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

Spring 2014

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 First Days of School: How To Be An Effective
    Teacher, Massachusetts: Allyn and Bacon, 2009
    ISBN-10: 0976423316

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:
<u>Active participation</u> 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.

<u>Attendance Grading Scale</u>

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.

<u>Disabilities and Learning Difference Statement</u>: 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:

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

Grading Scale:

Grade	Equivalent	Quality Points
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

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

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Student Teaching Evaluation
Lesson Plan Format (this is in the process of being reworke

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

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
<u>Student Teaching Evaluation Pilot Study</u>
<u>Lesson Plan Format</u>

<u>**Individuals Needing Differentiated Instruction:**</u> 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.

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

<u>Notes from the pre-conference</u>

Lesson Plan Rubric

Check any items below that are accurate descriptions of the plan being assessed.   No scores result from this assessment, but it is both an accurate visual formative assessment and provides detailed examples of areas in need of improvement or already meet target.

	NAEYC Standards/Skills		Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Content Standards	**NAEYC Standard:** 5a Understanding content knowledge and resources in academic disciplines. **NAEYC Supportive Skill:** 5 Identifying and using professional resources.	1 2 3 circle one	□ Incomplete list or marginally meaningful list of content standards □ Those chosen may or may not match learning tasks in lesson □ OMITTED	□ Basic listing of meaningful content standards □ Those chosen match learning tasks in lesson	□ Complete listing of meaningful content standards □ Those chosen match and are extended through learning tasks in lesson
Learner Background	**NAEYC Standard:** 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging.	1 2 3 circle one	□ Inaccurate or poorly detailed description of candidates' prior knowledge or skill related to the learning objectives and the content of the lesson □ No pre-assessment or application of prior knowledge □ Use of information is not evident in planning lesson □ OMITTED	□ Accurate but limited description of candidates' prior knowledge or skill related to the learning objectives and the content of the lesson □ Based on prior knowledge □ Use of information is evident in planning of lesson	□ Accurate and detailed description of candidates' prior knowledge or skill related to the learning objectives and the content of the lesson □ Data gained from pre-assessment □ Use of information determined planning of lesson
Learning Objectives	**NAEYC Standard:** 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	1 2 3 circle one	□ Inconsistent with standards or rest of lesson □ Developmentally inappropriate □ Unrealistic □ OMITTED	□ Consistent with standards and lesson □ Developmentally appropriate, but may be poorly constructed □ Leads to assessment	□ Consistent with standards and lesson □ Developmentally appropriate □ Leads to authentic assessment

	NAEYC Standards/Skills	Total Score	Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Assessment	**NAEYC Standard:** 3c Understanding and practicing responsible assessment to promote positive outcomes for each child.	1 2 3 circle one	□ Does not clearly assess the objective □ Able to yield information of marginal use or accuracy □ Developmentally inappropriate □ Poorly described and/ or unpolished sample provided □ OMITTED	□ Able to yield useful, accurate information □ Consistent with objective □ Developmentally appropriate □ Described and sample provided	□ Yields precise/ complex information □ Inventive, authentic, contextualized □ Developmentally appropriate and assesses objective □ Clearly described and polished sample provided
Materials/Resources	**NAEYC Standard:** 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches.	1 2 3 circle one	□ Incomplete, inaccurate, or insufficient list □ Developmentally inappropriate □ Instructionally ineffective □ Technology, if used, is developmentally inappropriate, irrelevant, or of poor quality □ OMITTED	□ Contains minor flaws in completeness □ Complete and developmentally appropriate list, but omitting some detail □ Instructionally appropriate □ Technology, if used, is useful and developmentally appropriate	□ Uses a variety of relevant materials □ Complete, developmentally appropriate, and detailed list □ Instructionally effective □ Technology, if used, is relevant, useful, developmentally appropriate and of high quality
Initiation of Learning Activities	**NAEYC Standard:** 4a Understanding positive relationships and supportive interactions as the foundation of their work with young children.	1 2 3 circle one	□ Does not raise interest or channel energy toward objective or curriculum □ Does not connect new learning to prior knowledge and/or does not engage candidates □ Insufficient delineation of developmentally appropriate procedures, behavioral expectations, and physical context □ OMITTED	□ Raises anticipation and activates curiosity in relation to objective and curriculum □ Connects new learning to prior knowledge, but without candidate engagement □ Delineates developmentally appropriate procedures, behavioral expectations, and physical context in good detail	□ Raises anticipation, activates curiosity, is imaginative, and is creative in relation to objective and curriculum □ Engages candidates with tight connection to prior knowledge □ Delineates developmentally appropriate procedures, behavioral expectations, and physical context in excellent detail

	NAEYC Standards/Skills	Total Score	Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Lesson Development	**NAEYC Standard:** 4a Understanding positive relationships and supportive interactions as the foundation of their work with young children.	1 2 3 circle one	□ Relates minimally to objective □ Does not connect to, expand, or consolidate old and new knowledge I□ naccurate content and/or questionable developmental presentation □ Flaws in logical progression □ Little or no variety in teaching strategies □ Description lacks necessary detail □ Missing some or all instructional materials	□ Consistent with objective □ Expands and consolidates prior and new knowledge □ Accurate content presented in a developmentally appropriate manner □ Logical progression (simple to complex) □ Limited variety of teaching strategies (e.g., direct instruction, modeling, guided practice, cooperative learning, centers, manipulatives, visuals) □ Description includes necessary detail □ All instructional materials included	□ Creative, showing insight, complexity, and consistency with objective □ Expands and consolidates prior and new knowledge into understanding □ Accurate content of depth presented in a developmentally appropriate manner □ Logical progression □ Variety of teaching strategies (e.g., direct instruction, modeling, guided practice, cooperative learning, centers, manipulatives, visuals) □ Description includes detailed directions, instructions, interactions □ All exemplary instructional materials included
Closure	**NAEYC Standard:** 4b Knowing and understanding effective strategies and tools for early education.	1 2 3 circle one	□ Awkward progression □ Questionable consistency with objective □ Teacher–centered and/or minimally involves candidates □ OMITTED	□ Smooth progression from lesson □ Consistent with objective and lesson □ Requires all candidates to review, summarize, reflect, and project about learning	□ Makes connections from lesson to real world □ Consistent with objective and lesson, helping candidates understand purpose of lesson □ Requires all candidates to review, summarize, reflect, and project about learning
Multicultural Consideration	**NAEYC Standard:** 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches.	1 2 3 circle one	□ Considers only the dominant cultural perspective on content □ Demonstrates no use or understanding of a multicultural process in either curriculum or pedagogy	□ Considers content from multiple cultural perspectives □ Uses a multicultural process in both curriculum and pedagogy	□ Considers content from multiple cultural perspectives □ Uses a multicultural process in both curriculum and pedagogy that develop intercultural competence

	NAEYC Standards/Skills	Total Score	Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Differentiated Instruction	**NAEYC Standard:** 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches. **NAEYC Standard:** 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.	1 2 3 circle one	□ Provides incomplete information/evidence of individual candidate needs □ Provides vague or inadequate description of differentiated instruction to meet individual candidate needs □ Belief that no candidate needs differentiated instruction	□ Provides adequate information/evidence of individual candidate needs □ Provides description of differentiated instruction to meet all individual candidate needs	□ Provides detailed information/evidence of individual candidate needs □ Provides detailed description of differentiated instruction to meet all individual candidate needs
Assessment Findings	**NAEYC Standard:** 3d Knowing about assessment partnerships with families and other professional colleagues.	1 2 3 circle one	□ Incomplete/ inaccurate or irrelevant data in poor display □ Relevant patterns not identified □ OMITTED	□ Detailed/accurate data in clear display (raw data, narrative, graph or chart) □ All relevant patterns identified □ Next instructional steps identified for class	□ Detailed/accurate data display with performance aligned with objective □ All relevant patterns and individual variation identified □ Next instructional steps for individuals and class identified precisely
Reflection	**NAEYC Standard:** 6d Integrating knowledgeable, reflective, and critical perspectives on early education.	1 2 3 circle one	□ Gaps in consideration of some areas of necessary reflection □ Superficial or partially inaccurate perception of strengths/weaknesses □ OMITTED	□ Considers all areas of reflection (planning, implementation, and assessment of candidate learning performance during lesson) □ Identifies causes/ reasons for strengths and weaknesses	□ Demonstrates unusual insight into self and candidate learning □ Identifies causes/ reasons for strengths and weaknesses and provides thoughtful action plan for self
Writing	**NAEYC Supportive Skill:** 3 Written and verbal skills	1 2 3 circle one	□ Poorly written □ 4 or more mechanical errors in writing mechanics	□ Contains a few minor errors □ 2 to 3 mechanical errors in writing mechanics	□ Well written □ 0 to 1 error in writing mechanics

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 date, (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.

ACADEMIC CALENDAR

SPRING 2014

Jan 20 Martin Luther King Day - College Closed
Jan 22 Professional Day
Last Day for Full Tuition Refund
Jan 23 Classes Begin/Late Registration Begins
Add/Drop Period Begins
First Day of First 5 – Week Mod Session
First Day of First 7 ½ -Week Mod Session
Jan 30 Instructor Signature Required to Add Classes
Feb 5 Last Day of Add/Drop and Partial Tuition Refund
Feb 6 All College Professional Day – Classes Not In Session
Feb 12 Lincoln's Birthday - Classes In Session
Feb 17 President's Day Observed – College Open Classes Not in Session
Feb 24 Last Day to Select Audit Option
Mar 3 Last Day of First 5 – Week Mod Session
Mar 4 First Day of Second 5 – Week Mod Session
Mar 14 Last Day to apply for Summer 2014 graduation
Mar 17-23 Spring Break - Classes Not in Session
Mar 26 Last Day First 7 ½ -Week Mod Session
Last Day for Full Tuition Refund – Second 7 ½ -Week Mod Session
Mar 27 First Day of Classes Second 7 ½ -Week Mod Session
Apr 1 Degree Seeking Continuing Student Registration for Summer Session and Fall Semester
Apr 7 Student Online Course Evaluations Open for completion 15 week Session
Apr 14 Last Day to Select Pass/Fail Option – 15 Week Session
Last Day to Submit Incomplete Work from Fall '13 semester and Intersession '14.
Last Day of Second 5 – Week Mod Session
Apr 15 First Day of Third 5 – Week Mod Session
Non-Degree Seeking and New Student Registration for Summer Session and Fall Semester
Apr 17 Last Day to apply for Summer (August '14) Graduation
Apr 18-20 Spring Recess – College Closed
Apr 25 Student Online Course Evaluations Closed for Student Input 15 Week Session
May 12 Last Day to Withdraw from Classes
May 19 Last Day of 15 Week Session
Last Day Second 7½ -Week Mod
Last Day of Third 5 – Week Mod Session
May 20 Make-up/Supplemental session **- Instructor Discretion**
May 22 Final Grades Due
May 26 Memorial Day - College Closed
May 30 Student grades available on Web
May 31 Commencement