Program Mission Statement

The mission of the PreKdg/Primary Education (age three through grade 3) program is to provide students in our program with intentional learning experiences designed to enhance their knowledge of young children (0-8), increase their engagement and advocacy in the early childhood community and provide opportunities for personal growth. For example students participate in a community-based activity within the early learning (not limited to public school) community in every prek/primary course.

The B.A.E program in Pre-K Primary Education provides opportunities for UNF graduates to demonstrate that effective teaching is a complex process based on an expanded knowledge base related to child development and learning processes. These include family theory, social context, appropriate curriculum, instructional practices, diversity, and inclusion.

The core learning objectives of the PreKdg/Primary are correlated with the NAEYC Standards for Early Childhood Professional Preparation at the Baccalaureate level, NCATE Standards, Subject Matter Content Standards for Florida Teachers, the Conceptual Framework of the College of Education and Human Services, the Florida standards for ESOL Teachers, Reading Competencies, and the Florida Educator Accomplished Practices, pre-professional level.

The prek/primary faculty research social-emotional development, various aspects of literacy development as well as mathematic education. All faculty have published in peer reviewed journals and contributed at professional conferences.

Student Learning Outcomes

Graduates will be able to:

Content/Discipline-Specific Knowledge/Skills

- EEC4210: Sequences lessons and concepts to ensure coherence and to help children build on their prior knowledge.
- EEC4210: Designs instruction for students to improve their learning or achieve mastery of a concept if appropriate
- EEC4207 Selects appropriate formative assessments to monitor learning.
- EEC4213 Manages individual and class behaviors through a well-planned management system
- EEC4213 Adapts the learning environment to accommodate the differing needs and diversity of students
- EEC4209 Modify instruction to respond to preconceptions or alternate conceptions of students
- EEC4213 Engages in targeted professional growth opportunities and reflective practices
- EEC4213 Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons

Communication Skills

- EEC4213 Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
- EEC4213 Conveys high expectations to all students
- EEC4260 Respects students’ cultural linguistic and family background--
- EEC4213 Models clear, acceptable oral and written communication skills
- EE4209 Deliver engaging and challenging lessons as determined by professor or classroom teacher observation and completion of a checklist or rubric.
- EEC4213 Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement

Critical Thinking Skills
• LAE3210 Aligns instruction with state-adopted standards at the appropriate level of rigor - critical thinking
• EEC4207-Uses diagnostic student data to plan lessons that demonstrate their ability to plan activities that support critical thinking on the part of the student. In addition, the candidate must be able to reflect in a way that evidences their own ability to think critically with regard to their teaching.
critical thinking
• EEC4209-Integrates current information and communication technologies--they must show evidence that they are able to think critically when selecting information and communication technologies that are appropriate for the classroom.
critical thinking
• EEC4213-Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter-
critical thinking
• EEC4210 Relate and integrate the subject matter with other disciplines and life experiences
• EEC4213-Employ higher-order questioning techniques
critical thinking
• EEC4213 Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
• EEC4213 Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
• EEC4207 Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
• EEC4207 Uses a variety of assessment tools to monitor student progress, achievement and learning gains
• EEC4207 Applies technology to organize and integrate assessment information.
• EEC4213-Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
critical thinking
• EEC4207-Examines and uses data-informed research to improve instruction and student achievement
critical thinking

Assessment Approaches

UNF graduates of the B.A.E program in PreKdg/Primary Education will demonstrate mastery of content knowledge, teaching skills, and dispositions (professional attitudes and behaviors) through proficiency in course embedded assessments, activities, and critical task assessments in core, major, and clinical experiences at a proficiency level expected of a teacher candidate. Teacher candidate will effectively demonstrate understanding, competency, and implementation of content knowledge, teaching skills, and dispositions. Strategies to assess learning outcome include: 1) demonstration of knowledge, skills and dispositions as required by NCATE and Florida DOE through a variety of courses and field based assessment tasks, 2) passing all parts of the Florida Teacher Certification Exam for Pre-K/Primary education, 3) assignments and formal formative, summative and authentic assessments, 4) successful completion of all identified critical tasks, 5) assessment of performance and clinical experiences including an internship, 6) development of learning materials that facilitate children's learning experiences, 7) analysis of teaching performances in field experiences, and 8) feedback from employer satisfaction surveys.