Mississippi Early Learning Basics Credential College Credit Suggested Implementation Guide

2019

This document serves as a guide for perspective colleges to implement a Prior Learning Assessment of the Mississippi Early Learning Basics Credential to CDT 1224.

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Participants will enroll and complete the ECA Professional development courses. Those professional development courses have been mapped to CDT 1224 Preschool and Primary Development. Once participants have completed and receive the Mississippi Early Learning Basics Credential they can apply to their local community college that offers the Education Technology Program. The student will then begin the Prior Learning Assessment Process (PLA). After successful completion of the PLA process, students will receive credit for CDT 1224 Preschool and Primary Development at the discretion of the college.

Model

Early Childhood Professionals: ECA Professional Development =Mississippi Early Learning Basic Credential

Mississippi Early Learning Basic Credential = Outcome Mastery

ECA Professional Development Outcomes Mastery (PLA) = Outcomes Mastery of Class > CDT 1224 Preschool and Primary Development

Early Childhood Academy/ Early Childhood Technology Crosswalk

Early Childhood Professional Developments

Early Childhood Technology Course

Planning and Learning Activities

2 hours

Child Growth and Development

2 hours

Early Literacy Preschoolers

2 hours

Assessing Children in Early Childhood Programs

2 hours

Early Learning Standards for Preschool

8 hours

Conducive Classroom Environments

2 hours

Positive Guidance Techniques

2 hours

Health and Safety

4 hours

Portfolio/ Practicum

6 hours

**Mississippi Early Learning Basic Credential**

CDT 1224-Preschool and Primary Development

4sch

1. Identify the cognitive, physical, emotional, language, and social developmental characteristics of the child. *(Literacy Theme and Assessment Theme)* [PPA1C]

   a. Explain developmental norms as they relate to caregiving of preschool/school age children (ages 3 – 8). [PPA1C1, 2D]

   b. Observe, record, and assess preschool/school age children using observational techniques. Use data from assessment tools to plan instruction. [PPA2B, 3B, 2E, 3B, 3C, 3D, 3A]
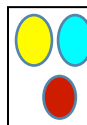
2. Demonstrate the responsibilities of the early educators' role for preschool/school age children to support early literacy. *(Literacy Theme)*

   a. Identify daily routine tasks for preschool/school age children. [PPA3F]

   b. Practice the daily routine tasks required for preschool/school age children. [PPA3F, 5B, 5C]

   c. Analyze strategies that promote children's growth and development. [PPA2A, 2C, 2D, 2E]

3. Evaluate materials and equipment in the indoor and outdoor environment using the Early Childhood Environmental Rating Scale Revised (ECERS-R**)** rating scale. *(Assessment Theme)* [PPA3E, 4A, 6D]
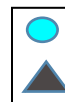
4. Analyze cultural and environmental influences when assessing children's development. [PPA2C, 4A, 7A]

   Identify services, resources, and agencies providing direct services for preschool/school age children with diverse developmental, cultural linguistic, and economic needs. *(Teaching Children of Poverty Theme)* [PPA6C, 7A, 7C]

6 6. Utilize appropriate Early Learning Standards to develop preschool lesson plan and a school age lesson plan. *(Literacy Theme)* [PPA3A, 3B, 3C, 3D, 3E, 3F]

Early Childhood Academy and Early Childhood Technology Matrix

Early Childhood Academy Professional Developments	Early Childhood Technology Course CDT 1224-Preschool and Primary Development
Planning and Learning Activities • Providers will be able to plan and execute age-appropriate learning activities for his/her classroom using a state approved or center-developed curriculum.	6. Utilize appropriate Early Learning Standards to develop preschool lesson plan and a school age lesson plan. *(Literacy Theme)* PPA3A, 3B, 3C, 3D, 3E, 3F
Child Growth and Development • Providers will recognize the importance of developmental stages • Providers will understand developmental milestones • Providers will identify early warning signs • Providers will learn how to connect parents with resources to address developmental delays	1. Identify the cognitive, physical, emotional, language, and social developmental characteristics of the child. *(Literacy Theme and Assessment Theme)* PPA1C a. Explain developmental norms as they relate to caregiving of preschool/school age children (ages 3 – 8). PPA1C1, 2D 5. Identify services, resources, and agencies providing direct services for preschool/school age children with diverse developmental, cultural linguistic, and economic needs. *(Teaching Children of Poverty Theme)* PPA6C, 7A, 7C 6. Utilize appropriate Early Learning Standards to develop preschool lesson plan and a school age lesson plan. *(Literacy Theme)* PPA3A, 3B, 3C, 3D, 3E, 3F

Early Literacy
• Providers will implement the components of a story early literacy environment.
• Providers will implement developmentally appropriate practices (DAP) that foster emergent literacy and language rich environments
• Providers will reference Early Learning Standards
• Providers will learn strategies of planning hands on literacy activities through making learning materials that support reading and writing
• Providers will use read aloud techniques to facilitate rich comprehension and vocabulary
	2. Demonstrate the responsibilities of the early educators' role for preschool/school age children to support early literacy. *(Literacy Theme)*
	  a. Identify daily routine tasks for preschool/school age children. PPA3F
	  b. Practice the daily routine tasks required for preschool/school age children. PPA3F, 5B, 5C
	  c. Analyze strategies that promote children's growth and development. PPA2A, 2C, 2D, 2E
	6. Utilize appropriate Early Learning Standards to develop preschool lesson plan and a school age lesson plan. *(Literacy Theme)* PPA3A, 3B, 3C, 3D, 3E, 3F

Infant and Planning Learning Activities with a focus on ELS's • Providers will be able to understand and utilize the state approved early learning guidelines for each domain • Providers will gain an understanding of the importance of planning and implementing learning activities that will support the infant and toddler developmental stages.	6. Utilize appropriate Early Learning Standards to develop preschool lesson plan and a school age lesson plan. *(Literacy Theme)* [PPA3A, 3B, 3C, 3D, 3E, 3F]

Assessing Children in Early Childhood Programs
• Providers will gain an understanding of the importance of assessing children.
• Providers will become familiar with appropriate assessment tools.
• Providers will learn the process of recording observations of the children in the classroom.
• Providers will learn various methods for recording classroom assessments**.**
	1. Identify the cognitive, physical, emotional language, and social developmental characteristics of the child. *(Literacy Theme and Assessment Theme)* [PPA1C]
	  a. Explain developmental norms as they relate to caregiving of preschool/school age children (ages 3 – 8). [PPA1C1, 2D]
	  b. Observe, record, and assess preschool/school age children using observational techniques. [PPA2B,3B]
	  Use data from assessment tools to plan instruction. [PPA2B, 3B, 2E, 3B, 3C, 3D]
	4. Analyze cultural and environmental influences when assessing children's development. [PPA2C, 4A, 7A]

Early Learning Standards for Preschool • Providers will be able to understand and utilize the state approved early learning standards for each domain. • Providers will gain an understanding of the importance of planning and implementing learning activities that will support the preschool.	6. Utilize appropriate Early Learning Standards to develop preschool lesson plan and a school age lesson plan. *(Literacy Theme)* [PPA3A, 3B, 3C, 3D, 3E, 3F]
Conducive Classroom Environments • Providers will recognize that there are four main components to consider when planning an early childhood environment. • Providers will identify features of the environment that helps infants and toddlers feel secure, comfortable and welcomed, and ready to explore and learn. • Providers will identify the six elements of an effective schedule for preschool children.	2. Demonstrate the responsibilities of the early educators' role for preschool/school age children to support early literacy. *(Literacy Theme)* a. Identify daily routine tasks for preschool/school age children. [PPA3F] b. Practice the daily routine tasks required for preschool/school age children. [PPA3F, 5B, 5C] c. Analyze strategies that promote children.
Positive Guidance Techniques • Providers will identify formal supports for children with exceptional needs.	5. Identify services, resources, and agencies providing direct services for preschool/school age children with diverse developmental, cultural linguistic, and economic needs. *(Teaching Children of Poverty Theme)* [PPA6C, 7A, 7C]
Proposed Professional Development	3.