

Wilmington University

College of Education and Liberal Arts

ECE 209

Bachelor of Science in Early Care in Education

Course Number: ECE 209

Course Title: Differentiated Methods of Teaching Kindergarteners- Grade 2

Faculty Contact Information:

Course Description: This course provides teacher candidates with a look at using standards, curriculum tools, developmentally appropriate teaching strategies, and assessment data to plan for and support optimal student learning. Environmental factors that influence learning will also be explored. Students will consider best practices, as well as, develop an instructional toolbox to prepare them to teach children in kindergarten and the primary grades. Strategies specific to each of the content areas, as well as ways to integrate learning experiences across content areas and various approaches to meeting diverse needs of will be addressed.

Use of Video: The use of technology is an integral part of the teaching / learning process and a necessary skill for success in teaching. As such, teacher candidates will engage in multiple forms of assessment including but not limited to creating and uploading digital recordings of various forms for evaluation and guidance. Candidate work is uploaded into secure sites and is not available to the public.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	70

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Delaware Teacher Standards: [Interstate Teacher Assessment and Support Consortium \(InTASC\)](#)

Specialized Professional Association Standards: [NAEYC Professional Standards and Competencies](#)

Technology Standards: [International Society for Technology in Education \(ISTE\)](#)

SYLLABUS IS SOLE PROPERTY OF WILMINGTON UNIVERSITY

Wilmington University Graduation Competencies: [Undergraduate Educational Competencies](#)

Dispositions: [Model Code of Ethics for Educators](#)

Delaware Teacher Growth and Support System: [DTGSS](#)

Global awareness is knowledge of the interrelatedness of local, global, and international cultures. It is the understanding that our world is an interconnected system. Cultivating global awareness involves the ability to understand, respect, and get curious about challenges, trends, and systems present on a global level. College of Education and Liberal Arts Educator Preparation Programs foster global awareness by preparing and empowering teacher candidates to integrate that knowledge in their PreK - 12 classrooms. Future educators will learn how to introduce young learners to basic global issues like environmental conservation and kindness to others. This approach helps children develop a sense of empathy and responsibility for the world around them.

Culturally responsive practices acknowledge and honor the experiences and perspectives of children and their families as a tool to support them more effectively. This practice emphasizes incorporation of different perspectives that create an inclusive, relevant, and supportive environment for learners from various backgrounds. The College of Education and Liberal Arts Educator Preparation Programs incorporate culturally relevant instruction that integrate a wide variety of instructional strategies connected to different approaches to learning. Candidates will learn strategies to embrace cultural differences and celebrate the uniqueness of each child's background, promoting a sense of belonging and acceptance.

Teaching Methods: A variety of teaching methods including inquiry based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a

Academic Policies

Procedure/Guidelines for Receiving Special Accommodations

College of Education and Liberal Arts Attendance Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the first day of class and do not attend the class will receive a grade of NA (never attended).

Course Materials:

Faulk & Evanshen. (2013). Linking the Primary Classroom Environment to Learning

Course Reading List:

Jacobs, G & Crowley, K. 2014. Supporting students meeting standards: Best practices for engaged learning in first, second, and third grades. Washington, DC.

Alber, R. (2014, January 24). 6 Scaffolding Strategies to use with your students.

Retrieved from <http://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>

Biggam, S. C., & Hyson, M. C. (2014). The common core state standards and developmentally appropriate practices: Creating a relationship. *Journal of Curriculum Studies*, 46(1), 95-112.

Bronson, M. B. (2003). Choosing PLAY Materials for Primary School Children (Ages 6-8). *Journal of Curriculum Studies*, 35(1), 24-25.

Burton, M. (2010). Five strategies for creating meaningful mathematics experiences in the primary years. *Journal of Curriculum Studies*, 42(1), 92.

Cerniglia, E. G. (2012). Implementing Research-Based Curricula in Pre-K through 3rd Grade Classrooms: Take a Lesson from the Way We Teach Young Children. *Journal of Curriculum Studies*, 44(1), 72.

Clements, D. H., & Sarama, J. (2014).

McGraw-Hill Education (2015, March 6). [Video File]. Retrieved from <https://www.youtube.com/watch?v=OSL6x4iBpCk>

Moore, C. (2014, December 5). [Video File]. Retrieved from <https://www.youtube.com/watch?v=zj1ayq1ubuc>

St-Elier, C. (2015, October 7). [Video File] Retrieved from https://www.youtube.com/watch?v=DEiMO4_qhkg

Teachers College. (2011). Projects and Young Children. Retrieved from <https://www.naeyc.org/files/naeyc/file/Publications/Young%20Investigators%20chapter%201.pdf>

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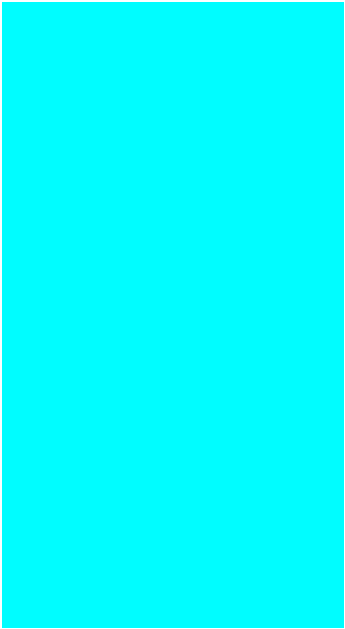
White, C. (2014, April 25). [Video File]. Retrieved from <https://www.youtube.com/watch?v=lja3tOmEUrM>

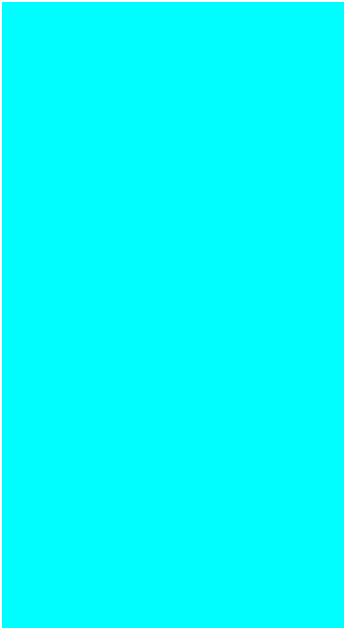
Structured External Assignment

Students will select a grade level aT]t5m9itP it-4(Tm3MCID 22-BDC 70.5 534.64 507.06 12.9 ref*EMC /P 4MCID 233



InTASC Standard 1d
NAEYC 2018 Standard 2





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