# 2022 Early Childhood Education

Program CIP: 19.0709—Child Care Provider/Assistant

Direct inquiries to

The Research and Curriculum Unit (RCU) located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

# Table of Contents

# Acknowledgments

The early childhood education (ECE) curriculum was presented to the Mississippi Board of Education on January 20, 2022. The following persons were serving on the state board at the time:

Also, appreciation is expressed to the following professionals who provided guidance and insight throughout the development process:

# Standards

Standards and alignment crosswalks are referenced in the appendices. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE ECE curriculum is aligned to the following standards:

**National Association for the Education of Young Children (NAEYC)**
The National Association for the Education of Young Children (NAEYC) is the world's largest organization working on behalf of young children. NAEYC believes all young children thrive and learn in a society dedicated to ensuring they reach their full potential. NAEYC promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. NAEYC is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. NAEYC is committed to becoming an increasingly high performing and inclusive organization. Since 1985, NAEYC has offered a national, voluntary accreditation system to set professional standards for early childhood education programs and to help families identify high-quality programs. Today, NAEYC accreditation represents the mark of quality in early childhood education. Over 6,500 child-care programs, preschools, early learning centers, and other center or school-based early childhood education programs are currently NAEYC-accredited. These programs provide high-quality care and education to nearly one million young children in the United States, its territories, and programs affiliated with the United States Department of Defense.
naeyc.org

**Child Development Associate (CDA) credential**
The Child Development Associate credential (CDA) ™ is the unique credentialing process, administered by the Council for Professional Recognition, which results in the award of the CDA Credential. The program uses a specific set of time-tested, research-based tools that follow the CDA Competency Standards to determine early childhood teacher competency, based on multiple sources of evidence. The CDA Competency Standards are the core of the CDA program. Candidates seeking to earn the CDA Credential are assessed based upon the CDA Competency Standards.
cdacouncil.org

**Framework for 21st Century Learning**
In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. 21 *Framework Definitions* (2019).
battelleforkids.org/networks/p21/frameworks-resources

# Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

# Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

        Curriculum, Assessment, Professional Learning
            Program resources can be found at the RCU's website, [rcu.msstate.edu](rcu.msstate.edu).
        Learning Management System: An Online Resource
            Learning management system information can be found at the RCU's website under Professional Learning.

Should you need additional instructions, call the RCU at 662.325.2510.

# Executive Summary

**Pathway Description**
Early childhood education is a pathway in the human science career cluster. It is a two-year high school program designed to include classroom and hands-on experiences to prepare students for employment or continuing education in the early childhood education field. In the course of study, emphasis is placed on students' personal and professional preparation for careers or education in the field, history and trends of early childhood education, children's health and safety, child development, and child guidance and observation. Emphasis is also placed on career and professional development, characteristics of high-quality early childhood centers, management and administration in quality childcare programs, and the learning environment. Instructional strategies and activities implemented through the course of study are aligned to the NAEYC and CDA standards and assist students in meeting requirements for the CDA credential.

**College, Career, and Certifications**
Industry standards in the early childhood education curriculum are based on the NAEYC and CDA standards. NAEYC has set forth early childhood program standards, which are seamlessly integrated throughout the early childhood education curriculum. The NAEYC standards are nationally recognized and embraced by all stakeholders in the early childhood community. NAEYC, which is the largest organization in the early childhood field, also offers a prestigious certification for child-care centers and associate degree programs.

The CDA standards are also integrated into the curriculum. The CDA credential is a national credential that is awarded to quality caregivers who work with children from birth to age five years. In order to attain the CDA credential, an applicant must complete 480 hours of field experience, complete 120 hours of education coursework, and have a high school diploma or be enrolled in a high school career and technical program. After graduating from high school and gaining 120 hours of formal training, students have completed step one of the CDA credentialing process and may apply for the certification. CDA's standards are widely recognized by secondary and postsecondary early childhood technical programs, child-care centers, and the United States Department of Education. The CDA standards provide a mechanism for high school graduates to enter the workforce, with or without postsecondary training, to become highly qualified in the field of early childhood education and services.

The curriculum also combines effective classroom instruction with hands-on training to prepare students completing the early childhood education program and graduating from high school to enter the workforce or continue education at a postsecondary institution. Students who choose to enter the workforce after graduation from high school could gain employment as child-care providers or as teacher assistants. Students who choose to attend a postsecondary institution may enter a child-care technical program. After completion of the postsecondary program, students may enter the workforce as child-care providers, teacher assistants, or preschool teachers; however, students may also choose to further their education at an institution of higher learning. These students can major in early childhood education, elementary education, or child development.

**Grade Level and Class Size Recommendations**
It is recommended that students enter this program as a ninth or 10th grader. Exceptions to this are a district-level decision based on class size, enrollment numbers, and student maturity. A maximum of 20 students is recommended for this course.

**Student Prerequisites**
In order for students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in math (last course taken or the instructor can specify the level of math instruction needed)
3. Instructor approval and TABE reading score (eighth grade or higher)
   **or**
1. TABE reading score (eighth grade or higher)
2. Instructor approval
   **or**
1. Instructor approval

**Assessment**
The latest assessment blueprint for the curriculum can be found at
rcu.msstate.edu/curriculum/curriculumdownload.

**Applied Academic Credit**
The latest academic credit information can be found at
mdek12.org/ese/approved-course-for-the-secondary-schools.

**Teacher Licensure**
The latest teacher licensure information can be found at
mdek12.org/oel/apply-for-an-educator-license.

**Professional Learning**
If you have specific questions about the content of any of training sessions provided, please contact the RCU at 662.325.2510.

# Course Outlines

**Option 1—Four 1-Carnegie-Unit Courses**

This curriculum consists of four 1-credit courses, which should be completed in the following sequence:

1. **Fundamentals of Early Childhood Education—Course Code: 996202**
2. **Child Development—Course Code: 996203**
3. **The Learning Environment—Course Code: 996204**
4. **Management of a Quality Child Care Program—Course Code: 996205**

**Course Description: Fundamentals of Early Childhood Education**
This course is an introduction to personal and professional preparation for a career in the field of early childhood education. Students are introduced to guidelines and regulations governing childcare facilities. Students will learn the components of child development for infant to three-year-old children. Participation in a student organization, field experiences, internships, and job-shadowing will be introduced in this course. Students will begin to develop skills and maintain documentation toward meeting requirements for the CDA credential.

**Course Description: Child Development**
The course continues with child development, but focusing on children four years of age and those with special needs. Other topics covered include using developmentally appropriate knowledge to design policies that promote the health and safety of children in a childcare facility. Students will continue exposure to field experiences, such as internships and job-shadowing, as well as develop skills and maintain documentation toward meeting requirements for the CDA credential.

**Course Description: The Learning Environment**
This course continues to emphasize knowledge in the areas of educational, career, and professional plans for the field of early childhood. The major topic of this course includes curriculum planning and scheduling in an early childhood program. Students will develop age-appropriate activities and create lesson plans that encompass all areas of child development. Methods of child guidance techniques are also introduced in this course. Students will participate in field experiences, internships, and job-shadowing on a more in-depth level. Students will continue to develop skills and maintain documentation toward meeting requirements for the CDA credential.

**Course Description: Management of a Quality Child Care Program**
This course includes methods and strategies that enhance the quality of a childcare program as it relates to parental and community involvement. Cultural diversity will be a major topic for this course. Students will develop skills to promote cultural awareness and inclusiveness in a program. Participation in field experience, internships, and job-shadowing will continue on the most in-depth level. Students will also continue to develop skills and documentation toward meeting requirements for the CDA credential.

**Fundamentals of Early Childhood Education—Course Code: 996202**

| Unit | Unit Name | Hours |
|:---:|---|:---:|
| 1 | Program Orientation | 40 |
| 2 | Child Development: Infant to Three Years Old | 100 |
| **Total** | | **140** |

**Child Development—Course Code: 996203**

| Unit | Unit Name | Hours |
|:---:|---|:---:|
| 3 | Child Development: Four Years Old and Special Needs Populations | 90 |
| 4 | Preparing a Healthy and Safe Environment | 50 |
| **Total** | | **140** |

**The Learning Environment—Course Code: 996204**

| Unit | Unit Name | Hours |
|:---:|---|:---:|
| 5 | The Learning Environment | 70 |
| 6 | Curriculum Development | 70 |
| **Total** | | **140** |

**Management of a Quality Child Care Program—Course Code: 996205**

| Unit | Unit Name | Hours |
|:---:|---|:---:|
| 7 | Family and Community Relationships | 70 |
| 8 | Career Development and Professionalism | 70 |
| **Total** | | **140** |

**Option 2—Two 2-Carnegie-Unit Courses**

This curriculum consists of two 2-credit courses, which should be completed in the following sequence:

1. **Early Childhood I—Course Code: 996200**
2. **Early Childhood II—Course Code: 996201**

**Course Description: Early Childhood I**
This year-long course begins with an introduction to personal and professional preparation for continued education, training, and careers in early childhood. Major topics of study in this course are stages of child development, ranging from birth through age five, and children's health and safety. Students are introduced to guidelines and regulations governing childcare facilities. Other topics covered are related to the importance of observing and assessing children. Methods of child guidance techniques are also introduced in this course. Participation in a student organization is ongoing. Students will participate in field experiences, internships, and job-shadowing, as well as develop skills and maintain documentation toward meeting requirements for the CDA credential.

**Course Description: Early Childhood II**
This course focuses on curriculum planning and the development of age-appropriate activities and lesson plans that encompass all areas of child development. Other major topics covered in this course are methods of child guidance techniques and strategies to enhance the quality of a facility such as cultural diversity, parental, and community involvement. Students will continue to develop educational, career, and professional plans in the area of early childhood. Participation in a student organization is ongoing. Students will participate in field experiences, internships, and job-shadowing, as well as continue to develop skills and maintain documentation toward meeting requirements for the CDA credential.

**Early Childhood I—Course Code: 996200**

| Unit | Unit Name | Hours |
|:---:|:---|:---:|
| 1 | Program Orientation | 40 |
| 2 | Child Development: Infant to Three Years Old | 100 |
| 3 | Child Development: Four Year Olds and Special Needs Populations | 90 |
| 4 | Preparing a Healthy and Safe Environment | 50 |
| **Total** | | **280** |

**Early Childhood II—Course Code: 996201**

| Unit | Unit Name | Hours |
|:---:|:---|:---:|
| 5 | The Learning Environment | 70 |
| 6 | Curriculum Development | 70 |
| 7 | Family and Community Relationships | 70 |
| 8 | Career Development and Professionalism | 70 |
| **Total** | | **280** |

# Career Pathway Outlook

**Overview**

Quality ECE programs benefit our future society and economy. Research shows that preschool education is a sound economic investment, due to the fact that every dollar invested in early education saves taxpayers costs in the future. It is an investment that pays great returns. The ECE curriculum prepares students for future success in the field of early childhood education by improving academic and technology skills, improving employability skills, and articulating courses to community colleges. The rigorous and relevant two-year program is based on state and national standards, CDA competency standards, NAEYC standards, and 21st-century workforce skills. The course is a two-year or four-year program offering four Carnegie units of credit.

The industry of ECE is preparing for changes due to high rates of teacher retirement, national and state initiatives, requirements, and increasing focus on the field of early childhood education. The course allows core academic subjects that are vital to students' success to be integrated into the curriculum.

**Needs of the Future Workforce**

Data for this synopsis were compiled from the Mississippi Department of Employment Security (2021). Employment opportunities for each of the occupations listed below are:

Table 1.1: Current and Projected Occupation Report

| Description | Jobs, 2016 | Projected Jobs, 2026 | Change (Number) | Change (Percent) | Average Hourly Earning |
|---|---|---|---|---|---|
| Preschool Teachers, Except Special Education | 2,340 | 2,470 | 130 | 5.6 | $14.86 |
| Kindergarten Teachers, Except Special Education | 1,120 | 1,210 | 90 | 8.0 | N/A |
| Elementary School Teachers, Except Special Education | 15,060 | 16,280 | 1,220 | 8.1 | N/A |
| Child Care Workers | 8,660 | 8,890 | 230 | 2.7 | $9.29 |
| Teacher Assistants | 11,490 | 12,420 | 930 | 8.1 | N/A |

*Source*: Mississippi Department of Employment Security; www.mdes.ms.gov (2021).

**Perkins V Requirements and Academic Infusion**

The ECE curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in the ECE fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for ECE careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

**Transition to Postsecondary Education**
The latest articulation information for secondary to postsecondary can be found at the
Mississippi Community College Board (MCCB) website, mccb.edu.

**Best Practices**
*Innovative Instructional Technologies*
Classrooms should be equipped with tools that will teach today's digital learners through
applicable and modern practices. The ECE educator's goal should be to include teaching
strategies that incorporate current technology. To make use of the latest online communication
tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is
encouraged to use a learning management system that introduces students to education in an
online environment and places more of the responsibility of learning on the student.

*Differentiated Instruction*
Students learn in a variety of ways, and numerous factors—students' backgrounds, emotional
health, and circumstances, for example—create unique learners. By providing various teaching
and assessment strategies, students with various learning preferences can have more opportunity
to succeed.

*CTE Student Organizations*
Teachers should investigate opportunities to sponsor a student organization. There are several
here in Mississippi that will foster the types of learning expected from the ECE curriculum.
FCCLA (Family, Career, and Community Leaders of America) and Skills USA are examples of
student organizations for ECE. Student organizations provide participants and members with
growth opportunities and competitive opportunities.

*Cooperative Learning*
Cooperative learning can help students understand topics when independent learning cannot.
Therefore, you will see several opportunities in the ECE curriculum for group work. To function
in today's workforce, students need to be able to work collaboratively with others and solve
problems without excessive conflict. The ECE curriculum provides opportunities for students to
work together and help each other complete complex tasks. There are many field experiences
within the ECE curriculum that will allow and encourage collaboration with professionals
currently in the field of ECE.

*Work-Based Learning*
Work-based learning is an extension of understanding competencies taught in the ECE
classroom. The second year ECE program requires students to obtain a minimum of 100 clinical-
type hours, which should include, but is not limited to, field trips, observations, job-shadowing,
and preferably some sort of volunteer, internship, or apprenticeship experience. These real-world
connections and applications provide a link to all types of students regarding knowledge, skills,
and professional dispositions. Thus, supervised collaboration and immersion into the ECE world
around the students are keys to students' success, knowledge, and skills development.

# Professional Organizations

American Library Association
ala.org

Association of Career and Technical Education (ACTE)
acteonline.org

Association for Childhood Education International
ceinternational1892.org

Association for Education Communications and Technology
aect.org

Association for Experimental Education
aee.org

Association for Supervision and Curriculum Development
ascd.org

Council for Exceptional Children
cec.sped.org

Council for Learning Disabilities
cldinternational.org

Council for Professional Recognition, Child Development Associate (CDA) Credential
cdacouncil.org/about/cda-credential

Early Childhood Care and Development, Mississippi Department of Human Services
mdhs.state.ms.us/early-childhood-care-development/

International Literacy Association
literacyworldwide.org

International Society for Technology in Education
iste.org

Learning Disabilities Association of America
ldaamerica.org

Mississippi Building Blocks
zerotothree.org

Mississippi Day Care Listings
daycare.com

Mississippi Office of Healthy Schools
[healthyschoolsms.org/](healthyschoolsms.org/)

Mississippi State Department of Health
Child Care Facilities Licensure
[msdh.state.ms.us](msdh.state.ms.us)

National Art Education Association
[arteducators.org](arteducators.org)

National Association for Bilingual Education
[nabe.org](nabe.org)

National Association for Gifted Children
[nagc.org](nagc.org)

National Association for the Education of Young Children
[naeyc.org](naeyc.org)

National Science Teachers Association
[nsta.org](nsta.org)

Southern Early Childhood Association
[southernearlychildhood.org](southernearlychildhood.org)

# Using This Document

**Competencies and Suggested Objectives**

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

**Teacher Resources**

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at rcu.msstate.edu/curriculum/curriculumdownload.aspx. All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future if they are not already. To be added to the guide, send a Help Desk ticket to the RCU by emailing helpdesk@rcu.msstate.edu.

**Perkins V Quality Indicators and Enrichment Material**

Some of the units may include an enrichment section at the end. If the ECE program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the ECE program is using a national certification, work-based learning, or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

# Unit 1: Program Orientation

| Competencies and Suggested Objectives |
|---|
| 1. Describe the expectations, procedures, and opportunities in the early childhood education (ECE) program. [DOK1] <br> a. Review the curriculum standards, competencies, and objectives. <br> b. Discuss school and classroom policies for emergency procedures and the proper use of lab equipment. <br> c. Identify leadership opportunities in student organizations, such as FCCLA, Skills USA, or Educators Rising. <br> d. Complete federally required safety test with 100% accuracy. |
| 2. Explore the opportunities and trends in the field of ECE. [DOK2] <br> a. Research the education and training required in the various ECE careers. <br> b. Identify characteristics and responsibilities of individuals working in the field. <br> c. Describe the various types of early childcare programs and the historical changes that have affected the field of ECE. <br> d. Investigate ECE organizations and their role in the field including licensing, regulations, and accreditations. <br>     &bull; American Montessori Association (AMA) <br>     &bull; Family, Career and Community Leaders of America (FCCLA) <br>     &bull; National Association of Child Care Professionals (NACCP) <br>     &bull; National Association for the Education of Young Children (NAEYC) <br>     &bull; National Association for Family Child Care (NAFCC) <br>     &bull; National Child Care Association (NCCA) <br>     &bull; National Head Start Association (NHSA) <br>     &bull; Child Development Association (CDA) |

| Enrichment |
|---|
| 1. Students should obtain a copy of the CDA National Credentialing Program and Competency Standards guidebook to review the High School Child Development Associate Credentialing process. See the ECE teacher resource guide for fundraising options to purchase the book (GoFundMe, etc.). |
| 2. Prepare a professional portfolio to include their philosophy of early childhood education, résumé, and work samples that are created throughout the program. |

| |
|---|
| **Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before participating in clinicals. This test should be documented in each student's file. |
| **Note:** Time allotted for this unit will be distributed over the entire year. |

# Unit 2: Child Development: Infant to Three Years Old

| Competencies and Suggested Objectives |
| --- |
| 1. Apply methods to observe and assess children's developmental and educational goals. [DOK2]<br>   a. Identify the general purpose of assessments and factors that determine when they are conducted in a childcare setting.<br>   b. Analyze factors involved in choosing assessments, including the advantages and disadvantages of each tool.<br>      • Checklist<br>      • Anecdotal records<br>      • Rating scales<br>      • Participation charts<br>      • Work samples/portfolios<br>      • Visual/technological |
| 2. Analyze developmental stages and apply the appropriate strategies that promote growth in children from birth to two years of age. [DOK3]<br>   a. Describe the characteristics associated with areas of development in children from birth to two years of age.<br>      • Physical<br>      • Cognitive<br>      • Social-emotional<br>   b. Examine the behaviors and needs described by Erik Erikson's psychosocial theory that apply to the developmental stages for this group.<br>      • Stage I<br>      • Stage II |
| 3. Analyze developmental stages and apply the appropriate strategies that promote growth in children from two to three years of age. [DOK3]<br>   a. Describe the characteristics associated with areas of development in children from two to three years of age.<br>      • Physical<br>      • Cognitive<br>      • Social-emotional<br>   b. Examine the stages of development for children in this age group according to theories and principles.<br>      • Piaget's theory of cognitive development<br>      • Erikson's psychosocial theory of human development |

# Unit 3: Child Development: Four Years Old and Special Needs Populations

| Competencies and Suggested Objectives |
| --- |
| 1. Analyze developmental stages and apply the appropriate strategies that promote growth in children from four to five years of age. [DOK3] <br><br>    a. Describe the characteristics associated with areas of development for children in this age group. <br>       &bull; Physical <br>       &bull; Cognitive <br>       &bull; Social-emotional <br><br>    b. Examine the stages of development for children in this age group according to theoretical principles. <br>       &bull; Piaget's theory of cognitive development <br>       &bull; Erikson's psychosocial theory of human development <br>       &bull; Maslow's hierarchy of needs |
| 2. Develop strategies that support the inclusion and development of children with special needs into a program. [DOK3] <br><br>    a. Examine the purpose and goals of laws regarding disabilities in childcare programs. <br>       &bull; Individuals with Disabilities Education Act (IDEA) <br>       &bull; Individualized Education Plan (IEP) <br>       &bull; Individualized Family Service Plan (IFSP) <br>       &bull; Americans with Disabilities Act (ADA) <br><br>    b. Apply strategies to identify and accommodate the various types of special needs. <br>       &bull; Hearing <br>       &bull; Speech/language <br>       &bull; Visual <br>       &bull; Physical <br>       &bull; Cognitive/learning <br>       &bull; Gifted |

# Unit 4: Preparing a Healthy and Safe Environment

| Competencies and Suggested Objectives |
| --- |
| 1. Demonstrate developmentally appropriate equipment selection and space organization skills to promote healthy learning environments. [DOK3]<br>   a.  Identify key elements and criteria involved in planning and preparing the environment.<br>         • Indoor environment<br>         • Indoor furniture and design<br>         • Activity areas<br>         • Outdoor environment<br>   b.  Plan activities and select equipment, materials, and toys that encourage the developmental skills of children, such as motor, problem solving, exploration, and communication.<br>         • Birth to two years of age<br>         • Two to three years of age<br>         • Three to four years of age<br>         • Special needs populations |
| 2. Develop policies that must be implemented to protect the safety and health of children in a childcare facility. [DOK3]<br>   a.  Identify the necessary physical features to prevent or reduce injuries in a childcare facility.<br>         • Indoor and outdoor play areas<br>         • Furniture<br>         • Walls<br>         • Toys and equipment<br>   b.  Explain emergency and safety procedures that must be implemented to maintain a safe environment for children.<br>         • Child supervision<br>         • Transportation<br>         • Fire and weather<br>         • Choking and poisonings<br>   c.  Demonstrate procedures that minimize and prevent the spread of disease and infections.<br>         • Sanitizing and disinfecting<br>         • Hand washing<br>         • Diapering/toileting |

d. Identify concepts to design nutritious meals and snacks in a childcare program.
- Common nutritional problems/needs
- Food groups and sources
- Meal plans and preferences

e. Design a center's health policy that protects and improves the health of children.
- Immunizations
- Exclusion
- Administering medications
- Napping
- Contacting parents
- First aid
- Wounds and burn treatment

3. Explain the legal requirements childcare centers use to promote children's safety. [DOK2]
a. Explore a center's responsibility for ensuring the safety and health of children.
- Types of liability
- Health and safety forms
- Privacy law

b. Recognize signs of neglect and abuse in children.
- Nonaccidental physical injury
- Neglect
- Emotional abuse
- Sexual abuse

c. Demonstrate procedures that minimize and prevent the spread of disease and infections.
- Sanitizing and disinfecting
- Hand washing
- Diapering/toileting

| Enrichment |
| --- |
| 1. Pursue a certification in first aid and infant or child CPR. |
| 2. Research the MSDH guidelines for a safe physical area, proper sanitation/hygiene, disease control and prevention practices, and immunization requirements. |

# Unit 5: Learning Environment

| Competencies and Suggested Objectives |
| --- |
| 1. Create a healthy, supportive, and challenging learning environment based on developmental skills of children. <sup>DOK3</sup> |

# Unit 5: Learning Environment

**Competencies and Suggested Objectives**

1. Create a healthy, supportive, and challenging learning environment based on developmental skills of children. [DOK3]
   a. Identify reasons and guidelines for establishing classroom limits and enforcement techniques.
   b. Describe appropriate limitations for general classroom areas and activities.
      - Cooking
      - Sensory play
      - Playground activity
      - Dramatic play
      - Small manipulative activities
   c. Identify strategies that promote effective routines and activities for early childhood education programs.
      - Arrival routines
      - Meals/snacks
      - Nap times
      - Indoor and outdoor play
      - Toileting and hand washing
   d. Demonstrate the use of developmentally appropriate transition techniques that promote positive outcomes in a childcare setting.

2. Develop guidance skills to support developmental and educational goals. [DOK2]
   a. Differentiate the purpose of discipline, guidance, and in a childcare setting.
   b. Describe principles of direct and indirect guidance.
   c. Identify the purpose and goals of techniques designed to guide children's behavior.
      - Positive verbal environment
      - Positive reinforcement
      - Consequences
      - Warning
      - Time-out
      - I-messages
      - Praise
      - Prompting
      - Persuading
      - Redirecting
      - Modeling
      - Listening
      - Encouraging
      - Suggestions

**Enrichment**

1. Select a local childcare facility to compare and contrast classroom design and layout, including office, classrooms, restrooms, isolation room, rest areas, security, lighting, toys and equipment, flooring, and wall and window treatments.
2. Design a developmentally appropriate classroom with basic areas.

# Unit 6: Curriculum Development

| Competencies and Suggested Objectives |
|---|
| 1. Demonstrate developmentally appropriate teaching methods and approaches to learning for early education. [DOK2]<br><br>    a. Describe factors to consider, and the elements involved in the curriculum development process.<br><ul><li>Program goals</li><li>Observations/assessments</li><li>Content vs. process-centered</li><li>Learning styles/interests</li><li>Themes</li><li>Resources</li><li>Activities</li><li>Technology</li></ul> |
| 2. Demonstrate approaches to learning and teaching by incorporating developmentally appropriate themes. [DOK2]<br><br>    a. Compile a list of developmentally appropriate themes for toddlers and preschool-age children.<br>    b. Develop a web or flowchart illustrating a connection between activities and themed units of lessons.<br>    c. Write a "block" format lesson plan based on a theme.<br>    d. Create a "daily lesson plan" to include the following:<br><ul><li>Goals</li><li>Motivation or introduction</li><li>Subject</li><li>Learning objectives</li><li>Procedures</li><li>Accommodations (developmental delays)</li><li>Materials</li><li>Closure/transition</li><li>Guided questions</li><li>Evaluation</li></ul> |

3. Design a plan to guide learning experiences. [DOK3]
    a. In the plan, include the necessary elements for the following:
        - Art
        - Language (storytelling, writing, play, or puppetry)
        - Math
        - Science
        - Social studies
        - Music or movement
        - Food experiences
        - Field trip experiences
        - Technology

# Unit 7: Family and Community Relationships

| Competencies and Suggested Objectives |
| --- |
| 1. Demonstrate cultural awareness and skills to build positive relationships with family and community members. [DOK2]<br><br>  a. Identify the purpose and various methods for involving parents and families in the childcare program.<br>     • Parent-teacher conferences<br>     • Written communication<br>     • Home visits<br>     • Discussion groups<br>     • Volunteers<br><br>  b. Identify strategies to promote cultural diversity and the dangers associated with certain concepts.<br>     • Multicultural books, toys, and materials<br>     • Celebrations, events, and holidays<br>     • Intergenerational concepts<br>     • Stereotypes<br>     • Nonsexist toys and materials<br><br>  c. Identify strategies to promote cultural diversity and the dangers associated with certain concepts.<br>     • Cooking<br>     • Sensory play<br>     • Playground activity<br>     • Dramatic play<br>     • Small manipulative activities |

# Unit 8: Career Development and Professionalism

| Competencies and Suggested Objectives |
|---|
| 1. Demonstrate career readiness and work-based learning skills. [DOK3]<br>   a. Research and compare available jobs in the ECE field based on key factors.<br>       • Minimum education<br>       • Certifications<br>       • Minimum experience<br>       • Job description/responsibilities<br>       • Salary<br>   b. Demonstrate basic interviewing skills led by the instructor and/or advisory committee members.<br>       • Professional attire<br>       • Cover letter<br>       • Application and/or résumé<br>       • Letters of recommendations<br>       • Thank you/follow up letters<br>   c. Review individual professional portfolios to ensure necessary documents are included and information is current.<br>       • Philosophy of education<br>       • Lesson plans<br>       • Food menus and schedules<br>       • Daily schedule of activities<br>       • Observation records |

| Enrichment |
|---|
| 1. Obtain a copy of the Child Development Associate National Credentialing Program and CDA Competency Standards book to begin the preparation phase of the credentialing process.<br>2. Conduct mock interviews, in person or virtually (e.g., via Skype, Facetime, FlipGrid, etc.). |

# Student Competency Profile

**Student's Name:** _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

| Unit 1: Program Orientation and Introduction | | |
|---|---|---|
| | 1. | Describe the expectations, procedures, and opportunities in the early childhood education (ECE) program. |
| | 2. | Explore the opportunities and trends in the field of ECE. |
| **Unit 2: Child Development: Infant to Three Years Old** | | |
| | 1. | Apply methods to observe and assess children's developmental and educational goals. |
| | 2. | Analyze developmental stages and apply the appropriate strategies that promote growth in children from birth to two years of age. |
| | 3. | Analyze developmental stages and apply the appropriate strategies that promote growth in children from two to three years of age. |
| **Unit 3: Child Development: Four Years Old and Special Needs Populations** | | |
| | 1. | Analyze developmental stages and apply the appropriate strategies that promote growth in children from four to five years of age. |
| | 2. | Develop strategies that support the inclusion and development of children with special needs into a program. |
| **Unit 4: Preparing a Healthy and Safe Environment** | | |
| | 1. | Demonstrate developmentally appropriate equipment selection and space organization skills to promote healthy learning environments. |
| | 2. | Develop policies that must be implemented to protect the safety and health of children in a childcare facility. |
| | 3. | Explain the legal requirements childcare centers use to promote children's safety. |
| **Unit 5: Learning Environment** | | |
| | 1. | Create a healthy, supportive, and challenging learning environment based on developmental skills of children. |
| | 2. | Develop guidance skills to support developmental and educational goals. |

| | | |
|---|---|---|
| **Unit 6: Curriculum Development** | | |
| | 1. | Demonstrate developmentally appropriate teaching methods and approaches to learning for early education. |
| | 2. | Demonstrate approaches to learning and teaching by incorporating developmentally appropriate themes. |
| | 3. | Design a plan to guide learning experiences. |
| **Unit 7: Family and Community Relationships** | | |
| | 1. | Demonstrate cultural awareness and skills to build positive relationships with family and community members. |
| **Unit 8: Career Development and Professionalism** | | |
| | 1. | Demonstrate career readiness and work-based learning skills. |

# Appendix A: Unit References

All of the early childhood education units use the same resources for each unit. You will find suggested resources listed below.

Council for Professional Recognition Child Development Associate Credential. (n.d.). [Web site]. Retrieved from cdacouncil.org

Educators Rising. (n.d.). [Web site]. Retrieved from educatorsrising.org

Environment Rating Scales Institute. (n.d.). [Web site]. Retrieved from ersi.info/iters_notes.html

Family, Career and Community Leaders of America. (n.d.). [Web site]. Retrieved from fcclainc.org

Herr, J. (2008). *Working with young children*. Tinley Park, IL: Goodheart-Wilcox.

Mississippi Department of Education. (n.d.). [Web site]. Retrieved from mdek12.org/

Mississippi State Department of Health. (n.d.). [Web site]. Retrieved from mdhs.ms.gov

Mississippi Early Childhood Advocacy. (n.d.). [Web site]. Retrieved from msearlychildhood.org

Mississippi State University Research and Curriculum Unit. (n.d.). [Web site]. Retrieved from rcu.msstate.edu

National Association for the Education of Young Children. (n.d.). [Web site]. Retrieved from naeyc.org

Office of Head Start. (n.d.). [Web site]. Retrieved from acf.hhs.gov/programs/ohs

SkillsUSA. (n.d.). [Web site]. Retrieved from skillsusa.org

U.S. Department of Education. (n.d.). Building the legacy: IDEA 2004. Retrieved from http://idea.ed.gov

U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA). Retrieved from ed.gov/policy/gen/guid/fpco/ferpa/index.html

# Appendix B: Industry Standards

## National Association for the Education of Young Children (NAEYC)

NAEYC1  Promoting Child Development and Learning
NAEYC2  Building Family and Community Relationships
NAEYC3  Observing, Documenting, and Assessing
NAEYC4  Using Developmentally Effective Approaches to Connect with Children and Families
NAEYC5  Using Content Knowledge to Build Meaningful Curriculum
NAEYC6  Becoming a Professional

|          | Units | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
|----------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| Standard |       |        |        |        |        |        |        |        |        |
| NAEYC1   |       | X      | X      | X      | X      | X      |        | X      | X      |
| NAEYC2   |       | X      | X      | X      | X      |        | X      | X      | X      |
| NAEYC3   |       | X      | X      | X      |        | X      |        | X      | X      |
| NAEYC4   |       | X      | X      | X      | X      | X      | X      | X      | X      |
| NAEYC5   |       | X      | X      | X      | X      | X      | X      | X      | X      |
| NAEYC6   |       | X      |        | X      |        | X      |        | X      | X      |

## Child Development Associate credential (CDA)

CDA1    To establish and maintain a safe, healthy learning environment
CDA2    To advance physical and intellectual competence
CDA3    To support social and emotional development and provide positive guidance
CDA4    To establish positive and productive relationships
CDA5    To ensure a well-run, purposeful program responsive to participant needs
CDA6    To maintain a commitment to professionalism

|          | Units | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
|----------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| Standard |       |        |        |        |        |        |        |        |        |
| CDA1     |       | X      | X      |        | X      | X      | X      | X      | X      |
| CDA2     |       | X      | X      | X      | X      | X      | X      | X      | X      |
| CDA3     |       |        | X      | X      | X      | X      |        | X      | X      |
| CDA4     |       | X      | X      | X      | X      |        | X      | X      | X      |
| CDA5     |       | X      |        | X      | X      | X      |        | X      | X      |
| CDA6     |       | X      |        | X      | X      |        | X      | X      |        |