**IDEAS FOR 3 & 4 year old Endorsement to K6 License**

State has said: 12 hours plus practicum of at least 60 hours field experience

In the context of a K6 program, courses should have a strong 3 & 4 year old emphasis. The Praxis II exam is the revised (so a bit new since AR used it before) Education of the Young Child Praxis II that does really address birth to eight.

|  |  |  |
| --- | --- | --- |
| FROM ADE | FROM ADE | OPTIONS |
| In addition to the Arkansas Teaching Standards, teachers with the Ages 3-4 Endorsement, shall demonstrate knowledge and competencies in the following areas: 1. Promoting Child Development and Learning NAEYC: Standard 1 | Standard 1 - preparation in early childhood degree programs and grounded in a child development knowledge base by 1.1 Knowing and understanding young children’s characteristics and needs, from age three through age four 1.2 Knowing and understanding the multiple influences on early development and learning 1.3 Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children | **ECH 6513. Developmental Perspectives** Study of relevant child development data, encompassing development from conception to the kindergarten age child. Practical application of theory is provided through a variety of hands on experiences and observations.  **ECH 6583, Practicum in EC I.** Explores the physical and psychological environments needed to support development of the whole child. Includes health, safety, nutrition, physical arrangements and space, communication. |
| Building Family and Community Relationships NAEYC: Standard 2 | Standard 2- preparation in early childhood degree programs and an understanding that successful early childhood education depends upon partnerships with children’s families and communities by 2.1 Knowing and understanding diverse family and community characteristics 2.2 Supporting and engaging families and communities through respectful, reciprocal relationships 2.3 Involving families and communities in young children’s development and learning | **ECH 6513, 6423 , 6583**  **Developmental Perspectives and Documenting Young Children’s Learning and Development**  These courses and required assignments include opportunities for understanding dynamics of working with children and families. This occurs through child/family assessment plans, support plans, and practicum implementation experiences and requirements. |
| Observing, Documenting, and Assessing to Support Young Children and Families NAEYC: Standard 3 | Standard 3 - preparation in early childhood degree programs and an understanding that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals by 3.1 Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children 3.2 Knowing and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection 3.3 Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities 3.4 Knowing and using assessment partnerships with families and with professional colleagues to build effective learning environments | ***ECH 6533. Sources and Models of EC Curriculum and ECH 6583 Practicum in EC I.***  Provides students with  opportunities to develop and implement appropriate curriculum experiences for the Preschool  setting with three and four-year-old children. |
| Using Developmentally Effective Approaches NPBEA/ELCC: Standard 4.0 | Standard 4 - preparation in early childhood degree programs & an understanding 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 by  4.1 Understanding positive relationships and supportive interactions as the foundation of their work with young children  4.2 Knowing & understanding effective strategies and tools for early education, including appropriate uses of technology  4.3 Using a broad repertoire of developmentally appropriate teaching /learning approaches  4.4 Reflecting on own practice to promote positive outcomes for each child | **ECH 6583, Practicum in EC I, ECH 6533, Sources and Models in EC Curriculum;**  Physical and psychological environments, curriculum and implementation in practicum with three and four year-old, preschool children in the preschool setting. |
| Using Content Knowledge to Build Meaningful Curriculum  NAEYC: Standard 5 | Standard 5 - preparation in early childhood degree programs and use of their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child by  5.1 Understanding 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 for age three through four  5.2 Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines  5.3 Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child | **ECH 6553 -Sources and Models of Early Childhood Curriculum**  Physical and psychological environments, curriculum and implementation in practicum with three and four year-old, preschool children in the preschool setting. |
| Becoming a Professional  NAEYC: Standard 6 | Standard 6 - preparation in early childhood degree programs and ability to identify and conduct themselves as members of the early childhood profession by  6.1 Knowing about and upholding ethical standards and other early childhood professional guidelines  6.2 Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource  6.3 Integrating knowledgeable, reflective, and critical perspectives on early education  6.4 Engaging in informed advocacy for young children and the early childhood profession | **ECH 6513, 6423, 6583**  Professionalism underlies all aspects of courses and field assignments, practicum placements, etc. |
| 7.Early Childhood Field Experiences | 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.  7.1 Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)  7.2 Opportunities to observe and practice in at least two of the following types of group early education settings serving threes, fours and fives in AR (Head Start, Arkansas Better Chance prekindergarten in public school; Arkansas Better Chance prekindergarten in non-public school settings; community based early care and education programs serving typically developing children; community based early care and education programs serving children identified with developmental concerns/atypical development) | **ECH 6583 – Practicum in EC I.**  Practicum Field Experiences required with both age groups, three’s and four’s.  . |
| PRAXIS 2 : Education of Young Children  (actually covers birth to grade 3 – the updated version of Praxis 2 ECE took before moving to the current content exam)  <http://www.ets.org/s/praxis/pdf/5024.pdf> | Child Development and Learning 17%  Observation, Documentation and Assessment 13 %  Developmentally Appropriate Practices 13%  Professionalism, Family and Community 13%  Content Pedagogy and Knowledge 24%  Knowledge of Teaching (CR) 20% |  |