EDT 212 Early Childhood Theory and Practice

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Office Hours: Monday 11:00-12:00, 1:30-3:00, Thursday 9:00 - 11:00

Course Requirements:

1. Facilitating will include: experiential, small group discussions, expert guests, class discussions, videos, projects, handouts, daily written responses or conversation, and lectures.

2. Attendance -- Class is a requirement of the course work. There are many experiences that cannot be accomplished without attending class. You are expected to arrive on time and to stay for the entire class period. Students missing any class period can expect it to adversely affect their final grade. Students who miss the equivalent of more than two classes can expect a lower grade of a B.

3. Participation and excitement of learning will be encouraged in class and 10 points are awarded for this, so you need to be present in class to earn these points. This is a live performance and much of the learning and information is presented during class, which requires your participation. These 10 points are required to get a grade of an A.

4. All presentations, papers must be word processed (double space) with the grammar and spelling checked, before submitting them for feedback. This
class requires college level performance in the writing of all papers. You can always turn assignments in early for points and if it doesn’t meet the requirements you may redo it for additional points as long as they are turned in at the next class meeting.

5. All projects have a due date. Please plan ahead and turn in assignments on the due date. Assignments turned in one class late will get a 50% point reduction, two classes late a 75% reduction in points. Assignments are not accepted after two classes.

6. If a student needs reasonable accommodations for a disability, he/she should discuss this with the instructor during the first week of the quarter.

7. PLEASE NOTE: Children are not permitted in ECE classes because:
   • It is not developmentally appropriate to expect children to be still and quiet for a lengthy time.
   • The content of our course is geared towards adults
   • Instructors and students should not have to censor their discussions about children because of the presence of children in the college classroom.

8. Cell phone etiquette: All cell phones need to be on silent mode while class is in session. Please be reminded that it is disruptive to the class concentration to be disturbed by someone’s cell phone. Please practice role modeling your values while in class and respect your fellow students and instructor.

9. If a student is absent, it is the student’s responsibility to make up any missed work: obtain information given in class, and get class handouts.

10. The student will read the developmentally appropriate practice statement, the entire textbook, and class handouts. The student is responsible for all assigned readings.

Professionalism includes, but is not limited to:

a. prompt attendance at class,
b. respectful behavior in class and in the field,
c. acting in an adult manner in the field, including appropriate dress, informing the teacher of any ability not to be at the school on the agreed upon day
d. be respectful of peers, professor, and other teachers in the field in speaking and responding,
e. no use of cell phones in class,
f. turning assignments in on time,
g. assignments turned in which are proofed for spelling, grammar, and
   typographical errors and are word processed in 12 point New Times Roman, and
h. informing the professor of any absences in advance by email

Required Elements

FIELD EVALUATION/OBSERVATION

This is a continuation of the Performance Assessment Criteria that you began in
EDT 211. You will be evaluated by your mentoring teacher based on the Pathwise
Criteria and your overall performance in the classroom with the children. This is a
Benchmark assignment.

THEROIST REPORT PRESENTATION

Due on the group sign up day, see calendar for dates.

Basically, students are responsible for creating a poster that helps sell their
assigned theorist to their classmates. You will also transfer your information onto
a flyer or brochure that you could then copy for your classmates. Students will
choose a theorist and sign up date for a presentation. (such as: Piaget,
Montessori, Erickson, Bronfenbrenner, Skinner, Gardner, Froebel, Vygotsky)

ANECDOTAL RECORDS

Due Feb. 13

An anecdotal record is a short concise narrative summarizing one directly
observed incident, usually chosen for its developmental significance. Written
after the fact
Describes what happened in a factual objective manner and tells how, when, and
where it happened, and what was said and done.
For the purposes of this assignment, students will record at least 1 anecdotal
record per observation for the first four weeks of your observations. (Form
provided in class)

RUNNING RECORD

Due March 1

Purpose of the Running Record:
• To help you get an overview of your assigned child.
• To begin to gather baseline data which will help you get to know your child.
• To learn to write in a factual, objective based manner which avoids bias.
• To hone your observation skills.

Getting Started:

1. Ask your mentor to assign a child for you to observe.
2. You will learn to conduct running records and will complete the running record during your field experience.
3. A running record is:
   a. An informal observation and recording method
   b. A detailed narrative account of behavior recorded in a sequential manner as it happens

4. Choose a time for the observation where there is likely to be activity and interaction with children. If the actions stops (the child decides to take a nap) stop the observation and begin another observation session later.
5. As the observer, you will sit or stand apart from the children and write down, using the attached 2 page form, everything that occurs to a particular child over a period of 20 consecutive minutes. (Some running records can occur on and off over a period of time but that is not what you are being asked to do.) Bring the 2 page copy provided and additional copies of the form if you write large.
6. Feel free to write in short sentences or bullets in order to keep up with the pace of the action.
7. Do not use descriptive words that are judgmental. Record the actual details that explain what happened. Avoid making assumptions with insufficient evidence.
8. Remember that there is a difference between being descriptive and being factual. This assignment requires you to be factual.
9. Be careful not to omit some of the facts or events.
10. Be careful not to record things that did not happen.
11. Record events in the order that they occur.
12. The comment column allows the observer to record their thoughts or emerging interpretations while at the same time keeping these potential biases away from the data. The comments section is also where the observations are tied to developmental skills which can be done after the observation.
LEARNING CENTER LESSON PLAN
Due by March 27

A requirement of this course is to complete a lesson plan for a learning center to be presented in written form on task stream and in the classroom. We will go over task stream in class and then you will decide with your mentor teacher what to present. You will work with your mentor teacher to an agreed upon time and day to present to the children.

Centers can be an excellent method for teaching students effectively. Working with children in a small group setting allows for more direct teaching and enhanced student response. Centers provide a less intimidating environment for the students and give the teacher the opportunity to focus on specific areas of study. Although centers take a lot of organization and preparation on your part, in the end the work can really pay off.

Effective early childhood programs provide an appropriate physical environment by subdividing a classroom into learning areas or centers. Such an environment allows children to direct themselves through the arrangement of materials and equipment to engage in meaningful learning.

At the preschool and kindergarten levels, centers are focused on play areas in which the child chooses to participate. Centers commonly found in these classrooms include blocks, family living (housekeeping), discovery (sensory), library (reading), science, table toys, art, and a quiet area. Classrooms also have a central open area--often called the meeting area--where the teacher can gather the class together for planning, discussions, reading, and whole group instruction.

At the primary level, children become more interested in developing skills and exploring content. Learning is focused on areas of study and enables children to research topics in depth. Centers commonly found in primary classrooms include math, language, reading, writing, computer, blocks, dramatic play, social studies, and listening.

Because children are working independently in the centers, the teacher may wish to establish a management system for the use of each center. At the preschool and kindergarten levels, a management system establishes rules for areas and enables the teacher to control the number of children in an area. At the primary level, the management system may extend to contracts with students for work to be completed in each center.
**STUDENT’S LEARNING CHOICES/OPTIONS**

Below are various projects to choose from. To accumulate points toward your final grade, choose several projects from the list. Each item is worth a maximum amount of points, which will be awarded based on the quality of your work submitted. Refer to the possible points listed on the last page of the course assignments. Use this page to help determine the total amount of points you would like to work towards. Then, choose several projects that would equal your target grade. You may want to choose an extra project, since you may not earn the maximum points available (points are awarded based on the quality of your work.) The final 10 points are awarded based on attendance and participation only.

**JOURNAL**

Due Date - 1/23, 2/6, 2/20, 3/8, 3/22, 3/29, 4/5, 4/10

Please put all of your written work in your folder. I will comment on your written work, any questions you’d like answered privately, or whatever you’d like to include in your journal. Write your name, date, and class # on all written work! To obtain points for journals you must submit all 8 entries for points to be awarded.

**QUESTIONS TO BE ANSWERED IN YOUR WEEKLY JOURNAL INCLUDE:**

Class reflection log #1 (1/23)

1. What is your current reaction to today’s class?

2. What questions come to mind?

3. What did you get out your talking to others orally today? What happens to you when you share?

Class reflection log #2 (2/6)

1. What did you get out of your writing in class today? What happens to you when you write?

2. What would you like to have happen in this course in order to call it a success for you? What would have to happen to make you look back and treasure this experience?
3. Comment on how this format for the class is working or not working for you.

Class reflection log #3 (2/20)
1. How do you think what we study and do together here is going to help you be a better teacher?
2. To make this experience powerful for you, what do you have to make sure to do?

Class Reflection log #4 (3/8)
1. What did you discover from your writing?
2. What did the discussion open up for you?
3. Please comment on your in-class work with others in your group/partner. Did anyone help you? Did you help anyone else? What would make this time work well?

Class Reflection log #5 (3/22)
1. What has been the best experience for you at your placement and why?
2. What changes would you make at the placement to improve the care and education for the children?
3. What changes would make your experience more beneficial to you?

Class Reflection log #6 (3/29)
1. How has this class affected your self-confidence as a learner?
2. How has this class affected your view of yourself as a teacher?
For both of the above, specify the elements here - the instructor, classmates, texts, assignments, etc. - that have influenced this.

Class Reflection log # 7 (4/5)

1. Tell me something that is bothering you and what solutions you have come up with to resolve the problem/situation?

2. How committed are you to your life long learning as a teacher?

Class Reflection log # 8 (4/10)

1. How many points do you have so far towards your grade and what do you have left to do?

2. How will you make sure you get the grade that you want?

ENVIRONMENT EVALUATION
Due by-March 27

The student will observe an early childhood classroom, evaluate the current learning environment and daily schedule, and suggest adaptations for the classroom and daily schedule reflective of developmentally appropriate practice.

After the observation is completed the student will evaluate the current learning environment and daily schedule based upon the developmentally appropriate practices statement. The student will also include examples and evaluation of comfort and security, softness, health, safety, privacy, and order as it relates to the learning environment.

The student will describe specific suggestions for adapting the classroom and daily schedule to be more reflective of developmentally appropriate practice.

Paper
You or your group’s individual five-page paper must include:

1. an overview of the teaching methods, learning activities, and instructional materials or other resources you will employ;

2. a plan for communicating with families;
3. Justifications of how your proposed classroom is developmentally appropriate (in terms of physical, cognitive, language, social, and emotional development), provides a safe environment, promotes resiliency, and is conducive to learning; and 4. Reflections on the outcomes you expect from implementing your proposal. 5. Attach the following to the back of your paper: your bibliography, a floor plan of the classroom you design.

As you work on your paper keep the following in mind:

- The majority of your paper should focus on the analysis / justification of the developmental appropriateness of your proposed classroom practices. Describe your proposed practices concisely.
- Explicitly draw on (and cite) course readings in your justifications and reflections.
- Your proposed classroom must be specifically for the particular population your group is assigned.
- Be sure to refer to characteristics of the population as you justify your proposal.
- You should assume that your plan is constrained by the architecture, furniture, and materials in a typical school building and the budget of a typical first year teacher.
- While one group member may take responsibility for drafting a section of the paper, the ideas in the section should reflect the group’s consensus. Do not simply paste together separately authored sections. All group members should contribute to revising and editing the entire final draft.

This assignment will be evaluated on the following criteria:

- Meets the assignment’s specifications as described above
- Is college level work (word processed, detailed and complete)
- Is of high quality and reflects careful thought
- Includes a copy of the current daily schedule
- Is submitted by the assigned due date.

RESEARCH PAPER
Due date: Feb. 27

Research a topic of your choice that relates to this particular course work. Phrase in the form of a question that you might want to have answered or that has interested you in the past.

- Sign up for topic and date.
- Individual Research Report (7.5 pts.)
- Research Presentation (7.5 pts.)
Research Paper: Students should begin this project by seeking to answer their research question. Please note that the topics are stated in question form. This means that the process requires that they seek to find the truth by honestly answering the question. Students should not set out to prove what they believe the answer to be. Then students can conduct an ERIC or Psychological Indexes search for journal articles and books related to the topic at the library. The text is also a good source for references. If students choose to conduct an internet search, they must be able to verify the credibility of their sources and cite them using APA style. The requirements for the research paper are as follows:

1. 3-5 pages
2. At least 1 primary research source (Typically journal articles that describe a study conducted by the author of the article)
3. At least 3 secondary sources (Books including text books or articles in which the author states a position or philosophy or reviews the research of others to support their stated point of view)
4. Correct spelling and grammar
5. Word Processed
6. APA (American Psychological Association) Style
5. First page of the ERIC, Psychological Index, other database or internet search printout attached to final report
6. Research Paper is due on the day of the presentation.

Research Presentation: After gathering research for the paper, students should finalize their plan for the individual/group research presentation that communicates their findings to the rest of the class. These presentations will be graded on the following criteria:

1. The presentation was a collaborative effort which required team members to share and synthesize each other’s research and come to a common understanding of the big picture as it relates to the research question. (If group)
2. The presentation was interactive both between individual group members and between the group and the audience. The turn taking approach to presentation is not allowed. Students may not read their findings. They should instead “teach” their findings in a creative and interesting manner.
3. Students should answer the research question. If this means that they provide two or more sides to the issue then that is acceptable. Some answers work well with a pros and cons format. Others can be answered with an absolute.
4. The presentation was based on fact and not the opinions of the team members. Remember you are not trying to prove a point but rather to discover the truth.
5. Teams must use a multi-modal approach. Students should be able to see your group’s findings either by poster, overhead, handout or combination. Students should end the presentation with a summary that recaps and clearly spells out the research findings.

**SELF-DESIGNED**

*Due by the day you are signed up for. See sign up sheet*

The self-directed project allows you the freedom to design your own learning. It encourages you to discover your areas of interest and stimulates your own ideas about learning. Included in this project will be supportive gathering of information through reading of material related to your project. Suggestions might be: write a paper on a young child’s understanding of death, design an activity to enhance the four areas of development and present them to the class, evaluate and develop a list of appropriate picture books for young children, evaluate the environment in a center or school, (Make this activity meaningful to you). If you are presently teaching, or if you are working in a center/school, concentrate on an area that you would like to improve. If you have not, or are not working in a center/school, try something that interests you, or something that you would like to know more about. You can do more than one self-designed activity. (These are not to be commercially produced or store bought items and can not have been used for another class.)

**EXTENDED READING**

*Due by March 20*

Articles will be e-mailed to you or you may request a topic. You are not limited to the instructor’s suggestions and may select books/articles that are of interest to you. Documentation for you’re outside reading will be accomplished by writing a short (critical) review of the reading and placing it in your file. (no more than two pages in length) This is to be a critical review including your feelings and comments on the reading. Search out books, magazines, articles of interest, and ones that will help you grow as a teacher of young children.

**VIDEO REVIEW**

*Due the next class after the video is viewed.*

A selection of videos will be presented during class time. Answer the following questions:

- What new information did I learn from this video?
- How did this video relate to the course work?
Which parts of this video did you agree/ disagree?
How will you use this information as an early educator?
What was the most important piece of information that you learned?

The typed response to the questions needs to have the title of the video on the paper, your name, the course and is to be placed in your folder.

CURRICULUM REVIEW
Due by –February 8

The National Association for the Education of Young Children (NAEYC) recommends that educators reviewing a curriculum for young children consider these questions, among others:

Does the curriculum:

- have content that is designed to achieve long-range goals for children?
- address the development of knowledge and understanding, processes and skills, dispositions and attitudes?
- respect and support individual, cultural, and linguistic diversity?
- allow for focus on a particular topic or content by planning around themes and/or learning experiences that provide opportunities for rich conceptual development?
- promote interactive learning and encourage the child’s construction of knowledge?
- encourage active learning and allow children to make meaningful choices?
- foster children’s exploration and inquiry, rather than focusing on “right” answers or “right” ways to complete a task?
- permit flexibility so that teachers can adapt to individual children or groups?
- embody expectations that are realistic and attainable at this time, or could the children more easily and efficiently acquire the knowledge or skills later on?
- encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
-help achieve social, emotional, physical, and cognitive goals and promote democratic values?

-promote and encourage social interaction among children and adults?

Condensed from NAEYC’S Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, Vol. I. This activity will require you to research on the Internet a curriculum model that is of interest to you. (Montessori, Waldorf, High Scope, Reggio Inspired etc.) Discover a curriculum that interest you and pursue a more thorough understanding of what this curriculum is comprised of and what it offers to a teacher in the classroom. Using the criteria listed above evaluate the curriculum. From the information that you gather decide if this particular curriculum model would interest you. Print out your information and write in your own words why or why not you would be interested in this particular curriculum. If you would like, contrast it to the model you are presently using in the classroom. You could even choose to contrast the curriculum, model with the ELACS.

FAMILY RESOURCES
Due by - January 30

Find two resources for families relating to the family structure.
The first should be a local not-for-profit community organization. Find the following information: name of agency, address, phone, contact person, hours of operation, services provided, eligibility requirements, languages spoken, fees (if any).
Post this information under the discussion topic heading, Community Resource Guide.
The second should be the website of a national or regional organization for the family structure you chose to research.
Post the website URL (address) with a brief annotation, under the discussion topic heading, Family Resource Webliography.
Write a brief paper 1-2 pages about the resources you discovered answering the questions listed above as well as the following: why you choose these resources, how will they benefit families, what types of families will benefit, and the importance of resources for families.
This is a project that you will design like a poster presentation and share with your classmates.
Due Dates for Assignments

Due dates for assignments will be given in class. Assignments must be submitted by the due date. **No assignments will be accepted after the last class.**

**Note:** The instructor is only responsible for assignments given to her directly. The student must accept the responsibility for assignments lost through the U.S. mail, campus mail, slid under the office door, given to another person to deliver, etc.

### Grading Scale

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