

COURSE OUTLINE

**Child Development 140 (C-ID Number ECE 120)
Principles & Practice of Teaching (C-ID Title: Principles and Practices)**

I. Catalog Description

Child Development 140 examines the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all children. The course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity.

Total Lecture Units: 3.0

Total Course Units: 3:0

Total Lecture Hours: 48.0

Total Faculty Contact Hours 48

Prerequisite: Child Development 133

Note: Verification of Tuberculosis clearance required.

II. Course Entry Expectations

Skills Level Ranges: Reading 6; Writing 6; Listening/Speaking 6; Math 2.

AND

Prior to enrolling in the course, the student should be able to:

1. critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings;
2. describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics;
3. demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development;
4. assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies;
5. integrate activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

6. demonstrate systematic observation methods to provide data to assess the impact of environment, interactions and curriculum on all domains of children's learning and development.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. Interpret best and promising teaching and care practices as defined within the field of early care and education's history (including developmentally appropriate practices and developmentally, culturally and linguistically appropriate practices); examine range of delivery systems, program types and philosophies and ethical standards;
2. Identify the underlying theoretical perspective in forming a professional philosophy;
3. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families;
4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children;
5. Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community;
6. Use reflective practice as a strategy for analyzing the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development contexts.

IV. Course Content

Total Faculty Contact Hours = 48

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| A. | Foundations of Early Childhood Education | 8 hours |
| 1. | Professional values and ethics. | |
| 2. | Attributes of the preschool teacher. | |
| 3. | History of early childhood education. | |
| 4. | Historical concept of play. | |
| 5. | Major influences on today's programs. | |
| 6. | Public policy, licensing, and services. | |
| 7. | Programs for young children today. | |
| 8. | Training and certification of preschool teachers. | |
| 9. | Current issues and career prospects. | |
| B. | Understanding Children | 8 hours |
| 1. | The role of biology and environment in development | |
| 2. | Review of the principles of development. | |
| 3. | The nature and value of play. | |
| 4. | Facilitating play - teacher's attitudes and role. | |
| 5. | Issues in play - media violence, gender, sex play. | |

6. Using the observation process and methods.
 7. Evaluation and assessment instruments & procedures.
- C. Learning Environment 8 hours
1. Creating safe, healthful and educational indoor and outdoor facilities.
 2. Providing a nurturing and stimulating daily program.
 3. How to meet children's basic physical and psychological needs.
 4. Structuring use of space.
 5. Selecting the equipment and materials necessary to support development.
 6. Helping children develop a positive self-concept.
 7. Developing positive relationships with children.
 8. Guiding children in work and play in a group setting.
 9. Developing communication skills with children, parents and coworkers.
- D. Curriculum 16 hours
1. Choosing curriculum content.
 2. Organizing the curriculum.
 3. Communicating the curriculum to children.
 4. The curriculum planning process -- unit plans, lesson plans.
 5. Creating learning centers -- their concept, value, design, and use of materials.
 6. Developing and implementing a curriculum and environment for physical development -- sensory, small-muscle, large-muscle, and health & safety.
 7. Developing and implementing a curriculum and environment for creating and appreciating the arts -- art, music, and creative movement.
 8. Developing and implementing a curriculum and environment for the development of language, literacy, and literature.
 9. Developing and implementing a curriculum and environment for cognitive development -- mathematics, science, social studies.
- E. Special Relationships 8 hours
1. Identifying children with special needs.
 2. Mainstreaming children with special needs.
 3. Building relationships with families.
 4. Understanding the effects of parental attitudes.
 5. Communication information to adults.
 6. How to support families in stress.
 7. How to involve families in early childhood programs.
 8. Conducting parent conferences.

V. Methods of Instruction

The following instructional methodologies may be used in the course:

1. lecture/discussion;
2. demonstration;
3. modeling appropriate strategies & techniques;
4. media/oral presentation;
5. web-enhanced, hybrid, or online.

VI. Out of Class Assignments

1. Written observations of programs types and teaching styles (i.e. observe and document two or more programs representing different teaching philosophies and approaches to teaching and learning).
2. Assessments (i.e. use the Desired Results Developmental Profile (DRDP) to assess a child, and the Early Childhood Environment Rating Scale (ECERS) to assess a classroom);
3. Presentations/Projects (i.e. design and present a developmentally appropriate interest area or activity for a specific age group, including a sketch of the area, the developmentally appropriate furnishings and materials used and a 1-2 page paper explaining your design and the developmental domains fostered by the area/activity).

VII. Methods of Evaluation

The following methods of evaluation may be used in this course:

1. Examinations;
2. Written assignments;
3. Presentations / Projects.

VIII. Textbooks

Gordon, Anne M. *Beginnings and Beyond: Foundations in Early Childhood Education*, 9th Edition. New York: Thompson Delmar Learning 2003. Print.
10th Grade Textbook Reading Level. ISBN: 100766863156.

Isbell, Rebecca and Betty Exelby. *Early Learning Environments That Work*. Lewisville: Gryphon House, Inc. 2001. Print. 10th Grade Textbook Reading Level. ISBN: 08765990000

Harms, Thelma; Richard Clifford, and Debby Cryer. Early Childhood Environment Rating Scale - Revised. New York: Teachers College Press. 2005. 11th Grade Textbook Reading Level ISBN: 0807745499

VIII. Student Learning Outcomes

Upon Successful completion of the course, the student will be able to:

1. Describe best and promising teaching and care practices as defined within the field of early care and education's history (including developmentally appropriate practices and developmentally, culturally and linguistically appropriate practices);
2. Identify the underlying theoretical perspective in forming a professional philosophy;
3. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families;
4. Demonstrate the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children;
5. Summarize a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community;
6. Analyze the relationship between observations, planning, implementation and assessment in developing effective teaching strategies and positive learning and development contexts.