

Rule 24 Matrix
Revised: March 2007
Table of Alignment of Standards and Assessments

Endorsement: Early Childhood Education
Total Hours Required by Rule 24: 30

Grade Levels: B-3
Program Hours Required by Institution: 36 (graduate)

Endorsement Type: Subject
Name of Institution: Concordia University, Nebraska

Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program 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.

(For additional lines in each section, please go to the last column and press the tab key.)

Standard/Description							
006.13D Certification Endorsement Requirements: The endorsement shall require 30 semester credit hours in early childhood education.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Ed 578 Infants and Toddlers: Development, Methods, Curriculum and Assessment [B-3] (3) Ed 501 Contemporary Thought in Education (3) Ed 573 Early Childhood Practicum (6) Ed 580 Pre-Primary Education: Development, Methods, Curriculum and Assessment [3-5] (3) Psy 511 Psychological Foundations of Teaching and Learning (3) Ed 583 Primary Education: Development, Methods, Curriculum and Assessment [6-8] (3) Ed 526 Language and Culture (3) Ed 565 The Young Child: Language and Literacy (3) or Ed 524 ESL/ELL Foreign Language Instruction (3) Ed 574 Early Childhood Program Organization and Management (3) Ed 595 Research Design (3) Soc 565 Serving and Leading in Community and World (3)							

Standard/Description							
A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading/writing, mathematics, science, and social sciences as defined in the Nebraska Student Standards for grades one and four.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning

Ed 583 Primary Education: Development, Methods, Curriculum and Assessment [6-8] (3) Ed 565 The Young Child: Language and Literacy (3) Ed 524 ESL/ELL Foreign Language Instruction (3)	Project	Criteria Sheet (points)	X	X	X		
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Standard/Description							
B. Child growth, development, and learning. 1. Use knowledge of how children with a range of abilities and disabilities develop and learn in order to provide opportunities that support child growth and development for children from birth through grade 3; 2. Use knowledge of how children with a range of abilities and disabilities develop and learn in order to provide opportunities that support individual differences in development and learning; 3. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influence development and learning; and 4. Select and use appropriate tools and resources for the assessment of the development and learning of young children.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Ed 578 Infants and Toddlers: Development, Methods, Curriculum and Assessment [B-3] (3) Ed 580 Pre-Primary Education: Development, Methods, Curriculum and Assessment [3-5] (3) Ed 583 Primary Education: Development, Methods, Curriculum and Assessment [6-8] (3) Psy 511 Psychological Foundations of Teaching and Learning (3) Ed 526 Language and Culture (3) Ed 565 The Young Child: Language and Literacy (3)	Project Project Project	Criteria Sheet (points) Criteria Sheet (points) Criteria Sheet (points)	X	X	X		X

Standard/Description							
C. Relations with families. 1. Describe the role of the family and community in the care and education of young children; 2. Facilitate communication and cooperation with families and children with a range of abilities and disabilities; and 3. Facilitate school partnerships with family and community.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Ed 526 Language and Culture (3) Ed 578 Infants and Toddlers: Development, Methods, Curriculum and Assessment [B-3] (3) Ed 580 Pre-Primary Education: Development, Methods, Curriculum and Assessment [3-5] (3) Ed 583 Primary Education: Development, Methods, Curriculum and Assessment [6-8] (3)	Project	Criteria Sheet (points)	X	X	X	X	X

Standard/Description

D. Curriculum development, content, and implementation. 1. Plan and implement developmentally appropriate and integrated learning activities for all young children in the areas of language, literacy, mathematics, science, social studies, the arts, and health and safety; 2. Plan and manage developmentally appropriate learning environments that promote physical, cognitive, social and emotional growth in all young children; 3. Plan and implement developmentally appropriate methods for young children's learning; and 4. Use on-going assessment processes in order to develop and adapt programs for young children with a range of abilities and disabilities.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Ed 578 Infants and Toddlers: Development, Methods, Curriculum and Assessment [B-3] (3) Ed 580 Pre-Primary Education: Development, Methods, Curriculum and Assessment [3-5] (3) Ed 583 Primary Education: Development, Methods, Curriculum and Assessment [6-8] (3) Ed 565 The Young Child: Language and Literacy (3) Ed 574 Early Childhood Program Organization and Management (3)	Project Project Project		X	X	X		X

Standard/Description							
E. Professionalism in early childhood education. 1. Describe the historical, philosophical, and social foundations of early childhood education; and 2. Describe current issues, legislative and public policy trends, ethics, and advocacy in early childhood education. 3. Field and clinical experiences. The program shall provide prospective teachers with opportunities to: a. Observe and participate under the supervision of qualified professionals in a variety of settings (including but not limited to homes, public or private centers, community agencies, and schools) in which young children with a range of abilities and disabilities, who reflect diverse family systems, from birth through age 8 and their families are served; and b. Have pre-student teaching field and clinical experiences with at least two of the three age groups (infants/toddlers, preprimary, primary school children), for an accumulated ninety (90) clock hours. A minimum of twenty percent (20%) of the hours shall include working with children who have a range of disabilities.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Ed 501 Contemporary Thought in Education (3) Ed 578 Infants and Toddlers: Development, Methods, Curriculum and Assessment [B-3] (3) Ed 580 Pre-Primary Education: Development, Methods, Curriculum and Assessment [3-5] (3) Ed 583 Primary Education: Development, Methods, Curriculum and Assessment [6-8] (3) Ed 573 Early Childhood Practicum (6)	Log Log Log Practicum Evaluation	Criteria Sheet (points) Criteria Sheet (points) Criteria Sheet (points) Practicum Evaluation Form	X X X X	X X X X	X X X X	X X X X	 X