

Three Rivers Community College
Introduction to Early Childhood ECE 101

Fall 2019



Monday Nights

6:00 -8:45

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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 up to 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:

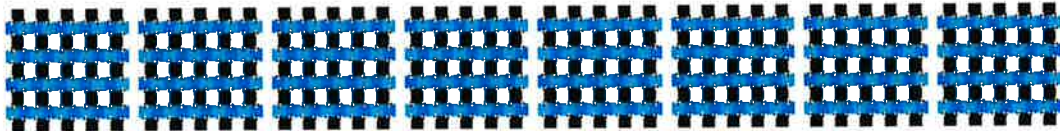
- Identify the evolution and history of childhood for the past 400 years . (NAEYC Standard 5a)
- Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner. (NAEYC Standard 5a)

- 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 expected. 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 actions 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 and/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 six 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 weeks, you are required to complete 10 additional onsite observations and tasks with children. Please plan accordingly.
- 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.**
- DIGlication 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.
- You are responsible for all materials covered in class as well outside assignments. If you miss a class, it is your 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 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 online, which include regulations regarding candidate conduct and the disciplinary code.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the student services office for support or to talk to me. These are tricky times for many and we understand.
- **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 .

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Points given for requirements are as follows:

Assignments	Points	Your Grade	Confirm Grade
History In Class Exploration	100 points		
MIDTERM	150 Points		
Fall PROJECT	150 Points		
FINAL OBSERVATION PAPER	200 Points		
After Midterm - submit Final Chapter Reflections	100 Points		
4 lab experiences!! -Ages and Stages - TRCC -Field Trip Philosophies in Practice -Multiple Intelligence Lab -DCF Mandated Online Training	50 each - 200 points		
Participation:	100 Points		
Total	1000 %10		

PLEASE KEEP TRACK OF YOUR OWN GRADES DURING THE SEMESTER. This is not a magical number- just simple math:) 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 as discussed in class - write here
9/09	Introductions, Overview, Assignments Prior Knowledge	
9/16	History of ECE - (Chapter 1 and Handout)	
9/23	Group Presentations Models in the Early Care System (Chapter 2)	
9/30	Ages and Stages (Chapter 3) Introduce Fall Project	
10/07	Philosophies and Models of Education (Chapter 4)	
10/14	Philosophies Applied (Chapter 4 and Handouts) Montessori Multiple Intelligence Lab - MIDTERM Disseminated	
10/21	FIELD TRIP - tba	
10/28	Observation Assignment and How to Observe and WHY? Chapter 6	
11/04	Curriculum and State Standards http://www.ct.gov/oec/site/default.asp Chapter 10	
11/11	LEARNING ENVIRONMENTS CHAPTER 9	
11/18	Assignments Online Mandatory Training from DCF (possible) First Aid/Emergency Prep	
11/25	Brain Research and Exploration	
12/2	Family Engagement - NAEYC Guidelines	

12/9	Families at Risk - Stress and Trauma Observations Due -	
12/16	Last Class - movie, "Babies"	

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)

What do we believe? The TRCC ECE Conceptual Framework 2019

The mission of the TRCC Early Childhood Education Program is to offer a well-rounded and rewarding post-secondary education which emphasizes teaching and learning, integrity and service, community and diversity with an emphasis on critical thinking and effective communication. The TRCC ECE Program incorporates instruction that stresses critical analysis and is carefully designed to include collaborative, nurturing, and learning communities. Key components focus on the following:

- Relationships and Connections;
- Extensive Child Development Foundation;
 - Observation and involvement in diverse communities from onset of program;
 - Intentional DAP/DCAP teaching with integrated NAEYC, CEC and state competencies;
 - Real life authentic experiences;
 - Value of families and communities;
 - Responsiveness to diverse learners and children with disabilities;

Candidates are encouraged to take responsibility for themselves, their peers, and their communities. From the onset of their studies candidates are engaged in observations and participation in local schools. The TRCC ECE Program provides access for all regardless of age, race, ethnicity, culture, gender, orientation, or disability. It is the TRCC ECE Program's intent to graduate candidates who believe that all children are capable of learning.

The conceptual framework reflects the TRCC ECE Program's commitment to equity, diversity, and inclusion. TRCC's ECE candidates' study and apply the work of major theorists including Vygotsky, Piaget, Erikson, Bloom and Gardner. The faculty acknowledges its responsibility to encourage each candidate to develop their potential as a person, teacher, and participant in the 21st Century. This is supported by embedding NAEYC standards, state competencies, and a Code of Ethics to promote best practice. From the first TRCC ECE course and forward to completion, candidates are introduced to the schools of the 21st Century, including open choice, inter-district magnet schools, charter schools, and community programs such as Head Start. The ECE Program is a community based educational program that prepares, supports, and embraces individuals in their pursuit of an early childhood education associates of science degree.

**ECE* K101 Introduction to Early Childhood Education
Observation Assignment**

Objectives:

Understand the core principles of model schools and 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 are 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.

Upon completion of this Key Assessment the following NAEYC standards for teaching preparation will be met:

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 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
- 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
- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6e: Engaging in informed advocacy for young children and the early childhood profession.

NAEYC Standards are noted on the grading sheet to help focus you on these goals throughout the assignment. Refer to the NAEYC Standards information that was supplied and discussed at the beginning of the semester.

To Begin:

You will need to observe/research two different classroom settings. 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 five hours researching and viewing educational videos on this site. A quick 20-minute YouTube will not meet the expectations of this assignment. 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 two to three hours observing, (ECTC candidates must be five 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, etc.

Observation of the Environment and Interactions:

2. Describe your initial reactions as you entered the environment. When reflecting on the 'pure model' aspects note how you saw 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 and their content that you observed in the environment. How do these centers support a child's development and learning? (NAEYC 1a) Make sure that you provide a detailed description of how the environment and materials support developing children and learning. Identify and describe at least five learning resource centers and their content.

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) Make sure you identify and reflect on each environmental element: healthy, respectful, supportive and challenging. Include details using objective language.

5. What effective early education technology strategies and tools did you observe? (NAEYC 4b) Describe how technology and interactive media were used in the framework of DAP practices to support learning goals.

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_WEB.pdf

6. Write a paragraph describing what it would feel like to be a child in this setting. *Include details about the environment and the interactions you experienced.*

Observation of the Relationships:

7. Does the teaching staff develop relationships with families and community that is responsive, comforting, and culturally sensitive? (NAEYC 2b) Recognize four of the ways families and communities engage in reciprocal relationships. Description should include 2 way communication, decision making, learning activities for home and school and shared resources and information. *Refer to NAEYC Principles of Family engagement*

<https://www.naeyc.org/resources/topics/family-engagement/principles>

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) Identify the many ways that these relationships are built and included details regarding this connection. Include at least 4 examples to detail this complex enterprise with developmental variations.

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) List and describe the content for each, including the essential concepts, inquiry tools (materials, resources, and strategies of investigation) and structure of content areas, including academic subjects.

- 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 6a and NAEYC 6b overall report)

12. As an advocate of children-describe what changes you would make to each site to improve learning for children. Provide three changes for each and be reasonable in your suggestions. *Be sure to explain your opinion with details and examples as appropriate.* (NAEYC 6e)

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 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.

Key Assessment #1 Rubric

Fall 2019

Standards Covered	Highly Competent	Competent	Minimally Competent	Incomplete/ Missing
Promoting Child Development and Learning				
<u>Learning Centers and Resources</u> 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8. Question #3	Thoroughly applies and provides a detailed description of how the environment and materials support child development and learning. At least 5 resource centers are identified.	Adequately applies and provides a somewhat detailed description of how the environment and materials support child development and learning. 3-4 resource centers are identified.	Minimally applies and provides no details in the description of how the environment and materials support child development and learning. 1-2 resource centers are identified and no list of specific materials.	Does not apply nor provide a description of how the environment and materials support child development and learning. Introduced less than 2 learning resource centers and no materials list.
<u>Healthy Environments</u> 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. Question #4	Thoroughly identifies and reflects on multiple influences on children's development that includes healthy, respectful, supportive and challenging environments for children. Reports on all four components with objective examples.	Adequately identifies and reflects on multiple influences on children's development that includes healthy, respectful, supportive and challenging environments for children. Reports on three of the four components with somewhat objective examples.	Minimally identifies and reflects on limited elements of the influences on children's development. Identifies two of the elements and lacks objective examples.	Does not identify nor reflect on elements of the influences on children's development. Identifies less than two elements or refers to more global ways to create support for young children.

Building Family and Community Relations				
<u>Family Relations</u> 2b. Supporting and engaging families and communities through respectful, reciprocal relationships. Question #7	Candidate recognizes and thoroughly explains, with in depth details or specifics, four of the ways families and communities engage in reciprocal relationships. Examples include 2 way communication, decision making, learning activities for home and school and shared resources and information.	Candidate recognizes and adequately explain, with details or specifics, three of the ways families and communities engage in reciprocal relationships. Three of these examples will include 2 way communication, decision making, learning activities for home and school and shared resources and information.	Candidate recognizes and minimally explains two of the ways families and communities engage in reciprocal relations. Response has minimal depth, details or specifics of their reciprocal relationship.	Candidate recognizes and minimally explains one of the ways families and communities engage in reciprocal relations. Response lacks depth, details or specifics of their reciprocal relationship.
Developmentally Effective Approaches				
<u>Positive Relationships with Children</u> 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children. Question #8	Candidate thoroughly identifies many ways that relationships are built and includes in depth details regarding this connection. Includes at least 4 examples to detail this complex endeavor with developmental variations.	Candidate adequately identifies ways that relationships are built and includes details regarding this connection. Includes at least 3 examples to detail this complex endeavor with developmental variations.	Candidate minimally identifies ways that relationships are built and includes few details regarding this connection. Includes at least 2 examples that are minimally detailed to support this complex endeavor with limited	Candidate does not identify ways that relationships are built and lacks details regarding this connection. Includes 1 example that has inadequate description (limited details and insight) of responsive care with no developmental variations.

			developmental variations.	
<u>Effective Strategies</u> 4b. Knowing and understand effective strategies and tools for early education, including appropriate use of technology. Question #5	Description thoroughly addresses and applies the tools and strategies of effective technology and interactive media by using it intentionally within the framework of specific DAP practices to support learning goals.	Description adequately addresses and applies the strategies of effective technology and interactive media by using it intentionally within the framework of somewhat specific DAP practices to support learning goals.	Description minimally addresses and applies the strategies of effective technology and interactive media by somewhat using it within the framework of DAP but does not align to learning goals.	Description does not address nor apply the strategies of effective technology and interactive media. There is an inaccurate assessment that focuses on tools and misses strategies aligned with learning goals.
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.	Candidate is able to list and thoroughly describe the content for each discipline including the essential concepts, inquiry tools (materials, resources, and strategies of investigation) and structure of content areas, including academic subject.	Candidate is able to list and adequately describe the content for each discipline including (at least 2) the essential concepts, inquiry tools (materials, resources, and strategies of investigation) and structure of content areas, including academic subject.	Candidates is able to minimally describe activities and essential concepts and sees most of curriculum and academic subjects but appears unclear of naming some disciplines and/or academic subjects.	Candidate appears to struggle with identifying academic disciplines and describes situations not the disciplines.

<p>6b: Knowing about and upholding ethical standards and other professional guidelines.</p> <p>Overall document</p>	<p>Description of experiences are thoroughly communicated in a manner that respects colleagues in early childhood care and education and adheres to the NAEYC Code of Ethical Conduct.</p>	<p>Description of experiences are adequately communicated in a manner that largely respects colleagues in early childhood care and education and adheres to the NAEYC Code of Ethical Conduct.</p>	<p>Description of experiences are minimally communicated in a manner that often respects colleagues in early childhood care and education and adheres to the NAEYC Code of Ethical Conduct.</p>	<p>Description of experiences are vaguely communicated in a manner that minimally respects colleagues in early childhood care and education and adheres to the NAEYC Code of Ethical Conduct.</p>
<p>6e: Engaging in informed advocacy for young children and the early childhood professional.</p> <p>Question #12</p>	<p>Candidate thoroughly describes 3 changes that could be made to each site to improve learning for children. The suggestions are strongly tied to DAP and learning standards.</p>	<p>Candidate adequately describes 3 changes that could be made to each site to improve learning for children. The suggestions are adequately tied to DAP and learning standards.</p>	<p>Candidate minimally describes 2 changes that could be made to each site to improve learning for children. The suggestions are weakly tied to DAP and learning standards.</p>	<p>Candidate weakly describes 1 change that could be made to each site to improve learning for children. The suggestions are minimally tied to DAP and learning standards.</p>

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

<https://www.teachercertificationdegrees.com/certification/connecticut/>

TEACHING CERTIFICATION K-12

<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

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

<http://www.slate.com/articles/podcasts/working.html>

Fun - thinking outside of the box regarding JOBS

