



Course Number and Title: ECE 127 Childhood Classroom Management

Campus Location:

Georgetown, Dover, Wilmington

Effective Date:

2018-51

Prerequisite:

PSY 125, ECE 120, SSC 100 or concurrent

Co-Requisites:

none

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course focuses on the development of a positive classroom environment and explores the various approaches to classroom management. Topics such as establishing classroom procedures and appropriate guidance techniques are covered.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Hybrid Course

Disclaimer:

This course requires 10 hours of observation at a school designated by the department. Students must provide their own transportation to and from placement sites.

Core Course Performance Objectives (CCPOs):

1. Summarize the behavioral theories that influence classroom management. (CCC 1; PGC BTS 5; ECD 5)
2. Describe the role of the teacher in establishing a positive classroom culture. (CCC 1; PGC BTS 2; ECD 2)
3. Explain a variety of positive guidance techniques to nurture self-regulation. (CCC 2; PGC BTS 5; ECD 5)
4. Summarize effective strategies to promote positive outcomes for all learners. (CCC 3, 4; PGC BTS 2, 5; ECD 2, 5)
5. Create a philosophy and classroom plan that integrates theory and practice. (CCC 1, 2, 5; PGC BTS 1, 2, 5; ECD 1, 2, 5)
6. Explore classroom management techniques that promote the development of cognitive, social, emotional, physical, and creative skills. (CCC 1, 2; PGC BTS 1, 2, 5; ECD 1, 2, 5)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Summarize the behavioral theories that influence classroom management.
 1. Explain the behavioral theories that influence classroom management.
 2. Compare and contrast the behavioral theories.
2. Explain the role of the teacher in establishing a positive classroom culture.
 1. Identify actions of the teacher that may influence behavior.
 2. Explain the importance of establishing high expectations in the classroom.
 3. Summarize the role of the teacher when managing the early childhood classroom.
 4. Explain why classroom procedures are essential to the planning and organization of a classroom.
3. Explain a variety of positive guidance techniques to nurture self-regulation.
 1. Assess a variety of positive guidance techniques to help children manage their behavior.
 2. Describe the value and the use of I-messages, non-verbal clues, and natural and logical consequences.
 3. Demonstrate the process of conflict resolution.
 4. Explain the implementation of positive guidance techniques such as positive behavior support (PBS) and Responsive Classroom® approach.
4. Summarize effective strategies to promote positive outcomes for all learners.
 1. Identify how to adapt the classroom environment to include diverse learners.
 2. Explain how culture influences classroom management practices.
 3. Describe how to support families through reciprocal relationships.
5. Create a philosophy and classroom plan that integrates theory and practice.
 1. Identify beliefs and ideas regarding developmentally appropriate classroom management practices by using supporting classroom management and behavioral theory.
 2. Develop a physical classroom design that reflects a philosophy of classroom management.
 3. Present a classroom design that reflects a philosophy of classroom management.
 4. Reflect on strengths and discuss improvements for a classroom management design and philosophy based on peer feedback.
6. Explore classroom management techniques that promote the development of cognitive, social, emotional, physical, and creative skills.
 1. Identify the individual and group characteristics and needs of a developmentally appropriate classroom environment.
 2. Evaluate the importance of planned learning activities to reinforce developmentally appropriate behavioral goals.
 3. Use developmental knowledge of cognitive, social, emotional, physical, and creative skills to create respectful and supportive environments.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Exams - Summative	20%
Summative Assessments	
-Pro-Social Group Activity (15%)	45%
-Classroom Design Plan (20%)	
-Teaching Strategies Presentation (10%)	
Summative Observation Assignment	10%
Formative Assessments	25%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

ECEAATBTS

1. Implement developmentally appropriate practices based on theories, norms and milestones associated with development in early childhood.
2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curriculum for quality infant/toddler, preschool and kindergarten through second grade programs in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to second grade children in a classroom setting.
6. Access and implement educational technology.

ECEAASECD

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3. Plan developmentally appropriate curricula for quality infant/toddler and preschool children in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to pre-school aged children in a classroom setting.
6. Access and implement educational technology.
7. Develop an effective business plan for the operation of an Early Childhood Program.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.