



ECED 3103-INTRODUCTION TO THE YOUNG CHILD

Midwestern State University
Gordon T. & Ellen West College of Education

Instructor/Contact Information

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Office Hours: Tuesday 10am-1pm; Wednesday 3pm-4pm; Thursday 8am-10am; or by appointment

Required Text/Course Materials:

Morrison, G.S. Fundamentals of Early Childhood Education, 9th Edition. Pearson.

Bredenkamp, S. & Copple, C. Developmentally Appropriate Practice in Early Childhood Programs,

Revised Edition. NAEYC: latest edition (or you may choose to use the DAP manual summary link instead of purchasing the book: [NAEYC DAP](#)).

Syllabus, handouts, announcements will be posted on D2L and Revel. (Go to [MWSU](#)) Access to a personal computer with Microsoft software or Google suite, internet, and the ability to access D2L the MSU Online Learning System.

Course/Catalog Description

An introduction to the profession of early childhood education, focusing on developmentally appropriate practices, types of programs, historical perspectives and current issues.

Instructor Response Policy: During the week, response time is within 24-48 hours. Emails received over the weekend will receive a response no later than Tuesday, 8am. Emails received on holidays will receive a response no later than 8am on the second business day after the holiday.

Objectives

The learner will:

1. Explain how theories of learning will influence the teaching and practice of early childhood education. (D, CA, Ex)
2. compare and contrast the basic features of early childhood education models.(CA)
3. Explain how developmentally appropriate practice relates to classroom practice. (CA, D)

4. Analyze various methods of assessing development, learning, and behavior. (CA, D, Ex)
5. Describe the cognitive, language, and social milestones of infant and toddler development. (Ex, CA, D)
6. Explain the characteristics of preschool and primary children's development. (Ex, D, CA)
7. Describe how play promotes children's learning. (D, CA, Ex)
8. Examine appropriate goals, objectives, and curriculum for kindergarten programs.
9. Explain how to meet the needs of all children. (Ex, DCA)
10. Analyze strategies for the infusion of multicultural content in early childhood programs and activities. (CA, D)
11. Plan strategies for to develop the knowledge and skills necessary to successfully help guide their behavior. (D, CA)
12. Describe effective parent/family collaboration programs. (D)
13. Research societal issues that affect children, families, and schools. (CA, D)
14. Explain how early literacy foundations impact student's academic success (Ex, D, CA)
15. Analyze and understand the importance of fostering collaborations with families and other professionals to promote students' ability in all ELAR areas. (CA, EX, D)

Standards – See Appendix A for a complete list of state standards

Calendar

(See Course Content Page for Course Outline/Due Dates)

Assessment

Exams (Ex)-34 points

Learning Assignments [Related Chapter Assignments (CA)]- 38 points Discussions (D)-28 points

Grading Procedures

1. Exam (34 points):

There will be four scheduled exams for this course (completed via the Test link on D2L). Each exam is worth 8.5 points. The format for each exam will be multiple-choice. Each student will have 90 minutes to take each online exam. Exams will open at 6:00 a.m. and must be completed by 11:59 p.m. You will have 90 minutes to take each exam. Please do not take the exam with your fellow classmates. Exams are an individual effort. See the course outline above for exact exam dates.

2. Learning Assignments (Related Chapter Assignments) (38 points):

Everyone will be required to complete 5 assignments related to the course. The Drop Box icon contains full descriptions and documents related to the five learning assignments. These assignments will be submitted via the D2L Drop Box link on or before the due date (see course outline). Please have your assignments completed by the due date. Points will be taken off for late assignments. Each assignment should be thoroughly examined using information from past experiences and the text. They should also be free of grammatical errors, titled, and double-spaced.

Please see the course calendar for specific due dates and assignments. These assignments will be the basis for class activities and discussions. Each assignment is worth the following: Learning Assignment #1= 3 points, Learning Assignment #2= 3 points, Learning Assignment #3= 6 points, Learning Assignment #4=8 points, and Learning Assignment #5=18 points. See Learning Assignment Instructions Icon on D2L.

3. D2L Online Discussions (28 points):

Each student will be required to participate in online discussions related to the text and additional course materials. Using D2L, students will be required to post to each discussion board at least 6 times. See course calendar for actual dates. Online responses should be done throughout the week which allows you to interact with your peers more effectively. Posting all of your discussion responses on the same day is unacceptable. The discussion board should read like an online conversation, so each student should begin their posts immediately to allow other students adequate time to respond to your posts. Specific directions will be given with each discussion assignment. Responses should reflect information related to the text/course materials and provide insight into your thoughts and concerns regarding the topic or issue presented (e.g. personal stories, experiences, opinions, quotes from the book, theorists, and etcetera. One word responses and incomplete answers are unacceptable. Make sure your posts push the discussion forward. "Good point, Tom!" is an example of a less desirable post. A more desirable response would be: "I agree, Tom. Our text does support..... Piaget's theory of Cognitive development states that...At my daycare I saw an example of..." Students will be required to participate in 8 online discussions. Please see the course calendar for online discussion dates and topics. Each discussion will be worth 3.5 points.

Total Points for Final Grade:

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	Less than 60

Participation and Late Work Policy:

Please complete all assignments on time. Assignments and Exams will be deducted by 25% for each late day. Complete readings prior to class schedule to ensure participation in course related content and activities.

Participation Policy - (Read Welcome Letter on Course Home Page —D2L)

- Although the course requires a thorough understanding of the readings and assignments, online discussions will provide the basis for learning and assessment.
- Because of the absence of in class collaboration and face-to-face communications, participation in the discussion boards is crucial to the successful completion of this course.
- Instructor Drop. An instructor may drop a student any time during the semester for excessive absences or failure to participate in online classes, for

consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

- Please complete all assignments on time. Assignments will be deducted by 25% for each late day. Complete readings prior to class schedule to ensure participation in course related content and activities.

MSU-TEXAS Policies and Procedures:

Student Handbook:

Academic Misconduct Policy and Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#)

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Computer issues are not an excuse for missing a deadline.** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants,

loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

References

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2009). *Put reading first: The research building blocks of reading instruction: kindergarten through grade 3* (3rd ed.). [Washington, D.C.]: National Institute for Literacy.

Interstate Teacher Assessment and Support Consortium (InTASC)

Moats, L. (2020). *Teaching Reading is Rocket Science, 2020: What Experts of Teachers of Reading Should Know and Be Able to Do*. August 22, 2020, from [AFT Moats Teaching Reading is Rocket Science](#)

Morrison, G.S. *Fundamentals of Early Childhood Education*, 9th Edition. Pearson.

Bredenkamp, S. & Copple, C. Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition. NAEYC: latest edition.

National Association for the Education of Young Children, NAEYC (2010). Standards for Initial Early Childhood Professional Preparation Programs. Washington, DC. Available: [NAEYC](#)

Reading 101: A Guide to Teaching Reading and Writing. (2016, September 12). Retrieved May 20, 2020, from [Reading Rockets Phonics Module](#)

Texas Education Agency. (2018). Educator's Code of Ethics. Retrieved May 19, 2020, from [TEA Texas Educator Code of Ethics](#)
[Texas Prekindergarten Guidelines](#)
[Texas Essential Knowledge and Skills for ELAR \(Elementary\)](#)
[Elementary Certificate Standards for Core Subjects EC-6 and EC-3](#)

Appendix A-Standards/Competencies List

NAEYC Standards

Standard 1.

Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. (CA, D, Ex)

Standard 2.

Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. (Ex, CA, D)

Standard 3.

Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning. (CA, D, Ex)

Standard 4.

Using Developmentally Effective Approaches. Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. (CA, D, Ex)

Standard 4. Using Context Knowledge to Build Meaningful Curriculum. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children. (CA, D, Ex)

Standard 6.

Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. (CA, D)

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Texas Teacher Standards (TAC chapter 149)

(2) Standard 2—Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational developmental backgrounds and focusing on each student’s needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(4) Standard 4— Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional

effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Content Standards – Early Childhood: Prekindergarten-Grade 3

[19 TAC §235.13(b)] Child Development.

The Early Childhood: Prekindergarten-Grade 3 classroom teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) know and understand young children's characteristics and needs, from birth through age 8;

(2) know and understand the multiple influences on early development and learning; and

3) use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

[19 TAC §235.13(g)] Fine Arts, including Theatre, Art, and Music.

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Theatre, Art, and Music TEKS, with an emphasis on Kindergarten-Grade 3, and Fine Arts Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

[19 TAC §235.13(h)] Health Education.

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Health Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

[19 TAC §235.13(i)] Physical Education.

The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Physical Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

Test 292 - Early Childhood: Prekindergarten-Grade 3

Domain I Child Development

Competency 001 (Foundations of Child Development): Understand foundational concepts of early childhood development from birth to age 8 and factors that influence student development.

- A. Demonstrate knowledge of key theoretical foundations, curriculum and program models, and scientifically based research regarding the development and learning of students from birth to age 8 (e.g., Bruner, Piaget, and Vygotsky; Montessori, Reggio Emilia, constructivist, social-learning, and environmental theories) upon which developmentally appropriate practices in early childhood education are based.
- B. Demonstrate knowledge of characteristics, progressions, and variations of development in the physical, cognitive, social, language, sensory, aesthetic, and emotional domains and of the interrelationships between these domains and student learning.
- C. Demonstrate knowledge of exceptionalities, including common health conditions, and factors related to over- and underrepresentation of specific student populations in special education and gifted and talented programs and use this knowledge to promote child development, learning, social skills, and emotional resilience skills for all students.
- D. Demonstrate knowledge of the specific needs of English learners (ELs) and of practices that build on home language systems to develop academic and social skills.

Competency 002 (The Early Learning Process): Understand the developmental processes and characteristics of learning of young children from birth to age 8.

- A. Demonstrate knowledge of the learning processes of young children, including the multiple functions, value, and role of play in constructing knowledge, building social skills and relationships, and developing problem-solving skills.
- B. Demonstrate knowledge of the continuum of teaching strategies for promoting learning—from child-initiated activities to adult-guided instruction; methods to capitalize on incidental and spontaneous opportunities for teaching; and ways to use the environment, daily routines, and interactions to support learning and development (e.g., developmentally appropriate homework practices).
- C. Demonstrate knowledge of the influence of stress and trauma, protective factors, resilience, and supportive relationships on the cognitive and emotional development of young children.
- D. Demonstrate knowledge of risk factors impacting mental health in young children, including identifying behaviors that signify the need to intervene and/or engage in collaboration with others in order to provide responsive and developmentally appropriate intervention and support.
- F. Demonstrate knowledge of the roles of parents/guardians as primary caregivers

and informal teachers of children, including factors in the home and community that may affect children's development and learning.

Competency 003 (Family Engagement): Understand the role and importance of the family in supporting the learning and development of young children from prekindergarten to grade 3

C. Demonstrate knowledge of evidence-based practices that support families in meeting their children's learning benchmarks and provide families with tools to enhance and extend children's learning at home (e.g., home visits by teachers and school staff, consistent in-person and written communication on student progress).

Domain II –The Instructional Setting

Competency 004 (Social Skills, Emotional Development, and Behavior Support): Understand how to create positive environments and relationships that help develop interpersonal skills, autonomy, and initiative to explore and learn in young children from prekindergarten to grade 3.

A. Demonstrate knowledge of factors related to the development of executive function and self-regulation skills in young children, including motivation, autonomy, and decision-making and self-help skills.

C. Demonstrate knowledge of developmentally appropriate and effective individual and group management strategies, including best practices for teaching and supporting young children with additional behavioral needs and factors contributing to equitable and inequitable responses to behavior.

D. Demonstrate knowledge of the role of positive relationships and supportive interactions as a crucial foundation for teaching, and in developing social skills and emotional resilience, with a focus on children's individual strengths, needs, and interests.

E. Demonstrate knowledge of the relationships between communication, behavior, and learning, as well as the ability to use developmentally appropriate and culturally responsive positive behavior strategies, conflict resolution skills, and instructional methods to manage classroom behavior.

Competency 005 (The Instructional Setting): Understand how to create positive learning environments that promote the development and learning of young children in prekindergarten to grade 3.

A. Apply knowledge of strategies for structuring the physical environment and selecting appropriate learning curricula, materials, and technologies to promote active participation and independence in young children.

B. Apply knowledge of practices for creating and adapting safe indoor and outdoor learning environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy in young children.

D. Apply knowledge of methods for creating a physical environment and instructional procedures that are linguistically and culturally responsive and meet the needs of all young children, including those with exceptionalities (e.g., disabilities, gifts, talents) and English learners (ELs).

Domain III –Educating All Learners

Competency 006 (Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally appropriate strategies and practices to effectively teach and engage young children from prekindergarten to grade 3.

C. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to students'

strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.

Competency 007 (Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage young children from prekindergarten to grade 3 across all content areas.

A. Demonstrate knowledge of strategies and practices that acknowledge and respect diversity (e.g., cultural, economic, linguistic) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary and secondary languages and bilingualism to learning.

B. Recognize the role personal bias plays in potential learning expectations for students in order to promote safe, positive, and supportive interactions and learning environments for all students.

Domain V- Learning Across the Curriculum

Competency 013 (Fine Arts, Physical Education, and Health): Understand foundational skills, concepts, and methods to provide developmentally appropriate instruction for fine arts, physical education, and health to students in prekindergarten to grade 3.

A. Demonstrate knowledge of the Fine Arts domain of the Texas Prekindergarten Guidelines and of the Texas Essential Knowledge and Skills (TEKS) for Fine Arts (Art, Music, and Theatre) (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach fine arts to young children.

B. Apply knowledge of developmentally appropriate strategies and meaningful activities, including children's literature, for promoting children's creativity, knowledge, and skills in visual arts, music, creative movement, dance, and theatre.

C. Apply knowledge of how to use the fine arts to help children achieve desired outcomes in various developmental domains (e.g., with regard to individual expression and motor skill development, language development, written expression, expressing feelings, awareness of the body, acknowledging one's own and others' cultures).

D. Demonstrate knowledge of methods for selecting and using technology resources to teach students strategies for creating, selecting, viewing, and sharing visual art, music, dance, and theatre.

E. Demonstrate knowledge of the Physical Development and Health domain of the Texas Prekindergarten Guidelines, the Texas Essential Knowledge and Skills (TEKS) for Physical Education (Kindergarten through Grade 5), and the Texas Essential Knowledge and Skills (TEKS) for Health Education (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach physical education and health to young children.

F. Demonstrate knowledge of the development of physical skills (e.g., fine- and gross-motor skills, locomotor skills, nonlocomotor skills, perceptual awareness, object handling) and the instructional implications of children's varied levels of physical skills development.

G. Apply knowledge of the components of fitness (e.g., muscular strength, flexibility) and activities for promoting children's health and fitness, physical skills development, and enjoyment of physical activity.

H. Demonstrate knowledge of the principles of nutrition and the role of nutrition in children's fitness, health, development, and readiness for learning.

Pedagogy & Professional Responsibilities - Early Childhood: Prekindergarten-Grade 3

Standard 19 TAC §235.11(c) Knowledge of Student and Student Learning.

Early Childhood: Prekindergarten-Grade 3 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood:

Prekindergarten-Grade 3 classroom teachers must:

- (1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
- (4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;
- (5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and
- (6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

Standard 19 TAC §235.11(d) Content Knowledge and Expertise.

Early Childhood: Prekindergarten-Grade 3 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- (6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;

Standard 19 TAC §235.11(e) Learning Environment.

Early Childhood: Prekindergarten-Grade 3 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- (1) embrace students' backgrounds and experiences as an asset in their learning;

Test 293: Science of Teaching Reading

Domain 1- Reading Pedagogy

Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.

B. Demonstrate knowledge of the Texas Prekindergarten Guidelines related to reading and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 5).

P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support

all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency).

ELAR Standards (Core Subjects EC-6)

1. Oral Language 1: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
2. Literacy Development and Practice 4: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.