Initial Teacher License Evaluation Worksheet

Demonstration of Professional Competencies and Depth of Content Knowledge

Early Childhood Education (Ages Birth-8)

Applicant
Legal name: Date:

Requirements

Endorsement content knowledge must be demonstrated by at least one of the following measures for each content area (check below). Please note, if you select the Portfolio option to demonstrate a content knowledge category, it is your responsibility to ensure that evidence provided aligns with the Colorado Department of Education's teacher preparation standards. For more information about educator preparation standards, please see this webpage. To learn more about content covered on Praxis exams, please visit this webpage.

Please note: This worksheet is for **initial teacher license** evaluation only.

Early Childhood Education
- Praxis 5024: Official score report required (160 or higher)
- Coursework: Minimum of B- (list in grid below); syllabi and official transcript required
- Portfolio: Evidence demonstrating attainment of standards outlined below required

Teaching Reading: Elementary
- Praxis 5205: Official score report required (159 or higher)
- Coursework: Minimum of B- (list in grid below); syllabi and official transcript required
- Portfolio: Evidence demonstrating attainment of standards outlined below must be included
- Note: Passage of Praxis 5205 is required for the READ Act designation

In the grids below, list the evidence by which you are demonstrating content knowledge. It is essential that thorough and complete information is provided for each row inclusive of listing all courses and evidence being utilized. Praxis subscores may be one piece of evidence for a section of content and also must be accompanied by additional evidence such as coursework.

EDUCATION OF YOUNG CHILDREN	Praxis Test Code/Name and Score:	
Categories for Which You Must Demonstrate Content Knowledge Candidates must possess knowledge of concepts, including:	**Course #(s)/Title(s) and Grade(s)**	**Portfolio Description and Evidence**
Childhood Development and Learning • Children's characteristics and needs • Influences on whole child learning and development • Risk and protective factors • Typical versus atypical development • Developmental knowledge applied to create		

appropriate learning environments ● Example courses include the following: courses that address the above bullets for this section		
Observation, Documentation, and Assessment ● Assessments to inform curriculum and instruction ● Assessment practices to meet diverse needs of children ● Methods of screening, referral, and evaluation to identify children who may benefit from additional support ● The roles of family in the screening and assessment process ● Communication and team building around child centered learning, including appropriate use of technology as a resource ● Example courses include the following: courses that address the above bullets for this section		
Developmentally Appropriate Practices ● Classroom environment designed to be supportive of children's learning ● Flexible, research-based methods of teaching and learning to promote diverse developmental needs of children ● Example courses include the following: courses that address the above bullets for this section		
Professionalism, Family, and Community ● Ethical standards and professional guidelines ● The integrated role of other professionals who may be involved in children's care and education ● Family engagement strategies ● Example courses include the following: courses that address the above bullets for this section		
Content Pedagogy and Knowledge ● Language and literacy ● Mathematics ● Example courses include the following: courses that address the above bullets for this section		

TEACHING READING: ELEMENTARY	Praxis Test Code/Name and Score:	
Categories for Which You Must Demonstrate Content Knowledge **Candidates must possess knowledge of concepts, including:**	**Course #(s)/Title(s) and Grade(s)**	**Portfolio Description and Evidence**
Phonological and Phonemic Awareness including Emergent Literacy ● Instructional methods for phonological and phonemic awareness ● Development of students' expressive and receptive language skills ● Concepts of print ● Identification of upper/lowercase letters ● Example courses include the following: courses that address the above bullets for this section		
Phonics and Decoding ● Phoneme-grapheme correspondence ● Systematic, explicit, and recursive methods for teaching phonics (including instructional methods for common patterns/rules) ● Morphological analysis ● Syllable types ● Multisensory approaches ● Example courses include the following: courses that address the above bullets for this section		
Vocabulary and Fluency ● Build and expand expressive and receptive vocabulary ● Systematic, explicit, and repeated methods for teaching vocabulary ● Word solving ● Instructional methods for automaticity ● Fluent reading behavior ● Comprehension, fluency, and vocabulary are interconnected ● Example courses include the following: courses that address the above bullets for this section		
Comprehension of Literary and Informational Text ● Listening comprehension ● Speaking and listening skills ● Building background knowledge ● Systematic and explicit instruction of		

comprehension ● Support students in self monitoring of comprehension and self selection of text ● Differentiate instruction ● Graphic and semantic organizers ● Genres ● Literary devices ● Literal and inferential meaning ● Informational text ● Technology and digital literacy ● Example courses include the following: courses that address the above bullets for this section		
Writing ● Written Expression ● Spelling and Grammar ● Example courses include the following: courses that address the above bullets for this section		
Assessment and Instructional Decision Making ● Emergent learners ● Independent learners ● Diverse learners ● Example courses include the following: courses that address the above bullets for this section		

Submission of this worksheet must be accompanied by all evidence listed in the grids above. You must receive approval prior to submitting an application for an initial teacher license.