Introduction to Early Childhood Spring 2016

Tuesday and Thursdays 11:00 to 12:15
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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).

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)

- 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)

- 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)

- 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. . 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 10 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. 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, Digication and IPAD.

Spring 2016
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
February **Reflection Paper**	100 points		
March Project Approach – FALL **Possibility of an Unannounced quiz – keep up with the readings.**	200 Points		
November: Midterm – Take Home	250 Points		
December Final Observation Paper	250 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.	200 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
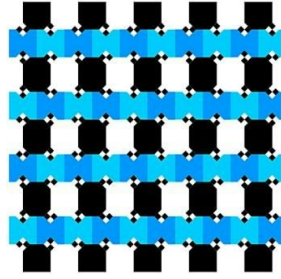
INTRO TO ECE SYLLABUS

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 2016

Week #	*DATES*	CHAPTERS	ASSIGNMENTS	Assignments	NAEYC Standards for Professional Preparation Programs
1	*Sept 1 and 3*	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
2	*Sept 8, 10*	Major Milestones of History – and Myths Introduce Time Line	Readings	-Identify the evolution and history of childhood for the past 400 years	**6a:** Identifying and involving oneself with the early childhood field
3	*Sept 15, 17*	Modern Day Changes that will be part of EDU History	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
4	*Sept 22, 24*	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: Identifying and involving oneself with the early childhood field*
5	*Sept 29, Oct 1*	Chapter 3 Young Children DEVELOPMENTAL	READ CHAPTER 3	-Identify the key learning domains commonly associated to child development such as	*1a: Knowing and understanding young children's characteristics and needs*

		Film Festival of Young Children's Developmental Stages	Time LINE DUE SEPT 29th present in class	Social-Emotional, Language, Motor, Creative, & Cognitive -Recognize age appropriate and culturally appropriate development expectations for the young child	*1b: Knowing and understanding the multiple influences on development and learning*
6	*October 6, 8*	Chapter 4 Developmental Theories	Launch your Fall projects	-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 supportive interactions as the foundation of their work with children
7	*October 13, 15*	Chapter 4 Developmental Theories	Readings Fall Prep For M.I Workshop	-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
8	*Oct 20, 21*	Transitions from theory to curriculum	**Multiple Intelligence Workshop**	-Begin to understand fostering collaboration of learning	**5a:** Understanding content knowledge and resources in academic disciplines
9	*October 28th and 30th*	Chapter 10 Begin Curriculum Basics In reference to Fall Projects	**Fall Final Celebration**	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.
10	*Nov 3and 5h*	Chapter 6 Observation and Assessment	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
11	*Nov 10 and 12*	Chapter 9 Environments	Keep up with your readings… Observations Completed	-Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments	
12	*Nov 17 and 19th*	Chapter 10 Curriculum Essentials	Keep up with your readings… Observations Completed Practice Observation -	-Review and reflect as professionals.	

	One Day Field Trip be Announced				
13	*Nov 24th*	Catch Up. where are we going from here?	One of One meetings and study Groups – will explain **Midterm DUE**		
14	*Dec 1 and 3*	Chapter 8 FAMILIES	Hands On	-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
15	*Dec 8th and 10th*	**Peer Reviews and Work on Final Projects**		-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
16	*Dec 15 and 17th*	**FINAL!!**			

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

Mitchell, Anne, and David, Judy (Editors). (1992) Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education. Gryphon House: Maryland.

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

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.

History
NAEYC has a long-standing commitment to the development and support of strong early childhood degree programs in institutions of higher education. NAEYC standard setting for degree programs in institutions of higher education began more than 25 years ago. This document is the third revision to NAEYC's Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs (1982) and Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions (1985).

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

Supporting explanation
The early childhood field has historically been grounded in a child development knowledge base, and early childhood programs have aimed to support a broad range of positive

developmental outcomes for all young children. Although the scope and emphasis of that knowledge base have changed over the years and while early childhood professionals recognize that other sources of knowledge are also important influences on curriculum and programs for young children, early childhood practice continues to be deeply linked with a "sympathetic understanding of the young child" (Elkind 1994).

Well-prepared early childhood degree candidates base their practice on sound **knowledge and understanding of young children's characteristics and needs.** This foundation encompasses multiple, interrelated areas of children's development and learning—including physical, cognitive, social, emotional, language, and aesthetic domains; play, activity, and learning processes; and motivation to learn—and is supported by coherent theoretical perspectives and by current research.

Candidates also understand and apply their understanding of the **multiple influences on young children's development and learning** and of how those influences may interact to affect development in both positive and negative ways. Those influences include the cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, children's health status and disabilities individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. Candidates also understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children.

Candidates' competence is demonstrated in their ability to **use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments** for all young children (including curriculum, interactions, teaching practices, and learning materials).

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
Supporting explanation
Because young children's lives are so embedded in their families and communities and research indicates that successful early childhood education depends upon partnerships with families and communities, early childhood professionals need to thoroughly understand and apply their knowledge in this area.
First, well-prepared candidates possess **knowledge and understanding of diverse family and**

community characteristics and of the many influences on families and communities. Family theory and research provide a knowledge base. Socioeconomic conditions; family structures, relationships, stresses, and supports (including the impact of having a child with special needs); home language; cultural values; ethnicity; community resources, cohesiveness, and organization—knowledge of these and other factors creates a deeper understanding of young children's lives. This knowledge is critical to the candidates' ability to help children learn and develop well.

Second, candidates possess the knowledge and skills needed to **support and engage diverse families through respectful, reciprocal relationships.** Candidates understand how to build positive relationships, taking families' preferences and goals into account and incorporating knowledge of families' languages and cultures. Candidates demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices. Candidates consider family members to be resources for insight into their children, as well as resources for curriculum and program development. Candidates know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and technology to share children's work and to communicate with families.

Finally, well-prepared candidates possess essential skills to **involve families and communities in many aspects of children's development and learning.** They understand and value the role of parents and other important family members as children's primary teachers. Candidates understand how to go beyond parent conferences to engage families in curriculum planning, assessing children's learning, and planning for children's transitions to new programs. When their approaches to family involvement are not effective, candidates evaluate and modify those approaches rather than assuming that families "are just not interested."

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
Supporting explanation
Although definitions vary, in these standards the term *assessment* includes all methods through

which early childhood professionals gain understanding of children's development and learning. Ongoing, systematic observations and other informal and formal assessments are essential for candidates to appreciate children's unique qualities, to develop appropriate goals, and to plan, implement, and evaluate effective curriculum. Although assessment may take many forms, early childhood candidates demonstrate its central role by embedding assessment-related activities in curriculum and daily routines so that assessment becomes a habitual part of professional life.

Well-prepared early childhood candidates can explain the central **goals, benefits, and uses of assessment.** In considering the goals of assessment, candidates articulate and apply the concept of *alignment*—good assessment is consistent with and connected to appropriate goals, curriculum, and teaching strategies for young children. The candidates know how to use assessment as a positive tool that supports children's development and learning and improves outcomes for young children and families. Candidates are able to explain positive uses of assessment and exemplify these in their own work, while also showing an awareness of the potentially negative uses of assessment in early childhood programs and policies.

Many aspects of effective assessment require collaboration with families and with other professionals. Through **partnerships with families and with professional colleagues**, candidates use positive assessment to identify the strengths of families and children. Through appropriate screening and referral, assessment may also result in identifying children who may benefit from special services. Both family members and, as appropriate, members of inter-professional teams may be involved in assessing children's development, strengths, and needs. As new practitioners, candidates may have had limited opportunities to experience such partnerships, but they demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines.

Early childhood assessment includes **observation and documentation and other appropriate assessment strategies.** Effective teaching of young children begins with thoughtful, appreciative, systematic observation and documentation of each child's unique qualities, strengths, and needs. Observation gives insight into how young children develop and how they respond to opportunities and obstacles in their lives. Observing young children in classrooms, homes, and communities helps candidates develop a broad sense of who children are- as individuals, as group members, as family members, as members of cultural and linguistic communities. Candidates demonstrate skills in conducting systematic observations, interpreting those observations, and reflecting on their significance. Because spontaneous *play* is such a powerful window on all aspects of children's development, well-prepared candidates create opportunities to observe children in playful situations as well as in more formal learning contexts.

Although assessment can be a positive tool for early childhood professionals, it has also been used in inappropriate and harmful ways. Well-prepared candidates understand and practice **responsible assessment.** Candidates understand that responsible assessment is ethically grounded and guided by sound professional standards. It is collaborative and open. Responsible assessment supports children, rather than being used to exclude them or deny them services. Candidates demonstrate understanding of appropriate, responsible assessment practices for

culturally and linguistically diverse children and for children with developmental delays, disabilities, or other special characteristics. Finally, candidates demonstrate knowledge of legal and ethical issues, current educational concerns and controversies, and appropriate practices in the assessment of diverse young children.

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

Supporting explanation

Early childhood candidates demonstrate that they understand the theories and research that support **the importance of relationships and high-quality interactions in early education**. In their practice, they display warm, nurturing interactions with each child, communicating genuine liking for and interest in young children's activities and characteristics. Throughout the years that children spend in early childhood settings, their successful learning is dependent not just on instruction but also on personal connections with important adults. Through these connections children develop not only academic skills but also positive learning dispositions and confidence in themselves as learners. Responsive teaching creates the conditions within which very young children can explore and learn about their world. The close attachments children develop with their teachers/caregivers, the expectations and beliefs that adults have about young children's capacities, and the warmth and responsiveness of adult-child interactions are powerful influences on positive developmental and educational outcomes. How children expect to be treated and how they treat others are significantly shaped in the early childhood setting. Candidates in early childhood programs develop the capacity to build a caring community of learners in the early childhood setting.

Early childhood professionals need **a broad repertoire of effective strategies and tools** to help young children learn and develop well. Candidates must ground their curriculum in a set of core approaches to teaching that are supported by research and are closely linked to the processes of early development and learning. In a sense, those approaches *are* the curriculum for infants and toddlers, although academic content can certainly be embedded in each of them.

Well-prepared early childhood professionals make purposeful use of various learning formats based on their understanding of children as individuals and as part of a group, and on alignment with important educational and developmental goals. A flexible, research-based **repertoire of teaching/learning approaches to promote young children's development** includes: 1)Fostering oral language and communication, 2) Drawing from a continuum of teaching strategies, 3) Making the most of the environment, schedule, and routines, 4) Setting up all aspects of the indoor and outdoor environment, 5) Focusing on children's individual characteristics, needs, and interests, 6) Linking children's language and culture to the early childhood program, 7) Teaching through social interactions, 8) Creating support for play, 9) Addressing children's challenging behaviors, 10) Supporting learning through technology, and 11) Using integrative approaches to curriculum. All of these teaching approaches are effective across the early childhood age span.

Early childhood professionals make decisions about their practice based on expertise. They make professional judgments through each day based on knowledge of child development and learning, individual children, and the social and cultural contexts in which children live. From this knowledge base, effective teachers design activities, routines, interactions and curriculum for specific children and groups of children. They consider both what to teach and how to teach, developing the habit of **reflective, responsive and intentional practice** to promote positive outcomes for each child.

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.

Supporting explanation
Strong, effective early childhood curricula do not come out of a box or a teacher-proof manual. Early childhood professionals have an especially challenging task in developing effective curricula. As suggested in Standard 1, well-prepared candidates ground their practice in a thorough, research-based understanding of young children's development and learning

processes. In developing curriculum, they recognize that every child constructs knowledge in personally and culturally familiar ways. In addition, in order to make curriculum powerful and accessible to all, well-prepared candidates develop curriculum that is free of biases related to ethnicity, religion, gender, or ability status—and, in fact, the curriculum actively counters such biases.

The teacher of children from birth through age 8 must be well versed in **the essential content knowledge and resources in many academic disciplines**. Because children are encountering those content areas for the first time, early childhood professionals set the foundations for later understanding and success. Going beyond conveying isolated facts, well-prepared early childhood candidates possess the kind of content knowledge that focuses on the "big ideas," methods of investigation and expression, and organization of the major academic disciplines. Thus, the early childhood professional knows not only *what* is important in each content area but also *why* it is important—how it links with earlier and later understandings both within and across areas.

Teachers of young children demonstrate the understanding of **central concepts, inquiry tools, and structure of content areas** needed to provide appropriate environments that support learning in each content area for all children, beginning in infancy (through foundational developmental experiences) and extending through the primary grades. Candidates demonstrate basic knowledge of the research base underlying each content area and of the core concepts and standards of professional organizations in each content area. They rely on sound resources for that knowledge. Finally, candidates demonstrate that they can analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and to professional standards.

Well-prepared candidates choose their approaches to the task depending on the ages and developmental levels of the children they teach. They use their own **knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curriculum for each child.** With the youngest children, early childhood candidates emphasize the key experiences that will support later academic skills and understandings—with reliance on the core approaches and strategies described in sub-standard 4b and with emphasis on oral language and the development of children's background knowledge. Working with somewhat older or more skilled children, candidates also identify those aspects of each subject area that are critical to children's later academic competence. With all children, early childhood professionals support later success by modeling engagement in challenging subject matter and by building children's faith in themselves as young learners—young mathematicians, scientists, artists, readers, writers, historians, economists, and geographers (although children may not think of themselves in such categories). Designing, implementing, and evaluating meaningful, challenging curriculum requires alignment with appropriate early learning standards and knowledgeable use of the discipline's resources to focus on key experiences for each age group and each individual 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

The early childhood field has a distinctive history, values, knowledge base, and mission. Early childhood professionals, including beginning teachers, have a strong **identification and involvement with the early childhood field** to better serve young children and their families. Well-prepared candidates understand the nature of a profession. They know about the many connections between the early childhood field and other related disciplines and professions with which they may collaborate while serving diverse young children and families. Candidates are also aware of the broader contexts and challenges within which early childhood professionals work. They consider current issues and trends that might affect their work in the future.

Because young children are at such a critical point in their development and learning, and because they are vulnerable and cannot articulate their own rights and needs, early childhood professionals have compelling responsibilities to **know about and uphold ethical guidelines and other professionals.** Well prepared candidates are very familiar with the NAEYC's Code of Ethical Conduct and are guided by its ideals and principles. This means honoring their responsibilities to uphold high standards of confidentiality, sensitivity, and respect for children, families, and colleagues. Candidates know how to use the Code to analyze and resolve professional ethical dilemmas and are able to give defensible justifications for their resolutions of those dilemmas. Well-prepared candidates also know and obey relevant laws, such as those pertaining to child abuse, the rights of children with disabilities, and school attendance. Finally, candidates are familiar with relevant professional guidelines, such as national, state, or local standards for content and child outcomes; position statements about, for example, early learning standards, linguistic and cultural diversity, early childhood mathematics, technology in early childhood, prevention of child abuse, child care licensing requirements, and other professional standards affecting early childhood practice.

Continuous, collaborative learning to inform practice is a hallmark of a professional in any field. An attitude of inquiry is evident in well-prepared candidates' writing, discussion, and actions. Whether engaging in classroom-based research, investigating ways to improve their own practices, participating in conferences, or finding resources in libraries and on Internet sites, candidates demonstrate self-motivated, purposeful learning that directly influences the

quality of their work with young children. Candidates—and professional preparation programs—view graduation or licensure not as the final demonstration of competence but as one milestone among many, including professional development experiences before and beyond successful degree completion.

Well-prepared candidates' practice is influenced by **knowledgeable, reflective, and critical perspectives.** As professionals, early childhood candidates' decisions and advocacy efforts are grounded in multiple sources of knowledge and multiple perspectives. Even routine decisions about what materials to use for an activity, whether to intervene in a dispute between two children, how to organize nap time, what to say about curriculum in a newsletter, or what to tell families about new video games are informed by a professional context, research-based knowledge, and values. In their work with young children, candidates show that they make and justify decisions on the basis of their *knowledge* of the central issues, professional values and standards, and research findings in their field. They also show evidence of *reflective approaches* to their work, analyzing their own practices in a broader context, and using reflections to modify and improve their work with young children. Finally, well-prepared candidates display a *critical stance*, examining their own work, sources of professional knowledge, and the early childhood field with a questioning attitude. Their work demonstrates that they do not just accept a simplistic source of truth; instead, they recognize that while early childhood educators share the same core professional values, they do not agree on all of the field's central questions.

Finally, early childhood candidates demonstrate that they can engage in **informed advocacy for children and families and the profession.** They know about the central policy issues in the field, including professional compensation, financing of the early education system, and standards setting and assessment. They are aware of and engaged in examining ethical issues and societal concerns about program quality and provision of early childhood services and the implications of those issues for advocacy and policy change. Candidates have a basic understanding of how public policies are developed, and they demonstrate essential advocacy skills, including verbal and written communication and collaboration with others around common issues.

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.

The End