



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

OSSE Early Childhood Education Standards Rubric

Introduction: This document enables educator preparation providers (EPPs) in the District of Columbia to provide information to the Office of the State Superintendent of Education (OSSE) regarding how the EPP aligns with the OSSE Early Childhood Education standards. Consistent with 5A DCMR §1704.11, OSSE adopted these standards from the [National Association for the Education of Young Children \(2021\)](#).

As the state education agency for the District, OSSE has an interest in ensuring that every student has an effective teacher and that every school has effective leaders. OSSE values the dedication of District EPPs to ensure schools are staffed with effective leaders and teacher leaders and strives to ensure programmatic excellence and candidate success. Establishing that each approved DC EPP is held to a uniform set of standards will help OSSE ensure that these aims are realized.

EPP Submission: The EPP should submit this rubric with its evidence for the state elementary education subject area program review. In completing this form, the EPP should describe how its early childhood education program provides candidates coursework (assignments and assessments) and/or clinical and field experiences that demonstrate competency in each of the OSSE early childhood education program standards below.

EPP Information:

EPP name (in the box below)	EPP contact name, title and contact information (email and phone number in the box below)
Submission date (in the box below)	

EPP Notification: OSSE will notify the EPP of its state early childhood education program approval status within 60 calendar days of the subject area program review.

OSSE Early Childhood Education Subject Area Program Standards Alignment: The EPP must complete the table below aligning evidence to be submitted to each OSSE early childhood education program standard.

OSSE Standard	Description of how program meets standard	Applicable Course Name(s)/ Number(s)	Credit Hours
	<i>EPP: Please provide a concise, yet specific description (no more than 200 words) of how the EPP subject area program meets each of the standards and components below. Please attach evidence (course syllabi, reading lists, assessment examples) to this early childhood education program standards rubric.</i>		
Standard 1: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.			
Component 1.1 – Candidates know and understand young children's characteristics and needs, from birth through age 8.			
Component 1.2 – Candidates know and understand the multiple influences on early development and learning.			
Component 1.3 – Candidates use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.			
Standard 2: Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.			
Component 2.1 - Candidates know about and understand diverse family and community characteristics.			
Component 2.2 – Candidates support and engage families and communities through respectful, reciprocal relationships.			
Component 2.3 – Candidates involve families and communities in young children's development and learning.			

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Standard 3: Candidates prepared in early childhood 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 every child.			
Component 3.1 - Candidates understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.			
Component 3.2 - Candidates know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.			
Component 3.3 - Candidates understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.			
Component 3.4 - Candidates know about assessment partnerships with families and with professional colleagues to build effective learning environments.			
Standard 4: Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.			

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Component 4.1 - Candidates understand positive relationships and supportive interactions as the foundation of their work with young children.			
Component 4.2 -Candidates know and understand effective strategies and tools for early education, including appropriate uses of technology.			
Component 4.3 - Candidates use a broad repertoire of developmentally appropriate teaching/learning approaches.			
Component 4.4 - Candidates reflect on own practice to promote positive outcomes for each child.			
Standard 5: Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.			
Component 5.1 - Candidates understand content knowledge and resources in academic disciplines: language and literacy ¹ ; the arts –			

¹ An elementary education subject area program, early childhood education subject area program, special education subject area program, reading subject area program, and any other subject area program preparing educator candidates with primary responsibility for literacy instruction shall be required to demonstrate to OSSE that its candidates are required to complete

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music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.			
Component 5.2 - Candidates know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines.			
Component 5.3 - Candidates use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.			
Standard 6: Candidates prepared in early childhood 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 knowledgeable, 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.			
Component 6.1 - Candidates know about and uphold ethical standards and other early childhood professional guidelines.			
Component 6.2 - Candidates engage in continuous, collaborative learning to inform practice; using technology effectively with young			

coursework that addresses competency and requires candidates to demonstrate competency in each of the five components (phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension) of scientifically-based reading instruction.

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children, with peers, and as a professional resource.			
Component 6.3 - Candidates integrate knowledgeable, reflective, and critical perspectives on early education			
Component 6.4 - Candidates engage in informed advocacy for young children and the early childhood profession.			
Standard 7: Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).			
Component 7.1 - Candidates have opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8).			
Component 7.2 - Candidates have opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, childcare centers and homes, Head Start programs).			