

# Crosswalk: Previous versus New ECU Birth through Kindergarten Standards

## General Information about this Revision:

- Change in format to mirror INTASC standards format aligned with new professional educator standards.
- The term “Learner” is defined as all children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion and geographic origin.
- More emphasis on identifying with and engaging in the early childhood profession (Standard 7 and Standard 8)
- Specific field experience expectations/guidelines (Standard 7-Function 4)

**Previous standard groupings were reorganized by topic so there is not a 1 to 1 correlation of standard to standard. However, all parts of the old standards are represented in the new organization.**

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The birth through kindergarten teacher understands and respects families as the primary decision-maker for children with or without special needs and assures that services are family-focused and culturally sensitive.</p> <p>Best aligns with the following Standards (S) and Functions (F) in the new standards:  <b>S1-</b> F2; <b>S2-</b> F1, F2, F3; <b>S4-</b> F3; <b>S6-</b> F1; <b>S7-</b> F2, F3; <b>S8-</b> F1</p>	<p><b>Standard 1.</b> Child Development and Learning: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.</p>	<p><b>Additions to:</b>  <u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>▪ Less emphasis on program decisions more emphasis on individual student need.</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>• More emphasis on collaborative partnerships</li> <li>• More emphasis on ethical decision making and professional behaviors</li> </ul>
<p>The birth through kindergarten teacher meets the unique needs of children with or without special needs and families within communities.</p> <p>Best aligns with the following Standards (S) and Functions (F) in the new standards:  <b>S2-</b> F2, F3; <b>S4-</b> F3; <b>S5-</b> F1; <b>S7-</b> F3; <b>S8-</b> F1</p>	<p><b>Standard 2.</b> Content Knowledge: Candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p><b>Additions to:</b>  <u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>▪ Assumption that “all learners” mean students with and without disabilities/ special needs</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>• More specific attention to legal foundations of early childhood education</li> </ul>

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<p>The birth through kindergarten teacher possesses a high level of professional skills and knowledge about how children with or without special needs develop and learn.</p> <p>Best aligns with the following Standards (S) and Functions (F) in the new standards.  <b>S1-</b> F1, F2; <b>S2-</b> F2; <b>S3-</b> F1; <b>S6-</b> F1;  <b>S7-</b> F2, F3</p>	<p><b>Standard 3.</b> Application of Content Knowledge: Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues</p>	<p><b>Additions to:</b>  <u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>• More emphasis on current trends and issues in the field of early childhood education</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>• More emphasis on reflective/ethical practice</li> </ul>
<p>The birth through kindergarten teacher uses a variety of informal and formal assessment strategies in collaboration with other professionals and family members to plan and individualize curriculum, instruction, interventions, and transitions for children with or without special needs.</p> <p>Best aligns with the following Standards (S) and Functions (F) in the new standards.  <b>S1-</b> F1, F2; <b>S4-</b> F1, F2, F3</p>	<p><b>Standard 4.</b> Observing, Documenting, and Assessing to Support Young Learners and Families: Candidates prepared in early childhood B - K 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 each and every learner.</p>	<p><b>Additions to:</b>  <u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>▪ More emphasis on selection of appropriate assessments</li> <li>▪ More emphasis on analysis and interpretation of assessment data</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>▪ More emphasis on application of multiple types of assessments</li> <li>▪ More emphasis on use of data for instructional decision making</li> </ul>
<p>The birth through kindergarten teacher establishes, maintains, and promotes physically, psychologically safe and healthy learning for children with or without special needs in their natural environments (home, community and/or school).</p> <p>Best aligns with the following Standards (S) and Functions (F) in the new standards.  <b>S1-</b> F1, F3</p>	<p><b>Standard 5.</b> Planning for Instruction: Candidates prepared in early childhood B – K degree programs use their knowledge of pre-academic/ academic disciplines to design, implement and evaluate experiences that promote positive development and learning for every learner.</p>	<p><b>Additions to:</b>  <u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>• More emphasis on literacy/technology rich environments</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>▪ More emphasis on application of technology within the learning environment.</li> </ul>

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The birth through kindergarten teacher collaborates with the family and other professionals to design a developmentally appropriate and evidence-based curriculum that meets the unique needs, capabilities, and interests of children with or without special needs across developmental domains.</p> <p>Best aligns with the following Standards (S) and Functions (F) in the new standards.  <b>S1-</b> F1, F3; <b>S2-</b> F1; <b>S3-</b> F1; <b>S5-</b> F1; <b>S6-</b> F1  <b>S8-</b> F1</p>	<p><b>Standard 6.</b> Using Developmentally Effective Strategies: Candidates in early childhood B - K degree programs understand that teaching and learning with young learners is a complex enterprise, and its details vary depending on learners' ages, characteristics, and the settings within which teaching and learning occur. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies and tools to connect learners and families and positively influence each and every learner's development and learning.</p>	<p><b>Additions to:</b>  <u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>▪ More emphasis on partnerships</li> </ul> <p><u>Professional Skills indicators:</u></p>
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The birth through kindergarten teacher collaborates with the family and other professionals to design a developmentally appropriate and evidenced-based curriculum that meets the unique needs, capabilities, and interests of children with or without special needs across the content areas of early language and literacy, mathematics, science, social studies, and the arts.</p> <p>Best aligns with the following Standards (S) and Functions (F) in the new standards.  <b>S2-</b> F1; <b>S4-</b> F1; <b>S5-</b> F1; <b>S6-</b> F1; <b>S8-</b> F1</p>	<p><b>Standard 7.</b> Professional and Ethical Practice: Candidates prepared in early childhood B - K 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 knowledge, 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. They engage in structured appropriate early field experiences at all levels (B-2, 3-5, and kindergarten) in a variety of settings (kindergarten; child care centers and homes/early intervention services, community agency programs).</p>	<p><b>Additions to:</b>  <u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>▪ A new standard that focuses on Planning for instruction (S5) that is stand alone</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>▪ More emphasis on application of data in the planning process.</li> </ul>

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<p>The birth through kindergarten teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.</p> <p>Best aligns with the following Standards (S) and Functions (F) in the new standards.  <b>S1-</b> F1, F3; <b>S2-</b> F1; <b>S8-</b> F1</p>	<p><b>Standard 8. Leadership and Collaboration:</b> Candidates prepared in early childhood B-K degree programs understand that successful early childhood education depends upon collaborative partnerships. They know about, understand, and value the importance and complex characteristics of learners' families and communities and respect families as the primary decision-maker for their learners. They use this understanding to create respectful, reciprocal, and culturally sensitive relationships that support and empower families, and to involve all families in their learners' development and learning.</p>	<p><b>Additions to:</b>  <u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>▪ Health and physical activity are included as content in the new standards</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>▪ Health and physical activity are integrated throughout the curriculum</li> </ul>