**Master Course Outline**

**With Sample Syllabus**

**Methods and Techniques In Early Childhood Education**

**ECED 222**

**Course Information**

**Course Description:**

The study of the methods and techniques needed to plan, implement, and evaluate a developmentally and culturally appropriate, inclusive curriculum. Experiences will focus on the strategies used to design the learning environment; the interactions between and among teachers, children, and families; and the fostering of opportunities to enhance the development all children including those with disabilities, developmental delays, language and/or cultural differences. Students will share knowledge, experiences, and skills in a cooperative and supportive environment.

**Pre-Requisites:** As required by the 7C’s.

**Field Work Hours:** To be determined by 7C’s.

 Fingerprinting, a background check and Health forms may be required.

**Course Objectives**: To provide students opportunities to develop knowledge, reflection and understanding of:

|  |  |
| --- | --- |
| **Course Objective** | **Alignment with Standards** |
| 1. The **Why, What,** and **How** regarding the teacher’s role as it relates to their own educational philosophy, program goals, classroom design, family involvement, child observations, assessment, planning and implementing learning experiences, teacher interactions with all children, families and colleagues.
 | **OSEP:** Intervention and Instruction; Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions, Literacy and STEM, Supporting Social and Emotional Development, Collaborating and Technology**EI/ECSE:** 1.1, 1.4, 4.1, and 7.2**PS&C:** 1a,1b,1c, 2a, 3a,3b,4a,4b,5a,5b,6b, and 6e **CKC’s: All Domains of CKC’s** |
| 1. A Developmentally Appropriate curriculum that fosters all children’s social, emotional, physical, cognitive, creative and language development through play.
 | **OSEP:** Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development**EI/ECSE:** All of Standard 1, and 5.2, 6.3 6.4, 6.5, and 6.7**PS&C:** 1c, 1d, 4b, and 4c, 5a, and 5b**CKC’s:** 2.A.1,2.B.1**,** 2.B.2, 2.B.3, All of Domain 3  |
| 1. Teaching strategies that meet the needs of all children, including those with disabilities, developmental delays, language and/or cultural differences and are based upon child development and educational theories.
 | **OSEP:** Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development**EI/ECSE:** 1.1, 5.2, 6.3, 6.4, 6.5, and 6.7**PS&C:** All of Standard One, 4b and 4c**CKC’s:** 1.A.1, 1.B.1, 1.B.2, 1.B.3, 2.A.1, 2.B.1, 2.B.2, 3.A.1, 3.A.2, 3.A.3, 3.B.2, and 3.B.3 |
| 1. The components of an appropriate, inclusive learning environment (both physical and emotional) as teaching strategies.
 | **OSEP:** Intervention and Instruction, Transitions, Supporting Social and Emotional Development, Technology**EI/ECSE**: 5.2, 6.3,6.6 and 6.7**PS&C**: 1d, and 4c**CKC’s:** 1.B.1, 2.A.2, 3.B.1, 3.B.2, 3.B.3 |
| 1. Anti-bias and inclusive classroom experiences that are based upon educational philosophy, learning and development standards, child assessments and family characteristics.
 | **OSEP:** Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Literacy and STEM and Supporting Social and Emotional Development**EI/ECSE**: 1.1, 1.4 5.2, and 6.2**PS&C:** 1a, 1b,1c, 2a**CKC’s:**1.A.1,1.B.3; 2.B.1, 2.B.2, 3.A.2, 3.A.3  |
| 1. Learning as an interactive process.
 | **OSEP:** Intervention and Instruction, Literacy and STEM and Supporting Social and Emotional Development**EI/ECSE:** 1.1, 1.2, 5.2, 6.3, 6.5 and 6.6**PS&C:** 4b, 4c, and 5b**CKC’s**: 1.A.1, 2.A.2, 2.B.2, 2.B.3, 3.A.3 and 3.B.2. |
| 1. Classroom management strategies and behavior techniques that address all children, including children with disabilities, developmental delays, language and/or cultural differences.
 | **OSEP:** Intervention and Instruction, Supporting Social and Emotional Development and Collaborating**EI/ECSE:** All of Standard 1, 2.2, 3.3, and 6.4**PS&C:** 1a,1b,and 1c, 2a, All of Standard 4 and 6b**CKC’s:** All of Standard 1,All of Standard 2, 3.B.1, 3.B.2 and 3.B.3 and 3.B.4, 4.A.3, and 5.A.3 |
| 1. The curriculum from the perspective of the child, the teacher and the family.
 | **OSEP:** Intervention and Instruction, Engaging and Communicating with Families, Literacy and STEM, and Supporting Social, and Emotional Development**EI/ECSE**: 1.1, 2.3, All of Standard 5, and 7.2**PS&C:** 5a, 5b, and 6e**CKC’s:** 1.B.3, 2.A.2, and 3.A.1 |

**Student Outcomes: Upon completion of this course, students will be able to:**

|  |  |
| --- | --- |
| **Student Outcomes:**  | **Alignment with Standards** |
| 1. Reflect upon the **Why, What,** and **How** regarding the teacher’s role as it relates to their own educational philosophy, program goals, classroom design, family involvement, child observations, assessment, planning and implementing learning experiences, teacher interactions with all children, families, and colleagues.
 | **OSEP:** Intervention and Instruction; Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions, Literacy and STEM, Supporting Social and Emotional Development, Collaborating and Technology**EI/ECSE:** 1.1, 1.4, 4.1, and 7.2**PS&C:** 1a,1b,1c, 2a, 3a,3b,4a,4b,5a,5b,6b, and 6e **CKC’s: All Domains of CKC’s** |
| 1. Design a Developmentally Appropriate curriculum that fosters all children’s social, emotional, physical, cognitive, creative and language development through play.
 | **OSEP:** Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development**EI/ECSE:** All of Standard 1, and 5.2, 6.3 6.4, 6.5, and 6.7**PS&C:** 1c, 1d, 4b, and 4c, 5a, and 5b**CKC’s:** 2.A.1,2.B.1**,** 2.B.2, 2.B.3, All of Domain 3 |
| 1. Identify teaching strategies that meet the needs of all children, including those with disabilities, developmental delays, language and/or cultural differences and are based upon child development and educational theories.
 | **OSEP:** Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development **EI/ECSE:** 1.1, 5.2, 6.3, 6.4, 6.5, and 6.7**PS&C:** All of Standard One, 4b and 4c**CKC’s:** 1.A.1, 1.B.1, 1.B.2, 1.B.3, 2.A.1, 2.B.1, 2.B.2, 3.A.1, 3.A.2, 3.A.3, 3.B.2, and 3.B.3**OSEP:** Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development**EI/ECSE:** All of Standard 1, and 5.2, 6.3 6.4, 6.5, and 6.7**PS&C:** 1c, 1d, 4b, and 4c, 5a, and 5b **CKC’s:** 2.A.1,2.B.1**,** 2.B.2, 2.B.3, All of Domain 3 |
| 1. Evaluate the components of an appropriate, inclusive learning environment as teaching strategies.

  | **OSEP:** Intervention and Instruction, Transitions, Supporting Social and Emotional Development, Technology**EI/ECSE**: 5.2, 6.3,6.6 and 6.7**PS&C**: 1d, and 4c**CKC’s:** 1.B.1, 2.A.2, 3.B.1, 3.B.2, 3.B.3 |
| 1. Plan anti-bias and inclusive classroom experiences that are based upon educational philosophy, learning and development standards and child assessments.
 | **OSEP:** Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Literacy and STEM and Supporting Social and Emotional Development**EI/ECSE**: 1.1, 1.4 5.2, and 6.2**PS&C:** 1a, 1b,1c, 2a**CKC’s:**1.A.1,1.B.3; 2.B.1, 2.B.2, 3.A.2, 3.A.3  |
| 1. Analyze how interactive learning experiences support learning.
 | **OSEP:** Intervention and Instruction, Literacy and STEM and Supporting Social and Emotional Development**EI/ECSE:** 1.1, 1.2, 5.2, 6.3, 6.5 and 6.6**PS&C:** 4b, 4c, and 5b**CKC’s**: 1.A.1, 2.A.2, 2.B.2, 2.B.3, 3.A.3 and 3.B.2. |
| 1. Identify and modify classroom management techniques that address all children, including children with disabilities, developmental delays, language and/or cultural differences.
 | **OSEP:** Intervention and Instruction, Supporting Social and Emotional Development and Collaborating**EI/ECSE:** All of Standard 1, 2.2, 3.3, and 6.4**PS&C:** 1a,1b,and 1c, 2a, All of Standard 4 and 6b**CKC’s:** All of Standard 1,All of Standard 2, 3.B.1, 3.B.2 and 3.B.3 and 3.B.4, 4.A.3, and 5.A.3 |
| 1. Evaluate the curriculum from the perspective of the child, the family, and the teacher.
 | **OSEP:** Intervention and Instruction, Engaging and Communicating with Families, Literacy and STEM, and Supporting Social, and Emotional Development**EI/ECSE**: 1.1, 2.3, All of Standard 5, and 7.2**PS&C:** 5a, 5b, and 6e**CKC’s:** 1.B.3, 2.A.2, and 3.A.1 |

**Course Content:**

|  |  |
| --- | --- |
| **Course Content:**  | **Alignment with standards** |
| 1. The **Why, What,** and **How** regarding the teacher’s role as it relates to educational philosophy, program goals, classroom design, family involvement, child observations, assessment, planning and implementing learning experiences, teacher interactions with all children, families, and colleagues.
 | **OSEP:** Intervention and Instruction; Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, Transitions, Literacy and STEM, Supporting Social and Emotional Development, Collaborating and Technology**EI/ECSE:** 1.1, 1.4, 4.1, and 7.2**PS&C:** 1a,1b,1c, 2a, 3a,3b,4a,4b,5a,5b,6b, and 6e **CKC’s: All Domains of CKC’s** |
| 1. Developmentally Appropriate curriculum that fosters all children’s social, emotional, physical, cognitive, creative and language development through play.
 | **OSEP:** Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development**EI/ECSE:** All of Standard 1, and 5.2, 6.3 6.4, 6.5, and 6.7**PS&C:** 1c, 1d, 4b, and 4c, 5a, and 5b **CKC’s:** 2.A.1,2.B.1**,** 2.B.2, 2.B.3, All of Domain 3 |
| 1. Teaching strategies that meet the needs of all children, including those with disabilities, developmental delays, language and/or cultural differences and are based upon child development and educational theories.
 | **OSEP:** Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development**EI/ECSE:** 1.1, 5.2, 6.3, 6.4, 6.5, and 6.7**PS&C:** All of Standard One, 4b and 4c**CKC’s:** 1.A.1, 1.B.1, 1.B.2, 1.B.3, 2.A.1, 2.B.1, 2.B.2, 3.A.1, 3.A.2, 3.A.3, 3.B.2, and 3.B.3**OSEP:** Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development**EI/ECSE:** All of Standard 1, and 5.2, 6.3 6.4, 6.5, and 6.7**PS&C:** 1c, 1d, 4b, and 4c, 5a, and 5b**CKC’s:** 2.A.1,2.B.1**,** 2.B.2, 2.B.3, All of Domain 3 |
| 1. The components of an appropriate, inclusive learning environment as teaching strategies.
 | **OSEP:** Intervention and Instruction, Transitions, Supporting Social and Emotional Development, Technology**EI/ECSE**: 5.2, 6.3,6.6 and 6.7**PS&C**: 1d, and 4c**CKC’s:** 1.B.1, 2.A.2, 3.B.1, 3.B.2, 3.B.3 |
| 1. Anti-bias and inclusive classroom experiences that are based upon educational philosophy, learning and development standards and child assessments.
 | **OSEP:** Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Literacy and STEM and Supporting Social and Emotional Development**EI/ECSE**: 1.1, 1.4 5.2, and 6.2**PS&C:** 1a, 1b,1c, 2a**CKC’s:**1.A.1,1.B.3; 2.B.1, 2.B.2, 3.A.2, 3.A.3  |
| 1. The interactive learning experiences that support learning.
 | **OSEP:** Intervention and Instruction, Literacy and STEM and Supporting Social and Emotional Development**EI/ECSE:** 1.1, 1.2, 5.2, 6.3, 6.5 and 6.6**PS&C:** 4b, 4c, and 5b**CKC’s**: 1.A.1, 2.A.2, 2.B.2, 2.B.3, 3.A.3 and 3.B.2. |
| 1. Classroom management techniques that address all children, including children with disabilities, developmental delays, language and/or cultural differences.
 | **OSEP:** Intervention and Instruction, Supporting Social and Emotional Development and Collaborating**EI/ECSE:** All of Standard 1, 2.2, 3.3, and 6.4**PS&C:** 1a,1b,and 1c, 2a, All of Standard 4 and 6b**CKC’s:** All of Standard 1,All of Standard 2, 3.B.1, 3.B.2 and 3.B.3 and 3.B.4, 4.A.3, and 5.A.3 |
| 1. The curriculum from the perspective of the child, the teacher, and the family.
 | **OSEP:** Intervention and Instruction, Engaging and Communicating with Families, Literacy and STEM, and Supporting Social, and Emotional Development**EI/ECSE**: 1.1, 2.3, All of Standard 5, and 7.2**PS&C:** 5a, 5b, and 6e**CKC’s:** 1.B.3, 2.A.2, and 3.A.1 |

**Standards:**

CT State Core Knowledge and Competencies (CKC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

**Key Experiences**

1. Discuss the various roles and responsibilities of the teacher. (CO 1)
2. Create a week- long learning experience plan (LEP) which includes teaching strategies, interactive learning experiences, inclusive accommodations/modifications, standards, schedules, transitions, and materials. (CO 2, CO 3, CO 4, CO 5, and CO 6)
3. Observe a teacher and identify the strategies used and its impact on all including children with disabilities, developmental delays, language and/or cultural differences. (CO 3 and CO 7)
4. Reflect upon a teacher modifying, accommodating, and/or adapting to meet the needs of all children including children with disabilities, developmental delays, language and/or cultural differences. (CO 3)
5. Evaluate the components of an appropriate learning environment as strategies for inclusion and developmental appropriateness. (CO 4 and CO 5)
6. Peer review of LEP’s for indication of classroom experiences that are interactive, anti-bias, inclusive and their connection to educational philosophy, learning and development standards and child assessments. (CO 5 and CO 6)
7. Compare and contrast a variety of differing classroom management techniques. (CO 7)
8. Compare and contrast several descriptions of curricula from the perspective of the child, the family and the teacher. (CO 8)

**Resources**

**Books and Manuals**

**SRBI**

<https://portal.ct.gov/SDE/SRBI/SRBI---Scientific-Research-Based-Interventions/Related-Resources>

**ELDS Guidelines**

<https://www.ctoec.org/connecticut-early-learning-and-development-standards-ct-elds/ct-elds-forms-and-documents/>

Nell, M.L., Dreq, W.F., & Bush, D.E.; (2013) From Play to Practice; Connecting Teachers’ Play to Children’s Learning. NAEYC

**Videos**

Read Aloud strategies

<https://www.youtube.com/watch?v=tZ2rL0eByfc&t=14s>

Teacher strategies regarding introducing materials

The study was an outgrowth of the 10-year TIMPANI Toy Study.  You can view the video and read more about the study on our website: [https://www.easternct.edu/center-for-early-childhood-education/research/research-clips/group-time-toy-discussions.html](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.easternct.edu%2Fcenter-for-early-childhood-education%2Fresearch%2Fresearch-clips%2Fgroup-time-toy-discussions.html&data=04%7C01%7CLNoe%40hcc.commnet.edu%7C7e2ce68870be4a7c12e108d8ed301f09%7C679df878277a496aac8dd99e58606dd9%7C0%7C0%7C637520138256821249%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=cML8UpQA5c21vNXjprz76uOmaEA%2BGL%2F4jaU1inRGFiQ%3D&reserved=0)

Changing the environment: behavior management tool

<https://babybonus.msf.gov.sg/parentingresources/web/Toddlers/ToddlersDevelopment/ToddlersBehaviour/Toddlers_Changing_Environment?_afrLoop=56903891449841160&_afrWindowMode=0&_afrWindowId=null#%40%3F_afrWindowId%3Dnull%26_afrLoop%3D56903891449841160%26_afrWindowMode%3D0%26_adf.ctrl-state%3D3qbrqsg26_4>

**Article (website)**

Different preschool teaching methods and techniques

<https://parentingscope.com/different-preschool-teaching-methods-and-techniques-used-worldwide/>

Behavior Strategies for Children on the Autism Spectrum

<https://ibcces.org/blog/2016/07/15/behavior-strategies/>

**Teaching preschoolers learning strategies: ‘What’ meets ‘how’**

<https://www.brookings.edu/blog/education-plus-development/2018/04/13/teaching-preschoolers-learning-strategies-what-meets-how/>

**NAEYC 10 Effective DAP Teaching Strategies**

<https://www.naeyc.org/resources/topics/dap/10-effective-dap-teaching-strategies>

50+ de-escalation strategies

<https://www.thepathway2success.com/50-de-escalation-strategies/>

List of methods, techniques, and strategies. Students can identify those that are (and are not) DAP for young children and describe how they could be implemented in an early childhood classroom.

<https://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/InstructionalMethods/150TeachingMethods.pdf>

"What if all the kids are white?"

<https://www.teachingforchange.org/wp-content/uploads/2012/08/ec_whatifallthekids_english.pdf>

**CHILDREN’S Books**

In each of these books, there are teaching methods and techniques that are identifiable.

Chrysanthemum by Kevin Henkes

Cleversticks by Bernard Ashley

A Letter to My Teacher by Deborah Hopkinson

The Dot by Peter H. Reynolds

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date**Week | **Topic and Learning Activity** | **Alignment with Course Objectives** | **Assignments** | **Alignment with Student Outcomes**  |
| 1 | Introduction to the course and course syllabus.The **Why, What,** and **How** regarding the teacher’s role as it relates to educational philosophy, program goals, classroom design, family involvement, child observations, assessment, planning and implementing learning experiences, teacher interactions with all children, families, and colleagues. | CO 1 |  |  |
| 2 | **NAEYC 10 Effective DAP Teaching Strategies** <https://www.naeyc.org/resources/topics/dap/10-effective-dap-teaching-strategies>  |  | \*Discuss the various roles and responsibilities of the teacher. | SO 1 |
| 3 | Developmentally Appropriate curriculum that fosters all children’s social, emotional, physical, cognitive, creative and language development through play. | CO 2 |  |  |
| 4 | Read Aloud strategies<https://www.youtube.com/watch?v=tZ2rL0eByfc&t=14s> |  | \*Begin to create a week- long learning experience plan (LEP) which includes teaching strategies, interactive learning experiences, inclusive accommodations/modifications, standards, schedules, transitions, and materials.  | SO 2, SO 3, SO 4, SO 5, and SO 6 |
| 5.  | Teaching strategies that meet the needs of all children, including those with disabilities, developmental delays, language and/or cultural differences and are based upon child development and educational theories. | CO 3 |  |  |
| 6 | Teacher strategies regarding introducing materialsThe study was an outgrowth of the 10-year TIMPANI Toy Study.  You can view the video and read more about the study on our website: [https://www.easternct.edu/center-for-early-childhood-education/research/research-clips/group-time-toy-discussions.html](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.easternct.edu%2Fcenter-for-early-childhood-education%2Fresearch%2Fresearch-clips%2Fgroup-time-toy-discussions.html&data=04%7C01%7CLNoe%40hcc.commnet.edu%7C7e2ce68870be4a7c12e108d8ed301f09%7C679df878277a496aac8dd99e58606dd9%7C0%7C0%7C637520138256821249%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=cML8UpQA5c21vNXjprz76uOmaEA%2BGL%2F4jaU1inRGFiQ%3D&reserved=0)  |  | \*Observe a teacher and identify the strategies used and its impact on all including children with disabilities, developmental delays, language and/or cultural differences.  | SO 3 and SO 7 |
| 7 | The components of an appropriate, inclusive learning environment as teaching strategies. | CO 4 |  |  |
| 8 |  |  | \*Reflect upon a teacher modifying, accommodating, and/or adapting to meet the needs of all children including children with disabilities, developmental delays, language and/or cultural differences.  | SO 3 |
| 9 | Anti-bias and inclusive classroom experiences that are based upon educational philosophy, learning and development standards and child assessments. | CO 5 |  |  |
| 10 |  |  | \*Evaluate the components of an appropriate learning environment as strategies for inclusion and developmental appropriateness .  | SO 4 and SO 5 |
| 11 | Learning as an interactive process. | CO 6 |  |  |
| 12 | Changing the environment: behavior management tool<https://babybonus.msf.gov.sg/parentingresources/web/Toddlers/ToddlersDevelopment/ToddlersBehaviour/Toddlers_Changing_Environment?_afrLoop=56903891449841160&_afrWindowMode=0&_afrWindowId=null#%40%3F_afrWindowId%3Dnull%26_afrLoop%3D56903891449841160%26_afrWindowMode%3D0%26_adf.ctrl-state%3D3qbrqsg26_4> |  | \*Peer review of LEP’s for indication of classroom experiences that are interactive, anti-bias, inclusive and their connection to educational philosophy, learning and development standards and child assessments.  | SO 5 and SO 6 |
| 13 | Classroom management techniques that address all children, including children with disabilities, developmental delays, language and/or cultural differences.  | CO 7 |  |  |
| 14 |  |  | \*Compare and contrast a variety of differing classroom management techniques.  | SO 7 |
| 15 | The curriculum from the perspective of the child, the teacher, and the family. | CO 8 |  |  |
| 16 |  |  | \*Compare and contrast several descriptions of curriculum from the perspective of the child, the family, and the teacher.  | SO 8 |

**\***Key Experience

N.B. Key Experience Two should be covered in multiple weeks throughout the course.