

ECE* K222

Methods and Techniques in Early Childhood Education



Spring 2016

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Office Hours
Tuesday and Thursdays 12:30 to 2

3 CREDIT HOURS

Prerequisites: ENG K101 or ENG* K101S ; ECE* K101 ; ECE* K182 ; or permission of the instructor.*

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. Observations of early childhood programs will be required.

Student Outcomes:

1. To design a learning environment and utilize teaching strategies based on current child development theory and the cycle of intentional teaching. (NAEYC 5a)
2. To be able to plan, implement, and evaluate a developmentally appropriate curriculum that fosters children's social, emotional, physical, cognitive, creative, and language development. (NAEYC 5c)
3. To be able to plan and implement classroom activities that are based upon current educational philosophy, goals, and child assessment, particularly the **CT Early Learning Development Standards and Preschool Assessment Framework. (NAEYC 4c)**
4. To be able to develop a Learning Experience Plan that follows the CT School Readiness format and rubrics. (6A)
5. To examine curriculum from the perspective of the child, teacher and parent. (NAEYC 2b)
6. As a result of examining curriculum philosophy, program goals, classroom design, family involvement, child observation and assessment, planning and implementing learning activities, the student will be able to reflect upon **WHY we do, WHAT we do and HOW we do it. (5c, 6d)**
7. The student will understand that learning is an interactive process of sharing knowledge, experiences, and skills in a cooperative and supportive environment. (NAEYC 1c)
8. To explore techniques of classroom management that allows children to develop self- help and self-regulating skills, and provide a classroom environment that is psychologically and physically supportive and safe. (NAEYC 1b)
9. To apply the principles of developmental and individual appropriateness, to the curriculum areas and learning domains. (NAEYC 4a)
10. To gain an understanding of the teacher's role in fostering developmentally appropriate play experiences in a variety of curriculum areas. (NAEYC 1b)
11. To use your understanding of child development and learning styles as the basis for providing opportunities that supports each child's physical, social, emotional, language, cognitive, and aesthetic development. (NAEYC 4d)
12. To develop the ability to use observations of children's play to effectively plan activities that foster appropriate challenges. (NAEYC 3a)
13. To understand the importance of play and creativity in the early childhood curriculum. (NAEYC 5a)
14. To develop the skills to support and celebrate the individual differences of children, whatever their ability levels, personalities and learning styles. (NAEYC 1a)
15. To develop the knowledge and skills that will enable you to plan and provide an environment that allows each child to develop, explore, learn and grow in all domains of development. (NAEYC 1c)
16. To explore techniques that will ensure sensitive and age appropriate interaction with and planning for children as individuals in group (small and large) and individual work. (5c)
17. To develop and implement an integrated curriculum that focuses on children's needs and

interests and takes into account culturally valued content and the children's home experiences. (NAEYC 2b)

18. To begin to develop a teaching style that accepts and celebrates individuality and diversity and acknowledges the principles of positive classroom management. (NAEYC 4c)
19. Candidates will be able to utilize learning principles to analyze instructional approaches e.g. Bloom's Taxonomy and curriculum development. (NAEYC 5C)

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 evaluations. 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.

Required Book

Twelve Best Practices for Early Childhood Education by Ann Lewin- Benham.
ISBN 978 0 8077 5232 6

Additional Readings will include the following:

- "Why Children's Dispositions should Matter to All Children" Da Ros-Voleles and Fowler-Haughey
- "Liberating the Curriculum" To Teach: The Journey, in Comics by William Ayers, Ryan Alexander-Tanner
- The "Make a Plan" Plan by Jarrod Green NAEYC

Downloadable Handbooks: If you have copies of these from other classes there is no need to download them specifically for this class.

1. The Connecticut Early Learning and Development Standards

<http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

2. Early Learning Development Standards aligned with the Connecticut Preschool Assessment Framework

http://www.ct.gov/oec/lib/oec/earlycare/elds/ct_elds_and_paf_alignment.pdf

3. FLIP CHART: Preschool Assessment Framework: Performance Standards and Description of Benchmarks for 2 1/2- to 6-Year-Old Children

<http://www.sde.ct.gov/sde/lib/sde/pdf/deps/early/flipchart.pdf>

To simulate your future professional teaching experiences, every student is expected to work on class and lab assignments both individually, and with a partner or partners as the respective assignment requires. Although this may sometimes cause some logistical problems for students, team-work is a critical part of teaching and so our training in team work must start here. Partners will be assigned at random so that everyone will have a chance to forge a new relationship/partnership.

Required Course Assignments:

1. **Field Work:** There will be 10 hours of field observation and implementation REQUIRED (combined). Students implement planned learning experiences (LEPs) they have created based on observations and knowledge of educational applications of child development theories and teaching strategies discussed in the text and in class. A log documenting a total of 10 hours signed by the director of the school or an alternate program designee will be required. The log for tracking hours of observation and implementation will be posted on Digication.

Observation notes will be required from observation visits. A format (structure) and focus topic for sharing observations and reflections will be provided by the instructor.

CONFIDENTIALITY: Participation at the center is a professional commitment. Any information learned about children, their parents, and their teachers is to be held in strict confidence. The seminar sessions provide the only setting for the possible discussion of the material. Violation of confidentiality will result in the student's exclusion from the course.

2. **Individual Learning Experience Plans:** Students will complete two "individual learning experience plans" and two "weekly" TRCC Learning Experience Plan (LEP) following the process below. The content focus and selected Early Learning Development Standards will be assigned for each individual experience LEP. Students are required to utilize knowledge of developmentally appropriate practices and creativity to develop the **learning experiences that will actively engage and motivate** young children based on your observations of the children's needs or interests.

Individual Observation and LEP Experiences #1: Students will use information gleaned from 5 hours of observation of children and teachers to develop the plan. It is expected that students will incorporate their observations of the children, knowledge of developmentally appropriate practices, teaching strategies, developmentally appropriate content (literacy, mathematics, social studies, and science) and CT Early Learning Development Standards in the written plan.

Observation/reflection notes will be submitted with the individual experience LEP in the format provided by the instructor.

LEP #1 Focus: Social and Emotional Development

Early Learning Development Standards:

Strand C-Early learning experiences will support children to develop, express, recognize and respond to emotions.

Learning Progression: Emotional Expression

Strand D- Early learning experiences will support children to develop self-awareness, self-concept and competence.

Learning Progression: Sense of Self or Personal Preferences

Strand E-Early learning experiences will support children to develop social relationships.

Learning progression: Play/friendship or Conflict Resolution

Part A: Observations - narrative and running records - compiled into subcategories aforementioned.

Part B: After receiving your feedback on Part A from your instructor, you will then use your observations to create, design and implement Learning Experiences as outlined by instructor.

Individual Observation and L.E.P Experiences #2 :. Students will use information gleaned from an additional 5 hours of observation of children and teachers to summarize observations and to develop the plan. It is expected that students will incorporate their observations of the children, knowledge of developmentally appropriate practices, teaching strategies, developmentally appropriate content (literacy, mathematics, social studies, and science) and CT Early Learning Development Standards in the written plan.

Observation/reflection notes will be submitted with the LEP in the format provided by the instructor.

Focus: Cognitive Development

Early Learning Development Standards:

All strands and learning progressions within the Science domain.

Cognition:

Strand A- Early learning experiences will support children to develop effective to approaches to learning.

Learning Progression: Curiosity and initiative, problem solving

Strand B Early learning experiences will support children to use logic and reasoning.

Learning Progression: Cause and Effect

Strand C Executive Functioning

Learning Progression: Cognitive flexibility and Task Persistence

Part A: Observations - narrative and running records - compiled into subcategories aforementioned.

Part B: After receiving your feedback on Part A from your instructor, you will then use your observations to create, design and implement Learning Experiences as outlined by instructor.

3. **2 WEEK LONG LEPS** : One week long LEP will be created as a team project. As a final project, students will develop a second week long LEP on their own. The Weeklong LEP will incorporate all of the parts of the individual LEP including challenging and higher order thinking experiences. This plan will utilize the same format that will be used during student teaching at TRCC. Students will incorporate creative, developmentally appropriate experiences and effective, individualized teaching strategies and methods to address 3 selected CT Early Learning Development Standards. Students are required to address ONE personal and social standard, ONE cognitive standard, and ONE standard of their choice.

Students will share/present the week long Learning Experience Plans with their student colleagues at the end of the semester. The procedure for sharing the weekly LEP will be provided by the instructor.

4. **TEAM PROJECT:** Students will be divided into teams and will develop a project. Students will be exposed to the fundamentals of the Project Approach and will utilize this knowledge to work on and develop a project of the team's choosing. Students will be graded on the process

of developing the project as well as their ability to work in a team environment. The components of the project will be put on Digication.

	Dates	Topics	
1	January 26/28		
2	Feb 2/ 4		
3	Feb 9/11		
4	Feb 16/18		
5	Feb 23/25		
6	March 1/3		
7	March 8/10		
8	March 15/17		
	March 22/24 - COLLEGE BREAK NO CLASSES		
9	March 29/31		
10	April 5/7		
11	April 12/14		
12	April 19/21		
13	April 26/28		
14	May 2/4		
15	May 9/11		
	May 25 th Grades Available on Web		



Snow Day Assignment

Podcasts are wonderful ways to take in more learning and discovery in teaching! We are not having class tonight due to snow but this assignment will serve as your snow day assignment. Complete the following while staying snug and warm at home. You can also access this via your Iphone or Droid.

If you still have power go the following URL:

<http://www.jackstreet.com/jackstreet/WTEA.beabetterteacher.cfm>

This is a 12 minute podcast embracing power and need of PLAY! Upon completion of listening to this podcasts, please write a paragraph on the content and a paragraph with your reaction. Kind of that simple.