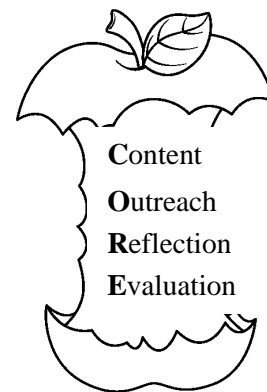


Eastern Illinois University
Early Childhood/Elementary/Middle Level Education Department
ELE 3225 - Early Childhood Curriculum, Methods, and
Assessment: Birth - Age Five



Instructor: Denise E. Reid
Office: Buzzard 2211
Email: dereid@eiu.edu
Office Hours: M and W 9:30 – 11:00 a.m.
TH 2:30 – 3:30 p.m.
Phone: 217-581-5728 (Messages Only)
217-549-3633 (Cell Phone)
Class Meetings: Buzzard Hall 1140
M and W 8:00 – 9:15 am
Fridays 8:00 a.m. – 12:00 p.m.
Semester: Spring 2018



*“The effective teacher is a creative teacher, one who can think, reflect, and implement. Effective teachers steal from the best and learn from the rest. They look at the resources available to them and reorganize those resources to work toward a goal. ... A true professional and effective teacher is a **learner** who learns along with the students.”*

<http://www.teachers.net/gazette/NOV01/wong.html>

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 clock hours of field experience in early childhood education settings is required. This course is restricted to Early Childhood Majors, Special Education Dual Majors, and Post Baccalaureate students who have met all prerequisites. (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.

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, collaborated with teachers and parents. This course serves 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* (2th ed.). Washington, DC: Teaching Strategies.
2. Dodge, D.T., Colker, L.J., & Heroman, C. (2010). *The creative curriculum for preschoolers* (5th ed.). Washington DC: Teaching Strategies.

Supplemental Materials:

Personal LiveText Account
Course packet

Teaching Model: Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching*. (9th ed.). Boston: Pearson.

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 (pp 10-13).

The Social Models: When we work together, we generate a collective energy called 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 (pp 13-15).

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. Failure to adequately meet dispositional requirements will lead to remedial requirements set forth by the instructor. <http://www.eiu.edu/clinical/dispositions.php>

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 CORE. 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 and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/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:

- 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.ncaete.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>
- International Society for Technology in Education <http://www.iste.org/standards/standards/standards-for-teachers>

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 candidate 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, ISTE 1G, 2L, 3P, 4K, 5C

		<p>ACEI: 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 3.3.1,3.2, 3.3</p> <p>SELS:1A, 1B</p> <p>Dispositions: IWS, PEP, EC, PTSL, SDE</p>
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.	<p>IPTS: 2I, 2D, 2E,</p> <p>NAEYC:1a</p> <p>ISTE: 6J</p> <p>ACEI: 2.1; 2.3; 2.4; 2.5; 2.6; 2.7</p> <p>SELS: 1A, 1B, 1C</p> <p>Dispositions: PTSL, SDE</p>
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.	<p>IPTS: 4A, 4G, 4H, 4Q, 4P</p> <p>NAEYC:1C,</p> <p>ISTE: 4K, 9M</p> <p>ACEI: 1.0; 3.4</p> <p>SELS:1C, 2A, 2C, 3B</p> <p>Dispositions: IWS, EC, PTSL, SDE</p>
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.	<p>IPTS:1C, 1L, 2D, 3B, 3Q, 5H,</p> <p>NAEYC: 1c, 5c</p> <p>ISTE: 2O, 4M</p> <p>ACEI: 2.1, 2.2; 2.3; 2.4; 2.6; 2.7</p> <p>SELS: 3C, 3B</p> <p>Dispositions: PEP, EC, PTSL, SDE</p>
Assessment Report	Teacher candidates will choose one type of assessment (e.g. 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 candidate will write a report based on data collected.	<p>IPTS: 7A, 7B, 7D, 7E, 7G, 7K, 7M, 7O, 7R.</p> <p>NAEYC: 3a, 3b, 3c, 3d.</p> <p>ISTE:5O</p> <p>ACEI: 4.0</p> <p>SELS:1A, 2C,</p> <p>Dispositions: IWS, EC, PTSL, SDE</p>
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 than can be coordinated with the classroom instruction. They also need to include "simple manual" on how to use these learning activities.	<p>IPTS: 2D, 3E, 8A, 8B, 8T, 9A, 9E, 9R</p> <p>NAEYC: 2a, 2b, 2c, 4a, 4b, 4c, 4d, 6c, 6e</p> <p>ISTE: 8M, 9M</p> <p>ACEI: 5.2</p> <p>SELS: 1B</p> <p>Dispositions: IWS, EC, PTSL, SDE</p>
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.	<p>IPTS: 2A, 2B, 2F, 2G, 3G, 5O, 9A, 9G,</p> <p>NAEYC: 1a, 1b, 1c, 5a</p> <p>ISTE: 1G, 2F, 5O</p> <p>ACEI: 1.0</p> <p>SELS: 1A, 1B</p>

		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, 9Q. NAEYC: 1b, 2a, 4a, 4d, 5a ISTE: 9S 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

Course Core Assignments	Brief Description	Points
Participation	Class attendance and participation are expected in the course. The student will be present during class meetings, contribute to discussions, actively engage in projects/activities, and support his/her peers in the learning process.	30
Activity Plan	Develop activity plans based on the concept of D.A.P. (Developmentally Appropriate Practice) and Early Learning Standards.	72
Play Material	Evaluate play to determine if the materials are developmentally appropriate for teaching young children skills and concepts.	20
Plan for Supporting Behavior	Develop a plan for supporting behavior based on a specific child in the field experience settings.	20
Daily and Weekly Schedules	Analyze daily and weekly schedules used in the field experience settings to determine key components of the curriculum.	20
Assessment Report	Students will collect data to assess classroom environment, teaching practices, and materials found in an early child care setting.	30
Learning Activity	Students will research and compile learning activities for families to assist children at home.	20
Research Paper	Students will compare and contrast the early childhood curriculum, teaching practices, and classroom environment found in home-based and center-based early child care settings.	30
Readings & Written Responses	Complete readings and accompanying assignments.	40
Midterm and Final Exams	The student will demonstrate his/her knowledge of the course content by appropriately responding to test items that require the application of course information.	100

Assignment Summary/Due Dates

Assignment/Exam	Approximate Points	Approximate Due Dates
Activity Plans: <ul style="list-style-type: none"> Phase I (8 pts. x 3) = 24 Phase II (8 pts. x 6) = 48 	72 points	Phase I: 2/2; 2/9; 2/23 Phase II: 3/2; 3/9; 3/23; 3/30; 4/6; 4/13; 4/20
2 Play Materials	20 points	

<ul style="list-style-type: none"> One from Phase I (15 points) One from Phase II (15 points) 		Phase I: 2/28 Phase II: 4/23
Research Paper	30 points	2/14
Plan for Supporting Behavior	20 points	3/21
Daily & Weekly Schedules	20 points	Ongoing—must be complete by end of each week
Assessment Report	20 points	4/11
Learning Activity at Home	20 points	4/25
Readings & Assignments (3 – 5 points)	40 points	Ongoing
Midterm Exam	50 points	Monday, March 7
Final	50 points	Monday, April 30 12:30 – 2:30 p.m.

Course & Program Requirements

Requirement	Due Date
TB Shots: 2 steps	TBA—ASAP
Background Check	Prior to Practicum
Letter of Intent	TBA
Professional Development Requirements	Ongoing
Field Experiences: Phase I Field Experiences: Phase II	TBA

A. Participation: Class attendance and participation are expected in the course. Participation includes the following: being in class on time (3-5 minutes early), looking and actively listening to those who are speaking, working cooperatively with group members, being prepared for class, and being actively involved in activities and discussions. This also means that your cell phones are turned off or silenced and put away. If an emergency arises please notify the instructor if you are unable to attend class by leaving a message via e-mail. Five points will be deducted for each unexcused class absence.

B. Preparation for class discussions, assignments, and activities –Students are expected to demonstrate their understanding of assigned readings and homework tasks through class discussions, written examinations, collaborative class projects, and in-class presentations. **Standard college preparation for courses requires a minimum of 2 hours of work outside of class for each credit hour. Please keep this in mind when planning your course schedule and outside commitments.**

C. Course Assignments and Expectations: All assignments must be turned in by the due date, unless approved by instructor. NO course work will be accepted during finals week. All assignments must be completed in an *exemplary* fashion in order to receive an A. **Assignments, points, and due dates are subject to change. *The instructor will provide detailed instructions and expectations for each assignment.***

D. Examinations: Two tests consisting primarily of objective items with a few short essay questions will be administered to assess student understanding of course content. These tests include one which is scheduled during the semester and a final exam given at the scheduled time for finals. The final will **not** be comprehensive. The tests treat text assignments, class activities, lectures and audio-visual materials used. (Each exam is worth 50 - 100 points.)

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

COURSE OUTLINE

Week 1 (Outcomes 1 & 4)

Early Childhood Today: Standards, Ethical Conduct, Dispositions

- What is Early Childhood Education (ECE)?
- Code of Ethical Conduct and Dispositions – (Baptiste & Reyes, 2008)
- Early Learning Standards
- National Association of Education for Young Children (NAEYC)

Week 2 (Outcomes 1 & 2)

History/Foundations of theory and research in ECE

- 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
 - 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

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
 - 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
 - iii. Second Language Acquisition/English Language Learners (ELLs)
 - Accepts children's home language and developing English skills
 - 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
 - Uses home language vocabulary to develop and expand English vocabulary for English Learners
- Second Language Acquisition/English Language Learners (ELLs)
 - Theories, stages, and processes of first and second language acquisition
 - Applies understanding of the relationship between first and second language
 - Supports bilingual children's 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 a variety of types 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)
 - Algebra (e.g., patterns, change)
 - Data Analysis (e.g., sorting, classifying, representing/describing data)
- Mathematical Process Skills
 - Problem Solving
 - Reasoning
 - Communication
 - Connections
 - Representations

iii. Science

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

iv. Social Studies

- Components of Social Studies
 - History (e.g., people and the past)
 - Geography (e.g., mapping skills)
 - Economics (e.g., pretend grocery store; visit supermarket)

- Civics (e.g., conflict resolution; cooperation)
- Inquiry Process (e.g., investigate and explore)

v. The Arts

- Components of the Arts
 - 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)

- Special concerns of families with children under age 3
- Getting to know families
- Welcoming families to your program
- Communicating with families
- Involving families in the program
- Responding to challenging situations

Week 10 (Outcomes 4 & 6)

Components of the Curriculum: Ages 0-3 - Scaffolding (Berk & Winsler, 1995; Bodrova & Leong, 1996;)

- Routines
 - Hellos and good-bye
 - Diapering and toileting
 - Eating and mealtimes
 - Sleeping and nap time
 - Getting dressed
- Social, Emotional and Regulatory Development (Hyson, 2004)

Week 11 & 12 (Outcomes 4 & 6)

Curriculum Connecting: Ages 0-3

- 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

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

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

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.

References

***Denotes Unit Conceptual Framework References**

****Denotes References for Course Specific Theorists/Researchers**

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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:

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.

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

NOTE: I understand that scheduling meetings (e.g., with my student teaching coordinator) and/or scheduling appointments (e.g., registering to take a content test) during any class meeting times reflects negatively on my commitment to teacher education and does not represent the dispositions necessary for success in the program. Therefore, I agree to not allow other commitments to interfere with my regular class attendance.

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)