

# Pre-Kindergarten Associate

**2008 Ohio/CEC-DEC/NAEYC Ohio Core Body  
of Knowledge and Competencies Program  
Standards**

The Associate License, valid for five years, shall be issued to an individual who holds an Associate's degree; who is deemed to be of good moral character; and who has completed an approved program of preparation in Pre-Kindergarten Education.

# **Ohio Educator Licensure Standards for Pre-Kindergarten Education Associate Teacher Licensure**

## **Introduction**

The Ohio Educator Licensure Program Standards for Pre-Kindergarten Education Associate Teacher Licensure program were developed by professionals serving in early childhood education programs and Consultants from the Ohio Department of Education, and after a thorough review of the following documents: The Ohio Core Body of Knowledge and Competencies for Early Childhood Professionals, Council for Exceptional Children/Division of Early Childhood, NAEYC Standards for Early Childhood Professional Preparation, Ohio Standards for the Teaching Profession, and Ohio Performance-Based Teacher Licensure Standards.

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## **Performance-based standards**

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

## **Licensure Rule 3301-24-05 (H) (1) (a)**

The associate license, valid for five years, shall be issued to an individual who holds an associate's degree; who is deemed of good moral character; and who has completed an approved program of preparation in Pre-Kindergarten associate.

## **State Standards**

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at:  
<http://esb.ode.state.oh.us/communications.aspx>

## PRE-KINDERGARTEN ASSOCIATE STANDARDS

### **Standard 1. Candidates apply content knowledge in early childhood learning environments.**

1.1 Candidates know and understand theoretical concepts and are able to apply that knowledge in Pre-Kindergarten curriculum and environments.

1.2 Candidates demonstrate their understanding of developmentally effective approaches to teaching and learning (e.g., play, small group projects, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry experience)

1.3 Candidates develop lessons/units of study to promote a high degree of learning for all students.

1.4 Candidates demonstrate use of knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children from birth to age eight.

1.5 Candidates demonstrate an understanding of the early childhood profession; its historical, philosophical, and social foundations and how these foundations influence current practice.

### **Standard 2. Candidates create learning environments that promote growth and development and achievement for all students.**

2.1 Candidates practice classroom management techniques; maximize time on task, treat all students fairly, and establish an environment that is respectful, supportive, and caring.

2.2 Candidates demonstrate use of developmental knowledge and approaches to create healthy and safe learning environments.

2.2.1 Candidates know and apply effective sanitation procedures, recognize signs and symptoms of communicable diseases, and follow medication administration policies.

2.2.2 Candidates understand and comply with local, state, and federal emergency procedures.

2.2.3 Candidates demonstrate understanding of emotional distress, stress and trauma, basic health and nutrition, and safety management practices.

2.2.4 Candidates know and use procedures for reporting child abuse or neglect, and for making referrals to appropriate health and social services.

2.3 Candidates apply knowledge of their children's cultural and linguistic diversity to create learning environments and experiences that affirm and value diversity.

2.4 Candidates recognize characteristics of students identified as gifted, students with disabilities, and students identified as at-risk in order to assist in identification, instruction, and intervention including participating on an IEP team.

2.5 Candidates utilize connections and build upon the student's individual experiences, prior learning, talents, culture, and family and community values, as a way of improving performance.

**Standard 3. Candidates know and apply instructional strategies to promote students' learning and meet the needs and interests of all students.**

3.1 Candidates design, implement, and evaluate meaningful and challenging curriculum to engage all students.

3.1.1 Candidates provide integrated learning experiences in curriculum content areas (e.g., language and literacy, mathematics, science, health, safety, nutrition, social studies, visual arts, music, drama, and movement).

3.1.2 Candidates interact with children in ways that facilitate the development of expressive language and thought in all children.

3.2 Candidates integrate goals from Individual Education Plans (IEP) and Individual Family Service Plans (IFSP) into daily activities and routines.

3.3 Candidates demonstrate use of individual and group guidance techniques to encourage positive social interaction among children and to foster a sense of security, promote personal self-control, and develop positive strategies to resolve conflict.

3.4 Candidates demonstrate the use of a variety of instructional strategies, resources, and technology, to support the learning needs of young children.

3.5 Candidates demonstrate use of instructional strategies, activities, resources, materials, and technologies that engage students in their learning and support content.

**Standard 4. Candidates construct and use varied assessments to inform instruction, evaluate, and ensure student learning in Pre-Kindergarten learning environments.**

4.1 Candidates participate in classroom and program evaluation, and assess and utilize data to inform instruction in Pre-Kindergarten learning environments.

4.2 Candidates select, construct, and utilize a variety of formative and summative assessment strategies and instruments as part of the instructional process appropriate to the learning outcomes being evaluated.

4.3 Candidates accurately define the characteristics, uses, advantages and limitation of different types of student assessments, including, but not limited to state value-added dimension reports and data.

4.4 Candidates collect and use assessment information with the assistance of parents and other professionals.

4.4.1 Candidates recognize families' contributions identifying their children's various strengths and use this information to construct appropriate learning goals.

4.5 Candidates demonstrate use of systematic data to individualize and adapt practices to meet each child's changing needs.

**Standard 5. Candidates collaborate and communicate with students, families, other educators, administrators and the community to support student learning.**

5.1 Candidates demonstrate proficiency in listening, written and verbal communication skills.

5.2 Candidates understand the importance of building positive and supportive relationships with families and communities to enhance learning experiences.

5.3 Candidates demonstrate use of strategies to connect with Pre-Kindergarten children, and collaborate with families.

5.4 Candidates establish and maintain positive, collaborative relationships with colleagues, other professionals, and families, and work effectively as a member of a professional team.

**Standard 6. Candidates demonstrate responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.**

6.1 Candidates understand the importance of and engage in continuous learning and professional development by using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

6.2 Candidates identify the professional codes of ethics, and demonstrate ethical behavior in their teaching practice.

6.3 Candidates understand legal and procedural requirements (e.g., Division of Early Childhood (DEC) Recommended Practices, Individuals with Disabilities Education Act (IDEA).

6.4 Candidates reflect on their practices, articulate a philosophy and rationale for decisions; self-assess and evaluate themselves as a basis for professional development.

6.5 Candidates demonstrate professional work habits including confidentiality, dependability, and time management.

6.6 Candidates participate in 300 hours of field experiences in a variety of settings in which young children from birth through age 8 are served.

6.6.1 Candidates participate in field-based experiences in culturally, racially, and socioeconomically diverse settings, and include opportunities to work with a range of student abilities.