

CDE A155: PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN

Item	Value
Curriculum Committee Approval Date	10/06/2021
Top Code	130500 - Child Development/Early Care and Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)

Course Description

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, relationships and teaching strategies in supporting all areas of development for all children. Emphasis on the value of play in supporting all areas of children's development. Formerly known as EC A155. PREREQUISITE: CDE A180 or HMDV A180 or concurrent enrollment. Transfer Credit: CSU. C-ID: ECE 120. C-ID: ECE 120.

Course Level Student Learning Outcome(s)

1. Assess early childhood settings, curriculum, teaching and guidance strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
2. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and relationships among young children and identify the underlying theoretical perspectives in forming a professional philosophy.
3. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.
4. Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Course Objectives

- 1. Identify the historical roots of early childhood education.
- 2. List different program types, delivery systems, and licensing and regulation structures in early childhood settings.
- 3. Demonstrate awareness of developmental ages and stages.
- 4. Define developmentally, culturally and linguistically appropriate practice.
- 5. Describe why access to play is important for all children and ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge.

- 6. Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.
- 7. Identify and compare effective policies, practices, and environments in early childhood settings.
- 8. Describe the characteristics of effective relationships and interactions between an early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
- 9. Describe the relationship of observation, planning, implementation, and assessment in effective programming.
- 10. Compare and contrast principles of positive guidance strategies.
- 11. Identify practices promoting positive classroom management, guidance, communication and problem solving skills.
- 12. Develop strategies to maintain communication and access with English language learning families and children.
- 13. Demonstrate skills to maintain positive team relations.
- 14. Explain child development as a profession, including ethics and professional organizations.
- 15. Compare and contrast theoretical perspectives.
- 16. Develop a professional philosophy. +SCAN Competencies *Foundation Skills

Lecture Content

Current and historic models, influences and approaches in the field of early childhood Delivery systems (nonprofit, profit, publicly funded, alternative payment/voucher) Program types (family child care, centers, after school programs, license-exempt; infant/toddler, preschool, school-age) Licensing and regulation (e.g., Title 22, Title 5, Fire Code), and personnel requirements NAEYC Code of ethics Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care Addressing the needs of the whole child The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice Play as a vehicle for development and learning Unique roles of a teacher in an early childhood setting Importance of relationships and interactions Collaboration and partnerships with families, colleagues, and health care professionals 5 principles of family centered care Positive guidance strategies Constructivist theory as the basis for guidance (e.g. definition and use of time out vs. time away) Steps to supporting conflict resolution Strategies for encouraging cooperative behavior and problem solving Applying developmentally-appropriate practices to normative and atypical development The influence of environment on behavior and learning Design and set up of the indoor out door environments Evaluation of environments NAEYC Code - ethical and professional behavior Critical nature of relationships; attachment, responsiveness, Respect The interrelationship of planning, observation, and assessment The role of shared reflective practice Essentials of program planning Quality indicators (e.g., accreditation) Career options/paths

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

1. Video and slide lectures to illustrate concepts, 2. Paired and small group exercises, 3. Role plays, 4. Student evaluation of play

sequences, 5. Field trips to observe and evaluate early childhood environments

Reading Assignments

.Assigned reading from text

Writing Assignments

Written evaluations of early childhood environments Sociometric testing and written analysis Development of a play kit and written analysis of the children's use of it Written descriptions of child play sequences Research project not to exceed 25% of the grade Objective midterm and/or final exam

Out-of-class Assignments

.Play observation, dramatic play kit, ECERS, Article summary with text comparison.

Demonstration of Critical Thinking

Objective examinations, student projects, class presentations, observations, research, class participation and attendance

Required Writing, Problem Solving, Skills Demonstration

1. Written evaluations of early childhood environments 2. Sociometric testing and written analysis 3. Development of a play kit and written analysis of the children's use of it 4. Written descriptions of child play sequences 5. Objective midterm and/or final exam

Eligible Disciplines

Child development/early childhood education: Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelor's degree in any of the above AND master's degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Harms, Thelma. Early Childhood Environmental Rating Scale: Preschool Version, latest ed. VT: Teacher's College Press, 2005 Rationale:
- 2. Required Bredekamp, Sue. Developmentally Appropriate Practices, 3d ed. Washington, DC: NAYEC, 2009 Rationale: - 3. Required Weissman, P., Hendrick, J. The Whole Child: The Developmental Education for the Early Years, 10 ed. Upper Saddle River: Pearson, 2014