

# Best Practices in Early Childhood Education with Work-Based Learning (2024)

Differentiate between observation and assessment and skills needed to observe young children and the early childhood environment. [HSE.HS.9.1](#)

- a** Define what observation is in early childhood practices in regards to child development, environment, and engagement between adults and children. [HSE.HS.9.1.A](#)

---

- b** Describe the skills needed for observation. [HSE.HS.9.1.B](#)

---

- c** Define what assessment is in early childhood practices in regards to child development, environment, and engagement between adults and children. [HSE.HS.9.1.C](#)

---

- d** Describe the importance of observation and assessment in early childhood. [HSE.HS.9.1.D](#)

---

- e** Explain how observation and assessment are used in early childhood. [HSE.HS.9.1.E](#)

Analyze the progression of the areas (PIES - physical, intellectual, emotional and social) of development for young children. [HSE.HS.9.2](#)

- a** Identify the developmental progression of infants and toddlers (birth to 36 months), preschool children (3-5 years), and primary grade (K-3rd) children (6-8 years). [HSE.HS.9.2.A](#)

---

- b** Observe infants and toddlers, preschoolers, and primary grade (K-3rd) children and record developmental progression observations. [HSE.HS.9.2.B](#)

---

- c** Analyze observational data from infants and toddlers, preschoolers, and primary grade (K-3rd) children to determine the developmental age level. [HSE.HS.9.2.C](#)

Analyze developmentally appropriate early childhood environments. [HSE.HS.9.3](#)

- a** Define developmentally appropriate for infants and toddlers, preschoolers, and primary grade (K-3rd) children. [HSE.HS.9.3.A](#)

---

- b** Identify various materials, resources, and components of developmentally appropriate environments for infants and toddlers, preschoolers, and primary grade (K-3rd) children. [HSE.HS.9.3.B](#)

---

- c** Identify the elements of an environmental checklist for assessing an infants and toddlers, preschool, and primary grade (K-3rd) environment. [HSE.HS.9.3.C](#)

---

**d Observe development tasks of infants and toddlers, preschool, and primary grade (K-3rd) environments.** [HSE.HS.9.3.D](#)

---

**e Compare and contrast the birth through age eight environments.** [HSE.HS.9.3.E](#)

---

**f Analyze observational data from infants and toddlers, preschool, and primary grade (K-3rd) environments to assess environment quality.** [HSE.HS.9.3.F](#)

---

**Develop lesson plans for infants and toddlers, preschoolers, and/or primary grade (K-3rd) children using developmentally appropriate practices.** [HSE.HS.9.4](#)

**a Identify the components of an effective early childhood lesson plan.** [HSE.HS.9.4.A](#)

---

**b Describe various instructional strategies appropriate for infants and toddlers, preschooler, and primary grade (K-3rd) children.** [HSE.HS.9.4.B](#)

---

**c Create large group, small group, and individual lesson plans that fit within the overall curriculum.** [HSE.HS.9.4.C](#)

---

**Utilize feedback to continuously improve teaching practices.** [HSE.HS.9.5](#)

**a Evaluate the practicum experience.** [HSE.HS.9.5.A](#)

---

**b Implement continual appraisal of performance and identify strengths and weaknesses.** [HSE.HS.9.5.B](#)

---

**c Develop a plan for continuous professional learning.** [HSE.HS.9.5.C](#)

---