

Introduction to Early Childhood Spring 2015



Evening Class 5:00 to 7:45
Professor Sheila Skahan, M.S.

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Course Name: 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 20 additional onsite 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. 8th Edition. Wadsworth. 2011.
ISBN 10:0-495-80817-2

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>

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, Socio-Cultural 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 dilemma's 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 servicing 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 requirement (NAEYC Supportive Skills 1, 2, 3, 4, 5)
 - Begin to explore creating your own EPORTFOLIO on Digication.

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. Candidates are encouraged to utilize the Blackboard Learning System, to review course materials, and view articles and other materials for the course. Throughout the course there will be other written assignments to help guide your studies which will be handed in and counted as part of your participation grade.

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 weeks, you are required to complete 20 additional onsite observations and tasks with children.** Please plan accordingly.



Lap top 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 USERS GUIDE 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 another candidate. 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. This semester we have a teaching assistant, Michael E. Hughes , who will be an amazing resource for all of you. 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 instructor 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.

Method of Evaluation:

- Class participation and individual contribution
 - Final Comparison Model Paper
 - Short essay and matching terminology examinations
 - Chapter Summaries
 - Candidate group professional presentations (oral and written)
 - Field Visits and Experiences
 - Notebook Reading Summaries
 - Responsive Classroom Participation
 - Reaction Papers
 - Professional Teaching Dispositions
 - Technology through media, cameras, WebCT, Digication and IPAD.
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Welcome to the ECE Program! For the past few years, our students, staff and the community have worked on creating a document that best explains who we are a learning entity and community. To date, this is our current beliefs - as an active member of our program, we will be asking you to review this framework and to help us adopt it, modify it and embrace it!!

CONCEPTUAL FRAMEWORK

The mission of the Early Childhood program is to offer a well-rounded and rewarding post-secondary education which emphasizes: Teaching and Learning, Integrity and Service and Community and Diversity with an emphasis on critical thinking, and effective communication. The primary goal of our program is to prepare passionate educational leaders, providers and teachers to serves as community resources for people and institutions within our region. Our 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 Early Childhood 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 TRCC ECE program promotes 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 TRCC early childhood 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 our 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 staff believes that all candidates are able to learn; although not everyone is ready to teach. Our program provides access for all regardless of age, race, ethnicity, culture, gender, orientation, or disability. It is our 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, whole brain and multiple intelligences. The conceptual framework in conjunction with NAEYC standards and supportive skills has been designed to allow students 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 intent of our program is to create a cohesive plan of study current in National and State Competencies and standards.

Spring 2015

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 Team Approach HISTORY TIME LINE | 150 points | | |
| October: Project Approach – Spring Quizzes Journal | 150 Points | | |
| November: Midterm | 200 Points | | |
| December | | | |
| Final Observation Paper | 250 Points | | |
| Combined Journals | 150 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 | | |

Grading System:

The following numerical grade system will be used:

| Grade | Equivalent | Quality Points |
|-------|------------|----------------|
| A | 94-100 | 4.0 |
| A- | 90-93 | 3.7 |
| B+ | 87-89 | 3.3 |
| B | 83-86 | 3.0 |
| B- | 80-82 | 2.7 |
| C+ | 77-79 | 2.3 |
| C | 73-76 | 2.0 |
| C- | 70-72 | 1.7 |
| D+ | 67-69 | 1.3 |

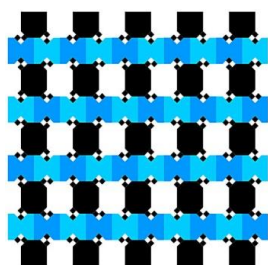
| | | |
|---|-------|-----|
| D | 63-66 | 1.0 |
| F | <65 | 0.0 |

Extra credit points may be considered if a candidate is active in the Early Childhood Education Club, participates in early childhood events, or tutors/supports another classmate in their understanding of course content.

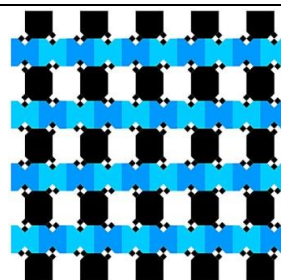
Spring Calendar :

Follow this link on the College's web page

http://www.threerivers.edu/Div_academics/Admin/Calendar/Academic%20calendar%20w%20mods%20FALL14_SUM15.pdf



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.

Course Outline: Spring 2015

| | DATES | CHAPTERS | ASSIGNMENTS | Assignments | NAEYC Standards for Professional Preparation Programs |
|--|--------------|---|-----------------------|--|---|
| | | Class Overview Begin to Read Chapter 1 | Readings | -Identify resources for determining state and federal legislation and its' effect on the early childhood system and learning gaps for programs servicing children ages 0-8 | 6a: Identifying and involving oneself with the early childhood field |
| | | Major Milestones of History – and Myths Introduce Time Line | | -Identify the evolution and history of childhood for the past 400 years | 6a: Identifying and involving oneself with the early childhood field |
| | | Modern Day Changes that will be part of EDU History | Due Read Chapter 2 | Major Milestones and Changes in the ECE Profession in USA and CT | 6a: Identifying and involving oneself with the early childhood field |
| | | Chapter 2 Types of Programs Overview of Final Projects | | -Identify resources for determining state and federal legislation and its' effect on the early childhood system and learning gaps for programs servicing children ages 0-8 -Define the characteristics of Waldorf schools, Montessori schools, Reggio Emilia, School Readiness, Head Start and Perry Preschool programs | 6a: <i>Identifying and involving oneself with the early childhood field</i> |
| | | Chapter 3 Young Children DEVELOPMENTAL Film Festival of Young Children's Developmental Stages | READ CHAPTER 3 | -Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive -Recognize age appropriate and culturally appropriate development expectations for the young child | 1a: <i>Knowing and understanding young children's characteristics and needs</i> 1b: <i>Knowing and understanding the multiple influences on development and learning</i> |

| | | | | | |
|--|------------------------|---|--|--|--|
| | | Chapter 4 Developmental Theories | Call for Observation Read Chapter 4 – begin to build cards and research for Midterm (Chapters 2-4) | -Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner -Define the characteristics of Waldorf schools, Montessori schools, Reggio Emilia, School Readiness, Head Start and Perry Preschool programs | 4a. Understanding positive relationships and sup- portive interactions as the foundation of their work with children |
| | | Chapter 4 Developmental Theories | Midterm Due | -Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner | 4a. Understanding positive relationships and supportive interactions as the foundation of their work with children |
| | Spring Break!!! | NO CLASSES | YAHOO!! | | |
| | | Chapter 10 Curriculum Basics | Early Learning Standards and Experiences in CT | Understanding basics of Curriculum, Common Core and Early Childhood Learning and Development Standards | 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. |
| | | Chapter 6 Observation and Assessment | Project Approach Spring Project Begin Observation Project | -Identify how observations help you assess young children and what methodologies of assessment are best practice | 3a: Observing, Documenting and Assessing to Support Young Children and Families |
| | | Chapter 9 Environments | Keep up with your readings... Observations Completed | -Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments | |
| | | Chapter 10 Curriculum Essentials | Keep up with your readings... Observations Completed Practice Observation | -Review and reflect as professionals. | |
| | | One on One Meetings | Advising and Observations in the Field | | |
| | | Chapter 8 FAMILIES | Families Observations DUE | -Knowing and understanding young children's characteristics and needs -Using a broad repertoire of developmentally appropriate teaching learning approaches | 1b: Knowing and understanding the multiple influences on development and learning |
| | | Field trips, explorations and observations | To be announced. | -Engaging in continuous, collaborative learning to inform practice | 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines |

NAEYC Standards for Early Childhood Professional Preparation Programs

A position statement of the National Association for the Education of Young Children

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

1) SELF-ASSESSMENT AND SELF-ADVOCACY

Associate degree candidates are often at a key decision point in their professional lives, entering or reentering higher education after extended work experiences or making decisions about further education beyond the associate degree. Therefore, skills in assessing one's own goals, strengths, and needs are critical, as is learning how to advocate for one's own professional needs.

Evidence of growth: Candidates' growth in these skills may be seen in assessments of changes over time and in the actual professional decisions made by candidates as they move through the program and beyond.

Indicators of strength:

- Candidates assess their own goals, strengths, and needs.
- Candidates know how to advocate for their own professional needs.

2) MASTERING AND APPLYING FOUNDATIONAL CONCEPTS FROM GENERAL EDUCATION

General education has value for its own sake—as part of the background of an educated person—and for the value added to practitioners' ability to implement a conceptually rich curriculum. Both in immediate employment as an early childhood professional and in preparing for further baccalaureate study, associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

Evidence of growth: Candidates' acquisition of these skills may be seen, for example, in their successful mastery of general education objectives, in their written and oral rationales for activities, and in ratings of the conceptual accuracy and richness of their curriculum plans.

Indicators of strength:

- Candidates understand foundational concepts from areas such as science, mathematics, literature, and the behavioral and social sciences.
- Candidates can apply these concepts in their work as early childhood professionals.

3) WRITTEN AND VERBAL COMMUNICATIONS SKILLS

Well-prepared associate degree graduates have strong skills in written and verbal communication. These skills allow them to provide positive language and literacy experiences for children, and they also support professional communications with families and colleagues. Candidates going on to baccalaureate study need skills sufficient to ensure success in upper-division academic work. In addition, technological literacy is an essential component of this set of skills.

Evidence of growth: Candidates' mastery of these skills may be seen, for example, in successful completion of relevant courses, performance on communication and technological aspects of assignments, and competent use of communication skills in field experiences.

Indicators of strength:

- Candidates have effective skills in written and verbal communication.
- Candidates are technologically literate.

4) MAKING CONNECTIONS BETWEEN PRIOR KNOWLEDGE/EXPERIENCE AND NEW LEARNING

All professionals need these skills, but they are especially important in supporting the learning of associate degree candidates who have worked for years in early care and education. Well prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it, enriching and altering prior knowledge with new insights. These skills will, over time, enable graduates to respond to the evolving mandates and priorities of the early childhood field.

Evidence of growth: Progress in making productive connections may be seen in candidates' growing ability to articulate relevant theory and research that either affirms or calls into question their experience—often seen in journals and portfolios, but also in interviews and presentations.

Indicators of strength:

- Candidates respect and draw upon their past or current work experience.
- Candidates are able to reflect critically upon their experience.

5) IDENTIFYING AND USING PROFESSIONAL RESOURCES

Even the best associate program cannot provide in-depth knowledge and skills in all areas. Therefore, well-prepared graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs, and abilities.

Evidence of growth: Candidates' growth in this area may be evidenced, for example, by portfolio artifacts, resources used in lesson plans or other field assignments, or in class presentations.

Indicators of strength:

- Candidates know how to identify and use credible professional resources from multiple sources.
- Candidates use these resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.

TRCC CONCEPTUAL FRAMEWORK Compiled for NAEYC Accreditation

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 serve 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.

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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.

ECE K101 Introduction to Early Childhood Education

Reference List

Bibliography:

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Gardner, H. (1995). *Frames of Mind: Multiple Intelligence*. New York: Basic Books.

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Websites

State of CT, Dept. of Health, Day care Licensing Regulations & Applications
http://www.dph.state.ct.us/BRS/Day_Care/day_care.htm

State of CT, Department of Ed. CT Benchmarks
http://www.state.ct.us/sde/deps/Early/Preschool_Assessment_Framework.pdf

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.

<http://www.ctreap.net/> website that list all teaching jobs in CT

CT Charts A course – scholarships, career ladder and training for ECE <http://www.ctcharts-a-course.org/>

<http://www.cdacouncil.org/>
Obtain Information on the CDA:

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

