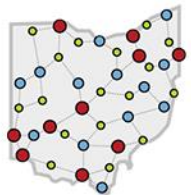


Ohio PreK Associate Standards

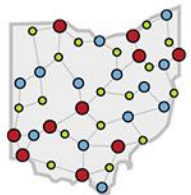
Kathleen Bryan
University of Cincinnati
ECE Birth – 5



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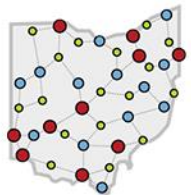
Overview

- How the standard review panels are formed
- The process of updating the standards
- A draft of where the standards are now
- Next steps for the standards



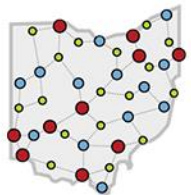
Standards Review Panels

- The Ohio Department of Higher Education (ODHE) team that manages the Educator Preparation Programs and the EdPrep Programs Review process is charged with convening panels to review standards when State created standards are used as program standards.
- Panels are comprised of subject matter experts across the State whose institutions have programs or work closely on the subject matter area.
- Institutions with approved programs are asked for nominations for members to participate in the panels. All nominees are then invited to participate in the process if they choose to.



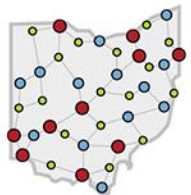
Process of Updating the Standards

- Current standards are reviewed and determined if they can be updated or if they need to be fully edited
- Specialized Professional Association (SPA) standards can be utilized
- Workgroup was formed following the Ohio 2-year Coalition meeting in late Spring. Group split into 2 groups to tackle Standards 1 – 3 and 4 – 6 over the summer.
- September 6 whole group reviewed all standards resulting in the draft.



Draft of Standards

- Standard 1. Theory/ Development
- Standard 2. Environments
- Standard 3. Curriculum and Instruction
- Standard 4. Observation/Assessment
- Standard 5. Families and Community
- Standard 6. Professionalism



Standard 1. Candidates know and understand the foundations of early learning and development

Theory/ Development

1.1 Candidates identify and describe major theories and philosophies of early learning and development and how they connect to current practices.

1.2 Candidates explain how early experiences and interactions contribute to brain development.

1.3 Candidates identify various genetic and environmental factors that influence early learning and development.

1.4 Candidates recognize that each child is an individual with unique experiences, interests, abilities, and needs.

1.5 Candidates demonstrate knowledge of the early childhood profession; its historical, and social foundations and their influence on modern education.

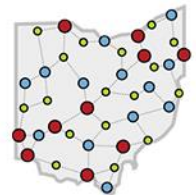


Standard 2. Candidates create developmentally appropriate environments that promote growth and development for every child.

Environments

- 2.1 Candidates establish an emotionally responsive environment that supports the needs of each child.
- 2.2 Candidates design and evaluate learning spaces that promote independence and foster pro-social skills.
- 2.3 Candidates utilize positive guidance and classroom management techniques.
- 2.4 Candidates demonstrate use of developmental knowledge to create healthy and safe learning environments.
- 2.5 Candidates know and comply with all state childcare licensing requirements that directly impact the health and safety of the learning environments.
- 2.6 Candidates create child-directed, play based opportunities that stimulate

development across domains.

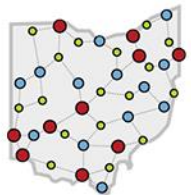


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Standard 3. Candidates understand and apply early childhood content and instructional strategies to promote growth and learning across all developmental domains.

Curriculum and Instruction

- 3.1 Candidates design, implement, differentiate, and evaluate meaningful, developmentally appropriate, and anti-biased curriculum to engage all children.
- 3.2 Candidates provide integrated learning experiences in the developmental domains through their knowledge of the early learning and development standards.
- 3.3 Candidates plan and deliver individualized instruction that is used to meet the needs of each child.
- 3.4 Candidates integrate opportunities that promote self-awareness, self-regulation, social awareness, relationship skills, and social problem solving across domains.
- 3.5 Candidates demonstrate the use of developmentally appropriate instructional strategies, resources, and technology to support and engage children in learning.



Standard 4. Candidates use various observations and assessments to guide future instruction and evaluate children through developmentally appropriate methods.

Observation/Assessment

4.1 Candidates practice completing child, classroom, and program observations and assessments and evaluate data to inform future instruction in early childhood environments.

4.2 Candidates utilize a variety of assessments to gather data on learning outcomes being evaluated.

4.3 Candidates accurately define appropriate observations and assessments for the age group as well as advantages and limitations of the assessments.

4.4 Candidates collect and evaluate various assessment information in collaboration with families and other professionals.



Standard 5. Candidates collaborate and communicate with families, professionals, and the community to support child learning and development.

Families and Community

5.1 Candidates demonstrate written and verbal communication skills.

5.2 Candidates demonstrate the importance of building positive relationships with families and communities to enhance learning and development.

5.3 Candidates acknowledge families' contributions, identifying their children's various strengths, and use this information to create developmentally appropriate learning goals.

5.4 Demonstrate sensitivity to the uniqueness of family structures and social and cultural backgrounds, identities, and customs to create foundations for learning.

5.5 Candidates use community resources to support learning and development as well as sharing community resources with families.



Standard 6. Candidates demonstrate professional growth as a member of the early childhood community.

Professionalism

6.1 Candidates understand the importance of and engage in continuous learning and professional development by utilizing professional literature, organizations, resources, and experiences to inform and improve teaching practices.

6.2 Candidates demonstrate ethical behavior in their teaching practices and environment, including confidentiality.

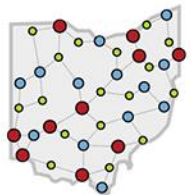
6.3 Candidates act as an advocate for children and the early childhood profession.

6.4 Candidates reflect on their practices, while collaborating with other professionals, to inform future practices.

6.5 Candidates participate in diverse classroom settings prior to supervised practicum experiences.

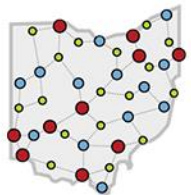
6.6 Candidates participate in a minimum of 200 hours of supervised practicum experiences that

serve children from birth through age 5.



Next Steps

- ODHE and the Panel is working on the final draft version of the standards that will be posted for public comment
- The public comment period will likely begin in the coming weeks
- Public Comment posting will be available on the ODHE website here:
- <https://highered.ohio.gov/about/odhe-overview/legal-requests>



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