, speech and hearing specialists, physical and occupational therapists, specialists in gifted education, school psychologists											
D. Knows appropriate uses of technology to											

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communicate with children, families, and peers and to serve as a professional resource (e.g., digital portfolios, online report cards, embedded instruction)												
E. Knows strategies to engage and support families and communities through respectful, reciprocal relationships												
1. Knows strategies to build positive relationships with families and communities												
2. Knows a variety of communication strategies and tools to foster relationships with families (e.g., informal conversations, conferencing, technology)												
3. Knows strategies to connect families to needed resources (e.g., mental health services, health care, adult education, English-language instruction, economic assistance)												
F. Knows strategies to involve families and communities in young children’s development and learning												
1. Is familiar with different strategies that engage families in their child’s curriculum and assessment of learning												
2. Knows how to collaborate with families and colleagues and enact protocols to make informed decisions regarding a child’s education												
3. Is familiar with strategies that address transitions within and among programs across multiple levels												
V. Content Pedagogy and Knowledge												
A. Knows relevant national, state, and local learning standards as well as other resources to use for implementing and evaluating meaningful,												

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challenging curricula for each child											
1. Knows each subject area that is essential to children’s learning competence											
2. Knows developmentally appropriate resources, including books, standards documents, Web resources, and individuals with content expertise, to consult for developing and implementing early childhood curriculum to support children’s learning											
3. Knows programs to support children with diverse needs (e.g., at-risk, English-language learners, in need of early intervention)											
4. Knows the core concepts and standards in content areas: language and literacy, and mathematics as a foundation for instructional decision making and pedagogical implementation											
5. Knows the importance of what to teach and how to teach to promote positive outcomes for each child											
B. Language and Literacy											
1. Communication Concepts (speaking, listening, and language)											
a. Understands strategies to develop children’s communication concepts											
- knows nonverbal communication cues											
- knows the progression of oral language development, including but not limited to expectations for listening comprehension and verbal communication											
b. Knows how to facilitate and expand children’s oral											

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language and vocabulary development c. Knows strategies to address language delays d. Knows strategies to develop children’s ability to participate in collaborative conversations knows strategies to promote children’s active listening knows strategies for organizing and facilitating discussion knows how to construct questions to promote children’s critical thinking e. Knows strategies to develop children’s oral presentation skills (e.g., modeling, retelling) f. Knows strategies to promote children’s use of technology to create recordings of stories and poems g. Knows approaches for developing children’s understanding of the conventions of standard English grammar and usage when writing and speaking											

Praxis[®] Education of Young Children (5024) Curriculum Crosswalk

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