

## MasterCourse Outline With Sample Syllabus

### Intro to Early Childhood Care and Education ECED 101

#### Course Description

This course is designed to acquaint students with the field of early childhood inclusive education. The course will emphasize the importance of ages birth to eight and the part that early care and educational settings play in every child's development including children with disabilities, developmental delays, language and cultural differences. The course will review theories and philosophies of early care and education and will acquaint students with historical perspectives as well as modern trends, developments, and curriculum models. The course will explore the organization and composition of early childhood settings; curriculum planning based on Developmentally Appropriate Practices, materials, and equipment; and the role of the teacher including reflective practice. The course includes four, 2.5 hours of preschool classroom observations for a minimum of 10 hours.

Prerequisite or parallel: ENG 101 or permission of the ECE Coordinator

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

| Course Objective  | Alignment with standards   |
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| 1. A variety of current and historical theories, program models, and approaches to early childhood education                                | <ul style="list-style-type: none"><li>• EI/ECSE: 1.1</li><li>• PS&amp;C: 1a</li><li>• CKC's: 1.A.1</li></ul>   |
| 2. Developmentally Appropriate Practice as it applies to all children including those children with disabilities and other diverse learners | <ul style="list-style-type: none"><li>• OSEP: Intervention and Instruction, Literacy and STEM, and Social Emotional Development</li><li>• EI/ECSE: 1.4 and 6.3, 6.4, 6.5 6.6 and 6.7</li><li>• PS&amp;C: 1b and 1d; 4b and 4c</li><li>• CKC's: 1.A.1, 2.A.2, 2.B.2 and 2.B.3</li></ul> |
| 3. Early learning developmental domains and current early learning standards.   | <ul style="list-style-type: none"><li>• EI/ECSE: 1.2 and 5.2</li><li>• PS&amp;C: 1a; 5a and 6b</li></ul>   |

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|   | <ul style="list-style-type: none"> <li>• CKC's: 1.A.1; 3.A.1, 3.A.3</li> </ul>   |
| 4. The relationship between play and development in young children including those children with disabilities and other diverse learners.   | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction</li> <li>• EI/ECSE: 1.1, 5.2 and 6.5</li> <li>• PS&amp;C: 1d, 4b, and 5b</li> <li>• CKC's: 1.A.1, 2.B.2, 3.B.1,</li> </ul>   |
| 5. The roles, responsibilities, and essential dispositions of early childhood professionals.  | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction; Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families; and Collaborating</li> <li>• EI/ECSE: All of Standards 2, 3, 4,5,6 and 7</li> <li>• PS&amp;C: 1d, all of Standards 2, 3,4,5 and 6</li> <li>• CKC's: All Domains</li> </ul> |
| 6. Ethical concerns and dilemmas related to early care and education  | <ul style="list-style-type: none"> <li>• EI/ECSE: 4.1, and 7.4</li> <li>• PS&amp;C: 6b</li> <li>• CKC's: 7.A.3</li> </ul>  |
| 7. The importance of social/emotional relationships between and among children (including those children with disabilities and other diverse learners) diverse families; teachers, and caregivers in early childhood inclusive education. | <ul style="list-style-type: none"> <li>• OSEP: Supporting Social and Emotional Development Working with Children and Families from Diverse Backgrounds</li> <li>• EI/ECSE: 6.2, 6.4, and 6.6</li> <li>• PS&amp;C: 2b and 4a,</li> <li>• CKC's: 1.A.2, 2.A.2 ;5.A.1; 5.A.2; and 5.A.3, and 5.B.1</li> </ul>   |
| 8. Positive approaches to child guidance with attention to individual children including those children with disabilities and other diverse learners.   | <ul style="list-style-type: none"> <li>• OSEP: Supporting Social and Emotional Development</li> <li>• EI/ECSE: 1.2, and 6.4</li> <li>• PS&amp;C: 1b and 4a</li> <li>• CKC's: 1.A.1, 1.A.2, 2.A.1, 2.A.2, 2.B.2, and 6.A.3</li> </ul>   |
| 9. Creating, organizing, and evaluating early childhood learning environments with particular attention to safe, healthy, and stimulating settings that support inclusion of all children.  | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction</li> <li>• EI/ECSE: 5.2, 6.3 and 6.6</li> <li>• PS&amp;C: 1d and 4c</li> <li>• CKC's: 1.B.1, 3.B.1, 3.B.2, 3.B.3,</li> </ul>   |
| 10. Integrating all developmental domains and technology into a holistic, Developmentally Appropriate curriculum supporting the needs of every child including those children with disabilities and other diverse learners.               | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction, Literacy and STEM Technology</li> <li>• EI/ECSE: All of Standard 5, 6.3, 6.5, 6.6 and 6.7</li> <li>• PS&amp;C: 4c; all of Standard 5</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• CKC's: 1.A.1, 2.B.1, 2.B.2, 3.A.3</li> </ul>  |
| 11. Multicultural, anti-bias curricula, and inclusive learning environments with attention to different learning styles and teaching strategies. | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds</li> <li>• EI/ECSE: 1.4, 5.2, and 6.3</li> <li>• PS&amp;C: 1b, 1d, 4b, and 4c</li> <li>• CKC's: 1.B.3, 2.B.1, 2.B.2, and 2.B.3, 3.A.2, 3.B.1, 3.B.2, and 3.B.4 and 7.B.1</li> </ul> |

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

| <b>Student Outcomes:</b>   | <b>Alignment with standards</b>   |
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| 1. Historical Perspectives <ol style="list-style-type: none"> <li>Identify and discuss the history of early childhood care and education including developmental theories, philosophical and sociological perspectives, and the various program models.</li> <li>Compare and contrast different types of early childhood programs and their approached to inclusion.</li> </ol>  | <ul style="list-style-type: none"> <li>• EI/ECSE: 1.1</li> <li>• PS&amp;C: 1a</li> <li>• CKC's: 1.A.1</li> </ul>  |
| 2. Developmentally Appropriate Practice: <ol style="list-style-type: none"> <li>Recognize age appropriate and culturally appropriate developmental expectations for the young child.</li> <li>Discuss and reflect upon teaching practices and how goals, objectives, and assessments are integral to planning a Developmentally Appropriate program for all children including children with disabilities and other diverse learners.</li> </ol> | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction, Literacy and STEM, and Social Emotional Development</li> <li>• EI/ECSE: 1.4 and 6.3, 6.4, 6.5 6.6 and 6.7</li> <li>• PS&amp;C: 1b and 1d; 4b and 4c</li> <li>• CKC's: 1.A.1, 2.A.2, 2.B.2 and 2.B.3</li> </ul> |
| 3. Identify the key developmental/learning domains commonly associated with child development in relation to early learning and development standards.   | <ul style="list-style-type: none"> <li>• EI/ECSE: 1.2 and 5.2</li> <li>• PS&amp;C: 1a; 5a and 6b</li> <li>• CKC's: 1.A.1; 3.A.1, 3.A.3</li> </ul>   |
| 4. Analyze the role of play in the development of all young  | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction</li> </ul>  |

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| children including children with disabilities and other diverse learners.  | <ul style="list-style-type: none"> <li>• EI/ECSE: 1.1, 5.2 and 6.5</li> <li>• PS&amp;C: 1d, 4b, and 5b</li> <li>• CKC's: 1.A.1, 2.B.2, 3.B.1,</li> </ul>   |
| 5. Define and reflect upon the roles, responsibilities, and essential dispositions of the teacher in an early childhood program.   | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction; Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families; and Collaborating</li> <li>• EI/ECSE: All of Standards 2, 3, 4,5,6 and 7</li> <li>• PS&amp;C: 1d, all of Standards 2, 3,4,5 and 6</li> <li>• CKC's: All Domains</li> </ul> |
| 6. Discuss and reflect upon ethical concerns related to early care and education issues  | <ul style="list-style-type: none"> <li>• EI/ECSE: 4.1, and 7.4</li> <li>• PS&amp;C: 6b</li> <li>• CKC's: 7.A.3</li> </ul>  |
| 7. Define and reflect upon the importance of social/emotional relationships between and among teachers, children, and diverse families.  | <ul style="list-style-type: none"> <li>• OSEP: Supporting Social and Emotional Development Working with Children and Families from Diverse Backgrounds</li> <li>• EI/ECSE: 6.2, 6.4, and 6.6</li> <li>• PS&amp;C: 2b and 4a,</li> <li>• CKC's: 1.A.2, 2.A.2 ;5.A.1; 5.A.2; and 5.A.3, and 5.B.1</li> </ul>   |
| 8. Identify, discuss and reflect upon individualized approaches to discipline using positive guidance strategies for all young children including children with disabilities and other diverse learners  | <ul style="list-style-type: none"> <li>• OSEP: Supporting Social and Emotional Development</li> <li>• EI/ECSE: 1.2 and 6.4</li> <li>• PS&amp;C: 1b and 4a</li> <li>• CKC's: 1.A.1, 1.A.2, 2.A.1, 2.A.2, 2.B.2, and 6.A.3</li> </ul>  |
| 9. Create, organize, and evaluate early childhood learning environments with particular attention to the safe, healthy, and stimulating settings for the diverse needs of all children including children with disabilities and other diverse learners | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction</li> <li>• EI/ECSE: 5.2, 6.3 and 6.6</li> <li>• PS&amp;C: 1d and 4c</li> <li>• CKC's: 1.B.1, 3.B.1, 3.B.2, 3.B.3,</li> </ul>   |
| 10. Integrate all developmental domains, and technology into a holistic, Developmentally Appropriate curriculum supporting the needs of every child including those children with disabilities and other diverse learners.                             | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction, Literacy and STEM Technology</li> <li>• EI/ECSE: All of Standard 5, 6.3, 6.5, 6.6 and 6.7</li> <li>• PS&amp;C: 4c; all of Standard 5</li> <li>• CKC's: 1.A.1, 2.B.1, 2.B.2, 3.A.3</li> </ul>  |
| 11. Create experiences for multicultural, anti-bias curricula, and   | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction, Working with Children</li> </ul>  |

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| <p>inclusive learning environments with attention to different learning styles and teaching strategies.</p> | <p>and Families from Diverse Backgrounds</p> <ul style="list-style-type: none"> <li>• EI/ECSE: 1.4, 5.2, and 6.3</li> <li>• PS&amp;C: 1b, 1d, 4b, and 4c</li> <li>• CKC's: 1.B.3, 2.B.1, 2.B.2, and 2.B.3, 3.A.2, 3.B.1, 3.B.2, and 3.B.4 and 7.B.1</li> </ul> |
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**Course Content:**

| <b>Course Content:</b>   | <b>Alignment with standards</b>   |
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| <p>1. Historical Perspectives:</p> <p style="padding-left: 20px;">a. Historical and current issues and trends including the history of education for children with disabilities and other diverse learners.</p> <p style="padding-left: 20px;">b. Observation and evaluation of various models of early childhood educational programs including programs of inclusive education</p> <p style="padding-left: 20px;">c. Developmental theories and theorists including theories regarding children with disabilities and other diverse learners</p> | <ul style="list-style-type: none"> <li>• EI/ECSE: 1.1</li> <li>• PS&amp;C: 1a</li> <li>• CKC's: 1.A.1</li> </ul>  |
| <p>2. Developmentally Appropriate Practices (DAP) in all domains including experiences for children with disabilities and other diverse learners.</p>  | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction, Literacy and STEM, and Social Emotional Development</li> <li>• EI/ECSE: 1.4 and 6.3, 6.4, 6.5 6.6 and 6.7</li> <li>• PS&amp;C: 1b and 1d; 4b and 4c</li> <li>• CKC's: 1.A.1, 2.A.2, 2.B.2 and 2.B.3</li> </ul> |
| <p>3. How children learn and develop including children with disabilities and or other diverse learners</p>  | <ul style="list-style-type: none"> <li>• EI/ECSE: 1.2 and 5.2</li> <li>• PS&amp;C: 1a; 5a and 6b</li> <li>• CKC's: 1.A.1; 3.A.1, 3.A.3</li> </ul>   |
| <p>4. Play in the curriculum</p>   | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction</li> <li>• EI/ECSE: 1.1, 5.2 and 6.5</li> <li>• PS&amp;C: 1d, 4b, and 5b</li> <li>• CKC's: 1.A.1, 2.B.2, 3.B.1,</li> </ul>  |
| <p>5. Early Childhood Education as a profession including essential dispositions of ECE professionals.</p>   | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction; Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families; and Collaborating</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• EI/ECSE: All of Standards 2, 3, 4,5,6 and 7</li> <li>• PS&amp;C: 1d, all of Standards 2, 3,4,5 and 6</li> <li>• CKC's: All Domains</li> </ul>   |
| 6. Ethics, professionalism, and reflective practice.  | <ul style="list-style-type: none"> <li>• EI/ECSE: 4.1, and 7.4</li> <li>• PS&amp;C: 6b</li> <li>• CKC's: 7.A.3</li> </ul>  |
| 7. Social-emotional relationships between and among children and adults.  | <ul style="list-style-type: none"> <li>• OSEP: Supporting Social and Emotional Development Working with Children and Families from Diverse Backgrounds</li> <li>• EI/ECSE: 6.2, 6.4, and 6.6</li> <li>• PS&amp;C: 2b and 4a,</li> <li>• CKC's: 1.A.2, 2.A.2 ;5.A.1; 5.A.2; and 5.A.3, and 5.B.1</li> </ul>                   |
| 8. Guiding children's behavior including children with disabilities and other diverse learners.   | <ul style="list-style-type: none"> <li>• OSEP: Supporting Social and Emotional Development</li> <li>• EI/ECSE: 1.2, and 6.4</li> <li>• PS&amp;C: 1b and 4a</li> <li>• CKC's: 1.A.1, 1.A.2, 2.A.1, 2.A.2, 2.B.2, and 6.A.3</li> </ul>   |
| 9. Planning and organizing safe, healthy, stimulating indoor and outdoor environment with attention to the safety, health and physical development needs of all children including children with disabilities and other diverse learners. | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction</li> <li>• EI/ECSE: 5.2, 6.3 and 6.6</li> <li>• PS&amp;C: 1d and 4c</li> <li>• CKC's: 1.B.1, 3.B.1, 3.B.2, 3.B.3,</li> </ul>   |
| 10. Integrating all developmental domains and technology into a holistic, Developmentally Appropriate curriculum supporting the needs of every child including those children with disabilities and other diverse learners.               | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction, Literacy and STEM Technology</li> <li>• EI/ECSE: All of Standard 5, 6.3, 6.5, 6.6 and 6.7</li> <li>• PS&amp;C: 4c; all of Standard 5</li> <li>• CKC's: 1.A.1, 2.B.1, 2.B.2, 3.A.3</li> </ul>  |
| 11. Multicultural and anti-bias and inclusive learning environments with attention to different learning styles and teaching strategies.  | <ul style="list-style-type: none"> <li>• OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds</li> <li>• EI/ECSE: 1.4, 5.2, and 6.3</li> <li>• PS&amp;C: 1b, 1d, 4b, and 4c</li> <li>• CKC's: 1.B.3, 2.B.1, 2.B.2, and 2.B.3, 3.A.2, 3.B.1, 3.B.2, and 3.B.4 and 7.B.1</li> </ul> |

**Standards:**

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

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

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

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

UConn UCEDD

## Key Experiences

1. (C.O. all) Observe at and reflect upon
  - a. a program with children with identified special needs
  - b. a program with second language learners
  - c. an infant toddler classroom
  - d. NAEYC accredited classroom or approval of the Program Coordinator
2. (C.O. 1) Review differing types of Early Childhood programs and theorists.
3. (C.O. 6) Introduction to and reflection of the NAEYC Code of Ethical Conduct
4. (C.O. 5) Take and reflect upon the following survey: Anne Arundel Community College Teacher Disposition Survey  
<https://docs.google.com/spreadsheets/d/1yM3gCVfy0hwoVmR95BaCruKAnCkBdaRelGScExBeVmU/edit#gid=484262749>
5. (C.O. 11) Cultural: Students will view and discuss a video on cultural diversity and will discuss issues of respect and acceptance. The students will be given a multi-cultural classroom checklist and rating scale to use during their ECE classroom observations.
6. (C.O. 2, 4) Review how Developmentally Appropriate curriculum addresses the individual needs of all children
7. (C.O. 7, 8) View and reflect upon a video on Challenging Behaviors
8. (C.O. 9) Explore Environmental Floor Plans (indoor and outdoor) and include an understanding of Universal Design
9. (C.O. 3, 4) Introduce Connecticut Early Learning Development Standards (Ct.E.L.D.S.)
10. (C.O. 10) Collectively create curriculum experiences (Single LEP/Webbing/Developmental Domains, etc.)



## Resources

### Books

Derman-Sparks, L. and the ABC Task Force. Anti-Bias Curriculum Tools for Empowering Young Children. Washington , DC NAEYC 1989

Bredekamp, Sue, Ed.; Copple, Carol, Ed.; (1997). Developmentally Appropriate Practice

### Websites:

<http://csefel.vanderbilt.edu/>

CT Early Learning Development and Standards (ELDS)

<https://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

Introduction to I.D.E.A.

<https://www2.ed.gov/policy/speced/leg/idea/history.html>

Frank Porter Graham Introduction to Autism Spectrum Disorder

<https://afirm.fpg.unc.edu/node/2524>

### Videos

Eastern CT State University – Challenging Behavior video

<https://www.easternct.edu/center-for-early-childhood-education/supporting-development/understanding-challenging-behavior-in-young-children.html>

Project Approach videos from ECSU

<https://www.easternct.edu/center-for-early-childhood-education/investigating/index.html>

CELL Video Getting Kids Involved (Cara's Kit)

[http://www.earlyliteracylearning.org/getting\\_kids\\_involved.php](http://www.earlyliteracylearning.org/getting_kids_involved.php)

Teaching Tolerance; Starting Small (video)

Order Free at:

<https://www.tolerance.org/classroom-resources/film-kits/starting-small>

The Role of Play in Any Setting

<https://youtu.be/pjoyBZYk2zI>

## Articles

Article and checklist

Beyond the Journal

Guidance including children with special needs

<http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf>

Checklist from Quality Star NY adapted from NAEYC and “Are We Supporting Diversity? A Tool for Reflection and Dialogue” Work/Family Directions, Inc.

[http://qualitystarsny.org/resources/FE/FIS/NAEYC\\_Pathways-to-Cultural-Competence\\_Checklist\\_NYS-version.pdf](http://qualitystarsny.org/resources/FE/FIS/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version.pdf)

People First Language [www.Disabilityisnatural.com](http://www.Disabilityisnatural.com) (article)

NAEYC and DEC Joint Position Statement on Inclusion

[http://www.naeyc.org/files/naeyc/file/positions/DEC\\_NAEYC\\_EC\\_updatedKS.pdf](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf)

CT OEC Supporting all children using the CT ELDS: Meeting the Needs of Diverse Learners.

[https://www.ct.gov/oec/lib/oec/DiverseLearnersApril\\_26\\_2016\\_Finalw.pdf](https://www.ct.gov/oec/lib/oec/DiverseLearnersApril_26_2016_Finalw.pdf)

Universal Design Articles:

<http://sandboxseries.pbworks.com/w/page/21313568/Universal%20Design%20for%20Learning%20in%20Preschool>

<https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/ConnPowersBTJ%281%29.pdf>

[https://tats.ucf.edu/wp-content/uploads/sites/9/2017/09/TATS-FIN\\_UDL1.pdf](https://tats.ucf.edu/wp-content/uploads/sites/9/2017/09/TATS-FIN_UDL1.pdf)

Including Children with Special Needs

<https://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf>

The Benefits of Being Bi-Lingual: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/benefits-of-being-bilingual-eng.pdf>

National Council for Learning Disabilities

5 Questions Parents and Educators Can Ask to Start Conversations About Using Terms Like Learning Disabilities, Dyslexia, Dyscalculia, and Dysgraphia <https://www.ncld.org/wp-content/uploads/2017/06/SLD-Conversations.D3.pdf>

Anne Arundel Community College Teacher Disposition Survey

<https://docs.google.com/spreadsheets/d/1yM3gCVfy0hwoVmR95BaCruKAnCkBdaRelGScExBeVmU/edit#gid=484262749>

### **Children's Books:**

[www.Storylineonline.net](http://www.Storylineonline.net) There Are No Mirrors in My Nana's House

My Princess Boy by Cheryl Kilodavis

When Sophie Gets Really, Really Angry by Molly Bang

Susan Laughs by Jeanne Willis

| Date   | Topic and Learning Activity  | Alignment with Course Objectives | Assignments  | Alignment with Student Outcomes |
|--------|--|----------------------------------|--|---------------------------------|
| Week 1 | <p>Introductions to each other and to the course.</p> <p>Description of assignments including observations.</p> <p>Introduce Power to the Profession</p> | C.O. 5                           | <p>*Take and reflect upon the following survey: Anne Arundel Community College Teacher Disposition Survey<br/> <a href="https://docs.google.com/spreadsheets/d/1yM3gCVfy0hwoVmR95BaCruKAnCkBdaRelGScExBeVmU/edit#gid=484262749">https://docs.google.com/spreadsheets/d/1yM3gCVfy0hwoVmR95BaCruKAnCkBdaRelGScExBeVmU/edit#gid=484262749</a></p> <p>Power to the Profession – Review the following website and video for next week’s discussion.</p> <p><a href="https://www.naeyc.org/our-work/initiatives/profession/overview">https://www.naeyc.org/our-work/initiatives/profession/overview</a></p> <p>Follow the links to the “Unifying Framework” and then to the “Professional Standards and Competencies.” Pay particular attention to the standards summary on page 9 and the explanation of leveling on page 33 Appendix A.</p> <p><a href="https://youtu.be/vh_N47FckDk">https://youtu.be/vh_N47FckDk</a></p> | S.O. 5                          |
| 2      | <p>Historical Perspectives</p> <p>*Reviewing different types of</p>  | C.O. 1                           | <p>Make appointments for all your observations noting the due dates on</p>   |                                 |

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|   | <p>programs, theories and theorists.</p> <p>Receive and review the cultural Checklist to be used in conjunction with classroom observations.</p>   | C.O. 11 | <p>this syllabus.</p> <p>Use this checklist while doing your observations. “Are We Supporting Diversity? A Tool for Reflection and Dialogue” Work/Family Directions, Inc.</p> <p><a href="http://qualitystarsny.org/resources/FE/FIS/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version.pdf">http://qualitystarsny.org/resources/FE/FIS/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version.pdf</a></p> | S.O. 11 |
| 3 | <p>Ethics, professionalism, and reflective practice.</p> <p>*Introduce and reflect upon the NAEYC Code of Ethical Conduct</p>  | C.O. 6  | <p>Read the NAEYC and DEC Joint Position Statement on Inclusion</p> <p><a href="http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf">http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf</a></p>   | S.O. 6  |
| 4 | <p>How Children Grow and Develop, including children with disabilities and other diverse learners.</p> <p>Read Aloud Susan Laughs by Jeanne Willis</p> <p>*Watch and discuss a few segments of Teaching Tolerance; Starting Small (video).</p> | C.O. 3  | <p>Reflection on observation 1 due next week.</p>  | S.O. 9  |

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|   |  | C.O. 11                      |   |        |
| 5 | Play in the Curriculum   | C.O. 4                       |   |        |
| 6 | <p><a href="#">*Developmentally Appropriate Practice and how it addresses the needs of all children.</a></p> <p>*Watch CT OEC Supporting all children using the CT ELDS: Meeting the Needs of Diverse Learners.<br/> <a href="https://www.ct.gov/oec/lib/oec/DiverseLearnersApril_26_2016_Finalw.pdf">https://www.ct.gov/oec/lib/oec/DiverseLearnersApril_26_2016_Finalw.pdf</a></p>   | <p>C.O. 2</p> <p>C.O. 10</p> | <p>Read and reflect upon this article:<br/> Beyond the Journal<br/> Guidance including children with special needs<br/> <a href="http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Needs%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf">http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Needs%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf</a></p> | S.O. 8 |
| 7 | <p>Guiding children’s behavior including children with disabilities and other diverse learners.</p> <p>*Watch and reflect upon Challenging Behavior video<br/> <a href="https://www.easternct.edu/center-for-early-childhood-education/supporting-development/understanding-challenging-behavior-in-young-children.html">https://www.easternct.edu/center-for-early-childhood-education/supporting-development/understanding-challenging-behavior-in-young-children.html</a></p> | C.O. 8                       | <p>Reflection on <a href="#">observation 2</a> due next week.</p> <p>Read the article:<br/> <a href="http://www.Disabilityisnatural.com">www.Disabilityisnatural.com</a> (article)</p>  |        |

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| 8  | <p>Multicultural and anti-bias and inclusive learning environments with attention to different learning styles and teaching strategies.</p> <p>Read Aloud: Storylineonline.net<br/>There Are No mirrors in My Nana's House</p>   | C.O. 9, 10, 11 | Read article(s) on Universal Design                                    | S.O. 11 |
| 9  | <p>Planning and organizing safe, healthy, stimulating indoor and outdoor environment with attention to the safety and health needs of all children including children with disabilities and other diverse learners.</p>  | C.O. 11        | *Environmental Floor plan indoor/outdoor <a href="#">due next week</a> | S.O. 9  |
| 10 | <p>Integrating all developmental domains and technology into a holistic, Developmentally Appropriate curriculum supporting the needs of every child including those children with disabilities and other diverse learners</p> <p>Project Approach videos from ECSU<br/><a href="https://www.easternct.edu/center-for-early-childhood-education/investigating/index.html">https://www.easternct.edu/center-for-early-childhood-education/investigating/index.html</a></p> | C.O. 10        |  |         |
| 11 | Curriculum continued. Focus on   | C.O. 10        |  |         |

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|    | Math Science experiences:<br>Using CT ELDS,<br>*Collectively create a Single<br>Experience Plan   |         |   |  |
| 12 | Curriculum continued: Focus on<br>Language and Literacy<br>Experiences<br>CELL Video Getting Kids<br>Involved (Cara's Kit)<br><a href="http://www.earlyliteracylearning.org/getting_kids_involved.php">http://www.earlyliteracylearning.org/getting_kids_involved.php</a> | C.O. 10 | Reflection on observation 3 due next<br>week. |  |
| 13 | Curriculum continued: Focus on<br>Creative Experiences  | C.O. 10 |   |  |
| 14 | Curriculum continued: Focus on<br>Physical Experiences  | C.O. 10 |   |  |
| 15 | Social-emotional relationships<br>between and among children<br>and adults.<br><br>Read Aloud: When Sophie Gets<br>Really, Really Angry by Molly<br>Bang  | C.O. 7  | Reflection on observation 4 due next<br>week. |  |
| 16 | FINAL EXAM  |         |   |  |

**\*Key**

**Experience**