Mississippi CTE

Early Childhood Education (2022)

Program Orientation 1

1 **Describe the expectations, procedures, and opportunities in the early childhood education (ECE) program. DOK1** 1.1

- a Review the curriculum standards, competencies, and objectives. 1.1.A
- b Discuss school and classroom policies for emergency procedures and the proper use of lab equipment. 1.1.B
- c Identify leadership opportunities in student organizations, such as FCCLA, Skills USA, or Educators Rising. 1.1.C
- d Complete federally required safety test with 100% accuracy. 1.1.D

2 **Explore the opportunities and trends in the field of ECE. DOK2** 1.2

- a Research the education and training required in the various ECE careers. 1.2.A
- b Identify characteristics and responsibilities of individuals working in the field. 1.2.B
- c Describe the various types of early childcare programs and the historical changes that have affected the field of ECE. 1.2.C
- d Investigate ECE organizations and their role in the field including licensing, regulations, and accreditations. 1.2.D
  - 1 American Montessori Association (AMA) 1.2.D.1
  - 2 Family, Career and Community Leaders of America (FCCLA) 1.2.D.2
  - 3 National Association of Child Care Professionals (NACCP) 1.2.D.3
  - 4 National Association for the Education of Young Children (NAEYC) 1.2.D.4
  - 5 National Association for Family Child Care (NAFCC) 1.2.D.5
  - 6 National Child Care Association (NCCA) 1.2.D.6
  - 7 National Head Start Association (NHSA) 1.2.D.7
  - 8 Child Development Association (CDA) 1.2.D.8

Child Development: Infant to Three Years Old

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1 **Apply methods to observe and assess children's developmental and educational goals. DOK2** 2.1

Identify the general purpose of assessments and factors that determine when they are conducted in a childcare setting. 2.1.A

b Analyze factors involved in choosing assessments, including the advantages and disadvantages of each tool. 2.1.B

1 Checklist 2.1.B.1

2 Anecdotal records 2.1.B.2

3 Rating scales 2.1.B.3

4 Participation charts 2.1.B.4

5 Work samples/portfolios 2.1.B.5

6 Visual/technological 2.1.B.6

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2 Analyze developmental stages and apply the appropriate strategies that promote growth in children from birth to two years of age. DOK3 2.2

a Describe the characteristics associated with areas of development in children from birth to two years of age. 2.2.A

1 Physical 2.2.A.1

2 Cognitive 2.2.A.2

3 Social-emotional 2.2.A.3

b Examine the behaviors and needs described by Erik Erikson's psychosocial theory that apply to the developmental stages for this group. 2.2.B

1 Stage I 2.2.B.1

2 Stage II 2.2.B.2

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3 Analyze developmental stages and apply the appropriate strategies that promote growth in children from two to three years of age. DOK3 2.3

a Describe the characteristics associated with areas of development in children from two to three years of age. 2.3.A

1 Physical 2.3.A.1

2 Cognitive 2.3.A.2

3 Social-emotional 2.3.A.3

b Examine the stages of development for children in this age group according to theories and principles. 2.3.B

1 Piaget's theory of cognitive development 2.3.B.1

2 Erikson's psychosocial theory of human development 2.3.B.2

Child Development: Four Years Old and Special Needs Populations 3

1 Analyze developmental stages and apply the appropriate strategies that promote growth in children from four to five years of age. DOK3 3.1

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a Describe the characteristics associated with areas of development for children in this age group. 3.1.A

1 Physical 3.1.A.1

2 Cognitive 3.1.A.2

3 Social-emotional 3.1.A.3

b Examine the stages of development for children in this age group according to theoretical principles. 3.1.B

1 Piaget's theory of cognitive development 3.1.B.1

2 Erikson's psychosocial theory of human development 3.1.B.2

3 Maslow's hierarchy of needs 3.1.B.3

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2 Develop strategies that support the inclusion and development of children with special needs into a program. DOK3 3.2

a Examine the purpose and goals of laws regarding disabilities in childcare programs. 3.2.A

1 Individuals with Disabilities Education Act (IDEA) 3.2.A.1

2 Individualized Education Plan (IEP) 3.2.A.2

3 Individualized Family Service Plan (IFSP) 3.2.A.3

4 Americans with Disabilities Act (ADA) 3.2.A.4

b Apply strategies to identify and accommodate the various types of special needs. 3.2.B

1 Hearing 3.2.B.1

2 Speech/language 3.2.B.2

3 Visual 3.2.B.3

4 Physical 3.2.B.4

5 Cognitive/learning 3.2.B.5

6 Gifted 3.2.B.6

Preparing a Healthy and Safe Environment 4

1 Demonstrate developmentally appropriate equipment selection and space organization skills to promote healthy learning environments. DOK3 4.1

a Identify key elements and criteria involved in planning and preparing the environment. 4.1.A

1 Indoor environment 4.1.A.1

2 Indoor furniture and design 4.1.A.2

3 Activity areas 4.1.A.3

4 Outdoor environment 4.1.A.4

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b Plan activities and select equipment, materials, and toys that encourage the developmental skills of children, such as motor, problem solving, exploration, and communication. 4.1.B

1 Birth to two years of age 4.1.B.1

2 Two to three years of age 4.1.B.2

3 Three to four years of age 4.1.B.3

4 Special needs populations 4.1.B.4

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2 Develop policies that must be implemented to protect the safety and health of children in a childcare facility. DOK3 4.2

a Identify the necessary physical features to prevent or reduce injuries in a childcare facility. 4.2.A

1 Indoor and outdoor play areas 4.2.A.1

2 Furniture 4.2.A.2

3 Walls 4.2.A.3

4 Toys and equipment 4.2.A.4

b Explain emergency and safety procedures that must be implemented to maintain a safe environment for children. 4.2.B

1 Child supervision 4.2.B.1

2 Transportation 4.2.B.2

3 Fire and weather 4.2.B.3

4 Choking and poisonings 4.2.B.4

c Demonstrate procedures that minimize and prevent the spread of disease and infections. 4.2.C

1 Sanitizing and disinfecting 4.2.C.1

2 Hand washing 4.2.C.2

3 Diapering/toileting 4.2.C.3

d Identify concepts to design nutritious meals and snacks in a childcare program. 4.2.D

1 Common nutritional problems/needs 4.2.D.1

2 Food groups and sources 4.2.D.2

3 Meal plans and preferences 4.2.D.3

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e Design a center's health policy that protects and improves the health of children. 4.2.E

1 Immunizations 4.2.E.1

2 Exclusion 4.2.E.2

3 Administering medications 4.2.E.3

4 Napping 4.2.E.4

5 Contacting parents 4.2.E.5

6 First aid 4.2.E.6

7 Wounds and burn treatment 4.2.E.7

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3 Explain the legal requirements childcare centers use to promote children's safety. DOK2 4.3

a Explore a center's responsibility for ensuring the safety and health of children. 4.3.A

1 Types of liability 4.3.A.1

2 Health and safety forms 4.3.A.2

3 Privacy law 4.3.A.3

b Recognize signs of neglect and abuse in children. 4.3.B

1 Nonaccidental physical injury 4.3.B.1

2 Neglect 4.3.B.2

3 Emotional abuse 4.3.B.3

4 Sexual abuse 4.3.B.4

c Demonstrate procedures that minimize and prevent the spread of disease and infections. 4.3.C

1 Sanitizing and disinfecting 4.3.C.1

2 Hand washing 4.3.C.2

3 Diapering/toileting 4.3.C.3

Learning Environment 5

1 Create a healthy, supportive, and challenging learning environment based on developmental skills of children. DOK3 5.1

a Identify reasons and guidelines for establishing classroom limits and enforcement techniques. 5.1.A

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b Describe appropriate limitations for general classroom areas and activities. 5.1.B

1 Cooking 5.1.B.1

2 Sensory play 5.1.B.2

3 Playground activity 5.1.B.3

4 Dramatic play 5.1.B.4

5 Small manipulative activities 5.1.B.5

c Identify strategies that promote effective routines and activities for early childhood education programs. 5.1.C

1 Arrival routines 5.1.C.1

2 Meals/snacks 5.1.C.2

3 Nap times 5.1.C.3

4 Indoor and outdoor play 5.1.C.4

5 Toileting and hand washing 5.1.C.5

d Demonstrate the use of developmentally appropriate transition techniques that promote positive outcomes in a childcare setting. 5.1.D

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2 **Develop guidance skills to support developmental and educational goals. DOK2** 5.2

a Differentiate the purpose of discipline, guidance, and in a childcare setting. 5.2.A

b Describe principles of direct and indirect guidance. 5.2.B

c Identify the purpose and goals of techniques designed to guide children's behavior. 5.2.C

1 Positive verbal environment 5.2.C.1

2 Positive reinforcement 5.2.C.2

3 Consequences 5.2.C.3

4 Warning 5.2.C.4

5 Time-out 5.2.C.5

6 I-messages 5.2.C.6

7 Praise 5.2.C.7

8 Prompting 5.2.C.8

9 Persuading 5.2.C.9

10 Redirecting 5.2.C.10

11 Modeling 5.2.C.11

12 Listening 5.2.C.12

13 Encouraging 5.2.C.13

14 Suggestions 5.2.C.14

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Curriculum Development 6

1 **Demonstrate developmentally appropriate teaching methods and approaches to learning for early education. DOK2** 6.1

- a Describe factors to consider, and the elements involved in the curriculum development process. 6.1.A
  - 1 Program goals 6.1.A.1
  - 2 Observations/assessments 6.1.A.2
  - 3 Content vs. process-centered 6.1.A.3
  - 4 Learning styles/interests 6.1.A.4
  - 5 Themes 6.1.A.5
  - 6 Resources 6.1.A.6
  - 7 Activities 6.1.A.7
  - 8 Technology 6.1.A.8

2 **Demonstrate approaches to learning and teaching by incorporating developmentally appropriate themes. DOK2** 6.2

- a Compile a list of developmentally appropriate themes for toddlers and preschool-age children. 6.2.A
- b Develop a web or flowchart illustrating a connection between activities and themed units of lessons. 6.2.B
- c Write a “block” format lesson plan based on a theme. 6.2.C
- d Create a “daily lesson plan” to include the following: 6.2.D
  - 1 Goals 6.2.D.1
  - 2 Motivation or introduction 6.2.D.2
  - 3 Subject 6.2.D.3
  - 4 Learning objectives 6.2.D.4
  - 5 Procedures 6.2.D.5
  - 6 Accommodations (developmental delays) 6.2.D.6
  - 7 Materials 6.2.D.7
  - 8 Closure/transition 6.2.D.8
  - 9 Guided questions 6.2.D.9
  - 10 Evaluation 6.2.D.10

3 **Design a plan to guide learning experiences. DOK3** 6.3

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a In the plan, include the necessary elements for the following: 6.3.A

1 Art 6.3.A.1

2 Language (storytelling, writing, play, or puppetry) 6.3.A.2

3 Math 6.3.A.3

4 Science 6.3.A.4

5 Social studies 6.3.A.5

6 Music or movement 6.3.A.6

7 Food experiences 6.3.A.7

8 Field trip experiences 6.3.A.8

9 Technology 6.3.A.9

Family and Community Relationships 7

1 **Demonstrate cultural awareness and skills to build positive relationships with family and community members. DOK2** 7.1

a Identify the purpose and various methods for involving parents and families in the childcare program. 7.1.A

1 Parent-teacher conferences 7.1.A.1

2 Written communication 7.1.A.2

3 Home visits 7.1.A.3

4 Discussion groups 7.1.A.4

5 Volunteers 7.1.A.5

b Identify strategies to promote cultural diversity and the challenges associated with certain concepts. 7.1.B

1 Multicultural books, toys, and materials 7.1.B.1

2 Celebrations, events, and holidays 7.1.B.2

3 Intergenerational concepts 7.1.B.3

4 Stereotypes 7.1.B.4

5 Nonsexist toys and materials 7.1.B.5

c Identify strategies to promote cultural diversity and the challenges associated with certain concepts. 7.1.C

1 Cooking 7.1.C.1

2 Sensory play 7.1.C.2

3 Playground activity 7.1.C.3

4 Dramatic play 7.1.C.4

5 Small manipulative activities 7.1.C.5

Ca Skip to main content **)emonstrate career readiness and work-based learning skills. DOK3** 8.1

and Professionalism 8

a Research and compare available jobs in the ECE field based on key factors. 8.1.A

1 Minimum education 8.1.A.1

2 Certifications 8.1.A.2

3 Minimum experience 8.1.A.3

4 Job description/responsibilities 8.1.A.4

5 Salary 8.1.A.5

b Demonstrate basic interviewing skills led by the instructor and/or advisory committee members. 8.1.B

1 Professional attire 8.1.B.1

2 Cover letter 8.1.B.2

3 Application and/or résumé 8.1.B.3

4 Letters of recommendations 8.1.B.4

5 Thank you/follow up letters 8.1.B.5

c Review individual professional portfolios to ensure necessary documents are included and information is current. 8.1.C

1 Philosophy of education 8.1.C.1

2 Lesson plans 8.1.C.2

3 Food menus and schedules 8.1.C.3

4 Daily schedule of activities 8.1.C.4

5 Observation records 8.1.C.5