Instructional Practices in Education and Training
Byron Martin Advanced Technology Center

Course Title: **TECA 1311-151 ~ Educating Young Children**

Semester: Fall, Spring

Class Times: 825-9:55,1025-11:45,230-4:00

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Office Hours: Appointment only

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General Course Information

Course Description

An introduction to the education of the young child. Includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of **16 hours of field experience** with children from infancy through age 12 in a variety of settings with varied and diverse populations.

Learning Outcomes

Discuss the contributions of key historical and contemporary theorists to the field of early care and education

Explain the features of a developmentally appropriate program for young children

Explain the importance of play in young children's learning and development

Define each of the four basic developmental domains (physical, cognitive, emotional, and social)

Examine the types of early childhood programs

Analyze trends and issues of early care and education

Identify the characteristics and developmental stages of a professional in early care and education

NAEYC Standard: Standard 6. Professionalism as an Early Childhood Educator

Course Objectives

1. Discuss contributions of historical and contemporary theorists to the field of early care and education.
   a. Explain how views of childhood have changed over time. (C-5, F-1, F-12)
   b. Identify themes in the history of early care and education. (C-5, F-1, F-11)
   c. Discuss the role of advocacy in the progression of early care and education. (C-12, C-14, F-6, F-17)
2. Explain the features of a developmentally appropriate program for young children.
   a. Define developmentally appropriate practice. (C-5, F-1, F-12)
   b. Discuss how knowledge of child growth and development impacts developmentally appropriate practice. (C-5, C-7, F-1, F-5, F-6)
   c. Analyze the effects of classroom routines and procedures on student learning. (C-15, C-16, F-9, F-12)
   d. Demonstrate an understanding of how young children function in groups (stages of play) (C-9, C-14, F-15, F-5, F-6)
3. Explain the importance of play in young children's learning and development.

a. Create a schedule for young children that balances restful and active activities, and that provides large blocks of time for play, projects and learning centers. (C-1, F-2, F-5, F-6)
b. Compare a developmentally appropriate classroom with one that is not developmentally appropriate, in relation to child-staff ratio, group size and teacher qualifications. (C-5, C-7, F-1, F-8, F-9)
4. Define each of the four basic developmental domains.
   a. List physical skills for young children. (F-1, F-6)
   b. List cognitive skills for young children. (F-1, F-6)
   c. List emotional skills for young children. (F-1, F-6)
   d. List social skills for young children. (F-1, F-6, F-15)
5. Examine and compare types of early childhood programs.
   a. Family childcare (C-5, F-1)
   b. Group childcare (C-5, F-1)
   c. Preschool programs (C-5, F-1)
   d. Public School Pre-K (C-5, F-1)
6. Analyze trends and issues of early care and education.
   a. Apply ideas from the Code of Ethical Conduct to early childhood scenarios. (C-12, F-17)
   b. Describe the "Standards Movement". (C-5, F-1)
   c. Discuss diversity and inclusion as they apply to the early childhood classroom. (C-14, F-15)
   d. Explain the importance of family involvement in early care and education. (C-11, F-6, F-15)
   e. Discuss issues of assessment as they relate to young children. (C-5, C-6, F-1, F-12)
7. Identify the characteristics and developmental stages of a professional in early care and education.
   a. Discuss characteristics of an early childhood professional. (C-9, C-10, C-11, F-6, F-13, F-17)
   b. Investigate career opportunities for early childhood professionals. (C-5, F-1, F-11)
   c. Identify professional development resources. (C-5, C-7, F-1, F-11)
   d. Engage in reflection to identify strengths/challenges, improve teaching, and reach professional goals. (F-16, F-13, F-14, F-17)

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own, any work which he or she has not honestly performed, is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, and illegal entry or unauthorized presence in an office are examples of cheating.

SCANS and Foundation Skills

Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

Evaluation Methods

1. Lesson Plans
2. Presenting Lesson with Field Experience
3. Teaching Philosophy
4. Sixteen hours field experience, with written documentation

Specific Course Requirements

Computer Requirements

Students are issued a chromebook by LISD and can access assignments via google classroom.

Assignment Policy

All assignments will be completed and/or submitted on Blackboard.
Assignments are due on the dates specified in the course calendar, before 11:59pm.

Late work is only accepted with prior approval from the instructor.
- To request approval, students must send a written request through Blackboard messages at least 48 hours before the assignment is due.
- Approval is at the instructor's discretion.
- If approved, late submissions will incur a 10% deduction of the total points available per week late.
- Late work cannot be submitted more than two weeks past the original due date.
- No late work will be accepted after Week 14 of the semester to allow time for final grading.
- Unauthorized late work will not be accepted.

Course Outline

I. *NAEYC Professional Standards and Competencies for Early Childhood Educators*
II. *Texas Core Competencies for Early Childhood Practitioners and Administrators*
III. *NAEYC Code of Ethical Conduct*
IV. *The History of Early Childhood Education*
   History of Early Childhood Education
   Philosophical Influences
   Educational Influences
   Interdisciplinary Influences
   Contemporary Influences
V. *Developmental and Learning Theories*
   What is a theory and why is it important?
   Current Developmental Topics to Inform Our Practice with Children and Families
VI. *The Early Childhood Teaching Profession*
   Why?
   Who?
   What?
   When?
   Where?
   How?
VII. *Observation, Documentation, & Assessment*
   The Purpose of Observation
   Partnerships with Families
VIII. *Developmental Ages and Stages*

   The Whole Child – Developmental Domains/Areas
   Developmental Ages and Stages
   Cultural Identity Development
   Developmentally Appropriate Practices
   Behavioral Considerations
IX. *Curriculum Basics*
   Development and Learning
   Play: The Vehicle for Development and Learning
   Interactions
   Planning
   Review/Evaluation
   Integrated Curriculum/Themes
   The Behavioral Side of Curriculum
   Types of Programs
X. *Creating an Effective Learning Environment*
   The Classroom Environment as the Third Teacher
   Key Components for Creating Early Childhood Environments
   Let's Take a look at the Social-Emotional Environment
   Let's Take a Closer Look at the Temporal Environment
   Creating an Inclusive Environment
   Evaluating the Environment

Behavior affected by environments

Scans Competencies

RESOURCES
C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.
C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.
C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information
C-5 Acquires and evaluates information.
C-6 Organizes and maintains information.
C-7 Interprets and communicates information.
C-8 Uses computers to process information.

INTERPERSONAL—Works With Others
C-9 Participates as members of a team and contributes to group effort.
C-10 Teaches others new skills.
C-11 Serves Clients/Customers—works to satisfy customer's expectations.
C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
C-13 Negotiates-works toward agreements involving exchanges of resources; resolves divergent interests.
C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships
C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.
C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies
C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.
C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.
C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

Foundations Skills

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks
F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.
F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.
F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.
F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn & Reason
F-7 Creative Thinking – generates new ideas.
F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & chooses best alternative.
F-9 Problem Solving – recognizes problems, devises and implements plan of action.
F-10 Seeing Things in the Mind's Eye – organizes and processes symbols, pictures, graphs, objects, and other information.
F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.
F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty
F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.
F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.
F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
F-17 Integrity/Honesty – chooses ethical courses of action.

Standard 1. Child Development and Learning in Context
1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections
2a: Know about, understand and value the diversity of families.
2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.
2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment
3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators' work with young children.
4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.
5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children's learning in each content area.
5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator
6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
6b: Know about and uphold ethical and other early childhood professional guidelines.
6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.
6d: Engage in continuous, collaborative learning to inform practice.
6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.