

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

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Office Hours: Monday & Wednesday 8:30-10:00 a.m. and 3:30-4:30 p.m. or by appointment
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Class Meetings: Monday and Wednesday 10:00- 11:40 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 learning centers 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 three developmentally appropriate activities in one of each of the following areas: reading, math, and creative arts. These activities must be aligned to the New Common Core Standards and Illinois Learning Standards. All centers must be self-correcting, and have directions that are at the child's reading level. A one to two page paper will be turned in to the instructor when the student presents his/her learning center to the class. Students will present a 10 minute overview of their learning centers.	Due March 6 75 pts.	15%
Journal Article	The article must have been published in a professional reading journal (e.g., <i>Early Childhood Teacher Education</i>). 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 February 20	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 the last day of class.

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/
January 7	<u>Introduction of Syllabus and Overview of Course</u> <ul style="list-style-type: none"> • Instruction about assignments - Curricular Expectations <u>ECE Chapter 1</u> <ul style="list-style-type: none"> • Defining Quality in Early Childhood Programs • Historic Perspective and the Future of Early Childhood Education <u>The Teacher/Caregiver Chapter 4</u> <ul style="list-style-type: none"> • Qualities of the Good Early Childhood Teacher • Staffing in Early Childhood Programs • Training and Regulation in Early Childhood Education • Professionalism • Current Issues and Dilemma
January 9	<u>Accountability, Standards and Assessment Chapter 6</u> <ul style="list-style-type: none"> • Accountability • Learning Standards <u>Chapter 2 The Children</u> <ul style="list-style-type: none"> • Infants & Toddlers, Preschool, Grades K-3 Similarities • Self Esteem • The Brain and Children's Development • Stages of Play Children's Uniqueness/Inclusion
January 14	<u>The Direct Model Instruction Plan</u> <ul style="list-style-type: none"> • Introduction of EIU Lesson Plan Format
January 16	<u>Lesson Template Due</u> <u>Objectives</u> <u>Assessment Chapter 6</u> <ul style="list-style-type: none"> ○ Observation ○ Teacher Designed Instruments

	<ul style="list-style-type: none"> ○ Standardized Tests ○ Recent Developments in Standards, Accountability, and Assessment (NCLB) ○ Concerns about Evaluation Instruments ● Selecting and Using Evaluation Methods
January 21	<u>No Class – Martin Luther King Day</u>
January 23	<u>Technology Assignment Due</u> <u>Objective Due (LP 1)</u> <u>Test over lecture and Chapter readings</u>
January 28	<u>Instructional Sequence Due (LP 1)</u> <u>Scheduling and Curriculum Planning Chapter 8 & 14</u> <ul style="list-style-type: none"> ● Components of the Early Childhood Schedule ● Guidelines for Program Scheduling ● Types of Schedules ● Flexibility ● What is Curriculum? ● DAP and Curriculum ● Developing Plans for Theme-Based Curriculum ● Units and Lesson Plans Emergent Curriculum
January 30	<u>LP Evaluation Due (LP 1)</u> <u>Guiding Routines and Group Activities</u> <ul style="list-style-type: none"> ● Arrival and Departure ● Meals and Eating Behavior ● 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
February 4	<u>Current Event</u> <u>The Physical Environment Chapter 7</u> <ul style="list-style-type: none"> ● Effects of the Physical Environment ● Arranging the Environment (Indoor/Outdoor) ● Adapting the Environment ● 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 Evaluating the Environment
February 6	<u>Current Event</u> <u>Lesson Plan 2 Due – Reading with Trade Book</u> <u>Learning Centers- Handout</u> <u>Creative Development through the Curriculum Chapter 9</u> <ul style="list-style-type: none"> ● Creativity <ol style="list-style-type: none"> 1. Multiple Intelligences/Gardner 2. Environment and Attitudes ● Art ● Music Supporting Creativity and Factors that Decrease Creativity
February 11	<u>Current Event</u>

	<p><u>Physical Development through the Curriculum Chapter 10</u></p> <ul style="list-style-type: none"> • 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 • Fine Motor Activities- Manipulatives • Sensory Activities • Health and Safety
February 13	<p><u>Lesson Plan 3 Due - Lesson Using a Basal- Reading</u></p> <p><u>Current Event</u></p> <p><u>Cognitive Development through the Curriculum Chapter 11</u></p> <ul style="list-style-type: none"> • Theoretical Foundations Cognitive Development • Piaget • Behaviorism • Bloom’s Taxonomy • Information Processing • Cognitive Tasks <ul style="list-style-type: none"> ○ Classification ○ Seriation ○ Number Concepts ○ Temporal Concepts ○ Spatial Concepts ○ Acquiring information • Math Concepts • Science Concepts <ol style="list-style-type: none"> 1. Biological 2. Physical <p>Recycling</p>
February 18	<p><u>Current Event</u></p> <p><u>Language Development through the Curriculum Chapter 12</u></p> <ul style="list-style-type: none"> • Theoretical Views <p>Components of language</p>
February 20	<p><u>Journal Article Due with Lesson Plan</u></p> <p><u>Current Event</u></p> <p><u>Social Development through the Curriculum</u></p> <ul style="list-style-type: none"> • Theoretical Views of the Socialization Process • Development of Social Competence • Development of Prosocial Behaviors • Sociodramatic Play <p>Cooperative Games</p>
February 25	<p><u>Current Event</u></p> <p><u>Social Behaviors and Helping Children Cope with Stress Chapter 15 & 16</u></p> <ul style="list-style-type: none"> • What Behaviors Do We Expect of Young Children? • Philosophies of Guidance • Praise • Important Definitions • Techniques of Guidance
February 27	<p><u>Lesson Plan 4 Due Using a Math Basal</u></p> <p><u>Current Event</u></p> <p><u>Differentiating Between Normal and Problem Behavior Chapter 15 & 16</u></p> <ul style="list-style-type: none"> • Factors that Affect Children’s Behavior • Dealing with Specific Behavior Problems <p>Working with Families to Solve Behavior Problems</p>
March 4	<ul style="list-style-type: none"> • Illinois Code • School Law

March 6	<u>Learning Center Due (Lesson and Activities Only- Tri-fold Board on day of Presentation)</u> Midterm Test over lecture and chapter readings
March 11	Spring Break No Classes
March 13	Spring Break No Classes
March 18	Practicum
March 20	Practicum
March 25	Practicum
March 27	Practicum
April 1	Practicum
April 3	Practicum
April 8	Practicum
April 10	Practicum
April 15	Show and Tell- Share your Favorite Lesson from Field Experience
April 17	Learning Center Presentation
April 22	Learning Center Presentation
April 24	Technology
April 30 10:15 a.m.	Final Exam

Additional Assignment Information

Five Lesson Plans 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.

Article Review 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.

Current Event: 1 per class beginning February 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.

Instructions for Technology Assignment: Due: January 23 (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
3. 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](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

ELE 3250 References

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- Canter, L., & Canter, D. M. (2002). *Assertive discipline: Positive behavior management for today's classroom*. Santa Monica, CA: Canter & Associates.
- 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.
- Epstein, J. L. (2001). School, family, and community partnerships. In M. H. Bornstein (ed.), *Handbook of parenting* (2nd ed). Mahwah, NJ: Erlbaum.

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- Nelson, J., Lott, L., & Glenn, H. (2000). *Positive discipline in the classroom*. Rocklin, CA: Prima Publishing.
- Petch-Hogan, B., & Haggard, D. (1999). The inclusion debate continues. *Kappa Delta Pi Record*, 35, 128- 131.
- Reisser, R.A. & Dick, W. (1996). *Instructional planning: A guide for teachers*, (2nd ed.). Boston, MA: Allyn and Bacon.
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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.