



Academic Learning Compact

Early Childhood Education

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.

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.

Student Learning Outcomes

Graduates will be able

Content/Discipline-Specific Knowledge/Skills

- Applying concepts from human development and learning theories, the effective educator consistently:
 - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
 - b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
 - c. Designs instruction for students to achieve mastery;
 - d. Selects appropriate formative assessments to monitor learning;
 - e. Uses diagnostic student data to plan lessons; and,
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
- The effective educator consistently:
 - a. 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;
 - b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,
 - f. Applies technology to organize and integrate assessment information.

Communication Skills

- The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
 - a. Deliver engaging and challenging lessons;
 - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - c. Identify gaps in students' subject matter knowledge;
 - d. Modify instruction to respond to preconceptions or misconceptions;
 - e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.

Critical Thinking Skills

- To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
 - a. Organizes, allocates, and manages the resources of time, space, and attention;
 - b. Manages individual and class behaviors through a well-planned management system;
 - c. Conveys high expectations to all students;
 - d. Respects students' cultural linguistic and family background;
 - e. Models clear, acceptable oral and written communication skills;
 - f. Maintains a climate of openness, inquiry, fairness and support;
 - g. Integrates current information and communication technologies;
 - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and,
 - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Other Skills (Opt.)

- The effective educator consistently:
 - a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - b. Examines and uses data-informed research to improve instruction and student achievement;
 - c. 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;
 - d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - e. Engages in targeted professional growth opportunities and reflective practices; and,
 - f. Implements knowledge and skills learned in professional development in the teaching and learning process.
- Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Assessment Approaches

The core learning objectives of the PreKdg/Primary are correlated with the NAEYC Standards for Early Childhood Professional Preparation at the Baccalaureate level, CAEP Standards, Subject Matter Content Standards for Florida Teachers, 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.

The path to excellence involves recognizing, documenting and preserving the aspects of our curriculum and teaching that are effective, identifying those areas that need to be improved, and acting to bring about change where it is needed. A clear, comprehensive assessment plan, carried out objectively, and used to inform decision-making is at the heart of these efforts. Although accrediting bodies require assessment of student learning, enhancement of learning is the compelling reason to undertake assessment. Student learning is the most important product of our professional activity, and understanding our strengths and weaknesses is a key part of our professional development.

The assessment outlined in this CELT Program Assurance System is characterized by faculty control of the measurement of student learning, and appropriately places the responsibility for curricular revision with programs faculty. Assessments offer a framework through which we can identify, collect, and prepare data to evaluate the attainment of Program Educational Objectives, Student Learning Outcomes, and Performance Indicators.