

**Three Rivers Community College  
ECE K222 Methods & Techniques in ECE  
Course Materials**

**SPRING 2015**



**THURSDAY 4:00-6:45 PM**

**CRN 10730**

**ECE K222 -T1**

**CREDITS 3**

**KTRCC ROOM E202**

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Office Hours: by appointment

**Course Description:**

Prerequisite: ENG\* K101; ECE\* K101 and ECE\* K182 recommended.

The course is designed for those students who have an understanding and knowledge of child development and children. The course will review the philosophical, sociological and pedagogical foundations of education and their applications in early childhood education settings. Students will apply actual principles of learning to the analysis of instructional approaches and curriculum development. This course will expose students to the fundamentals of classroom strategies, effective teaching tools and techniques for children ages 0-8.

**Required Texts:**

Wong, Harry K., Rosemary T. Wong, The Classroom Management Book, Wong Publications, Inc., Mountain View California, 2012  
ISBN-13: 978097642331

**Suggested Readings:**

Wong, Harry K., Rosemary T. Wong, The First Days of School: How To Be An Effective Teacher

Additional readings will be assigned throughout the semester.

**Course Outcomes:**

- Candidates will understand the philosophical, sociological and pedagogical foundations of education and their applications to Early Childhood Education settings. (NAEYC Standard 4c)
- Candidates will be able to utilize learning principles to analyze instructional approaches and curriculum development. (NAEYC Standard 5B)
- Candidates will understand the fundamentals of classroom management strategies and tools and techniques for curriculum implementation. (NAEYC Standard 5c)

**Key Learning Goals:**

Examine the philosophical, sociological and pedagogical foundations for teaching children ages 0-8.

- Communicate instructional methods and theories in education for all children. (NAEYC Standard 4C)
- Design a learning environment that promotes effective organization and is conducive to learning. (NAEYC Standard 1C)
- Develop an awareness of the current roles and responsibilities of the teacher and paraprofessional in relation to appropriate instruction. (NAEYC Standard 6A)
- Develop and put into action programs and strategies associated with and responsible for student success using CT State Department of Education benchmarks, standards, assessments and goals. (NAEYC Standard 5B)
- Examine What, How and Why we do as we teach in the early childhood field. (NAEYC Standard 5A)
- Examine the curriculum from the perspective of the child, teacher and parent. (NAEYC Standard 1B)

**Procedure:**

The course is designed for the student to participate in the educational process by using a variety of learning techniques and activities. Students will be involved in lecture, individual or group presentations, research assignments and evaluation. All students are highly encouraged to participate and become a contributing factor to the success of this course.

**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.

**Attendance Grading Scale**

The following scale will be used to calculate your attendance/participation grade. **All** absences will be factored in!

NO ABSENCES =	100
ONE ABSENCE =	96
TWO ABSENCES =	86
THREE ABSENCES =	76
FOUR ABSENCES =	66
FIVE OR MORE =	00

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.

Lap top computers and tape recorders may be used during class time, with prior permission and for the purpose of note taking only. Computers and other forms of technology are prohibited during tests. Cell phones, pagers, ipods, and other similar devices must be turned off during class.

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. **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.

Disabilities and Learning Difference Statement: If you have a hidden or visible disability or learning difference which may require classroom or test-taking modifications, please see me as soon as possible. If you have not already done so, please be sure to register with the Student Development Office.

Withdrawal Policy: Candidates have the option of withdrawing from a course prior to the 11th week of class without instructor signature and prior to the 14th week of class with instructor signature. A candidate must initiate the withdrawal by calling (892-5758) or submitting a withdrawal form to the registrar's office. Withdrawal forms are available online. In order to verbally withdraw you must know your student identification number or social security number and the course reference number (CRN) or course number and section for identification purposes. A grade of W will appear on the candidate's transcript after withdrawing from a course.

Students who have financial aid or veteran's benefits should contact those offices before withdrawing. Failure to withdraw may place the candidate on academic probation and may result in a grade or "F" being assigned.

Confirm that your withdrawal from a course has been processed by checking on-line at <http://my.comment.edu>

Early Warning Policy: Each student will receive a personal grade sheet and related instructions at the start of the semester. Students will be encouraged to maintain their grade sheets throughout the semester. In addition, I will communicate both verbally and in writing with any student who is in danger of failing due to academic difficulty or poor attendance.

**Points given for requirements are as follows:**

<b>Assignment</b>	<b>Percent</b>	<b>Grade Received</b>
Field Observation Summary Report (Ind.)	20%	
Written Lesson <i>Plan (online learning portfolio)</i>	25%	
Lesson Plan Presentation (15 minute)	25%	
Formal Evaluation/Final Exam	10%	
Class Attendance and Participation	10%	
Resource Notebook	10%	
<b>Total</b>	<b>100%</b>	

**Grading Scale:**

<b>Grade</b>	<b>Equivalent</b>	<b>Quality Points</b>
4.0	A	96-100
3.7	A-	90-95
3.3	B+	86-89
3.0	B	83-85
2.7	B-	80-82
2.3	C+	77-79
2.0	C	73-76
1.7	C-	70-72
1.3	D+	67-69
1.0	D	63-66
0	F	

**Three Rivers Community College  
ECE K222 Methods & Techniques in ECE  
Course Content and Study Guide**

1. The following topics will be covered:
2. The Teaching Process
3. Planning for Diversity
4. Establishing a Supportive Environment
5. Writing Objectives
6. Instructional strategies
7. Communication Techniques
8. Reinforcements
9. Questioning
10. Classroom Management
11. Planning and Evaluation
12. Making Systemic observations
13. Instructional Media and Technology
14. Designing a Well-planned lesson and Unit

**DIGICATION ONLINE LEARNING PORTFOLIO STATEMENT:**

As a student, you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation, too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work; it is private. This tool will also be a “place” where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In Digication, you will be able to make other portfolios, too. It’s like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC Template; you may post your own choices, too. Have fun in learning!

**This syllabus is subject to change. Any changes will be announced in class.**

CONNECTICUT STATE DEPARTMENT OF EDUCATION

To be completed by the Student Teacher ; a copy of the plan should be provided to Cooperating Teacher and/or University Supervisor

Note: This document is a template in MSWord. As you type into the form, it will expand to accommodate what you have written.

**Student Teaching Evaluation**

**Lesson Plan Format (this is in the process of being reworked)**

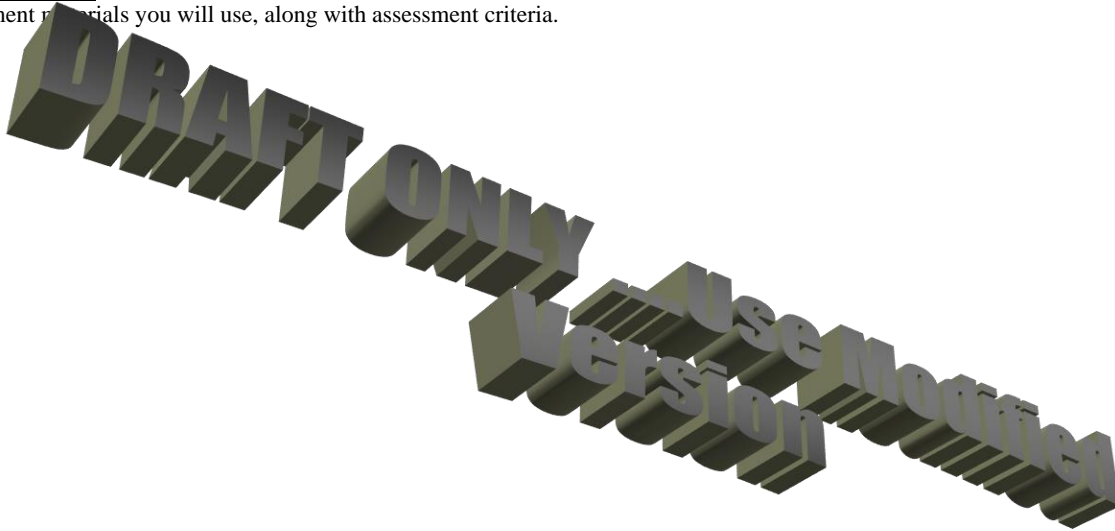
Student Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_ Date of lesson \_\_\_\_\_  
Institution \_\_\_\_\_ Length of lesson \_\_\_\_\_

**Content Standards:** Identify one or two **primary** local, state **or** national curricular standards this lesson is designed to help students attain. How will the learning tasks lead students to attain the identified standards?

**Learner Background:** Describe the students' prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students' previous performance in this content area or skill impact your planning for this lesson?

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.



**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

**Learning Activities:**  
Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate

time frames for each.

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning, and why this is important)

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
**Student Teaching Evaluation Pilot Study**  
**Lesson Plan Format**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with learning differences. These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

*Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the student teaching placement, it is expected that each student teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.*

<b>Which students do you anticipate may struggle with the content/learning objectives of this lesson?</b>		
Student name	Evidence that the student needs differentiated instruction	How will you differentiate instruction <b>in this lesson</b> to support student learning?
<b>Which students will need opportunities for enrichment/higher level of challenge?</b>		
Student name	Evidence that the student needs differentiated instruction	How will you differentiate instruction <b>in this lesson</b> to support student learning?

**Notes from the pre-conference**

## **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.

**CONCEPTUAL FRAMEWORK**

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.

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 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 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.

# ACADEMIC INTEGRITY POLICY

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College Definitions of Academic Dishonesty General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges) Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased borrowed or otherwise obtained) as one's own (d) stealing or having unauthorized access to examination of course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.