

# CORE CONTENT LEVELS AND SUBJECT AREAS

## LEVELS

Level I - represents knowledge and skills across all seven content areas for professionals at the initial level, which includes entry into the field and a Commonwealth Child Care Credential.

Level II – represents knowledge and skills across all seven content areas for professionals with a Child Development Associate Credential.

Level III- represents knowledge and skills across all content areas for professionals from CDA to AA degrees.

Level IV - represents knowledge and skills across all content areas for professionals with a BA degree.

Level V - represents knowledge and skills across all content areas for professionals above a BA degree.

## SUBJECT AREAS

**Child growth and development** – Experiences for any child, regardless of age, must be planned around the child’s developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children’s rates and styles of development.

**Health, safety, and nutrition** – These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.

**Professional development/professionalism** – Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior, and demonstrate knowledge of and involvement in advocacy for early childhood learning environments.

**Learning environments and curriculum** – Developmentally appropriate environments and curricula have a positive impact on a child’s emotional, physical, cognitive,

communicative, creative, and social care. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.

**Child assessment** – Ongoing assessment helps early childhood educators evaluate all areas of a child’s growth and development. Educators must be able to observe, assess, interpret, and document children’s skills and behavior and systematically report on them to appropriate staff and family members.

**Family and community partnerships** – Understanding the roles that family members and others play in children’s lives is vital for early childhood educators. They must be able to integrate the following concepts:

- Children develop within the context of their families, which may take many forms. Families are the primary influence on children’s development and have primary responsibility for child rearing. In turn, each child has influence on the members of his or her family and on the family as a system.
- A responsive early education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
- Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.

**Program management and evaluation** – Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.

**The Child Development Associate National  
Credentialing Program**

**SUBJECT AREAS**

1. Planning a safe, healthy, learning environment
2. Steps to advance children's physical and intellectual development
3. Positive ways to support children's social and emotional development
4. Strategies to establish productive relationships with families
5. Strategies to manage an effective program operation
6. Maintaining a commitment to professionalism
7. Observing and recording children's behavior
8. Principles of child development

**Interdisciplinary Early Childhood Education**

The Interdisciplinary Early Childhood Education (IECE) Certificate is the state's teacher licensure program that allows early care and education professionals to teach children from birth through self-contained kindergarten (regular and special education) in public school and early intervention settings. Programs that lead to the IECE certificate are offered through Kentucky colleges and universities and are available at the bachelor and graduate levels. Certification requires at least a bachelor degree and oversight is provided by the Kentucky Education Professional Standards Board (EPSB). Ten Teacher Standards for Preparation and Certification reflect performances expected of educators within a variety of environments, including classrooms, childcare settings, the children's homes, hospitals, or any other natural environments. Within these environments, instruction will include individual child activities, parent-child activities, and instruction in small and large groups. IECE educators are expected to be knowledgeable of developmentally appropriate and research-based practices in facilitating experiences for all children, including those with disabilities and from diverse populations. These standards include:

**Standard I:** Designs/Plans Instruction

**Standard II:** Creates/Maintains Environments

**Standard III:** Implements Instruction

**Standard IV:** Assesses & Communicates Learning Results

**Standard V:** Reflects/Evaluates Teaching/Learning

**Standard VI:** Collaborates with Colleagues/Families/Others

**Standard VII:** Engages in Professional Development

**Standard VIII:** Supports Families

**Standard IX:** Demonstrates Implementation of Technology

**Standard IX:** Provides Leadership Within School/Community/Profession

For more information about the IECE, contact the Kentucky Department of Education or Professional Standards Board at: <http://www.kyepsb.net/teacherprep/iecestandards.asp>.