

Rutgers, The State University of New Jersey

**15:251:578:01 Theories & Practices of the Early Childhood Classroom
Fall 2014
Wednesdays 4:30-7:30 p.m.
HH- A3**

Instructor: Carolyn Q. Hickey	cabqh@verizon.net
Phone Number 908.625.1685	10 Seminary Pl, Room 212
Office Hours: by appointment	Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i>
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Contact Ken Tufo at ken.tufo@gse.rutgers.edu

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Description

Learning goals:

New Jersey Professional Standards for Teachers (2014):

Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

ii. Essential Knowledge

- 2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth
- 5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and

social group interactions, as well as language, culture, family, and community values

iii. Critical Dispositions:

- 1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
- 2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
- 3) The teacher makes learners feel valued and helps them learn to value each other; and

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

ii. Essential Knowledge

- 1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;
- 3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;

iii. Critical Dispositions

- 1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;
- 2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and
- 4) The teacher seeks to foster respectful communication among all members of the learning community.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

ii. Essential Knowledge

- 6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;

iii. Critical Dispositions

- 3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners

and the community context.

ii. Essential Knowledge

- 2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning

iii. Critical Dispositions

- 1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction
- 4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ii. Essential Knowledge

- 2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;

iii. Critical Dispositions

- 1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

Council for the Accreditation of Education Professionals (2013):

Standard 1: Candidate Knowledge, Skills, and Dispositions

- 1.1 Content Knowledge and Pedagogical Knowledge
- 1.2 Instructional Practice
 - Learning Experiences
- 1.6 Learner and Learning
 - Learning Experiences
- 1.8 Learner and Learning
 - Relationships and Communication

Course catalog description:

Theories and methodologies related to the education of young children; teaching strategies and classroom environments analyzed in light of the developmental levels of preschool and primary age children.

Other description of course purposes, context, methods, etc.:

This is an introductory course that examines the complex relationships between learning and teaching in early childhood classrooms (pre K – grade 3). The focus will be integrating theory with practice. We will use your field placement and personal stories as well as those of teachers, children, and other theorists to examine the diverse ways young children learn and the many strategies that might be employed when teaching them. Throughout the class we will consider and practice a variety of teaching strategies,

examine the curriculum content that young children might explore, and learn about the diversity of contexts in which early childhood education takes place. Attention will be paid to multiple sources for curriculum decision making -- social, historical, political, developmental, and personal. Specifically this course will enable you to:

- develop an understanding of the various theories, research trends, and socio-historical factors that have shaped and are shaping current early childhood practices.
- become familiar with a variety of early childhood curricula and the diverse contexts in which young children are educated, including the addressing of the needs of English language learners and the accommodations necessary for students with special needs.
- plan curriculum for children ages 3-8 years that uses strategies and materials that responds to the ways young children learn, addresses an array of subject matter knowledge, and anchors instruction in the state's K-12 learning standards.
- become experienced with using observation techniques as a tool for planning a student-centered curriculum, refining your own teaching practices, and documenting children's learning.

Required texts:

- Bredekamp, S., & Copple, C. (Eds.). (2008). *Developmentally appropriate practice in early childhood programs* (3rd Edition). Washington, DC: National Association for the Education of Young Children. ISBN-9781928896647
- Epstein, A. S. (2007). *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*. Washington, Dc: NAEYC. ISBN-9781928896418
- All other readings will be posted on the Sakai site for this course.

Grading policy:

Evaluation of Written Work: These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment.
- Clarity and organization of writing.
- Conciseness – try to write in a non-repetitious way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Connections between your work and the content and organization of 300:412 should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>) Please use Times New Roman 12pt font, 1-inch margins, and double space all of your assignments.

- On lateness – If you need an extension of time on an assignment please contact me before the date when the paper is due. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.

Letter Grade Equivalents:

93-100	A
88-92	B+
83-87	B
78-82	C+
73-77	C
68-72	D+
60-67	D
Below 60	F

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Web site:

<https://sakai.rutgers.edu/portal> (Specific course Sakai access will be available only to those students who have officially registered for this course.)

Course Requirements

Attendance Policy - If you must miss a class please make sure that you talk to a fellow student who can help you catch up on what was discussed in your absence. If you miss more than one class during the semester without a bona fide medical reason (including a doctor's note) your grade for the course will automatically be reduced as follows: 2 classes - ½ grade, 3 classes - 1 full grade, 4 classes - failing grade.

1) Class participation

Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings and to participate in class activities. I will take note of participation in every class. Please note that inappropriate use of technology (such as texting or using the internet for non-class related activities) will result in a lowering of your participation points for the day.

2) Class Web Postings/ Discussion Leader

Reflection is an integral part of learning that will help you discover the complex processes underlying your own learning and help you prepare to facilitate the learning of others. In your online entries you will share your thoughts about the readings and class experiences. This is a space where you can raise questions, concerns, or problems that you encounter in addition to sharing your discoveries and reactions.

Early in the semester, each student will sign up for a week when they will work with a small group of peers to post a reflection on our Sakai site and prepare a series of discussion questions that deal directly with the readings assigned for that day. The reflection will be posted at least one day prior to the class session (by 4:50 p.m. Monday nights). During our class, the students assigned to that week will lead a class discussion on the readings. The discussion should be participatory (not a lecture or summary of the readings) and last about 15 minutes.

Keep track of the week you signed up for here: _____

Following each week's in-class discussion, students are required to respond to the group's initial post on Sakai. Each student must respond to at least **FIVE** discussion threads and lead one class discussion with their group.

***Keep track of your five online posts: ***

3) Early Childhood Meme and Presentation

Each student is responsible for completing an assigned reading on a theorist and generating a meme that reflects one of the theorist's beliefs about early education. Students can create the meme using a number of programs (such as Word, photoshop, or <https://imgflip.com/memegenerator>, or any other program that you are comfortable with). Each student will submit a digital copy of his or her informative meme under 'assignments' on our course Sakai site. This is due Monday, September 8th, by 7 p.m.

Students will also work collaboratively to present their theorist to the class using their submitted visual memes.

4) Observation Assignment

Students will conduct observations in their practicum placement using at least two different observation strategies (refer to the packet and information discussed in class September 23rd). Students will provide copies of their original notes and a three-page, double-spaced document.

This document should contain a summary of the overall classroom environment (no more than 2 paragraphs), a summary of what you learned from your observations about 3 individual students as learners (one paragraph for each student), and an additional paragraph reflecting on your experience of observing. Be sure to identify your preferred method of observation, why it worked best for you, and if you think it produced reliable observations. Remember to be objective and use pseudonyms for the three students' names.

5) Morning Meeting Lesson Plan

Students will each write a morning meeting lesson plan based on their practicum site. Your individual lesson plan must be submitted electronically under the appropriate assignment on our class Sakai site.

6) **In-Class Presentation on a Teaching Technique**

Teaching requires using a range techniques or strategies. These strategies are derived from various theories of how children learn. This assignment will take place over several weeks and has a group and an individual component.

Group: In groups of three to five, you will research at least two strategies (using readings that will be provided) and be prepared to explain them to the rest of the class (via a jigsaw activity). The group will then prepare a lesson to present to the class that utilizes all of your assigned techniques. Remember, you are trying to teach us the lesson *and* demonstrate the teaching techniques at the same time. You can role-play the lesson, using some of your group members as students, or you may ask us to be students. The group is responsible for providing a *hard copy* of the group lesson plan presented to the class on the day of the presentation. You must also include a summary of the teaching techniques.

Individual: Each group member will prepare a written lesson plan that incorporates all of these techniques. (This lesson can be used for your Integrated Curriculum Unit as well.) You must also include a brief summary of what you learned from this experience. Your individual lesson plan must be submitted electronically under the appropriate assignments tab on our class Sakai site.

Summary of what is getting handed in:

Things being submitted as a packet (in hard copy) on the day of presentation:

- A summary of the techniques
- The lesson plan that was presented to the class

Things being submitted electronically on our Sakai site:

- Each student will submit their individual lesson plan
- Brief summary of what you have learned from this experience

7) **Collaborative Integrated Unit Plan**

Students will work in a group to create a collaborative unit plan that will be presented to the class in a jigsaw format and will receive feedback from peers. Each student will also submit his or her own individual version of the unit plan to our Sakai site.

An assignment sheet with more details will be handed out in class.

Summary of Requirements

Class participation	10 points
Web Postings	5 points

Discussion Leader	10 points
Early Childhood Meme & Presentation	10 points
Observation Assignment	10 points
Morning Meeting Lesson Plan	10 points
Teaching Technique Presentation*	5 points
Teaching Technique Lesson Plan	15 points
Collaborative Curriculum Unit	20 points
Curriculum Unit Presentation*	5 points

*These items may be eligible for inclusion in your Domain 4 Portfolio.

Week	Topics to be Covered	Assignments & Readings
1: September 3 rd	<ul style="list-style-type: none"> • Introductions and overview of the course • Defining early childhood education/curriculum: Exploring the historical foundations of the field 	<ul style="list-style-type: none"> • You'll be assigned readings for next week. <p><i>Early Childhood Meme Assignment handed out.</i></p>
2: September 10 th	<ul style="list-style-type: none"> • Theories of children's learning as a basis of early childhood curriculum: Who are young children as learners? 	<ul style="list-style-type: none"> • Morgan, 2011 (pp. 91-95, 106-114) • One of the following to be assigned: Dewey, Montessori, Erikson, Piaget, <u>or</u> Vygotsky (Mooney, 2013) • Copple & Bredekamp, 2009, pp. 1-31. • Due: Early Childhood Meme
3: September 17 th	<ul style="list-style-type: none"> • Developmentally Appropriate Practice • Working with diverse student populations • Discussion Leaders 	<ul style="list-style-type: none"> • Epstein 1 & 2 • Copple & Bredekamp, 2009, pp. 33-50. • Barnes, 2004 • One of the following to be assigned: File (2012) <u>or</u> Hatch (2012)
4: September 24 th	<ul style="list-style-type: none"> • Observation: How to observe young children • Thinking about Difference (watch TED Talk) • Teacher's role in play, observation, and assessment • Discussion Leaders 	<ul style="list-style-type: none"> • Gallas • Forman & Hall, Wondering with Children: The Importance of Observation in Early Education. Can be found: http://ecrp.uiuc.edu/v7n2/forman.html • Krechevsky

		<ul style="list-style-type: none"> • Copple & Bredekamp, 2009, pp. 111-148. <p><i>Observation Assignment handed out</i></p>
5: October 1 st	<ul style="list-style-type: none"> • Lesson Planning: The conceptual dimensions of the curriculum • Discussion Leaders 	<ul style="list-style-type: none"> • Copple & Bredekamp, 2009, pp. 187-216. • Epstein, 2001. Choose to read either chapters 3, 4, 5, OR 6 based on your interest. • Curtis & Carter, 2008, Coach Children to Learn about Learning
6: October 8 th	<ul style="list-style-type: none"> • Morning Meetings: Purposes and planning (using McTigue & Rimm-Kaufman as an example) • Discussion Leaders 	<ul style="list-style-type: none"> • Ryan & Grieshaber • One of the following: Bruce et al. <u>or</u> Kriete & Bechtel • Due: Observation Assignment <p><i>Morning Meeting Lesson Plan Assignment handed out</i></p>
7: October 15 th	<ul style="list-style-type: none"> • Play and Learning in Early Childhood Education: What is it and why does it matter? • Can you create lesson plans for playful environments? • Discussion Leaders 	<ul style="list-style-type: none"> • Hirsh-Pasek & Golinkoff • Wisneski • Brashier & Norris • Due: Morning Meeting Lesson Plan Assignment
8: October 22 st	<ul style="list-style-type: none"> • Teaching Strategies that reinforce learning (Part 1) 	<ul style="list-style-type: none"> • Read assigned Mac Naughton & Williams' chapters
9: October 29 th	<ul style="list-style-type: none"> • Teaching Strategies that reinforce learning (Part 2) • There will be time in class to work on presentations and lesson plans 	<ul style="list-style-type: none"> • Copple & Bredekamp, 2009, pp. 257-288. • Bring in lesson plan ideas to share with your group
10: November 5 th	<ul style="list-style-type: none"> • Teaching Techniques Presentations • “Calling around” discussion on disability and difference 	<ul style="list-style-type: none"> • Davis or Linton (TBD) • Due: Teaching Technique Lesson plans
11: November 12 th	<ul style="list-style-type: none"> • Integrated Curriculum: Across and within content areas, inquiry projects • Creating physical, temporal, and 	<ul style="list-style-type: none"> • Hurless & Gittings, 2008 • Malaguzzi • Egan, set 1 • Tenenbaum et al., 2004.

	interpersonal environments	<i>Collaborative Unit Plan Assignment handed out</i>
	<ul style="list-style-type: none"> • Discussion Leaders 	
12: November 19 th	<ul style="list-style-type: none"> • Exploring the creative arts 	<ul style="list-style-type: none"> • Epstein, 2001, Chapter 7 • Curtis & Carter, 2008, Materials Chapter
November 26 th	Friday courses held today due to Thanksgiving Recess	
13: December 3 rd	<ul style="list-style-type: none"> • Building Communities Among Cultures • Discussion Leaders 	<ul style="list-style-type: none"> • TBD
14: December 10 th	<ul style="list-style-type: none"> • Working with families • Summary and Conclusions 	<ul style="list-style-type: none"> • Mosle • Cowhey, 193-207 • Sturm <p>Due: Collaborative Unit Plan</p>