I. COURSE TITLE: EDT 313 Developmentally Appropriate Practice for Preschool

II. TERMS OFFERED: Winter

III. CATALOG DESCRIPTION: This course focuses on integrated curriculum and instructional practices for young children ages three through five in the following Ohio Early Learning Academic Content areas: science, social studies, and math. Students will expand their ability to use and explain developmentally appropriate methods that include child directed play, small group learning, and inquiry based learning experiences to help young children develop intellectual curiosity, solve problems, and become effective members of a learning community. Other course topics include: communication with families; home culture and diversity; child observation and documentation; guiding behaviors and integrated curriculum.

IV. ACADEMIC CREDIT: 3 Semester Hours

V. PREREQUISITES: EDT 212;
CO-REQUISITES: EDT 313 Lab, EDT 453, HSS 333/334

VI. COURSE GOALS

The School of Education and Allied Professions in conjunction with the University of Dayton’s Vision 2005 has adopted a school wide theme of “Building Learning Communities through Critical Reflection.” The conceptual framework of the School of Education and Allied Professions embraces diversity for the promotion of social justice, and engages in building a community where the faculty model and candidates develop as scholar practitioners, who engage in critical reflection. The unit outcome of “diversity” will be a central theme in EDT 313.

A. To expand the early childhood educator’s base of understanding about learning and development of children ages three through five years.
B. To become part of an effective learning community including peer colleagues, mentor teachers, and families and children from diverse cultural, ethnic and socio-economic backgrounds
C. To reflect on course content and classroom/field-based experience to make developmentally appropriate decisions that meet the needs of the children and families being served
D. To develop an understanding of the Ohio Early Learning Academic Content Standards for math, science, social studies, and language arts.
E. To develop and implement an authentic assessment process that includes pre-instruction, during instruction and post instruction data points that are interpreted to evaluate program quality and student learning.
F. To expand the early childhood educator’s understanding of effective pedagogy for a diverse child and family population.
G. To explore family culture and become aware of likeness and differences that impact instructional decisions and the family school partnership

H. To collaborate with mentor teachers, student partner, course instructors and field supervisors to evaluate student performance using NAEYC Competencies and components of the Pathwise evaluation system.

VII. COURSE OBJECTIVES (Pathwise Domains are listed in parentheses below)

A. Child Development and Learning
   1. Expand knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of preschoolers. (A-4)
   2. Use knowledge of how young children ages three through five differ in their development and approaches to learning to support the development and learning of individual children. (A-3) (C-3)
   3. Apply knowledge of cultural and linguistic diversity and the significance of sociocultural and political contexts for development and learning; recognize that children are best understood in the contexts of family culture, and society. (A-1)
   4. Affirm and respect culturally and linguistically diverse children, support home-language preservation, and promote antibias approaches through the creation of learning environments and experiences. (A-1) (B-1)

B. Curriculum Development and Implementation
   1. Plan and implement developmentally appropriate curriculum and instructional practices, based on knowledge of individual children, the community, and curriculum goals and content in the areas of social studies, math, science, art, movement and music, and foreign language. (A-4)
   2. State 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. (C-4)
   3. Develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas, including language arts, mathematics, science, social studies, art, music, and movement and foreign language. (A-3) (C-3)
   4. Develop and implement an integrated curriculum for children ages three through five that focuses on children’s needs and interests and takes into account culturally valued content and children’s home experiences. (A-4) (C-2)
   5. Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity and to create, evaluate, and select developmentally appropriate materials, equipment, and environments for children three through five. (A-5)
   6. Plan, evaluate and demonstrate appropriate use of technology with young children. (A-2)
   7. Create and modify environments and experiences to meet the individual needs of all children ages three through five including children with disabilities, developmental delays, and special abilities. (B-3)
   8. Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, encourage positive social interaction among children,
promote positive strategies of conflict resolution, and develop personal self-control, self-motivation, and self-esteem. (B-2) (B-4)

9. Incorporate knowledge and strategies from multiple disciplines (e.g., health and social services) into the design of intervention strategies and integrate goals from IEPs (Individual Education Plans) into daily activities and routines. (C-4) (C-2)

10. Maintain physically and psychologically safe and healthy learning environments for children ages three through five. (B-5)

11. Expand understanding of the influence of the physical setting, schedule, routines, and transitions on children ages three through five and use these experiences to promote children’s development and learning. (C-3)

12. Expand understanding of the developmental consequences of stress and trauma, protective factors, and resilience, the development of mental health, and the importance of supportive relationships. (D-2)

13. Conduct a functional behavior analysis on a child or children in the practicum setting and make recommendations to the teacher that support positive behavior.

14. Describe basic health, nutrition, and safety management practices for young children ages three through five including procedures regarding childhood illness and communicable diseases. (B-5)

15. Use appropriate health-appraisal procedures and recommend referral to appropriate community health and social services when necessary. (C-3)

16. Recognize signs of emotional distress, child abuse, and neglect in young children and know one’s responsibility and the procedures for reporting known or suspected abuse or neglect to appropriate authorities. (C-3)

C. Family and Community Relationships

1. Respect parents’ choices and goals for children and communicate effectively with parents about curriculum and children’s progress. (D-4)

2. Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities. (D-4)

3. Support parents in making decisions related to their child’s development and parenting. (D-4)

4. Observe how the case-manager links families with a range of family-oriented services based on identified resources, priorities, and concerns. (D-3)

D. Assessment and Evaluation

1. Observe, record, and assess young children’s development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences. (A-5)

2. Develop and use authentic, performance-based assessments of children’s learning to assist in planning and to communicate with children and parents. (A-5) (D-4)

3. Understand and communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of IEP and IFSP goals for children with special developmental and learning needs. (4.1.5) (D-3)

4. Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. (D-3)
E. Professionalism
   1. Make decisions by reflecting on practices for three through five year olds, articulating a
      philosophy and rationale for decisions, and continually self-assessing and evaluating the
      effects of choices and actions on others (young children, parents, and other professionals) as a
      basis for program planning and modification and continuing professional development. (D-2)
      (A-3)
   2. Demonstrate awareness of and commitment to the profession’s Code of Ethical Conduct. (C-
      3)
   3. Actively seek out opportunities to grow professionally by locating and using appropriate
      professional literature, organizations, resources, and experiences to inform and improve
      practice. (D-2)
   4. Develop a community of learners by establishing and maintaining positive, collaborative
      relationships with colleagues, other professionals, and families and by working effectively as
      a member of a professional team. (D-3) (D-4)
   5. Serve as an advocate for young children and their families, improved quality of programs and
      services for young children, and enhanced professional status and working conditions for
      early childhood educators. (D-2)

VIII. COURSE TOPICS

   - MVCDC/Head Start and DPS Policies
   - Developmentally Appropriate Curriculum for Preschoolers
   - The Project Approach: Samples of Projects and Lessons
   - Characteristics of a Good Science and Math Program for Preschoolers
   - Ohio Early Learning Content Standards
   - Integrating Curriculum, Writing Lesson Plans
   - Documenting Learning in Authentic Settings
   - Assessment for Instruction
   - Assessment for Program Evaluation
   - The Montessori Model
   - The Reggio Model
   - Communicating with Families
   - Valuing Family Culture
   - The Impact of Poverty on Children and Family
   - Intercultural Competence
   - Systems Change and Teaming
   - Fundamental Preschool Science and Math Concepts
   - Life Sciences: Plants & Animals, Animals in the Classroom
   - Physical Sciences: Blocks, Motion, Sound and Light
   - Physical Sciences: Physical Properties, and Water play,
   - Earth and Space Science, Weather and Climate, Topography

IX. TEACHING METHODS: Use of lecture, video, simulations, discussion, student presentations,
    BFLC Observation, data collection and analysis, web-based threaded discussions, case-studies,
    experiential art, music and movement, and science labs.
X. STUDENT EVALUATION CRITERIA:

**Undergraduate Program Benchmarks and Benchmark Flags**: The following benchmark requirements are in effect for all teacher licensure candidates. Failure to meet a benchmark listed below results in a candidate being withdrawn from a licensure program. The candidate can be re-admitted after the benchmark has been met, with approval from the Program Coordinator or Chair of the Department of Teacher Education.

1. GPA: Below 2.5 GPA cumulative, in professional education courses and/or in concentration courses (when applicable)
2. PRAXIS I: Failure in any or all sections
3. Grade of “D” or lower in an EDT course
4. Unexcused absences in a Teacher Education course cannot exceed 13% in any given course (University policy for FY students is 13%)

Two or more flags may constitute a Benchmark failure.

1. Feedback which includes a “not met” or “one” in a competency on the field observation forms
2. A “C-” in an EDT course
3. Poor evaluation from a course instructor
4. Inappropriate attendance, participation and/or professional disposition on campus or in the field, as determined by the program faculty. This includes exceeding excused or unexcused absences of 13%.

Course Requirements: **Program Benchmark Assignment**

- Integrated Investigation Assignment (See assignment sheet)** 140
  - Science Content Reference Material (team) 10
  - Hook Activity Abbreviated Lesson Plan w/children’s questions (team) 10
  - Pre-assessment Presentation (team in class) 10
  - Anticipatory Planning Web (team) 20
  - 4 Abbreviated Lesson Plans (Individual 2 per team member) 40
  - Investigation Poster Presentation including post assessment data and work samples 50
- Family Culture Study**: 90
  - Oral Regional Team Presentation (Regional Team) 40
  - Individual Reflection (individual) 30
  - Parent Notes (individual-one per team member) 20

- Stander Symposium Reflection 10

- Team Discussion 20

- Class Participation (includes attendance, promptness, participation in in-class activities, contribution to whole class and small group discussion and partner work 50
• Successful completion of MVCDC/ DPS Field Experience with peer/self evaluation    P/F
    pass/fail and cooperating teacher evaluation completed and turned in.**

Course Grade Criteria: Total number of points possible 310

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XI. TECHNOLOGY STATEMENT

A. Students will utilize e-mail and a web board to maintain communication with course instructors, and student colleagues and to organize and access course materials.
B. Students will conduct web-searches to access information for their project.
C. Students will use advanced word processing, publishing, and formatting skills as well as PowerPoint to create a professional Poster Presentation and 2 parent letters.

XII. Plagiarism Statement

Plagiarism is defined in the University of Dayton Student Handbook. Plagiarism involves:

• Quoting directly from any source of material including other students' work and materials from research consultants without appropriately citing the source and identifying the quote
• Knowingly citing an incorrect source
• Using ideas (other than information that is common knowledge) from any course of material including other students' work and materials from research consultants without citing the source and identifying the borrowed material/ideas
• Faculty may establish additional guidelines for plagiarism -

Ignorance is no excuse for plagiarism. Students should be aware of their own responsibilities in appropriately quoting and citing sources used.

Additional information on plagiarism is available through the U.D. Roesch Library website (http:library.udayton.edu/faqs/howto/plagiarism.php).
Students should be aware that the University has access to software designed to detect plagiarized passages and work. This software will be applied randomly or at the instructor's discretion. Detection of plagiarized passages or work can result in disciplinary action.

XIII. FIELD-BASED EXPERIENCES a minimum of 30 field hours (or as many as is needed to complete assignments) in a Head Start or Public Preschool. Experiences will provide candidates with an opportunity to work with children and families in poverty. Candidates will develop skills in implementing developmentally appropriate, assessment supported and standards based instruction. Candidates will design instruction using the integrated curriculum based Project Approach (Katz and Chard, 1999) and will work with a peer partner as part of an educational team.

XIV. TEXT(S)

Required:

National Association for the Education of Young Children (S. Bredekamp & C. Copple, Eds.). (1997). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, D.C.: The National Association for the Education of Young Children. (Most students will have already purchased this text for prerequisite courses)


Supplementary:

Ohio Department of Education. (2003). *Ohio Early Learning Academic Content Standards*. Columbus, Ohio. Author (Will be disseminated in class)


XV. To request academic accommodations due to a disability, please contact the Office for Students with Disabilities, 002 Albert Emanuel Hall, (937) 229-3684. If you have a self-identification form from the Office of Students with Disabilities indicating that you have a disability which requires accommodation, please present it to all of the course instructors so we can discuss the accommodations you might need in class.

XVI. DATE OF SYLLABUS REVISION: 12/1/2006