

Conceptual Framework References	Alabama Standard/Rule 290-3-3-.05	Institution: UNIVERSITY OF SOUTH ALABAMA		Assessment	
				When/Where to be Assessed	Score
		290-3-3-.05 Early Childhood Education			
	(1)	<p>Rationale. This rule brings attention to those elements that are distinctive to the early childhood education program. These elements represent the unique nature of early childhood education encompassing the foundations of learning including play, developmentally appropriate practices, and integration within and across disciplines, which create a bridge between informal and formal learning environments. The standards are consistent with the standards for initial licensure programs from the National Association for the Education of Young Children (NAEYC). These standards build upon the Alabama Quality Teaching Standards.</p>		0.00	
	(2)	Program Curriculum.			
	(2)(a)	<p>Promoting child development and learning. Candidates 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 all children. Prior to program completion, prospective teachers of early childhood education shall demonstrate:</p>			
	(2)(a)1.	Meeting the Alabama Quality Teaching Standards (AQTS):			
	(2)(a)1.(i)	AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including human development and learning environment.			
	(2)(a)1.(ii)	AQTS 4, Diversity, in Rule 290-3-3-.03(4), including cultural, ethnic, and social diversity; language diversity; special needs; and learning styles.			
	(2)(a)2.	<u>Knowledge of:</u>			
1.4	(2)(a)2.(i)	The physical, social, emotional, and cognitive characteristics and diverse needs of young children.		EPY 351	0
1.4	(2)(a)2.(ii)	The multiple influences on development and learning, including environment, family circumstances, peer relationships, culture, and school climate.		EPY 351	0
	(2)(a)3.	<u>Ability to:</u>			
1.3	(2)(a)3.(i)	Create healthy, respectful, supportive, and challenging learning environments as determined by the developmental needs of the children.		EDU 302	0

1.2	(2)(a)3.(ii)	Facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.	EDU 430	0
1.2	(2)(a)3.(iii)	Use manipulative materials and guided play, including exploration and inquiry, to enhance development and learning.	EDU 335	0
	(2)(b)	Building family and community relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and community. 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. Prior to program completion, prospective teachers of early childhood education shall demonstrate:		0.00
	(2)(b)1.	Meeting the Alabama Quality Teaching Standard 5, Professionalism in Rule 290-3-3-.03(5), including collaboration.		
3.2	(2)(b)2.	Ability to collaborate with families and community to support respectful and reciprocal relationships that enhance student development and learning.	EDU 312	0
	(2)(c)	Observing, documenting, and assessing to support young children and families. Candidates 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 children's development and learning. Prior to program completion, prospective teachers of early childhood education shall demonstrate:		0.00
	(2)(c)1.	Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in, Rule 290-3-3-.03(2), including assessment.		
	(2)(c)2.	<u>Knowledge of:</u>		
1.5	(2)(c)2.(i)	Observation, documentation, and other appropriate assessment tools.	EPY 355	0
3.2	(2)(c)2.(ii)	Assessment partnerships with families and professionals, including psychologists, therapists, counselors, medical doctors, and psychometrists.	EDU 311	0
3.4	(2)(c)3.	<u>Ability to utilize a variety of assessment tools in collaboration with families and other professionals.</u>	EDU 345	0

	(2)(d)	Teaching and learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children. Prior to program completion, prospective teachers of early childhood education shall demonstrate:		0.00
	(2)(d)1.	Meeting the Alabama Quality Teaching Standards (AQTs) in Rule 290-3-3-.03:		
	(2)(d)1.(i)	AQTs 1, Content Knowledge, in Rule 290-3-3-.03(1), including academic discipline(s) and curriculum.		
	(2)(d)1.(ii)	AQTs 2, Teaching and Learning, in Rule 290-3-3-.03(2), including human development, learning environment, instructional strategies, and assessment.		
	(2)(d)1.(iii)	AQTs 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications, reading, and mathematics.		
	(2)(d)2.	<u>Knowledge of:</u>		
3.1	(2)(d)2.(i)	Developmentally effective practices and strategies in all content areas, including interdisciplinary learning experiences and those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI), the Alabama Reading Initiative (ARI), and other State initiatives and programs.	EDU 346	0
3.2	(2)(d)2.(ii)	The importance of collaborating with family and community stakeholders to enhance the social, emotional, and cognitive growth of all learners.	EDU 313	0
3.1	(2)(d)2.(iii)	Academic content as determined by the <i>Alabama Courses of Study</i> .	EDU 346	0
3.1	(2)(d)2.(iv)	<i>The Final Report of the National Mathematics Advisory Panel</i> (2008) from the U.S. Department of Education and its benchmarks addressing the Critical Foundations of Algebra.	EDU 335	0
	(2)(d)3.	<u>Ability to:</u>		
1.4	(2)(d)3.(i)	Set academic goals to raise achievement of students from diverse populations.	EDU 346	0
1.1	(2)(d)3.(ii)	Implement research-based instruction, incorporating national standards, <i>Alabama Courses of Study</i> , and local curriculum guides, compatible with the ways learning occurs in young children.	EDU 346	0

1.1	(2)(d)3.(iii)	Apply inquiry strategies to teach mathematics and science, including those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI) and <i>The Final Report of the National Mathematics Advisory Panel</i> (2008) from the U.S. Department of Education.	EDU 430	0
	(2)(e)	becoming a professional. Candidates 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. Prior to program completion, prospective teachers of early childhood education shall demonstrate:		0.00
	(2)(e)1.	Meeting the Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.03(5), including collaboration; continuous, lifelong professional learning; ethics; local, state, and federal laws and policies.		
1.4	(2)(e)2.	<u>Ability to demonstrate</u> dispositions necessary to work in an early childhood educational setting.	EDU 345	0