Early Childhood, Elementary and Middle Level Education Department ELE 3250: Facilitating Learning in Early Childhood Programs

Instructor: Dana Stodden

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Office Hours: Monday-Thursday 1:00- 2:00 p.m. or by appointment

Phone: Office: 581-7900

Class Meetings: Tuesday and Thursday 8:00- 9:40 a.m. Buzzard Hall Room 2430

Unit Theme: Educator as creator of effective educational environments: integrating diverse students, subjects, strategies, societies, and technologies.

Course Description: Nature of learning in the preschool and primary levels. Specialized instruction, learning centers, individualization, educational play, and utilization of media in the curriculum. Field based activities will be provided in conjunction with ELE 4000.

Prerequisites & Concurrent Enrollment: ELE 2321, or permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met, including an expectation of second semester Junior standing.

Course Purpose: The purpose of this course is to provide proven teaching methods coupled with effective instructional theory, best practice to pre-service teachers. This course is designed specifically to meet Illinois State Board of Education requirements for Early Childhood Certification. This course will orient students to theories, research, and practical ideas that will form the foundation of early childhood education and will also serve as a foundation for higher level methods courses.

Course Textbooks:

Essa, E. L. (2007). *Introduction to early childhood education* (5th ed.). Albany, NY: Thompson Delmar.

Supplemental Materials:

Live Text Account Professional Portfolio Packet ITC Proficiency Packet

Teaching Model:

The Social Family Models: Building the Learning Community

When we work together, we generate a collective energy that we call synergy. The social models of teaching
are constructed to take advantage of this phenomenon by building learning communities. Essentially,
"classroom management" is a matter of developing cooperative relationships in the classroom. The
development of positive school cultures is a process of developing integrative and productive ways of
interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Mandatory Requirements: If the portfolio, PDR, ITC proficiency or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards

Course requirements and demonstrated competencies are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS) http://www.isbe.il.us/profprep/PDFs/ipts.pdf
- Association for Childhood Education International (ACEI) http://www.acei.org/Synopsis.htm
- National Association for the Education of Young Children (NAEYC) http://www.naeyc.org/accreditation/next_era.asp
- Illinois Core Language Arts Standards (ICLAS)
 - http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Illinois Core Technology Standards (ICTS)
 http://www.isbe.net/profprep/CASCDvr?pdfs/24100_coretechnology.pdf

Outcomes specific to ELE 3250:

- 1. Students will design instruction to promote a healthy self-concept in young children.
- 2. Students will demonstrate alternative methods of achieving similar learning outcomes.
- 3. Students will manage the classroom to optimize academically engaged time.
- 4. Students will provide for the uniqueness of individuals, recognizing the characteristics of culturally pluralistic and "at risk" populations, and foster appreciation for those differences.
- 5. Students will perform successfully within the social and political contexts of schools and community.
- 6. Students will model appropriate professional behavior, including ethical, legal, social, and moral.
- 7. Students will design instruction that is appropriate for the content areas in early childhood classrooms.
- 8. Students will demonstrate an understanding of higher level thinking order and will help young children develop these skills.
- 9. Students will demonstrate an understanding of organizing and preparing the physical arrangement of an early childhood classroom.

Course Requirements	Demonstrated Competencies	Aligned Standards
Planning/Department Lesson Plan	Performance includes written utilization of the department lesson plan and its various formats for each lesson taught, careful formulation of objectives, research, enrichment, manipulatives, assessment of children's prior knowledge, implementation of cooperative learning, appropriate assessments, and progress monitoring. Focus is on differentiated curriculum, integrated instruction, and children's academic, behavioral, and cultural diversity.	IPTS 1, 2, 3, 4, 6 NAEYC 2.3 ICTS 3A, 3F Dispositions: PTSL, IWS, EC
Learning Center	Performance includes the design of a learning center for independent student learning in the primary classroom.	IPTS: 1,2,3,4,5,6,7 ICTS: 1,2,3,6,7 ICLS: 2, NAEYC: 1,3,4b,4c,5 Dispositions: PTSL, SDE, EC, IWS
Journal Article	The student will review an article from a professional journal and compose a written review that reflects his/her ability to relate the information to early childhood instruction.	IPTS - 1, 2, 3, 4, 6, 7, 10 ICTS - 2, 6, 8 ICLAS - 1, 2, 3 3.3, 3.5, 5.2 NAEYC - 1, 2, 3, 4 Dispositions: EC, PEP, SDE
Tests and Examinations	Tests and examinations are one of the forms of assessment of students' content knowledge about facilitating learning in early childhood programs.	IPTS:1, 8 ICTS:1, 7 ICLS: 2 NAEYC: 1,3, 4b, 4c, 4d Dispositions: EC
Participation	Performance includes presence and contribution during class meetings, support of peer classmates, children, and classroom teachers during the practicum. Focus is on responsible, enthusiastic, and effective communication and cooperation with university supervisor, classroom teacher, children, and peers. Daily attendance over the course of the three-week practicum experience is required.	IPTS 10, 11 NAEYC 1 Dispositions: IS, EC, PEP. SDE

Core Assignments	Brief Description	Points/ Due Date	Approximate Weight	
Planning/Department Lesson Plan	The lesson plan will be designed according to the format established by the EC/ELE/MLE department. Elements of the lesson plan are meant to be adapted for the following strategies: Direct Instruction, Concept Teaching, Cooperative Learning, Problem-Based Instruction, Classroom Discussion, Inquiry	On-Going Dates will be announced in class. 100	20%	
Learning Center	Based on classroom discussion and readings, the students design a learning center for independent student learning in the classroom. The learning center includes a trifold board, two books related to the topic of the learning center, and a total of five developmentally appropriate activities in one of each of the following areas: reading, math, science, social studies, and creative arts. These activities must be aligned to Illinois Learning Standards, be self-correcting, and have directions that are at the child's reading level. Students will present a 10 minute overview of their learning center.	Due December 4 75 pts.	15%	
Journal Article	The article must have been published in a professional reading journal (e.g., Early Childhood Teacher Education). The topic should relate to early childhood instruction. The typed review is to include the author(s) key points, their application to the course content, and the student's critical evaluation of the information.	50 pts Due September 27	10%	
Exams/Quizzes/ Assignments	These exams/quizzes consist of multiple measures, including short answer and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.	250 pts	50%	
Participation	Performance includes presence, participation, and preparation for group and whole class discussions.	25 pts. Ongoing throughout semester	5%	
	DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR			

Optional Assignments for Instructor's Consideration:

- Idea File
- Current Event Presentation/Discussion Topics
- Alternative Lesson Plan with Textbook
- Learning Center/Bulletin Board Visual
- Midterm Exam
- Classroom Map

Grading Scales: A = 92%-100%, B = 82%-91%, C = 72%-81%, D = 62%-71%, F = Below 62% All information in this syllabus should be considered subject to change based upon professional discretion. Dates may be changed to meet class needs.

Attendance: Regular attendance and class participation are expected and count as part of your grade. Participation points will be deducted for each tardy or absence.

Assignments: Students are responsible for all material covered in class, all assignments on the syllabus, and assignments made in class. Due dates will be set for all work; assignments are to be submitted on the date they are due at the beginning of class. Three points shall be deducted for each calendar day that the material is late including live text submissions. A **10%** deduction will be assessed on all tests not taken on the assigned day. No work will be accepted after Thursday December 6, 2012.

Professional Behavior:

If an illness prevents you from attending class, please notify me, through email, before the beginning of class about your absence. Upon your return to class you will be expected to provide proper documentation. Also, ask a classmate to turn in any assignments which may be due, take notes for you, and pick up any handouts.

Students enrolled in ELE 4000 level courses are in the final stage of their professional preparation; hence, mastery of the English language including grammar, mechanics, spelling, etc. is expected. One point will be deducted for each infraction in all written work submitted for a grade.

COURSE OUTLINE

Date	Lecture /Assignment/
Aug 21	Introduction of Syllabus and Overview of Course
	 Instruction about assignments - Curricular Expectations
	Intro to the field of Early Childhood Education (Chapter 1)
	Developmentally Appropriate Practice
	Defining Quality in Early Childhood Programs
	Historic Perspective and the Future of Early Childhood Education
Aug 23	Children Chapter 2
	Infants & Toddlers, Preschool, Grades K-3 Similarities
	• Self Esteem
	The Brain and Children's Development
	• Video – The Power of Play
	Stages of Play
	Children's Uniqueness
	Inclusion
Aug 28	Families (Chapter 3)
	The Changing American Family
	The Needs of Families
	Communicating with Families
	Family Involvement /Family Education
Aug 30	Current Event
	Technology Assignment Due Test even lecture and Chapter 1, 3
Sept 4	Test over lecture and Chapter 1-3
~	Current Event
	The Direct Model Instruction Plan
	Introduction of EIU Lesson Plan Format
	Accountability, Standards and Assessment
	Accountability
	Learning Standards

Sept 6	
	Current Event
	Assessment
	 Observation
	 Teacher Designed Instruments
	 Standardized Tests
	 Recent Developments in Standards, Accountability, and Assessment (NCLB)
	 Concerns about Evaluation Instruments
	Selecting and Using Evaluation Methods
Sept 11	
_	Current Event
	The Teacher/Caregiver
	Qualities of the Good Early Childhood Teacher
	Staffing in Early Childhood Programs
	Training and Regulation in Early Childhood Education
	• Professionalism
	Current Issues and Dilemmas
	Illinois Code
	School Law
	School Law
Sept 13	Current Event
Sept 13	The Physical Environment
	Effects of the Physical Environment
	Arranging the Environment (Indoor/Outdoor)
	Adapting the Environment Output Description:
	Developmentally Appropriate Equipment/ Materials
	• Family Role in the Environment
	Classroom Map Infant, Toddler, Preschool, Kindergarten, Grades 1-3
	Furnishings, Materials, Models, Learning Centers & Interest Areas
g 10	Evaluating the Environment
Sept 18	Current Event
G + 20	Learning Centers
Sept 20	Current Event
S+ 25	<u>Test over lectures and Chapters 4, 6, 7</u>
Sept 25	Comment Errort
	Current Event Scheduling and Curriculum Planning
	Components of the Early Childhood Schedule On the Components of the Early Childhood Schedule On the Components of the Early Childhood Schedule
	Guidelines for Program Scheduling The God Label Company The God Company Th
	Types of Schedules
	• Flexibility
	Curriculum
	Developing Plans for Theme-Based Curriculum
	Emergent Curriculum
Sept 27	Current Event
	Journal Article Due with Lesson Plan
	Creative Development through the Curriculum
	Creativity
	Multiple Intelligences/Gardner
	2. Environment and Attitudes
	• Art
	Music
	Supporting Creativity and Factors that Decrease Creativity
Oct. 2	Current Event
	Physical Development through the Curriculum
	Developmental Framework for Motor Development
	Components of Motor Development
	Gross and Fine Motor Activities
	The Benefits of Outdoor Play/ Outdoor Activities
	The Stages and Benefits of Block Play
I	The Sampes and Denoting of Block I inj

	Fine Motor Activities- Manipulatives
	Sensory Activities
	Health and Safety
Oct. 4	Current Event
	Cognitive Development through the Curriculum
	Theoretical Foundations Cognitive Development
	Piaget
	Behaviorism
	Bloom's Taxonomy
	Information Processing
	Cognitive Tasks
	Classification
	o Seriation
	Number Concepts
	o Temporal Concepts
	Spatial Concepts
	Acquiring information
	Math Concepts
	Science Concepts
	1. Biological
	2. Physical
0-4-0	
Oct. 9	Current Event
	Language Development through the Curriculum
0 : 11	Components of language
Oct. 11	
	Current Event
	Social Development through the Curriculum
	Theoretical Views of the Socialization Process
	Development of Social Competence
	Development of Prosocial Behaviors
	Sociodramatic Play
	Cooperative Games
Oct. 16	Current Event
	Test over Lectures and Chapters 8-13
Oct 18	Guiding Social Behaviors and Helping Children Cope with Stress
	What Behaviors Do We Expect of Young Children?
	Philosophies of Guidance
	Important Definitions
	Techniques of Guidance
	Differentiating Between Normal and Problem Behavior
	Factors that Affect Children's Behavior
	Dealing with Specific Behavior Problems
	Working with Families to Solve Behavior Problems
Oct. 23	Practicum
Oct 25	Practicum
Oct 30	Practicum
Nov 1	Practicum
Nov 6	Practicum
Nov 8	Practicum Drawtings
Nov 13	Practicum Describeration
Nov 15	Practicum
Nov 20	Thanksgiving Break
Nov 22	Thanksgiving Break
Nov 27	Guiding Routines and Group Activities
	Arrival and Departure
	Meals and Eating Behavior
1	Diapering and Toileting

	Sleep and Rest
	Family Concerns about Routines
	Factors that Affect Group Behavior
	Group Guidance and Daily Schedule
	• Transitions
	The Planned and Unplanned Unusual Situation
Nov 29	Show and Tell- Share your Favorite Lesson from Field Experience
Dec 4	Learning Center Project due with Presentation
Dec 6	Learning Center Project Due with Presentation
Dec 10 at 8:00-10:00	Final Exam

Additional Assignment Information

<u>Five Lesson Plans</u> in Direct Instruction (EIU) format will be written on the following areas; 1) Creative Arts, Drama & Music, 2) Social Studies, 3) Math & Science, 4) Nutrition, Health and Safety, 5) Language Arts, Reading and Literacy. Your lesson plans will include adaptations for a specific child with special needs, adaptations for children who are English Language Learners (ELL), and other special situations. More information on this will be given in class.

Learning Center. Each student will develop a theme based learning center with three activities in the following areas: reading, math, and creative arts. You must integrate at least two children's books into the activities of the learning centers. A one to two page paper will be turned in to the instructor when the student presents his/her learning center to the class. The instructor will share more information about the organization of the learning center.

<u>Article Review</u> Read one article **about instruction** in an early childhood classroom from a professional scholarly journal. Write a summary about the article's content and provide a reaction or reflection to the content. Your reaction or reflection is the **most important** section. Then, write a lesson plan using the information gained from your reading to implement a lesson that reflects research based best practice in the classroom.

I will examine carefully the content of summary, content of critique, correctness/neatness of the abstract. Proofread your papers carefully. Also, make a copy of your abstract to keep until the original is returned. Some ideas for the article reviews might be: planning, grouping, discipline, play, development of children, and teaching strategies.

<u>Current Event</u>: 2 per class beginning August 30,2012 and continuing until all students have presented. (10 points.) You will select a current event item (no older than 3 months) that is relevant to education and ELE 3250. You will report on this news item orally to the class. Also, please write a small summary of the news item on a 3x5 notecard to be turned into the instructor.

<u>Instructions for Technology Assignment</u>: Due August 30, 2012 (30 points.)

In addition to professional readings described above, you are to use the Internet to find and print out the following:

- 1. information about the National Association for the Education of Young Children (NAEYC)
- 2. a scholarly article about early childhood instruction
- NAEYC's Code of Ethical Conduct and Statement of Commitment (print and sign the Statement of Commitment)
- 4. information about the position statements and standards including one page from the following position statements or standard....
 - a. Developmentally Appropriate Practice
 - b. Early Learning Standards
 - c. Media Violence in Children's Lives
 - d. School Readiness
- 5. one idea for promoting parental involvement as suggested by NAEYC's website
- 6. Go to ICTS and acquire the Content Test Study Guide for Early Childhood Education- (this document is 27 pages and you must submit the entire document for credit)

After you have finished this task, write a two to three-page typewritten summary of what you learned from this assignment and attach it to all the artifacts secured in a three prong folder for submission. Loose papers will not be accepted for a grade.

Academic Integrity

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

To encourage original and authentic written work, written assignments created in this course (lesson plans, research paper, assessment, and family letter) must be submitted for review to Turnitin.com and will become a searchable document with the Turnitin protected and restricted use database. Details on how to send your documents into Turnitin will be discussed in class.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

ELE 3250 References

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- Bredekamp & Copple. (1997). Developmentally Appropriate Practices in Early Childhood Programs Revised Edition.

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- Charles, C. M. (2000). The synergetic classroom: Joyful teaching and gentle discipline. New York: Longman.
- Coloroso, B. (1994). Kids are worth it! Giving your child the gift of inner discipline. New York: William Morrow.
- Cummings, C. (2000). Winning strategies for classroom management. Alexandria, VA: Association for Supervision and Curriculum Development.
- Couchenour, D. & Dimino, B. (1999). Teacher power: Who has it, how to get it, and what to do with it. *Childhood Education*, 75, 194-198.
- Eggen, P. D. & Kauchak, D. P. (1996). Strategies for teachers: Teaching content and thinking skills. Boston, MA: Allyn and Bacon.
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- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). Classroom management that works: Research-based strategies for every teacher. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Petch-Hogan, B., & Haggard, D. (1999). The inclusion debate continues. Kappa Delta Pi Record, 35, 128-131.
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- Tinajero, J. V., & Nagel, G. (1995). "I never knew I was needed until you called!": Promoting parent involvement in schools. *The Reading Teacher*, 48, 614-617.
- Tomlinson, C. A. (2003). Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wong, H. K., & Wong, R. T. (1998). *The first days of school.* Mountain View, CA: Harry K. Wong Publications, Inc.
- Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.
