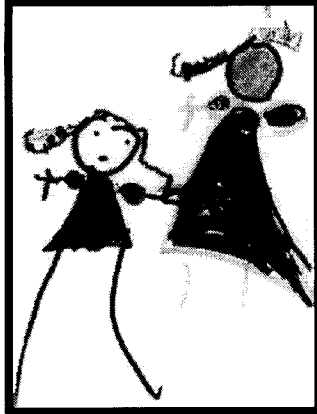


Maryland Outcomes for Teacher Preparation



Outcomes and Standards For the Associate of Arts in Teaching (A.A.T.) Early Childhood Education

Prepared by:

The Consortium of Maryland
Early Childhood Faculty and Administrators

Approved November 14, 2003 by the Consortium

Endorsed June 9, 2004 by the K-16 Leadership Council

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In summer 2003, the Consortium created an AAT Writing Committee to draft the early childhood education outcomes.

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At the request of Nancy S. Grasmick, State Superintendent of Schools and Chair of the 2003-04 K-16 Leadership Council, the AAT draft proposal was reviewed by an adhoc subcommittee of the K-16 Highly Qualified Teacher Committee, co-chaired by Virginia Pilato, Maryland State Department of Education (MSDE), and Thomas Proffitt, Towson University.

Adhoc Review Committee

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Introduction

This document is the final draft of the **OUTCOMES and STANDARDS** proposed for implementation of the **Associate of Arts in Teaching (A.A.T.) Degree in Early Childhood Education**. It is proposed by the Maryland Consortium of Early Childhood Faculty and Administrators. The new Early Childhood A.A.T. degree is not intended to replace the Associate of Applied Science Degree (A.A.S.) in Early Childhood Development/Education that is offered at many of the two-year community colleges in the State of Maryland. The A.A.S. is a valuable, career program Associate degree designed for students seeking careers in the early care and education childcare field. The A.A.T. is designed for students transferring to a four-year institution teacher preparation program leading to Maryland Teacher Certification in Early Childhood Education.

The outcomes and standards for the GENERAL EDUCATION component of this document were taken directly from Maryland's approved Elementary Education A.A.T. (<http://mdcao.usmd.edu/comm.html>)

Quick Facts

Program Quality:

- ❖ Outcomes-based standards were developed collaboratively between the two-year and four-year public and independent institutions in Maryland for implementation through individually designed community college AAT degree programs.
- ❖ Institutional performance of program outcomes are based on the standards of the Maryland State Department of Education (MSDE), the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Association for the Education of Young Children. (NAEYC), the Head Start Program Performance Standards, and the Council for Exceptional Children (CEC).
- ❖ Conferral of the AAT degree requires successful completion of the following:
 - An approved program of study with a cumulative GPA of 2.75 or higher
 - At least 45 hours of supervised field experience in any of the following Early Childhood group programs: Public School Preschool or K-3, MSDE approved independent nursery or Grades 1-3 schools, Head Start, or NAEYC or MSDE accredited Early Childhood centers.
 - A beginning teacher portfolio, and
 - A passing score on Praxis I

Admission and Transfer

- ❖ Admission to a four-year institution is NOT guaranteed. Institutions may require applicants to meet other criteria that are applied to native students and/or may admit qualified students on a space-available basis.
- ❖ Upon the student's admission to a Maryland public or independent four-year institution's program in Early Childhood Teacher Education, the AAT degree will transfer in total without further review.
- ❖ Upon admission to a Maryland public or independent four-year institution's program in Early Childhood Teacher Education, the AAT degree holder is considered to have satisfied the LOWER DIVISION requirements for the education program. These requirements include:
 - **48 semester hours of general education requirements. (At public institutions; private institutions may have different general education requirements)**
 - **The following Early Childhood Teacher Education requirements: Early Childhood Development and Learning; Language Development, Literacy, and Processes and Acquisition of Reading; Inclusion of Diverse Populations; and Materials and Methods.**
- ❖ The student will be required to complete the upper division Early Childhood Teacher Education program requirements, the remaining general education requirements (maximum of 10-16 semester hours at public institutions) required by an institution, upper division institutional requirements, and any other general institutional degree requirements. Additional information regarding upper division requirements may be obtained by contacting the appropriate institution's dean, director or chair of Education.
- ❖ On their application for admission, students should indicate that they are receiving the AAT degree for transfer.

Outcomes and Standards:

Early Childhood

Early Childhood Development and Learning

Outcomes	Assessment Type	Standard Match
1. The Early Childhood teacher candidate will describe a developmentally appropriate educational program for children from birth to eight years of age	Oral, visual, and written products of the following nature: <ul style="list-style-type: none"> • Critical analysis • Standardized Test • Selected Response 	NAEYC: 4b INTASC:1 Head Start Performance 1304.52(d) (1)
2. The Early Childhood teacher candidate will explain the major research methods and assessment techniques used to study children from birth to eight years of age	<ul style="list-style-type: none"> • Restricted Response • Portfolio • Reflection • Demonstrations • Journal 	NAEYC: 3 INTASC: 8 Head Start Performance 1304.21(a) (ii) 1304.52(d) (1)
3. The Early Childhood teacher candidate will discuss the physical development of children from birth through 8 years of age	<ul style="list-style-type: none"> • Analysis of children’s Work Samples • Reflection on an Observation • Multimedia Application 	NAEYC: 1 INTASC: 2 Head Start Performance 1304.21(a) (5) (i)
4. The Early Childhood teacher candidate will describe the social-emotional development of children from birth through eight years of age	<ul style="list-style-type: none"> • Interview • Essay • Discussion 	NAEYC: 1 INTASC: 2 Head Start Performance 1304.21 (1) (i) 1304.21 (a) (3) (A -E) 1304.21 (B) (2) (i)
5. The Early Childhood teacher candidate will describe the cognitive development of children from birth through 8 years of age		NAEYC: 1 INTASC: 3 Head Start Performance 1304.21 (a) (4) (i)

Outcomes	Assessment Type	Standard Match
6. The Early Childhood teacher candidate will demonstrate knowledge of key federal, state, and local legislation and court rulings affecting children and at-risk across a range of factors, and their families, and the implications of practice.	Oral, visual, and written products of the following nature: <ul style="list-style-type: none"> • Critical analysis • Standardized Test Selected Response	NAEYC: 5 INTASC: 10
7. The Early Childhood teacher will discuss the effects of bias (e.g., gender, race, culture, ability levels) on development.	<ul style="list-style-type: none"> • Restricted Response • Portfolio • Reflection • Demonstrations Journal	NAEYC: 1 INTASC: 3 Head Start Performance 1304.21 (a) (i) (iii)
8. The Early Childhood candidate will describe how a developing teacher uses a portfolio to aid in becoming a reflective practitioner	<ul style="list-style-type: none"> • Analysis of children’s Work Samples • Reflection on an Observation Multimedia Application	NAEYC: 5 INTASC: 9 Head Start Performance 1304.21 (c) (1) (i) (ii) (v) 1304.20 (F) (1)
9. The Early Childhood candidate will reflect on the experiences of being with children in a learning environment	<ul style="list-style-type: none"> • Interview • Essay Discussion	NAEYC: 5 INTASC: 9 Head Start Performance 1304.21 (a) (1) (i)
10. The Early Childhood teacher candidate will demonstrate an understanding of significant issues and current trends in Early Childhood Education	Oral, visual, and written products of the following nature: <ul style="list-style-type: none"> • Critical analysis • Standardized Test Selected Response	NAEYC: 5.2 Head Start Performance 1304.21 (entire section)
11. The Early Childhood teacher candidate will demonstrate knowledge of Early childhood Professional Code of Ethics by NAEYC	<ul style="list-style-type: none"> • Restricted Response • Portfolio • Reflection • Demonstrations Journal	NAEYC: 5.4 Head Start Performance 1304.52(H) (1)

Outcomes	Assessment Type	Standard Match
12. The Early Childhood teacher candidate will compare and contrast the variety of curriculum models and programs in Early Childhood	<ul style="list-style-type: none"> • Analysis of children’s Work Samples • Reflection on an Observation Multimedia Application	NAEYC: 5.2 INTASC: 1 Head Start Performance 1304.21 (entire section)
13. The Early Childhood teacher candidate will develop and write their own philosophy of Early childhood Education	<ul style="list-style-type: none"> • Interview • Essay Discussion	NAEYC: 5.3, 5.5
14. The Early Childhood teacher candidate will demonstrate and understanding of diverse populations in Early Childhood Education		NAEYC: 5.2 INTASC: 9 Head Start Performance 1304.21 (a) (1) (iii) 13404.52 (h) (1)
15. The Early Childhood teacher candidate will identify the principles of Developmentally appropriate Practice in Early Childhood Education		NAEYC: 5.3 INTASC: 9 Head Start Performance 1304.21 (entire section)
16. The Early Childhood teacher will begin to develop a Teacher Education portfolio		NAEYC: 5.5 INTASC: 9 Head Start Performance 1304.52(K) (1) (3)
17. The Early Childhood teacher candidate will discuss the major roles and responsibilities of an Early childhood educator		NAEYC: 5.3 INTASC: 9 Head Start Performance 1304.21 (entire section)

Outcomes	Assessment Type	Standard Match
<p>18. The Early Childhood Education teacher candidate will demonstrate knowledge of current and emerging research on early brain development and the implications for practice in early childhood programs.</p>		
<p>19. The Early Childhood teacher candidate will demonstrate an understanding of the impact of significant relationships on early brain development, subsequent development across domains, and linkages with later school readiness.</p>		

Language Development, Literacy, and Processes and Acquisition of Reading

Outcomes	Assessment Type	Standard Match
<p>1. The Early Childhood teacher candidate will discuss current and emerging research on brain development, and the relationship to language development, emergent literacy, and reading acquisition</p>	<p>Oral, visual, and written products of the following nature:</p> <ul style="list-style-type: none"> • Critical analysis • Standardized Test • Selected Response 	<p>NAEYC Standard: 1, 4C</p> <p>INTASC Standard: 2, 6, 7</p>
<p>2. The Early Childhood teacher candidate will explain the relationship and role of each component of language acquisition to reading development</p>	<ul style="list-style-type: none"> • Restricted Response • Portfolio • Reflection • Demonstrations • Journal 	<p>NAEYC Standard: 1, 4B, 4C</p> <p>INTASC Standard: 2, 7</p>
<p>3. The Early Childhood teacher candidate will discuss the interactive nature of the reading process.</p>	<ul style="list-style-type: none"> • Analysis of children’s Work Samples • Reflection on an Observation • Multimedia Application 	<p>NAEYC Standard: 4B, 4C, 4D</p> <p>INTASC Standard: 1, 3, 4, 6, 7</p>
<p>4. The Early Childhood teacher candidate will analyze the effects of phonemic awareness and phonics on developing readers</p>	<ul style="list-style-type: none"> • Interview • Essay • Discussion 	<p>NAEYC Standard: 4B, 4C, 4D</p> <p>INTASC Standard: 2, 7</p>
<p>5. The Early Childhood teacher candidate will analyze the essential connection of language development, reading acquisition, and writing.</p>		<p>NAEYC Standard: 1, 4B, 4C, 4D</p> <p>INTASC Standard: 2, 7</p>

Inclusion of Diverse Populations (Introduction to Special Education)

Outcomes	Assessment Type	Standard Match
1. The Early Childhood teacher candidate will articulate the historical, philosophical, and legal basis of services for young children with special needs	Oral, visual, and written products of the following nature: <ul style="list-style-type: none"> • Critical analysis • Standardized Test • Selected Response 	NAEYC Standard: 2, CEC Standard: 1
2. The Early Childhood teacher candidate will explain the similarities and differences among typical and atypical human growth and development	<ul style="list-style-type: none"> • Restricted Response • Portfolio • Reflection • Demonstrations • Journal 	NAEYC Standard: 1, 4B, 4C CEC Standard: 5 INTASC Standard: 2
3. The Early Childhood teacher candidate will identify current trends that affect children, families, and programs for children.	<ul style="list-style-type: none"> • Analysis of children's Work Samples • Reflection on an Observation • Multimedia Application 	NAEYC Standard: 1, 2, 4A CEC Standard: 4 INTASC Standard: 10
4. The Early Childhood teacher candidate will apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society	<ul style="list-style-type: none"> • Interview • Essay • Discussion 	NAEYC Standard: 1, 2, 4A, 4B CEC Standard: 8 INTASC Standard: 2
5. The Early Childhood teacher candidate will identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning from birth.		NAEYC Standard: 1, 4, 4A, 4B, 4C, 4B INTASC Standard: 1 CEC Standard: 7

Materials and Methods

Outcomes	Assessment Types	Standards Match
1. The early educator will gain basic understanding of the concepts, inquiry tools, and structure of content areas to create meaningful, challenging learning experiences and environment for all children.	<ul style="list-style-type: none"> • Restricted response • Extended response • Oral presentation • Field work • Observation • Demonstration • Field placement w/supervisor's evaluation • Peer review 	
2. The early educator will know the major and current approaches to theories of child development and learning.	<ul style="list-style-type: none"> • Extended response question • Case study • Observation • Written journal • Oral presentation • Case study/simulation 	
3. The early educator will identify the approaches to learning.	<ul style="list-style-type: none"> • Fieldwork • Guided observation • Journals • Research paper 	
4. The early educator will understand how culture and diversity influence growth and development.	<ul style="list-style-type: none"> • Extended response questions 	
5. The early educator will understand how culture and diversity impact learning and school readiness.	<ul style="list-style-type: none"> • Participate in a cultural sensitivity exercise 	
6. The early educator will understand the important role of family and community in development and the variety of ways individuals can organize to fulfill these roles.	<ul style="list-style-type: none"> • Scenario 	

Outcomes and Standards:

General Education

General Education The Arts

Outcomes	Assessment Type	Standard Match
<p>Area: Content, functions and achievements of dance, music, theatre and the several visual arts</p> <p>1. The teacher candidate will demonstrate the ability to communicate at a basic level in the four arts: dance, music, theater and the visual arts, to enhance self-expression and to better understand human experiences.</p> <p>2. The teacher candidate will interpret and evaluate exemplary artworks from a variety of cultures and historical periods.</p>	<ul style="list-style-type: none"> • Field trips to performances of: dance, theatre and music. • Field trips to art exhibitions. • Rating scales. • Journal of personal reflections regarding art experiences • Discussion • Videotape analyses of artworks. • Essays • Criterion checklist • Videotape analyses • Pictorial timeline • Artist biography • Field trips • Critiques – written and oral • Rating scales • Rubrics • Group discussion 	<p>NCATE Standard - The teacher candidate will know, understand and use – as appropriate to their own knowledge and skills - the content, functions and achievements of dance, music, theater and the several visual arts as primary media for communication, inquiry and insight among elementary students.</p> <p>The Consortium of National Arts Education Associations National Standards for Arts Education. Upon completion of the K-12 Public school program, the student should be able to:</p> <ul style="list-style-type: none"> • Communicate at a basic level in the four arts disciplines – dance, music, theatre and the visual arts . • Communicate proficiently in at least one art form. • Develop and present basic analyses of works of art. • Have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods. • Relate various types of arts knowledge and skills within and across the arts disciplines.

General Education Language Arts

Outcomes	Assessment Type	Standard Match
<p>Area: Model the Appropriate Attitudes and Knowledge for Effective Use of English Language</p> <p>1. The teacher candidate will develop a knowledge and understanding of the English language.</p> <p>2. The teacher candidates will develop the ability to speak and write as a professional educator.</p> <p>3. The teacher candidate will develop an effective application of the reading process.</p> <p>4. Teacher candidates will develop an effective application of the writing process, pre-service teachers will be able to perform the following indicators:</p> <ul style="list-style-type: none"> • Use a wide range of writing strategies to generate meaning and to clarify understanding. • Produce different forms of written discourse. • Demonstrate how written discourse can influence thought and action 	<p>Oral, visual, and written products of the following nature:</p> <ul style="list-style-type: none"> • Critical Analysis • Standardized Test • Restricted Response • Portfolio • Reflections on Observation • Multimedia Application • Journal • Essay • Discussion • Interview • Selected Response • Demonstration • Observation • Documented Essay • Presentation • Role Play • Praxis I • Reflection 	<p>NCATE Standard - [NCATE] standard 2b). Pre-service teachers demonstrate a high level of competence in use of the English language arts and they know, understand and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>

General Education Language Arts

Outcomes	Assessment Type	Standard Match
<p>Area: Understand how elementary children develop and learn to read, write, speak, and listen effectively.</p> <p>Teacher candidates will develop a knowledge and understanding of child development and language acquisition.</p>	<p>Oral, visual, and written products of the following nature:</p> <ul style="list-style-type: none"> • Critical Analysis • Standardized Test • Selected Response • Restricted Response • Portfolio • Reflection • Demonstrations • Analysis of Children’s Work Samples • Reflection on an Observation • Multimedia Application • Journal • Interview • Essay • Discussion 	<p>Source Documents:</p> <p><i>Guidelines for the Preparation of Teachers of English Language Arts</i>, National Council of Teachers of English, 1996 edition.</p> <p><i>Maryland’s Standards for Instructional Content in English Language Arts, K-eight</i>, Maryland State Department of Education, 1999.</p> <p><i>Preventing Reading Difficulties in Young Children</i>, Committee on the Prevention of Reading Difficulties in Young Children, Catherine E. Snow, M. Susan Burns, and Peg Griffin, editors; National Research Council, 1998.</p> <p><i>Program for Initial Preparation of Teachers of English Language Arts for Middle/Junior High and Senior High School Teaching</i>, National Council of Teachers of English, 1998.</p> <p><i>Final Report of the Reading Professional Development Committee</i>, Maryland State Department of Education, 1999.</p> <p><i>Program Standards for Elementary Teacher Preparation</i>, National Council for Accreditation of Teacher Education, 2000</p> <p><i>Standards for the English Language Arts</i>, National Council of Teachers of English and the International Reading Association, 1996.</p> <p><i>Standards for Reading Professionals</i>, International Reading Association, 1998.</p>

General Education Math

Outcomes	Assessment Type	Standard Match
<p>Area: Number and Operation Sense</p> <p>1. Teacher candidates will understand numbers, ways of representing numbers, relationships among numbers, and number systems.</p> <p>2. Teacher candidates will understand the meaning of operations and how they relate to each other</p> <p>3. Teacher candidates will compute fluently and make reasonable estimations.</p>	<ul style="list-style-type: none"> • Selected Response • Extended constructed response • Learning log with diagrams and written explanations • Research paper 	<p>NCATE Standard - The candidate will “know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data” (<i>NCATE Program Standards for Elementary Teacher Preparation</i>, February 2000).</p> <p>Additional Source Document: National Council for the Teachers of Mathematics <i>Principles and Standards for School Mathematics</i> (2000).</p>

Outcomes	Assessment Type	Standard Match
<p>Area: Understanding Algebra</p> <p>1. Teacher candidates will understand patterns, relations and functions</p> <p>2. Teacher candidates will represent and analyze mathematical situations and structures using algebraic symbols</p> <p>3. Teacher candidates will use mathematical models and analyze change in both real and abstract contexts</p> <p>4. Teacher candidates will analyze change in various contexts</p>	<ul style="list-style-type: none"> • Investigative project • Extended constructed response • Learning log with diagrams and written explanation • Presentation 	
<p>Area: Understanding Geometry</p> <p>1. Teacher candidates will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</p> <p>2. Teacher candidates will specify locations and describe spatial relationships using coordinate geometry and other representational systems</p> <p>3. Teacher candidates will apply transformations and use symmetry to analyze mathematical situations</p> <p>4. Teacher candidates will use visualization and spatial reasoning to solve problems</p>	<ul style="list-style-type: none"> • Extended constructed response • Model • Demonstrate using models and oral explanation • Investigative project 	

Outcomes	Assessment Type	Standard Match
<p>Area: Measurement</p> <p>1. Teacher candidates will understand measurable attributes of objects and the units, systems and processes of measurement</p> <p>2. Teacher candidates will apply appropriate techniques, tools, and formulas to determine measurement</p>	<ul style="list-style-type: none"> • Extended constructed response • Demonstration • Research paper and presentation 	
<p>Area: Data Analysis and Probability</p> <p>1. Teacher candidates will formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them</p> <p>2. Teacher candidates will select and use appropriate statistical methods to analyze data</p> <p>3. Teacher candidates will develop and evaluate inferences and predictions that are based on data</p> <p>4. Teacher candidates will understand and apply basic concepts of probability</p>	<ul style="list-style-type: none"> • Investigative project Spreadsheet, graph, etc. • Extended constructed response • Learning log with diagrams and explanation • Demonstration 	

Outcomes	Assessment Type	Standard Match
<p>Area: Problem Solving</p> <ol style="list-style-type: none"> 1. Teacher candidates will build new mathematical knowledge through problem solving 2. Teacher candidates will solve problems that arise in mathematics and in other contexts 3. Teacher candidates will apply and adapt a wide variety of appropriate strategies to solve problems 4. Monitor and reflect on processes of mathematical problem solving 	<ul style="list-style-type: none"> • Investigative project • Learning log with diagrams and written explanation • Reflective journal • Extended response 	
<p>Area: Reasoning and Proof</p> <ol style="list-style-type: none"> 1. Teacher candidates will recognize reasoning and proof as fundamental aspects of mathematics 2. Teacher candidates will make and investigate mathematical conjectures 3. Teacher candidates will develop and evaluate mathematical arguments and proofs 4. Teacher candidates will select and use various types of reasoning and methods of proof 	<ul style="list-style-type: none"> • Group project and presentation • Learning log with diagrams and written explanation • Reflective journal • Extended responses 	

Outcomes	Assessment Type	Standard Match
<p>Area: Communication</p> <p>1. Teacher candidates will organize and consolidate mathematical thinking through communication</p> <p>2. Teacher candidates will express mathematical ideas coherently and clearly to peers, teachers, and others</p> <p>3. Teacher candidates will analyze and evaluate the mathematical thinking and strategies of others</p> <p>4. Teacher candidates will use the language of mathematics to express mathematical ideas precisely</p>	<ul style="list-style-type: none"> • Presentation/demonstration • Written paper • Reflective journal • Group discussion • Diagrams, spreadsheets, etc. 	
<p>Area: Connections</p> <p>1. Teacher candidates will recognize and use connections among different mathematical ideas</p> <p>2. Teacher candidates will understand how mathematical ideas interconnect and build on one another to produce a coherent whole</p> <p>3. Teacher candidates will recognize and apply mathematics in contexts outside of mathematics</p>	<ul style="list-style-type: none"> • Investigative project • Simulation • Research paper 	
<p>Area: Representation</p> <p>1. Teacher candidates will create and use representations to organize, record, and communicate mathematical ideas</p> <p>2. Teacher candidates will select, apply and translate among mathematical representations to solve problems</p> <p>3. Teacher candidates will use representations to model and interpret physical, social and mathematical phenomena</p>	<ul style="list-style-type: none"> • Demonstration of models • Simulation • Extended response 	

General Education SCIENCE

Outcomes	Assessment Type	Standard Match
<p>Area: Physical Science Grades K-4 - Properties of objects and materials. Position and motion of objects. Light, heat, electricity, magnetism</p> <p>1. As a result of investigative activities, the teacher candidate must construct the meaning of the terms and concepts associated with the main content areas as outlined in the national science standards for physical science.</p> <p>2. As a result of investigative activities the teacher candidate will understand the concepts and relationships associated with the national science standards for physical science.</p> <p>3. Based on their learning of the terms, concepts, and relationships, the teacher candidate will be able to use concepts and relationships related to the content area designated in the national science standards for physical science.</p>	<ul style="list-style-type: none"> • Higher order multiple choice • Restricted/extended response question • Performance Assessments 	<p>NCATE Standard - Candidates know, understand, and use the fundamental concepts in the subject matter of science- including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy.</p> <p>Additional Source Document: National Science Education Standards</p>

Outcomes	Assessment Type	Standard Match
<p>Area: Life Science Grades K-4 -- Characteristics of Organisms, Life Cycles of Organisms, Organisms and Environments</p> <p>1. As a result of investigative activities the teacher candidate must construct the meaning of the terms & concepts associated with the main content areas as outlined in the national science standards for life science.</p> <p>2. As a result of investigative activities the teacher candidate will understand the concepts & relationships associated with the national science standards for life science</p> <p>3. Based on their learning of the terms, concepts, & relationships, the teacher candidate will be able to use concepts & relationships related to the content area designated in the national science standards for life science.</p>	<ul style="list-style-type: none"> • Higher order multiple choice • Restricted/extended response • Performance Assessment 	
<p>Area: Earth and Space Science Grades K-4 -- Properties of materials, Objects in the sky, Changes in earth and sky.</p> <p>1. As a result of investigative activities the teacher candidate must construct the meaning of the terms & concepts associated with the main content areas as outlined in the national science standards for earth & space science.</p> <p>2. As a result of investigative activities the teacher candidate will understand the concepts & relationships associated with the national science standards for earth & space science</p> <p>3. Based on their learning of the terms, concepts, & relationships, the teacher candidate will be able to use concepts & relationships related to the content area designated in the national science standards for earth/space science.</p>	<ul style="list-style-type: none"> • Higher order multiple choice • Restricted response, essay • Performance Assessment 	

<p>Area: Science and Technology Grades K-4 -- Abilities to distinguish between natural objects and objects made by humans, Abilities of technological design, Understanding about science and technology</p> <p>1. As a result of investigative activities the teacher candidate must construct the meaning of the terms and concepts associated with the main content areas as outlined in the national science standards for science and technology.</p> <p>2. As a result of investigative activities the teacher candidate will understand the concepts and relationships associated with the national science standards for science and technology.</p> <p>3. Based on their learning of the terms, concepts, and relationships, the teacher candidate will be able to use concepts and relationships related to the content area designated in the national science standards for science and technology.</p>	<ul style="list-style-type: none"> • Higher order multiple choice • Restricted/extended response • Performance Assessment 	
<p>Area: Personal and Social Perspective Grades K-4 -- Personal health, Characteristics and changes in populations, Types of resources, Changes in environments, Science and technology in local challenges</p> <p>1. As a result of investigative activities the teacher candidate must construct the meaning of the terms and concepts associated with the main content areas as outlined in the national science standards for science for science in personal and social perspectives</p>	<ul style="list-style-type: none"> • Higher order multiple choice 	

<p>2. As a result of investigative activities the teacher candidate will understand the concepts and relationships associated with the national science standards for science in personal and social perspectives</p> <p>3. Based on their learning of the terms, concepts, and relationships, the teacher candidate will be able to use concepts and relationships related to the content area designated in the national science standards for personal and social perspectives</p>	<ul style="list-style-type: none"> • Restricted/extended response, essay • Performance Assessment 	
<p>Area: History and Nature of Science Grade K-4 – Science as a human endeavor</p> <p>1. As a result of investigative activities the teacher candidate must construct the meaning of the terms and concepts associated with the main content areas as outlined in the national science standards for the history and nature of science.</p> <p>2. As a result of investigative activities the teacher candidate will understand the concepts and relationships associated with the national science standards for the history and nature of science.</p> <p>3. Based on their learning of the terms, concepts, and relationships, the teacher candidate will be able to use concepts and relationships related to the content area designated in the national science standards for the history and nature of science.</p>	<ul style="list-style-type: none"> • Higher order multiple choice • Restricted/extended response • Performance Assessment 	

General Education Social Studies

Outcomes	Assessment Type	Standard Match
<p>Area: Culture</p> <p>1. Teacher candidates will understand the common characteristics of different cultures.</p> <p>2. Teacher candidates will understand how cultures change to accommodate different ideas and beliefs.</p> <p>3. Teacher candidates will be able to discuss the relationship between belief systems and culture.</p>	<ul style="list-style-type: none"> • Brief and extended constructed responses • Selected responses • Creation of replica artifacts • Role play and demonstration 	<p>NCATE Standard - Know, understand and use the major concepts and modes of inquiry from the social studies-(the integrated study of history, geography, the social sciences and other related areas)-to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world (NCATE Program Standard for Elementary Teacher Preparation, February 2000).</p>
<p>Area: Time, Continuity and Change</p> <p>1. Teacher candidates will develop and use chronological thinking.</p> <p>2. Teacher candidates will understand historical thinking and how historians study history.</p>	<ul style="list-style-type: none"> • Selected responses • Projects • Brief and extended constructed responses • Debate • Models 	<p>National Council for the Social Studies Expectations of Excellence: Curriculum Standards for the Social Studies, 1994. Ten thematic strands as follows; (1) culture; (2) time, continuity and change; (3) people, places and environments; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology and society; (9) global connections; and (10) civic ideals and practices.</p>

Outcomes	Assessment Type	Standard Match
<p>Area: People, Places & Environments</p> <p>1. Teacher candidates will understand why things are located where they are.</p> <p>2. Teacher candidates will understand how and why landforms change and how that impacts the people living there.</p> <p>3. Teacher candidates will understand how where we live determines how we live.</p>	<ul style="list-style-type: none"> • Projects • Model making • Presentations • Brief and extended constructed responses 	
<p>Area: Individual Development and Identity</p> <p>1. Teacher candidates will understand how one’s culture, groups and institutions shape personal identity.</p> <p>2. Teacher candidates will explicate what influences how people learn, perceive and grow.</p> <p>3. Teacher candidates will understand the developmental stages that people go through from birth through adulthood</p>	<ul style="list-style-type: none"> • Role play • Brief and extended constructed responses • Selected responses 	

Outcomes	Assessment Type	Standard Match
<p>Area: Individuals, Groups and Institutions</p> <p>1. Teacher candidates will understand the integral role that institutions play in peoples' lives.</p> <p>2. Teacher candidates will understand the role of institutions in their society and other societies.</p> <p>3. Teacher candidates will understand how institutions change.</p> <p>4. Teacher candidates will understand how and why institutions form, what controls and influences them and how they influence people and culture.</p>	<ul style="list-style-type: none"> • Model making/projects • Brief and extended constructed responses • Debate • Role play 	
<p>Area: Power, Authority and Governance</p> <p>1. Teacher candidates will understand the historical development of structures of power, authority and governance and their evolving functions in the United States and other parts of the world.</p> <p>2. Teacher candidates will understand how and why governments are created, structured, maintained and changed</p>	<ul style="list-style-type: none"> • Debate • Research paper • Role play • Brief and extended constructed responses • Presentation 	

Outcomes	Assessment Type	Standard Match
<p>Area: Science, Technology and Society</p> <p>Teacher candidates will discuss how society changes in response to technology development.</p>	<ul style="list-style-type: none"> • Research paper • Debate • Brief and extended constructed responses • Selected responses 	
<p>Area: Civic Ideal and Practices</p> <p>1. Teacher candidates will discuss how the meaning of citizenship has evolved.</p> <p>2. Teacher candidates will understand the balance between rights and responsibilities.</p> <p>3. Teacher candidates will discuss the role of the citizen in the community and the nation, and as a member of the world community</p>	<ul style="list-style-type: none"> • Debate • Discussion • Surveys • Projects • Brief and extended constructed responses • Selected responses 	

Suggested Course of Study: AAT in ECE

Certification in Early Childhood Education: Pre-K-Grade 3

Discipline	Sample Courses	Credits
Note:	<i>Exact course titles may differ at different institutions</i>	
12 Credits of Science	Biological Science w. Lab	4
	Physical Science w. Lab	4
	Earth/Space Science w. Lab	4
12 Credits of Mathematics	Concepts of Mathematics I	4
	Concepts of Mathematics II	4
	Statistics	4
9 Credits of Social Science	US History	3
	Cultural or World Geography	3
	Social Science elective in Sociology, Anthropology or Political Science	3
9 Credits of English	English Composition	3
	Literature Course	3
	English elective	3
Note:	<i>Children's Literature strongly recommended as the Literature or elective in English; course must be English or cross-listed with English</i>	
3 Credits of Art: Fine Arts/Integrated Arts	<i>Integrated Arts; Course must be Arts/Humanities or cross-listed with Arts/Humanities</i>	3
3 Credits of Psychology	Introduction to Psychology	3
15 Credits of Education	Growth and Development in Early Childhood, Introduction to Early Childhood Education, Introduction to Special Education, Processes and Acquisition of Reading Supervised Field Experience, Materials and Methods	15 credits <i>Note: Supervised field experience may be embedded within course offerings or as a stand-alone course</i>
	Early Childhood Education Internship	(3 credits)
TOTAL CREDITS		66

Statement of Process

- **At its March 2003 meeting, the Consortium of Faculty and Administrators representing 2-year and 4-year colleges/universities decided to explore work on the A.A.T. in Early Childhood Education (AAT-ECE).**
- **The group sent representatives to the following groups to explore the idea: K-16 Leadership Council; Chief Academic Officers Intersegmental Group, and K-16 Workgroup. Each group was in favor of the Consortium working on a draft.**
- **All 2-year and 4-year institutions submitted course syllabi and Early Childhood programs for review.**
- **The Consortium decided to work with the 4 Early Childhood courses that had previously been approved by an articulation agreement between the institutions of higher education.**
- **Sub- committee was formed to work on proposed syllabi of course work to develop outcomes.**
- **Outcomes for courses and general education were presented to Consortium membership for review and comments from their faculty, chairpersons, and deans. All parties had a month to submit their suggestions.**
- **Suggestions were submitted and a new draft was developed.**
- **The Proposal for Maryland Outcomes for Teacher Preparation was presented and Consortium representatives voted to pass the proposal.**
- **In December 2003, the AAT-ECE Proposal was presented to the K-16 Highly Qualified Teacher (HQT) Committee by representatives of the Consortium.**
- **The HQT Committee established an Adhoc AAT-ECE Review Committee to review the proposal. The Adhoc committee's membership included Early Childhood education faculty, stakeholder state agencies and advocacy groups.**
- **On February 4, 2004, all Adhoc committee members endorsed the proposed updates to the A.A.T. in Early Childhood Education Proposal, which include the following:**

- **Inclusion of *Materials and Methods* to the “Credits of Education” and other appropriate sections of the proposal, bringing the total number of credits for the AAT-ECE to 66 credits. Inclusion of this outcome will allow the AAT-ECE to also satisfy the Child Care Administration’s requirement for licensing of child care providers;**
 - **Inclusion of “current and emerging research” component to specific outcomes, e.g., early brain development and other areas;**
 - **Inclusion of an appendix that contains the standards for the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Association for the Education of Young Children (NAEYC), and Head Start Performance.**
- **At the March 2, 2004 K-16 Leadership Council meeting, the Secondary AAT Oversight Council was reconstituted to become the AAT Oversight Council. The Oversight Council will distribute the proposal among institutions of higher education for comment.**
 - **The proposal was endorsed by the K-16 Leadership Council at its June 9, 2004 meeting for final approval.**

APPENDIX

Letters of Endorsement Received by the Consortium

The College of Southern Maryland

The Community College of Baltimore County – Catonsville

Garrett College

Hagerstown Community College

Howard Community College

Prince George's Community College

Towson University

University of Maryland College Park



January 8, 2004

Marlene Welch
Carroll Community College
1601 Washington Avenue
Westminster, MD 21157

Dear Ms. Welch:

This is to express the support of the College of Southern Maryland for the Proposal for Maryland Outcomes for Teacher Preparation: Outcomes and Standards for the AAT in Early Childhood Education. The consortial approach to the development of this proposal and the collaboration implicit in it between two-year and four-year institutions ensures facility of transfer from one institution to another in the system.

The program is well designed and offers an appropriate career avenue for students who aspire to baccalaureate-level preparation in early childhood education

As Dean of Arts and Sciences, I would like to lend my enthusiastic endorsement for the proposed program.

Sincerely,

A handwritten signature in black ink, appearing to read "Timothy J. Keating".

Timothy J. Keating
Dean
Arts and Sciences

cc: Patrick Allen, Chair, Social Sciences, Teacher Education, Human Services
Mary Hunt, Coordinator, Early Childhood Education



Andrew C. Jones, Ed.D., President

CCBC Catonsville 800 South Rolling Road • Baltimore, Maryland 21228-5381 • T. 410.455.4100 • F. 410.455.4300
CCBC Extension Centers Hunt Valley, Owings Mills, White Marsh
Email: ajones@ccbcmd.edu • www.cbcmd.edu

December 17, 2003

Dr. Barbara Payne Shelton
President-Elect Consortium of Maryland
Early Childhood Faculty & Administration
Villa Julie College
1525 Greenspring Valley Road
Stevenson, MD 21153-0641

Dear Dr. Shelton:

Consider this a letter of strong support for the Early Childhood Education Associate of Arts proposal that was developed by members of the Consortium of Maryland Early Childhood Faculty and Administration.

The proposal follows the outcomes-based model that is working so successfully for AAT Elementary Education transfer students. The AAT in Early Childhood Education will serve to clarify transfer options for students wishing to pursue careers in teaching young children. With the proposal for Maryland to transition to all-day kindergarten in 2007, it is imperative that we address the projected staffing needs that this transition will present.

Sincerely,

A handwritten signature in black ink, appearing to read 'Andrew C. Jones'.

Andrew C. Jones, Ed.D.
President
Catonsville Campus and Extension Centers

CCBC

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY



January 13, 2004

K-16 Leadership Council

I have reviewed the Proposal for Maryland Outcomes for Teacher Preparation for the Associate of Arts in Teaching Early Childhood Education, prepared by the Consortium of Maryland Early Childhood Faculty and Administrators. I find the proposal to be very comprehensive in matching early childhood education outcomes to standards endorsed by the Maryland State Department of Education (MSDE), the National Council for Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Association for the Education of Young Children (NAEYC), and the Council for Exceptional Children (CEC).

On behalf of Garrett College, I am pleased to endorse the work of the Consortium in developing this proposal for the A.A.T. in Early Childhood Education. I want to thank the members of the Consortium for their efforts and their thoroughness in developing these important educational outcomes.

Sincerely,

Lillian R. Mitchell

Dean of Academic and Student Affairs



11400 Robinwood Drive • Hagerstown, Maryland 21742-6590 • 301-790-2800 • www.hcc.cc.md.us

Office of the President

February 12, 2004

Dr. Barbara Shelton
Villa Julie College
1525 Greenspring Valley Road
Stevenson, MD 21153

Dear Dr. Shelton:

Hagerstown Community College strongly supports the Early Childhood Education Associate of Arts in Teaching proposal developed by the Consortium of Maryland Early Childhood faculty and administrators. We feel that this proposal will provide early childhood education students with a seamless transition from the community college to the four-year college without loss of credits. This rigorous program linked to professional standards is an outstanding first two years of study for majors in early childhood education.

Please contact me if I can be of further support or assistance at 301-790-2800, ext. 233, or altierig@hagerstowncc.edu.

Sincerely,

A handwritten signature in cursive script that reads "Guy Altieri".

Guy Altieri, Ed.D.
President

GA/bwr



10901 Little Patuxent Parkway
Columbia, MD 21044-3197
410-772-4800
TDD: 410-772-4822
www.howardcc.edu

To: Maryland K-16 Leadership Council

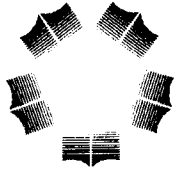
From: Ronald X. Roberson
Vice President of Academic Affairs

Re: Early Childhood AAT Proposal

Date: January 22, 2004

Howard Community College strongly supports the Early Childhood Education Associate of Arts in Teaching proposal developed by the Consortium of Maryland Early Childhood faculty and administrators. We feel that this proposal will provide early childhood education students with a seamless transition from the community college to the four-year college without loss of credits. This rigorous program linked to professional standards is an outstanding first two years of study for majors in early childhood education.

Please contact me if I can be of further assistance at 410-772-4807 or rroberson@howardcc.edu.



PRINCE GEORGE'S
COMMUNITY COLLEGE

DR. VERA ZDRAVKOVICH
VICE PRESIDENT FOR INSTRUCTION

301 LARGO ROAD
LARGO, MD 20774-2199
301-322-0406
FAX: 301-808-0960
E-MAIL: vzdravkovich@pgcc.edu

January 21, 2004

Ms. Barbara Shelton
Villa Julie College
1525 Greenspring Valley Rd.
Stevenson, MD 21153

Dear Ms. Shelton,

On behalf of Prince George's Community College, I am pleased to endorse an A.A.T. degree program in early childhood education. I look forward to reviewing the final proposal, once the stakeholder and state agency input is complete.

Thank you for leading this important effort.

Sincerely,

Dr. Vera Zdravkovich

c: Ms. Dominique Raymond



To: Maryland K-16 Leadership Council
From: Thomas D. Proffitt, Acting Dean ^{TP}
Re: Proposal for the Early Childhood AAT in Teaching
Date: January 12, 2004

The purpose of this memo is to express the support of the College of Education at Towson University for the Early Childhood Education Associate of Arts in Teaching plan prepared by the Consortium of Maryland Early Childhood Faculty and Administrators.

If you need additional information or have any questions, please contact me at 410-704-3998.

Thank you.

College of Education

Towson University
8000 York Road
Towson, MD 21252-0001

t. 410 704-2570
f. 410 704-2733



UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION

Office of the Dean

3119 Benjamin Building
College Park, Maryland 20742-1121
301.405.2334 TEL 301.314.9890 FAX
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January 23, 2004

Marlene Welch
Carroll Community College
1601 Washington Avenue
Westminster, MD 21157

Dear Ms. Welch:

On behalf of the College of Education at the University of Maryland, I would like to thank the Consortium of Maryland Early Childhood Faculty and Administrators for their hard work and collaborative efforts in the development of the Proposal for Maryland Outcomes for Teacher Preparation: Outcomes and Standards for the Associate of Arts in Teaching (AAT) in Early Childhood Education. The proposed program should help to ensure the seamless transition as students transfer from the two-year to four-year institutions.

Our faculty found the "Suggested Course of Study: AAT in ECE" (p. 28) to be quite helpful in providing an overall picture of the proposed transfer program. As the two-year colleges begin the work of developing their institution-specific AATs, we encourage them to include a similar listing of the courses (including course descriptions and syllabi) that comprise their respective AATs.

It is my understanding that the Consortium members plan to periodically review the elements of the proposal in response to changing state requirements (e.g., Maryland's Reading First Initiative). The College of Education at the University of Maryland supports the proposal for the Early Childhood AAT with the understanding that there will continue to be a statewide group to periodically review the elements of the proposal to assure that it is consistent with changes made in MSDE program requirements and changes made in the curricula at both two- and four-year institutions.

If you need additional information or have any questions, please contact me at (301) 405-2336.

Sincerely,

Edna Mora Szymanski, Ph.D.
Dean

cc: Victor Korenman
Donna Wiseman
Charles Flatter
Fran Favretto
Kathy Angeletti