

EASTERN CONNECTICUT STATE UNIVERSITY  
EDUCATION DEPARTMENT

ADVISEMENT GUIDE FOR EARLY CHILDHOOD TEACHER CERTIFICATION  
(GRADUATE CERTIFICATION WITHIN MASTER OF SCIENCE IN EARLY CHILDHOOD EDUCATION)

Standards for teaching are set by the profession and by the State and are outlined in the Connecticut Common Core of Teaching. Eastern Connecticut State University has a State-approved teacher education program designed to prepare students to be certified professionals in education. This plan of study is an outline of requirements set by the University and by the State for the teacher certification program. This outline represents minimum requirements. Each student is encouraged to take the initiative to exceed these requirements in preparing to be the best professional possible.

ENTRANCE INTO THE TEACHER EDUCATION PROGRAM:

1. All applicants must pass the Praxis I CBT or Praxis I PPST exam (a State competence exam in reading, writing and mathematics). A Praxis waiver is also available to students who have met criteria for scores on the Scholastic Aptitude Test (SAT) or American College Testing (ACT) or Graduate Record Examination (GRE) exams (see [http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/certform/ed\\_192.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/certform/ed_192.pdf) for further information). The Praxis I exam should be taken early enough so that scores will be available when application is made to the teacher education program. Applications and information on the exam are available in the Education Department.

2. Applications to the teacher education program are obtained in the Education Department and are submitted to the Committee on Admission and Retention in Education (CARE). Specific requirements, including a minimum 2.70 undergraduate cumulative grade point average, are noted on the cover of the application. Application to the program should be made during the semester prior to beginning the program.

**NOTE: Application deadlines: October 1 and February 15.**

STATE GENERAL EDUCATION REQUIREMENTS:

The State Department of Education will require 39 semester hours of coursework in general education before it certifies an individual as an educator.

A course in each of the following areas is required:

Math	Natural Science	Social Science
English (6 credits)	Arts	Foreign Language (if not met in high school)

Additionally, students must complete-

A survey course in United States History (HIS 310 or other approved course listed on CT State Department of Education website (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=32137>)) \_\_\_\_\_ and either HPE 201 (1 cr.) \_\_\_\_\_ or HPE 210 (3 cr.) \_\_\_\_\_

ACADEMIC MAJOR

To be certified in the State of Connecticut, one must have a bachelor's degree with a subject-area major from an approved institution. The undergraduate major may not be in professional education.

CERTIFICATION COURSEWORK

**Note: Candidates will discuss their scheduling of coursework with an assigned ECE advisor.**

**Graduate Core**

**6 credits**

EDU 508 Research in Education (3 credits)  
EDU 555 Education and Society (3 credits)

**Early Childhood Education Core Courses**

**30 credits**

ECE 500 Advanced Study of Early Childhood Development (3 credits)  
ECE 501 Families, Communities, and Culture (3 credits)  
ECE 503 Language and Literacy (3 credits)  
ECE 504 Early Childhood Education (3 credits)

ECE 505 Young Children with Special Needs (3 credits)  
ECE 506 Adaptations for Diverse Needs (3 credits)  
ECE 507 Reading and Writing in the Primary Years (3 credits)  
ECE 509 Seminar for Pre-Service Teachers (3 credits)  
ECE 566 Practicum in Early Childhood Special Education (3 credits)

**And one of these courses:**

ECE 510 Math and Science in Early Childhood Education (3 credits)  
ECE 512 Technology in the Early Childhood Classroom (3 credits)

**Student Teaching Semester**

**9 credits**

ECE 565 Student Teaching (6 credits)  
ECE 575 Assessment in Early Childhood Education (3 credits)

**Electronic Portfolio (submitted after student teaching): Successful completion of an electronic portfolio is a required culminating experience for certification.**

**Culminating Requirements for M.S. Degree**

**3 credits**

In addition to the coursework and student teaching noted above, the following course and a comprehensive exam must be successfully completed for the awarding of the M.S. degree:

EDU 570 Capstone Seminar (3 credits)  
Comprehensive Exam (submitted at mid-term of F, S)

**CONNECTICUT'S COMMON CORE OF TEACHING FOUNDATIONAL SKILLS AND COMPETENCIES**

**I. TEACHERS HAVE KNOWLEDGE OF:**

**Students**

1. Teachers understand how students learn and develop.
2. Teachers understand how students differ in their approaches to learning.

**Content**

3. Teachers are proficient in reading, writing and mathematics.
4. Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach.

**Pedagogy**

5. Teachers know how to design and deliver instruction.
6. Teachers recognize the need to vary their instructional methods.

**II. TEACHERS APPLY THIS KNOWLEDGE BY:**

**Planning**

1. Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community.
2. Teachers select and/or create learning tasks that make subject matter meaningful to students.

**Instructing**

3. Teachers establish and maintain appropriate standards of behavior and create a positive learning environment to students and their successes.
4. Teachers create instructional opportunities that support students' academic, social and personal development.
5. Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry.
6. Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.

**Assessing and Adjusting**

7. Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

**III. TEACHERS DEMONSTRATE PROFESSIONAL RESPONSIBILITY THROUGH:**

1. Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145D-400a of the Connecticut Certification Regulations).
2. Teachers share responsibility for student achievement and well-being.

**Reflection and Continuous Learning**

3. Teachers continually engage in self-evaluation of the effects of their choices and actions on students and their school community.
4. Teachers seek out opportunities to grow professionally.

**Leadership and Collaboration**

5. Teachers serve as leaders in the school community.
6. Teachers demonstrate a commitment to their students and a passion for improving their profession.