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EDEC 508.50: Principles and Practice in Early Childhood Education

Danielle L. Bailey

University of Montana, Missoula, danielle.bailey@umontana.edu

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University of Montana
Early Childhood Education Program
EDEC 508: Principles and Practice in Early Childhood Education

INSTRUCTOR: Danielle Bailey
Danielle.bailey@umt.edu

CREDITS: 3 Semester Credits

LOCATION: This course is online using the Moodle platform.

OFFICE HOURS: By appointment.

Course Description: This on-line course presents the foundation principles and practices of early childhood education (ages birth through eight). The main topics to be covered will include: the sociological, professional, and theoretical perspectives of early childhood education with a focus on developmentally appropriate practice (DAP); the skills and dispositions needed in planning and implementing early care and education programs for all children; and education models in early childhood. Students will assume a leadership role in this co-convened course (EDEC 408) to include an online summative presentation.

Learning Materials:

- [NAEYC](#) Membership (minimum of standard level)
- Bredekamp, S., Masterson, M. L., Willer, B. A., & Wright, B. L. (2022). [Developmentally appropriate practice in early childhood programs serving children from birth through age 8. National Association for the Education of Young Children.](#)
- Brown, S., & Vaughan, C. (2009). [Play: How it shapes the brain, opens the imagination, and invigorates the soul.](#) New York, NY: Penguin.

Teaching Strategies GOLD Online Requirement

- Students will be trained on the comprehensive assessment system TSGOLD online. It is required that students become familiar with the online platform and ultimately become reliable on the assessment portfolio system. Establishing reliability is a requirement of passing the EDEC 508.

NAEYC and Montana ECE Standards this Course Addresses:

- Understand the potential influence of early childhood programs, including early intervention, on short-and long-term outcomes for children
- Recognize the goals of assessment and summarize, analyze, and use assessment information gathered through on-going, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to 1) learn about children's unique qualities, 2) guide instruction, and 3) evaluate effective curriculum to maximize children's development and learning
- Make ethical considerations when administering and interpreting assessments including 1) an understanding of family context and involving families in the assessment process, 2) recognizing the importance of establishing positive conditions for assessment, 3) avoiding bias and using culturally sensitive assessments that have established reliability and validity

- Utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies, and making appropriate use of technology
- Integrate and support in-depth learning using both spontaneous and planned curricula and teaching practice in each of the academic discipline areas
- Uphold and use NAEYC Code of Ethical Conduct
- Identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early learning field profession
- Demonstrate a high level of oral, written and technological communication skills with specialization for specific professional role(s) emphasized in the program.
- Integrate knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research.

Conceptual Framework:

Please review the following *Themes of a Learning Community* for an understanding of the College's conceptual framework for professional education programs.

Integration of Ideas

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.

Cooperative Endeavors

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.

Respect for Diversity and Individual Worth

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

Course Outcomes, Assignments, and Assessments

Course Outcomes	Major Assignments
1. Base practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play	Research Paper Portfolio

Course Outcomes	Major Assignments
2. Discuss the multiple influences on young children's development and learning	Seminar Portfolio Book Club
3. Describe the potential influence of early childhood programs on short-and long-term outcomes for children	Mini Assignments Research Paper
4. Demonstrate knowledge of and ability to use a broad repertoire of developmentally appropriate teaching skills and strategies supportive of younger learners	Mini Assignments Portfolio TS GOLD
5. Uphold and use NAEYC Code of Ethical Conduct	Portfolio Mini Assignments
6. Discuss formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families	Seminar Mini Assignments Portfolio Research Paper
7. Identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field	Portfolio NAEYC Membership Summative Campaign
8. Demonstrate a high level of oral, written and technological communication skills with specialization for specific professional role(s) emphasized in the program.	Research Paper Portfolio
9. Integrate knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research.	Research Paper

Assignments:

Students are expected to turn in assignments prior to the beginning of class on the day the assignment is due. Please submit all assignments via Moodle, unless otherwise noted in the assignment description. **Assignments are expected to be of professional quality--this means thoughtful, descriptive, complete, utilizing strength-based language and relatively few if any grammatical and spelling errors.** Assignments that are *not* of professional quality are subject to a loss of points. All assignments will be evaluated based on detailed rubric criteria.

Assignments	Course Percentage
1. Established Reliability with Teaching Strategies GOLD	40%
2. MEd ECE Competency Portfolio	10%
3. Mini Assignments <ul style="list-style-type: none"> • Assigned throughout various weeks of the semester • TSG Training Modules • Research Article Reviews 	25%
4. Weekly Yellowdig Seminars 5. Book Club <ul style="list-style-type: none"> • Checkpoint 1 (25 points) • Checkpoint 2 (25 points) • Checkpoint 3 (25 points) • Checkpoint 4 (25 points) 	10%
6. Research Paper and Recorded Presentation	15%
Total:	100%

Grading Scale: Total Assignment Points Will Be Converted to a Percent Score in Moodle									
A	95-100	B+	87-89	C+	77-79	D+	67-69	F	>60
A-	90-94	B	84-86	C	74-76	D	64-66		
		B-	80-83	C-	70-73	D-	60-63		

Course Requirements and Policies:

1. **Late Work Policy:** If a student does not achieve approval from the instructor prior to the late submission, 10% of the possible total points will be deducted per day, up to 3 days.

2. **Conduct Code:** Students are expected to know, understand, and comply with the academic honesty policies as described in the University of Montana *Student Conduct Code*. An unabridged copy of this code is available at <https://www.umt.edu/safety/policies/default.php>. If there are questions about how the code applies to a class activity, please consult with the course instructor prior to engaging in that activity.
3. **Academic Honesty:** Students are expected to know, understand, and comply with the academic honesty policies as described in the University of Montana *Student Conduct Code*. An unabridged copy of this code is available at <http://www.umt.edu/student-affairs/>. If there are questions about how the code applies to a class activity, please consult with the course instructor prior to engaging in that activity.
4. **People-First Language:** As a field, we have adopted the use of “people-first language” when referring to people with identified disabilities. That means that we emphasize the person before the disability. For example, we would say, “child with autism” not “autistic child”. For a more elaborate description of the language to use when describing people with disabilities, please consult page 72 of the *Publication Manual of the American Psychological Association, 6th Edition*.
5. **Accommodations:** If you are a student with a disability and wish to request reasonable accommodations for this course, contact me privately to discuss the specific modifications. Please be advised, I may request that you provide a verification letter from Disability Services for Students. If you have not yet registered with Disability Services, located in Lommasson Center 154, please do so in order to coordinate your reasonable modifications. For more information, visit the Disability Services website at www.umt.edu/disability.
6. **Campus Safety and Emergency Procedures:** Campus safety is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies. Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. Areas of refuge are located at the elevator doors on the second and third floors. Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.
 - UM's emergency notification system notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.
 - Please report suspicious activity by calling 911 or (406) 243-4000. An online form is also available. You may elect to remain anonymous when making a report.
 - Active shooter preparedness requires that we develop a survival mindset. UM recommends the “Run, Lock, Fight” response for an active shooter incident.

RUN:

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

HIDE

- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Additional Notes: Please understand that this document serves as a guide. I welcome student input and reserve the right to adjust this guide as the semester proceeds. If changes occur, they will be written and distributed to the class.