**Early Childhood Education Principles**

# Subject Code: 350205

In this first course in the pathway, students will examine the history and philosophy of early childhood education, types of early childhood programs, and the roles, rights and responsibilities of learners and stakeholders in early childhood education. Students will assess developmental appropriate practices; legal, ethical and organizational issues; and the challenge of teaching and caring for young children with diverse needs. Career planning and professionalism will also be emphasized throughout the course.

# Outcome 1.1. Employability Skills

Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

# Competencies

* + 1. Identify the knowledge, skills and abilities necessary to succeed in careers.
    2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.
    3. Develop a career plan that reflects career interests, pathways and secondary and postsecondary options.
    4. Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships.
    5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).

# Outcome 1.3. Business Ethics and Law

Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

# Competencies

* + 1. Analyze how regulatory compliance affects business operations and organizational performance.
    2. Follow protocols and practices necessary to maintain a clean, safe and healthy work environment.
    3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).

# Outcome 1.5. Global Environment

Evaluate how beliefs, values, attitudes and behaviors influence organizational strategies and goals.

* + 1. Describe how cultural intelligence skills influence the overall success and survival of an organization.
    2. Use cultural intelligence to interact with individuals from diverse cultural settings.
    3. Recognize barriers in cross-cultural relationships and implement behavioral adjustments.
    4. Recognize the ways in which bias and discrimination may influence productivity and profitability.

1.5.8. Identify how multicultural teaming and globalization can foster development of new and improved products and services and recognition of new opportunities.

# Outcome 2.1. History and Philosophy

Examine and employ education’s historical and philosophical underpinnings to benefit from best practices and lessons-learned that can be used to enhance stakeholder understanding and interaction.

# Competencies

* + 1. Determine historical aspects of education that impact the current learning environment.
    2. Compare educational models, and explain how they impact the classroom.
    3. Explain the impact of constructivism on the learning environment, instruction, learning activities and assessment.
    4. Describe the shift from instructor-led to learner-directed education.

2.1.6. Compare theories and philosophies of education and training impacting learners with exceptionalities.

2.1.13. Explain the evolving knowledge base of educational research and theory that guides practice.

# Outcome 2.2. Educational Systems

Understand the organization and structure of education systems, the roles of their stakeholders and the nature of their funding sources to enhance students’ contribution and role in education

# Competencies

* + 1. Explain the goals of education and their role in shaping the education system.
    2. Describe the environments in which education and training are delivered.
    3. Distinguish among federal, state and locally mandated policies, rules and regulations.
    4. Describe the organizational hierarchy in education and training systems.
    5. Describe the role and responsibilities of state and federal education agencies.
    6. Explain learners’ and stakeholders’ roles, rights and responsibilities in education systems.
    7. Describe barriers to and impact of systemic change in education systems.
    8. Describe funding sources and levels of contribution to the education system.
    9. Explain financial accountability of education systems and their stakeholders.
    10. Describe accreditation requirements of education systems.
    11. Analyze the community’s shifting demographics, and recommend ways that the education system can respond.

# Outcome 2.3. Professionalism

Model behaviors of professional educators, maintain needed licenses or certifications, and advance needed skills to exhibit a desire to contribute to professional growth and development.

# Competencies

2.3.1. Compare and contrast professional development processes guiding the preparation of educators.

* + 1. Target and actively participate in relevant professional development opportunities that foster growth.
    2. Utilize advocacy skills that can be used to shape educational policies and regulations.
    3. Adhere to the legal and ethical framework of the teaching profession, and explain the consequences of failing to do so.
    4. Explain the relationship between educational negligence and liability, and describe protections against liability.
    5. Engage in reflective practices to strengthen education and training knowledge and skills.
    6. Seek and use feedback and input from peers and administrators to foster professional growth.
    7. Create, implement, and evaluate personal action plan for performance improvement.
    8. Promote active and informed citizenship.
    9. Assess and address personal biases that potentially impact stakeholder interactions.
    10. Determine requirements for being an Ohio educator, and explain reasons those requirements change.
    11. Develop a professional development plan for lifelong learning.
    12. Develop a personal philosophy of education.
    13. Create and maintain a professional portfolio.

# Outcome 2.4. Operational Responsibilities

Recognize and fulfill the day-to-day tasks that support teaching and learning.

# Competencies

2.4.2. Complete and maintain up-to-date records (e.g., incident reports, gradebooks, immunization records).

# Outcome 3.1. Growth and Development Theories

Apply the theoretical foundations of human growth and development that can enhance work with learners.

# Competencies

* + 1. Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive).
    2. Explain developmental stages and milestones.
    3. Explain growth and development theories (e.g., Piaget’s stages of cognitive development, Erikson’s theory of human development, Kohlberg’s stages of moral development).
    4. Apply development theories to different ages and stages of learner development.
    5. Develop holistic view of learners through the application of growth and development theories.

# Outcome 3.2. Cognitive Growth and Development

Apply cognitive growth and development principles to develop a holistic picture of a learner.

# Competencies

* + 1. Describe how learning processes occur neurologically.
    2. Evaluate learners to determine their learning styles.
    3. Explain sequences, stages and milestones of cognitive development.
    4. Explain how interactions and the environment impact brain function, growth and development.
    5. Create opportunities for learners to explore their self-interests.
    6. Observe, analyze, and determine a learner’s cognitive growth and development.
    7. Align instructional strategies and interventions to learners’ stages of cognitive development and learning.

# Outcome 3.3. Physical Growth and Development

Apply physical growth and development principles to develop a holistic picture of a learner.

# Competencies

* + 1. Describe the milestones of physical growth and development.
    2. Determine learners’ physical development stages and milestones.
    3. Analyze strategies to support learners’ physical growth and development.
    4. Implement activities and strategies that can be used to promote motor-skill development.
    5. Allocate time for structured and unstructured physical activity based on age band.

# Outcome 3.4. Social and Emotional Growth and Development

Apply social and emotional growth and development principles to develop a holistic picture of a learner.

# Competencies

* + 1. Identify learner characteristics and differences, and explain how they impact learning.
    2. Explain genetic and environmental conditions that affect social growth and development.
    3. Identify how attachment impacts relationships.

3.4.5. Describe how caring, consistent relationships with adults provide external supports.

3.4.7. Use strategies to help learners express their emotions.

* + 1. Explain how play provides opportunity for learners to grow and develop.
    2. Model self-control for learners.
    3. Apply behavioral-management techniques to advance learners’ social and emotional growth.
    4. Use communication techniques that promote social growth and development.

# Outcome 3.5. Language Growth and Development

Apply linguistic principles and practices in the development of language skills.

# Competencies

* + 1. Explain the interrelationships of language development with cognitive, physical and social/emotional development.
    2. Explain how language is developed.
    3. Describe the importance of listening, conversing and gesturing as foundations for learning languages or multiple languages.
    4. Identify the relationship between oral language development and reading.
    5. Explain the purposes for which learners use oral language.
    6. Describe the significance of learners’ self-talk.
    7. Use the technique of recasting to support a learner’s language skills and development.
    8. Explain the role of the home language in promoting development of English language and literacy.
    9. Identify the home-language environment of each learner.

3.5.15. Model correct use of language (e.g., structures, grammar, tone, volume, expression).

3.5.17. Promote development of home language while facilitating English language acquisition.

# Outcome 3.6. Literacy Development

Apply strategies to determine a learner’s stage of literacy development, and implement needed supports to facilitate literacy growth.

# Competencies

* + 1. Explain the interaction of reading, writing, speaking and listening in literacy development.
    2. Describe factors impacting a learner’s preparation to read.
    3. Describe stages of literacy development.
    4. Explain factors impacting the progression of the learner through the stages of reading development.
    5. Describe how content areas support literacy development.
    6. Identify characteristics of proficient readers.
    7. Identify the knowledge and skills that learners need to read with comprehension and fluency.

# Outcome 3.7. Cultural Growth and Development

Determine the impact of culture on learner development and behaviors to guide interactions, curriculum decisions, resource selections and instructional planning and delivery.

# Competencies

3.7.3. Describe the impact of culture on adults’ behavior with learners.

3.7.5 Obtain information about a learner’s culture.

* + 1. Implement strategies and techniques that encourage self-esteem and responsibility in learners.
    2. Determine personal contributions to working with culturally diverse communities and learners by reflecting on one’s own personal culture.
    3. Address cultural relevance in making curriculum choices and adaptations.
    4. Establish goals for multilingualism, multi-literacy and multiculturalism.

# Outcome 4.1. Safe Environments

Establish and maintain a physically and emotionally safe environment for learners, staff, administrators and volunteers.

# Competencies

4.1.1. Ensure a safe learning environment.

4.1.4. Design, maintain, and modify the classroom layout to create a safe environment.

# Outcome 4.4. Environmental Design

Create and maintain an environment to promote learning, encourage interaction and facilitate classroom management.

# Competencies

* + 1. Analyze the impact of environmental factors on the learning environment.
    2. Create a learning environment that fosters collaborative and individual work.
    3. Incorporate learning areas in classroom design to provide learners space to build, create and engage in self-expression.
    4. Maintain and modify the learning environment to accommodate performance and behavior.
    5. Determine design principles and guidelines to create an inclusive environment.

4.4.8. Design the physical learning environment to address learner needs and abilities.

# Outcome 4.5. Responsive Environment

Establish and maintain a productive and respectful learning environment.

# Competencies

* + 1. Describe the benefits of a globally based learning environment.
    2. Distinguish between individual and group diversity.
    3. Identify the impact of diversity on the learning environment.
    4. Demonstrate cultural awareness.

4.5.9 Create a supportive and inclusive learning environment that promotes positive interactions and behaviors to minimize risks.

* + 1. Set and communicate high and attainable expectations for all learners.
    2. Establish and follow classroom routines.
    3. Determine the impact of diversity in an education and training setting (e.g., linguistics, intellectual abilities, beliefs and values).
    4. Create a culturally compatible learning environment.

# Outcome 4.6. Stakeholder Relationships

Establish and maintain productive relationships with family members, caregivers and community partners.

# Competencies

* + 1. Describe the advantages and importance of family or caregiver involvement in learner development.
    2. Identify and implement techniques to constructively and supportively communicate with families or caregivers.
    3. Use family engagement strategies to partner with families in making decisions.
    4. Collaborate with families to enhance support provided to the learner.
    5. Involve family or caregiver in resolving a learner’s conflicts or issues.
    6. Assist families or caregivers in addressing challenging learner behaviors outside the learning environment.
    7. Explain the role and value of external support agencies in education.
    8. Collaborate with stakeholders and intervention team to meet requirements of learners.
    9. Explain ways in which community members can contribute to learning experiences.
    10. Establish and grow positive relationships with community partners.
    11. Engage community partners in developing learning opportunities.

# Outcome 4.7. Classroom Management

Manage classroom behavior to create an environment conducive to learning.

# Competencies

* + 1. Communicate and monitor classroom expectations.
    2. Apply classroom-management techniques to monitor learner engagement.

4.7.7. Implement strategies to encourage learners to comply with classroom rules and procedures.

4.7.10. Involve learners in development of behavioral standards for the learning environment.

# Outcome 5.2. Instructional Planning

Plan instructional strategies and activities to promote learner development.

# Competencies

* + 1. Describe types of learning styles and their influence on instruction.
    2. Use multiple strategies within a lesson to support differentiated instruction.

5.2.7. Plan developmentally appropriate learning experiences that engage learners in individual and collaborative learning activities.

5.2.10. Use reflection strategies for evaluating the effectiveness of a lesson.

# Outcome 6.1. Technology for the Learning Environment

Understand tools and applications that provide the basis for the use of technology in the learning environment.

# Competencies

* + 1. Compare and contrast the use of social media for personal and educational purposes.
    2. Follow established protocol and practices necessary to maintain professional identity and reputation while using social media and educational networking sites.