

## Dual Credit Principles of Education Course Syllabus

### Idalou High School/South Plains College

Course: **CDEC 1311: Educating Young Children**  
Instructor: Tammy Esparza  
High School Credit: 1.0  
College Credit: 3.0  
Notes: Required 16 hours of field experience

#### GENERAL COURSE INFORMATION

##### Course description

This course provides an introduction to the field of education and the development of young children from infancy through age 12. Students will examine foundational teaching practices, major learning theories, instructional strategies, and the historical and theoretical perspectives that shape today's classrooms. Emphasis is placed on developmentally appropriate practice, professional roles and ethics, and current issues impacting educators. The course aligns with the Texas Essential Knowledge and Skills (TEKS) and the State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Students will explore education careers and complete a minimum of 16 hours of guided field experience.

##### Student Learning Outcomes

<b>Identify roles and responsibilities of teachers</b>	Describe professional expectations, duties, and the daily responsibilities of teachers within diverse educational settings.
<b>Apply classroom management and instructional strategies</b>	Examine and practice effective strategies that promote student engagement, discipline, and a positive learning environment.
<b>Understand legal and ethical responsibilities in education</b>	Explain requirements related to FERPA, confidentiality, student rights, and ethical decision-making in schools.
<b>Analyze learning theories and their applications</b>	Compare major theories of learning and development and connect them to classroom practice
<b>Examine the role of TEKS and curriculum design</b>	Understand how TEKS guide lesson planning and curriculum alignment, and apply them in sample plans.

##### Course Objectives

- Discuss contributions of historical and contemporary theorists to the field of early care and education.  
Explain how views of childhood have changed over time. (C-5, F-1, F-12)  
Identify themes in the history of early care and education. (C-5, F-1, F-11)  
Discuss the role of advocacy in the progression of early care and education. (C-12, C-14, F-6, F-17)
- 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)
- Explain the importance of play in young children’s learning and development.  
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)  
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)
- Define each of the four basic developmental domains.  
List physical skills for young children. (F-1, F-6)  
List cognitive skills for young children. (F-1, F-6)  
List emotional skills for young children. (F-1, F-6)  
List social skills for young children. (F-1, F-6, F-15)
- Examine and compare types of early childhood programs.  
Family childcare (C-5, F-1)  
Group childcare (C-5, F-1)  
Preschool programs (C-5, F-1)  
Public School Pre-K (C-5, F-1)
- Analyze trends and issues of early care and education.  
Apply ideas from the Code of Ethical Conduct to early childhood scenarios. (C-12, F-17)  
Describe the “Standards Movement”. (C-5, F-1)  
Discuss diversity and inclusion as they apply to the early childhood classroom. (C-14, F-15)  
Explain the importance of family involvement in early care and education. (C-11, F-6, F-15)  
Discuss issues of assessment as they relate to young children. (C-5, C-6, F-1, F-12)
- Identify the characteristics and developmental stages of a professional in early care and education.  
Discuss characteristics of an early childhood professional. (C-9, C-10, C-11, F-6, F-13, F-17)  
Investigate career opportunities for early childhood professionals. (C-5, F-1, F-11)  
Identify professional development resources. (C-5, C-7, F-1, F-11)  
Engage in reflection to identify strengths/challenges, improve teaching, and reach professional goals. (F-16, F-13, F-14, F-17)

## 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

## Tentative Course Outline

**Unit 1:** Exploring Careers in Education

**Unit 2:** Foundations of Teaching & Professional Roles

**Unit 3:** Learning Theories and Student Development

**Unit 4:** Classroom Management and Creating a Positive Learning Environment

**Unit 5:** Lesson Planning and Instructional Strategies

**Unit 6:** Understanding the TEKS and Curriculum Standards

**Unit 7:** Legal and Ethical Responsibilities in Education (FERPA, confidentiality, ethics)

**Unit 8:** Field Experience, Reflection, and Professional Growth

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- a. *NAEYC Professional Standards and Competencies for Early Childhood Educators*
  - b. *Texas Core Competencies for Early Childhood*

- Practitioners and Administrators*
- c. *NAEYC Code of Ethical Conduct*
- d. *The History of Early Childhood Education*

History of Early Childhood Education  
Philosophical Influences  
Educational Influences  
Interdisciplinary Influences  
Contemporary Influences

**e. *Developmental and Learning Theories***

What is a theory and why is it important?  
Current Developmental Topics to Inform Our  
Practice with Children and Families

**f. *The Early Childhood Teaching Profession***

Why?  
Who?  
What?  
When?  
Where?  
How?

**g. *Observation, Documentation, & Assessment***

The Purpose of Observation  
Partnerships with Families

**h. *Developmental Ages and Stages***

The Whole Child – Developmental  
Domains/Areas  
Developmental Ages and Stages  
Cultural Identity Development  
Developmentally Appropriate Practices  
Behavioral Considerations

**i. *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

**j. *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

**k. *Parenting with Families***

Working with Families  
What is a Family?  
Ethical Responsibilities to Families  
The Diversity of Today's Families  
Parenting Styles  
Stages of Parenting  
Valuing Families through Reflective Practice  
Planning Partnerships  
Behavior as it Relates to Family  
Family Education  
Communicating with Families

## Scans Competencies

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### 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**

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#### **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**

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#### **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.

## Grading Policy

Grades will follow both Idalou ISD and South Plains College policies. Students must meet requirements for both institutions. Specific grading breakdowns will be communicated by the instructor in class.

**NOTE:** Students must earn a **C** or above for course to be applied to a certificate or degree.

## Academic Integrity

Plagiarism of any kind will not be tolerated. Work must be original and properly cited when sources are used. AI tools (such as ChatGPT, Quillbot, etc.) may NOT be used to generate assignments unless specifically allowed by the instructor. Violations will be treated as 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.

**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.

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## Attendance and Participation

Regular attendance and active participation are required for success in this course. Students are expected to be on time, stay engaged and contribute to class discussions and activities. Both Idalou ISD and SPC attendance policies will apply.

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## Classroom Expectations

Follow Idalou ISD's Code of Conduct & Student Handbook

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## Accommodations

Students with documented accommodations should notify the instructor. Both Idalou ISD and SPC guidelines for accessibility and support will be followed

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## Computer Requirements

Students will utilize Idalou ISD Chromebooks

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## Communication Policy

- Primary communication between instructor and students in this course should take place through email: **Tesparza@IdalouISD.net**

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## Course Syllabus Statements

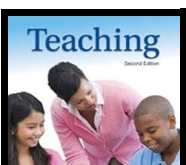
All students are required to review the official South Plains College syllabus statements, which provide important information regarding college policies and student resources. These include statements on intellectual exchange, accessibility services, non-discrimination, pregnancy and parenting accommodations, 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/>

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## Text and Materials



Kato, Sharleen L (2016). Goodhart-Wilcox Publisher. Teaching, Second Edition.



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