

103 --- Teacher prekindergarten - kindergarten Due to content being competency driven, college/university recommendation may be required.

The holder of this endorsement is authorized to teach at the prekindergarten-kindergarten level. Applicants for this endorsement must also hold the teacher—elementary classroom endorsement set forth in subrule 13.26(5) or the early childhood special education endorsement set forth in 282—subrule 14.2(1).

Content. Coursework must total a minimum of 18 semester hours and shall include the following:

Child development and learning to include young children’s characteristics and needs, with an emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, the multiple interacting influences on early development, and the creation of environments that are healthy, respectful, supportive, and challenging for each and every child.

Course #	Course Title	Institution	Semester Hr.	Year Completed

Building family and community relationships to include understanding that successful early childhood education depends upon reciprocal and respectful partnerships with families, communities, and agencies, that these partnerships have complex and diverse characteristics, and that all families should be involved in their children’s development and learning.

Course #	Course Title	Institution	Semester Hr.	Year Completed

Assessment in early childhood to include child observation, documentation, and data collection, the development of appropriate goals, the benefits and uses of assessment for curriculum and instructional strategies, the use of technology when appropriate for assessment and adaptations, and building assessment partnerships with families to positively influence the development of each child.

Course #	Course Title	Institution	Semester Hr.	Year Completed

Developmentally effective approaches to include understanding how positive relationships and supportive interactions are the foundation of working with young children and families; knowing and understanding a wide array of developmentally appropriate approaches, including play and creativity, instructional strategies, and tools to connect with children and families; and reflecting on the teacher’s own practice to promote positive outcomes for each child.

Course #	Course Title	Institution	Semester Hr.	Year Completed

Content knowledge to build a meaningful curriculum through the use of academic disciplines, including language and literacy, the arts (music, drama, dance, and visual arts), mathematics, science, social studies, physical activity, and health, for designing, implementing, and evaluating inquiry-based experiences that promote positive development and learning for each child.

Course #	Course Title	Institution	Semester Hr.	Year Completed

Collaboration and professionalism to include involvement in the early childhood field, knowledge about ethical and early childhood professional standards, engagement in continuous collaborative learning to inform practice, reflective and critical perspectives on early childhood education, and informed advocacy for young children and the profession.

Course #	Course Title	Institution	Semester Hr.	Year Completed

Field experiences and opportunities to observe and practice in a variety of early childhood settings, which include, at a minimum, 40 hours of observation and practice in a variety of preschool settings such as urban, rural, socioeconomic status, cultural diversity, program types, and program sponsorship.

Course #	Course Title	Institution	Semester Hr.	Year Completed

Historical, philosophical, and social foundations of early childhood education.

Course #	Course Title	Institution	Semester Hr.	Year Completed

Student teaching in a prekindergarten setting as required in rule 281—79.14(256).

Course #	Course Title	Institution	Semester Hr.	Year Completed