

Course Syllabus

South Plains College ----- Springlake-Earth ISD

Principles Of Educations (TECA 1311-Educating Young Children)

Semester: Fall/Spring 2025-2026
Class Times: 10:39am-12:33pm, Tues-Fri
Instructor: Sarah Weldon
Office: HS Room 15

Office Hours: 7:30-8:25am, Tues-Fri
Phone: 806-257-3310
Email: sweldon@springlake-earth.org

“South Plains College improves each student’s life.”

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. (*South Plains College*)

Principles of Education and Training is designed to introduce learners to the various careers within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students are introduced to societal influences of education and various school models. Additionally, students learn the role and responsibilities of a classroom educator. Students will develop a graduation plan that leads to a specific career choice in the student's interest area. (*Texas Essential Knowledge and Skills*)

Learning Outcomes

	NAEYC Standard	TEKS Standard
Discuss the contributions of key historical and contemporary theorists to the field of early care and education.	Standard 6. Professionalism as an Early Childhood Educator	d4A-D
Explain the features of a developmentally appropriate program for young children.	Standard 6. Professionalism as an Early Childhood Educator	d7A-E
Define each of the four basic developmental domains (physical, cognitive, emotional, and social)	Standard 6. Professionalism as an Early Childhood Educator	d1A-E
Examine the types of early childhood programs	Standard 6. Professionalism as an Early Childhood Educator	d5A-E, d10A-D
Analyze trends and issues of early care and education	Standard 6. Professionalism as an Early Childhood Educator	d2A-B, d4A-D

Identify the characteristics and developmental stages of a professional in early care and education.	Standard 6. Professionalism as an Early Childhood Educator	d5A-E, d6A-E
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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.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, is plagiarism. Therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism. This includes copying information from the text materials and related websites. A student's written work MUST be in his/her own words.

Exams: In this course the instructor reserves the right to require exams in a proctored setting, should it be deemed necessary to maintain the integrity of the coursework.

SCANS and Foundation Skills

Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

Evaluation Methods

Students will be graded on attendance and participation in their respective field placements. Your attendance is crucial to your overall grade.

Specific Course Requirements

Text and Materials

- 1" or 2" Binder
- 10-15 Tab Dividers
- Pens & Highlighters
- iCEV Material (provided by instructor)

Computer Requirements

Students are responsible for making sure they have computer access and skills needed for this class. Laptops and desktops are provided by the school.

Attendance Policy

Students are expected to be punctual and to attend all classes. Attendance will be taken at each class session. Grades will reflect attendance.

Assignment Policy

All assignments will be completed and submitted to the instructor by the due date. Students will be required to keep a binder with iCEV content, research, and field placement notes. All due dates will be posted in the classroom. Late work is only accepted with prior approval from the instructor and will not receive full credit.

Grading Policy

Grading	Final Grades
50% Participation & Attendance	900-1000 points 90-100% A
35% Presentations & Notebook	800-899 points 80-89% B
15% Research & Teamwork	750-799 points 75-79% C
Fall Semester Test – Field Placement Eval (Aug-Dec)	700-749 points 70-74% D
Spring Semester Test – Field Placement Eval (Jan-May)	699 points & below (69%) F

A grade of C or above is required for course to be applied to certificate or degree in Child Development.

Communication Policy

Primary communication between instructor and students in this course should take place in class or through **Teams Chat**. Students may expect instructor responses to chat messages within 48 hours.

Student Conduct

Students are expected to follow the standards of student conduct as defined in SPC Student Guide. The guide can be found at <http://catalog.southplainscollege.edu/content>. Students are also expected to follow the code of conduct as defined in the SEHS Student Handbook. The handbook can be found at <https://www.springlake-earth.org/shandbook.pdf>.

Other Requirements

Students are responsible for completing field experience in appropriate environments, with specific documentation. Sixteen hours of FE documentation is required.

Course Syllabus Statements

All students are required to review the official South Plains College syllabus statements, which provide important information regarding college policies and student resources. These include statements on intellectual exchange, accessibility services, non-discrimination, pregnancy and parenting accommodations, campus safety, COVID-19 procedures, appropriate use of artificial intelligence, and more.

These policies apply to all courses and are available at the following link:

<https://www.southplainscollege.edu/syllabusstatements/>

Basic Course Outline (iCEV Content)

The Evolution of the Education Industry
Education & Technology
Education Theories
Teaching Practices & Strategies
Educator Health & Wellness
Professional Development & Experiences
Employability Skills in Education
Careers in Education & Training
Teaching Career Preparation
Education Skills & Experience Portfolio Capstone

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.

National Association for the Education of Young Children (NAEYC)

Professional Standards and Competencies for Early Childhood Educators

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.

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Texas Essential Knowledge and Skills (TEKS)

Knowledge and skills.

(1) The student identifies strategies that promote health and wellness to address the unique challenges of educators in balancing work and personal responsibilities. The student is expected to:

- a. explain common signs of stress and anxiety; describe appropriate boundaries for a healthy work-life balance;
- b. discuss the impacts of an education career on personal lifestyle such as impacts on time, earning potential, community presence and involvement, health and wellness, and family;
- c. describe appropriate boundaries for a healthy work-life balance;
- d. discuss strategies to manage health and wellness.

(2) The student recognizes the impact of social media and web-based applications on the education process. The student is expected to:

- a. demonstrate appropriate use of social media for educational purposes;
- b. identify web-based resources that can be used in the education process.

(3) The student investigates the range of employment opportunities in the education and training field. The student is expected to:

- a. identify and investigate career opportunities in education and training;
- b. investigate additional occupations in education and training such as professional support services, administration, county extension agent, and corporate trainer;
- c. compare transferable skills among a variety of careers in education and; and analyze results from personal assessments such as how results from career interest and ability inventories relate to skills necessary for success in education and training occupations.

(4) The student explains societal impacts on the education and training field. The student is expected to

- a. investigate trends or issues that have influenced the development of education across the United States such as historical, societal, cultural, and political trends and issues; explain pedagogy and andragogy theory;
- b. predict the education and training job market using information from sources such as labor market information, technology, and societal or economic trends;
- c. summarize the role of family/caregiver in education.

(5) The student describes the characteristics of different educational and training environments. The student is expected to:

- a. summarize the various roles and responsibilities of professionals in teaching and training and early learning, including demonstrating ethical behavior in educational settings;
- b. describe different types of schools in urban and rural areas and public and private schools such as academies, Montessori, charter, and magnet schools;
- c. compare teacher salary schedules among different school models such as public, private, and charter schools within rural and urban areas of the state;
- d. discuss factors, including stipends, state and school district initiatives, and level of education, that can impact earning potential;
- e. identify various sources for information related to education careers such as requirements to become a teacher, curriculum standards, and the structures and roles of state and federal governing bodies in education.

- (6) The student experiences authentic education and training opportunities. The student is expected to:
- observe educator duties and responsibilities through activities such as assisting, shadowing, or observing;
 - develop and evaluate instructional materials such as visuals, teacher aids, manipulatives, lessons, and lesson plans;
 - define lesson plan components, including objectives, direct instruction, guided practice, independent practice, and formative and summative assessments;
 - identify and discuss methods to adapt lessons to meet student needs; and identify a personal set of beliefs related to education in preparation for developing a philosophy of education.
- (7) The student identifies elements of an effective classroom environment. The student is expected to:
- use available classroom equipment and technology for effective instruction;
 - analyze effective tools used in classroom management such as classroom expectations, seating charts, classroom set-up, procedures and routines, and teacher organization and preparation;
 - explain characteristics of an effective learning environment, including universally accessible classroom design; analyze positive behavior intervention techniques, including restorative practices;
 - develop a differentiated lesson plan that includes scaffolding for all levels of learners.
- (8) The student analyzes the education and training requirements for a career in an area of interest. The student is expected to:
- investigate degree plans or training alternatives for various occupations within teaching and training and early learning;
 - develop a graduation plan that leads to a specific career choice in the area of interest;
 - investigate and identify high school and dual enrollment opportunities related to education and training careers;
 - investigate and identify scholarships, grants, and financial incentives related to interest areas in education and training;
 - identify and compare technical and community college programs that align with interest areas in education and training;
 - identify and compare university programs and institutions that align with interest areas in education and training.
- (9) The student documents technical knowledge and skills related to education and training. The student is expected to:
- assemble basic professional portfolio components such as basic resume, samples of work, service-learning logs, assessment results, and mock scholarship applications;
 - present a portfolio to interested stakeholders such as teachers, school administrators, career and technical education administrators, curriculum specialists, or human resources personnel.
- (10) The student understands how classroom observations (video or in person) inform and improve instruction. The student is expected to:
- apply knowledge gained in the course to conduct targeted observations; record objective observations of student behavior and teacher interactions;
 - explain how observations can influence philosophy of education and delivery of instruction;
 - identify qualities of an effective classroom through classroom observation.

§127.309. Principles of Education and Training (One Credit), Adopted 2021.