Chippewa Valley Technical College

10-307-148 ECE: Foundations of Early Childhood Education

Chippewa Valley Technical College	**River Falls High School**
ECE: Foundations of Early Childhood Education Course Competencies	**Assistant ChildCare Teacher Course Assessments/artifacts that are used to demonstrate proficiency of CVTC course competencies**
Integrate strategies that support diversity and anti-bias perspectives.	- View different pictures of children and write down first thoughts. - Complete thoughts about children Assignment. Think/Pair/share thoughts. - Powerpoint on anti-bias Education - Read guidelines of anti-bias education for young children and ourselves. - Reflection: Think of a time in your life when bias influenced how you were treated or how you treated someone else. What happened because of it? How would you do things differently? - Identify various contexts in which bias is associated 5 why's strategy: - why is it important for early childhood educators to understand prejudice and bias? - Students will write Anti-bias Curriculum using: "Tools for Empowering Young Children" or a similar Anti-bias resource and apply this curriculum while volunteering at a local child care facility.

	○ curriculum samples will be put into their final portfolio
Investigate the history of early childhood education	● Power- point/notes/discussion 　○ History of Child Care Industry 　○ Current Perspectives in Child Care 　○ Legislative Acts that affect ECE ● Early childhood program research project/presentation 　○ Types of early childhood programs 　○ What defines quality in this program? 　○ What role does the program serve in society? 　○ When and how did the program begin? 　○ Affecting laws with this program? 　○ Social trends with this program ● Introduction of State laws via website and hard copy 　○ overview of laws and the importance to provide quality childcare for all children. ● Reflection: my thoughts on this early childhood program and it's future. ● Students will incorporate handouts, observations and assessments in their portfolio.
Examine regulatory requirements for early childhood education programs in WI	● Complete website exploring worksheet for the WI childcare website. 　○ WI Administrative Code, DCF Licensing Rules For Group Child Care centers 　○ WI Administrative Code, DCF Licensing Rules for Family Child Care Centers ● Complete chart identifying group, childcare and family child care licensing, certification, ratios, provisional requirements and job descriptions ● Background information Disclosure forms ● Copies of the state laws (licensing standards) for group and family childcares will be included in their final

	portfolio.
Summarize types of early childhood education settings	- Power point: Child Care Services: Types of Programs - Early childhood program research project/presentation - Types of early childhood programs - What defines quality in this program? - What role does the program serve in society? - When and how did the program begin? - Affecting laws with this program? - Social trends with this program - Students will observe and interact with children within the various Developmental Stages:(Infancy, Toddlers, Preschoolers) through field trips to a family child care, group child care, head start program and 4 year old kindergarten program - Reflection on field trips - Complete a childcare comparison chart. - Guest speaker from in-home licensed child care - Developmentally appropriate lesson planning for Infants, Toddlers and Preschoolers.
Identify the components of a quality early childhood education program.	- Quality Child Care Lecture Notes & Video - Field trip to Child Care centers, observations and reflections. - Students will complete an interview with one of the cooperating teachers discussing DAP and accreditation - Students will be assigned to research DAP, Accreditation bodies and standards, YoungStar, or WMELS. - Create a handout for the class explaining the purpose/framework and present the information to the class. - Centers experience

	○ students will plan and implement lessons for each center within the early childhood classroom, while identifying the developmental domains that are enhanced through each center activity.
	● Students will identify and plan DAP for a specific group of kids they are working with on a regular basis (their placement) to meet the needs of the diverse student population for each learning center in the room and create a lesson plan for a day.
	    ○ Students will have this lesson plan evaluated by their cooperating teacher/supervisor, make necessary changes, present it to our classroom of peers for evaluation, implement the lesson with the actual children and then reflect.
	● Students will reflect on teacher/child interactions based on observations, while identifying the importance of teacher education and quality learning environment.
	● Power point on framework of early childhood educators
	    ○ Asst. Teacher
	    ○ Childcare Teacher
	    ○ Directors
	● Students will write, create and perform a puppet show for ECE program applying the core standards and demonstrating their understanding of DAP.
	● Students will incorporate final lesson plans, observations and pictures in their final portfolio.

Summarize Responsibilities of early childhood education professionals.	● Power point: Child Care Staffing: Licensing, Ratios, and Job Responsibilities ● Interview completed with cooperating teacher, identifying teacher, director and assistant teacher roles. ○ class discussion on interviews ● Career with children research project (presentation)

	- Overview of NAEYC code of ethics
	   - Personal code of ethics assignment
	- Create personal resume to add to final portfolio
	   - highlighting personal skills and attributes that make them great candidates to work with children
	- Powerpoint on Caring for Children
	   - Shaken Baby
	   - SIDS

Explore early childhood curriculum models	- Powerpoint and worksheet on differentiated instruction and learning styles
	- Learning styles self-assessment
	- Powerpoint and notes on diverse curriculum models and DAP within each style.
	- Students will assess various lesson plans and identify which model it best fits, as well as explain why.
	- Students will choose one style, and plan a unit for an early childhood program of their choice.
	   - Including the following
	      - rationale, DAP, activities for different learning centers, classroom type, teacher expectations.
	- Students will include final unit plans and artifacts in their final portfolio.