

**Early Childhood Education
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 02/04/14 –
Updates adopted 2/2/18)**

006.16 Early Childhood Education

006.16A Grade Levels: Prekindergarten through Grade 3

006.16B Endorsement type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, the Elementary Education endorsement.

006.16C Persons with this endorsement may teach children from prekindergarten through grade 3.

006.16D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours of coursework specific to early childhood education that address preschool and kindergarten **levels and includes the identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.**

006.16D1 Practicum. Candidates must complete a 45 clock-hour practicum working with preschool (prekindergarten) children.

006.16E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS ENDORSEMENT.

Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Association for the Education of Young Children (NAEYC) Standards (2010).

Standard 1. Promoting Child Development and Learning

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.

Element 1. Know and understand young children's characteristics and needs, from birth through age 8.

Element 2. Know and understand the multiple influences on early development and learning, and

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- Element 3. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Standard 2. Building Family and Community Relationships

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.

- Element 1. Know about and understand diverse family and community characteristics.
- Element 2. Support and engage families and communities through respectful, reciprocal relationships, and
- Element 3. Involve families and communities in young children's development and learning.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

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.

- Element 1. Understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children,
- Element 2. Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection,
- Element 3. Understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities, and
- Element 4. Know about assessment partnerships with families and with professional colleagues to build effective learning environments.

Standard 4. Using Developmentally Effective Approaches

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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.

- Element 1. Understand positive relationships and supportive interactions as the foundation of their work with young children,
- Element 2. Know and understand effective strategies and tools for early education, including appropriate uses of technology,
- Element 3. Use a broad repertoire of developmentally appropriate teaching/learning approaches, and
- Element 4. Reflect on own practice to promote positive outcomes for each child.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

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.

- Element 1. Understand content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies,
- Element 2. Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines, and
- Element 3. 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. Becoming a Professional

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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.

- Element 1. Identify and involve oneself with the early childhood field,
- Element 2. Know about and uphold ethical standards and other early childhood professional guidelines,
- Element 3. Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource,
- Element 4. Integrate knowledgeable, reflective, and critical perspectives on early education, and
- Element 5. Engage in informed advocacy for young children and the early childhood profession.

Standard 7. Early Childhood Field Experiences

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 the early childhood age groups (ages 3 through 5 and kindergarten) *and* in the variety of settings that offer early education (such as early school grades, child care centers and homes, and Head Start programs.)

- Element 1. Opportunities to observe and practice in early childhood age groups (ages 3 through 5 and kindergarten), and
- Element 2. Opportunities to observe and practice in early education settings (such as child care centers and homes, preschools, and Head Start programs.)