

DE ANZA COLLEGE

CD-050 PRINCIPLES AND PRACTICES IN TEACHING YOUNG CHILDREN

Instructor: Zana Wilkie E-Mail: wilkiezana@fhda.edu

Fall 2022 Office hour: Thursday 6:30 pm Zoom Meeting

Course Description:

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

Student Learning Outcomes:

1. Evaluate the quality of a licensed early childhood program and make appropriate recommendations based on research findings of quality indicators based on DAP standards (Developmentally Appropriate Practice) and developmental theories.
2. Demonstrate an understanding of the field of child development in providing for the developmental/foundational needs of children through quality program and appropriate practice.

National Association for the Education of the Young Children (NAEYC)

Standard 1. Promoting Child Development and Learning

1a: Know and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning.

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on their own practice to promote positive outcomes for each child

Standard 5. Using Content knowledge to build meaningful curriculum

5b: Knowing and using central concepts, inquiry tools, and structures of content areas or academic disciplines.

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement and develop developmentally meaningful and challenging curriculum for each child.

Standard 6. Becoming a Professional

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standard and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

National Board for Professional Teaching Standards (NBPTS)

Proposition 1: Teachers are Committed to Students and Learning.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

Proposition 5: Teachers are Members of Learning Communities.

Council for Exceptional Children/Division of Early Childhood Education (CEC/DEC)

Standard 3: Individual learning differences

Standard 5: Learning environments and social interactions

Standard 9: Professional and ethical practice

Supportive Skills

1. Skills in self assessment and self advocacy
2. Written and verbal communication skills
3. Skills in making connections between prior knowledge/experience and new learning
4. Skills in identifying and using professional resources

Required Text and Materials:

1. California Preschool Curriculum Framework or California Infant/Toddler Curriculum Framework
2. CD50 Course Reader; Available in bookstore by Zana Wilkie

Desired Outcomes: Upon the completion of this course, students will:

1. Assess roles and evaluate the roles and responsibilities of child development teachers.
2. Recognize the development of models of curriculum and pedagogy in the field.
3. Examine the relationship between the child's development and the creation of learning opportunities in the classroom.
4. Identify developmentally appropriate practice and its application to a cross range of early childhood settings.
5. Identify, examine and assess various types of early childhood education environments.
6. Examine the historical antecedents and current research in early childhood education.
7. Critique issues in implementing high quality programs.
8. Examine the conceptual frameworks for teaching adopted by NAEYC, NBTS and ECE Special Education Standards

Schedule of Course Content:

	Meet	Topic	Due
Week 1	09/29	Introduction	09/30
		Intro to CPCF response due	10/06
Week 2	10/06	Child Development Orientation	
		Licensing, Permits Certificates	10/13
Week 3	10/13	Intro to Childhood Theories	10/20
		Discussion: Bev Bos	10/20
Week 4	10/20	Montessori and Waldorf	10/27
		CPCF Writing Assignment due	11/03
Week 5	10/27	Learning through play Vygotsky, Piaget	11/03
Week 6	11/03	Erikson, Moving Past Praise, Carol Dweck	11/10
Week 7	11/10	HighScope programs/philosophy	11/17
Week 8	11/17	Daily Routines	11/23
Week 9	11/24	THANKSGIVING	11/24
		Guidance, Discipline Techniques	12/01
Week10	12/01	Importance of Play	12/08
		Term Paper Due	12/08
Week 11	12/08	Ethical code of Conduct	
		Focus on Ethics due	12/11
Week 12	12/17	Final (no exam)	

Assignments

Discussions	70 points
Intro to CPCF	10 points
Intro to Childhood Theories	10 points
Certificates, Permits	05 points
CPCF Writing Assignment	10 points
Term Paper	70 points
Focus on Ethics	10 points

GRADES

Grades are based on a standardized percentage system:

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: 59% and below

Use the table provided in the “Assignments” section above to figure out your grade. Divide your points by the total possible points to determine your grade. For example, if you earn 300 and the total points in the course are 310 (300/310), your percentage score is: 96%, and your grade is an A.

Discussions

You are required to participate in weekly discussions pertaining to the the topics covered each week. Discussions include making a comment or statement (up to 5 points) that will enhance, add clarification and/or inspire further investigation on a topic. You may also contribute to the conversation by including links to research papers, documentaries and other sources of information that will provide greater learning, interest and depth to the subject matter. Discussion comments are due by Thursday 12:00am (midnight).

Resources: I recommend using the De Anza Library *Films on Demand and Kanopy* collections as a resource for documentaries, video lectures and more. One easy way to access this resource is to click the library icon in MyPortal found on the apps page, scroll down to the Film and Video section section. You can find many of the documentaries we will be using for discussion here in this collection.

Important Dates:

- Last day to drop **without** a W October 9
- Last day to drop **with** a W November 18

Criteria for Success for all written assignments:

- Typed
- Double spaced
- Times New Roman, 12 pt. font
- 1” margins
- Correct grammar, spelling and punctuation
- Properly cited using APA formatting o Need help? Check out bibme.org ([Links to an external site.](#)), ([Links to an external site.](#)) and or <https://owl.english.purdue.edu/owl/resource/560/01/> ([Links to an external site.](#))

Students with Disabilities

Note to students with disabilities: If you have a disability-related need for reasonable academic accommodations or services in this course, please provide me (Ms. Zana Wilkie) with a Test Accommodation Verification Form

(also known as a TAV form) from Disabilities Support Services (DSS) or the Educational Diagnostic Center (EDC). Students are expected to give five days’ notice of the need for accommodations. Students with disabilities can obtain a TAV from their DSS Counselor (DSS main number: 408-864-8753) or EDC advisor (EDC main number: 408-864-8839).

Academic Integrity

Principals of academic integrity adopted by De Anza’s College’s Academic Senate require that students apply the following standards to all coursework, assignments, and exams. Further details on Academic Integrity can be found at: http://www.deanza.edu/gov/academicSenate/academic_integrity.html ([Links to an external site.](#))

FOOTNOTE – CD 50.-50Z: This is an online class that does not have scheduled meetings. Students can log in anytime to do the required weekly course work. Students must have access to a computer, the internet and an individual email address. We recommend a laptop and Online Education Orientation can be found in Canvas on the Student Resources page: or desktop computer to successfully complete the course; a tablet or phone may not be adequate for all assignments and tests. Most De Anza classes will use the Canvas course management system. Information about Canvas <https://deanza.instructure.com/courses/3382>. The Student Online Resources hub with extensive information and tips can be found at [deanza.edu/online-ed/students/remote learning](http://deanza.edu/online-ed/students/remote-learning).