

505-3-.14 EARLY CHILDHOOD ELEMENTARY EDUCATION (P-5) PROGRAM

Nature of Amendment(s):

Substantive
 Clarification
 Further Definition

Discussion:

It is proposed that GaPSC Rule 505-3-.14 EARLY CHILDHOOD EDUCATION PROGRAM, dated October 15, 2014, be AMENDED to change the title to ELEMENTARY EDUCATION (P-5) PROGRAM and to replace all instances of Early Childhood Education with Elementary Education. These amendments coincide with the renaming of the field of Early Childhood Education to Elementary Education (P-5). No other amendments are proposed for this rule.

Current/Amended Sections(s):

(Additions are underlined in bold type; deletions are marked through.)

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to teach any subject in grades P-5 and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) To receive approval, a GaPSC-approved educator preparation program provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards based on the standards published by the National Association for the Education of Young Children (2012):

1. Promoting Child Development and Learning: Candidates prepared in P-5 programs are grounded in a child development knowledge base. They use their understanding of 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. The indicators are as follows:

(i) Knowing and understanding pre-Kindergarten through 5th grade children's characteristics and needs;

(ii) Knowing and understanding the multiple influences on early development and learning; and

(iii) Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all pre-Kindergarten through 5th grade children.

2. Building Family and Community Relationships: Candidates prepared in ~~early childhood~~ **elementary education** programs understand that successful ~~early childhood~~ **elementary** 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. The indicators are as follows:

(i) Knowing about and understanding diverse family, family structures and community characteristics;

(ii) Supporting and engaging families and communities through respectful, reciprocal relationships; and

(iii) Involving families and communities in children's development and learning.

3. Observing, Documenting, and Assessing to Support Children and Families: Candidates prepared in ~~early childhood~~ **elementary education** programs understand that child observation, documentation, and other forms of assessment are central to the practice of all ~~early childhood~~ **elementary education** 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. The indicators are as follows:

(i) Understanding the goals, benefits, and uses of assessment including its interpretation and use in development of appropriate goals and differentiated teaching strategies for pre-Kindergarten through 5th grade children;

(ii) Systematically collecting and analyzing relevant data (via observation, documentation, and other appropriate assessment tools and approaches including the use of technology) to monitor student progress and to inform instruction;

(iii) Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities; and

(iv) Engaging in productive effective assessment partnerships with families and with professional colleagues to build effective learning environments.

4. Using Developmentally Effective Approaches: Candidates prepared in ~~early childhood~~ **elementary education** programs understand that teaching and learning with children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the setting within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with 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. The indicators are as follows:

(i) Establishing a classroom environment grounded in positive relationships and supportive interactions as the foundation of their work with children;

(ii) Knowing and using effective research based strategies and tools for pre-Kindergarten through 5th grade children including the appropriate use of technology;

(iii) Using a broad repertoire of developmentally appropriate research-based teaching/learning approaches (play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, reflection, and inquiry experiences) to help pre-Kindergarten through 5th grade children develop intellectual curiosity, solve problems, and make decisions; and

(iv) Reflecting on own practice to promote positive outcomes for each child.

5. Using Content Knowledge to Build Meaningful Curriculum: Candidates prepared in ~~early childhood~~ **elementary education** programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every child. Candidates understand the importance of developmental domains and academic (or content) disciplines in ~~early childhood~~ **elementary education** curriculum. They know the essential concepts, inquiry tools,

and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidate use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for every child. The indicators are as follows:

(i) Understanding content knowledge and resources in academic disciplines: language and literacy; mathematics, science, social studies, the arts-music, creative movement, dance, drama, visual arts; physical activity, physical education and health and safety;

(ii) Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines;

(iii) Using content knowledge, appropriate content standards, and other resources to design implement and evaluate developmentally meaningful and challenging curriculum for each child; and

(iv) Recognizing and utilizing opportunities for appropriate curriculum integration.

6. Becoming a Professional: Candidates prepared in ~~early childhood~~ **elementary education** programs identify and conduct themselves as members of the ~~early childhood~~ **elementary education** profession. They know and use ethical guidelines and other professional standards related to ~~early childhood~~ **elementary education** 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. The indicators are as follows:

(i) Knowing about and upholding ethical standards, legal responsibilities, and other professional guidelines;

(ii) Engaging in continuous, collaborative learning to inform practice; using technology effectiveness with P-5 children, with peers, and as a professional resource;

(iii) Integrating knowledgeable, reflective, and critical perspectives on education;

(iv) Engaging in informed advocacy for P-5 children and the profession; and

(v) Demonstrate an understanding of the ~~early childhood~~ **elementary education** profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.

7. Early Childhood Elementary Education 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 pre-Kindergarten through 5th grade children ~~across the entire development period of early childhood~~ in all three age groups (PK-K, 1-3, and 4-5) and in a variety of settings that offer ~~early~~ **elementary** education. The indicators are as follows:

(i) Observe and participate under supervision of qualified professionals in a variety of settings and grade levels in which children are served (such as public and private; centers, schools, and community agencies);

(ii) Work effectively over time with children of diverse ages (preschoolers, or school-age), with children with diverse abilities, and with children reflecting culturally and linguistically diverse family systems;

(iii) Demonstrate ability to work effectively during full-time supervised residency (student teaching) and/or practica experiences (totaling at least 300 clock hours) in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities; and

(iv) Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

8. The program shall prepare ~~early childhood~~ **elementary education** professionals to meet the following indicators based on content standards promoted by the Association for Childhood Education International (2007):

(i) Reading, Writing, and Oral Language: Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

(ii) Science: Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

(iii) Mathematics: Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

(iv) Social studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

(v) The arts: Candidates know, understand, and use, as appropriate to their own understanding and skills, the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

(vi) Health education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and

(vii) Physical education: Candidates know, understand, and use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

9. Teaching of Reading: The program shall prepare ~~early childhood~~ **elementary education** professionals to meet the standards for the Reading Endorsement Program as specified in GaPSC Rule 505-3-96, READING ENDORSEMENT PROGRAM.

(b) The program shall meet all requirements specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.