

BOISE STATE UNIVERSITY

College of Education

The Professional Educator

Early Childhood Studies

College of Education Conceptual Framework

Advising Checklist

Four-year Plan

Name

Address

ID Number

Phone Number

Catalog Year

e-mail address

Date

PRAXIS I (PPST) MATH

PRAXIS I (PPST) WRITING

ETA

PRAXIS II: Special Ed. Preschool - #0690

PRAXIS II: Ed. of Young Children - #0021

ICLA: STANDARD 1

ICLA: STANDARD 2

ICLA: STANDARD 3



EARLY CHILDHOOD STUDIES

Conceptual Framework for College of Education

Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability.

The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Idaho Core Teacher Principles/Standards

The state of Idaho has adopted Core Teacher Standards that form the foundation of the BSU education programs. They are reflected in our Conceptual Framework entitled "The Professional Educator" and immersed in all programs that lead to certification. Candidates are held accountable as they progress through their course of study.

Principle 1: Knowledge of Subject Matter. The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: Knowledge of Human Development and Learning. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Principle 3: Adapting Instruction for Individual Needs. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Principle 4: Multiple Instructional Strategies. The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Principle 5: Classroom Motivation and Management Skills. The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle 6: Communication Skills. The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Principle 7: Instructional Planning Skills. The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: Assessment of Student Learning. The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Principle 9: Professional Commitment and Responsibility. The teacher is an effective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Principle 10: Partnerships. The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

The following assessments and applications must be completed at specific times to be sure as not delay the student's plans for graduation:

- PRAXIS I in Math and Writing must be taken at least one semester prior to application to Teacher Education (Information about the PRAXIS can be found in room E-722 or at www.ets.org) 208-321-7422
- Educational Technology Assessment (ETA) must be taken prior to admittance to Teacher Education
- Application for Teacher Education is the FIRST FRIDAY in February for Fall admittance and the THIRD FRIDAY in September for Spring admittance (Applications available in room E-722)
- PRAXIS II in ECSE #0690 and ECE #0021 must be taken prior to Professional Year.
- Idaho Comprehensive Literacy Assessment (ICLA) Standards 1 & 3 must be taken at least one semester prior to application for Professional Year, Standard 2 must be taken prior to final semester
- Application for Professional Year is the FIRST FRIDAY in February for Fall admittance and the THIRD FRIDAY in September for Spring admittance (Applications available in room E-722)

EARLY CHILDHOOD STUDIES CHECKLIST

General Requirements		Units	Grade
ENGL 101 & ENGL 102	English Composition	3	<input type="text"/>
	If you tested out of 101 you still need 102	3	<input type="text"/>
Area I Core Requirements			
ENGL 277 or ENGL 278	American Literature	3	<input type="text"/>
ENGL 215; 257/258; 267/268	Second Literature Course	3	<input type="text"/>
Area I Core course in Art	Intro to Art	3	<input type="text"/>
Area I Core course in Music	Intro to Music	3	<input type="text"/>
Area II Core Requirements			
HIST 111/112 or 112/211	United States History or American Government	3	<input type="text"/>
PSYC101	General Psychology	3	<input type="text"/>
SOC 101	Introduction to Sociology	3	<input type="text"/>
Area II Core Social Studies diversity course	(ANTH, ECON, GEOG, HIST, POLS, or SOC)	3	<input type="text"/>
Area III Core Requirements			
MATH 257 (pre-requisite: MATH 157)	Geometry and Probability	4	<input type="text"/>
Core Course in a Science Field	(Area III Science: biology, geology, physical science)	4	<input type="text"/>
Core Course in a second Science Field	(Area III field not previously taken)	4	<input type="text"/>
Lower Division			
MATH 157 (pre-requisite: MATH 108)	Structure of Arithmetic for Teachers	4	<input type="text"/>
ED-CIFS 201	Foundations of Education	3	<input type="text"/>
EDTECH 202	Educational Technology-Classroom Applications (ETA)	3	<input type="text"/>
ED-ECS 221 ((field experience included)	Foundations of Professional Practice	3	<input type="text"/>
ED-ECS 222	Family and Community Relations	2	<input type="text"/>
ED-BLES 200	Cultural Diversity in the Schools	3	<input type="text"/>
ED-SPED 250 (field ex. incl. ED-CIFS 261)	Exceptionality in Schools	3	<input type="text"/>
ED-SPED 252	Assistive Technology	1	<input type="text"/>

Upper Division

APPLY to Teacher Education required before enrolling in upper division courses.
COMPLETE BACKGROUND CHECK FOR INTERNSHIP PLACEMENT. Applications are available in room E722. For admission you must have the following: Passed PRAXIS I in Mathematics (175) and Writing (172); Passed the ETA (Education Technology Assessment); Minimum Cumulative GPA of 2.5, Minimum Education GPA of 2.75.
Take Meridian Perceiver exam for Meridian school district Internship placement spring of Junior year.

ED-LTCY 340 (field experience included)	Idaho Comprehensive Literacy (Take Standards 1 & 3 ICLA)	4	<input type="text"/>
ED-LTCY 346	Children's Literature	3	<input type="text"/>
ANTH 311; ENG 391; SOC 305; SOC 351	Upper Division Cultural Diversity (Select one)	3	<input type="text"/>
Art 321 or Music 374	Art or Music Methods	3	<input type="text"/>
PSYC 309	Child Development	3	<input type="text"/>
ED-ECS 320	Language Development	3	<input type="text"/>
ED-ECS 322 (field experience included)	Kindergarten Programs	3	<input type="text"/>
ED-ECS 323	Assessment K-3	2	<input type="text"/>
ED-ECS 326	Natural Environments Birth -3	3	<input type="text"/>
ED-ECS 327	Assessment B-5	2	<input type="text"/>
ED-ECS 329	Child Behavior and Guidance	3	<input type="text"/>

Professional Year

ADMISSION TO PROFESSIONAL YEAR IS REQUIRED BEFORE CONTINUING IN TEACHER EDUCATION Applications are available in room E722. For admission you must have the following: Minimum Cumulative GPA of 2.75 **AND** Minimum GPA of 3.0 in all Education courses; passed the **PRAXIS II** in Early Childhood Special Education # 0690 and Early Childhood Education #0021 before the Professional year.
Passed the ICLA (Standards I, II, & III)

Semester 1

KINES 355	PE and Health Methods (Summer Session)	3	<input type="text"/>
ED-ECS 441	Content Literacy	2	<input type="text"/>
ED-ECS 328	Preschool Programs	3	<input type="text"/>
ED-ECS 463	Teaching Experience Preschool	7	<input type="text"/>
ED-ECS 464	Teaching Experience B-3 (may be taken Spring)	(7)	<input type="text"/>

Semester 2

ED-ECS 426	Soc Science, Science, Math Curriculum & Instruction	3	<input type="text"/>
ED-ECS 462	Teaching Experience Primary	7	<input type="text"/>
ED-ECS 464	Teaching Experience B-3 (if not taken above)	(7)	<input type="text"/>

Early Childhood Studies Courses are offered once a year. Careful planning with advisor is needed.

SUGGESTED COURSE SCHEDULE

FALL

First Semester

Freshman Year Courses	Units
ENGL 101 English Composition	3
HIST 111 or 112	3
MATH 108 Intermediate Algebra (if needed)	4
Area I ART or MUS (need both)	3
PSYC 101 General Psychology	3
Total	16

Third Semester

Sophomore Year Courses	Units
ENGL 277 or 278 American Literature	3
MATH 257 Geometry-Probability	4
EDTECH 202 Educational Technology	3
ED-ECS 221 Foundations of Prof. Practice	3
ED-ECS 222 Family and Community Relations	2
Area III Science course	4
Total	19

Fifth Semester

Junior Year Courses	Units
ED-LTCY 340 Comprehensive Literacy ED-LTCY	4
ED-LTCY 346 Children's Literature	3
ED-ECS 320 Language Development	3
ED-ECS 322 Kindergarten Programs	3
ED-ECS 323 Assessment K-3	2
ANTH 311; ENG 391; SOC 305; SOC 351(Select 1)	3
Total	18

Summer and Seventh Semester

Senior Year Courses	Units
KINES 355 (**Summer Session Junior/Senior yr)	3
ED-ECS 328 Preschool Programs	3
ED-ECS 463 Teaching Experience Preschool	7
ED-ECS 464 Teaching Experience Birth-3 (May be taken Senior Spring)	(7)
Total	10(17)

SPRING

Second Semester

Freshman Year Courses	Units
ENGL 102 English Composition	3
Sociology 101 Intro to Sociology	3
Area I Art or Music (need both)	3
MATH 157 Structure-Arithmetic	4
Area II Course in Social Studies Cultural Diversity	3
Total	16

Fourth Semester

Sophomore Year Courses	Units
ENGL 215; 257/258; 267/268 (Select one)	3
Any AREA III Science course in a different field	4
ED-CIFS 201 Foundations of Education	3
ED-SPED 252 Assistive Technology	1
ED-BLES 200 Cult Diversity in the Schools	3
ED-SPED 250 Exceptionality in the Schools	3
Total	17

Sixth Semester

Junior Year Courses	Units
ART 321 Art Methods or MUS 374 Music Methods	3
PSYC 309 Child Development	3
ED-ECS 326 Natural Environments	3
ED-ECS 327 Assessment Birth-5	2
ED-ECS 329 Child Behavior & Guidance	3
ED-LTCY 441 Content Literacy	2
Total	16

Eighth Semester

Senior Year Courses	Units
ED-ECS 426 Soc Sci, Sci, Math Curr & Instruction	3
ED-ECS 462 Teaching Experience Primary	7
ED-ED-ECS 464 Teaching Exp. Birth-3(if not taken)	(7)
Total	10(17)

Total Program credit hours 128