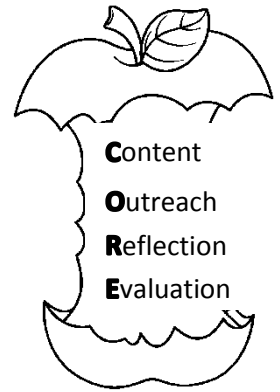**Early Childhood/Elementary/Middle Level Education Department**
ELE 3225, Early Childhood Curriculum, Methods, and Assessment:
Birth- Age Five

Content

Outreach

Reflection

Evaluation

Instructor: Dr. Sham'ah Md-Yunus
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Phone: 217-581-5728 (Messages Only)
Office hours: M-W: 2- 4 PM; Other times: by appointment
Class Meetings: M &W: 8-9:15 AM, & F: 8-12 PM, Buzzard 2440.
Semester: Fall 2016

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. (3-3-4)

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.

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[th]ed.). Washington, DC: Teaching Strategies.

2. Dodge, D.T., Colker, L.J., &Heroman, C. (2010). *The creative curriculum for preschoolers* (5[th]ed.).Washington DC: Teaching Strategies.

Supplemental Materials:
Personal LiveText Account (purchased at EIU Book Store)
Course packet (purchased at EIU Book Store)

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.

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."

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to 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.

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.

Contract of Professional Responsibilities: Through course work and field experiences you will acquire the knowledge, skills, and behaviors that will help you grow into a dedicated practitioner who provides high quality learning experiences. Field experience placements are offered to teacher candidates that exhibit professional dispositions and a commitment to teaching and learning. As part of the C.O.R.E. requirements you are to read, sign, and agree to a **contract of professional responsibilities**. Failure to fulfill these expectations and responsibilities will result in a cancellation of your field experience placement and if applicable your withdrawal from this course.

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 absent, please bring proof of absences and I will allow you to do a "make-up work."

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

Late Assignment Policy: This class utilized the D2L. All assignments are due on the date indicated in the D2L. **NO LATE WORK WILL BE ACCEPTED.**

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

May I repeat professional education courses that include field experiences?
You may not enroll more than twice in any undergraduate professional education course that includes a field experience or practicum. If you wish to attempt such a course beyond that limit, you must appeal to the department offering the course. If your request is approved, your department must develop a remediation plan that you must complete prior to re-enrollment.

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:
- Illinois Professional Teaching Standards
  (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions
  http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf
- Illinois Social Emotional Learning Standards (SEL)
  http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): http://www.isbe.net/rules/archive/pdfs/20ark.pdf
- National Association for the Education of Young Children
  (NAEYC): http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx

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.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
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	IPTS:1A, 1C, 1H, 1J, 1L,

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	literacy, mathematics, science, social studies, arts/craft, technology, music, and movement. The plans will be implemented during field experience assignment.	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 is 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 or 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 quality of the classroom environment, teaching practices and materials found in an early child care setting. Teacher candidates will write a report based on data collected.	IPTS: 7A, 7B, 7D, 7E, 7G, 7K, 7M, 7O, 7R. NAEYC: 3a, 3b, 3c, 3d. ACEI:4.0 SELS:1A,2C, Dispositions: IWS, EC, PTSL, SDE
Learning Activity at Home	Teacher candidates will research, compile and develop four resources/ideas for families from diverse backgrounds including ELLs to monitor or assist their children at home in learning activities than 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.

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		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: - 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 (including ELLs) 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, learning school routines, - Building rapport with children, staff, and parents, developing self- confidence - Learning national and state guidelines, standards and laws Teacher candidates will log in a minimum of 45 hours of field experience in early childhood classrooms.	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, 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
Field Experience Portfolio and Live Text Submission	Teacher candidates will document their professional growth through the collection and organization of field experience documents and artifacts. Teacher candidates will submit artifacts in Live Text to pass this class	IPTS:3A, 3H, 3I, 3J, 3K, 3M, 33P, 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
Letter of Intent	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.	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
Professional Development Requirements	Teacher candidates are required to attend 2 professional development meetings and 3 hours involvement with	

	children through community outreach. Verification documents will be required.		

Course Core Assignments	Brief Description	Points/ Due dates (see Table on the Summary of Assignments below)	Approximate Weight (%)
Activity Plan	Develop eight activity plans based on the concept of D.A.P. (Developmentally Appropriate Practice) and Early Learning Standards. Three activity plans for Phase I Five lesson plans for Phase II	Phase I:20 Phase II: 40	15
Play Material	Evaluate 2 play materials to determine if the materials are developmentally appropriate for teaching young children skills and concepts.	20	10
Plan for Supporting Behavior	Develop plans for supporting behavior based on a specific child in the field experience settings.	30	5
Daily and Weekly Schedules	Analyze daily and weekly schedules used in the field experience settings to determine key components of the curriculum.	30	5
Assessment Report	Teacher candidates will collect data to assess classroom environment, teaching practices and materials found in an early child care setting.	40	15
Learning Activity At Home	Teacher candidate will research and compile learning activities for families to assist children at home.	40	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.	20	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: 30 Final: 50	20

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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. No FE on the fall break (10/14)	Phase I: (20 hours) 9/12-10/7 Phase II:10/10-11/18 (25 hours)	Pass/Fail
Field Experience Portfolio 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 portfolio requires: • Log of field experience hours • Cooperating teacher's and instructor's evaluation • Dispositions Evaluation	60	10
Letter of Intent	Teacher candidate will write a Letter of Intent to demonstrate their intent to be admitted to Teacher Education Program. Details will be provided in class.	Submitted in Live Text	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.	During the exit interview	Required
Professional Portfolio	Professional Portfolio	During the exit interview	Required
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.

Grading Scale:

A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below.

 Optional Assignments: To be determined by the instructor.

Summary of the Assignment

#	Assignment/Exam	Points	Type of Assignment	Due
1.	3 Activity Plans – Phase I [6.6. pts x 3 = 19.8=20] 5 Lesson Plans – Phase II [8 pts. X 5 = 40 pts] FE I: 9/12-10/7 FE II: 10/10-11/18	60	Individual	FE I: 9/18, 9/25 & 10/2 FE II: 10/16, 10/23, 10/30, 11/6, & 11/13
2	FE Journals; 10 journals x 3 points each. One journal entry per week	30	Individual	FE I : 10/9 FE II:11/20
3	Research Paper	20	Group of two	9/11
4	Play Materials	20	Individual	10/16
5.	Plan for Supporting Behavior	30	Group of two	10/23
6.	Learning Activity at Home	40	Group of two	10/30
7	Daily and Weekly Schedules	30	Individual	10/16
8.	Assessment Report	40	Individual	11/6

9.	Field Experience E-Portfolio
	
	   a. Evidence of diversity = 10 points
	   b. Technology used in the classroom = 10 points
	   c. Accommodations = 20 points
	   d. Parents Letter = 10 points
		50	Individual	11/27

	Field Experience Portfolio: Hard Copy
	
	Evaluation Forms – FE I and FE II from both cooperating teachers and instructor:
	
	   i. 4 Evaluation forms (blue)
	   ii. 4 Dispositions forms (gray)
	   iii. 2-4 Log sheets (blue)
		10	Individual	Date on the sign-up sheet

	Contract of Professional Responsibilities	No points	Individual	8/26

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10.	Mid-term Exam	30	Individual	TBA (EIU: 10/12)
11	Final Exam	50	Individual	12/15: 8-10 am, d2l, comprehensive

Other Mandatory Requirement

	Requirement	Due
1	TB shots: 2 steps. Dates	Before 9/12
2	Background Check	Before 9/12
3	Letter of Intent	9/11
4	Professional Development Requirement (PDR)*	During exit interview
5	Professional Portfolio	During exit interview
6	Live Text Submission	12/4
7	Attendance	Throughout the semester: 10 points

*PDR : Students will be expected to attend at least one student professional development meeting and have at least 3 hours of involvement with children through community outreach during the semester. Verification documents will be required. You may find some opportunities to volunteer at the following website: http://www.eiu.edu/volunteer/ (Remember, volunteer hours must have involvement with children. Not all volunteer hours listed on this website include working with children.)

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COURSE OUTLINE

Week 1 (Outcomes 1 & 4)
    Early Childhood Today: Standards, Ethical Conduct, Dispositions
   a. What is Early Childhood Education (ECE)?
   b. Code of Ethical Conduct and Dispositions – (Baptiste & Reyes, 2008)
   c. Early Learning Standards
   d. National Association of Education for Young Children (NAEYC)

Week 2 (Outcomes 1 & 2)
    History/Foundations of theory and research in ECE
   a. The European roots 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 - Brain Research Development (American Academy of Pediatrics, 2007; Healy, 2011; Wilson & Conyers, 2013;)

Week 3 (Outcomes 3, 4, 5, & 6)
    The Roles and Goals of the Early Childhood Professional Birth - Age 5
   a. Building collaborative relationships (families, peers, administrators, & community)
   - Communicating effectively with stakeholders
   b. Promoting children's self-regulation
   c. Responding to challenging behaviors
   - Helping the child identify and express his/her feelings
   - Redirecting behavior
   d. Responding to the diversity – Culturally Sensitive Care (Gonzalez-Mena & Eyer, 2012; Klein, 2000)
   - Recognizing/appreciating/valuing differences
   - Building trust and respect
   - Building social and emotional intelligence
   - Building a collaborative classroom community that supports and engages children in language and literacy activities including English Language Learners (ELLs)
   e. Observing children to identify developmental milestones and inform instruction
   f. Guiding children's learning by assessing children's interest, motivation and engagement
   g. Assessing children's learning and achievement of curricular goals

Week 4 (Outcomes 2, 3, & 6)
    Assessment **-** Using a variety of assessment tools including developmental continuums, universal screenings, authentic assessment, curriculum-based assessment, and progress monitoring procedures (Harms, Clifford & Cryer, 2003; Harms, Clifford & Cryer, 2014; Heroman, Burts, Berke, & Bickert, 2010; McAfee & Leong, 2007)
   a. Definitions of assessment birth-age 5
   b. Importance of assessment birth-age 5
   c. Assessment bias
   d. Formal and informal assessments birth –age 5
   e. Types of assessment birth-age 5 (Brigance, Denver II, Early Childhood Environment Rating Scale -ECERS, Quality Rating and Improvement System - QRIS, Ages and Stages)

  i. Cognitive
  ii. Social emotional
  iii. Physical
  iv. Learning
  v. Environment

f. Uses assessment instruments appropriate to the developmental level

g. Interprets assessment data and uses the data to plan effective instruction

h. Sharing assessment results and academic progress with children, families, other teachers, directors and administrators

i. Digital tools/technology options for assessment

Week 5 (Outcomes 2, 5, & 6)

Knowing Infants, Toddlers, and Twos - Three Rs [Respectful, Responsive, and Relationship] **-** (Gonzalez-Mena & Eyer, 2014; Child Development Division, California Department of Education and the Center for Child and Family, 2002)

a. Theories of child development
  - Meeting Children's Basic Needs (Maslow; Brazelton & Greenspan)
  - Fostering Social-Emotional Development (Erikson & Greenspan)
  - Developing Relationships
    o Attachment
    o Resilience
  - Supporting Cognition and Brain Development (Piaget; Vygotsky; Bronfenbrenner & Morris)
    o Brain Research

b. Characteristics of Development
  - What infants, toddlers, two, and preschoolers are like
  - Individual differences
  - The developmental continuum

Week 6 (Outcomes 2, 3, 4, 5, & 6)

Developmentally Appropriate Practice (DAP) – (Copple & Bredekamp, 2009)

a. Definition of DAP

b. Components and Areas of DAP

c. Applying DAP:
  i. Setting up the physical environment
    - Safe and low risk environment for all children
    - Rich classroom environment that meets the DAP requirements
  ii. Creating and establishing a structure for each day
  iii. Creating a classroom community
  iv. Instructional Materials/Activities
    - Uses evidence- and developmentally-based criteria for selecting and evaluating texts and instructional materials
    - Selects and uses a variety of learning materials to address children's interests and socio-cultural backgrounds
    - Incorporates children's choices in literacy materials and activities

d. Developing activity plan using DAP framework

Week 7 & 8 (Outcomes 2, 3, 5, & 6)

    Curriculum Areas: Literacy, Mathematics, Science, Social Studies, the Arts - Scaffolding (Berk & Winsler, 1995**;** Bodrova & Leong, 1996)

        a. Infants, toddlers, twos:

                i. Building language and literacy skills

- Demonstrates an understanding of the sequence of stages in language acquisition
    - Applies understanding of these processes for children whose first language is other than English

i.   Intentionally and systematically engages and supports children in developing oral language

ii. Engages children in a variety of oral language activities

iii. Engages children in variety listening activities

iv. Recognizes the importance of play for the development of phonemic, semantic and pragmatic knowledge across language in young children

v. Provides opportunities for social discourse among children to assist them in the social conventions

ii. Creating meaningful vocabulary opportunities

iii. Second Language Acquisition/English Language Learners (ELLs)

vi. Accepts children's home language and developing English skills

vii. Understands the socio-cultural context for language use and social discourse

iv. Discovering mathematical relationships (e.g., number, patterns, color, shape)

iii. Exploring in science

        b. Preschoolers:

i.   Language and Literacy Processing Skills

- Demonstrates an understanding of the sequence of stages in reading and writing
    - Applies understanding of these processes for children whose first language is other than English
- Plans experiences that promote oral and written language development
- Implements the form and function of academic language
- Utilizes authentic text
- Introduces children to the organization and basic features of print
- Engages children in using varieties of strategies and materials
- Understands the role of literacy and language in the contents areas classroom environment
- Understands the role of fine motor skills in children's emergent literacy through a variety of media
- Creating meaningful vocabulary opportunities
    - Introduces children to word play and forms of language that enhance vocabulary and understanding the language
    - Introduces strategies for clarifying the meaning of unknown words
    - Uses information about children's individual experiences, families, cultures, and communities to create meaningful vocabulary learning opportunities

- o Uses home language vocabulary to develop and expand English vocabulary for English Learners
- Second Language Acquisition/English Language Learners (ELLs)
  - o Theories, stages, and processes of first and second language acquisition
  - o Applies understanding of the relationship between first and second language
  - o Supports bilingual children's awareness of differences between English and home language
  - o Uses culturally responsive texts to promote children's understanding of diversity
  - o Builds upon children's skills in their home language to develop language and literacy skills that are transferable to English
  - o Makes available to ELLs a variety of types of literature that address interests

ii. Mathematics
- Components of Mathematics
  - o Number and operations (e.g., counting, comparisons, quantity)
  - o Geometry and spatial sense (e.g., shape, space, transformation)
  - o Measurement (e.g., length, area, weight, time, capacity)
  - o Algebra (e.g., patterns, change)
  - o Data Analysis (e.g., sorting, classifying, representing/describing data)
- Mathematical Process Skills
  - o Problem Solving
  - o Reasoning
  - o Communication
  - o Connections
  - o Representations

iii. Science
- Components of Science
  - o Physical Science
  - o Life Science
  - o Earth and the Environment
- Inquiry Process (e.g., observe, manipulate and explore)

iv. Social Studies
- Components of Social Studies
  - o History (e.g., people and the past)
  - o Geography (e.g., mapping skills)
  - o Economics (e.g., pretend grocery store; visit supermarket)
  - o Civics (e.g., conflict resolution; cooperation)
- Inquiry Process (e.g., investigate and explore)

v. The Arts
- Components of the Arts
  - o Dance (e.g., using their bodies to express ideas, respond to music and convey feelings)

- Music (e.g., using their voices and/or instruments to create rhythms and melodies that express ideas and feelings)
- Performing Arts (e.g., incorporating play-based instruction to invent dramatic play scenarios; encourages children to use language to negotiate their play)
- Visual Arts (e.g., using a variety of media in different ways to express ideas and feelings)
- Process Skills (e.g., experiment, solve problems, communicate and represent learning)

vi. Technology
- Components of Technology
  - Awareness of technology
  - Basic operations and concepts
  - Tools and equipment
  - People and technology
- Uses of technology with young children
  - To learn new information
  - To solve problems
  - To create
  - To communicate

Week 9 (Outcomes 1, 4, 5, & 6)
Building Partnerships with Families – Parent and School Collaborations (Barbour & Barbour, 2010; Couchenour & Chrisman, 2013)
- a. Special concerns of families with children under age 3
- b. Getting to know families
- c. Welcoming families to your program
- d. Communicating with families
- e. Involving families in the program
- f. Responding to challenging situations

Week 10 (Outcomes 4 & 6)
Components of the Curriculum: Ages 0-3 - Scaffolding (Berk & Winsler, 1995; Bodrova & Leong, 1996;)
- a. Routines
  - Hellos and good-bye
  - Diapering and toileting
  - Eating and mealtimes
  - Sleeping and nap time
  - Getting dressed
- b. Social, Emotional and Regulatory Development (Hyson, 2004)

Week 11 & 12 (Outcomes 4 & 6)
Curriculum Connecting: Ages 0-3
- c. Experiences
  - Playing with toys
  - 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.

Week 13 &14 &15 (Outcomes 3 & 6)
  Daily Schedules and Events
    d. Components of the Curriculum: Preschool
- Blocks
- Dramatic play
- Toys and games
  - Art
  - Library
  - Discovery
  - Sand and water
  - Music and movement
  - Cooking
  - Computers
  - Outdoors

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Contract of Professional Responsibilities

Teacher candidates are enrolled at EIU and are placed, evaluated, and graded by the course instructor. Therefore, as a teacher candidate enrolled in (C.O.R.E. 1), I (_____) will:

Print Name

Field Experience Expectations:

- Arrive on time as scheduled during field experiences and complete a minimum of 20 clock hours for Field Experience I and 25 clock hours for Field Experience II
- Dress professionally and follow the school's dress code
- Carefully plan and implement lessons/activities to encourage student engagement and learning
- Protect student privacy
- Demonstrate positive dispositions toward the students, faculty, staff and community/school environment (http://www.eiu.edu/clinical/dispositions.php)
- Follow all guidelines and professional requirements as stated in the syllabus including LiveText submissions
- Turn off cell phones and other electronic devices while on school grounds
- In the case of absence or emergency, notify the cooperating teacher and the course instructor of my absence prior to the start of the field experience that day. Course instructors must be provided written documentation within 24 hours. Any hours missed must be rescheduled at a time that does not conflict with EIU classes and is approved by the cooperating teacher.
- Understand that, as stated in the syllabus, a positive referral from the field experience cooperating teacher is needed along with my instructor's referral to continue in the teacher education program.
- Understand that, my instructor reserves the right to make final decisions about the final grades for the FE evaluations.

I understand that in order to be placed or continue in field experiences, I must maintain these professional responsibilities in ALL C.O.R.E. classes:

- Attend and actively participate
- Exhibit positive dispositions
- Maintain no less than a "C" average

I understand that all dates for assignments are stated in the syllabus and if professional requirements have been completed in less than a satisfactory manner, no more than a "D" may be earned in the class regardless of the number of points earned.

_____   _____

(Teacher Candidate Signature)   (Date)

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Weekly Schedule

Week/ Date	Topic	Reading
1 8/22 8/24 8/26 (9-12 pm)	**Syllabus** **Assignments** Letter of Intent PDR Live Text TB shots – 2 steps Background Check **Field Experience:** Phase I : 9/12 -10/7 Phase II : 10/10 – 11/18	Upload syllabus in laptop/ipad and bring to class together with calendar, classes and work schedules. Schedule appointments with Health Center to do 2 steps TB tests. Do background check
2 8/29 8/31 9/2 (9-12 pm)	**Early Childhood Today: Standards, Ethical Conduct, Dispositions** a. What is ECE? b. Code of Ethical Conduct and Dispositions ((Baptiste & Reyes, 2008) c. Early Learning Standards d. National Association of Education for Young Children (NAEYC) **History/Foundations of theory and research in ECE** 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- Brain research development (American Academy of Pediatrics, 2007; Healy, 2011; Wilson & Conyers, 2013)	Print NAEYC Learning Standards. http://www.naeyc.org Print NAEYC Code of Ethical Conduct. http://www.naeyc.org Print and read notes from Dr. Yunus Read - Infants, Toddlers, Twos, p.13. Read pp. 1-13 -Preschool
3 9/4: Labor Day- No class 9/6	**The Role and Goals of the Early Childhood Professional Birth-Age 5** a.Building collaborative relationships ((families, peers, administrators, & community). • Communicating effectively with stakeholders b. Promoting children's self-regulation c. Responding to challenging behaviors • Helping the child identify and express his/her feelings • Redirecting behavior	Read Chapter 1-Infants, Toddlers, Twos Read Chapter 3 -Preschool Print and read notes from Dr. Yunus

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	d. Responding to the diversity – Culturally Sensitive Care (Gonzalez-Mena & Eyer, 2012; Klein, 2000) • Recognizing/appreciating/valuing differences • Building trust and respect • Building social and emotional intelligence • Building a collaborative classroom community that supports and engages children in language and literacy activities including English Language Learners (ELLs) e. Observing children to identify developmental milestones and inform instruction f. Guiding children's learning by assessing children's interest, motivation and engagement g. Assessing children's learning and achievement of curricular goals	

4
 	
9/12
 	
9/14
	Knowing Infants, Toddlers, and Twos
	Three Rs [Respectful, Responsive, and Relationship] **-** (Gonzalez-Mena & Eyer, 2014; Child Development Division, California Department of Education and the Center for Child and Family, 2002)
	a. Theories of child development
	
	• Meeting Children's Basic Needs (Maslow; Brazelton & Greenspan)
	• Fostering Social-Emotional Development (Erikson & Greenspan)
	• Developing Relationships
	  ○ Attachment
	  ○ Resilience
	• Supporting Cognition and Brain Development (Piaget; Vygotsky; Bronfenbrenner & Morris)
	  ○ Brain Research
	b. Characteristics of Development
	
	• What infants, toddlers, two, and preschoolers are like
	• Individual differences
	• The developmental continuum
		Read Chapter 1 - Infants, Toddlers, Twos
		
		Print and read notes from Dr. Yunus
		
		FE I begins

5 9/19 9/21	**Developmentally Appropriate Practice (DAP)** (Copple & Bredekamp, 2009) a. Definition of DAP b. Components and Areas of DAP c. Applying DAP: i. Setting up the physical environment • Safe and low risk environment for all children • Rich classroom environment that meets the DAP requirements. ii. Creating and establishing a structure for each day	Print and notes from Dr. Yunus Read DAP from NAEYC website Read Chapters 2, 4 -Infants, Toddlers, Twos.

	iii. Creating a classroom community iv. Instructional Materials/Activities • Uses evidence- and developmentally-based criteria for selecting and evaluating texts and instructional materials. • Selects and uses a variety of learning materials to address children's interests and socio-cultural backgrounds • Incorporate children's choices in literacy materials and activities d. Developing activity plan using DAP framework	Read Chapters 1, 2 - Preschool
6 9/26 9/28	**Building Partnerships with Family from Diverse Backgrounds-** Parent and School Collaborations (Barbour & Barbour, 2010; Couchenour & Chrisman, 2013) a. Special concerns of families with children under age 3 b. Getting to know families c. Welcome families to your program d. Communicating with families e. Involving families in the program f. Responding to challenging situations	Read Chapter 5 -Infants, Toddlers, Twos. Read Chapter 5 -Preschool
7 10/3 10/5	**Curriculum Area: Literacy, Mathematics, Science, Social Studies, the Arts** **a. Infants, toddlers, twos:** i. Building language and literacy skills • Demonstrates an understanding of the sequence of stages in language acquisition • Applies understanding of these processes for children whose first language is other than English • Intentionally and systematically engages and supports children in developing oral language • Engages children in a variety of oral language activities • Engages children in variety listening activities • Recognizes the importance of play for the development of phonemic, semantic and pragmatic knowledge across language in young children • Provides opportunities for social discourse among children to assist them in the social conventions ii. Creating meaningful vocabulary opportunities ii. Discovering mathematical relationships iii. Exploring like science **b. Preschoolers:** *i. Language and Literacy Processing Skills*	Read Chapters 2 & 3 -Infants, Toddlers, Twos. Print and read notes from Dr. Yunus FE I ends

- Demonstrates an understanding of the sequence of stages in reading and writing
    - Applies understanding of these processes for children whose first language is other than English
- Plans experiences that promote oral and writing language development
- Implements the form and function of academic language
- Utilizes authentic text
- Introduces children to the organization and basic feature of print
- Engages children in using varieties of strategies and materials
- Understands the role of literacy and language in the contents areas classroom environment
- Understands the role of fine motor skills in children's emergent literacy through a variety of media
- Creating meaningful vocabulary opportunities
    - Introduces children to word play and forms of language that enhance vocabulary and understanding the language
    - Introduces strategies for clarifying the meaning of unknown words
    - Uses information about children's individual experience, families, cultures, and communities to create meaningful vocabulary learning opportunities
    - Uses home language vocabulary to develop and expand English vocabulary for English Learners
- Second Language Acquisition/English Language Learners (ELLs)
- Theories, stages, and process of first and second language acquisition
- Applies understanding of the relationship between first and second language
- Support bilingual children awareness of differences between English and home language
- Uses culturally responsive texts to promote children's understanding of diversity
- Builds upon children's skills in their home language to develop language and literacy skills that are transferable to English
- Makes available to ELLs variety of type of literature that address interests

ii. Mathematics

- Components of Mathematics
    - Number and operations (e.g., counting, comparisons, quantity)
    - Geometry and spatial sense (e.g., shape, space, transformation)
    - Measurement (e.g., length, area, weight, time, capacity)

- o Algebra (e.g., patterns, change)
- o Data Analysis (e.g., sorting, classifying, representing/describing data)

- Mathematical Process Skills:
  - o Problem Solving
  - o Reasoning
  - o Communication
  - o Connections
  - o Representations

iii. Science

- Components of Science
  - o Physical Science
  - o Life Science
  - o Earth and the Environment
- Inquiry Process (e.g., observe, manipulate and explore)

iv. Social Studies

- Components of Social Studies
  - o History (e.g., people and the past)
  - o Geography (e.g., mapping skills)
  - o Economics (e.g., pretend grocery store; visit supermarket)
  - o Civics (e.g., conflict resolution; cooperation)
- Inquiry Process (e.g., investigate and explore)

v. The Arts

- Components of the Arts
  - o Dance (e.g., using their bodies to express ideas, respond to music and convey feelings)
  - o Music (e.g., using their voices and/or instruments to create rhythms and melodies that express ideas and feelings)
  - o Performing Arts (e.g., incorporating play-based instruction to invent dramatic play scenarios; encourages children to use language to negotiate their play)
  - o Visual Arts (e.g., using a variety of media in different ways to express ideas and feelings)

- Process Skills (e.g., experiment, solve problems, communicate and represent learning)

vi. Technology

- Components of Technology
  - o Awareness of technology
  - o Basic operations and concepts

	o Tools and equipment
	o People and technology
	• Uses of technology with young children
	    o To learn new information
	    o To solve problems
	    o To create
	    o To communicate
	    o
	FE II begins (10/10-11/18)	

8 10/10 10/12 10/14: Fall Break	**Components of the Curriculum: Ages 0-3** (Berk & Winsler, 1995; Bodrova & Leong, 1996 ;) a. Routines • Hellos and good-bye • Diapering and toileting • Eating and mealtimes • Sleeping and nap time • Getting dressed – b. Social, Emotional and Regulatory Development (Hyson, 2004) **Fall Break: No FE.**	Read Chapters 2, 4 and Appendix -Infants, Toddlers, Twos. Print and notes from Dr. Yunus

9
 	
10/17
 	
10/19
	Assessment
	Using a variety of assessment tools including developmental continuums, universal screenings, authentic assessment, curriculum-based assessment, and progress monitoring procedures (Harms, Clifford & Cryer, 2003; Harms, Clifford & Cryer, 2014; Heroman, Burts, Berke, & Bickert, 2010; McAfee & Leong, 2007)
	
	a. Definitions of assessment birth-age 5
	b. Importance of assessment birth-age 5
	c. Assessment bias
	d. Formal and informal assessments birth –age 5
	e. Types of assessment birth-age 5 (Brigance, Denver II, Early Childhood Environment Rating Scale -ECERS, Quality Rating and Improvement System - QRIS, Ages and Stages)
	    i. Cognitive
	    ii. Social emotional
	    iii. Physical
	    iv. Learning
	    v. Environment
	
	f. Uses assessment instruments appropriate to the developmental level
	g. Interprets assessment data and uses the data to plan effective instruction
		Print and read notes from Dr. Yunus
		
		Read class packet

	h. Sharing assessment results and academic progress with children, families, other teachers, directors and administrators i. Digital tools/technology options for assessment	

10
 	
10/24
 	
10/26
	Curriculum connecting: Ages 0-3
	
	c. Experiences for Infants, and Toddlers
	
	        • Playing with toys
	        • 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

11 10/31 11/2	**Curriculum connecting – continued** 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 11/7 11/9	**Components of the Curriculum: Preschool** Daily Schedules and Events 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
13 11/14 11/16 11/21-26	**Components of the Curriculum: Preschool – continued** a. Art b. Library c. Computers e. Cooking 11/18: FE II ends Thanksgiving Break	Read Chapters 6, 9, 10, 14, 15 -Preschool Print and read notes from Dr. Yunus
14 11/28 11/30	**Components of the Curriculum: Preschool- continued** a. Discovery b. Sand and water c. Outdoors	Read Chapters 11, 12,16- Preschool Print and read notes from Dr. Yunus

15 12/5 12/7	Exit Interview: FE Portfolio and PDR Sheet Last Week of Class	See interview date/time on the sign-up form
16	**Final Exam: Thursday, 12/15- 8-10 am, d2l;** Comprehensive - Multiple Choice, Matching, T/F, Short answers	

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