

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

Spring 2013



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:

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:

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

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

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

Student Learning 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.

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?

Notes from the pre-conference

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

	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	<input type="checkbox"/> Does not clearly assess the objective <input type="checkbox"/> Able to yield information of marginal use or accuracy <input type="checkbox"/> Developmentally inappropriate <input type="checkbox"/> Poorly described and/ or unpolished sample provided <input type="checkbox"/> OMITTED	<input type="checkbox"/> Able to yield useful, accurate information <input type="checkbox"/> Consistent with objective <input type="checkbox"/> Developmentally appropriate <input type="checkbox"/> Described and sample provided	<input type="checkbox"/> Yields precise/ complex information <input type="checkbox"/> Inventive, authentic, contextualized <input type="checkbox"/> Developmentally appropriate and assesses objective <input type="checkbox"/> 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	<input type="checkbox"/> Incomplete, inaccurate, or insufficient list <input type="checkbox"/> Developmentally inappropriate <input type="checkbox"/> Instructionally ineffective <input type="checkbox"/> Technology, if used, is developmentally inappropriate, irrelevant, or of poor quality <input type="checkbox"/> OMITTED	<input type="checkbox"/> Contains minor flaws in completeness <input type="checkbox"/> Complete and developmentally appropriate list, but omitting some detail <input type="checkbox"/> Instructionally appropriate <input type="checkbox"/> Technology, if used, is useful and developmentally appropriate	<input type="checkbox"/> Uses a variety of relevant materials <input type="checkbox"/> Complete, developmentally appropriate, and detailed list <input type="checkbox"/> Instructionally effective <input type="checkbox"/> 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	<input type="checkbox"/> Does not raise interest or channel energy toward objective or curriculum <input type="checkbox"/> Does not connect new learning to prior knowledge and/or does not engage candidates <input type="checkbox"/> Insufficient delineation of developmentally appropriate procedures, behavioral expectations, and physical context <input type="checkbox"/> OMITTED	<input type="checkbox"/> Raises anticipation and activates curiosity in relation to objective and curriculum <input type="checkbox"/> Connects new learning to prior knowledge, but without candidate engagement <input type="checkbox"/> Delineates developmentally appropriate procedures, behavioral expectations, and physical context in good detail	<input type="checkbox"/> Raises anticipation, activates curiosity, is imaginative, and is creative in relation to objective and curriculum <input type="checkbox"/> Engages candidates with tight connection to prior knowledge <input type="checkbox"/> 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	<input type="checkbox"/> Relates minimally to objective <input type="checkbox"/> Does not connect to, expand, or consolidate old and new knowledge <input type="checkbox"/> Inaccurate content and/or questionable developmental presentation <input type="checkbox"/> Flaws in logical progression <input type="checkbox"/> Little or no variety in teaching strategies <input type="checkbox"/> Description lacks necessary detail <input type="checkbox"/> Missing some or all instructional materials	<input type="checkbox"/> Consistent with objective <input type="checkbox"/> Expands and consolidates prior and new knowledge <input type="checkbox"/> Accurate content presented in a developmentally appropriate manner <input type="checkbox"/> Logical progression (simple to complex) <input type="checkbox"/> Limited variety of teaching strategies (e.g., direct instruction, modeling, guided practice, cooperative learning, centers, manipulatives, visuals) <input type="checkbox"/> Description includes necessary detail <input type="checkbox"/> All instructional materials included	<input type="checkbox"/> Creative, showing insight, complexity, and consistency with objective <input type="checkbox"/> Expands and consolidates prior and new knowledge into understanding <input type="checkbox"/> Accurate content of depth presented in a developmentally appropriate manner <input type="checkbox"/> Logical progression <input type="checkbox"/> Variety of teaching strategies (e.g., direct instruction, modeling, guided practice, cooperative learning, centers, manipulatives, visuals) <input type="checkbox"/> Description includes detailed directions, instructions, interactions <input type="checkbox"/> All exemplary instructional materials included
Closure	NAEYC Standard: 4b Knowing and understanding effective strategies and tools for early education.	1 2 3 circle one	<input type="checkbox"/> Awkward progression <input type="checkbox"/> Questionable consistency with objective <input type="checkbox"/> Teacher-centered and/or minimally involves candidates <input type="checkbox"/> OMITTED	<input type="checkbox"/> Smooth progression from lesson <input type="checkbox"/> Consistent with objective and lesson <input type="checkbox"/> Requires all candidates to review, summarize, reflect, and project about learning	<input type="checkbox"/> Makes connections from lesson to real world <input type="checkbox"/> Consistent with objective and lesson, helping candidates understand purpose of lesson <input type="checkbox"/> 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	<input type="checkbox"/> Considers only the dominant cultural perspective on content <input type="checkbox"/> Demonstrates no use or understanding of a multicultural process in either curriculum or pedagogy	<input type="checkbox"/> Considers content from multiple cultural perspectives <input type="checkbox"/> Uses a multicultural process in both curriculum and pedagogy	<input type="checkbox"/> Considers content from multiple cultural perspectives <input type="checkbox"/> 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	<p>NAEYC Standard: 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches.</p> <p>NAEYC Standard: 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p>	<p>1</p> <p>2</p> <p>3</p> <p>circle one</p>	<p><input type="checkbox"/> Provides incomplete information/evidence of individual candidate needs</p> <p><input type="checkbox"/> Provides vague or inadequate description of differentiated instruction to meet individual candidate needs</p> <p><input type="checkbox"/> Belief that no candidate needs differentiated instruction</p>	<p><input type="checkbox"/> Provides adequate information/evidence of individual candidate needs</p> <p><input type="checkbox"/> Provides description of differentiated instruction to meet all individual candidate needs</p>	<p><input type="checkbox"/> Provides detailed information/evidence of individual candidate needs</p> <p><input type="checkbox"/> Provides detailed description of differentiated instruction to meet all individual candidate needs</p>
Assessment Findings	<p>NAEYC Standard: 3d Knowing about assessment partnerships with families and other professional colleagues.</p>	<p>1</p> <p>2</p> <p>3</p> <p>circle one</p>	<p><input type="checkbox"/> Incomplete/ inaccurate or irrelevant data in poor display</p> <p><input type="checkbox"/> Relevant patterns not identified</p> <p><input type="checkbox"/> OMITTED</p>	<p><input type="checkbox"/> Detailed/accurate data in clear display (raw data, narrative, graph or chart)</p> <p><input type="checkbox"/> All relevant patterns identified</p> <p><input type="checkbox"/> Next instructional steps identified for class</p>	<p><input type="checkbox"/> Detailed/accurate data display with performance aligned with objective</p> <p><input type="checkbox"/> All relevant patterns and individual variation identified</p> <p><input type="checkbox"/> Next instructional steps for individuals and class identified precisely</p>
Reflection	<p>NAEYC Standard: 6d Integrating knowledgeable, reflective, and critical perspectives on early education.</p>	<p>1</p> <p>2</p> <p>3</p> <p>circle one</p>	<p><input type="checkbox"/> Gaps in consideration of some areas of necessary reflection</p> <p><input type="checkbox"/> Superficial or partially inaccurate perception of strengths/weaknesses</p> <p><input type="checkbox"/> OMITTED</p>	<p><input type="checkbox"/> Considers all areas of reflection (planning, implementation, and assessment of candidate learning performance during lesson)</p> <p><input type="checkbox"/> Identifies causes/ reasons for strengths and weaknesses</p>	<p><input type="checkbox"/> Demonstrates unusual insight into self and candidate learning</p> <p><input type="checkbox"/> Identifies causes/ reasons for strengths and weaknesses and provides thoughtful action plan for self</p>
Writing	<p>NAEYC Supportive Skill: 3 Written and verbal skills</p>	<p>1</p> <p>2</p> <p>3</p> <p>circle one</p>	<p><input type="checkbox"/> Poorly written</p> <p><input type="checkbox"/> 4 or more mechanical errors in writing mechanics</p>	<p><input type="checkbox"/> Contains a few minor errors</p> <p><input type="checkbox"/> 2 to 3 mechanical errors in writing mechanics</p>	<p><input type="checkbox"/> Well written</p> <p><input type="checkbox"/> 0 to 1 error in writing mechanics</p>

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.

ACADEMIC CALENDAR

SPRING 2013



Jan 24 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 31 Instructor Signature Required to Add Classes

Feb 6 Last Day of Add/Drop and Partial Tuition Refund

Feb 7 All College Professional Day – Classes Not In Session

Feb 12 Lincoln's Birthday - Classes In Session

Feb 18 President's Day Observed – College Open Classes Not In Session

Feb 25 Last Day to Select Audit Option

Mar 4 Last Day of First 5 – Week Mod Session

Mar 5 First Day of Second 5 – Week Mod Session

Mar 15 Last Day to Apply for Summer 2013 Graduation

Mar 18-24 Spring Break - Classes Not in Session

Mar 27 Last Day First 7 ½ -Week Mod Session

Mar 28 First Day of Classes Second 7 ½ -Week Mod Session

March 29-31 Spring Recess – College Closed

Apr 1 Student Online Course Evaluations Open for completion 15 week Session

Continuing Student Registration for Summer Session and Fall Semester

Apr 12 Faculty System Professional Day – Classes In Session

Apr 15 Last Day to Select Pass/Fail Option – 15 Week Session

Last Day to Submit Incomplete Work from Fall '12 semester and Intersession '12.

Last Day of Second 5 – Week Mod Session

New Student registration for Summer Session and Fall Semester

Apr 16 First Day of Third 5 – Week Mod Session

Apr 26 Student Online Course Evaluations Closed for Student Input 15 Week Session

May 13 Last Day to Withdraw from Classes

May 20 Last Day of 15 Week Session