

**Early Childhood/Elementary/Middle Level Education Department**  
**ELE 3225, Early Childhood Curriculum, Methods, and Assessment: Birth- Age Five (4 cr. Hrs.)**  
**Spring 2014**

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**Unit Theme:** Educators as Creators of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies and technologies.

**Course Description:** This course is designed to introduce teacher candidates to the field of early childhood education birth through age five. Content includes rationale/historical perspectives of early childhood education and developmental considerations in designing curriculum for teaching young children. Teacher candidates will develop, plan, and implement activities specific to areas of learning, assessment of children's learning, and collaboration with families and the community. A minimum of 45 hours of field experience in early childhood education settings is required.

**Prerequisites:** The prerequisites, for this course are ELE 1050 and ELE 2050 or equivalent, and the passing of the Test of Academic Proficiency (TAP) or an ACT composite score (with writing portion) of 22 or higher. For transfer students, concurrent enrollment in ELE 1050 will be permitted with department chair approval. Teacher candidates are also required to have 2-step TB tests and background check before they can start field experience.

**Co-requisite:** Must be taken concurrently with ELE 4775

**Course Purpose:**

Teacher candidates enrolled in this course will learn the necessary information to prepare them to work with young children from birth to age five. Through the field experience assignment, teacher candidates will apply the theoretical knowledge into practice in the early childhood settings to gain practical experiences working with young children, and collaborated with teachers and parents. This course serve as a foundation for higher level methods course and meets the Illinois State Board of requirements for Early Childhood Certification.

**Course Textbooks:**

1. Dodge, D.T., Rudick, S., & Berke, K. (2011). *The creative curriculum for infant, toddlers and twos* (5<sup>th</sup> ed.). Washington, DC: Teaching Strategies.
2. Dodge, D.T., Colker, L.J., & Heroman, C. (2010). *The creative curriculum for preschoolers* (5<sup>th</sup> ed.). Washington DC: Teaching Strategies.

**Supplemental Materials:**

Course packet: Teaching Strategies Gold.

**Teaching Model:**

The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

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.

**Live Text Assessment Requirement:** For those classes with Live Text or Practicum- If the portfolio 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.

**Attendance Policy:** Attendance is mandatory for this class. If you are absent, please bring proof of absence and I will allow you to do a “make-up work.”

**Electronic Devices Policy:** Using electronic devices is strictly prohibited in this class except for accommodations purposes or with the permission of the instructor.

**Late Assignment Policy:** This class utilizes the D2L. All assignments are due on the date indicated in the D2L.

**Field Experience Policy:** All field experience hours must be completed within the time period allocated. No extension will be allowed unless with the permission of the cooperating teacher.

**Professor’s Note:** The professor reserves the right to adjust syllabus timelines/deadlines as necessary. I will be using FE as a short form of “Field Experience” throughout this document.

#### **Standards:**

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

- IPTS, NAEYC, ACEI, SEL, CEPS Dispositions

#### **Outcomes Specific to ELE 3225:**

Teacher candidates enrolled in this course will:

1. Analyze the historical development of early childhood education in the context of present policies/practices related to the field of early childhood education.
2. Compare and contrast curriculum and teaching practices within various early childhood education settings.
3. Utilize evaluation tools to assess early childhood education programs in the areas of learning environment, children’s development and readiness for learning.
4. Develop and display professional dispositions towards becoming a reflective practitioner within field experience settings.
5. Analyze and reflect on the impact of family and community environments on individual children’s development and the learning process.
6. Apply content knowledge/standards to plan and develop learning activities in the field experience setting.

<b>Course Core Requirements</b>	<b>Demonstrated Competencies</b>	<b>Aligned Standards</b>
Activity Plan	Teacher candidates will develop eight activity plans based on the concept of D.A.P. (Developmentally Appropriate Practice) in the areas of language and literacy, mathematics, science, social studies, arts/craft, technology, music, and movement. The plans will be implemented during field experience assignment	IPTS:1A, 1C, 1H, 1J, 1L, 2C; 2E,2K,2L, 2N,2J, 2P, 3A, 3B,3C,3J, 3N, 3Q,3L, 5C, 5I, 5N, 5S,6P NAEYC: 5a,5b,5c, ACEI: 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 3.3.1,3.2,3.3 SELS:1A, 1B Dispositions: IWS, PEP,EC, PTSL, SDE
Play Material	Teacher candidates will evaluate two play materials (one for infants/toddlers/twos and the other for preschoolers)to determine if the materials are developmentally appropriate for teaching young children’s skills and concepts such as shapes, colors, vocabulary, spatial relationship, and safety. Teacher candidates will write a report based on the evaluation.	IPTS:2I,2D, 2E, NAEYC:1a ACEI: 2.1; 2.3; 2.4; 2.5; 2.6; 2.7 SELS: 1A, 1B,1C Dispositions: PTSL,SDE
Plan for Supporting Behavior	Teacher candidates will develop and write a plan for supporting behavior based on a specific child in the field experience setting.	IPTS:4A, 4G,4H, 4Q,4P NAEYC:1C, ACEI: 1.0; 3.4 SELS:1C, 2A,2C,3B Dispositions: IWS,EC, PTSL,SDE
Daily and Weekly Schedules	Teacher candidates will analyze daily and weekly schedules used in the field experience settings to determine key components of the curriculum. They will write the analysis of daily and weekly schedules.	IPTS:1C, 1L,2D, 3B,3Q, 5H, NAEYC:1c,5c ACEI: 2.1, 2.2; 2.3; 2.4; 2.6; 2.7 SELS:3C,3B Dispositions: PEP, EC, PTSL, SDE
Assessment Report	Teacher candidates will choose one type of assessment (e.g. Teaching Strategies Gold, Q.R.I.S [Quality Rating and Improvement System] or E.C.R.S. –R. [Early Childhood Environment Rating Scale-Revised] to collect data to determine the teaching and learning, quality of the classroom environment, teaching practices and materials found	IPTS: 7A, 7B, 7D, 7E, 7G, 7K, 7M, 7O, 7R. NAEYC:3a,3b,3c,3d. ACEI:4.0 SELS:1A,2C, Dispositions: IWS,

	in an early child care setting. Teacher candidate will write a report based on data collected.	EC, PTSL, SDE
Learning Activity at Home	Teacher candidates will research, compile and develop four resources/ideas for families from diverse backgrounds to monitor or assist their children at home in learning activities that can be coordinated with the classroom instruction. They also need to include “simple manual” on how to use these learning activities.	IPTS:2D, 3E, 8A, 8B, 8T, 9A,9E, NAEYC:2a,2b,2c, 4a,4b,4c, 4d, 6c,6e ACEI:5.2 SELS: 1B Dispositions: IWS, EC, PTSL, SDE
Research Paper	Teacher candidates will write a research paper to analyze educational literature by synthesizing research results to demonstrate understanding of curriculum, teaching practices, and classroom environment found in home-based and center-based early child care settings.	IPTS:2A, 2B,2F, 2G, 5O, 9A, 9G, 2F,3G, NAEYC:1a,1b,1c, 5a ACEI: 1.0 SELS:1A, 1B Dispositions: EC, SDE, PTSL
Midterm and final exams	Teacher candidates will demonstrate and document their content knowledge by appropriately responding to test items that require the application of course information.	IPTS:1A, 1C, 1E, 2A, 2B, 5A, 5B. NAEYC: 1b,2a, 4a, 4d, 5a ACEI: 1.0.2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7,3.3.5.1 SELS: 2A Dispositions: EC, PEP
Field Experience (FE)	Teacher candidates will demonstrate and document their competence/skills of understanding children growth, planning and providing appropriate and quality activities, acquiring technical teaching skills, personal and professional development in the following area: <ul style="list-style-type: none"> <li>- Promoting child growth and development by identifying a child’s needs and guiding child behavior appropriately</li> <li>- Increasing awareness of a child and family’s individuality by understanding ethnicity, neighborhood values, and individual group cultural values</li> <li>- Assuming a teacher’s duties and responsibilities by preparing interesting classroom environment and offering a child activities and opportunities, learning school routines,</li> </ul>	IPTS:1H, 1J, 1L, 2I, 22K, 22L, 2N, 2P, 2Q, 3H, 3J, 3K, 33L, 3M, 3P, 3Q, 4I, 4J, 4L, 4M, 4O, 4P, 4Q 5A, 5B, 5C, 5E, 5F, 5G, 5H, 5I, 5J, 5M, 5N, 5P, 5R, 6J, 6K, 6P, 6Q, 8J, 8L, 8N, 8P, 8Q, 8R, 8T, 9I, 9J, 9L, 9M, 9P, 9Q, 9R, 9T, 9U.  NAEYC: 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c,

	<ul style="list-style-type: none"> <li>- Building rapport with children, staff, and parents, developing self- confidence</li> <li>- Learning national and state guidelines, standards and laws</li> </ul> <p>Teacher candidates will log in a minimum of 45 hours of field experience in early childhood classrooms.</p>	<p>6a, 6b, 6c, 6d, 6e, ACEI:1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2, SELS: 1 A. 5A, 1A 5a, 1B 5a, 1B 5b, 1C 5a, 1C 5b, 2A 5a, 2A 5b, 2B 5a, 2B 5b, 2C 5a, 2C 5a, 2C 5a, 2C 5b, 2D 5a, 2D 5d, 3A 5a, 3A 5b, 3A 5b, 3B 5b, 3C 5a, 3C 5b. Dispositions: IWS, PEP, EC, PTSL, SDE</p>
FE Notebook and Live Text Submission	<p>Teacher candidates will document their professional growth through the collection and organization of field experience documents and artifacts.</p> <p>Teacher candidates will submit artifacts in Live Text to pass this class</p>	<p>IPTS:3A, 3H, 3I, 3J, 3K, 3M, 3P, 3Q, 4J, 4K, 4L,4M,5I, 5J, 5O, 5P, 5S, 6I, 7J, 7K, 7M, 7O,7O, 7P, 8J, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H. NAEYC: 2c, 3a, 3b, 3c, 3d, 4b, 4c,4d, 5a,5b,5c,6d. ACEI:1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2 SELS: 1b.5B, 1C.5b Dispositions: IWS, PEP, EC, PTSL, SDE</p>
Letter of Intent	<p>Teacher candidates will write a letter to demonstrate their intent to be admitted to the Teacher Education Program. Based on the five dispositional areas in the College of Professional Studies Dispositional components candidate will explain their strengths and areas need to be developed in the letter.</p>	<p>IPTS: 9A, 9D, 9E, 9F, 9G, 9H NAEYC: 6a, 6b, 6c, 6d. ACEI:3.1, 3.2, 3.3, 3.5, 5.1 SELS:IB, 2A, 2B, 2C, 3A, Dispositions: IWS, PEP, EC, PTSL, SDE</p>
Professional Development Requirements	<p>Teacher candidates are required to attend 2 professional development meetings and 3 hours involvement with children through community outreach. Verification documents will be required.</p>	

<b>Course Core Assignments</b>	<b>Brief Description</b>	<b>Due Date</b>	<b>Approximate Weight (%)</b>
Activity Plan	Develop eight activity plans based on the concept of D.A.P. (Developmentally Appropriate Practice) and Early Learning Standards.  Three activity plans from FE Phase I  Five lesson plans from FE Phase II	FE Phase I: 2/7, 2/21, 2/28 Phase II: 3/7, 3/21, 3/28, 4/4, 4/11	15
Play Material	Evaluate play to determine if the materials are developmentally appropriate for teaching young children skills and concepts.	FE Phase I: 1/31 Phase II: 3/7	5
Plan for Supporting Behavior	Develop a plan for supporting behavior based on a specific child in the field experience settings.	4/4	10
Daily and Weekly Schedules	Analyze daily and weekly schedules used in the field experience settings to determine key components of the curriculum.	3/21	10
Assessment Report	Teacher candidates will collect data to assess classroom environment, teaching practices and materials found in an early child care setting.	4/18	10
Learning Activity At Home	Teacher candidate will research and compile learning activities for families to assist children at home.	3/28	10
Research Paper	Teacher candidate will compare and contrast the early childhood curriculum, teaching practices, and classroom environment found in home-based and center-based early child care settings.	2/17	10
Midterm and Final Exams	Teacher candidate will demonstrate his/her knowledge of the course content by appropriately both responding to test items that require the application of course information.	Mid-Term: 2/7 Final: 5/5	20
Field Experience	Teacher candidate will complete a minimum of 45 hours during the assigned practicum. Attendance over the course of 10-week field experience is required.	Phase I: 1/27- 2/28 Phase II: 3/24- 4/11	P/F

Field Experience Notebook and Live Text	The collection of field experience artifacts is a mean by which the course instructor can become informed about each student's personal and individualized practicum experience. The note book requires: <ul style="list-style-type: none"> <li>• Log of field experience hours</li> <li>• Activity plan</li> <li>• Daily reflections</li> <li>• Cooperating teacher's and instructor's evaluation</li> <li>• Dispositions Evaluation</li> </ul>	4/25	10
Letter of Intent	Teacher candidate will write a Letter of Intent to demonstrate their intent to be admitted to Teacher Education Program. Letter of Intent needs to be submitted in Live Text	1/17	Required
Professional Development Requirements	Teacher candidates are required to attend 2 professional development meeting and 3 hours involvement with children through community outreach. Verification documents will be required.	4/25	Required
Professional Portfolio	Professional Portfolio: follow edTPA format	4/25	Required
<b>DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR</b>			

**Reading Assignments & Discussion Questions** – It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

**Grading Scale:**  
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93-100% = A =353-380  
84- 92% = B = 319 -352  
75- 83% = C = 285- 318  
66- 74% = D =250 -284  
65% and below =F =249 and below

**Summary of the Assignment**

#	Assignment/Exam	Points	Type of Assignment	Due
1.	3 Activity Plans – Phase I [6.6. pts x3 = 19.8=20] 5 Lesson Plans – Phase II [8 pts. X 5 = 40 pts]	60	Individual	Phase I: 2/27,2/21,2/28 Phase II: 3/7,3/21,3/28,4/4, 4/11
	2 Play Materials: One from Phase and the other from Phase II	20	Individual	Phase I:1/31 Phase II:3/7

3	Research Paper		Group of two	2/17
4.	Plan for Supporting Behavior	30	Group of two	4/4
5.	Daily and Weekly Schedules	30	Individual	3/21
6.	Assessment Report	40	Individual	4/18
7.	Learning Activity at Home	40	Group of two	3/28
8.	Field Experience Notebook	60	Individual	4/25
9.	Mid-term Exam	30	Individual	2/27
10	Final Exam	50	Individual	5/5

### Other Mandatory Requirement

	Requirement	Due
1	TB shots	2/24
2	Background Check	2/24
3	Letter of Intent	1/17
4	Professional Development Requirement	4/25
5	Professional Portfolio, edTPA	4/25
6	Field Experience: Phase I Field Experience Phase II	1/27 – 2/28 3/3- 4/11

### Course Outline/Weekly Schedule

Week/ Date	Topic	Reading
1:1/13	<b>Early Childhood Today: Standards, Ethical Conduct, Dispositions</b> a. What is ECE? b. Code of Ethical Conduct and Dispositions c. Early Learning Standards d. National Association of Education for Young Children	Print NAEYC Learning Standards. <a href="http://www.naeyc.org">http://www.naeyc.org</a>  Print NAEYC Code of Ethical Conduct. <a href="http://www.naeyc.org">http://www.naeyc.org</a>
2:1/22	<b>Foundations of theory and research in ECE</b> a. The European root and influence b. The ECE in 19th and 20th centuries in North America c. Current trends, practices, and issues in ECE d. Neuroscience research in ECE	Print and read notes from Dr. Yunus Read - Infants, Toddlers, Twos, p.13. Read pp. 1-13 -Preschool
3:1/27	<b>The Role and Goals of the Early Childhood Professional Birth-Age 5</b> a. Building collaborative relationships b. Promoting children's self-regulations c. Responding to challenging behaviors d. Responding to the diversity e. Observing children f. Guiding children's learning g. Assessing children's learning	Read Chapter 1-Infants, Toddlers, Twos  Read Chapter 3 -Preschool  Print and read notes from Dr. Yunus
4: 2/3	<b>Assessment</b> a. Definitions of assessment birth-age 5 b. Importance of assessment birth-age 5 c. Assessment bias	Print and read notes from Dr. Yunus

	<ul style="list-style-type: none"> <li>d. Formal and informal assessments birth –age 5</li> <li>e. Types of assessment birth-age 5 (Brigance, Denver II, ECERS, QRIS, Ages and Stages, Teaching Strategies Gold)</li> <li>f. Sharing assessment results</li> <li>g. Digital/technology options for assessment</li> </ul>	Read class packet
5: 2/10	<p><b>Knowing Infants, Toddlers, and Twos</b></p> <ul style="list-style-type: none"> <li>a. Theories of child development</li> <li>b. What infants, toddlers, twos, and preschoolers are like</li> <li>c. Individual differences</li> <li>d. The developmental continuum</li> </ul>	<p>Read Chapter 1 - Infants, Toddlers, Twos</p> <p>Print and read notes from Dr. Yunus</p>
6: 2/17	<p><b>Developmentally Appropriate Practice (DAP)</b></p> <ul style="list-style-type: none"> <li>a. Definition of DAP</li> <li>b Components and Areas of DAP</li> <li>c. Applying DAP: <ul style="list-style-type: none"> <li>i. Setting up the physical environment</li> <li>ii. Creating and establishing a structure for each day</li> <li>iii. Creating a classroom community.</li> </ul> </li> <li>d. Developing activity plan using DAP framework</li> </ul>	<p>Print and notes from Dr. Yunus</p> <p>Read DAP from NAEYC website</p> <p>Read Chapters 2, 4 -Infants, Toddlers, Twos.</p> <p>Read Chapters 1, 2 - Preschool</p>
7: 2/24	<p><b>Building Partnerships with Families</b></p> <ul style="list-style-type: none"> <li>a. Special concerns of families with children under age 3</li> <li>b. Getting to know families</li> <li>c. Welcome families to your program</li> <li>d. Communicating with families</li> <li>e. Involving families in the program</li> <li>f. Responding to challenging situations</li> </ul>	<p>Read Chapter 5 -Infants, Toddlers, Twos.</p> <p>Read Chapter 5 -Preschool</p>
8: 3/3	<p><b>Curriculum Area: Literacy, Mathematics, Science, Social Studies, the Arts</b></p> <ul style="list-style-type: none"> <li>a. Infants, toddlers, twos: <ul style="list-style-type: none"> <li>i. Building language and literacy skills</li> <li>ii. Discovering mathematical relationships</li> <li>iii. Exploring like science</li> </ul> </li> <li>b. Preschoolers: <ul style="list-style-type: none"> <li>i. Literacy</li> <li>ii. Mathematics</li> <li>iii. Science</li> <li>iv. Social studies</li> <li>v. The arts</li> <li>vi. Technology</li> <li>vii. Process skills</li> </ul> </li> </ul>	<p>Read Chapters 2,3 -Infants, Toddlers, Twos.</p> <p>Print and read notes from Dr. Yunus</p>
9:3/10	<p><b>Spring Break: No class. If you need to do field experience you must obtain a permission from the Office of Student Teaching</b></p>	
10:3/17	<p><b>Components of the Curriculum: 0-3</b></p> <ul style="list-style-type: none"> <li>a. Routines (hellos and good-bye, diapering and toileting, eating and mealtimes, sleeping and nap time, getting dressed)</li> </ul>	<p>Read Chapters 2, 4 and Appendix -Infants, Toddlers, Twos.</p> <p>Print and notes from Dr. Yunus</p>

11:3/24	<b>Curriculum connecting</b> b. Experiences: Playing with toy, imitating and pretending, enjoying stories and books, connecting with music and movement, creating with art, tasting and preparing food, exploring sand and water, going outdoors.	Read Chapter 3 -Preschool Print notes from Dr. Yunus
12:4/7	<b>Curriculum connecting - continued</b> b. Experiences: Playing with toy, imitating and pretending, enjoying stories and books, connecting with music and movement, creating with art, tasting and preparing food, exploring sand and water, going outdoors.	Read Chapter 3 -Preschool Print notes from Dr. Yunus
13:4/14	<b>Components of the Curriculum: Preschool</b> a. Blocks b. Dramatic play c. Toys and games d. Music and movement	Read Chapters 7, 8,13, - Preschool Print and read notes from Dr. Yunus
14:4/21	<b>Components of the Curriculum: Preschool – continued</b> a. Art b. Library c. Computers e. Cooking	Read Chapters 6, 9, 10, 14, 15 -Preschool Print and read notes from Dr. Yunus
15:4/28	<b>Components of the Curriculum: Preschool- continued</b> a. Discovery b. Sand and water c. Outdoors	Read Chapters 11, 12,16- Preschool Print and read notes from Dr. Yunus
16:5/5	<b>Final Exam: 5//5/14 at 12:30-2:30 pm</b> <b>In class</b>	Final Exam – Comprehensive -Multiple Choice, Matching, T/F, Short answers

### 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."

### 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](http://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 9<sup>th</sup> Street Hall, Room 1302.

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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.

## **ELE 3225: Descriptions of the Assignment and Field Experience**

**Note: all assignments must adhere to the APA 6<sup>th</sup> edition except activity plans and lesson plans**

### **1. Activity Plan and Lesson Plan**

- Teacher candidates will develop eight activity plans (3 activity plans and 5 lesson plans) based on the concept of D.A.P. (Developmentally Appropriate Practice) in the areas of language and literacy, mathematics, science, social studies, arts/craft, technology, music and movement, and health and safety.
- Activity plan must include background information: name, date, time, class, title of the activity, purpose and objective, material and resources, instructional procedure, assessment, and accommodation.
- The activity plans will be implemented during field experience assignment.

### **2. Play Material**

- Teacher candidates will evaluate TWO play materials, one for each of age group:
  1. Infants/toddlers/twos
  2. Preschoolers
- Evaluate the materials to determine if they are appropriate for teaching young children's according to the DAP concept:
  1. Age appropriateness
  2. Individual appropriateness
  3. Cultural appropriateness
- Evaluate the materials to find out what kind of skills and concepts can be used to teaching young children: numeracy, literacy, math, science, health and safety, music and movements, diversity.
- Write a report based on the evaluation:
  1. The report should be approximately 1,000 words includes illustrations and figures. Simple manual for parents and teachers (how to use)
  2. Organized under headings and subheadings (see scoring rubric on headings and sub-headings).
- Choose one play material to present in class (see scoring rubric for details on this).

### **3. Plan for Supporting Behavior**

- Teacher candidates will develop and write a plan for supporting behavior based on a specific child in the field experience setting.
- Write 2-page plans and put the behavioral plans in two separate headings; one for the short plan and the other is for long plan. Include the purpose/objectives each of the plan; describe the steps or the plans clearly step by step including any illustrations, figures, or tables.

### **4. Daily and Weekly Schedules**

- Teacher candidates will analyze daily and weekly schedules used in the field experience settings to determine key components of the curriculum.
- Write approximately 2 pages narrative using the following headings:
  - a. General information: for both schedules, daily and weekly:
    - i. Type of center (full day or half day)
    - ii. Public or private

- iii. Date of schedules
- b. Key component of the curriculum: Arrival, morning meeting/calendar time, centers, specials, departure, specials, etc.
- c. Analysis of the schedules: Analyze and discuss the plans and contents of the schedules based on the following aspect:
  - i. Does the schedules have balance
  - ii. DAP (age, individual, culture)
  - iii. Accommodation for children with special needs,
  - iv. Assessments/reflections, parents involvement,
  - v. Curriculum model used (e.g. thematic unit),

Please include samples of both schedules in the assignment.

### **5. Assessment Report**

- Teacher candidates will utilize Creative Curriculum Teaching Strategies Gold to conduct an assessment and collect data based on the mathematics learning objectives. Details will be discussed in class.
- Write a 3- page report based on data collected on the following items:
  1. Describe briefly the name, type of assessment you choose and the purpose of the assessment.
  2. Choose one learning objective from math curriculum, develop math activity(ies) and material(s) to test/evaluate a child's level of learning in math.
  3. Describe briefly informational background the sample (the child).
  4. Explain the procedures of the assessment (the setting, time frame, and how you administer the test).
  5. Discuss your results of the ratings according to the Teaching Strategies Gold. (Detailed information will discussed in class).

### **6. Learning Activity at Home**

- Teacher candidates will research, compile and develop four resources/ideas for families from diverse backgrounds to monitor or assist their children at home in learning activities that can be coordinated with the classroom instruction. They also need to include "simple manual" on how to use these learning activities.
- Please select the resources from the following subject matter:
  1. Math, science, reading OR writing, and music OR art and craft.
  2. One of them must addressed diversity/ multicultural.
  3. Two resources from the center you have field experience, one from other sources (book, teacher's manual, and internet) and one is from your original idea.
- Write the title of the resources, age of the children to use, and the concepts children learn from the resources. In the manual explain on how the parents use with the children at home.

### **7. Research Paper**

- Teacher candidates will write a research paper to analyze educational literature by synthesizing research results to demonstrate understanding of curriculum, teaching practices, and classroom environment found in home-based and center-based early child care settings.
- Approximately 1,500 words not included the reference list.

- Reference: a minimum of 5 current references (7 years) unless landmark studies
- Must have title page and abstract written on a separate page.
- Topic and research studies must be approved by the instructor before begin writing the paper.

### **8. Field Experience and Field Experience Portfolio**

Teacher candidate will demonstrate and document their competence/skills of understanding children growth, planning and providing appropriate and quality activities, acquiring technical teaching skills, personal and professional development in the following area:

- Promoting child growth and development by identifying a child's needs and guiding child behavior appropriately,
- Increasing awareness of a child and family's individuality by understanding ethnicity, neighborhood values, and individual group cultural values,
- Assuming a teacher's duties and responsibilities by preparing interesting classroom environment and offering a child activities and opportunities, and earning school routines,
- Building rapport with children, staff, and parents, and developing self- confidence,
- Learning national and state guidelines, standards and laws,
- Students are required to have a minimum of 45 hours of field experience.

#### **Descriptions of the Field Experience:**

- Filed experience will be done in two settings:
  1. Child care (infant/toddler/twos) for 4 weeks and,
  2. Preschool classrooms for 6 weeks
- A total of approximately (10 weeks) for about 4.5-5 hours a week and begins on 3rd week and end on week 12 of class.
- The cooperating teacher and the instructor will do 2 evaluations for each person: informal and formal. The instructor will do 2 visits.
- Students start activity/teaching on the second week in first placement and seventh week in the second placement.
- Journal entry: 10 entries; one entry per week and send electronically to the instructor by Friday at 4:30 pm each week. Each entry consists of one week observation and teaching. Single space with name, the # of week (Week 1, 2, etc), date and time, location.
- Live text is required to submit your reflections and lesson plan. Details will be announced in class.

#### **Evaluation Forms:**

1. Log sheet
2. Cooperating teacher
3. Field experience instructor
4. Dispositions

Field Experience Portfolio includes the following artifacts:

- a. Weekly Journal Reflections (print out after I graded).
- b. Develop a minimum of 2 activity plans per week for the instructor. The cooperating teacher may require separate activity plans. Of these 8 need to be put in the field experience portfolio.
- c. Assessment report

- d. Plan for Supporting Behavior report
- e. Play materials report

**Name:** \_\_\_\_\_ **Scoring Sheet for Field Experience 60 Points** **Date:** \_\_\_\_\_

	<b>Item</b>	<b>Possible Points</b>	<b>Your points</b>	<b>Comments</b>
1	Weekly Journal Reflections : 10 weeks x 3 points for each week	30		
3	Evaluation Forms (Log Sheets = 1 pt, Dispositions = 1 pt, Cooperating Teacher =2 pts, and Instructor = 2 pts)	6		
4	Evidence of diversity/ multiculturalism	5		
5	Technology used in the classroom	5		
6	Accommodation : special needs, ELLS	5		
7	Parent/Guardian communication: Letter of introduction to parents.	5		
8	Presentation of the Portfolio: Technology integration, creativity, organization and neatness, tabs, cover page, etc.	4		
	<b>Total</b>	<b>60</b>		

Name:

**Scoring Rubric for One Activity/Lesson Plan**

Date:

Activity/Lesson Plan #: \_\_\_\_\_

Curriculum Area: \_\_\_\_\_

<b>Criteria</b>	<b>Superior</b>	<b>Good</b>	<b>Weak</b>	<b>Comment</b>	<b>Your Point</b>
Background Information and Materials and Resources are appropriate with the lesson	1	1	0.5		
Purpose and Objective aligned with standards	2	1	0.5		
Instructional Procedures	3	2	1		
Assessment and Accommodation	1	1	0.5		
One activity plan for each of the curriculum area	1	1	0.5		
<b>Total</b>	<b>8</b>	<b>6</b>	<b>3</b>		

Name:

## Scoring Rubric for Play Material

40 points

Date:

Criteria/Possible Points	Superior	Good	Weak	Comment	Your point
The concept of the material 2	2 Very clear and appropriate	1 Clear and appropriate	0 Unclear and inappropriate		
The DAP criteria of the material 5	5 Exceeds the DAP criteria	3-4 Meet the DAP criteria	1-2 Does not meet the DAP criteria		
The skill and concept 2	2 The skill and concept are very clearly discussed	1 The skill and concept are clearly discussed	0 The skill and concept are not clearly discussed		
Health and safety 2	2 Health and safety criteria are very clearly discussed	1 Health and safety are clearly discussed	0 Health and safety are not clearly discussed		
Cost and storage 2	2 Cost and storage are very clearly discussed	1 Cost and storage are clearly discussed	0 Cost and storage are not clearly discussed		
Creativity of the material (neatness, technology, etc.) 2	2 Very creative	1 Somewhat creative	0 Less creative		
Individual Presentation Choose one play material to share with class 5	5 Presentation is very clear and very articulate	3-4 Presentation is clear and articulate	1-2 Presentation is unclear and less articulate		
Total 20 points					

Name: **Scoring Rubric for Plan for Supporting Behavior 30 Points** Date:

Criteria	Superior	Good	Weak	Comment	Your Points
Describe the behavior. 4	3 Statement and description of behavior is very clearly	2 Statement and description the type of behavior is clearly	1 Statement and description of the behavior is unclear		
Describe one long term plan AND two short term plans. 9	8-9 One long term plan AND two short term plans described very clearly	5-7 One long term plan AND two short term plans describe clearly	2-4 One long term plan AND two short term plans are unclear		
Discuss the plans and step (at least 3 steps) very structured, and clearly based on the specific behavior. 15	14-15 The plans and step (3 steps), very structured, and clearly based on the specific behavior.	7-13 The plans and steps (3 steps), are structured, and are clearly based on the specific behavior.	3-6 The plans, step and step (2 or less steps) are un structured, and not based on the specific behavior.		
Report is well organized, clear, and adheres to the APA format. 2	2 Report is very well organized, clear, and adheres to the APA format.	1 Report is well organized, clear, and adheres to the APA format.	0 Report is un organized, un clear, and not adheres to the APA format.		
Total 30 points					

Name: \_\_\_\_\_ Scoring Rubric for Daily and Weekly Schedules 30 points Date: \_\_\_\_\_

Criteria	Superior	Good	Weak	Comment	Your Point
General Information 5 points. 1 point for each of the following item: -Name of the center, date, # of children -sample /example of one weekly planning -example/sample of one daily planning 10	5 Information covers all the information required for the report.	3-4 Information covers 3-4 items required for the report.	0-2 Information covers only 2 items for the report.		
Analysis of the schedules 15	14-15 Analysis both weekly and daily schedules are very well organized. Information is very accurate.	7-13 Analysis both weekly and daily schedules are very well organized. Information is very accurate.	2-6 Analysis both weekly and daily schedules are very well organized. Information is very accurate.		
Presentation of the report: Organization , technology, and creativity 5	5 Report is very well organized with technology integration and very creative.	3-4 Report is well organized with technology integration and very creative.	0-2 Report is unorganized with no technology integration and lack of creativity		
Total 30 points					

Name:

## Scoring Rubric for Assessment Report

40 points

Date:

Criteria	Superior	Good	Weak	Comment	Your Points
Describe the assessment : the name, age level, purpose, and how to use 5	5 Description is comprehensive and accurate	4 Description is sufficient and accurate	3 Description is insufficient and inaccurate		
Write report based on data collected: 30 points					
a. Date and time - Where do you conducted the assessment? How long was the assessment?	3 Include all the information and details	2 Include some of the information and less details	1 Information and details are insufficient		
b. Why you used this instrument (3 rationale)	6 Discuss 3 rationales	4-5 Discuss 2 rationale	0-3 Discuss 1 rationale		
c. What data you gather from the assessment and the process of gathering the data ( minimum 2 types of data)	6 Two types of data was clearly gathered using accurate and appropriate methods	4-5 Two types of data was somewhat clearly gathered using accurate and appropriate methods	0-3 Two types of data was unclear on how it was gathered		
e. The result of the assessment: --what did you find out? - what is the results tell you about the children - how you use the results to inform your teaching	12-15 The results were discussed clearly on how to use in teaching and inform the practice of teaching and learning for young children.	7-11 The results were discussed somewhat clearly on how to use in teaching and inform the practice of teaching and learning for young children	0-6 The discussions on the results were results are limited on how to use in teaching or inform the practice of teaching and learning for young children.		

<p>The report:  a.Organized in headings and sub-headings  b. Tables, figures, and illustrations must adhere to APA format and style  5</p>	<p>5  The report is well organized with headings and sub-headings, tables, figures, and illustrations. Adhere to APA format and style</p>	<p>1  The report is organized in headings and sub-headings tables, figures, and illustrations Adhere to APA format and style</p>	<p>0  The report is unorganized. There no evidence of tables, figures, and illustrations and not adhere to APA format and style</p>		
<p>Total 40 points</p>					

Name: **Scoring Rubric for Learning Activity at Home** 40 Points Date:

	Superior	Good	Weak	Comment	Your Point
The title of the resources, age of the children to use, the concepts children learn from the resources. 4	4 Description is sufficient and accurate	2-3 Description is somewhat sufficient and accurate	0-1 Description is insufficient and less accurate		
In each of the activity in the following area, student describes and discusses what the activity is, how parent uses the activity and what skills and concepts children can learn from the activity.  7	Describes and discusses very clearly what the activity is, how parent uses the activity and what skills and concepts children can learn from the activity.  6-7	Describes and discusses are clearly what the activity is, how parent uses the activity and what skills and concepts children can learn from the activity.  3-5	Description and discussion are Un clear on what the activity is, how parent uses the activity and what skills and concepts children can learn from the activity.  0-2		
Math 7	The same	The same	The same		
Science 7	The same	The same	The same		
Reading OR Writing 7	The same	The same	The same		
Music OR art and craft 7	The same	The same	The same		
Total 40 points					

Name: \_\_\_\_\_ Scoring Sheet for Research Paper 20 points Date: \_\_\_\_\_

	<b>Superior</b>	<b>Good</b>	<b>Weak</b>	<b>Comment</b>	<b>Your Point</b>
Topic is significant and relevant to the course 3	3 Topic is very significant and very relevant to the course	2 Topic is significant and relevant to the course	1 Topic is insignificant and irrelevant to the course		
5 Research studies – synthesis Point out five important points to the topic 10	9-10 synthesis Point out five or more important points to the topic	6-8 synthesis three to four five important points to the topic	3-5 synthesis one to two important points to the topic		
Points were discuss in a very nice flow 5 points	5 Points are discuss in a very nice flow	3-4 Points are discuss in a nice flow	1-2 Points are discuss in unorganized flow		
Format and Style adhere to APA 6 <sup>th</sup> edition 2	2 Format and Style adhere APA 6 <sup>th</sup> edition	1 Format and Style adhere most of APA 6 <sup>th</sup> edition	0 Format and Style not adhere APA 6 <sup>th</sup> edition		
Total = 40 points					

**Suggested Topics for Research Paper**

1. Pre-service teachers’ beliefs and attitudes toward teaching mathematics
2. Parents are the first teacher: An analysis of parental involvement in children’s education
3. Standardized testing for young children: What do researches tell us?
4. Compare and contrast Montessori curriculum and Teaching Strategies Creative Curriculum
5. Teachers teaching skills and dispositions: How are these criteria critical in the children’s development.

**Group Work: Research Paper, Learning Activity at Home, and Plans for Supporting Behavior**

#	Student	Research	Home	Behavior	Note
1					
2					
3					
4					
5					
6					
7					
8					