



Course Description

EEC3301 | General Teaching Methods for Early Childhood Education | 3.00 credits

This course will introduce instructional models to design lesson plans and instruction based on state standards. The student will incorporate educational theories and educational neuroscience to develop strategies for early childhood inclusive classrooms serving diverse populations. (Ten hours of clinical experience required in an approved kindergarten-third grade setting.). Pre-requisites: Pre/ Co-requisites: EDF3115 and EEC1000.

Course Competencies

Competency 1: The student will connect developmental/learning theories and factors of motivation to the planning of instructional activities for children birth to third grade by:

1. Identifying models, theories and research that form the basis of curriculum development and instructional practice
2. Comparing and contrasting various theories in the areas of cognitive development, behaviorism, constructivism, psychosocial development, educational neuroscience, maturational theory, etc.
3. Applying the various learning theories to instructional
4. planning in order to meet the developmental needs of diverse learners

Competency 2: The student will demonstrate knowledge of research-based practices to ensure developmentally appropriate instruction to maximize outcomes for children birth to third grade by:

1. Distinguishing between instructional long-term goals and short-term objectives appropriate to a child's needs
2. Identifying activities that support the knowledge, skills, and attitudes to be learned in specific content/subject areas for all children including ELL and children with special needs
3. Distinguishing the difference between modifications and adaptations when planning for diverse learners
4. Planning and conducting lessons with identified performance and learning outcomes including ELL and children with special needs
5. Utilizing standards from National Association for the Education of Young Children (NAEYC), Florida Early Learning and Developmental Standards for Birth to Kindergarten, and Florida State Standards
6. Explaining the educational neuroscience basis for each section of a lesson plan

Competency 3: The student will apply the foundations of teaching and learning to contemporary educational Birth to Grade 3 environments by:

1. Identifying ways that students' learning styles profiles, cultural and linguistic diversity and special needs provide for a range of learning experiences
2. Selecting the appropriate modifications and/or adaptations when planning for diverse learners
3. Integrating social-emotional, cognitive, language, physical and self-help skills with appropriate experiences and academic curricula
4. Planning and evaluating instructional outcomes, taking into account factors leading to inequitable educational experiences
5. Using standards from National Association for the Education of Young Children (NAEYC), Florida Early Learning and Developmental Standards for Birth to Kindergarten, and Florida State Standards to plan developmentally appropriate instruction
6. Identifying assessments that can be used when planning differentiated instruction
7. Applying Bloom's Taxonomy when creating lesson plans to include various levels of questioning and encourage higher order thinking
8. Identifying the importance of good timing and pacing in teaching a lesson
9. Utilizing a lesson plan format that includes appropriate standards, instructional objectives and learning outcomes
10. Selecting appropriate formative assessments to monitor learning and aligning to objectives and instruction

Competency 4: The student will demonstrate the importance of quality reading experiences by:

1. Composing a philosophy of teaching and learning
2. Applying theories and principles of human development and learning to instructional profile
3. Participating in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues
4. Applying the Code of Ethics and Principles of Professional Conduct to professional and personal situations
5. Identifying statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual

Competency 5: The student will apply effective teaching and communication strategies by:

1. Using effective techniques for communicating high expectations to all students
2. Identifying effective classroom management, self-regulation, and flexible grouping strategies for specific instructional activities
3. Applying relevant techniques for modeling appropriate oral and written communication skills
4. Implementing educational neuroscience practices that encourage innovation and foster a positive climate in the classroom
5. Choosing effective communication techniques to convey high expectations for student learning
6. Implementing a lesson in the Clinical Teaching Lab and as a whole-class "mini-teach"

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information