
ILLINOIS LICENSURE TESTING SYSTEM

FIELD 206: EARLY CHILDHOOD EDUCATION TEST FRAMEWORK

January 2017

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TEST FRAMEWORK

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Child Development, Learning, and Assessment
Language and Literacy Development
Learning Across the Curriculum
Professional Relationships and Responsibilities

SUBAREA I—CHILD DEVELOPMENT, LEARNING, AND ASSESSMENT

0001 Understand early child development from birth to grade two and factors that affect development and learning.

For example:

- Demonstrate knowledge of characteristics, progressions, and variations of development in the physical, social, emotional, cognitive, linguistic, and aesthetic domains and ways in which development in one domain may affect development in other domains.
- Apply knowledge of factors and conditions that may affect young children's development and learning (e.g., physical and environmental factors, linguistic factors, exceptionalities, stressful or traumatic events or circumstances, protective factors and resilience, social skills, teacher and cultural expectations and practices).
- Apply knowledge of the significance and multiple functions of play in learning for developing and supporting skills in motor development, cognition, language development and communication, social skills, inquiry and discovery, and problem-solving skills.
- Demonstrate knowledge of cultural and linguistic diversity in understanding the context of family, culture, and society, to create learning environments and experiences for young children that are free of bias; and activities that build on family priorities, strengths, and values (e.g., supporting home language preservation and interrelationships between culture, language, and thought).
- Apply knowledge of young children's health, nutrition, and safety needs; policies and procedures for maintaining infants', toddlers', and young children's health and safety, including mental health and the importance of supportive relationships; and best practices, including implementing universal precautions, in regard to childhood illnesses, communicable diseases, and emergency-care situations.

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0002 Understand the early childhood curriculum and how to plan instruction that is based on knowledge of young children from birth to grade two, their families and communities, and curricular goals.

For example:

- Demonstrate knowledge of young children's developmental, cultural, and linguistic characteristics to create a meaningful, conceptually sound, and developmentally appropriate early childhood curriculum.
- Demonstrate knowledge of current research and the importance of developmentally appropriate best practices and current standards to plan, implement, and evaluate curriculum for young children (e.g., integration of play, culturally responsive curriculum design, focus on young children's needs and interests).
- Apply knowledge of the early childhood curriculum (e.g., the central concepts and tools of inquiry in each of the content areas) to create developmentally and culturally appropriate, meaningful, and integrated learning experiences for young children.
- Apply knowledge of planning to teach and support instructional strategies that integrate developmental domains (e.g., physical, social, emotional, cognitive, linguistic, aesthetic) and promote curiosity, problem solving, decision making, and self-directed learning.
- Demonstrate knowledge of the uses of technological resources, including assistive technology (e.g., computer programs, digital applications, writing and drawing tools, digital cameras, text-to-speech devices), in instructional planning for problem solving, communication, and vocabulary development.
- Demonstrate knowledge of characteristics, benefits, and limitations of various instructional strategies (e.g., play, inquiry and exploration, open-ended questioning and problem solving, small-group projects, learning centers, peer and group discussions) and how to create and modify activities for all young children, including children with exceptionalities (e.g., disabilities, developmental delays, gifted and talented, English language learners).

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0003 Understand the goals, benefits, types, and uses of various formal and informal assessments to support young children from birth to grade two and their families.

For example:

- Demonstrate knowledge of formal, informal, performance-based, observational, and authentic assessments for evaluating young children's development, learning, and behavior (e.g., characteristics; limitations; developmentally and culturally appropriate uses, practices, and strategies for assessing individual children's needs and interests).
- Apply knowledge of considerations and strategies for selecting, designing, adapting, modifying, and using screenings and assessments to measure development and learning for all young children, including English language learners and children with exceptionalities.
- Apply knowledge of strategies, procedures, technologies, and tools for administering assessments for all children, including English language learners and children with exceptionalities (e.g., developmental continuums, progress monitoring, universal screening, diagnostic measures, curriculum-based assessments).
- Apply knowledge of how to interpret formal and informal assessment results and use a variety of assessment data, including anecdotal records and children's work samples to plan and differentiate instruction, guide practice, monitor young children's progress toward content-area benchmarks, document outcomes, and ensure a high-quality learning environment for young children.
- Apply knowledge of effective techniques for involving families, school-based professionals, and outside service providers in screening, assessment, application, planning, and referral processes for young children; to communicate academic progress and assessment results to families and school-based professionals; and to integrate assessment results as an active participant in the development and implementation of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) for young children with exceptionalities.
- Demonstrate knowledge of legal and ethical issues related to assessment (e.g., developmentally appropriate and ethical practices; confidentiality; addressing the needs of all learners, including young children who are English language learners and young children with exceptionalities).

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0004 Understand principles and procedures for creating and maintaining safe and productive learning environments that encourage communication, social skills, responsibility, and self-motivation for young children from birth to grade two.

For example:

- Demonstrate knowledge of strategies for designing learning environments that are respectful of children as individuals and of all children's cultural, family, and community backgrounds and contexts (e.g., build on young children's needs, interests, and prior knowledge; encourage inclusion; promote acceptance of ideas and differences).
- Demonstrate knowledge of methods to create and modify learning environments that incorporate developmentally and culturally appropriate materials, equipment, and technological resources to meet the needs of all children, including English language learners and children with exceptionalities.
- Apply knowledge of the development, characteristics, and needs of young children to create learning environments that are safe and healthy and promote children's sense of security and independence (e.g., positive behavior practices; procedures and routines that support emotional, physical, and learning needs; conflict resolution; motivation in young children).
- Apply knowledge of ways to incorporate varied and developmentally appropriate strategies for promoting children's learning (e.g., independent work, small-group projects, discussions, cooperative learning, inquiry-based learning, problem-solving experiences); strategies to integrate incidental and spontaneous opportunities for teaching; and strategies for using the environment, daily routines, personal and social interactions, and play to teach young children, including English language learners and children with exceptionalities.
- Apply knowledge of how to create and manage a developmentally appropriate, safe early childhood learning environment by creating schedules and routines, facilitating transitions, and addressing young children's needs through research-based guidance and problem-solving strategies.
- Apply knowledge of strategies and procedures to select developmentally and instructionally appropriate learning and technological resources and materials, and how to set up the physical environment to meet the needs of all children, including children with exceptionalities and English language learners.

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SUBAREA II—LANGUAGE AND LITERACY DEVELOPMENT

0005 Understand young children's verbal and nonverbal language and communication development and how to provide learning experiences that support and enhance listening and speaking skills in young children from birth to grade two.

For example:

- Demonstrate knowledge of major theories, stages, and processes of first- and second-language acquisition in young children, including understanding of the roles of social interaction, culture, and play and the importance of the home language in the development of young children.
- Recognize factors that influence young children's development of speaking and listening skills; indicators that a young child may be experiencing difficulties in language development; and strategies for addressing language needs.
- Demonstrate knowledge of how having a home language other than English influences language development and instruction and how to use young children's linguistic and cultural backgrounds to support their development of speaking and listening skills.
- Apply knowledge of the relationships between listening, speaking, reading, and writing and developmentally appropriate strategies for building on children's language to promote their development of reading and writing skills.
- Demonstrate knowledge of developmentally appropriate strategies for promoting young children's ability to listen and speak for various purposes (e.g., participating in discussions, expressing ideas, asking and responding to questions, interacting positively with others, understanding the importance of audience and purpose, sign language, visual cues).
- Apply knowledge of developmentally appropriate strategies, activities, and materials, including assistive technology, for fostering young children's language competence.
- Apply knowledge of how to infuse opportunities for meaningful language and communication into all areas of the early childhood curriculum.

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0006 Understand the foundations of literacy development and how to use evidence-based, developmentally appropriate strategies for promoting literacy development of young children from birth to grade two.

For example:

- Apply knowledge of stages of literacy development and factors that influence young children's development of reading skills, indicators that a young child may be experiencing difficulties developing literacy skills or demonstrating advanced abilities in reading, and evidence-based strategies for addressing reading needs.
- Apply knowledge of the relationship between oral language and literacy development, ways of promoting the development of skills in oral and written language, and how to build upon children's skills in the home language to develop language and literacy skills that are transferable to English.
- Apply knowledge of the role of phonological and phonemic awareness in early literacy development; evidence-based instructional strategies, activities, and materials for promoting young children's phonological and phonemic awareness; and strategies to support English language learners' awareness of the differences and commonalities between the orthographic-phonological systems of English and the home language.
- Apply knowledge of concepts about print (e.g., letter, word, and sentence representation; directionality; tracking of print; understanding that print carries meaning) and effective instructional strategies, activities, and materials for promoting and assessing young children's understanding in this area.
- Demonstrate knowledge of the alphabetic principle and instructional strategies, activities, and materials for promoting and assessing young children's understanding of the alphabetic principle.
- Apply knowledge of evidence-based strategies, practices, and materials, including technology, to create a developmentally appropriate language- and literacy-rich classroom environment that incorporates opportunities, experiences, routines, and activities that promote literacy.

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0007 Understand word-identification strategies and vocabulary development and how to use evidence-based, developmentally appropriate strategies to promote word identification and vocabulary skills in young children from birth to grade two.

For example:

- Demonstrate knowledge of phonics and its role in decoding and evidence-based instructional strategies, activities, and materials for promoting and assessing young children's development of phonics skills.
- Demonstrate knowledge of word-identification strategies other than phonics, including syllabication, morphology (e.g., use of affixes and roots), context cues (semantic and syntactic), and pragmatics to create instructional activities and materials for promoting young children's use of word-identification strategies.
- Demonstrate knowledge of the role of sight words in reading fluency and evidence-based instructional strategies, activities, and materials for promoting and assessing young children's sight-word recognition and reading fluency.
- Demonstrate knowledge of the role of vocabulary development in reading and effective instructional strategies, activities, and materials for promoting and assessing young children's vocabulary development.
- Demonstrate knowledge of the relationship between first- and second-language content-specific vocabulary and instructional strategies for providing experiences to facilitate the acquisition of English vocabulary for young children whose first language is not English.
- Demonstrate knowledge of spelling development and its significance for reading; stages of spelling development; and effective instructional strategies, activities, and materials for promoting and assessing young children's spelling skills.

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0008 Understand reading comprehension and how to use evidence-based, developmentally appropriate strategies for promoting young children's application of reading comprehension skills and encouraging their independent reading.

For example:

- Demonstrate knowledge of factors affecting reading comprehension (e.g., reading rate and fluency, word recognition, prior knowledge and experiences).
- Apply knowledge of strategies for facilitating comprehension for young children who are at different stages of reading development (e.g., before they learn to read, as they learn to read, as they increase reading proficiency) and facilitating young children's comprehension before, during, and after reading (e.g., developing and activating background knowledge, prompting children to make predictions, leading discussions).
- Demonstrate knowledge of the levels of reading comprehension (i.e., literal, inferential, and evaluative); and evidence-based instructional strategies, activities, and materials for promoting and assessing young children's skills in this area.
- Demonstrate knowledge of reading comprehension strategies (e.g., developing and activating prior knowledge, previewing, questioning, retelling, self-monitoring) and evidence-based instructional strategies, activities, and materials for promoting and assessing young children's skills in this area (e.g., making predictions, retelling, drawing inferences).
- Apply knowledge of evidence-based strategies, activities, and materials, including technological resources for promoting young children's ability to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- Demonstrate knowledge of methods to select developmentally appropriate and culturally relevant children's literature, including various genres of children's literature, elements of story, and methods for promoting children's appreciation and understanding of literature.
- Apply knowledge of text features that may challenge young readers' understanding (e.g., unfamiliar vocabulary, complex sentence structures, captions, table of contents, bold text) and evidence-based strategies for supporting children's comprehension of texts containing such features.

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0009 Understand evidence-based, developmentally appropriate writing processes and strategies for promoting writing competence in young children from birth to grade two.

For example:

- Demonstrate knowledge of the characteristics of the stages and processes of young children's writing development; factors that influence young children's development of writing skills (e.g., oral language, vocabulary development, fine-motor skills, desire for self-expression); and indicators that a young child may be experiencing difficulties in written language development.
- Apply knowledge of evidence-based strategies for helping young children develop writing skills throughout the stages of writing development, communicating for authentic purposes, writing in various formats, and applying English conventions.
- Demonstrate knowledge of strategies for integrating young children's instruction in writing with reading and writing across the content areas.
- Demonstrate knowledge of the relationship between written language development and the development of skills in language and reading.
- Apply knowledge of strategies and activities for promoting young children's writing competence.
- Demonstrate knowledge of how having a home language other than English affects writing development and instruction and how to incorporate young children's linguistic and cultural backgrounds into writing activities to promote competence in writing.

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SUBAREA III—LEARNING ACROSS THE CURRICULUM

0010 Understand fundamental mathematical concepts and skills and how to promote mathematics learning for young children from birth to grade two.

For example:

- Demonstrate knowledge of concepts and skills related to the mathematical domains (e.g., counting and cardinality, operations and algebraic thinking, numbers and operations in base ten, fractions, measurements and data, geometry).
- Demonstrate knowledge of using assessments (e.g., formative, summative, observational, performance based) in planning and evaluating young children's progress in mathematics.
- Apply knowledge of how informal mathematical knowledge provides a basis for learning formal mathematics, and evidence-based and instructional strategies that foster young children's learning through mathematical inquiry in varied contexts (e.g., regular and integrated instruction, problem-solving approaches, structured and unstructured play, manipulative modeling, technology-based approaches) and are responsive to young children's diverse interests and abilities.
- Apply knowledge of evidence-based instructional strategies that promote young children's abilities to apply concepts, skills, and problem-solving strategies in the mathematical domains (e.g., counting and cardinality, operations and algebraic thinking, numbers and operations in base ten fractions, measurements and data, geometry); build on previously learned knowledge and skills in mathematics; and explore relationships between the mathematical domains.
- Apply knowledge of developmentally appropriate and evidence-based instructional resources, materials, and technological resources for teaching mathematics to young children.
- Apply knowledge of developmentally appropriate strategies for integrating young children's learning experiences in mathematics with learning experiences in other content areas and in everyday situations.

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0011 Understand fundamental scientific concepts and skills and how to promote scientific learning for young children from birth to grade two.

For example:

- Apply knowledge of concepts and skills related to the scientific domains (e.g., life, physical, applied, Earth and space sciences).
- Demonstrate knowledge of evidence-based instructional strategies that foster young children's learning through scientific inquiry and exploration in varied contexts (e.g., encouraging natural curiosity about the world, exploration through play, promoting respect for living organisms and appreciation of the environment) and are responsive to diverse interests and abilities.
- Demonstrate knowledge of evidence-based instructional strategies that provide opportunities for young children to use scientific concepts and principles (e.g., conduct experiments, solve problems, apply scientific process) and build on previous science learning.
- Apply knowledge of instructional resources, materials, and technological resources for teaching science to young children.
- Apply knowledge of procedures for encouraging safety during classroom science activities.
- Apply knowledge of strategies for integrating young children's learning experiences in science with learning experiences in other content areas and in everyday activities.

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0012 Understand fundamental concepts and skills in the social sciences and how to promote learning in the social sciences for young children from birth to grade two.

For example:

- Apply knowledge of concepts and skills related to the social sciences (e.g., culture, geography, U.S. and world history, economics, civics).
- Demonstrate knowledge of evidence-based instructional strategies that foster young children's inquiry and development of concepts in the social sciences in varied contexts (e.g., explore relationship of self to others and interrelationships between individuals and groups through play and interactions, develop an appreciation of and respect for human diversity and its significance in their community and in the larger world, explore beginning themes and concepts in the social sciences).
- Demonstrate knowledge of evidence-based instructional strategies that provide opportunities for young children to apply skills related to the social sciences (e.g., make and use maps, gather and interpret data), and explore the relationships between the social sciences through research-based and differentiated instruction.
- Apply knowledge of instructional resources, materials, and technological resources for teaching the social sciences to young children.
- Apply knowledge of strategies for integrating young children's learning experiences in the social sciences with learning experiences in other content areas and in everyday activities.

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0013 Understand the comprehensive nature of the physical, emotional, and social development and well-being of young children from birth to grade two.

For example:

- Demonstrate knowledge of developmentally appropriate strategies and procedures for promoting principles and practices of personal, interpersonal, and community health and safety for young children (e.g., prevention and treatment of illness and injury, decision making that positively influences health and safety through play and daily structured activities).
- Apply knowledge of human body systems and interrelationships between fitness and body systems for young children (e.g., health-related physical fitness concepts and practices) and provide young children with developmentally appropriate movement activities in a variety of contexts.
- Demonstrate knowledge of the phases, stages, and continuity of motor-skill development (e.g., fine- and gross-motor skills, locomotor and non-locomotor skills, sensory awareness, object handling) and understand and respect young children's differences in these areas.
- Apply knowledge of how to develop and promote positive individual and group problem-solving techniques for young children (e.g., supportive relationships between adults and young children, social skills and interactions among young children, strategies for conflict resolution and self-regulation, connections between resolution of conflicts and health and well-being).
- Apply knowledge of evidence-based strategies for integrating young children's learning experiences related to physical, emotional, and social health and well-being with learning experiences in other content areas.

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0014 Understand fundamental concepts and skills related to the fine arts (including the visual arts, music, drama, and dance) and how to promote fine arts learning for young children from birth to grade two.

For example:

- Apply knowledge of evidence-based, developmentally appropriate instructional strategies that provide opportunities for young children to explore concepts, techniques, and materials of the visual arts; cultural dimensions of the visual arts; and relationships between the visual arts and other art forms.
- Apply knowledge of evidence-based, developmentally appropriate instructional strategies that provide opportunities for young children to explore concepts, techniques, and materials for producing, listening to, and responding to music; cultural dimensions of music; and relationships between music and other art forms.
- Apply knowledge of evidence-based, developmentally appropriate instructional strategies that provide opportunities for young children to explore concepts, techniques, and materials in drama and dance; cultural dimensions of drama and dance; and relationships between drama and dance and other art forms.
- Apply knowledge of developmentally appropriate tools and technological resources for creating, analyzing, and performing in the fine arts.
- Demonstrate knowledge of the interrelationships between the fine arts in past and present societies and cultures.
- Apply knowledge of strategies for integrating young children's learning experiences in the fine arts with learning experiences in other content areas.

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SUBAREA IV—PROFESSIONAL RELATIONSHIPS AND RESPONSIBILITIES

0015 Understand the importance of building positive, collaborative relationships with children's families, other professionals, and community agencies and organizations to support the learning and well-being of young children from birth to grade two.

For example:

- Demonstrate knowledge of strategies for working collaboratively with and providing information and support to families and caregivers with young children (e.g., initiating and sustaining respectful and reciprocal relationships and communication, including with young children and their families from culturally and linguistically diverse backgrounds and abilities), including benefits, barriers, and techniques associated with this process.
- Apply knowledge of family systems theory and the role of family and caregiver dynamics in building positive and supportive relationships with young children and their families.
- Apply knowledge of strategies for building positive, collaborative relationships with colleagues, supervisors, support staff, and administrators and working collaboratively as a member of a professional team to enhance children's learning, development, and well-being.
- Demonstrate knowledge of roles and responsibilities of other professionals, community agencies, and organizations involved in providing programs and services to young children, their families, and caregivers.
- Apply knowledge of appropriate health appraisal and referral procedures to health and social services for families and caregivers with young children based on identified resources, priorities, and concerns.

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0016 Understand the roles and responsibilities of early childhood educators.

For example:

- Demonstrate knowledge of the early childhood profession; its historical, philosophical, ethical, and social foundations and how they influence current practice; and current issues, trends, and influences, including public policies affecting young children, families, caregivers, and programs for young children.
- Demonstrate knowledge of major federal and state laws, regulations, guidelines, and ethical standards related to responsibilities, roles, and ethical practices of the early childhood education teacher (e.g., promoting children's learning; advocating for children, families, caregivers, and early childhood programs; confidentiality; mandated reporting; respecting boundaries of professional responsibilities).
- Demonstrate knowledge of teaching young children in a variety of settings (e.g., public and private centers, schools, community agencies) and working effectively with young children of different age groups (infant/toddler, preprimary, primary) and varying abilities.
- Demonstrate knowledge of the responsibilities and requirements of early childhood teachers regarding the development of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- Apply knowledge of strategies for engaging in ongoing personal and professional development (e.g., classroom observation; self-reflection; self-assessment of instruction and of experiences working with young children, families, caregivers, and colleagues), and knowledge of organizations, publications, technology, and other resources that inform and improve professional practice in the field of early childhood education.