Student Teaching Practicum

Syllabus ECE K 295

FALL 2019

Teacher Education Program

Three Rivers Community College

For candidates working in NAEYC Accredited Programs with children ages birth to age eight pursuing an A.S. degree and/or ECTC credential

sskahan@trcc.commnet.edu

Office 860.215.9475 Cell – text ok: 860.227.9016

Introduction

The Three Rivers Community College teacher education program has been designed to prepare you to work in diverse settings with robust curriculum and dynamic early childhood professionals. Our program is NAEYC (National Association of Educators of Young Children) Accredited and is approved to award the ECTC (Early Childhood Teaching Credential) in both infant/toddler and preschool.

Congratulations!, you have accepted because you have met the following competencies: a 3.0 grade point average, letters of support from ECE faculty, 24 prior credits in ECE and 100 hours of observations and varied experiences in the field with children ages birth to eight. This experience should be perceived as your final application of everything you have learned and researched while at TRCC.

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| Goals:The purpose of student teaching is to enable you to apply child development theory and methodologies in a learning environment with children. You will work towards managing a classroom independently, planning, organizing, implementing and evaluating your contributions. You will complete a minimum of 200 hours of student teaching attend a weekly seminars (3 hours) devoted to issues in early childhood education, curriculum prep and best practices working with children. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Three Rivers Community College follows the NAEYC professional standards. These standards are embedded into the coursework and field experience. Additionally, you are beginning to be implement the CT ELDS <http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf> as well as being introduced to the CT DOTS assessment tool

[https://www.ct.gov/oec/lib/oec/ct\_dots\_mnl\_6618\_web.pdf. Additionally for students who are working in classes K-3 – you will work with your town’s standardized curricula.](https://www.ct.gov/oec/lib/oec/ct_dots_mnl_6618_web.pdf.%20%20Additionally%20for%20students%20who%20are%20working%20in%20classes%20K-3%20%E2%80%93%20you%20will%20work%20with%20your%20town%27s%20standardized%20curricula.%20)

Course Objectives:

The objectives of this course are for the candidates to demonstrate an understanding of:

1. Applying development theory to learning environments, family and the community.
2. Establishing and maintaining physically and psychologically safe learning environments that promote children’s physical, social, emotional, aesthetic and cognitive development and learning.
3. Creating an evolving philosophy of early childhood education
4. Collaborating and consulting with other professionals to support children’s learning and well-being.
5. Planning and implementing developmentally and individually appropriate learning experiences within and across disciplines, based on knowledge of individual children the family, the community and curricular goals and objectives.
6. Teaching mathematics, language arts and literacy, social studies, natural science, music, creative movement, drama, art, social studies and physical activity.
7. Teaching positive social skills and interaction among children and adults.
8. Researching the field of early childhood education and the question of educational practice.
9. Evaluating themselves as teachers.
10. Exploring current policy issues in early care settings.
11. Applying the NAEYC Ethics and principles
12. Developing a weekly learning experience plan or classroom lessons.
13. Preparing a resume and interviewing skills.

Course Outcomes:

1. Knows and understands young children’s needs and characteristics and the multiple influences on development and learning and demonstrates through Digication reflections and classroom practices. (NAEYC 1b)
2. Begins to use developmental knowledge to create healthy, respectful, supportive and challenging learning environments with content areas and academic disciplines through their cumulative Learning Experience Plans or Weekly lessons. (NAEYC 1c)
3. Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. (CEC 2.3)
4. Documents understanding and knowing of the families and communities they will be working with photos and narratives includes both data and philosophies. (NAEYC 2a).
5. Use developmental knowledge to visualize, draft and create healthy, respectful, supportive and challenging learning environments with content areas and academic disciplines. (NAEYC 5C)
6. Identify and understand family and community characteristics and identify ways the school involves both families and communities in the growth and development of children. Build materials and experience to enhance the Home School Connection. (NAEYC 2c)
7. Reflect upon and analyze the process of assessments based on children’s and your own experiences as reflected in oral and written outcomes in both Digication and seminar roundtable discussions. (NAEYC 3b)
8. In collaboration with colleagues and families, use multiple types of assessments information in make decisions about individuals with exceptionalities under the supervision of classroom teacher. (CEC 4.3)
9. Expressing and understanding positive relationships and interactions as the basis of the first successes in the classroom experiences. (NAEYC 4a).
10. Demonstrate the ability to use developmentally appropriate and effective approaches to teaching by utilizing components of the CT ELDS, Elementary School’s standardized curricula, CT DOTS as well as the best practices of DAP approaches. (NAEYC 4c)
11. Begins to demonstrate implementation of intentional teaching, meaningful conversations and inquiry processes to create supportive teacher directed lessons. (NAEYC 5b)
12. Plan, implement and evaluate developmentally appropriate activities with teacher’s support and feedback. (NAEYC 5b)
13. Work collaboratively with colleagues to examine the effectiveness of your instructions and interactions with children. (NAEYC 6c)
14. Complete 200 hours of direct practicum experiences that include independent classroom control and active experiences. (NAEYC 6a)
15. Create a portfolio that reflects classroom observations and reflections, weekly documentations, journal readings, videos and photos of ECE practices in application.. (NAEYC 5c)
16. Understands and applies NAEYC Code of Ethics in both theory and practice. (NAEYC 6b)
17. Have prepared a personal eportfolio on Digication of their work that demonstrates their knowledge, skills and experiences in the field of early childhood education. (6d).

Course Content:

This course is focused on the individual’s student teaching experience with the weekly seminars extending the individual’s student teaching experience. The following topics will/may be covered in an array of dimensions based on the experiences and needs of each individual teaching practicum class:

1. Putting Theory Into Practice, Student Teacher Expectations and The Role of the School Supervisor
2. Philosophy of Early Childhood Education
3. Teaching in a Culturally Diverse Classroom
4. Planning for Children with Special Needs
5. Executive Functioning
6. Whole Brain
7. Vygotsky and Scaffolding
8. Reggio Emilia
9. Coaching and Mentoring
10. Parent Involvement and Home School Connections
11. Objective Observations
12. Elem Ed School Curricula
13. SRBI
14. CT ELDS/DOTS
15. Appropriate Assessment and Ethical Consideration of Assessment
16. Planning Assessment Cycle
17. Planning, Implementing and Evaluating Developmentally and Individually Appropriate Activities
18. The Project Approach and Inquiry Teaching
19. Developmentally Appropriate Practice
20. Classroom Management
21. Nurturing Responsible Behavior and Preventing Discipline Problems
22. Role of Guidance and Problem Solving and Facilitating Solutions
23. Family-Teacher Partnerships and Guidance
24. Using Computers in the Classroom
25. Early Literacy Development
26. Planning Appropriate Activities and the Weekly Learning Experience Plan
27. Emergent Curriculum
28. Membership in Professional Organizations
29. Code of Ethical Conduct
30. Developing Self Awareness as a Teacher and Self Evaluations

DIGICATION - eportfolios

Digication e-Portfolios are essentially customizable websites that are created by students and faculty to showcase their work and ideas that can be used for a variety of purposes, including program e-Portfolios. Topics range from the following samples:

* MUSIC OF THE 21ST CENTURY
* HOW DO CHILDREN LEARN TO READ
* HOW TO CHILDREN LEARN TO WRITE
* BEHAVIORAL PLANS
* EMOTIONAL PATTERNS
* FAMILY RELATIONS
* CURRICULUM
* LESSONS
* IEPs
* SELF REFLECTIONS,
* HOME SCHOOL CONNECTIONS
* CLASSROOM MANAGEMENT
* INSTRUCTIONAL STRATEGIES
* LEARNING EXPERIENCE PLAN

Samples OF ACADEMIC ARTICLES found on Digication

* CRISIS IN THE KINDERGARTEN
* “APPROACHES TO LEARNING” Highscope Preschool Curriculum, 2012.
* Center on the Developing Child at Harvard University (2011). *Building the Brain’s “Air Traffic Control” System: How Early Experiences Shape the Development of Executive Function: Working Paper No. 11*. Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu/).
* “WHY CHILDREN’S DISPOSTIONS SHOULD MATTER TO ALL” by Denise Da Ros-Voseles and Sally Fowler-Haughey. Children Beyond the Journal- young children on the Web. Septemeber, 2007.
* CULTURALLY RESPONSIVE STRATEGIES TO SUPPORT YOUNG CHILDREN WITH CHALLENGING BEHAVIORS [Young Children](https://www.naeyc.org/resources/pubs/yc) / [November 2016](https://www.naeyc.org/resources/pubs/yc/nov2016) / Culturally Responsive Strategies to Support Young Children with Challenging Behavior CHARIS LAUREN PRICE, ELIZABETH A. STEED
* “Three Principles to Improve Outcomes for Children and Families” , Center on the Developing Child Harvard University.
* 8 Things to Remember about Child Development, Center on the Developing Child Harvard University.

Course Requirements:

Field Work

Students will work 200 hours in their field placement. After placement is made, students may not change placements without prior approval of the instructor. It is recommended that students work 15 hours per week for 13 -14 weeks. *At least one hour per week should be used for program planning* and this should be done with your mentor teacher. Throughout the semester you will do observations, plan lessons, build a home/school connection project and create an LEP for the entire classroom. Additionally, you will work to create a Portfolio in DIGIcation which documents your work, read and summarize scholarly articles and be a part of your school community..

Expectations for You

Professionalism - Confidentiality-Good Will

Code of Conduct Policy at: h[ttp://www.trcc.commnet.edu/President/Policies/BOR-StudentCodeofConductPolicy.pdf](http://www.trcc.commnet.edu/President/Policies/BOR-StudentCodeofConductPolicy.pdf).

Technology

Laptop computers, cell phones and IPads are a part of our everyday life. There will be times when you may ask to use these tools in class for a variety of reasons e.g., discovering APPS, cameras, recording conversations, etc. That said, you are expected to follow the guidelines and culture of your school’s policies. Candidates are not expected to use their cell phones in class, unless you have given them a specific task e.g., “Can you record the students as they read their sight words? or to add images for your Digication assignments.” Texting outside of gathering data is not professional or allowed.

ASSIGNMENTS:

To begin:

* You are asked to become familiar with the discipline, health, safety, and office policies and parent, staffing and curriculum guidelines before you jump in.
* Before beginning your placements, you should spend time OBSERVING and getting to know your school’s procedures and philosophies.
* You are expected to ask which methods best fit your mentor teacher’s classroom needs. ALL Curriculum Plans SHOULD BE PRE-APPROVED by your cooperating teacher. You must use the required State Dept. of Education Learning Experience format, as well as integrating both Intentional Teaching and a Curricula Standard e.g. Creative Curriculum, Project Approach, Preschool Benchmarks, Ages and Stages. Students working in grades K-3 are expected to use the District’s Curriculum Model and Standards.
* You are responsible to create an e-portfolio that documents how you have met your candidate teaching objectives while in your placements. You will be given trainings in Digication and will be working on following the CT Office of Early Childhood (OEC) workforce competencies. You will use observations, work samplings and research to document your findings. The work that you gather in these areas will include both self-discovery and findings through your teacher’s coaching.
* Personnel Procedures and Policies: Standard OSHA procedures and State Employments laws should be followed. Ask about your program’s policies on personal phone calls, sick and tardy standards, dress codes and overall personnel expectations. THANKS!
* You are required to attend a weekly Practicum Support and Methods class; these classes/seminars meet every Tuesday from 3:30 to 6:00. We will discuss daily events, classroom methodologies and current best practices and research.

YOU will be evaluated three times during the semester

1. Within the first three weeks – QUICK GLANCE – Sept 24th
2. Midterm – November 5th
3. Final Evaluation– Overall Competencies – in depth – December 10th

*Please take the time to share these evaluations with your students and return them to Sheila Skahan, 574 New London Turnpike, Norwich, CT 06360. Or scan and send to sskahan@trcc.commnet.edu.*

* Finally, during the semester, I will be visiting your classroom at least two times. Typically, the first visit occurs in the morning in October and then again in December. My first visit is a friendly, “How do you do?” the second, is a formal evaluation of your student. Videotaping may occur in the second visit. Meanwhile if there are any questions or thoughts please call or text me at 860.227.9016 or call my office at TRCC at 860.215.9475.

ADDITIONAL REQUIREMENTS: You should create a timesheet to fulfill the 200 hours student teaching requirement; this form must be signed by your cooperating teacher.

College Policies:

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.

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 2019 Student Teaching Seminar Schedule

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| Dates | Class | Topic |
| August 27th  | Beginning StepsIntroductory Letters and PoliciesWHY ARE YOU HERE? | Review Philosophy PaperFirst Connections and Expectations Code of EthicsIn Class shared  |
| Sept 3 | Incorporating DIGIcationE-portfoliosWho is your community?  | How to enter a new organization or change your role in current positionsReview of first two assignments |
| Sept 10 | ETHICS - basicsFamily Project In DepthExamining Family Connections | Eportfolio - DIGIcationHow to Design/Set Up for Projects |
| Sept 17th  | Eportfolio Update | Developmental StagesK/W/L |
| September 24th | Looking at the Behaviors that you are seeing - What approaches works? What doesn’t?Present Family Lessons to Group | Building RelationshipsAssessment Observation Task  |
| October 1 | Eportfolio UpdateWork samplings | Supporting Executive Functioning |
| October 8 | Present Lesson to GroupFocus - Individual Differentiation | Conquering a Fear – Role-play and SupportInquiries  |
| October 15 | Class on line – NAEYC visit |  |
| October 22nd | Reading Day | To be announced  |
| October 29th  | Special Needs – digging deeperIn class case study | Identifying Biases and impressions |
| November 5th  | Field Trip | Class Researched  |
| November 12 | REVIEW OF CT ELDS STANDARDS Ethics Reviewed  | Learning Experience Plan in Class  |
| November 19 | Eportfolio Update or below | Peer Review - digication feedback and Evalutions  |
| November 26th  | Guest Speakers | Topic You need for inspiration  |
|  Dec 3rd | YOUR BIG WEEK!! | Updates to Eportfolio - Shared |
| Dec 10th  | YOUR BIG WEEK!! Final Class, Review and Self Reflections | Process, self refection  |

 Professional e-Portfolio via Digication

Students will prepare a portfolio based on the NAEYC Standards that demonstrates their skills, abilities, experiences and professionalism as a teacher. These documents must be presented as eportfolios in Digication. The eportfolio is to be a reflection and analysis of your development as a teacher linked to the NAEYC Standards. These reflective essays should demonstrate your skills, abilities, experiences and professionalism as a teacher. Students are asked to think over their experiences and courses and reflect on what knowledge, skills, and abilities they have gained. Give as many concrete examples as you can. Please identify which number, standard or key element you are discussing in your essays. It is acknowledged up front that there will be varied lengths on essays and work samplings.

The aforementioned NAEYC standards and documentation ideas combined with your class assessments done in the first class, will be refined and a list will be generated and refined to outline your Digication portfolio

Step One: Getting Started

You may begin by asking lots of questions, meeting families, conversing with children and respecting that you are quest in your classroom. No one is expecting you to come in with bells and whistles, nor do they expect you to know all of the answers. Think of yourself as a volunteer and take the time to notice if a child needs a shoe velcroed, help with a computer or a gentle conversation. Soon you will begin to understand the structure of the day and where you are expected to be to help and to best utilize your time. This is the best time to ask questions politely and appropriately of your teacher. Sometime nonverbal cues will be the best form of communication. For example, if your teacher is running group time you can motion or ask – “Do you want me to be on rug in group, or is it better for me to be setting up snack?”

Step Two: Jumping In

Depending on your experiences, you will know intuitively when you should be taking on more initiative. No one wants a deadbeat student teacher, who come mid-September is still sitting and watching. Jump in. It is expected that you will have done 2 lessons by the end of October. Students will plan, implement and evaluate different learning experiences with young children. Students may use the texts or activities from other sources. These activities will be planned in conjunction with the supervising teacher at the school where the student is student teaching and developed and presented by the student teacher. The activities must be selected from language and literacy, music, dance, drama, art, mathematics, physical education, social studies, science, geography, history, economics and social relations/civics.

Step Three: Cumulative Project – THE BIGGY

By Nov/December you should be prepared to take more control of the class and to begin your thematic or in-depth “projects.” Our seminars and your teachers WILL HELP YOU GET THIS POINT.

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 accessfor 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.

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](http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/public_school_choice_2011.pdf)

[www.cec.sped.org](http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/public_school_choice_2011.pdf)

[www.developingchild.harvard.edu](http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/public_school_choice_2011.pdf)

[Harvard’s Center for the Developing Child](http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/public_school_choice_2011.pdf)

www.nhsa.org

 Head Start

https://www.ted.com/about/programs-initiatives/ted-talks-eucation

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