

282—13.9(256) Requirements for preschool and elementary endorsements.

13.9(1) Teacher—prekindergarten-kindergarten.

a. Authorization. The holder of this endorsement is authorized to teach at the prekindergarten-kindergarten level. Applicants for this endorsement will also hold the teacher—elementary classroom endorsement set forth in this rule or the early childhood special education endorsement set forth in 282—subrule 14.1(1).

b. Content. A minimum of 18 semester hours to include the following:

(1) 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.

(2) 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.

(3) 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.

(4) 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.

(5) 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.

(6) 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.

(7) 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.

(8) Historical, philosophical, and social foundations of early childhood education.

(9) Student teaching in a prekindergarten setting.

13.9(2) Teacher—kindergarten through grade six. The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

a. Growth and development. Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children unless completed as part of the professional education core.

b. Content. At least nine semester hours in literacy development, which will include:

(1) Content:

1. Oral and written communication development; and linguistics, including phonology and phonological awareness, sound-symbol association, syllable types, morphology, syntax and semantics, and the relationship of these components to typical and atypical reading development and reading instruction;

2. Phonemic awareness;

3. Word identification, including phonics and orthography;

4. Fluency;

5. Vocabulary;

6. Comprehension;

7. Writing mechanics;
 8. Writing conventions;
 9. Writing process;
 10. Children's literature.
- (2) Methods:
1. Assessment, diagnosis and evaluation of student learning in literacy, including the knowledge of the signs and symptoms of dyslexia and other reading difficulties;
 2. Integration of the language arts (to include reading, writing, speaking, viewing, and listening);
 3. Integration of technology in teaching and student learning in literacy;
 4. Current best-practice, research-based strategies and instructional technology for designing and delivering effective instruction, including appropriate interventions, groupings, remediation, assistive technology, and classroom accommodations for all students including students with dyslexia and other difficulties;
 5. Classroom management as it applies to literacy methods;
 6. Pre-student teaching clinical experience in teaching literacy.
- c. At least nine semester hours in mathematics, which will include:
- (1) Content:
1. Numbers and operations;
 2. Algebra/number patterns;
 3. Geometry;
 4. Measurement;
 5. Data analysis/probability.
- (2) Methods:
1. Assessment, diagnosis and evaluation of student learning in mathematics;
 2. Current best-practice, research-based instructional methods in mathematical processes (to include problem-solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representations; and the application of content to real-world experiences);
 3. Integration of technology in teaching and student learning in mathematics;
 4. Classroom management as it applies to mathematics methods;
 5. Pre-student teaching clinical experience in teaching mathematics.
- d. At least nine semester hours in social sciences, which will include:
- (1) Content:
1. History;
 2. Geography;
 3. Political science/civic literacy;
 4. Economics;
 5. Behavioral sciences.
- (2) Methods:
1. Current best-practice, research-based approaches to the teaching and learning of social sciences;
 2. Integration of technology in teaching and student learning in social sciences;
 3. Classroom management as it applies to social science methods.
- e. At least nine semester hours in science, which will include:
- (1) Content:
1. Physical science;
 2. Earth/space science;
 3. Life science.
- (2) Methods:
1. Current best-practice, research-based methods of inquiry-based teaching and learning of science;
 2. Integration of technology in teaching and student learning in science;
 3. Classroom management as it applies to science methods.
- f. At least three semester hours to include all of the following:

- (1) Methods of teaching elementary physical education, health, and wellness;
 - (2) Methods of teaching visual arts for the elementary classroom;
 - (3) Methods of teaching performance arts for the elementary classroom.
- g.* Pre-student teaching field experience in at least two different grade levels to include one primary and one intermediate placement.
- h.* A field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.
- i.* Student teaching in an elementary general education classroom.

[ARC 8812C, IAB 1/22/25, effective 2/26/25]