



Course Syllabus: **Foundations of Early Childhood Education**

ECED 3113 DX1/X20
Spring 2023, Online, CBE
Part of Term B

Contact Information

Instructor: Beth Barnard

Office: 940-397-4063

Office hours: M – 12 pm-2 pm, T – 10 am-11 am, Th – 12:30 pm - 2:30 pm

E-mail: Elizabeth.barnard@msutexas.edu

Course Description

An introduction to the field of early childhood education, including historical perspectives, characteristics of young children, developmentally appropriate practices, early care, types of programs, family connections, and current issues.

Textbook & Instructional Materials

No textbook required—module readings located in D2L.

NAEYC Developmentally Appropriate Practice (DAP): latest edition (DAP manual summary link: [NAEYC DAP](#)).

Instructor Response Policy

The best way to contact me is via email. I will check my email daily between the hours of 8:00AM and 5:00PM Mon – Fri. Every effort will be made to respond within 24 hours; however, this does not apply to weekends or holidays. Office hours listed above or we can set up a time to talk virtually, on the phone or in person outside of those hours.

Study Hours and Tutoring Assistance

Instructor is available to meet by appointment. Please email Mrs. Beth with any questions you have. Responses/answers will be provided via email or a time can be set up for a phone call or appointment.

Core Content, Objectives, and Core Skills

ECED 3113 builds mastery of the following competencies/learning outcomes (Competencies are aligned to the TExES Examination Frameworks/Standards, PK-3, EC-6 Core subjects, STR, Educator Standards, Technology Standards for Teachers, INTASC, and the National Association for the Education of Young Children (NAEYC). Knowledge and implementation of PK guidelines and PK-3 TEKS, and NAEYC standards geared instruction and developmentally appropriate practices are required:

The learner will:

1. Demonstrate knowledge of EC-3 students and EC-3 student learning.
2. Demonstrate understanding of foundational concepts and factors that influence development to age 8.
3. Create safe, accessible, and engaging learning environments and instructional settings for learners to age 8.
4. Demonstrate an understanding of the developmental processes and characteristics of young children to age 8.
5. Demonstrate an understanding of the professional practices and responsibilities of the Early Childhood profession.
6. Demonstrate an understanding of the role and importance of family in EC-3 learning and development.
7. Describe how play promotes children's learning.
8. Examine appropriate goals, objectives, and curriculum for ECE programs.
9. Explain how to meet the needs of all children.
10. Demonstrate and apply an understanding of developmentally appropriate practices, research/evidence-based assessments/instructional practices (ELAR, Physical Education, Health Education, Fine Arts, and Science of Teaching Reading).
11. Describe and analyze effective parent/family collaboration programs.
12. Research societal issues that affect children, families, and schools.
13. Explain how early literacy foundations impact student's academic success
14. Analyze and understand the importance of fostering collaborations with families and other professionals to promote students' ability in all developmental areas.

Grading

1. *Learning Assignments/Assessments* (Related Module Assignments) (68 points): Everyone will be required to complete all course assignments related to the course. The Drop Box icon contains full descriptions and documents related to module learning assignments. These assignments will be submitted via the D2L DropBox link on or before the due date (see course outline). Please have your assignments completed by the pacing guide deadlines (see course outline). 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 outline and

D2L for specific pacing due dates and assignments. These assignments will be the basis for class activities. See D2L and course outline for specific module assignments and instructions.

Module	Assignment/Points
1	Culturally Responsive Pedagogy VIP (4 points)
2	Models and Theories of ECE Presentation (4 points) Case Study Analysis (4 points)
3	ECE Classroom Analysis (4 points)
4	DAP Observation Report (20 points)
5	Ethical Dilemma Analysis (4 points)
6	Family Engagement Plan Analysis (4 points)
7	Curriculum Planning and Analysis (16 points)
8	Family Literacy Plan (4 points) Deconstructing K-3 TEKS (4 points)

2. *Module Readings Written Reflection* (32 points):

Each student will be required to read and engage in readings, videos, and resources related to the 8 course modules. Although the course requires a thorough understanding of the readings and assignments, participation in online class learning modules will provide the basis for learning and assessment. A thorough understanding of the module readings is critical for success in ECED 3113. A written reflection of module readings, activities, and videos is required. Module reflections should be detailed and rich in context. Participation in module readings is assessed through a written reflection in the following areas: critical thinking, personal/professional connections, insight, and timeliness of reflection. See D2L for specific grading rubric.

Total Points for Final Grade (CBE):

All course assessments/activities must be passed with an 80% or above in order to complete each competency module. Candidates will have a maximum of three (3) attempts to pass each assessment/activity. Students must earn an evaluation of "proficient" or above on each criterion of the competency assessment in order to pass each assessment. Final grades in all CBE courses will be based on the following scale:

Grade	Points
A	90-100
B	80-89
D	79-60
F	59 or below

Participation and Module Completion (CBE):

The format for ECED 3113 is competency-based, which allows you to work through the modules and complete readings, assignments, and assessments at your own pace during the 8 week semester. Keep in mind all course modules must be completed before the end of the term, so there are time frames that must be met in order to finish the course by the end of the term. Although Competency-Based Education (CBE) Programs offer a great deal of flexibility to you as a learner, there is a need to stay on track, build the necessary competencies, and complete course assignments so that you make satisfactory academic progress toward your degree. Below is a helpful pacing guide. If you follow this guide and plan accordingly, you will keep on track and not fall behind.

Course assignments and readings (modules 1-4) must be completed by the end of week 5, and course assignments and readings (modules 5-7) must be completed by the end of week 7 to allow for timely feedback, revisions, and grading.

Submitted Work

Correct spelling and use of appropriate grammatical skills are expected on each written assignment or project. Most of the assignments/projects will be typed and utilize an appropriate style (*Times New Roman, 12 point font, double spaced*). Assignments that are handwritten need to be eligible, neat and clean. **Unacceptable work will be returned, un-graded, or lead to reduction in grade.** In addition, plagiarized or copied work will receive a grade of ZERO with no make-up allowed.

Extra Credit

No extra credit assignments will be given or accepted.

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

Desire-to-Learn (D2L)

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 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 D2L.

MSU-TEXAS Policies and Procedures:

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & 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.

Office of Student Conduct

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) exists 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 TEXAS. 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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

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 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."](#)

Grade Appeal Process

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

Disability Support

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Confidentiality

In our teacher preparation courses we all learn from open discussion about school issues, problems, and possible solutions. As we talk in class about school incidents it is vitally important to **avoid** identifying specific people or schools. Even if an event happened to you, describe it as, "I heard this occurred in a school somewhere near here..." In written reports, too, do not include the real names of schools or school people; create **fictitious** names. If you are in a class and think you may know which school someone might be referring to, keep your guess to yourself. It is very unethical for you to reveal information from a class discussion. Everyone at MSU has worked hard for years to nurture good relationships with our local schools. Do your part to maintain them.

Plagiarism Statement

Below is a list of the most common forms of plagiarism, which should be avoided to prevent disciplinary actions.

- Buying a paper from a research service or term paper mill
- Turning in another student's work
- Turning in a paper a peer has written for the student
- Copying a paper from a source text without proper attribution
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks
- Paraphrasing materials from source text without appropriate documentation

To prevent possible intentional or unintentional plagiarism, all students are advised to seek assistance from program faculty regarding proper methods of source citation.

"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, authenticity, and educational purposes." from

[Student Handbook](#) . All assignments submitted in D2L will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

Please 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.

MSU Writing Center

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the second-floor atrium of Prothro-Yeager. Tutoring is available Monday through Thursday from 9 am to 4 pm; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6 pm to 9 pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

Inclement Weather

In the event of Inclement Weather, please check D2L for updates to class responsibilities and calendar.

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

National Association for the Education of Young Children, NAEYC (2020). [Professional Standards and Competencies for Early Childhood Educators](#). Washington, DC.

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.

Child Development and Learning in Context

Standard 2.

Family-Teacher Partnerships and Community Connections

Standard 3.

Child Observation, Documentation, and Assessment

Standard 4.

Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Standard 6.

Professionalism as an Early Childhood Educator

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)

Art Standard V: The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate instruction.

Music Standard VII: The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.

Music Standard VIII: The music teacher understands and applies appropriate management and discipline strategies for the music class.

Health Standard I: The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and behavior.

Health Standard III: The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

Theatre Standard I: The theatre teachers knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills and appreciation in theatre.

ELAR Test Framework (Core Subjects EC-6-391)

Fine Arts, Health, and Physical Education:

Competency 001—(Visual Arts): The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction.

A. Knows how to involve students in activities that promote enjoyment and understanding of visual arts by providing students with a wide range of opportunities to create and respond to visual arts so that they develop visual arts literacy.

B. Knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes and multisensory experiences.

C. Selects and uses instructional strategies, materials and activities to help students deepen and expand their ability to perceive and reflect on the environment.

Competency 002—(Music): The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of music and uses that knowledge to plan and implement effective and engaging music instruction.

A. Knows how to involve students in activities that promote enjoyment and understanding of music by providing students with a wide range of opportunities to make and respond to music so that they develop music literacy (e.g., concert attendance, authentic performance opportunities).

K. Applies knowledge of music content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate instruction, including instruction that promotes students' creativity and performance skills as well as students' ability to use critical-thinking and problem-solving skills in music contexts (e.g., sequential instruction, music composition, improvisation, concert etiquette).

L. Manages time, instructional resources and physical space effectively for music education.

Competency 003—(Health): The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction.

A. Understands health-related behaviors, ways that personal health decisions and behaviors affect body systems and health and strategies for reducing health risks and enhancing wellness throughout the life span.

C. Knows and understands stages of human growth and development, including physical and emotional changes that occur during adolescence.

J. Knows how to use various social and communication skills to build and maintain healthy interpersonal relationships (e.g., tolerance, respect, discussing problems with parents/caregivers, showing empathy).

K. Understands health care responses to threats to safety, internal injury, early detection and warning signs of illness.

L. Selects and uses instructional strategies, materials and activities to help students build healthy interpersonal relationships (e.g., communication skills) and demonstrates consideration and respect for self, family, friends and others (e.g., practicing self-control).

M. Understands the influence of various factors (e.g., media, technology, peer and other relationships, environmental hazards) on individual (e.g., idealized body images, unhealthy weight-loss plans), family and community health.

N. Demonstrates knowledge of sources of health information and ways to use information to make health-related decisions.

O. Selects and uses instructional strategies, materials and activities to help students understand the roles of health care professionals, the benefits of health maintenance activities and the skills for becoming health-conscious consumers.

P. Applies knowledge of health content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate health instruction, including relating the health education curriculum to other content areas.

Competency 005—(Theatre): The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of theatre and uses that knowledge to plan and implement effective and engaging theatre instruction.

- D. Integrates instruction in theatre with instruction in other subject areas.
- I. Manages time, instructional resources and physical space effectively for theatre education.