

Principles & Practices Live Google Doc

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Workgroup Instructions:

1. Introduce yourself (your name, Institution name, and something that interests you about ECE/ OER)
2. After you introduce yourself, add your name to the participant list (below)
3. Review CAP outline subjects, edit/ add/ confirm course outline
4. Pick a topic in the course outline to discover resources for. As resources are located, add source link and description to the course outline.
5. Identify workgroup lead to report out on group findings.

Link to google sheet to sign up to to write

https://docs.google.com/spreadsheets/d/1gaHIJ6YZgxEhZckkGP6RwOssz0cZcYaojq8_JL4Zy08/edit?usp=sharing

Workgroup Participants:

(participants please add your name to the below bulleted list)

- Jeannette Mulhern
- Amanda Hill
- Pam Perfumo, Los Medanos College
- Jolie Van Schoik
- Jennifer Paris
- Cindy Stephens
- Raquel Ochs
- Vivian Baker
- Ana Leon
- Emily Elam
- Anett Patron

- Peggy Dodge
- Terri Hutton

California Community Colleges ECE Curriculum Alignment Project (CAP)

Principles and Practices of Teaching Young Children (Revised Sept 2015) Course Description:

- Historical context and theoretical perspectives of developmentally appropriate practice in early care and education. Examines the role of the early childhood educator, identification of best practices for environmental design, curriculum, and teaching strategies. Explores teacher child relationships, professional ethics, career pathways and professional standards.

Student Learning Outcomes (SLOs):

1. Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.
2. Describe the role of the early childhood educator, including ethical conduct and professional pathways.
3. Identify quality in early childhood programs related to environment, curriculum, and teaching strategies. CAP

Objectives:

1. Describe developmentally appropriate practice.
2. Identify the historical roots, theories, standard, and approaches in early care and education.
3. Compare various program types and philosophies.
4. Discuss personal philosophies of teaching, career pathways, ethics, and professionalism.

<http://www.classism.org/classism-in-the-nurturing-world-of-early-childhood-education/>


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5. Examine the developmental needs of children at various ages.
6. Describe characteristics of effective relationships, positive guidance, and teacher-child interactions.

7. Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

CAP Course Content and Topics:

1. Historical and current approaches

- a. Theories
 - i. [Major theories and models of learning | Child Development](#)
 - ii. [Educational Learning Theories](#)
- b. Historical roots
 - i. [E book focused on ECE History](#)
 1. Copyright information
<https://books.google.com/books?id=BfA4Hd18cgEC&printsec=copyright#v=onepage&q&f=false>
 - ii. <https://hubert.hhh.umn.edu/ECEpdf/EarlyLessonseBook2009.pdf>
 - iii. <https://hubert.hhh.umn.edu/ECEpdf/Shonkoff2010.pdf>
 - iv.
- c. Program philosophies
- d. Delivery systems and program types
 - i. [Three Approaches from from Europe: Waldorf, Montessori, and Reggio Emilia article](#) (copywritten)
 - ii. <https://hubert.hhh.umn.edu/ECEpdf/MakingQualityChildCarePossibleNACCRRA.pdf>
 - iii. 
<https://www.cteonline.org/curriculum/lessonplan/types-of-early-childhood-education-programs/iTJCMg>
- e. Licensing and regulations
<https://ccld.childcarevideos.org/child-care-center-operators/>
 - i. [Resource Guide: Starting and Operating a Child Care Business](#)
 - ii. [Title 22 and Title 5 comparison](#) (cannot find source or copyright information though)
 - iii. [Regulation Highlights](#)
 - iv. http://caheadstart.org/pdfs/regulations/Early_Ed_and_Child_Care_Reg_QuickReference_Guide.pdf
- f. Personnel requirements
 - i. Licensing??

[National database for Licensing Regulations](#)

[Caring for Our Children National Health and Safety Performance Standards
Guidelines for Early Care and Education Programs 3rd Edition](#)

- g. Quality Indicators- <https://www.tcpress.com/request-permissions> This is for ECERS, ITES....maybe to use of snap shots and etc.?
- h. State and national standards
 - i. https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_permit.htm
 - ii. <https://www.ctc.ca.gov/credentials/req-child-dev>
 - iii.
- i. <https://hubert.hhh.umn.edu/ECEpdf/Reynoldsetal2011.pdf>
- j.

[https://journalistsresource.org/studies/society/education/early-childhood-care-education-united-s
tates-research-roundup](https://journalistsresource.org/studies/society/education/early-childhood-care-education-united-states-research-roundup)



2. Roles of early childhood teachers

- a. Attributes of effective early childhood teachers
- b. Personal philosophy of teaching
 - i. [Developing Your Teaching and Learning Philosophy Statement](#)
- c. Professionalism and ethics
 - i. [Teaching the NAEYC Code of Ethics](#)
- d. Career options and professional development

TK:

http://teachingcommons.cdl.edu/tk/modules_teachers/TKModuleChildDevelopment.htm

- e. Professional organizations
- f. Collaboration
 - i. Families
 - ii. Colleagues
 - iii. Other professionals
 - iv. <https://www.cde.ca.gov/sp/cd/re/ececomps.asp> -ECE Competencies
 - v.

3. Children's development

- a. Physical
- b. Cognitive
- c. Language

- d. Social
- e. Emotional
 - i. <http://nobaproject.com/modules/social-and-personality-development-in-childhood>
 - ii.
- f. Influences on development
 - i. <http://nobaproject.com/modules/the-nature-nurture-question> (This seems like an introductory article about environmental influence.)

4. Indicators of developmentally appropriate practices

- a. Curriculum
 - i. Interrelationship of planning, observation, and assessment
 - ii. Planning for individual needs

<https://journals.ku.edu/FOEC/article/view/6848/6200>
- b. Environments: Impact on behavior
 - i. Indoor and outdoor
 - 1. [Creating Indoor Environments in ECE](#)
 - 2. [Inspiring indoor classrooms for young children](#)
 - 3. <http://ccld.ca.gov/res/pdf/ChildCareCenters.pdf> - this one has the licensing requirements
 - 4. [Environments to reduce challenging behaviors](#)
 - ii. Adaptation
 - 1. <http://articles.extension.org/pages/61358/adapting-the-child-care-environment-for-children-with-special-needs>
 - iii. <https://journals.hioa.no/index.php/nbf/article/view/749> This has language and outdoor development research
- c. Teaching strategies
 - i. Communication
 - 1. <https://languageandliteracytheoryandpractice.wikispaces.com/Integrating+Oral+Communication+Skills+into+Everyday+Learning>
 - 2.
 - ii. Teacher-child interactions
 - 1. <https://www.childandfamilyblog.com/uncategorised/teacher-student-interactions-education-quality/>
 - iii. Guidance
 - 1. [Guiding Young Children; 21 Strategies](#)
 - 2. [Dr. Becky Bailey and Conscious Discipline](#)
- d. Impact of culture and language
 - i. <http://open.lib.umn.edu/communication/chapter/3-4-language-society-and-culture/>
 - ii. https://sites.google.com/a/hawaii.edu/keaulana_ed284_cte/
- e. Strategies for family involvement

- i. <https://sustainingcommunity.wordpress.com/2017/03/15/parent-engagement-principles/>
- ii.

Other additional unclassified resources:

<https://www.opensocietyfoundations.org/explainers/why-investing-early-childhood-matters>

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Public policy

<https://hubertproject.org/hubert-material/335/>



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About Developing Appropriate

<https://www.naeyc.org/resources/position-statements/dap>

Early Childhood Education (Merlot)

<https://www.merlot.org/merlot/viewMaterial.htm?id=889608&hitlist=keywords%3DEarly%2520childhood&fromUnified=true>

<https://facultyinitiative.wested.org/instructional-guides/pcf1/>

Learning Foundations

California Preschool Learning Foundations, Volume 1 (2008)

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

California Preschool Learning Foundations, Volume 2 (2010)

<http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>

California Preschool Learning Foundations, Volume 3 (2012)

<http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf>

Curriculum Frameworks

California Preschool Curriculum Framework, Volume 1 (2010)

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv1.pdf>

California Preschool Curriculum Framework, Volume 2 (2011)

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv2.pdf>

California Preschool Curriculum Framework, Volume 3 (2013)

<http://www.cde.ca.gov/sp/cd/re/documents/preschoolframeworkkv3.pdf>

California Preschool Program Guidelines

<https://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf>

Desired Results Developmental Profiles

<https://www.desiredresults.us/drdp-forms>

Best Practices for Planning Curriculum for Young Children

<https://www.cde.ca.gov/sp/cd/re/documents/intnatureoflearning2016.pdf>

International Resource-OER Textbook

<https://open.bccampus.ca/find-open-textbooks/?uuid=f3f1468f-f339-4d8f-bc2c-cdad0612596c&contributor=&keyword=&subject=Early>

Definitions:

<https://opentextbc.ca/socialpsychology/>

Starting Resources:

Add a link to any resources you find that are openly licensed. Some resources have been provided already. Use the CAP content below if you need ideas of what to search for.

- [New America - Transforming the Early Education Workforce](#) *content created by New America is openly licensed but third-party content may not be, so be sure to double-check the author
- <http://nobaproject.com/>

- <https://facultyinitiative.wested.org/instructional-guides/pcf1/>
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