

## Early Childhood Student Teaching Standards

Thank you for your role in the evaluation of our teacher education candidates' student teaching experience! To enhance the effective and accurate assessment of our candidates, in relation to their content knowledge and pedagogical knowledge and skills, the School of Education has documented the expectations for our candidates through the identification of standards that should be used as part of the assessment process.

Below you will find a listing of the Peru State College Conceptual Framework standard and their alignment to INTASC. You will also find specific standards from The Nebraska Department of Education's Rule 24 Guidelines for **Early Childhood Education** that have been aligned to our student teaching evaluation indicators. As you complete both the Content Studies and Pedagogical Studies sections of the evaluation, please critically analyze the student teaching candidate in relation to the specific standards listed below.

Again, thank you for your participation in this crucial aspect of our teacher education program. The School of Education appreciates your time and efforts.

<b>Peru State College Conceptual Framework Outcomes Content Knowledge</b>		
<b>PERU-U.1.2.1</b>	Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.	INTASC Standards 1, 2, 3, 4, 7, 8, 9
<b>PERU-U.1.2.2</b>	Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content area which creates meaningful learning experiences and productive student work.	INTASC Standards 2, 4, 7, 8
<b>PERU-U.1.2.3</b>	Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content area.	INTASC Standards 1, 8, 9

**Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.**

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;

E1. Describe the historical, philosophical, and social foundations of early childhood education; and

E2. Describe current issues, legislative and public policy trends, ethics, and advocacy in early childhood education.

**Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).**

- B1. 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;
- B2. 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;
- B4. Select and use appropriate tools and resources for the assessment of the development and learning of young children;
- C1. Describe the role of the family and community in the care and education of young children;
- C2. Facilitate communication and cooperation with families and children with a range of abilities and disabilities;
- C3. Facilitate school partnerships with family and community;
- D3. Plan and implement developmentally appropriate methods for young children’s learning; and
- D4. Use on-going assessment processes in order to develop and adapt programs for young children with a range of abilities and disabilities.

**Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.**

- D1. 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.

**Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.**

- B3. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influence development and learning.

**Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.**

- D2. Plan and manage developmentally appropriate learning environments that promote physical, cognitive, social and emotional growth in all young children.

<b>Peru State College Conceptual Framework Outcomes Pedagogical Knowledge/Skills</b>		
<b>PERU-U.1.3.1</b>	Teacher education candidates understand human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.	INTASC Standards 2, 3, 8
<b>PERU-U.1.3.2</b>	Teacher education candidates design classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.	INTASC Standards 2, 4, 5, 6, 7
<b>PERU-U.1.3.3</b>	Teacher education candidates utilize standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.	INTASC Standards 1, 2, 3, 7
<b>PERU-U.1.3.4</b>	Teacher education candidates design and teach lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all	INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9

	students.	
<b>PERU-U.1.3.5</b>	Teacher education candidates design and implement a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.	INTASC Standards 2, 4, 7, 8
<b>PERU-U.1.3.6</b>	Teacher education candidates create a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students' interest and engagement and minimize student off-task behavior.	INTASC Standards 5, 6, 9, 10
<b>PERU-U.1.3.7</b>	Teacher education candidates employ multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.	INTASC Standards 2, 4, 5, 7