

COURSE DESCRIPTION: CREDITS: PREREQUISITES:

This course is a study of factors shaping curriculum, and exploration and assessment of appropriate curriculum for young children in transition from pre-operational to concrete operational stages of development, field experience included.

FIELD EXPERIENCE:

The field experiences related to this course are based on the premise that teachers of young children must demonstrate ability to work effectively over time, with young children (pre-school-primary), with varying abilities, cultural differences and who are from diverse family systems. The experiences should also provide opportunities for observations/participation with children and interaction with parents, under the supervision and guidance of qualified interdisciplinary teams of professionals. This experience will provide the prospective teacher with 15 hours (a minimum of 900 minutes) of experience in Day Care Centers, Head Start Programs, or Pre-K at the discretion of the professor. **Unless the student successfully completes the field experience, they cannot pass the course.**

COURSE CREDITS: 3 hours credit

DESIRED LEARNER OUTCOME/OBJECTIVES

1. Examine developmentally appropriate curriculum based on knowledge of individual children, the community, and curriculum goals and content.
2. Explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems and make decisions.
3. Explore a variety of strategies to encourage children's physical, social, emotional aesthetic, and cognitive development.
4. Demonstrate current knowledge of the means for developing and implementing meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama and movement.
5. Develop integrated curriculum that focuses on children's needs and interests.
6. Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity.
7. Analyze how children learn and develop and provide learning opportunities that support their intellectual, social, emotional, physical and personal development.
8. Appraise students' differences in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
9. Examine, apply, adapt, and evaluate a variety of instructional strategies including current technology to encourage students' development of critical thinking, problem solving and performance skills.
10. Integrate a critical understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.
11. Use effectively verbal, nonverbal, and media communication techniques to cultivate active inquiry, collaboration and supportive interaction in the classroom.

12. Use effectively written skills to communicate ideas, concepts and principles to include but not be exclusive to use of standard grammar, spelling and organization.
13. Plan instruction based upon critical understanding of subject matter, students, the community, and curriculum goals.
14. Examine and apply formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
15. Analyze current approaches to curriculum development for young children and develop learning activities to accommodate these different approaches such as the project approaches and the different modalities.

COURSE REQUIREMENTS:

Plan and develop tools of inquiry in specific curriculum areas that are appropriate for young children. These will be presented to class for critiquing. (Extended learning areas also called centers).

Develop learning activities (activities, games, etc.) to be utilized by young children in field experience while providing learning episodes from the thematic unit. (Center activities)

Explore various assessment techniques used with young children as well as evaluations of learning centers. Share your findings with the class (Component of the centers).

You will be expected to reflect on the implementation of your centers.

Successfully complete quizzes and 2 examinations.

EXTRA CREDIT:

You may orally present one article from either *Young Children* or *Childhood Education* on the topic of parents to the class. Extra credit is only accepted on the designated day. You should submit the complete bibliographic citation at the time of the presentation.

FIELD-SITE EXPERIENCE:

Field Journal:

Keep a journal of your observations during your field-site experiences. Follow the guide (see page 9 of the syllabus) as to what to record. You will be noting such things as room arrangement, philosophy of education, discipline, play experiences, extended learning area, use of facility, and assessments.

EVALUATION/MEASUREMENT/ASSESSMENT OF LEARNING OUTCOMES:

- Each student is expected to attend all classes and assigned field-experiences.
- Each student is expected to develop and implement two learning center based activities.
- Each student is to develop instructional ideas- analyze appropriateness for specific age group.
- Each student is expected to reflect on their presentation of center activities in the childcare setting.
- Each student is expected to turn in observation journal documenting the field-site experience.
- Each student is expected to improve his/her writing-communication skills as appropriate for job professionalism.
- Each student will be expected to prove competence through tests grades/and occasional quizzes.
- Each student is expected to participate in class discussions and in class writing.

GRADING POLICY:

GRADES WILL BE DETERMINED BY:

1. Attendance
2. Active appropriate participation in class activities
3. Quality of projects
4. Class presentation and group critiques of instructional ideas
5. Class discussions
6. Test/quiz grades
7. Successful completion of field-site experience

There are three components to this class. They are examinations/quizzes, field experience and the written work. **Every student must pass all three components in order to pass the class. In other words, a grade of F in any of the components will result in an F for the course.**

Points Possible

Examinations – 100 points each

Lesson plans – 50 points each

Observations- 20 points each

Assessment plans – 25 points each

Lesson reflections -25 points each

Extra credit may be available during the semester

Unannounced quizzes may be given- points vary

POLICY STATEMENT (DUE DATES, MAKE-UPS) ON MAJOR PROJECTS AND EXAMINATIONS AND OTHER ASSIGNMENTS:

POLICY REGARDING ACADEMIC DISHONESTY

Because this course requires written papers, we are concerned that plagiarism may become an issue. We define plagiarism as the use of another person's words or ideas without giving that person credit in an approved manner. When a case of plagiarism is suspected, we will speak to the student personally and ask the student to redo the paper. If the work is not satisfactorily completed, the student will not receive credit for the course. **BE SURE TO DOCUMENT!!**

Any attempt to falsify the clinical experience will be considered academic dishonesty and the student will not receive credit for the course.

POLICY REGARDING PARTICIPATION

Participation in class discussions is most important. All participants share responsibility for active involvement in class discussions. A high level of interaction will maximize the learning of all. This will necessitate reading of the text and other sources relating to programs for young children.

POLICY REGARDING EXAMINATIONS

Exams will be based on ALL information assigned in the course. This includes the text, lectures, discussions, films, videos and written and oral reports. Details of exams will be discussed in class prior to exams.

POLICY REGARDING LATE ASSIGNMENTS

You are expected to turn in assignments at the beginning of the class session when they are due.

Assignments are due on scheduled dates. **Late assignments will not be accepted without documented valid excuse.**

POLICY REGARDING UNANNOUNCED QUIZZES

Unannounced quizzes will be given if the instructor feels that some students are not keeping up with the reading assignments. No MAKE-UP quizzes will be given. Observation reports are due to my box by 3pm on the date they are due.

ATTENDANCE POLICY:

Each student is expected to attend all class sessions. Unexcused absences will result in a lower final grade.

Absences will be excused for the following reasons:

- A. Personal illnesses
- B. Critical illness or death in the immediate family.
- C. Such severe weather conditions as to make travel hazardous.

If you are absent more than a total of **two times**, you may either drop the class or receive a final grade of F. **If you miss a field day, you must make up the time at the convenience of your child care provider.**

COURSE PHILOSOPHY AND THEMES TO BE DEVELOPED:

Teachers in early childhood classrooms are called upon to provide developmentally appropriate programs for young children. In order to run such a program you must know (1) the foundations of curriculum development and design, (2) to be aware of theoretical approaches to early childhood curriculum and instruction, (3) to be knowledgeable about curricular planning, (4) to be cognizant of alternative approaches to curriculum content and instruction (5) to be knowledgeable of a variety of educational materials, and (6) to be able to reflectively evaluate your ability to design and implement appropriate curricular experiences for young children. Finally, you must be able to integrate your knowledge and skills of both programmatic and curricular foundations for your pedagogical decision-making. The purpose of this class, therefore, is two-fold (1) The class will enable you to develop the knowledge and skills necessary to design appropriate curricula for early childhood programs, and (2) to integrate and thoughtfully reflect on the nature of early childhood educational programs.

INSTRUCTIONAL STRATEGIES:

The format of this class is appropriate to that of a seminar and workshop with the instructor utilizing lecture, discussions, and demonstrations. To facilitate meaningful participation, students are required to familiarize themselves with each assigned topic PRIOR to class and the date on which the topic(s) is/are to be discussed. The purpose of the reading is to provide you with background knowledge necessary to understand each session.

Methods to be used:

- a. Lecture
- b. Large and small group discussions and problem solving scenarios
- c. Critiques
- d. Role-play and other simulations
- e. Emphasis is placed on inquiry and critical thinking
- f. Analysis of field-site observational participation

COURSE OUTLINE:

EARLY CHILDHOOD CURRICULUM AND METHODS:

Planning the Integrative Curriculum
Dealing with individual differences

Organizing for appropriate instruction
Working with parents, paraprofessionals and other volunteers
Child's play as education
Emerging Literacy
Aesthetic Development
Language Arts and Literacy
Science and Critical Thinking Skills
Math and Problem Solving Skills
Social Studies and Diversity (Multicultural Awareness)
Sensory Experiences
Health, Safety, and Physical Well Being
Technology
Reflective thinking on the Integrative Curriculum
Assessment of the curriculum
Resources

GRADING SCALE:

A = 93-100%
B = 85-92%
C = 77-84%
D = 69-76%
F = 68% and below

Social Justice:

This college has made a commitment to social justice. No one will be discriminated against on the basis of race, sex, ethnicity, age, sexual orientation, social class, or differing viewpoints. Each student will be viewed as a valuable part of this class.

Disabled Students:

Marshall University is committed to making all programs, services, and activities fully accessible to students with disabilities. The mission of the Disabled Student Services Office is to provide the educational and physical accessibility support necessary for students to achieve their academic goals and to promote as much independence as possible on the part of students with disabilities.

In Your Folder

Section 1: Two center plans. Children from the center will be invited to participate; no child will be forced to participate, therefore your plans should be so engaging that the children will want to participate. You will include your completed plan, assessment tool, and reflective evaluation for each center. **NO WORKSHEETS, COOKIE CUTTER CRAFTS (these are crafts that all look alike upon completion), OR PASSIVE ACTIVITIES WILL BE ACCEPTED.** Do not teach alphabet or number recognition. This is not our place as guests. The plans should encourage independent learning and exploration. You as the pre-service teacher will serve as the facilitator. These plans will be turned in to me for assessment, **before** they are implemented in the day care center.

Plan should include:

1. Title of the lesson.
2. An introduction to the plan that documents connection to children's prior knowledge
3. Measurable objectives to be achieved by this plan
4. List of materials needed for this plan
5. Procedure
6. Assessment tool: This tool should identify the objective that is being assessed, how that objective is to be measured, a standard by which mastery will be identified, and the assessment itself should be sufficiently flexible that it can be modified for children with differing needs.
7. Documentation of your idea source.

Section 2: Once you have implemented your center plan, write a reflective evaluation of the plan that answers the following questions.

- a. What was good about this center?
- b. How well did this center accomplish the objective for which it was designed?
- c. Was this center developmentally appropriate for the children to whom it was presented?
- d. Was the center engaging to the children? Measure time on task of at least three children and include this measure in your narrative. Also consider the needs, interests, and abilities of the children involved.
- e. What would I do differently next time I use this activity?

More detailed instructions will be discussed in class as the semester progresses. If you have questions feel free to call 696-3102 or e-mail me at dozier2@marshall.edu.

GRADING RUBIC FOR CENTER PLANS

Objective	5	4	3	2	1	0
1. Plan is in line with the emergent nature (builds on child's interest) of children's development.						
2. Plan encourages independent learning on behalf of the child.						
3. Plan encourages exploration of materials and concepts.						
4. Plan connects to child's prior knowledge.						
5. Objectives are clearly delineated.						
6. Objectives are developmentally appropriate.						
7. Materials are listed completely.						
8. Procedure delineated step by step.						
9. Procedure in line with objectives and is developmentally appropriate.						
10. Documentation of idea source.						

Total

/50points

ASSESSMENT TOOL

Objective	5	4	3	2	1	0
1. Assessment tool is in line with the objectives in plan (reflects the objectives).						
2. Assessment tool is an integrated part of the lesson.						
3. Assessment tool measures the outcome of the objective.						
4. Assessment reflects what is taught in the lesson (reflects the procedures).						
5. Assessment is by a standard that is sufficiently flexible to be modified.						

Total

/25

REFLECTIVE EVALUATION

Objective	5	4	3	2	1	0
1. Reflect on the good aspects of this center						
2. Reflect on how closely this center mirrored the objectives.						
3. Reflect on developmental appropriateness of this center						
4. Reflect on the engagement of children in this center (Measure of time on task of at least three children that is how many minutes did the child spend with the activity, consideration of the needs, interests, and abilities of the children involved).						
5. Reflect on what you would do differently next time.						

Total

/25

TENTATIVE SCHEDULE

NOTE: This may change due to weather, pace of the class, etc.

Date	Classroom Activities	Due Dates
October 5	Meet and greet, DAP, Piaget's stages Environment, Play	Chapter 1-3, 5
October 6	Guidance, Problem solving, parents, language and cognition, assessment	Chapter 4-6
October 12	Examination One Literacy and Visual Arts	Chapter 10 and pgs 416- 428
October 13	Math, Science, Social Studies, Music, Drama, PE, Health, Safety Lesson Planning and Assessment	Chapter 11, 12, 14, pgs. 428-453, and chapter 15
October 17	Field Observation	Observation 1 and 2 submit via email
October 19	Lesson plans and assessment tool after collaboration with teacher And final exam	Submit via email lesson plan and assessment tool Plan 1
October 24	Implement lesson	Observation 3 and 4
October 26	Lesson plans after collaboration with teacher	Reflection one Submit via email lesson plan and assessment tool Plan 2
October 29	Implement lesson	
November 2	You did it! Once your reflection is in and your forms are in the mail all you have to do is wait for your grade.	Reflection two submit via email; Submit via US mail all evaluation forms and time sheets

Observation Guide

It is assumed that these will be done to professional standards. They should be typed, of at least one half page in length and answer **every** question from the guide. These are worth 20 points each.

Observation 1: Draw a diagram of the room arrangement. Be sure to include placement of electrical outlets, chalkboards, bulletin boards, doors, windows as well as furniture, and extended learning areas. Reflect on the room arrangement. Write a word picture (graphic description) of the room. What are on the walls? Are there traffic problems in the room? What is your overall impression of the room?

Observation 2: Look at the ways discipline is maintained in the classroom. Differentiate between discipline and punishment in the classroom. What types of strategies are used (supportive guidance, behavior modification, and natural consequences, contrived consequences)? Which guidance model discussed in class most closely resembles the way the teacher views discipline. List and describe them.

Observation 3: What types of play did you see in the classroom? Describe and name (Example: I saw examples of parallel play when the children were playing with blocks). Use the terms discussed in class to identify the play, then describe them. Check the schedule, are there other times blocked for children's free play? -If so, how much time? Look at the extended learning areas in the classroom. List them. Do they support a variety of interests, learning modalities, and multiple intelligences (Give evidence of your claim)? Are they designed to facilitate children learning on their own? Are children engaged with equipment and materials? What does the teacher do in order to involve a disinterested child? (Note: This observation is worth 40 points)

Observation 4: List the ways the teacher assesses learning. Do these assessments shape instructional choices, give documentation to parents and administrators, recommend placement? -If so how. If there is no evidence of assessment **ASK** the teacher how she assesses.

Observation 5: List three ways in which this teacher has made good use of her facility. Describe them in detail. List three things you, if you were the teacher, would change in this environment. Be specific and describe clearly so that I can "see" what you would do.

Observation 6: Free choice. Tell me what you wish I could have observed with you. Draw conclusions about your experience. How was this experience profitable to you personally and for your professional development?

Dear Teacher,

Thank you for allowing _____ to observe in your classroom. I trust that this has been a valuable experience for both of you. In the interest of documentation please initial the form below. If you have any questions or concerns please feel free to contact me at 696-3102 or by email at dozier2@marshall.edu. We want this experience to be mutually satisfying for all parties concerned.

Janet Dozier

To be completed by the student:

Date of observation	Time of observation	Teacher's initials
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

This student conducted her/himself in a professional manner (Circle one) Yes No.
Comments:

END-OF-TERM

CI 321 OBSERVER EVALUATION FORM

	Distinguished	Proficient	Basic	Unsatisfactory
The observer was punctual and responsible in attendance. S/He called when unable to attend at the appointed time.				
The observer participated with children in conversation.				
The observer participated in learning activities with the children.				
The observer demonstrated interest in the classroom arrangement.				
The observer demonstrated interest in the philosophy of the room.				
The observer demonstrated interest in the activities of the room.				
The observer used the classroom teacher as a source of information, support and professional development.				
The observer demonstrated professionalism in dress, demeanor, speech.				

Childcare Provider Evaluation of Learning Center
FORM ONE

Criteria	Distinguished	Proficient	Basic	Needs improvement
1. Student was well prepared to present center activity (Did he or she have all materials needed to present and a clear cut idea of how to present the activity).				
2. The center aligned well with the activities of the classroom.				
3. The center was developmentally appropriate for the children to whom it was presented.				
4. The student collaborated well in planning the center.				
5. The children were engaged by the center's activities.				
6. The student was able to make modifications as needed to make the center meet the needs of the children.				
7. The student was able to make modifications as needed to make the center meet the interests of the children.				

Child care provider please sign here _____

Comments:

Childcare Provider Evaluation of Learning Center
FORM TWO

Criteria	Distinguished	Proficient	Basic	Needs improvement
1. Student was well prepared to present center activity (Did he or she have all materials needed to present and a clear cut idea of how to present the activity).				
2. The center aligned well with the activities of the classroom.				
3. The center was developmentally appropriate for the children to whom it was presented.				
4. The student collaborated well in planning the center.				
5. The children were engaged by the center's activities.				
6. The student was able to make modifications as needed to make the center meet the needs of the children.				
7. The student was able to make modifications as needed to make the center meet the interests of the children.				

Child care provider please sign here _____

Comments:

BIBLIOGRAPHY

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