EDHD 210: Foundations of Early Childhood Education
Fall 2018; Thursday, 1:00 – 3:45 pm, 0120 Jimenez

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Office Hours: Thursday 4:00 – 5:00, and by appointment
Preferred pronouns: she/her/hers

Course Description

Students explore historical and current research in early childhood education, contributions of child development theories to educational practices, and the relationship between critical aspects of young children's development and the creation of inclusive learning opportunities for all children, including children at risk. The concept of developmentally appropriate practice and its application across different developmental levels and early childhood classrooms will be introduced and connected with discussion in EDHD 220 and EDSP 211. Students examine issues in developing and implementing high quality early childhood education experiences for young children with and without disabilities, including the influence of family, culture, and community, the needs of children at risk (e.g., poverty, immigrant status, English Language Learners), and the role of assessment in early learning. Students are introduced to the fundamentals of lesson planning.

Students will also become familiar with the overall conceptual framework for teaching adopted by the College of Education for all teacher education programs. Within this framework, teacher education is viewed as a process of preparing teachers as reflective practitioners. Reflective practitioners use research-based inquiry to become competent teachers. Standards for professional practice developed by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC) will also inform and provide a framework for the course and the program.

Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

1. Make connections between historical antecedents and current approaches to research and curriculum development in the education of young children. (NAEYC :1; CEC: 1; COE: Learners, Social and Cultural Context; InTASC 1, 2)

2. Compare and contrast the philosophical, theoretical and curricular differences of various programmatic models of early childhood education. Students will engage in personal reflection about their philosophy of teaching and its implications for early childhood education as well as theirprofessional development as a teacher in a reflection paper.(NAEYC: 6; CEC: 6: COE: Learners, Pedagogy, Subject Matter, Curriculum; InTASC 1, 2, 3)

3. Recognize the fundamental tenets of developmentally appropriate practice and apply those to specific classroom settings and practices. Students will demonstrate understanding through a classroom observation activity and description of a developmentally appropriate classroom organization design. (NAEYC: 4; CEC: 2: COE: Learners, Curriculum, Social and Cultural Contexts, Pedagogy, Assessment, Technology; InTASC: 3, 4, 5, 6, 7, and 8).

4. Describe the developmental changes in children's cognitive, affective, social and emotional understanding and how these influence early childhood education. Students will demonstrate their

understanding through a series of online discussions, short answer responses in-class, and mid-term and final examinations.(NAEYC: 1; CEC: 1; COE: Learners, Social and Cultural Contexts, Pedagogy; InTASC: 1, 2, 3, 7, and 8).

5. Recognize the need for individualization and develop strategies for meeting the needs of diverse children in the classroom. Students will articulate plans for differentiated teaching through the development of a lesson plan. (NAEYC: 1; CEC: 5; COE: Learners, Social and Cultural Contexts, Pedagogy; InTASC: 1, 2, 3, 7, 8).

6. Identify issues related to authentic assessment in early childhood education. Assessment of learning standards and objectives will be incorporated into student developed lesson plans. (NAEYC: 3; CEC: 4: COE: Learners, Pedagogy, Subject Matter, Educational Goals and Assessment; InTASC: 4, 5, 6, 7, 8).

7. Develop an awareness of the importance of family, culture and community in young children's development and learning. Students will design a family newsletter to demonstrate this understanding. (NAEYC: 2; CEC: 2: COE: Learners, Social and Cultural Context; InTASC: 1, 2, 3)

8. Use knowledge of developmentally appropriate practices for all young children and standards for knowledge to develop lesson plans. (NAEYC: 5; CEC: 5: COE: Pedagogy, Subject Matter, Curriculum, Assessment; InTASC: 4, 5, 6, 7, 8).

Required Readings**

Bredekamp, S. (2017). Effective practices in early childhood education. 3rd ED. Upper Saddle River, NJ: Pearson. ISBN: 9780133956702. (2nd edition is acceptable)

Mooney, C.G. (2011). *Theories of childhood*. 3rd ED. Upper Saddle River, NJ: Redleaf Press. ISBN: 9781605541389. (2nd edition is acceptable)

**Additional readings may also be assigned. In addition, there may be on-line resources that will be assigned.

Course Requirements

1. *Class participation* is an integral part of this course. Class sessions will involve small group discussion, planning, producing, and presenting, in addition to general discussion. There will also be expectations for online discussion and completion of assignments. Your classmates will be depending on you to be there and to be an active participant. Your own early childhood experiences as well as field placement and other classroom opportunities serve as an important basis for our class discussions. ***Therefore, it is assumed that you will be present, ON TIME and ready to participate in class. It is courteous to let me know in advance if you absolutely must be absent. If an emergency should arise, please be sure to leave me a message via voicemail or email (see numbers on first page).***

   Please note the following:

The College of Education Foundational Competencies for Teacher Education includes the expectation that professional behavior of promptness and attendance extends to coursework as well as placements. Please see the section on Student Expectations for further information.

2. *Course readings* provide an important knowledge base for the field as well as for this particular class. Please read required assignments *prior* to class so that you may participate fully in the discussion. Readings may not necessarily be discussed directly in class, but it is assumed that you will have read the materials so that it may serve as a jumping off point for discussion. Readings are essential to understanding and completing assignments successfully.

3. *All written assignments* are to be typed and **double-spaced** and **must follow APA (American Psychological Association) format**. *Please use spell-check and proofread, as points will be deducted for an excessive number of careless errors*. Due to the potential for transmission of computer viruses, **electronic submissions (e.g., attachments via email or on a disc) will not be accepted under any circumstances.** Please see the section on Student Expectations for further information.

4. *Assignments are due in class on the date scheduled, **at the beginning of class***. *Late assignments will not be accepted*. **In the event of an emergency, please contact me immediately prior to the due date, so that I may evaluate the situation and determine the appropriate course of action**. Please see the section on Student Expectations for further information. **All assignments should include an Honor Code statement, written and signed by the student.**

5. *Assignments:* **Three written assignments, a mid-term and a final exam, in-class small group activities, online discussion and completion of assignments, and overall classroom participation will serve as the basis for evaluation of your performance in this course.** Each of the assignments is identified below with due dates and value; additional information about these assignments is either distributed in a separate packet or will be forthcoming.

    1. Philosophy of education paper **MSGE**
    2. Mid-Term Exam **MSGE**
    3. Classroom organization plan paper**MSGE**
    4. Lesson plan paper **MSGE**
    5. Final Exam **MSGE**
    6. Participation in in-class small group activities and overall class participation, as well as online discussion and completion of any online assignments

Grading Scheme

Overall class participation (incl. small group activities and online assignments)		100 points
Philosophy of education	**9/20**	30 points
Mid-term exam	**10/18**	65 points
Classroom organization plan	**11/1**	70 points
Lesson plan	**12/6**	70 points
Final exam	**TBA***	65 points
		Total: 400 points

* There will be a final exam scheduled during the University identified final exam period. Students are required to attend. Please do not schedule non-course related activities (jobs, travel) until the exam time has been published and verified.

GRADES ARE AWARDED BASED ON THE FOLLOWING POINT DISTRIBUTION:

A+	388-400		C	296-307
A	376-387		C-	280-295
A-	360-375		D+	268-279
B+	348-359		D	256-267
B	336-347		D-	240-255
B-	320-335		F	<240
C+	308-319			

Professional Standards and the College of Education Conceptual Framework

National Association for the Education of Young Children (NAEYC)
1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing to support young children and families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using Content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

Council for Exceptional Children (CEC)
1. Learner Development & Individual Learning Differences
2. Learning Environments
3. Curricular Content Knowledge
4. Assessment
5. Instructional Planning and Strategies
6. Professional Learning and Ethical Practices
7. Collaboration

The Interstate Teacher Assessment and Support Consortium (INTASC)

THE LEARNER AND LEARNING
1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

CONTENT
4. Content Knowledge: [InTASC 4]
5. Application of Content: [InTASC 5]

INSTRUCTIONAL PRACTICE
6. Assessment: [InTASC 6]
7. Planning for Instruction: [InTASC 7]
8. Instructional Strategies: [InTASC 8]

PROFESSIONAL RESPONSIBILITY
9. Professional Learning and Ethical Practice: [InTASC 9]
10. Leadership and Collaboration: [InTASC 10]

College of Education Conceptual Framework

Knowledge of :
Subject Matter
Pedagogy
Learners
Curriculum
Educational Goals and Assessment
Social and Cultural Contexts
Technology

Alignment of Standards/COE Framework

	Standards/Framework	Philosophy of Education Paper	Classroom Organization Plan	Mid-Term Examination	Family Newsletter	Lesson Plan	Final Examination
NAEYC	NAEYC Standard 1: Promoting Child Development and Learning			x			
	NAEYC Standard 2: Building Family and Community Relationships				x		
	NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families					x	
	NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families		x				
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)						x
	NAEYC Standard 6: Becoming a Professional	x					
CE	CEC Standard 1: Learner Development & Individual Learning Differences			x			
	CEC Standard 2: Learning Environments		x		x		
	CEC Standard 3: Curricular Content Knowledge						x
	CEC Standard 4: Assessment					x	
	CEC Standard 5: Instructional Planning and Strategies					x	
	CEC Standard 6: Professional Learning & Ethical Practices	x					
	CEC Standard 7: Collaboration						
—	1. Learner Development	x	x	x		x	x

2. Learning Differences		x	x		x	x
3. Learning Environments		x	x		x	x
4. Content Knowledge		x			x	x
5. Application of Content		x			x	x
6. Assessment					x	x
7. Planning for Instruction	x	x			x	x
8. Instructional Strategies		x			x	x
9. Professional Learning and Ethical Practice	x		x			x
10. Leadership and Collaboration		x			x	x
CoE Framework — Knowledge of:		x	x		x	x
Subject Matter	x					
Pedagogy	x	x	x		x	x
Learners	x	x	x		x	x
Curriculum	x	x	x		x	x
Educational Goals & Assessment		x	x		x	x
Social and Cultural Contexts	x	x			x	x
Technology		x			x	

SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS**

Note: Online activities and requirements will be distributed separately

8/30:
Introduction to the course; what does it mean to be a teacher in early childhood education; what is school like for young children? What are the major trends and issues in ECE today?

9/6:
History and theory in early childhood education and development
Bredekamp: Ch. 1, 2; Mooney Ch. 3, 4, 5

9/13, 9/20:
Developmentally Appropriate Practice (DAP)
Bredekamp: Ch. 3
PHILOSOPHY OF EDUCATION PAPER DUE (9/20)

9/27:
Development and learning
Bredekamp: Ch. 4

10/4:
Development and learning, cont'd.
Individual differences and cultural variation
Bredekamp: Ch. 5, 6

10/11:
Mid-term

10/18:
Families, community
Bredekamp: Ch. 7

10/25:
Social and emotional development
Bredekamp: Ch. 8

11/1:
Teaching strategies and effective instruction
Bredekamp: Chs. 9-10
CLASSROOM ORGANIZATION PLAN DUE

11/8:
Curriculum and lesson planning
Bredekamp: Chs. 11-15

11/15:
Standards and assessment
Bredekamp: Chs. 12-14

11/22: Happy Thanksgiving (no class)!

11/29:
Lesson Planning (cont'd.)

12/6:
Understanding connections between development, standards and assessment
Final thoughts: reflections on becoming a professional
Bredekamp: Ch. 16
LESSON PLAN DUE

 FINAL EXAMINATION: DATE TO BE DETERMINED (please do not make travel or end of semester plans until final examination date is announced)

(**subject to change; *additional readings may be assigned*)

CLASS POLICIES

Please see the University's website for undergraduate course-related policies at http://www.ugst.umd.edu/courserelatedpolicies.html.

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu/SHC/Default.aspx . This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be

allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is <u>confidential</u>. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

 Major scheduled grading events: Major Scheduled Grading Events (**MSGE**) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Extra Credit: All assignments are identified in this syllabus along with the applicable weight of each assignment in determining a final course grade. As such, extra credit assignments **<u>will not</u>** be given and should not be requested.

Names and Pronouns: Many people might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Student Expectations: Assignment Requirements

All papers must be **typewritten, double spaced**, with **1-inch standard margins**, **12-point font size**, and be written according to **APA (American Psychological Association) format**, including references, **without exception**. Students should refer to the following link or any other online source for samples of APA reference and style format (it is not necessary to purchase the APA style manual; however, if you plan to take more psychology or human development courses or plan to go to graduate school, it might be a good investment). http://www.umuc.edu/library/libhow/apa_examples.cfm

No electronic submissions of assignments will be accepted. I will only accept hard copies of papers. Please plan accordingly so that your paper is printed and ready to hand in at the beginning of class on the due date.

When a student's writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she should utilize the services of the UM Writing Center prior to submission of subsequent assignments.   If I write "please see me" on your paper, it is a good idea to take this advice!

Participation

Class participation is critical to course success. The in class experience cannot be replicated through readings alone. The lectures and discussions that take place in the classes are the most important part of the course and essential to fulfillment of course objectives. It is impossible to participate if a student is not in class, thus full participation points cannot be given when attendance/tardiness is an issue.

Cell Phones

Out of respect for your peers and the course instructor, all students are expected to turn off their cell phones during class. In the event it is essential to have your phone "on" due to an emergency of some sort, please use the "silent" mode.

Laptops

The use of laptops and other electronic devises often present a distraction for both students and instructors, as the temptation for uses other than note-taking is hard to resist*.* Therefore, please

be respectful of others and mindful of the difficulties of multi-tasking with laptops in the classroom. If you must use laptops for note-taking, then please have your laptops open only for this purpose, or when they are specifically requested for use in a class activity. **<u>Laptops should be closed during video presentations in class.</u>** It is important to note that inappropriate use of laptops during class time has a negative impact on participation.