Three Rivers Community College

Introduction to Early Childhood ECE 101

Fall 2017

Photo Credit: Liane Metzler

MONDAY NIGHT CLASS
6:00 to 8:45
Professor Sheila Skahan

_____

Contact Information
Office   860.215.9475
Text   860.227.9016

Office Hours Monday 4:00 - 5:30; Thursday 12:30 to 2 in C250

Course: Introduction to Early Childhood Education
Common Course Number: ECE*101 (formerly CDV K111) ; 3 Credit Hours
This course introduces students to a study of the historical, anthropological, psychological, philosophical, and social perspectives of early care and education for children ages 0-8. The course acquaints students with trends in educational settings including the organization, history, and governance of American schools. The course includes the study of child development, learning models, and the multiple roles in the early childhood education profession. Field trips and observations of early childhood programs will be required. (***Throughout this course, you are required to complete 10 additional hours of on site observations and tasks with children).***
 Prerequisites: ENG* K100 eligibility or permission of instructor.

Required Texts:

Gordon, Ann and Kathryn Browne. Beginnings and Beyond: Foundations in Early Childhood
        Education. 10 th Edition. Wadsworth. 2017.
        ISBN 978130550096

CT Early Learning and Development Standards (ELDS)
Here's the link to the website to place your request- http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726

Downloads from http://www.ct.gov/oec/cwp/view.asp?a=4541&q=535852 OFFICE OF ECE CT

Additional readings will be assigned throughout the semester.

Course Outcomes:
Upon completion of the course, the students will be able to:
- Understand the history, social perspective and theoretical foundations for Early Childhood Education learning models, environments and programming.
- Demonstrate familiarity with a broad spectrum of roles, responsibilities and expectations of the Early Childhood Education professional.
- Understand the core principles of child development, home-school-community partnerships, and strategies that guide quality Early Childhood Education programming.

Key Learning Goals

- Identify the evolution and history of childhood for the past 400 years . (NAEYC Standard 5a)

- Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner. (NAEYC Standard 5a)

- Define the characteristics of Waldorf schools, Montessori schools, Reggio Emilia, School Readiness, Head Start and Perry Preschool programs; (NAEYC Standard 6c)

- Identify key characteristics of the multiple settings in which children are provided early learning experiences and / or care; (NAEYC Standard 6a, 6c)

- Compare and contrast the theories of human development including but not limited to; Behaviorist Theory, Cognitive Theory, Sociocultural Theory, Humanistic Theory, and Multiple Intelligence Theory; (NAEYC Standard 5a, 5b)

- Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive in relation to the new CT Early Learning and Development Standards (NAEYC Standard 1a, 1c))

- Recognize age appropriate and culturally appropriate development expectations for the young child; (NAEYC Standard 2c)

- Define differing learning styles and teaching strategies of the learning process; (NAEYC Standard 4b)

- Define the importance of social-emotional relationships between teacher and child and family including current research and personal experiences; (NAEYC Standard 2a, 2c)

- Identify how observations help you assess young children and what methodologies of assessment are best practice (NAEYC Standard 3a)

- Integrate language, literacy, math, science, art, music and social studies into a learning unit for a young child; (NAEYC Standard 5b. 5c)

- Identify positive approaches to discipline using child guidance alternatives and behavioral assessment strategies; (NAEYC Standard 1b,)

- Evaluate early childhood learning environments with particular attention with respect for diversity, learning climates, and quality interactions; (NAEYC Standard 2c)

- Identify the resources for defining requirements and educational requirements needed to be certified in the State of CT for both child care and elementary ECE teachers; (NAEYC Standard 6b)

- Recognize the ethical concerns and dilemmas related to early care and education; (NAEYC Standard 6b)

- Identify resources for determining state and federal legislation and its' effect on the early childhood system and learning gaps for programs serving children ages 0-8; (NAEYC Standard 6c)

- Demonstrate writing and literacy skills aligned with the State of Connecticut Teaching Competencies; (NAEYC Supportive Skills, 2, 3, 4, 5)

  Define the current issues associated with Universal Preschool; (NAEYC Standard 6c. 6d, 6e)

- Use Writing Center and library as needed to complete writing requirements.

Policies:

Active participation in class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them. Coaching other students, prosocial skills and general professional approaches are both welcomed and expected.

Class attendance is required.   Considerable learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments.   In this class, we bring children in for observations, visit schools and often create a "studio feeling" in the classroom. These activities make the class lively and cannot be duplicated by rereading a chapter for the days that you miss. You are responsible for your own action but you will feel lost if you miss classes. Attendance is taken at the beginning of class. It is highly recommended that from day one that you work with one or two other folks in class so that you will have a backup for anything missed or for support.

Candidates are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course.

It is assumed that all assignments will be completed and turned in on time.   **As a class you will create your own policy on late assignments.** Assignments will not be accepted beyond a one-week extension. Take home tests will not be accepted beyond the scheduled due date. Make-ups must be done in a timely manner.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and done independently unless otherwise indicated. Citations and references must be used to **acknowledge the source and to avoid plagiarism**. Violations of academic integrity will be referred to the Dean with in accordance with the college policy.

As part of the course, candidates may be required to spend additional time observing and/or working with children in actual or simulated early care and school settings. Throughout these 15/16 weeks, you are required to complete 10 additional onsite observations and tasks with children. Please plan accordingly.

Laptop computers, cell phones and IPads are a part of our everyday life. There will be times when we will use these tools in class for a variety of reasons e.g., discovering APPS, cameras, recording conversations, etc. I have a fairly progressive approach to the use of technology within our classroom. That said, we will define how these tools will be used in an academic setting. You will help create the policy for all students. I can assure texting a friend during class is not going to be included unless you are asked to text reminders to each other. **A reasonable respect and approach to technology manners will be warranted.**

The candidate is responsible for all materials covered in class as well as the assignments. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate. PLEASE **do not contact the Instructor and ask for a review of the class**. Learn to rely on your syllabus and/or other candidates. You may want to share your contact information with other candidates to help facilitate this process.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and/or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and/or the email contact available through TRCC. Please be sure the college has your updated contact information.

If you **have problems with the course or material,** please see me or call to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately. Once you get behind in this class, it is hard to catch up. **This is your first class in education – there is LOTS to take in.**
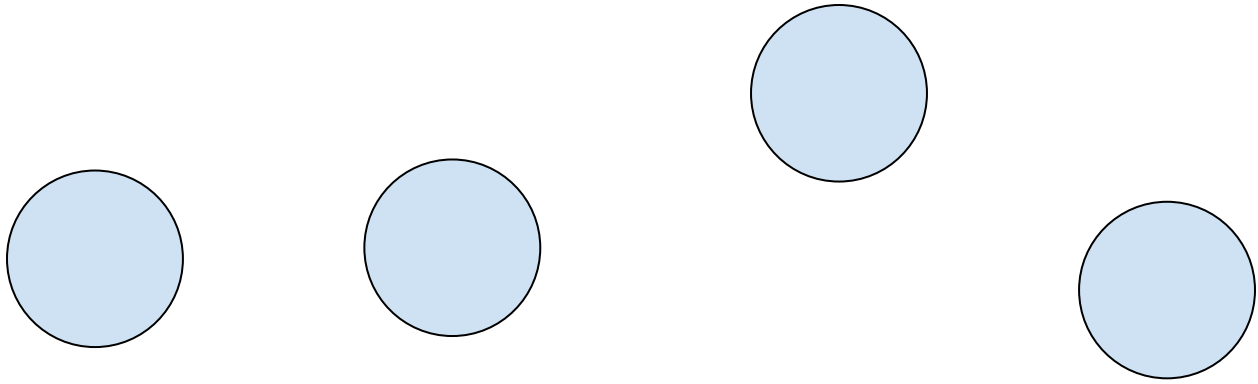
Candidates with disabilities who may need academic accommodations should discuss options with the me as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

Please refer to the Institutional Policies available in the Office of the Dean of Candidate Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking."

Sexual Misconduct Statement and the Title IX StatemenT
BOARD OF REGENTS FOR HIGHER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:
"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to ensuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence."

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

"Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs

and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient's educational programs and activities."

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator:

Edward A. Derr
Title IX Coordinator and Diversity Officer
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
860.215.9255 * EDerr@trcc.commnet.edu
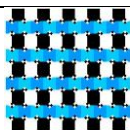
Method of Evaluation:
- Class participation and individual contribution
- Final Comparison Model Paper
- Short essay and matching terminology
- Chapter Summaries
- Candidate group professional presentations (oral and written) on FAKEBOOK
- Field Visits and Experiences
- Notebook Reading Summaries
- Responsive Classroom Participation
- Professional Teaching Dispositions
- Technology through media, cameras, WebCT, Digication and IPAD.

Fall 2017
Points given for requirements are as follows: PLEASE KEEP TRACK OF YOUR OWN GRADES DURING THE SEMESTER. This is not a magical number- you simply earn it or not.

	Assignment	Points	Your Grade	Confirmed
	September: Fakebook Page done in pairs	150 points		
	October: Midterm	200		

		Points		
	November - Fall Project	200 Points		
	December: Final Observation Paper	250 Points		
	After Midterm - submit Final Chapter Reviews!!	100 Points		
	Attendance and participation: All missed classes, late arrivals and LATE ASSIGNMENTS work against your grade. Off tasks behaviors, negative attitudes and unprofessional class time conversations will be taken from this point average, as well. Outside research, assisting others outside of class, positive leadership and taking extra steps to read, study, and investigate the observation process will warrant extra points. Each candidate will have a voice so please allow them this freedom by LISTENING – thanks.	100 Points		
	Ask QUESTIONS!!!! Total	1000		

INTRO TO ECE SYLLABUS

This syllabus is subject to change. Typically given the dynamic nature of this course, a revised syllabus is revamped and distributed mid semester.

Date	Topic of Class	What is Due
September 11	Overview of Class Fakebook Assignment	Research Fakebook Topic
September 18th	History Ethics of Social Reform	Read Chapter One Notes
September 25th	History Fake Book Presentations	Review Chapter One **PAIRS PRESENTED FAKEBOOK**
October 2nd	Models and Programs of ECE	Read Chapter Two Notes
October 9th	Ages and Stages of Children **FALL PROJECT INTRODUCED**	Read Chapter Three Notes
October 16th	Philosophies and Models of Education	Read Chapter Four Notes
October 23rd	Theorists - Multiple Intelligence Lab	Review Chapter Four Read Chapter Six
October 30th	Take Home Exam Reviewed	Begin to work on take home exam
November 6th	**Explanation of the Observation Assignment** OBSERVATION and Assessments	**Midterm DUE** Chapter 6 Reviewed
November 13th	One on One meetings - No Formal Class - Review Grades, and Final Project Plans	Chapter 6 Summary **MAKE SURE YOU MAKE YOUR OBSERVATIONS!!!!!**
November 20th	Curriculum	**Fall PROJECT DUE**

		Chapter 10 Summary Due
November 27	FIELD TRIP/Guest Speaker	Work on Observation Project
December 4th	Families	Chapter 8 Summary
December 11th	Environment - Final	Chapter 9 Summary **Observation Paper DUE**
December 18	Last Class - Documentary "Babies" Class evaluation and Celebration	
Dec 27	Grades posted on WEB	

Standards for Early Childhood Professional Preparation Programs
A position statement of the National Association for the Education of Young Children

10

Introduction
NAEYC Standards for Early Childhood Professional Preparation Programs represents a sustained vision for the early childhood field and more specifically for the programs that prepare the professionals working in the field. This 2009 revision of the standards is responsive to new knowledge, research and conditions while holding true to core values and principles of the founders of the profession. It is designed for use in a variety of ways by different sectors of the field while also supporting specific and critical policy structures, including state and national early childhood teacher credentialing, national accreditation of professional early childhood preparation programs, state approval of early childhood teacher education programs, and articulation agreements between various levels and types of professional development programs.

Standards Summary
Standard 1. Promoting Child Development and Learning
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.
> Key elements of Standard 1
> - **1a:** Knowing and understanding young children's characteristics and needs
> - **1b:** Knowing and understanding the multiple influences on development and learning
> - **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.
> Key elements of Standard 2
> - **2a:** Knowing about and understanding diverse family and community characteristics
> - **2b:** Supporting and engaging families and communities through respectful, reciprocal relationships
> - **2c:** Involving families and communities in their children's development and learning

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective

assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3
- **3a:** Understanding the goals, benefits, and uses of assessment
- **3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- **3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child
- **3d:** Knowing about assessment partnerships with families and with professional colleagues
- **3e:** Facilitating referrals based on screening, observation and child assessment

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

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4
- **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
- **4e**: Nutrition, health and safety

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5
- **5a:** Understanding content knowledge and resources in academic disciplines
- **5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- **5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for

each child.

Standard 6. Becoming a Professional
Candidates prepared in early childhood 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.

    Key elements of Standard 6
- **6a:** Identifying and involving oneself with the early childhood field
- **6b:** Knowing about and upholding ethical standards and other professional guidelines
- **6c:** Engaging in continuous, collaborative learning to inform practice
- **6d:** Integrating knowledgeable, reflective, and critical perspectives on early education
- **6e:** Engaging in informed advocacy for children and the profession

TRCC CONCEPTUAL FRAMEWORK Compiled for NAEYC Accreditation - to be updated 2017 with your input)
The mission of the TRCC ECE program is to offer a well-rounded and rewarding post-secondary education which emphasizes: Teaching and Learning, Integrity and Service, Community and Diversity with an emphasis on critical thinking, and effective communication. The primary goal of the program is to prepare passionate educational leaders, providers and teachers to serves as community resources for people and institutions within the region. Successful candidates will demonstrate the disposition,

temperament and high academic standards to create positive environments and relationships in diverse settings with all children ages 0-8 years.

The ECE program incorporates instruction that stresses connection to real life expectations in the field based on theoretical understanding of all aspects of developmentally appropriate practices. The ECE program promotions professionalism and supports the development of leadership through a program that stresses academic rigor through development of oral, written, expressive and receptive competencies. Candidates are encouraged to take responsibility for oneself, one's peers, one's colleagues and one's community.

The ECE program is a community based educational program that prepares, supports and embraces individuals in their pursuit of an early childhood education working with children ages 0-8. Trust and confidence in academic programs are built through an academic plan of study that involves observation and involvement in local schools and child care facilities from the onset of the ECE plan of study. TRCC faculty believes that all candidates are able to learn; although not everyone is ready to teach. The ECE program provides access for all regardless of age, race, ethnicity, culture, gender, orientation, or disability. It is the TRCC ECE program's intent to graduate candidates who believe that all children are capable of learning.

Within the field of early childhood the following topics / research has most influenced how we teach 1) NAEYC standards and skills, 2) Intentional Teaching, 3) DAP / DCAP, and 4) Learning theories including but not limited to the socio-constructivist theory and multiple intelligences. The conceptual framework in conjunction with NAEYC standards and supportive skills has been designed to allow candidates the opportunity to apply concepts as they relate to best practice in a variety of activities and assignments to develop a foundation for real life application. The entire ECE program is to create a cohesive plan of study current in National and State Competencies and standards.

Three Rivers Community College
ECE K101 Introduction to Early Childhood Education
Observation Assignment

Objectives:
Understand the core principles of model schools and to be able to identify fundamental NAEYC standards that lead to developmentally effective approaches and quality supportive environments for children ages birth to age eight.

Outcomes:
Candidates will apply the historical foundations and critical perspectives of early childhood education, and recognize how different program philosophies developed. (NAEYC Standard 1.a., 1.b., 6.b. and 6.c.)
Candidates will be able to analyze the role and responsibilities of the teacher in an early childhood program, and the differences in philosophies based on the type of program. (NAEYC Standard 4.a., 4.b. and 5.a.)

You will need to observe / research two different classroom settings. One must be a *'pure model'* setting (Montessori, Reggio, Waldorf, High Scope, etc.) while the other option is up to you. If you go to a preschool for your first observation, then your second visit should be with the same age group. As the time allotment is difficult for some of you, or if you do not have the availability of observing a *'pure model'* setting, you may use online resources for ONE of your observations. If you select this option, please note you should plan on spending up to 5 hours researching and viewing educational videos on this site. A quick 20 minute YouTube will not meet the expectations of this assignment.   You also must cite your resources.

For your on-site observation(s) I recommend you observe during an activity time, when the teacher has planned activities that follow a specific curriculum. Be prepared to spend approximately 2-3 hours observing, this varies based on your prior experiences and knowledge of early childhood settings. If possible, ask the director / teacher at the setting for brochures, program information and handouts to support your observation (see question one below). In some cases teachers may have time to meet with you; in other visits the teacher may not be able to meet at all. *Be courteous and appreciative about the opportunity offered to you by the center staff. Remember confidentiality!*

The sections that must be included are as follows:

Introduction:
1.   Introduction of the programs you visited and / or the research you conducted. Details about the program, environment, staff, children, etc. must be included to give the overall feeling of the observation. Include the center name, location, mission and / or philosophy, **and any a**dditional information you gathered from the program brochure(s), conversation with

staff, etc.

Reminder: one of these settings must be a pure model and YOU MUST LINK THE HISTORICAL Philosophy that led to the evolution of the school.

Observation of the Environment:

2. Describe your initial reactions as you entered the environment. When reflecting on the 'pure model' how is theory applied in reality? Did this change during your observation? *Be specific to each center and find the smallest details. Remember confidentiality!*

3. List the learning centers that you observed in the environment. What materials were available for children? How did these resources support the child's development and learning?

4. Describe how teachers support children in their need for physical movement, sensory stimulation, fresh air and bonding. *Support your answer with details.*

5. Use your own words to describe what it would feel like to be a child in this environment. *Include details about environment and interactions.*

Observation of the Relationships:

6. Teaching staff develop individual relationships with children by providing care that is responsive, , comforting, and culturally sensitive. *Explain how you saw these components addressed in the classrooms.*

7. What evidence did you observe that showed how the program values and / or involve families in the learning environment? Be specific to materials available and any interactions with families that you have observed as well.

Observation of the Curriculum:
8. Demonstrate your understanding of how the teacher uses curriculum and activities to foster social/emotional, physical, language and cognitive development. *Be specific.*

Summary:
These are to be answered after you have gone to both sites.

9. Compare and contrast the two models you observed. How are they the same? How are they different?

10. Which one is a better match to your beliefs and why? How do you plan to use the information you have collected in your future endeavors as an early childhood educator? *Be sure to explain your opinion with details and examples as appropriate.*

Other helpful notes:
This assignment is a requirement for graduation and per NAEYC Accreditation so please keep your graded assignment to put in your final portfolio.

The format of the paper requires you to complete all questions for both observations. As this is about the *process* not the product, set up of the final document is up to you. But as a guideline please note the following:

 You may want to put the question before the answer
 You may want to answer Questions 1 – 7 separately for each observation
 In Question 8 and 9 you will be referencing both observations. You will need to
 be sure you are clear about which center you are giving specific details about, please
include the name of the setting as the point of reference .
This project is worth ¼ of your grade – PLEASE ANSWER ALL QUESTIONS AND put in good efforts!!!
EACH OF YOU WILL BE REQUIRED TO UPLOAD THIS ASSIGNMENT IN DIGICATION!!!! Directions are below in the URL.
 http://www.threerivers.edu/Div_IT/EducationalTechnology/PDF/DigicationUpload.pdf

Lastly, this paper is intended to be written in a professional objective manner. Your observations must report FACTS AND well documented OBJECTIVE experiences. In the conclusion you will have the opportunity to select which attributes were a better fit for your philosophy.

READINGS

ECE K101 Introduction to Early Childhood Education

Reference List

Bibliography:

Bredekamp, S. (1997). Developmentally appropriate practice: The early childhood educator as
        decision maker. In S. Bredekamp & C. Copple (Eds.), Developmentally appropriate
        practice in early childhood programs. Washington, DC: NAEYC.
Bredekamp, Sue, and Copple, Carol. (Eds.). (1997) Developmentally Appropriate Practice in
        Early Childhood Programs. - Revised edition. NAEYC: Washington, D.C.
Chatfield, Mimi Brodsky. (1993) Teaching is the Key of Life. NAEYC: Washington, D.C.
City of Reggio Emilia (1985). The Hundred Languages of Children. Reggio Emilia, Italy: Author.
Curtis, D and Carter, M. (2003). Creative Activities for Young Children Eighth Edition. Albany,
        N.Y. Delmar Learning.
Dodge, Diane Trister and Colker, Laura. (2002) The Creative Curriculum for Preschool. Fourth
        Edition. Teaching Strategies Inc.: Washington, D.C.
Dodge, Diane Trister, Dombro, Koralek, Derry Gosselin, Pizzolongo, P. (2004) Caring for
        Preschool Children. Third Edition. Teaching Strategies Inc.: Washington, D.C.
Gardner, H. (1995). Frames of Mind: Multiple Intelligence. New York: Basic Books.
Jones, Elizabeth, and Nimmo, John. (1994) Emergent Curriculum. NAEYC:
Washington, D.C.
Herr, Judy. (2005) Working with Young Children. The Goodheart-Wilcox Company, Inc.: Illinois.
Landy, S. Pathways To Competence: Promoting Healthy Social And Emotional Development In
        Young Children. Paul H. Brooks, 2002.
Levin, Diane. Teaching Young Children In Violent Times, 2nd Edition. NAEYC,2003

Websites

http://www.ct.gov/oec/site/default.asp **CT OFFICE OF ECE**

National Association for the Education Of Young Children http://www.naeyc.org

www.CTearlychildhoodcareerdev.info Wonderful Website will help you with career ideas in education.

CT State Dept of Education
http://www.sde.ct.gov/sde/site/default.asp

Public School Choice in CT
http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/public_school_choice_2011.pdf

http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726
CT ELDS

 For more information of the ECTC - check this website:
http://www.ct.gov/oec/cwp/view.asp?a=4541&q=563038&pp=12&n=1

Connected Beginnings
www.connectedbeginnings.org

Council for Exceptional Children
www.cec.sped.org

 Harvard's Center for the Developing Child
www.developingchild.harvard.edu

 Head Start – www.nhsa.org