
Prepared by the Department of Social Science, Behavioral Science, and Human Services

Date Approved by Department: August 22, 2016

Date Approved by Curriculum and Programs: October 19, 2016

Effective: Fall 2017

1. Course Number: ECE 221

Course Title: Classroom Management: Skills and Strategies for Early Childhood Teachers

2. Description: This course explores classroom management strategies for inclusive toddler, preschool, and after-school settings; including creating a pro-social environment, resilience and risk factors, and using a positive, respectful approach to guiding children based on knowledge of child development. (6 hours observation/field work)

3. Student Learning Outcomes: Upon successful completion of this course, students are able to do the following:

1 Standard: Promoting Child Development & Learning

- 1a. Knowing and understanding young's children's characteristics and needs.
- 1b. Knowing and understanding the multiple influences on development and learning.
- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

2 Standard: Building Family & Community Relationships

- 2a. Knowing about and understanding diverse family and community characteristics
- 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.
- 2c. Involving families and communities in young children's development and learning.

3 Standard: Observing, Documenting, and Assessing to Support Young Children and Families

- 3a. Understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.
- 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

4 Standard: Using Developmentally Effective Approaches

- 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
- 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
- 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
- 4d. Reflecting on own practice to promote positive outcomes for each child.

5 Standard: Using Content Knowledge to Build Meaningful Curriculum

- 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

6 Standard: Becoming a Professional

- 6a. Identifying and involving oneself with the early childhood field.
- 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
- 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.
- 6e. Engaging in informed advocacy for young children and the early childhood profession.

7 Supportive Skills

- SS1. Self- assessment and self- advocacy.
- SS2. Mastering and applying foundational concepts from general education.
- SS3. Written and verbal skills.
- SS4. Making connections between prior knowledge/experience and new learning.
- SS5. Identifying and using professional resources.

4. Credits: 3 credits

5. Satisfies General Education Requirement: No

6. Prerequisite: PSY201 (Child Psychology) or ECE110 (Child Growth & Development)

7. Semesters Offered: Fall, Spring

8. Suggested General Guidelines for Evaluation: Students are evaluated on attendance and participation, weekly classroom observations, reflection papers, case studies and book reviews.

9. General Topical Outline: Pro-social Development, NAEYC Professional Ethics, Positive Behavior Management Strategies, risk factors for children & families, factors influencing children's behaviors.