Three Rivers Community College

Introduction to Early Childhood ECE 101

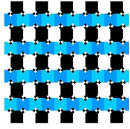# Fall 2018

Tuesday and Thursday
11:00 to 12:15
Professor Sheila Skahan

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Contact Information
Office   860.215.9475
sskahan@trcc.commnet.edu
Office Hours Monday 4:00 - 5:30; Thursday 12:30 to 2 in C250

Course: Introduction to Early Childhood Education

Common Course Number: ECE*101 (formerly CDV K111) ; 3 Credit Hours

This course introduces students to a study of the historical, anthropological, psychological, philosophical, and social perspectives of early care and education for children ages 0-8. The course acquaints students with trends in educational settings including the organization, history, and governance of American schools. The course includes the study of child development, learning models, and the multiple roles in the early childhood education profession. Field trips and observations of early childhood programs will be required. (***Throughout this course, you are required to complete 10 additional hours of on site observations and tasks with children if you wish to obtain your ECTC - Early Childhood Teaching Credential).***

Prerequisites: ENG* K100 eligibility or permission of instructor.

Required Texts:

Gordon, Ann and Kathryn Browne. Beginnings and Beyond: Foundations in Early Childhood
Education. 10th Edition. Wadsworth. 2017.
ISBN 978130550096

CT Early Learning and Development Standards (ELDS)
Here's the link to the website to place your request- http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726

Downloads from http://www.ct.gov/oec/cwp/view.asp?a=4541&q=535852 OFFICE OF ECE CT

Additional readings will be assigned throughout the semester.

Course Objectives:

- Understand the history, social perspective and theoretical foundations for Early Childhood Education learning models, environments and programming.
- Demonstrate familiarity with a broad spectrum of roles, responsibilities and expectations of the Early Childhood Education professional.
- Understand the core principles of child development, home-school-community partnerships, and strategies that guide quality Early Childhood Education programming.

Course Outcomes:

- Identify the evolution and history of childhood for the past 400 years . (NAEYC Standard 5a)

- Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner. (NAEYC Standard 5a)

- Define the characteristics of Waldorf schools, Montessori schools, Reggio Emilia, School Readiness, Head Start and Perry Preschool programs; (NAEYC Standard 6c)

- Identify key characteristics of the multiple settings in which children are provided early learning experiences and / or care; (NAEYC Standard 6a)

- Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive in relation to the new CT Early Learning and Development Standards (NAEYC Standard 1a)

- Recognize age appropriate and culturally appropriate developmental expectations for the young child; (NAEYC Standard 2c)

- Define differing learning styles and teaching strategies of the learning process; (NAEYC Standard 4b)

- Define the importance of social-emotional relationships between teacher and child and family including current research and personal experiences; (NAEYC Standard 2a,)

- Identify how observations help you assess young children and what methodologies of assessment are best practice (NAEYC Standard 3a)

- Integrate language, literacy, math, science, art, music and social studies into a learning unit for a young child; (NAEYC Standard 5b.)

- Identify positive approaches to discipline using child guidance alternatives and behavioral assessment strategies; (NAEYC Standard 1b)

- Evaluate early childhood learning environments with particular attention with respect for diversity, learning climates, and quality interactions; (NAEYC Standard 2c)

- Identify the resources for defining requirements and educational requirements needed to be certified in the State of CT for both child care and elementary ECE teachers; (NAEYC Standard 6b)

- Recognize the ethical concerns and dilemmas related to early care and education; (NAEYC Standard 6b)

- Identify resources for determining state and federal legislation and its' effect on the early childhood system and learning gaps for programs serving children ages 0-8 (NAEYC Standard 6c)

- Use Writing Center and library as needed to complete writing requirements.

New as of Fall 2018

- **Understands recent research on "stress and trauma" and impact on child development and can identify short and long term factors. (NAEYC 1b)**
- **Knows and understands the NAEYC Principles of Family Engagement (NAEYC 2a)**
- **Uses technology such as social media and or technology for communication (NAEYC 6c)**
- **Understands how to identify, document and report suspected child abuse as required by law. (NAEYC 6e)**
- **Identifies appropriate actions in an emergency e.g choking, and supports the practices of of emergency plans. (NAEYC 6b)**
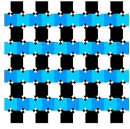
Policies:

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. Coaching other students, prosocial skills and general professional approaches are both welcomed and expected.

Class attendance is highly encouraged. Considerable learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments.   In this class, we bring children in for observations, visit schools and often create a "studio feeling" in the classroom. These activities make the class lively and cannot be duplicated by rereading a chapter for the days that you miss. You are responsible for your own action but you will feel lost if you miss classes. It is highly recommended that from day one that you work with one or two other folks in class so that you will have a backup for anything missed or for support.

Candidates are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course.

It is assumed that all assignments will be completed and turned in on time.   **As a class you will create your own policy on late assignments.** Assignments will not be accepted beyond a one-week extension. Take home tests will not be accepted beyond the scheduled due date. Make-ups must be done in a timely manner.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and done independently unless otherwise indicated. Citations and references must be used to **acknowledge the source and to avoid plagiarism**. Violations of academic integrity will be referred to the Dean with in accordance with the college policy.

As part of the course, candidates may be required to spend additional time observing and/or working with children in actual or simulated early care and school settings. Throughout these 15/16 weeks, you are required to complete 10 additional onsite observations and tasks with children. Please plan accordingly.

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- Laptop computers, cell phones and IPads are a part of our everyday life. There will be times when we will use these tools in class for a variety of reasons e.g., discovering APPS, cameras, recording conversations, etc. I have a fairly progressive approach to the use of technology within our classroom. That said, we will define how these tools will be used in an academic setting. You will help create the policy for all students. I can assure texting a friend during class is not going to be included unless you are asked to text reminders to each other. **A reasonable respect and approach to technology manners will be warranted.**

- DIGIcation is the college's eportfolio platform. You will be required to use this platform in a variety of ways in different classes. For this class, you will be uploading your final project as anonymous evidence for the Gen Ed committee to review. We will teach you the procedures in class.

- The candidate is responsible for all materials covered in class as well outside assignments. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate. PLEASE **do not contact the Instructor and ask for a review of the class**. Learn to rely on your syllabus and/or other candidates. You may want to share your contact information with other candidates to help facilitate this process.

- TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and/or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and/or the email contact available through TRCC. Please be sure the college has your updated contact information.

- If you **have problems with the course or material,** please see me or call to arrange for an appointment. Candidates who are not able to complete the course need to speak to me for additional support. Once you get behind in this class, it is hard to catch up. **This is your first class in education – there is LOTS to take in.**

- Candidates with disabilities who may need academic accommodations should discuss options with the me as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

- Please refer to the Institutional Policies available in the Office of the Dean of Candidate Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

·**Non-discrimination policy/statement**: Three Rivers Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression, or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the basis of veteran status or criminal records. The following person has been designated to handle inquiries regarding the non-discrimination policies: Ken Saad (860) 215-9208, ksaad@trcc.commnet.edu.

Sexual misconduct policy/statement: Three Rivers Community College strongly encourages all students to report any incidents of sexual misconduct, which includes, but is not limited to, sexual harassment, intimate partner violence, and sexual assault. Students have the right to the prompt and fair resolution of all claims, and the College will preserve the confidentiality of all who report to the fullest extent possible and allowed by law. College employees will explain the limits of confidentiality before information about the incident is revealed. To report sexual misconduct, or to learn more about your options, please contact the Title IX Coordinator. If you need immediate, confidential assistance, please call the Sexual Assault Crisis Center of Eastern Connecticut hotline at 860-437-7766. Sexual Assault Crisis Center of Eastern Connecticut: (860) 442-0604 78 Howard Street, 2nd Floor AND/OR Maria Krug, Title IX Coordinator Three Rivers Community College 574 New London Turnpike Norwich, CT 06360 (860) 215-9280 ·

Fall 2018
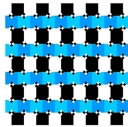
Points given for requirements are as follows: PLEASE KEEP TRACK OF YOUR OWN GRADES DURING THE SEMESTER. This is not a magical number- just simple math.

Assignment	Points	Your Grade	Confirmed
September - TIMELINE /biography	100 points		
October - **FALL PROJECT/MIDTERM**	150 Points		
November - **FALL PROJECT/MIDTERM**	150 Points		
December **FINAL OBSERVATION PAPER**	200 Points		
After Midterm - submit **Final Chapter Reflections**	100 Points		
4 lab experiences!! **Ages and Stages,** **Bishop and Early Learning Environments;** **Multiple Intelligence Lab** **DCF Mandated Online Training**	50 each - 200 points		
Participation:	100 Points		
Total	**1000 %5 = see below for Letter Equivalent**		

	Highly Competent would be: A 170 - 200
	Competent would be: B 140 - 169
	Minimally Competent would be: C 110 - 139
	                                                        D 76 – 109
	                                              F – below 75 points		

Methods of Evaluation: Written Submissions, Oral Reports, Group Work, Professional Conduct, Process and Reflections, DIGIcation for GEN ED.
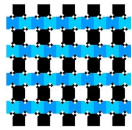
INTRO TO ECE SYLLABUS

This syllabus is subject to change. **Typically given the dynamic nature of this course, a revised syllabus is revamped and distributed mid semester.**

Date	Topic of Class	Notes - due dates
AUG 28,30	Introductions, Overview, Assignments Prior Knowledge	
SEPT 4,6	MakerSpace Time (Begin Chapter 1) Autobiographies	
SEPT 11,13	History of ECE - (Chapter 1 and Handout)	
SEPT 18,20	Models in the Early Care System (Chapter 2)	
SEPT 25,27	Ages and Stages (Chapter 3)	
OCT 2,4	Philosophies and Models of Education (Chapter 4)	
OCT 9,11	Philosophies Applied (Chapter 4 and Handouts) Montessori Multiple Intelligence Lab - MIDTERM Disseminated	
OCT 16, 18	Observation Assignment and How to Observe and WHY? Chapter 6	
OCT 23,25	Curriculum and State Standards http://www.ct.gov/oec/site/default.asp Chapter 10	
OCT 30, NOV 1	Curriculum and State Standards http://www.ct.gov/oec/site/default.asp	
WEEK 11 NOV 6,8	LEARNING ENVIRONMENTS CHAPTER 9 Trip to Bishop Early Learning Center, Norwich	

NOV 13,15 Lab CLASSES	SKAHAN -NAEYC CONFERENCE - Off Campus Assignments Online Mandatory Training from DCF	
NOV 20TH	One on One meetings - advising hours	
NOV 27TH, 29	Family Engagement - NAEYC Guidelines	
DEC 4TH, DEC 6TH	Families at Risk - Stress and Trauma Observations Due	
Dec 11TH , 13th	Summary, Reflections and Assessments	

Summary of the 2010 Standards for Initial Early Childhood Professional Preparation

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 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, from birth through age 8
> 1b: Knowing and understanding the multiple influences on early development and learning
> 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

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 young 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— including its use in development of appropriate goals, curriculum, and teaching strategies for young children
> 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection
> 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child,including the use of assistive technology for children with disabilities
> 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

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 young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching/ learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in 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 curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts—music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum 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 early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood—in at least two of the three early childhood age groups (birth– age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC Accreditation Key Assessment #1
Three Rivers Community College
ECE K101 Introduction to Early Childhood Education
Observation Assignment

Objectives:
Understand the core principles of model schools and to be able to identify fundamental NAEYC standards that lead to developmentally effective approaches and quality supportive environments for children ages birth to age eight.

Outcomes:
- Candidates will apply the historical foundations and critical perspectives of early childhood education, and recognize how different program philosophies developed.
- Candidates will be able to analyze the role and responsibilities of the teacher in an early childhood program, and the differences in philosophies based on the type of program.

You will need to <u>observe / research two different classroom settings</u>. One must be a *'pure model'* setting (Montessori, Reggio, Waldorf, High Scope, etc.) while the other option is up to you. If you go to a preschool for your first observation, then your second visit should be with the same age group. As the time allotment is difficult for some of you, or if you do not have the availability of observing a *'pure model'* setting, you may use online resources for ONE of your observations. If you select this option, please note you should plan on spending up to 5 hours researching and viewing educational videos on this site. <u>A quick 20 minute YouTube will not meet the expectations of this assignment.</u>   You also must cite your resources.

For your on-site observation(s) we recommend you observe during an activity time, when the teacher has planned activities that follow a specific curriculum. Be prepared to spend approximately 2-3 hours observing, (ECTC candidates must be 5 hours) this will vary based on your prior experiences and knowledge of early childhood settings. If possible, ask the director / teacher at the setting for brochures, program information and handouts to support your observation (see question one below). In some cases teachers may have time to meet with you; in other visits the teacher may not be able to meet at all**. Be courteous and appreciative about the opportunity offered to you by the center staff.**

In class we have practiced writing with OBJECTIVITY - refer to your class notes as you compose and respond to the following questions. Remember confidentiality! *Lastly, this is a great chance for you to see the teaching profession with new lenses - enjoy!*

Introduction:
1.   Introduction of the programs you visited and / or the research you conducted. Details about the program should include an overview of the following:
- Environment

- Number of staff / children,
- The overall feeling of site.
- Center or School name and location,
- School's mission/philosophy

Reminder: one of these settings must be a pure model - Reggio, Montessori, Head Start..

Observation of the Environment and Interactions:

2. Describe your initial reactions as you entered the environment. When reflecting on the 'pure model' aspects how did you see this in "action" e.g. Upon entering, it was evident that this was a Montessori program based on children working on mats, wooden materials…."

3. List the learning centers that you observed in the environment.
- What materials were available for children?
-How did these resources support the child's development and learning?
(NAEYC 1a)

4. Describe how teachers support children to create environments that are healthy, respectful, supportive, and challenging for each child. Address each of these components. **(NAEYC 1c)**

5. What effective early education technology strategies and tools did you observe? **(NAEYC 4b)**

6. Use your own words to describe what it would feel like to be a child in this environment. *Include details about environment and interactions.* **(NAEYC 2a)**

Observation of the Relationships:

7. Teaching staff develop relationships with families and community that is responsive, , comforting, and culturally sensitive. *Explain how you saw these components addressed in the classrooms - refer to class notes on NAEYC Principles of Family Engagement* **(NAEYC 2b)**

8. What evidence did you observe that showed how the program understands positive relationships and supportive interactions as the foundation of their work with young children **(NAEYC 4a)**

Observation of the Curriculum:
9. Beyond the learning centers that you have defined - describe the teaching you may have observed in the following disciplines: **(NAEYC 5a)**
- Language and Literacy
- Music
- Creative Movement - Dance
- Drama
- Visual Arts

- Mathematics
- Science
- Physical Activity
- Physical Education
- Health and Safety
- Emotional and Social Skills
- Social Sciences

Summary:
These are to be answered after you have gone to both sites.

10. Compare and contrast the two models you observed. How are they the same? How are they different?

11. Which one is a better match to your beliefs and why? How do you plan to use the information you have collected in your future endeavors as an early childhood educator? *Be sure to explain your opinion with details and examples as appropriate.* (**NAEYC 6d**)

Other helpful notes:
This assignment is a requirement for graduation and per NAEYC Accreditation so please keep your graded assignment to put in your final portfolio.

The format of the paper requires you to complete all questions for both observations. As this is about the *process* not the product, set up of the final document is up to you. But as a guideline please note the following:

You may want to answer Questions 1 –8 separately for each observation
In Question 10 and 11 you will be referencing both observations. You will need to
be sure you are clear about which center you are giving specific details about, please include the name of the setting as the point of reference .
PLEASE ANSWER ALL QUESTIONS AND put in good efforts!!!

EACH OF YOU WILL BE REQUIRED TO UPLOAD THIS ASSIGNMENT IN DIGICATION!!!! Directions are below in the URL.
 http://www.threerivers.edu/Div_IT/EducationalTechnology/PDF/DigicationUpload.pdf

Lastly, this paper is intended to be written in a professional objective manner. Your observations must report FACTS and well documented OBJECTIVE experiences.

Intro to ECE
Observation Assignment – NAEYC Key Assessment #1
Revised for Fall 2018

Promoting Child Development and Learning	Highly Competent (A)	Competent (B)	Minimally Competent (C or below)
1a: Knowing and understanding young children's characteristics and needs **Question #3**	*1a: Knowing and understanding young children's characteristics and needs* **Applied and provided a detail description of how the environment and materials support child development and learning.**	*Beginning to demonstrate knowing and understanding of young children's characteristics and needs* **Begins to apply general descriptions of how the environment support child development and learning.**	*Beginning to understand young children's characteristics and needs* **Introduced a few of the ways the environment impacts child development and learning but shows limited understanding of the connection between each.**
1b: Knowing and understanding the multiple influences on development and learning **Question #4**	*1b: Knowing and understanding the multiple influences on development and learning* **Identifies and reflects on multiple influences on children's development that include healthy, respectful, supportive and challenging for children.**	*1b: Starts to understand the multiple influences on development and learning* **Candidates identifies and begins to address multiple influences on children's development.**	*1b: Limited understanding of the multiple influences on development and learning* **Candidates identifies limited elements of the teacher's support.**
Building Family and Community Relations			
2b. Supporting and engaging families and communities through respectful, reciprocal relationships. **Question 7**	*Supporting and engaging families and communities through respectful, reciprocal relationships.* **Candidates recognizes a myriad of the ways families and communities engage in reciprocal relationships. Examples include partnerships, social and cultural insights and access to resources.**	*Supporting families and communities through respectful, reciprocal relationships.* **Candidates recognizes some of the ways families and communities engage in reciprocal relationships.**	*Limited knowledge of supporting and engaging families and communities through respectful, reciprocal relationships.* **Candidate makes mention of community and family but with no depth, details or specifics of their reciprocal relationship.**
Developmentally Effective Approaches			

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children. *Question #7*	*Understanding positive relationships and supportive interactions as the foundation of their work with children* **Candidates identified many ways that these relationships are built and included details regarding this connection.**	*Developing an understanding of teacher's positive relationships and supportive interactions as the foundation of teacher's work with children* **Candidates identified some ways that these relationships are built and included details. Focus is more on the tangible components e.g. parent bulletin board.**	*Limited understanding of teacher's positive relationships and supportive interactions as the foundation of teacher's work with children* **Inadequate description (limited details and insight) of responsive care.**
4b. Knowing and understand effective strategies and tools for early education, including appropriate use of technology. **Question #5**	**4b. Knows and understands effective technology strategies and tools for early education. Description fully addresses and applies the tools and strategies of effective technology implication.**	**4b. Begins to know and understand effective technology strategies and tools for early education. Description addresses DAP strategies and tools but does specifically identify technology.**	**4b. Limited understanding of effective technology strategies and tools for early education.** **Inaccurate assessment. Focus is on tools and misses strategies.**
Standard 5 Using Content Knowledge to Build Meaningful Curriculum			
5a. Understanding the content knowledge and resources in academic disciplines: language and literacy, the arts – music, creative movement, dance, drama, visual arts, mathematics, science, physical activity, physical education, health and safety; and social sciences.	***Demonstrates and understanding and application of the content knowledge and resources in academic disciplines*** **Candidate is able to list and reflect on the content for each discipline and describes resources.**	***Beginning to show and apply understanding of the content knowledge and resources in academic disciplines.*** ***Candidates is able to describe activities and sees ranges of curriculum but appears unclear of disciplines.***	*Marginal understanding the content knowledge and resources in academic disciplines.* **Candidate appears to struggle with identifying academic disciplines and describes situations not the disciplines.**

6b: Knowing about and upholding ethical standards and other professional guidelines. **Question 6b**	*6b: Knowing about and upholding ethical standards and other professional guidelines.* **Description of child view and experiences are communicated in a manner that ensures confidentiality.**	*6b: Demonstrates some understanding about upholding ethical standards and other professional guidelines.* **Descriptions of observations are objectively reported but not from the eyes of a child**	*6b: Not knowing about and upholding ethical standards and other professional guidelines* **Confidential is violated or opinions are not supported with evidence.**
6d. Integrating knowledgeable, reflective, and critical perspectives on early education. **Question 11**	*6d. Integrating knowledgeable, reflective, and critical perspectives on early education.* **Observations and application of knowledge are well articulated, substantiated and include meaningful reflections.** .	*6d. Integrating some knowledgeable, reflective, and critical perspectives on early education.* **Candidate is able to process their observation and apply a generalized perspective of how their observation align with philosophy.**	*6d. Attempts to Integrate knowledgeable, reflective, and critical perspectives on early education.* **Limited connections between philosophical beliefs and what was observed in practice.**

Course Resource List

Websites and Helpful Links

http://www.ct.gov/oec/site/default.asp
CT OFFICE OF ECE - SEE CT ELDS, DOTS

For more information of the ECTC - check this website:
http://www.ct.gov/oec/cwp/view.asp?a=4541&q=563038&pp=12&n=1

http://www.naeyc.org
National Association for the Education Of Young Children

https://www.naeyc.org/accreditation/early-learning-program-accreditation
NAEYC ACCREDITATION

http://ctearlychildhoodcareerdev.info/
Wonderful Website will help you with career ideas in education.

CT State Dept of Education
http://www.sde.ct.gov/sde/site/default.asp

Public School Choice in CT
https://portal.ct.gov/SDE/School-Choice/Connecticut-School-Choice

Council for Exceptional Children
www.cec.sped.org

www.developingchild.harvard.edu
Harvard's Center for the Developing Child

www.nhsa.org
Head Start

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Additional
https://www.ted.com/about/programs-initiatives/ted-talks-education
TED TALKS for education

https://itunes.apple.com/us/podcast/early-childhood-education/id488722258?mt=2
Podcasts