INSTRUCTOR’S GUIDE

COURSE ONE
FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

Revised February 2011

Course Outcome Summary

WTCS - Wisconsin Technical College System

Information

Credits 3

Description

This 3-credit course introduces you to the early childhood profession. Course competencies include: integrate of strategies that support diversity and anti-bias perspectives; investigate the history of early childhood education; summarize types of early childhood education settings; identify the components of a quality early childhood education program; summarize responsibilities of early childhood education professionals; explore early childhood curriculum models.

External Standards

NAEYC Standard 1: Promoting Child Development and Learning. Students prepared in associate degree programs use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

NAEYC Standard 4d: Building Meaningful Curriculum. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for all young children.

NAEYC Standard 5: Becoming a Professional Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

WI Teacher Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
WI Teacher Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

WI Teacher Standard 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI Teacher Standard 7: The teacher plans instruction based upon the knowledge of subject matter, students, the community, and curriculum goals.

**Program Outcomes**

ECE A. Apply child development theory to practice.

ECE C. Implement developmentally appropriate curriculum.

ECE D. Incorporate developmentally appropriate guidance strategies.

ECE E. Integrate health, safety, and nutrition practices according to local, state, and national standards.

ECE F. Provide a respectful, diverse, and inclusive program.

ECE G. Use interpersonal skills to develop respectful relationships with children and adults.

ECE H. Demonstrate professional and ethical standards.

ECE I. Advocate for children, families, and the profession.

**Competencies, Linked Exit Learning Outcomes, and Performance Standards**

1. Integrate strategies that support diversity and anti-bias perspectives.

*Linked External Standards*

NAEYC Standard 5: Becoming a Professional Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

WI Teacher Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

*Linked Program Outcomes*

* ECE F. Provide a respectful, diverse, and inclusive program.

*Performance Standards*
You will demonstrate your competence:
- using written or oral activities as provided by the instructor
- in a classroom or simulated environment
- individually or in small groups

Performance will be satisfactory when you:
- follow the guidelines of "The Anti-bias Curriculum: Tools for Empowering Young Children" or a similar Anti-bias resource

Learning objectives
What you will learn as you master the competency:
- Define anti-bias.
- Recognize the importance of an individual's cultural context.
- Recognize the ethical responsibilities inherent in working with diverse populations.

2. Investigate the history of early childhood education.

Linked External Standards
NAEYC Standard 1: Promoting Child Development and Learning. Students prepared in associate degree programs use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

NAEYC Standard 5: Becoming a Professional Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

WI Teacher Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Linked Program Outcomes
* ECE A. Apply child development theory to practice.

Performance Standards
You will demonstrate your competence:
- through oral or in written products
- individually and in small groups
- in the classroom
Performance will be satisfactory when your investigation includes:

- description of the origins of early childhood education
- description of social trends that impact early childhood education
- description of legislative acts that affect early childhood education

**Learning objectives**

*What you will learn as you master the competency:*

a. Trace the origins of early childhood education.

b. Identify leaders of the early childhood profession, e.g. Froebel, Montessori, Dewey.

c. Identify social trends that had an impact on early childhood education.

d. Describe legislation that relates to early childhood education.


**Linked External Standards**

NAEYC Standard 5: Becoming a Professional  
Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

WI Teacher Standard 7: The teacher plans instruction based upon the knowledge of subject matter, students, the community, and curriculum goals.

**Linked Program Outcomes**

* ECE A. Apply child development theory to practice.

**Performance Standards**

*You will demonstrate your competence:*

- through oral or in written products
- individually and in small groups
- in the classroom

Performance will be satisfactory when your summary differentiates

- between the variety of early childhood education settings

**Learning objectives**

*What you will learn as you master the competency:*

a. Describe the variety of early childhood education settings including family child care, in-home care, group child care, school-age child care, Head Start, preschool program, Birth-to-Three, Early Childhood Exceptional Needs (EEN), 3 and 4 year old
(pre)kindergarten programs.
b. Distinguish between group, family, group-family early childhood education settings.
c. Differentiate between certified and licensed care.
d. Differentiate between in-home child care providers including baby-sitter, au-pair, mother's helper, and nanny.
e. Describe the variety of organizational structures of early childhood educational settings.

4. Identify the components of a quality early childhood education program.

Linked External Standards

NAEYC Standard 5: Becoming a Professional  Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

WI Teacher Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Linked Program Outcomes

* ECE A. Apply child development theory to practice.
* ECE C. Implement developmentally appropriate curriculum.
* ECE D. Incorporate developmentally appropriate guidance strategies.
* ECE E. Integrate health, safety, and nutrition practices according to local, state, and national standards.
* ECE F. Provide a respectful, diverse, and inclusive program.

Performance Standards

You will demonstrate your competence:

- through oral or written products
- individually and in small groups
- in the classroom

Performance will be satisfactory when you identify:

- developmentally appropriate practices

Developmentally appropriate practices
Learning objectives

What you will learn as you master the competency:

a. Identify Wisconsin's DHFS licensing rules for group and family child care centers.
b. Identify the NAEYC core standards.
c. Differentiate between state licensing requirements and accreditation standards.
d. Define Developmentally Appropriate Practices (DAP).
e. Describe the "Wisconsin Model Early Learning Standards" criteria system.
f. Define the components of a quality learning environment.
g. Define the components of a quality working environment.
h. Describe the relationship between teacher education and quality care.
i. Describe the relationship between director education and quality care.
j. Define professional practices, i.e. professional benefits, staff development plans, educational ladder, etc.

5. Summarize responsibilities of early childhood education professionals.

Linked External Standards

NAEYC Standard 5: Becoming a Professional Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

WI Teacher Standard 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Linked Program Outcomes

* ECE A. Apply child development theory to practice.
* ECE C. Implement developmentally appropriate curriculum.
* ECE D. Incorporate developmentally appropriate guidance strategies.
* ECE E. Integrate health, safety, and nutrition practices according to local, state, and national standards.
* ECE F. Provide a respectful, diverse, and inclusive program.
* ECE G. Use interpersonal skills to develop respectful relationships with children and adults.
* ECE H. Demonstrate professional and ethical standards.
* ECE I. Advocate for children, families, and the profession.

**Performance Standards**

*You will demonstrate your competence:*
- through oral or in written products
- in the classroom
- individually and in small groups

*Performance will be satisfactory when your summary includes:*
- legal responsibilities
- roles of various job positions
- ethical responsibilities as defined by NAEYC code of ethics
- your professional role in the ECE field
- advocacy for the ECE profession

**Learning objectives**

*What you will learn as you master the competency:*
- **a.** Describe the personal qualities of an ECE professional, i.e. flexibility, physical/emotional health, critical thinking abilities, interpersonal skills, professional appearance.
- **b.** Describe the NAEYC Code of Ethics.
- **c.** Describe the core legal responsibilities of caring for children according to state licensing standards.
- **d.** Explain SIDS risk reduction strategies.
- **e.** Recognize various jobs within an early childhood programs.
- **f.** Differentiate between the job responsibilities of an assistant teacher, lead teacher, director and/or administrator.
- **g.** Identify other ECE careers opportunities besides teacher/administrator, i.e. state licenser, grant writer, ECE consultant.
- **h.** Recognize the importance of professional development, i.e. Registry, continuing education, portfolio.
- **i.** Recognize the importance of advocacy in the ECE profession.


**Linked External Standards**

NAEYC Standard 4d: Building Meaningful Curriculum. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for all young children.

WI Teacher Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences
that make these aspects of subject matter meaningful for students.

**Linked Program Outcomes**

* ECE A. Apply child development theory to practice.

**Performance Standards**

*You will demonstrate your competence:*

  o through oral or in written products
  o in the classroom
  o individually and in small groups

*Performance will be satisfactory when your exploration includes:*

  o common developmentally appropriate practice components within a variety of curriculum models

**Learning objectives**

*What you will learn as you master the competency:*

  a. Define key components of each ECE curricular model.
  b. Describe differences between the ECE curricular models.
  c. Explore the curriculum models of High Scope, Montessori, Reggio-Emilia, The Creative Curriculum, theme-based, eclectic approach, and other models.