



Course Syllabus: Introduction to The Young Child  
ECED 5103 Section x 20  
Spring 2025

Contact Information

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Instructor Response Policy

The best way to contact me is via email. I will check emails between the regular working hours 9:00AM to 6:00PM, Monday to Friday. I will attempt to contact you within three hours; however, this does not apply on weekends or holidays. You can also text me via my personal cell phone number (940) 613-5977. Be sure to tell your name and the class number when you text me. I will call or text you back. We can set up a virtual meeting as well, depending on your needs. Please do not hesitate to contact me when you have any questions or need assistance.

Textbook & Instructional Materials

Required:

Morrison, G. S.M; Woika, M. J., & Dreffni, L. (2021). Fundamentals of Early Childhood Education (9<sup>th</sup> ed). Pearson.

Friedman, S., et al. (2021). (2021). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8(4<sup>th</sup> ed). NAEYC.

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.

Core Content, Objectives, and Core Skills

The students will:

1. Explain, compare/contrast and research how theories of learning will influence the teaching and practice of early childhood education. (D, CA)

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. Identify research, and plan strategies to develop the knowledge and skills necessary to successfully help guide their behavior. (D, CA)
12. Describe effective parent/family collaboration programs. (D)
13. Identify, assess, research, and evaluate societal issues that affect children, families, and schools. (CA, D, PP)
14. Demonstrate understanding of early childhood education pedagogy and knowledge and create meaningful learning experiences using this knowledge.
15. Explain and demonstrate understanding of students' cognitive, emotional, social, and physical development and how this relates to creating learning opportunities that support student learning outcomes. (CA, D)
16. Synthesize information from class reading and assignments with experiences in early childhood settings (CA, D, PP)
17. Participate, observe, and reflect upon a variety of early childhood settings (CA, D, PP).

### Standards

All course objectives are aligned with the National Association for the Education of Young Children (NAEYC) Standards, WCOE Standards (InTASC), Texas Teacher Standards (TAC chapter 149), Content Standards – Early Childhood: Prekindergarten-Grade 3; Test 292 - Early Childhood: Prekindergarten-Grade 3, Pedagogy & Professional Responsibilities - Early Childhood: Prekindergarten-Grade 3, Test 293: Science of Teaching Reading, ELAR Standards (Core Subjects EC-6). A complete list of standards is listed in Appendix A.

### Campus Carry Policy

#### Active Shooter:

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more

information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University Police Department's webpage: "Run. Hide. Fight."

Campus Carry:

Senate Bill 11, passed by the 84<sup>th</sup> Texas Legislature, allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [Campus Carry Policy](#)

**Obligation to Report Sex Discrimination under State and Federal Law:** Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal laws require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

### Academic Honesty

Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed. Academic dishonesty may result in a failing grade for the semester and will be reported to the appropriate authorities within the College. This policy applies to the issue of plagiarism, in particular. It is critical that you cite your sources and give people the credit they deserve.

### Plagiarism Statement

Plagiarism is academic dishonesty. Plagiarism will be considered grounds for failing this course. You are required to use the APA citation properly and you are not allowed to directly quote the textbook or any other books without proper citation.

Note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this

course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity and for educational purposes (Student Handbook).

#### AI /Chat GPT Policy

The MSU Student Handbook covers Academic Honesty under University Policies and procedures. Academic dishonesty is defined as cheating, collusion, and plagiarism.

- Cheating is the use of any unauthorized assistance, dependence upon the aid of sources beyond those authorized by the instructor, or acquisition without permission, of tests or other academic materials.
- Plagiarism is the use of another person’s published or unpublished work without full and clear acknowledgment.
- Collusion is collaboration with another person in preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

AI/Chat GPT are relevant to the academic domain. All writing assignments for this course should be well-prepared and created by the students. Writing, analytical, and critical thinking skills are part of the learning outcomes of this course. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism (Source from Texas Tech University).

#### 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 prohibits 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 [HYPERLINK "https://msutexas.edu/registrar/catalog/"](https://msutexas.edu/registrar/catalog/)MSU Catalog

## 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:

#### Desire-to-Learn (D2L)/Brightspace

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a PDF unless otherwise specified in the assignment guidelines. A minimum of 5% of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

#### **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 individuals 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.

### **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](#).

## **Assignments**

Position Paper (PP)-34 points

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

## Assignments/Grading Procedures (**Located in the Drop Box-D2L**)

### **1.Position Paper: (34 Points)**

This course is a dual listed course, meaning that some participants are taking this course at the graduate level. Graduate students will be required to complete one position paper evaluating an issue relevant to ECE using the criteria below. This essay should clearly define, analyze, and evaluate two distinctive positions related to the selected issue/topic. Please see the course calendar for due dates. Graduate students will not take course exams. The position paper will be emailed to the instructor (see course outline for due date). Detailed instructions and grading information are available on D2L.

#### Position Paper writing guide

- I. Issue Criteria-(4 points)
  - a. Societal issue, related to early childhood education, with genuine controversy & uncertainty
  - b. Distinctly identifies two positions
- II. Organization/Content- (27 points)
  - a. Introduction (8 points)
    - i. Introduces topic and establishes audience
    - ii. Provides background on the topic
    - iii. Asserts the thesis (your viewpoint)
  - b. Counter Argument (6 points)
    - i. Summarizes the counterclaims
    - ii. Provides supporting information for counterclaims
    - iii. Refutes the counterclaims
    - iv. Gives evidence for argument
      1. includes at least 5 credible sources to support your argument
      2. Each source used is cited
  - c. Your Argument (6 points)
    - i. Includes at least three assertions to justify your argument
    - ii. Each assertion is supported by research
    - iii. Assertions include your opinion
  - d. Conclusion (7 points)
    - i. Restates argument
    - ii. Provides plan of action
- III. Editing- (3 points)
  - a. Spelling
  - b. Grammar & Syntax
  - c. Vocabulary

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

Graduate students will be required to complete learning assignments related to the course and their own experiences in ECE. 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. See grading requirements and instructions on D2L. The Drop Box icon contains full descriptions and documents related to the five learning assignments.

### **3.D2L Online Discussions (28 points):**

Graduate students 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 your 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, etc...). 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

### **Grading Scale:**

A= 100- 90 Work that is outstanding and exemplary.

B= 89-80 Work that is above the minimum requirements.

C= 79-70 Work that meets expected level of performance for most students.

D= 69-60 Work that falls short of minimum criteria.

F= 59 below Work that falls well below the expected level of performance for most students.



## Course Schedule

Week/Dates	Activities/Assignments
<p><b>Module 1</b></p> <p>Jan 21- Feb.2</p>	<p>Get familiar with the Textbook (Fundamentals of Early Childhood Education 9<sup>th</sup> ed). Course syllabus, and Calendar</p> <p>Read Chapter 1: You and Early Childhood Education View Chapter 1 Power Point</p> <p>Discussion Board-Water Cooler Get to Know You</p> <p><b>Due:</b> <b>(1) Learning Assignment#1- Due Feb.2 (Sunday) by 11:59pm</b></p> <p>Begin tracking the media for Assignment #3- see Learning Assignment instructions on the Course Content Page</p>
<p><b>Module 2</b></p> <p>Feb.3-Feb.16</p>	<p>Read Chapter 2: Understanding and Responding to Current Issues Read Chapter 3: History and Theories View Chapter 2 Power Point View Chapter 3 Power Point</p> <p>Discussion Board- Related to Chapter 2</p> <p><b>Due</b> <b>(1) Learning Assignment #2-Due Feb.9 (Sunday) by 11:59pm</b> <b>(2) Learning Assignment #3-Due Feb.16<sup>th</sup> (Sunday) by 11:59pm</b></p> <p><b>Begin work on Assignment#5- this is an extensive assignment</b></p>
<p><b>Module 3</b></p> <p>Feb.17-Mar.2</p>	<p>Read Chapter 4: Implementing Early Childhood Program Read Chapter 5: Observing and Assessing Young Children View Chapter 4 Power Point View Chapter 5 Power Point</p> <p>Discussion Board- Related to Chapter 4</p> <p>*** Graduate students do not take exams. The position paper replaces exam grade.</p>

<p><b>Module 4</b></p> <p>Mar.3- Mar.16</p> <p>(Spring Break: Mar.10- Mar.14)</p>	<p>Read: Chapter 6: Technology Today: Children, Families, and You</p> <p>View Chapter 6 Power Point</p> <p>Discussion Board-Related to Chapter 6</p>
<p><b>Module 5</b></p> <p>Mar.17-Mar.30</p>	<p>Read Chapter 7: Infants and Toddlers</p> <p>Read Chapter 8: The Preschool Years</p> <p>View Chapter 7 Power Point</p> <p>View Chapter 8 Power Point</p> <p>Discussion Board-Related to Chapter 8</p> <p>*** Graduate students do not take exams. The position paper replaces exam grade.</p>
<p><b>Module 6</b></p> <p>March31- Apr.13</p>	<p>Read Chapter 9: Kindergarten Today</p> <p>Read Chapter 10: The Primary Grades: Preparation for Lifelong Success</p> <p>View Chapter 9 Power Point</p> <p>View Chapter 10 Power Point</p> <p><b>Due Learning Assignment #4 Due April 13<sup>th</sup> (Sunday) by 11:59pm</b></p> <p>Discussion Board-Related to Chapter 10</p>
<p><b>Module 7</b></p> <p>Apr.14- Apr.27</p> <p><b>Apr.17- Apr. 18: Holiday Break</b></p>	<p>Read Chapter 11: Educating Children with Diverse Needs</p> <p>Read Chapter 12: Guiding Children’s Behavior</p> <p>View Chapter 11 Power Point</p> <p>View Chapter 12 Power Point</p> <p>Discussion Board-Related to Chapter 12</p> <p>*** Graduate students do not take exams. The position paper replaces exam grade.</p>

<p><b>Module 8</b></p> <p>Apr.28-May 11</p>	<p>Read Chapter 13: Parents, Families, and the Community View Chapter 13 Power Points</p> <p>Discussion Board- Related to Chapter 13</p> <p><b>Due:</b> <b>Learning Assignment# 5 Due May 11 (Sunday) by 11:59pm</b></p>
<p><b>Module 9</b></p> <p>May 12- May14 (Short Week)</p>	<p><b>Wrap up</b> (take time to reflect on your learning journey throughout the semester, any missing assignments, etc.)</p>

## **Appendix A-Standards/Competencies List**

### **NAEYC Standards**

Standard 1.

Child Development and Early Learning in Context

Standard 2.

Partnering with Families

Standard 3.

Collaboration and Teaming

Standard 4.

Assessment Processes

Standard 5.

Application of Curriculum Frameworks in the Planning and Facilitation of Meaning Learning Experience

Standard 6.

Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Standard 7.

Professionalism and Ethical Practices

### **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 use this understanding to design and implement 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 create 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 adapt 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.

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[Texas Prekindergarten Guidelines](#)  
[Texas Essential Knowledge and Skills for ELAR \(Elementary\)](#)  
[Elementary Certificate Standards for Core Subjects EC-6 and EC-3](#)