

Integrating Kindergarten into the Elementary Education Endorsement Grade Band

November 10, 2025

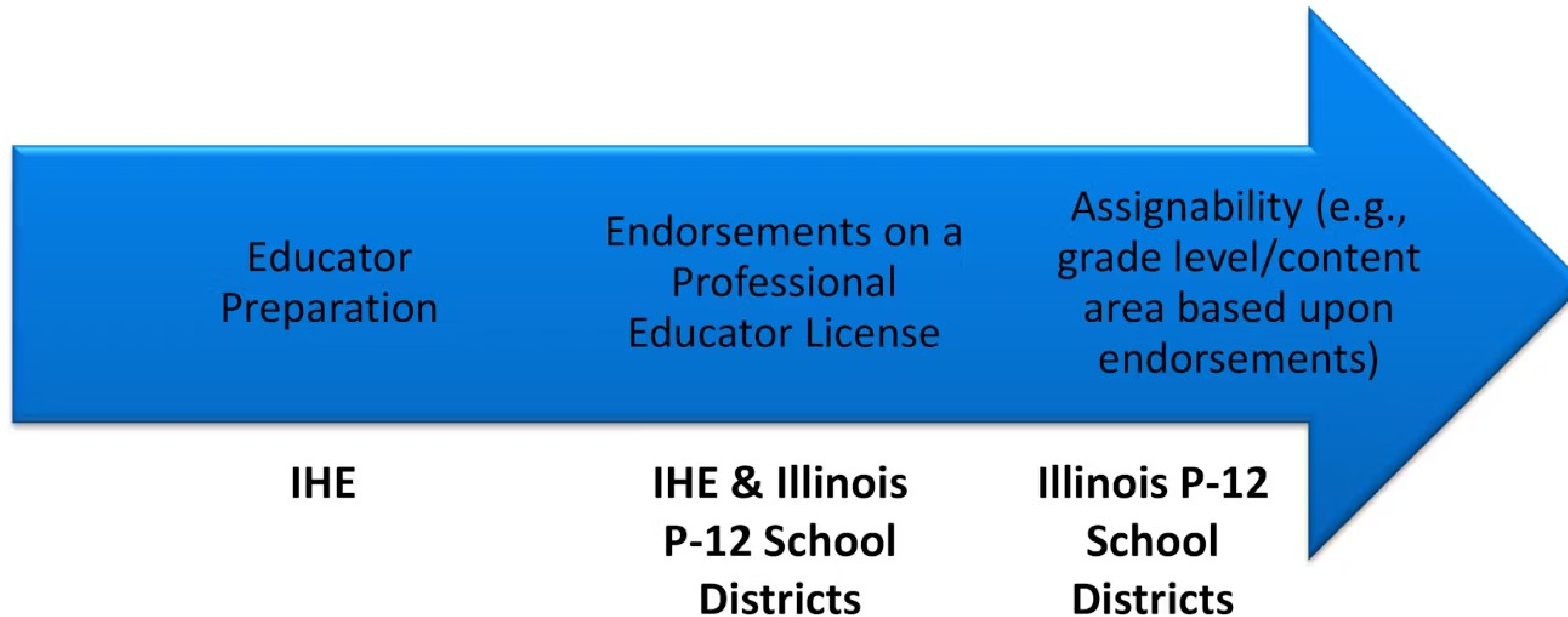
Meeting Agenda

- Introductions
- Review of previous meetings
- Data
- Discussion

Framing and Context

- Requests from field- difficulty assigning properly licensed teachers to kindergarten positions
- Could:
 - allow more flexibility in teacher assignability across grades
 - provide a greater pool of qualified potential applicants
 - increase applications in rural or hard-to-staff schools
 - reduce substitute teachers or other means of temporarily assigning educators to roles due to lack of qualified teachers

Preparation Leads to Assignability



Short Term Approvals

- Educators who hold a PEL endorsed for 1-6 Elementary Education can apply in ELIS for:
 - Kindergarten approval **or**
 - Any educator with a valid PEL can apply for a STA in Early Childhood

<https://www.isbe.net/Pages/educator-licensure-approvals.aspx>

Data – Licensure Bands in other states

Early Childhood

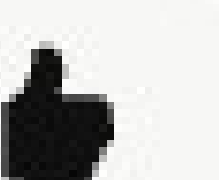
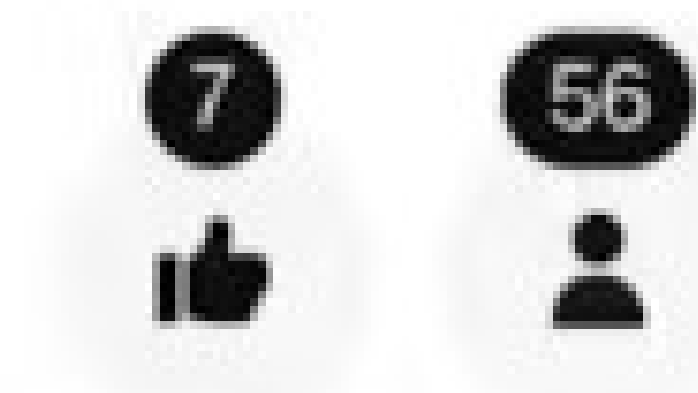
- Birth – Grade 2 – DE, **IL**, NV, NY
- Birth – Grade 3/Age 8 – AZ, CO, HI, ID, IA, KS, MN, MO, NE, NH, NM, ND, OR, RI, SD, VT, WA, WI, WY
- Birth – Grade 2 **or** 3 – AK
- Birth – K – AR, CT, GA, ME, MI, NC
- Birth – Primary – KY
- K- Grade 3 – UT
- PK – Grade 2 – MA, TX
- PK – Grade 3 – AL, CA, IN, LA, MD, MT, NJ, OH, OK, SC, TN, VA, WV
- PK – Grade 4 – PA
- PK – Grade 3 **or** 4 – FL

Elementary

- 1 – 5: LA
- 1 – 6: DC, **IL**, MD, MA, MO, NY
- 1 – 8: ND, OK
- 2 – 6: SC
- Early Childhood – 6: TX
- K – 5: OH, TN
- K – 6: AL, AR, CA (multiple subject typically K-6), CO, DE, FL, HI, IN, IA, KS, MN, MI, NE, NH, NJ, NC, RI, UT, VT, WV, WY
- K – 8: AK, AZ, ID, ME, MT, NV, NM, OR, SD, WA
- K – 9: WI
- PK – 3: MI
- PK – 4: PA
- PK – 5: GA, KY
- PK – 6: CT, VA

Discussion

What attributes are needed in a Kindergarten teacher?



Other Wonders

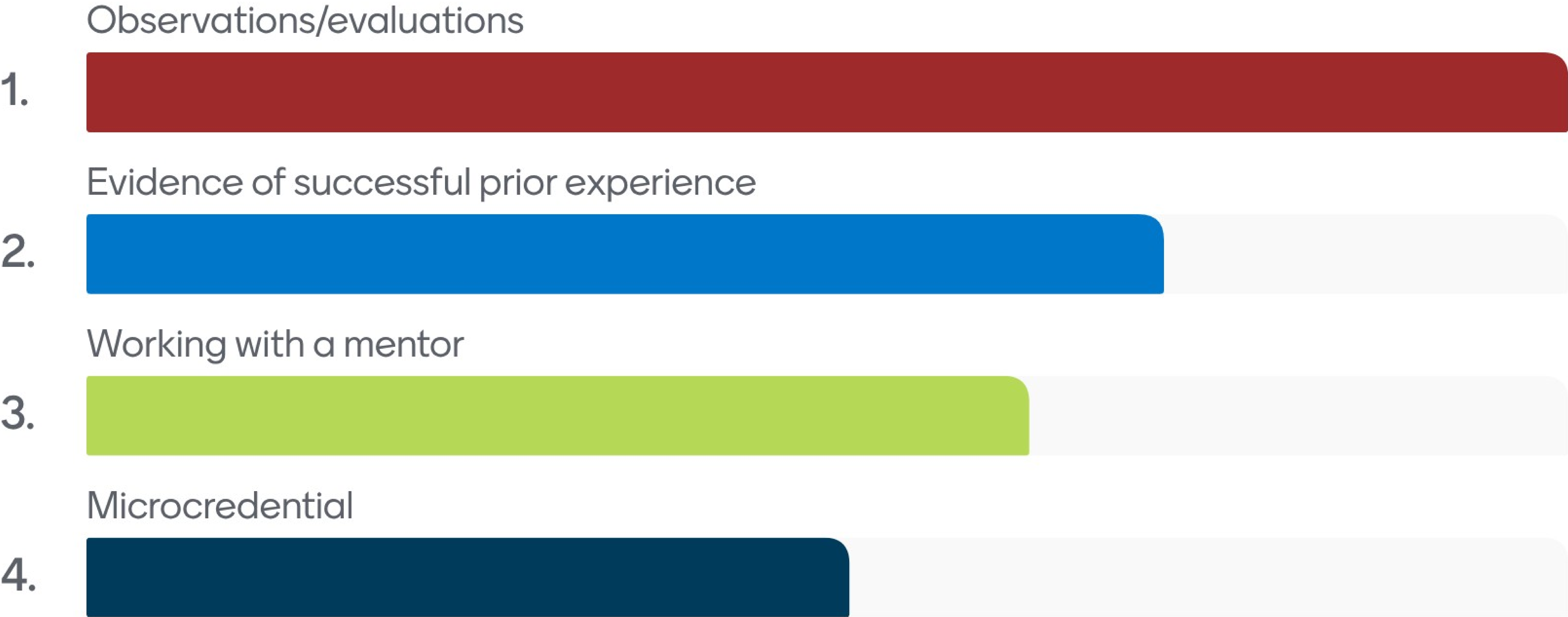
- Maintaining a 'child-centered focus' regardless of modifications to grade bands.
- Ensuring knowledge of and practices for and in support of the range of developmental needs observed in early childhood settings.
- Balancing the need for rich preparation experiences and subsequent flexibility in assignability.

Apart from successful completion of a content test or coursework, how could a teacher show ‘readiness’ to teach Kindergarten?

- Microcredential
- Evidence of prior experience (i.e., submission of videos or artifacts)
- Working with a mentor
- Observations/Evaluations



In order of preference, rank order the following ways of showing content knowledge apart from coursework and passage of the EC content test.



What ought to be included as 'deliberate experiences' if one wishing to obtain an EC endorsement is required to work with a mentor.

reflection

The mentor should have demonstrated effectiveness in developmentally appropriate practice or they can steer the Kindergarten teacher into using pedagogies that are effective with older age groups.

Staff should have to plan and deliver lessons at the kindergarten level with support from a kindergarten teacher to have a deliberate experience. The time should include an opportunity for reflection.

At least 150 hours of mentorship experience and some coursework in this grade range.

Student teaching in EC or K

Training with an educator who is trained on the developmentally appropriate practices best for studenys

Experience with different developmental levels including advanced

Using developmentally appropriate literacy practices with PreK-3 students.

What ought to be included as 'deliberate experiences' if one wishing to obtain an EC endorsement is required to work with a mentor.

Supervised student teaching or residency.

Observational assessment and related data collection

Time in classroom

There should be targeted mentoring in crafting authentic PBL environments and experiences that still allow students to attain state standards development.

Coaching support by a trained and certified coach (consideration given to using kids coaches)

Specific mentor-mentee goals and objectives
Observation feedback
Reflection activities

Explicit training on family engagement and supports

Practice using developmentally appropriate instructional methods

What ought to be included as 'deliberate experiences' if one wishing to obtain an EC endorsement is required to work with a mentor.

Staff should have to plan and deliver lessons at KG level

Mentors should emphasize play-based, developmentally appropriate learning, health/safety standards, self-regulation, etc.

Developmentally appropriate play-based learning experiences

Using DAP in math, SEL, authentic assessments, etc

n.b.--These suggestions assume the mentor is an experienced kindergarten teacher. ~Lesson planning (with emphasis on using a play-based approach) and teaching of same plans, mentor evaluates

Student teaching with supervision

Teaching in age group, reflections, evaluations at a certain level to demonstrate ability

Purpose and outcomes!!!

What ought to be included as 'deliberate experiences' if one wishing to obtain an EC endorsement is required to work with a mentor.

The qualifications and experience of the person doing the mentoring will be critical. They must be ECE experts.

Setting up intentional and standards-based learning centers

experience working with young children in developmentally appropriate ways

And specific training on community and family engagement

Connecting state standards with play-based learning

Assessment and quality assurance

1. Time to be an observer and be observed for the sake of having a better grasp on what teaching at the lower level requires. 2 Experiences prior that allow for age appropriate teaching/learning.

Teaching at the EC level, reflections, evaluations that demonstrate ability

What ought to be included as 'deliberate experiences' if one wishing to obtain an EC endorsement is required to work with a mentor.

Practice writing and implementing Developmentally appropriate lesson planning for this specific age group.

Work with children with varying developmental levels

~Administration of a variety of assessments beyond KIDS, & district/school-required standardized screeners while embedded in a K classroom for a few months, responsible for selecting which tools

The mentor serving in a coaching role in which the mentor observes the mentee as they teach and then provide feedback, coupled with the mentor teaching while the mentee observes, with pre and post co

Mentor knowledgeability of EL screeners and home language surveys and intentional EL practices in the classroom

Experience with planning and implementing play based experiences

How to use KIDS data multiple times a year to assess student outcomes, differentiate and improve teaching and learning practices

Work with a team to monitor students' progress and plan for future teaching and learning (parapro, speech pathologist, social worker, etc)

What ought to be included as 'deliberate experiences' if one wishing to obtain an EC endorsement is required to work with a mentor.

Experience in preschool/Head Start setting - to understand the expectations of Kindergarten, one needs to understand the experiences that the child had before

Ensuring teachers are equipped with tools to administer observational assessments used in kindergarten.

What constitutes 'evidence of prior experience?'



If observations and/or evaluations are used in the receipt of a subsequent endorsement in EC, what specific aspects of them should be considered?

Knowledge/success of teaching foundational reading.

Successful teaching experience within a KG setting.

Knowledge of age appropriate lessons and outcomes

Whether teaching was DAP, play-based, and the result of assessments conducted over time in age-appropriate ways

Student engagement strategies (DAP, play-based learning), classroom management strategies (assurance that they are DAP), parent engagement strategies (aligned to key ECE concepts)

Family perspectives regarding the candidates abilities
Mentor-teacher perspectives of candidates willingness to learn and implement DAP
Successful experiences in K and PreK settings

Play based learning experiences

Knowledge and skills

If observations and/or evaluations are used in the receipt of a subsequent endorsement in EC, what specific aspects of them should be considered?

Strong classroom management skills

"Knowledge of your students" with regard to evaluations

Knowledge of content, especially foundational literacy pedagogical skills

Proficient evaluation in DAP setting

Supervised experience teaching and planning developmentally appropriate curriculum for this age group, and engaging in reflection

Alignment the observation to KIDS assessment

Teaching experience with younger age of students.

Outcomes similar to objectives currently evaluated by the ECE content test

If observations and/or evaluations are used in the receipt of a subsequent endorsement in EC, what specific aspects of them should be considered?

DAP, play-based learning, instructional practices such as Project Approach, and observation-based assessments of children using a developmental checklist to report to families.

Ratings for observations and evaluations should be rated high, i.e. Excellent, Outstanding, etc. to demonstrate that the individual has high potential and capacity in areas of critical proficiencies.

Developmentally appropriate teaching practices, early literacy/math, self-regulation, observational assessments.

Questions