



# MISSISSIPPI STATE UNIVERSITY™

## COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education

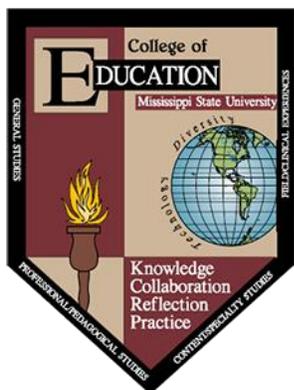
### EDE 3123 Early Childhood Education

**Credit Hours:** Three (3) credit hours

**Method of Instruction:** C = Lecture

**Course Description:** (Prerequisite: Admissions to teacher education. Co-requisite: RDG 113 and RDG 3123). Three-hour lecture. Overview of early childhood education. Understanding young learners and creating learning and creating learning environments. Assessing young children. Field experience.

#### College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

#### Course Objectives

1. Develop a historical perspective of the development of early childhood education and the present-day philosophies and attitudes that impact curriculum and program development. INTASC 4, 9, 10; CAEP 1.a; CFPO 2, 5, 7
2. Identify the purpose, need for, and current trends for early childhood education in the U.S. INTASC 1, 4, 9; CAEP 1.a, 1.b, 4.a, 5.b, 5.c; CFPO 2, 5, 7
3. Develop appropriate curriculum for early childhood programs (birth through 3<sup>rd</sup> grade) focusing in part on standards of professional organizations (i.e., National Association for the Education of Young Children and Association for Childhood Education International). INTASC 1, 2, 4; CAEP 1.a, 1.b, 5.b; CFPO 1, 2, 5, 7
4. Develop an understanding of the physical, social, emotional, and cognitive development of young children. INTASC 1, 2, 4; CAEP 1.a; CFPO 2, 5, 7
5. Select appropriate equipment and supplies for an early childhood program using a knowledge of child development but also using state and local guidelines. INTASC 1, 4; CAEP 1.a, 5.b; CFPO 1, 2, 5, 7

6. Develop an understanding of how to design spaces for home- and center-based early childhood facilities. INTASC 3; CAEP 1.a, 1.b; CFPO 2, 5, 7; CRT 7.1
7. Evaluate specific methods of providing learning experiences for all children in early childhood programs. INTASC 1, 2; CAEP 1.b, 3.d, 4.a; CFPO 2, 5, 7
8. Plan and implement a variety of learning experiences for young children within a practicum experience; and INTASC 7; CAEP 4.a, 4.f, 4.g; CFPO 2, 5, 7
9. Explain how theories of child development and physical, social, emotional, and cognitive development relate to practical applications with young children. INTASC 1; CAEP 1.a, 1.b; CFPO 2
10. Identify the characteristics, uses, advantages, and limitations of different types of assessment methods and their importance in informing instruction. INTASC 8; CAEP 3.a, 3.b, 3.c, 3.d; CFPO 1, 2, 4; CRT 14.1
11. Discuss the important role the family plays in child's learning and development and appropriate ways to establish and maintain the positive teacher-family relationships. INTASC 7, 10; CAEP 1.b, 1.c; CFPO 2, 8, 9; CRT 1.1
12. Describe various behavior management models and a variety of developmentally appropriate guiding strategies to foster young children's self-control. INTASC 5, 9; CAEP 3.e, 3.f; CFPO 1, 2, 6

### **Detailed Course Outline/Topics Covered in the Course**

1. Introducing early childhood education (3 hours)
  - a) History and current issues, and trends of early childhood education
  - b) Developmentally appropriate practice
  - c) NAEYC, MECA, SECA
  - d) Six standards of professionalism (NAEYC)
2. Foundations of early childhood education (6 hours)
  - a) History/historical figures
  - b) Theories applied to teaching and learning
    - Behaviorist theories
    - Maturationist theories
    - Constructivist theories
    - Maslow's theory
3. Normal patterns of child growth and development and its significance to education (4 hours)
  - a) Infants and toddlers
  - b) Preschool
  - c) Kindergarten
  - d) Primary grades
4. Early childhood program models (4 hours)
  - a) High Scope
  - b) Reggio Emilia
  - c) Project Approach
  - d) Montessori
  - e) Early/Head Start
5. Creating the learning environment (6 hours)
  - a) Goals and objectives/standards
  - b) Indoor spaces
  - c) Outdoor spaces
  - d) Materials selection
6. Curriculum planning (6 hours)

- a) General goals and instructional objectives
  - b) Developmentally appropriate curriculum
  - c) Daily schedule
  - d) Planning for diversity
7. Guiding children's behavior (6 hours)
- a) Class rules and implementation
  - b) Behavior management models
  - c) Guiding behavior strategies
  - d) Creating a community of learners
8. Play (3 hours)
- a) Historical perspective of play
  - b) Theories of play
  - c) Play as educational tool
  - d) Teacher's role in play
9. Effective teaching through appropriate evaluation (3 hours)
- a) Assessment
    - 1. Standardized assessments
    - 2. Reporting results
  - b) Observation
    - 1. General guidelines
    - 2. Observation methods
10. Building partnerships for student success (4 hours)
- a) Importance of family-teacher relationship
  - b) Family involvement
  - c) Communication with family
  - d) Community involvement

### **Text(s)/Course Materials**

#### *Required Texts:*

Morrison, G. (2018). *Early childhood education today*. (14<sup>th</sup> ed.). New York, NY: Pearson

#### *Recommended Texts:*

Bishop, Margaret (1986). *The ABC's and All Their Tricks*. Mott Media: Grand Rapids, MI.

Eide, Denise (2012). *The Logic of English*. Rochester, MN.

### **Description of Instruction**

Lecture. A variety of approaches will be employed in class session, including, but not be limited to interactive lectures, class discussions, field experiences, videos, readings, handouts, small group discussion and candidate presentations.

### **Mississippi State University Honor Code**

"As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

*Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to*

*MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.*

For additional information visit: <http://students.msstate.edu/honorcode>.

## **Technology**

Students are responsible for knowing how to access the electronic classroom tools and features via Canvas, and for troubleshooting and maintaining their own equipment. Any questions regarding Canvas should be directed to MSU's Information Technology Services (ITS) by calling (662) 325-0631 or (888) 398-6394, or emailing [helpdesk@msstate.edu](mailto:helpdesk@msstate.edu). All students are expected to check MSU e-mail and Canvas communications daily. Students are responsible for reading and responding to messages from the instructor in a timely professional manner. All Phase II students must purchase a subscription to TaskStream via *Watermark* (<https://www1.taskstream.com/>) and maintain an active account until the completion of their final teaching internship.

## **Diversity**

Enrollment in this course carries the understanding that all students, faculty and course visitors are considered part of an inclusive learning environment where individual beliefs, backgrounds and experiences are respected, and recognized from a strengths-based perspective. Educational research has shown that heterogeneous groupings often lead to stronger learning outcomes for all involved and to that end, all students in this course are encouraged to engage with one another in productive scholarship. In this course, student diversity is addressed through a mixture of course readings, class discussions, and guest lectures.

## **Accommodations for Students with Disabilities**

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335 (phone), and <http://www.sss.msstate.edu> (web address).

## **Field Component**

Students will complete 5 hours of fieldwork in a preschool, Head Start, or in an early childhood grade (K-3<sup>rd</sup>) setting. The observation and professional reflection will provide the opportunity to deepen students' understanding of early childhood theories and best practices discussed in class and subsequently apply new knowledge and/or skills. *All field hours must be satisfactorily completed to pass this course.*

## **Evaluation of Student Progress**

### **Assignments and Point Values:**

**Literature Review (20 points)** – Students will read assigned book chapter(s) and/or article(s) relevant to current trends in early childhood education. Students will complete a DAR (Describe, Analyze and Respond) reflection activity based on the reading(s). (Objective 1, 2)

**Chapter Tests (190 points)** – All tests are announced and will assess understanding of appropriate early childhood theoretical foundations and developmentally appropriate practice as defined by chapter readings, class lectures, discussions, and class activities. (Objective 1, 2, 4, 9, 10, 11, 12)

**Play Observation (40 points)** – Students will learn about the importance of play through chapter readings, classroom lectures and discussions. Students will observe children at play in an early childhood practicum setting. A reflective paper will provide the opportunity for students to demonstrate their learning and apply new knowledge and/or skills about the importance of play to child development. (Objective 1, 2, 7, 9)

**Indoor Learning Environment (100 points)** – Students will apply their knowledge of developmentally appropriate learning practice to create an indoor learning environment conducive to learning for young children. (Objective 1, 2, 3, 5, 6, 9)

**Child Observation Report (100 points)** – This assignment will provide teacher candidates with the opportunity to collect information related to the young children with whom they are working. Each student will have a focus child at the practicum site, preferably the focus child in RDG 3113 (Early Lit I). The child will be observed and interacted with, and a child observation report written identifying the child's abilities in all domains and how the teacher candidate would plan activities and experiences to support the child's future development. (Objective 1, 2, 4, 9)

**Weekly Activities (125 points)** - Students are responsible for mastery of information in the assigned readings, lectures, class discussions, visual presentations, guest lectures, videos, and other materials. Students will work individually and cooperatively on class assignments. In-class participation (via individual and group activity) is a graded requirement. (Objective 1, 2, 4, 9, 10, 11, 12)

**Field Experience (25 points)** – Students will complete 5 hours of fieldwork in a preschool or in an early childhood grade (K-3<sup>rd</sup>) setting. The observation and professional reflection will provide the opportunity to deepen students' understanding of early childhood education and apply new knowledge and/or skills. Guidelines and expectations will be provided. The field experience must be completed to pass the course. (Objective 1, 2, 4, 8, 9, 10, 11, 12)

### **Grading Scale**

Final course grades are earned based on the following 10-point scale.

A = 675-750 points

B = 600-674 points

C = 525-599 points

D = 450-524 points

F = 449 points or less

No course grade above B can be earned if an entire assignment is missing. You must earn a 'C' or better in this course in order to register the following semester for EDE 3233 Middle Level Education. If your final grade falls below this level, you must re-enroll in the course. Due to the nature of course assignments, you must also complete a new PreK-3<sup>rd</sup> field experience during the retake semester.

### **Attendance Policy**

In accordance with university policy (AOP 12.09), students are expected to attend all scheduled sessions of class. The instructor of this course also expects students to be on time, remain in attendance throughout the entire class session, and participate actively in all class activities as assigned, thus fulfilling the class participation requirement for this course. Be prepared to start class on time. *Students who arrive more than 15 minutes late or leave before the end of class without prior permission will be counted as absent.* If you have *more than 2 unexcused absences*, the final course grade will be lowered by 1 grade step, except in the case of excused absences as defined by the university's absence policy. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the

student must inform the instructor in advance and provide appropriate documentation with 48 hours of returning to class.

### **Title IX Policy**

MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX/EEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security>, or at <http://students.msstate.edu/sexualmisconduct/>.

### **University Safety Statement**

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at (662) 325-2121 or, in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit [ready.msstate.edu](http://ready.msstate.edu).

### **Mississippi Educator Code of Ethics**

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety, and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline, and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4 of the Mississippi Educator Code of Ethics). Additional information on all 10 Standards of the Mississippi Educator Code of Ethics is available at [https://www.mdek12.org/sites/default/files/documents/code-of-ethics\\_final.pdf](https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf).

The field experience component of this course carries the expectation that students enrolled in this course will adhere to and uphold these 10 standards in classrooms at school district partner sites as well as the Mississippi State University campus.

### **Mississippi College and Career-Readiness Standards**

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state. All student assignments submitted for this course should evidence a clear understanding how content standards are connected to lesson plans, evaluation of student data, and instructional decision-making on the part of the classroom teacher.

### **Bibliography**

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Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. (3<sup>rd</sup> ed.). Washington, DC: National Association for the Education of Young Children.

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National Institute for Early Education Research. (2015). The state of preschool 2014. Retrieved from [http://nieer.org/sites/nieer/files/Yearbook2014\\_full2\\_0.pdf](http://nieer.org/sites/nieer/files/Yearbook2014_full2_0.pdf).

Reardon, S. F. (2013). The widening achievement gap. *Education Leadership* 70, 10-16.