

B.S. IN EARLY CHILDHOOD EDUCATION (EC: PREK-3)

Web Site: <https://twu.edu/education/early-childhood-education/bs-in-early-childhood-education/>

Marketable Skills

Defined by the Texas Higher Education Coordinating Board's 60x30 Strategic Plan (<https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/thecb-60x30-strategic-plan/>) as, "Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skills areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities."

1. **Child Development-** Utilize foundational theories, constructs, context, influencing factors, and characteristics of the development of children from birth to age eight as part of a framework for applying developmentally appropriate decision-making.
2. **Family and Community Engagement-** Understand and appreciate diversity in families and the role and importance of the family on young children's development. Collaborate with families and create community partnerships to support young children's learning and development.
3. **Instructional Setting-** Apply a developmentally appropriate framework to design positive learning environments that support all PK-3 children's learning trajectories. Create classroom climates that promote positive, caring relationships and contribute to the emotional development of interpersonal skills, autonomy, and initiative.
4. **Educating All Learners-** Implement strategies and practices that are developmentally appropriate while being culturally and linguistically responsive in order to effectively teach young learners in PK-3 classrooms in all pedagogy and content knowledge.
5. **Data-Driven Practice and Formal/Informal Assessment-** Select and design assessments that are ethically grounded and developmentally, culturally, and linguistically appropriate. Use those assessments to design instruction, monitor, and evaluate young learners in PK-3 classrooms. Collaborate with families and professionals to develop assessment partnerships.
6. **Learning Across the Curriculum -** Understand the foundational principles, concepts, and methods related to specific content knowledge, including Language Arts, Social Studies, Mathematics, Science, Technology, Fine Arts, Physical Education, and Health. Use developmentally appropriate practices and strategies as a framework to design and modify instruction.
7. **Professionalism -** As reflective practitioners, intentionally engage in ethical practices and collaborate with other professionals and learning communities. Advocate and promote best practices for the education of the young child and the discipline of early childhood.

Teacher Certification Skills

1. Appropriately explain the impact of effective planning and communication (within the chosen area of concentration) to relevant internal and external stakeholders in an education or community setting.
2. Identify, select, and implement entry-level instructional plans when serving as an instructor in the school setting.

3. Successfully manage organizational and student behavior when teaching in the school setting.
4. Efficiently and accurately assess student progress and use data to develop and modify instruction for K-12 students.
5. Work effectively and collaboratively with students and families from diverse backgrounds.