



MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | CURRICULUM & METHODS FOR DIVERSE LEARNERS | ECED 2322 | 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.

Recommended Prerequisites: 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:

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	COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
1	<p>The <u>Why</u>, <u>What</u>, and <u>How</u> 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.</p>	<p>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; DEC, Assessment A9, Instruction INS4, Family F1 and F6, Transitions TR2, Instruction, INS4, Interaction, INT2, Teaming and Collaboration, TC2, Environments, E4; EI/ECSE, Assessment Processes, Using Responsive, Reciprocal Interactions, Interventions, and Instruction, Partnering with Families, Professional and Ethical Practices, Child Development and Early Learning, Interaction, Intervention Instruction, Collaborating and Teaming, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard One, Promoting Child Development and Early Learning, 1a,1b, and 1c, Standard Two, Building Family, Community Relationships, 2a, 2b, and 2c; Standard Three, Observing, Documenting and Assessing, 3a, 3b, 3c and 3d; Standard Four, Using Developmentally Effective Approaches, 4a, 4b, 4c, and 4d, Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a, 5b, and 5c, Standard Six, 6b, 6c, and 6d;(PS&C for ECE, Standard One, Child Development and Learning in Context, 1a,1b,1c,and 1d; Standard Two, Family, Teacher Partnerships and Community Connections, 2a, 2b, and 2c. Standard Three, Child Observation, Documentation and Assessment, 3a, 3b, 3c, and 3d. Standard Four, 4a, 4b, and 4c, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c and Standard Six, Professionalism as an Early childhood Educator, 6a,6b,6c,6d,and 6e); CKC’s, Promoting Child Development and Early Learning, 1.A.1, 1.B.3, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2, Building a Meaningful Planned Program of Learning and Development, 3.A.3, Observing, Documenting and Assessing, 4.A.1 and 4.A.3, Building Family and Community Relationships, 5.A.1., and 5.A.2</p>
2	<p>A Developmentally Appropriate curriculum that fosters all children’s social, emotional, physical, cognitive, creative and language development through play.</p>	<p>OSEP, Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development; DEC, Instruction, INS4, Interaction, INT2; EI/ECSE, Using Responsive, Reciprocal Interactions, Interventions and Instruction, Child Development and Early Learning, Interaction, Intervention and Instruction, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard One, Promoting Child Development and Learning, 1a, 1b and 1c, Standard Three, Observing, Documenting and Assessing, 3a, Standard Four, Using Developmentally Effective Approaches 4a, 4b and 4c, Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a, 5b, 5c; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a,1b,1c,and 1d, Standard Three, Child Observation, Documentation and Assessment, 3a,. Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b, and 4c, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c); CKC’s, Promoting Child Development and Early Learning, 1.A.1, Building a Meaningful Planned Program of Learning and Development, 3.A.3</p>

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	COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
3	<p>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.</p>	<p>OSEP, Intervention and Instruction, Supporting Social and Emotional Development; DEC, Instruction, INS4, Interaction, INT2; Transitions, TR2; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions and Instruction, Child Development and Early Learning, Interaction, Intervention and Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning, 1a, and 1b, Standard Four, Using Developmentally Effective Approaches 4b and 4c; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1b, and 1d, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b, and 4c.); CKC's, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2</p>
4	<p>The components of an appropriate, inclusive learning environment (both physical and emotional) as teaching strategies.</p>	<p>OSEP: Intervention and Instruction, Transitions, Supporting Social and Emotional Development, Technology; DEC, Instruction INS4, Transitions TR2, Interaction INT2 and Environments E4; EI/ECSE Using Responsive, Reciprocal, Interaction, Interventions and Instruction, Interaction, Interventions and Instruction; NAEYC, Standard One, Promoting Child Development and Learning, 1c, Standard Four, Using Developmentally Effective Approaches, 4a and 4c; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1c, and 1d, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b, and 4c) CKC's, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2,</p>
5	<p>Anti-bias and inclusive classroom experiences that are based upon educational philosophy, learning and development standards, child assessments and family characteristics.</p>	<p>OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Supporting Social and Emotional Development; DEC, Instruction, INS4, Family, F1 and Interaction, INT2; Environments, E4; EI/ECSE Child Development and Early Learning, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard One, Promoting Child Development and Early Learning 1b and 1c; Standard Two, Building Family and Community Relationships, 2a, Standard Four, Using Developmentally Effective Approaches, 4a and 4b, Standard Six, Becoming a Professional, 6b, 6d and 6e; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1b, 1c, and 1d; Standard Two, Family, Teacher Partnerships and Community Connections, 2a, Standard Three, Child Observation, Documentation and Assessment, 3c, Standard Four, 4a, 4b, and 4c and Standard Six, Professionalism as an Early childhood Educator and 6e); CKC's, Promoting Child Development and Early Learning, 1.B.3; Building Family and Community Relationships, 5.A.1, and Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2</p>
6	<p>Learning as an interactive process.</p>	<p>OSEP, Intervention and Instruction, Literacy and STEM and Supporting Social and Emotional Development; DEC Instruction, INT2, Interaction, INT2; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions and Instruction; Interaction, Intervention and Instruction; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a and 4b; (PS&C for ECE; Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b and 4c); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3</p>

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	COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
7	<p>Classroom management strategies and behavior techniques that address all children, including children with disabilities, developmental delays, language and/or cultural differences.</p>	<p>OSEP, Intervention and Instruction, Supporting Social and Emotional Development, Collaborating and Teaming; DEC, Instruction, INS4, Interaction, INT2, Teaming and Collaboration, TC2; EI/ECSE, Assessment Processes, Using Responsive, Reciprocal Interactions, Interventions and Instruction, Partnering with Families, Professionalism and Ethical Practices, Child Development and Early Learning, Interaction, Intervention and Instruction, Collaboration and Teaming, Application of Curriculum Frameworks in the Planning of Meaningful Experiences; NAEYC, Standard One, Promoting Child Development and Early Learning, 1a,1b, and 1c, Standard Two, Building Family, Community Relationships, 2a, 2b, and 2c; Standard Three, Observing, Documenting and Assessing, 3a, 3b, 3c and 3d; Standard Four, Using Developmentally Effective Approaches, 4a, 4b, 4c, and 4d, Standard Six 6b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a,1b,1c,and 1d; Standard Two, Family, Teacher Partnerships and Community Connections, 2a, 2b, and 2c. Standard Three, Child Observation, Documentation and Assessment, 3a, 3b, 3c, and 3d. Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b, and 4c, and Standard Six, Professionalism as an Early childhood Educator, 6b); CKC's, Promoting Child Development and Early Learning, 1.A.1, 1.B.3, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2, Observing, Documenting and Assessing, 4.A.3, Building Family and Community Relationships, 5.A.1., and 5.A.2</p>
8	<p>The curriculum from the perspective of the child, the teacher and the family.</p>	<p>OSEP, Interaction and Instruction, Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, DEC, Family, F1 and F6, EI/ECSE, Partnering with Families, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Two, Building Family and Community Relations, 2b and 2c, Standard Five, Using content knowledge to Build Meaningful Curriculum, 5c, Standard Six, Becoming a Professional, 6d; (PS&C for ECE, Standard Two, Family, Teacher Partnerships and Community Connections, 2b, and 2c and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c).</p>

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

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	STUDENT OUTCOMES	ALIGNMENT WITH STANDARDS
1	<p>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.</p>	<p>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; DEC, Assessment A9, Instruction INS4, Family F1 and F6, Transitions TR2, Instruction, INS4, Interaction, INT2, Teaming and Collaboration, TC2, Environments, E4; EI/ECSE, Assessment Processes, Using Responsive, Reciprocal Interactions, Interventions, and Instruction, Partnering with Families, Professional and Ethical Practices, Child Development and Early Learning, Interaction, Intervention Instruction, Collaborating and Teaming, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard One, Promoting Child Development and Early Learning, 1a,1b, and 1c, Standard Two, Building Family, Community Relationships, 2a, 2b, and 2c; Standard Three, Observing, Documenting and Assessing, 3a, 3b, 3c and 3d; Standard Four, Using Developmentally Effective Approaches, 4a, 4b, 4c, and 4d, Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a, 5b, and 5c, Standard Six, 6b, 6c, and 6d;(PS&C for ECE, Standard One, Child Development and Learning in Context, 1a,1b,1c,and 1d; Standard Two, Family, Teacher Partnerships and Community Connections, 2a, 2b, and 2c. Standard Three, Child Observation, Documentation and Assessment, 3a, 3b, 3c, and 3d. Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices 4a, 4b, and 4c, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c and Standard Six, Professionalism as an Early childhood Educator, 6a,6b,6c,6d, and 6e);CKC's, Promoting Child Development and Early Learning, 1.A.1, 1.B.3, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2, Building a Meaningful Planned Program of Learning and Development, 3.A.3, Observing, Documenting and Assessing, 4.A.1 and 4.A.3, Building Family and Community Relationships, 5.A.1., and 5.A.2</p>
2	<p>Design a Developmentally Appropriate curriculum that fosters all children's social, emotional, physical, cognitive, creative and language development through play.</p>	<p>OSEP, Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development; DEC, Instruction, INS4, Interaction, INT2; EI/ECSE, Using Responsive, Reciprocal Interactions, Interventions and Instruction, Child Development and Early Learning, Interaction, Intervention and Instruction, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard One, Promoting Child Development and Learning, 1a, 1b and 1c, Standard Three, Observing, Documenting and Assessing, 3a, Standard Four, Using Developmentally Effective Approaches 4a, 4b and 4c, Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a, 5b, 5c; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a,1b,1c,and 1d, Standard Three, Child Observation, Documentation and Assessment, 3a, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b, and 4c, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c); CKC's, Promoting Child Development and Early Learning, 1.A.1, Building a Meaningful Planned Program of Learning and Development, 3.A.3</p>
3	<p>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.</p>	<p>OSEP, Intervention and Instruction, Supporting Social and Emotional Development; DEC, Instruction, INS4, Interaction, INT2; Transitions, TR2; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions and Instruction, Child Development and Early Learning, Interaction, Intervention and Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning, 1a, and 1b, Standard Four, Using Developmentally Effective Approaches 4b and 4c; (PS&C for ECE, Standard One, Child Development and Learning in Context,1b, and 1d, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b, and 4c,); CKC's, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2</p>

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	STUDENT OUTCOMES	ALIGNMENT WITH STANDARDS
4	<p>Evaluate the components of an appropriate, inclusive learning environment as teaching strategies.</p>	<p>OSEP: Intervention and Instruction, Transitions, Supporting Social and Emotional Development, Technology; DEC, Instruction INS4, Transitions TR2, Interaction INT2 and Environments E4; EI/ECSE Using Responsive, Reciprocal, Interaction, Interventions and Instruction, Interaction, Interventions and Instruction; NAEYC, Standard One, Promoting Child Development and Learning, 1c, Using Developmentally Effective Approaches, 4a and 4c; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1c, and 1d, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b, and 4c) CKC's, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2,</p>
5	<p>Plan anti-bias and inclusive classroom experiences that are based upon educational philosophy, learning and development standards and child assessments.</p>	<p>OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Supporting Social and Emotional Development; DEC, Instruction, INS4, Family, F1 and Interaction, INT2; Environments, E4; EI/ECSE Child Development and Early Learning, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard One, Promoting Child Development and Early Learning 1b and 1c; Standard Two, Building Family and Community Relationships, 2a, Standard Four, Using Developmentally Effective Approaches, 4a and 4b, Standard Six, Becoming a Professional, 6b, 6d and 6e; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1b,1c,and 1d; Standard Two, Family, Teacher Partnerships and Community Connections, 2a, Standard Three, Child Observation, Documentation and Assessment, 3c, Standard Four, 4a, 4b, and 4c and Standard Six, Professionalism as an Early childhood Educator and 6e); CKC's, Promoting Child Development and Early Learning, 1.B.3; Building Family and Community Relationships, 5.A.1, and Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2</p>
6	<p>Analyze how interactive learning experiences support learning.</p>	<p>OSEP, Intervention and Instruction, Literacy and STEM and Supporting Social and Emotional Development; DEC Instruction, INT2, Interaction, INT2; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions and Instruction; Interaction, Intervention and Instruction; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a and 4b; (PS&C for ECE; Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b and 4c); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3</p>
7	<p>Identify and modify classroom management techniques that address all children, including children with disabilities, developmental delays, language and/or cultural differences.</p>	<p>OSEP, Intervention and Instruction, Supporting Social and Emotional Development, Collaborating and Teaming; DEC, Instruction, INS4, Interaction, INT2, Teaming and Collaboration, TC2; EI/ECSE, Assessment Processes, Using Responsive, Reciprocal Interactions, Interventions and Instruction, Partnering with Families, Professionalism and Ethical Practices, Child Development and Early Learning, Interaction, Intervention and Instruction, Collaboration and Teaming, Application of Curriculum Frameworks in the Planning of Meaningful Experiences; NAEYC, Standard One, Promoting Child Development and Early Learning, 1a,1b, and 1c, Standard Two, Building Family, Community Relationships, 2a, 2b, and 2c; Standard Three, Observing, Documenting and Assessing, 3a, 3b, 3c and 3d; Standard Four, Using Developmentally Effective Approaches, 4a, 4b, 4c, and 4d, Standard Six 6b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a,1b,1c,and 1d; Standard Two, Family, Teacher Partnerships and Community Connections, 2a, 2b, and 2c. Standard Three, Child Observation, Documentation and Assessment, 3a, 3b, 3c, and 3d. Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b, and 4c, and Standard Six, Professionalism as an Early childhood Educator, 6b); CKC's, Promoting Child Development and Early Learning, 1.A.1, 1.B.3, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2, Observing, Documenting and Assessing, 4.A.3, Building Family and Community Relationships, 5.A.1., and 5.A.2</p>

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STUDENT OUTCOMES		ALIGNMENT WITH STANDARDS
8	Evaluate the curriculum from the perspective of the child, the family, and the teacher.	OSEP, Interaction and Instruction, Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, DEC, Family, F1 and F6, EI/ECSE, Partnering with Families, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Two, Building Family and Community Relations, 2b and 2c, Standard Five, Using content knowledge to Build Meaningful Curriculum, 5c, Standard Six, Becoming a Professional, 6d; (PS&C for ECE, Standard Two, Family, Teacher Partnerships and Community Connections, 2b, and 2c and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c).

Course Content:

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COURSE CONTENT		ALIGNMENT WITH STANDARDS
1	The <u>Why, What, and How</u> 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; DEC, Assessment A9, Instruction INS4, Family F1 and F6, Transitions TR2, Instruction, INS4, Interaction, INT2, Teaming and Collaboration, TC2, Environments, E4; EI/ECSE, Assessment Processes, Using Responsive, Reciprocal Interactions, Interventions, and Instruction, Partnering with Families, Professional and Ethical Practices, Child Development and Early Learning, Interaction, Intervention Instruction, Collaborating and Teaming, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard One, Promoting Child Development and Early Learning, 1a,1b, and 1c, Standard Two, Building Family, Community Relationships, 2a, 2b, and 2c; Standard Three, Observing, Documenting and Assessing, 3a, 3b, 3c and 3d; Standard Four, Using Developmentally Effective Approaches, 4a, 4b, 4c, and 4d, Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a, 5b, and 5c, Standard Six, 6b, 6c, and 6d; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a,1b,1c,and 1d; Standard Two, Family, Teacher Partnerships and Community Connections, 2a, 2b, and 2c. Standard Three, Child Observation, Documentation and Assessment, 3a, 3b, 3c, and 3d, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b, and 4c, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c and Standard Six, Professionalism as an Early childhood Educator, 6a,6b,6c,6d, and 6e); KKC’s, Promoting Child Development and Early Learning, 1.A.1, 1.B.3, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2, Building a Meaningful Planned Program of Learning and Development, 3.A.3, Observing, Documenting and Assessing, 4.A.1 and 4.A.3, Building Family and Community Relationships, 5.A.1., and 5.A.2

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	COURSE CONTENT	ALIGNMENT WITH STANDARDS
2	<p>Developmentally Appropriate curriculum that fosters all children’s social, emotional, physical, cognitive, creative and language development through play.</p>	<p>OSEP, Intervention and Instruction, Literacy and STEM, Supporting Social and Emotional Development; DEC, Instruction, INS4, Interaction, INT2; EI/ECSE, Using Responsive, Reciprocal Interactions, Interventions and Instruction, Child Development and Early Learning, Interaction, Intervention and Instruction, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard One, Promoting Child Development and Learning, 1a, 1b and 1c, Standard Three, Observing, Documenting and Assessing, 3a, Standard Four, Using Developmentally Effective Approaches 4a, 4b and 4c, Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a, 5b, 5c; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a,1b,1c,and 1d, Standard Three, Child Observation, Documentation and Assessment, 3a,. Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b, and 4c, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c); CKC’s, Promoting Child Development and Early Learning, 1.A.1, Building a Meaningful Planned Program of Learning and Development, 3.A.3</p>
3	<p>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.</p>	<p>OSEP, Intervention and Instruction, Supporting Social and Emotional Development; DEC, Instruction, INS4, Interaction, INT2; Transitions, TR2; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions and Instruction, Child Development and Early Learning, Interaction, Intervention and Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning, 1a, and 1b, Standard Four, Using Developmentally Effective Approaches 4b and 4c; (PS&C for ECE, Standard One, Child Development and Learning in Context,1b, and 1d, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b, and 4c.); CKC’s, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2</p>
4	<p>The components of an appropriate, inclusive learning environment as teaching strategies.</p>	<p>OSEP: Intervention and Instruction, Transitions, Supporting Social and Emotional Development, Technology; DEC, Instruction INS4, Transitions TR2, Interaction INT2 and Environments E4; EI/ECSE Using Responsive, Reciprocal, Interaction, Interventions and Instruction, Interaction, Interventions and Instruction; NAEYC, Standard One, Promoting Child Development and Learning, 1c, Using Developmentally Effective Approaches, 4a and 4c; (PS&C for ECE, Standard One, Child Development and Learning in Context,1c, and 1d, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b, and 4c) ;CKC’s, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2,</p>
5	<p>Anti-bias and inclusive classroom experiences that are based upon educational philosophy, learning and development standards and child assessments.</p>	<p>OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Supporting Social and Emotional Development; DEC, Instruction, INS4, Family, F1 and Interaction, INT2; Environments, E4; EI/ECSE Child Development and Early Learning, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard One, Promoting Child Development and Early Learning 1b and 1c; Standard Two, Building Family and Community Relationships, 2a, Standard Four, Using Developmentally Effective Approaches, 4a and 4b, Standard Six, Becoming a Professional, 6b, 6d and 6e; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1b,1c,and 1d; Standard Two, Family, Teacher Partnerships and Community Connections, 2a, Standard Three, Child Observation, Documentation and Assessment, 3c, Standard Four, 4a, 4b, and 4c and Standard Six, Professionalism as an Early childhood Educator and 6e); CKC’s, Promoting Child Development and Early Learning, 1.B.3; Building Family and Community Relationships, 5.A.1, and Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2</p>

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COURSE CONTENT		ALIGNMENT WITH STANDARDS
6	The interactive learning experiences that support learning.	OSEP, Intervention and Instruction, Literacy and STEM and Supporting Social and Emotional Development; DEC Instruction, INT2, Interaction, INT2; EI/ECSE, Using Responsive, Reciprocal, Interactions, Interventions and Instruction; Interaction, Intervention and Instruction; NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a and 4b; (PS&C for ECE; Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b and 4c); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3
7	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, Collaborating and Teaming; DEC, Instruction, INS4, Interaction, INT2, Teaming and Collaboration, TC2; EI/ECSE, Assessment Processes, Using Responsive, Reciprocal Interactions, Interventions and Instruction, Partnering with Families, Professionalism and Ethical Practices, Child Development and Early Learning, Interaction, Intervention and Instruction, Collaboration and Teaming, Application of Curriculum Frameworks in the Planning of Meaningful Experiences; NAEYC, Standard One, Promoting Child Development and Early Learning, 1a,1b, and 1c, Standard Two, Building Family, Community Relationships, 2a, 2b, and 2c; Standard Three, Observing, Documenting and Assessing, 3a, 3b, 3c and 3d; Standard Four, Using Developmentally Effective Approaches, 4a, 4b, 4c, and 4d, Standard Six 6b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a,1b,1c,and 1d; Standard Two, Family, Teacher Partnerships and Community Connections, 2a, 2b, and 2c. Standard Three, Child Observation, Documentation and Assessment, 3a, 3b, 3c, and 3d. Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b, and 4c, and Standard Six, Professionalism as an Early childhood Educator, 6b) ; CKC's, Promoting Child Development and Early Learning, 1.A.1, 1.B.3, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2, Observing, Documenting and Assessing, 4.A.3, Building Family and Community Relationships, 5.A.1., and 5.A.2
8	The curriculum from the perspective of the child, the teacher and the family.	OSEP, Interaction and Instruction, Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families, DEC, Family, F1 and F6, EI/ECSE, Partnering with Families, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Two, Building Family and Community Relations, 2b and 2c, Standard Five, Using content knowledge to Build Meaningful Curriculum, 5c, Standard Six, Becoming a Professional, 6d; (PS&C for ECE, Standard Two, Family, Teacher Partnerships and Community Connections, 2b, and 2c and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a, 5b, and 5c).

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)

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 curriculum 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., Dreg, 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>

- 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

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | METHODS AND TECHNIQUES IN EARLY CHILDHOOD EDUCATION | ECE 222

DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
Week 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		<i>*Discuss the various roles and responsibilities of the teacher.</i>	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		<i>*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.</i>	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 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		<i>*Observe a teacher and identify the strategies used and its impact on all including children with disabilities, developmental delays, language and/or cultural differences.</i>	SO 3 and SO 7
7	The components of an appropriate, inclusive learning environment as teaching strategies.	CO 4		
8			<i>*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.</i>	SO 3
9	Anti-bias and inclusive classroom experiences that are based upon educational philosophy, learning and development standards and child assessments.	CO 5		

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | METHODS AND TECHNIQUES IN EARLY CHILDHOOD EDUCATION | ECE 222

DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
10			<i>*Evaluate the components of an appropriate learning environment as strategies for inclusion and developmental appropriateness .</i>	
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?_afLoop=56903891449841160&_afWindowMode=0&_afWindowId=null#%40%3F_afWindowId%3Dnull%26_afLoop%3D56903891449841160%26_afWindowMode%3D0%26_adf_ctrl-state%3D3qbrsq26_4		<i>*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.</i>	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			Read <i>*Compare and contrast a variety of differing classroom management techniques.</i>	SO 7
15	The curriculum from the perspective of the child, the teacher and the family.	CO 8		
16			<i>*Compare and contrast several descriptions of curriculum from the perspective of the child, the family, and the teacher.</i>	

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