I. **OVERVIEW**  
The following information will appear in the 2010 - 2011 catalog

**CLDDV 101 Principles and Practices of Teaching Young Children**  
3 Units

Formerly listed as: CLDDV - 101: Introduction to Early Childhood Education  
Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactory completion of ENGL-50.

Examination of the underlying theoretical principles of developmentally appropriate practices applied to educational programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, emotional, creative, and intellectual development for children 0-8. Review of the historical roots of early educational programs and the evaluation of the professional practices promoting advocacy, ethics, and professional identity.

Field trips might be required.  (A-F or P/NP - Student choice) Lecture  
Transfer: (CSU)

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Methods of observation and assessment in educational and early intervention settings linking observational reports to developmental domains and planning educational programs and IFSP and EIPs (Early Intervention Core Competency, EICC) (Curriculum Alignment Project, CAP)

      i. Anecdotal Reports  
      ii. Running Records  
      iii. Time Tracking

   b. Knowledge and skills in planning and implementing inclusive educational programs

      i. Learning styles  
      ii. Temperaments  
      iii. Positive guidance and discipline methods  
      iv. Scheduling and planning

   c. Patterns in the socio-cultural context of children and how these influence learning  

      i. exploring cultural and societal influences on children (m.c.)  
      ii. exploring disabilities and other special needs (EICC)
d. Varying requirements for educational and early intervention programs in the State of California (EICC)
   i. Title 22
   ii. Title 5

e. Program types (family child care, centers, after-school programs, license-exempt; infant/toddler, preschool, school-age including intervention programs) (EICC)

f. Addressing the needs of the "whole" child.

g. The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice

h. Play as a vehicle for development and learning.
   i. Importance of relationships and interactions of family, peers, collaborative team (EICC)

j. Dominant historical perspectives, philosophies and educational approaches that are commonly used in early childhood and primary grade programs. These may include a variety of contemporary educational approaches such as, Montessori, Waldorf, Reggio, High Scope, Project Approach, etc.

k. Constructivist theory as the basis for guidance (e.g. definition and use of "time out" vs. "time with")

l. Influence of environment on behavior and learning

m. Critical nature of relationships; attachment, responsiveness, respect

n. Interrelationship of planning, observation, and assessment

o. Role of shared reflective practice

p. Quality indicators (e.g. accreditation)

q. Career options/paths
   i. Professional organizations and ongoing professional development

B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to satisfactory completion of ENGL-50.

2. Requisite Skills

Before entering the course, the student will be able to:

a. Comment and analyze reading selections in directed class discussion.

b. Writing process: 1. write clear introductory and concluding paragraphs which contribute to the over-all purpose of the composition; 2. (for exposition and argument) express the thesis of the composition in a clear sentence; 3. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; 4. compose fully-developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; 5. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences;

c. Sentence composition: 1. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; 2. maintain
logic of central predication and the relationship of parts within the sentence, (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses); 3. adhere to conventions of correctness in standard, edited English prose, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks);

d. Word use: 1. spell words correctly and capitalize according to conventions of standard, edited English prose; 2. use words, expressions, idioms according to their conventionally understood meaning; 3. use diction which is precise, specific, and economical; 4. avoid the use of trite or hackneyed language; 5. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.).

C. HOURS AND UNITS

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Class discussions including small and large group discussions, which promote critical thinking.
2. Field Trips (maybe)
3. Group Activities
4. Guest Speakers
5. Lecture
6. Audio-visual media
7. Assigned Readings
8. Multiple choice and/or essay quizzes and examinations
9. Written in-class and out-of-class homework assignments that require synthesis of content including anecdotal observations and assessment, NAEYC position statement, portfolio.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

a. Required and graded observation assignments (5 per term)
b. Optional ungraded practice observations (3 per term)
c. In-class review of films (4 per term)
d. Quizzes (4-6 per term)
e. Mid-term exam (1 per term)
f. Critical thinking report on informational interview (1 per term)
g. Final Examination (1 per term)

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

   a. Quiz 1:

   b. The reasons for a discussion about developmentally appropriate practice include:

   i. to tell everyone the one best way to provide care for children
   ii. to bring about radical political change
   iii. to have a dialog about making decisions regarding care and education of children
   iv. to define jobs and correct practice

   c. Midterm exam questions

   i. Early childhood professionals' roles include all of the following, EXCEPT:

   a. Advocate
   b. Teacher
   c. Babysitter
   d. Researcher

   d. Written Observation Assignment/Running Record:
   The running record assignment will require that you observe a child, in a child development setting for at least 30 minutes. During your observation, you will record the “blow-by-blow” description of the activity or behavior of one child. Be sure to focus only on one child for this assignment. You may record the interactions between the child and other children or adults, but focus on your subject.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**
   *As a result of satisfactory completion of this course, the student should be prepared to:*

   enter the field of early care and education ready to interpret levels of quality as defined within the field of child development and educational history; recognize a range of delivery systems, program types and philosophies, practices, and ethical standards; and observe and report on children's learning and plan environments and program.

B. **STUDENT LEARNING GOALS**
   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*
1. **Required Learning Goals**

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

   a. Utilize observational techniques to explore and adapt educational environments and assess their effectiveness. (Early Intervention Core Competency, EICC) (m.c.)

   b. Identify the historical roots of early childhood education. (Curriculum Alignment Project, CAP)

   c. List different program types, delivery systems, and licensing and regulation structures in early childhood and intervention program settings. (CAP)(EICC)

   d. Demonstrate awareness of developmental ages and stages. (CAP)

   e. Define developmentally, culturally and linguistically appropriate practice for the typically or atypically developing child. (CAP)(EICC)

   f. 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. (CAP)

   g. Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics. (CAP)

   h. Identify and compare effective policies, practices, and environments in early childhood and intervention program settings. (CAP)(EICC)

   i. Describe the characteristics of effective relationships and interactions between early childhood professionals including interventionists, children, families, and colleagues, and examine the importance of collaboration. (CAP)

   j. Describe the relationship of observation, planning, implementation, and assessment in effective programing. (CAP)

   k. Identify principles and practices promoting positive classroom guidance, communication, and problem solving skills. (CAP)

   l. Develop strategies to maintain communication and access with English language learning families and children. (CAP)

   m. Explain child development as a profession, including ethics, and professional organizations. (CAP)

   n. Compare and contrast theoretical perspectives. (CAP)

   o. Develop a professional philosophy. (CAP)

   p. Demonstrate a professional commitment to confidentiality and the need for a safe, secure, and nurturing environment for the child and family. (EICC)

   q. Demonstrate process of curriculum development for young children with disabilities or other special needs. (EICC)

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

   1. Class discussions including small and large group experiences, quizzes, and reflections on current reading assignment, guest speakers, lecture, text, and videos.

   2. Written in-class and outside-of-class homework assignments including anecdotal observations, Developmentally Appropriate Practices, NAEYC position statement, portfolio.
B. **SUMMATIVE ASSESSMENT**

1. Multiple choice and/or essay for mid-term and final examination.
2. Small group presentations
3. Written assignment of informational interview and final observation assignment.