

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

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Office Hours: Monday-Thursday 9:00-10:00 a.m. Monday 6:00-7:00
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Class Meetings: Tuesday/Thursday 10:00-11:40

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 center, 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, 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.

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 students.
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 and how to help students use it.
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, and appropriate assessments and follow-up. Focus is on differentiated curriculum, integrated instruction, and children’s academic, behavioral, and cultural diversity.	IPTS 1, 2, 3, 4, 6 ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4 NAEYC 2.3 ICTS 3A, 3F Dispositions: PTSL, IWS, EC
Technology	Performance includes knowledge, use, and application of technology tools in teaching, research, planning, communication, and presentation. Focus is on increasing student technology skills and enabling students to utilize technology products of the classroom and to post online.	IPTS 12 ACEI 5.3, 5.4 NAEYC 3, 7 ICTS 1, 2, 3, 5, 7, 8 Dispositions: PTSL
Professionalism	Performance includes fulfillment of course requirements and school and classroom guidelines as directed by the university supervisor and the classroom teacher. Dispositions of inquiry, serious effort, and dedication to excellence will be expected. Appropriate dress, cleanliness, smiles, ready conversation with children will be typical of the professional teacher candidate. Focus is on the participants’ joy and well-being in the classroom.	IPTS 11 ACEI 5.1 NAEYC 1, 6, 8, 10 Dispositions: PTSL, SDE, EC, PEP
Evaluation of teaching performance	Participants will engage in self evaluations as directed by the university supervisor. Participants will study the Block I practicum rubric which the classroom teacher will use to evaluate their practicum performance. Focus is on participants being able to evaluate their teaching effectiveness based upon student products which result from their teaching.	IPTS 8 ACEI 4, 5.2 NAEYC 4 ICLAS 1, 2, 3 ICTS 3A, 7K, 8A Dispositions: PEP, SDE, EC, IS
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 ACEI 5.1 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 Specific Lessons due Date will be announced in class. 200	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 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.	Due December 1 150	15%
Journal Article	The article must have been published in a professional reading journal (e.g., <i>Early Childhood Teacher Education</i> , <i>Early Childhood Special Education</i> , <i>Journal for the Early Intervention Field</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.	Tuesday October 27 100	10%
Oral Presentation	Students will present a 10 minute oral presentation on an assigned topic from readings for the course. This assignment includes teaching a lesson plan and distributing a handout related to the topic presented.	December 1-10 50	5%
Midterm & Final Exam	These exams consist of multiple measures, including short answer and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.	Midterm October 15 200 points Final Thursday, December 17 10:15- 12:15 200 points	40%
Participation	Performance includes presence, participation and preparation for group and whole class discussions.	On Going 100	10%
DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR			

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.

Mandatory Completion:

- Instructional Technology Center proficiency

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 Scale: 95%-100% = A 88%-94% = B 80%-87% = C 70%-79% = D

****If you have a documented disability and wish to receive academic accommodations, please contact Office of Disability Services as soon as possible.

COURSE OUTLINEWeek 1 Introduction of Syllabus and overview of course

- Intro to the field of Early Childhood Education
- Developmentally Appropriate Practice
- Defining Quality in Early Childhood Programs
- Historic Perspective and the Future of Early Childhood Education

Children

- Infants & Toddlers, Preschool, Grades K-3 Similarities
- Self Esteem
- The Brain and Children's Development
- Stages of Play
- Children's Uniqueness
- Inclusion

Week 2 Families

- The Changing American Family
- The Needs of Families
- Communicating With Families
- Family Involvement
- Family Education
- Classroom Map Infant Toddler, Preschool, Kindergarten. Grades 1-3
- Furnishings, Materials, Models, Learning centers & Interest areas

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

Week 3

- Introduction of EIU Lesson Plan Format
- Instruction about Journal Abstract - Curricular Expectations
- Learning Centers

Week 4 Goals, Objectives and Evaluation

- Observation
- Teacher Designed Instruments
- Standardized Tests
- Recent Developments in Standards, Accountability, and Assessment (NCLB)
- Concerns about Evaluation Instruments

- Selecting and Using Evaluation Methods
- Evaluating the Environment

Week 5 The Physical Environment

- Effects of the Physical Environment
- Arranging the Environment (Indoor/Outdoor)
- Environments for Infants through School-Age Children
- Adapting the Environment for Children with Disabilities
- Developmentally Appropriate Equipment/ Materials
- Family Role in the Environment
- Self-Management
- Reinforcement, Classroom Ecology, Child-centered Approaches

Week 6 Scheduling and Curriculum Planning

- Components of the Early Childhood Schedule
- Guidelines for Program Scheduling
- Scheduling for Infants and Toddlers
- Scheduling for School-Age Children
- Types of Schedules and Flexibility
- What is Curriculum
- Developing Plans for Them-Based Curriculum
- Emergent Curriculum

Week 7 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
- Fine Motor Activities- Manipulatives
- Sensory Activities
- Health and Safety
- Family Values Related to Physical Development and Care

Week 8 Midterm and ITC Proficiency

Week 9 Cognitive Development through the Curriculum

- Theoretical foundations Cognitive Development
- Piaget
- Behaviorism
- Information Processing
- Cognitive Tasks
- Bloom's Taxonomy
- Math/Science
- Supporting Cognitive Development in Infants, Toddlers , School-Age Children
- Supporting Math and Science Learning in School-Age Children and Children with Disabilities
- Family Values for Cognitive Development

Week 10 Social Development through the Curriculum

- Theoretical Views of the Socialization Process
- Development of Social Competence
- Development of Prosocial Behaviors
- Sociodramatic Play
- Cooperative Games
- Supporting Social Development in Infants, Toddlers, School-Age Children and Children with Disabilities
- Reflecting the Family's Culture and Values

Week 11 PracticumWeek 12 PracticumWeek 13 PracticumWeek 14 Guiding Routines and Group Activities

- 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

Week 15 Guiding Social Behaviors

- 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

Helping Children Cope With Stress

- Defining Stress
- Sources of Stress
- Children's Reaction to Stress
- Techniques to help Children Cope with Stress

Week 16 Final

All information in this syllabus should be considered subject to change based upon professional discretion. Dates may be changed to meet class needs. If class is missed, it is your responsibility to check with a classmate or the instructor to see if there have been any assignment changes.

Note: When studying for exams, you are responsible for material covered in lectures, discussions, class presentations, class assignments and all readings.

EVALUATION:

The Student will be evaluated by the following:

Class attendance will be monitored. Students are expected to attend all classes. If prevented by an acute illness or an emergency, the student should contact the instructor in as timely a manner as possible by email or phone. When the student can anticipate the absence, the instructor must be contacted before the absence occurs. Students who are absent from class, for whatever reason, are held responsible for the material covered in their absence. The student is responsible for initiating all interactions with the instructor relative to absences and related assignments or exams. No more than three absences, including excused, will be allowed during the semester in order for a student to pass the course. Excused absences are recognized for illnesses, family emergencies and participation in university activities as stated in the university catalogue.

Policy on Late Assignments: Assignments are due in class on the due date for the assignment. Any assignment turned in after this is considered late. Assignments turned in late will be assessed a penalty of 5 points for each day late including weekends. Tests must be taken on the planned date. No tests will be given at a later time unless arranged in advance by the instructor before the day of the scheduled exam.

There will be a midterm and a final. Both will cover material from lectures, handouts, class discussions, readings at Booth Library, and chapters from the text.

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.

Each student will develop a Learning Center. A one to two page paper will be turned to the instructor when the student presents the learning center in class. You must integrate at least two children's book into the activities of the Learning Center. The instructor will share more information about the organization of the learning center. The learning center will relate to the topic you chose from the list on the last page of this syllabus. We will sign up in class for presentation dates.

An Interactive Board supporting the learning center is required. This will be presented in class along with the learning center. Do not put activities on the interactive board.

Article Review Read one article about instruction or in an early childhood classroom from scholarly journals. Write a summary about the article's content (one page) and provide a reaction or reflection to the content (half page to a page). Your reaction or reflection is the **most important** section. How do you feel about what the author wrote? Have you experienced or seen similar occurrences in previous field experiences? Do you agree or disagree with the author's view? Does the author make valid arguments for his/her opinion? Was any research cited? Then reflect on the information and develop a lesson or activity from your readings. (1 formal Department Lesson)
Article Review / Reaction/ Lesson plan-Activity

Due.....October 13

ABSTRACT ASSIGNMENT:

Purpose: To acquaint pre-service teachers with professional journals relative to Early Childhood and related subjects in the field of Early Childhood Education.

Format:

- Include full citation (example appears below)
Buchoff, R. (1990). "Attention deficit disorder: Help for the classroom teacher." *Childhood Education*, 66, 88-90.
- Summary- succinctly describes the content of the article in your own words.
- Critique- write your reaction to the article, supporting your statements wherever possible. If appropriate, you might make reference to application of content in a projected teaching situation.

Grading: The Abstract will be worth 20 points

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.

Oral Presentation. This presentation should begin with a brief (5 minute) summary of the assigned readings on your topic. During the second part of the presentation you will research and share one lesson plan activity you could do with children on this topic (5-10 minutes). Do this activity with the class as if we were children in your class. Please provide a handout for each class member including the source of your idea, directions, Illinois learning standards it addresses, and any other information that would be helpful to others. More directions will be given in class.

Written material should conform to scholarly format and should reflect academic honesty and no plagiarism. All written work is to be APA (Fifth Edition) format, double-spaced and typed. An APA format web site will be shared in class. The student should retain a copy of any work submitted.

ELE 3250 References

- Bergen, D. (1993/1994). Authentic performance assessments. *Childhood Education*, 70- 99, 102.
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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.
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- 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.
- Essa, E. L. (2003). *Introduction to Early Childhood Education*. Clifton Park, NY: Delmar.
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- Glasser, W. (1993). *The quality school teacher*. New York: HarperCollins.
- Kohn, A. (1996). *Beyond discipline: From compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lessow-Hurley, J. (2003). *Meeting the needs of second language learners: An educator's guide*. Alexandria, VA: Association for Supervision and Curriculum Development.
- 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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- 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.

Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

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.
