Department of Elementary & Early Childhood Education

SYLLABUS

ECEL 5170 Advanced Foundations of Childhood Education  Fall 2009

Schedule  On site/on line/ hybrid

Required Materials  Texts:

Optional Materials  National Board Certification Handbook can be found at cite listed below:

Conceptual Framework  Belief Statement
The Central educator is a competent, caring, reflective practitioner committed to the premise that all can learn.

Mission
As a cornerstone of the institution for over 130 years, the University of Central Missouri's Teacher Education Program develops teachers and other school professionals who are well grounded in theory, display competence in content knowledge and instructional strategies, and possess the dispositions to ensure success for all learners. The Teacher Education Program prepares individuals as professional educators for an ever-changing, culturally diverse population. Faculty and candidates provide support and service to schools in meeting their present and future challenges by developing communities that learn through research and scholarly activities. Educator preparation is a campus-wide responsibility, a commitment that reflects the honor and worth of serving a vital profession.
Course Description
Focuses on legal issues, school funding, educational delivery systems, societal influences, philosophy, and history of education in early and middle childhood. Credit 3 graduate hours.

Format of Course
On site/on line/hybrid using lecture, discussion, reflective dialogue, observation including field work, presentations which encourage participant autonomy, and collaboration as a whole class as well as in small groups.

Goals, Objectives, and Standards

Course Objectives:
Through discussion with peers and work-embedded assignments reflecting NBPTS Standards, the student will provide evidence that he/she will:

- Use various management strategies to develop a classroom discipline plan.
- Identify and share motivational strategies that they can use in their early and middle childhood classrooms.
- Experience self-concept activities that will enhance the self-image of their students and examine education history and philosophy.
- Be able to evaluate educational delivery systems.
- Be able to recognize and describe how teacher expectations impact student learning.
- Be able to discuss and recognize key issues facing schools today: multicultural/education, technology, early and middle childhood schools, school culture, IDEA, early intervention, professional development, RTI, NCLB, mandated assessment, lack of bullying, and school violence.

Standards:
The following standards/competencies provide guidance for the course:

Early Childhood/Generalist Standards  http://www.nbpts.org
I. Understanding Young Children (p. 7)
Accomplished early childhood teachers use their knowledge of child development and their relationships with children and families to understand children as individuals and to plan in response to their unique needs and potentials.

II. Equity, Fairness, and Diversity (p. 11)
Accomplished early childhood teachers model and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to treat others with, and to expect from others, equity, fairness, and dignity.

III. Assessment (p. 15)
Accomplished early childhood teachers recognize the strengths and weaknesses of multiple assessment methodologies and know how to use them effectively. Employing a variety of methods, they systematically observe, monitor, and document children’s activities and behavior, analyzing, communicating, and using the information they glean to improve their work with children, parents, and others.

IV. Promoting Child Development and Learning (p. 19)
Accomplished early childhood teachers promote children’s cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children.

V. Knowledge of Integrated Curriculum (p. 29)
On the basis of their knowledge of how young children learn, of academic subjects, and of assessment, accomplished early childhood teachers design and implement developmentally appropriate learning experiences that integrate within and across the disciplines.
VI. Multiple Teaching Strategies for Meaningful Learning (p. 45)
Accomplished early childhood teachers use a variety of practices and resources to promote individual development, meaningful learning, and social cooperation.

VII. Family and Community Partnerships (p. 51)
Accomplished early childhood teachers work with and through families and communities to support children’s learning and development.

VIII. Professional Partnerships (p. 55)
Accomplished early childhood teachers work as leaders and collaborators in the professional community to improve programs and practices for young children and their families.

IX. Reflective Practice (p. 59)
Accomplished early childhood teachers regularly analyze, evaluate, and synthesize to strengthen the quality and effectiveness of their work.

Middle Childhood/Generalist Standards (NBPTS) [http://www.nbpts.org]

I. Knowledge of Students (p. 7)
Accomplished teachers draw on their knowledge of child development and their relationships with students to understand their students’ abilities, interests, aspirations, and values.

II. Knowledge of Content and Curriculum (p. 11)
Accomplished teachers draw on their knowledge of subject matter and curriculum to make sound decisions about what is important for students to learn within and across the subject areas of the middle childhood curriculum.

III. Learning Environment (p. 23)
Accomplished teachers establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.

IV. Respect for Diversity (p. 27)
Accomplished teachers help students learn to respect and appreciate individual and group differences.

V. Instructional Resources (p. 31)
Accomplished teachers create, assess, select, and adapt a rich and varied collection of materials and draw on other resources such as staff, community members, and students to support learning.

VI. Meaningful Applications of Knowledge (p. 35)
Accomplished teachers engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

VII. Multiple Paths to Knowledge (p. 39)
Accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject, explore important themes and topics that cut across subject areas, and build overall knowledge and understanding.

VIII. Assessment (p. 43)
Accomplished teachers understand the strengths and weaknesses of different assessment methods, base their instruction on ongoing assessment, and encourage students to monitor their own learning.

IX. Family Involvement (p. 47)
Accomplished teachers initiate positive, interactive relationships with families as they participate in the education of their children.

X. Reflection (p. 51)
Accomplished teachers regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.

XI. Contributions to the Profession (p. 55)
Accomplished teachers work with colleagues to improve schools and to advance knowledge and practice in their field.
Course Policies

Class Discussion: Students will be assessed by their contribution to the class discussions throughout the semester. A variety of instructional strategies and methods will be used to promote active inquiry into learning during class time.

Assignments and Grading Policies

In general, it is expected that students will participate in class, read and reflect on required readings, write papers reflecting course content, and complete written and oral examinations.

1. Paper:
   Students will work in collaboration with others or on their own to research a current topic in education that relates to the coursework. The paper will be 8-10 pages in length using APA and current research on educational issues in schools relevant to the topic of study. A reference page should be included. The paper will be a component of the term project which includes a team presentation in the form of a seminar for class. *(approximately 40% of grade)*

2. Presentation:
   Students will work with a team to present a final seminar on a current teaching practice relevant to this course. The structure for this seminar should include the following:
   - Explanation of the Topic, Educational Foundations Research Base
   - Current 21st Century Initiatives in the Schools
   - A support to the presentation should be in the form of a web-based product which can include the development of a webquest, a multimedia power point presentation, or podcast. *(approximately 25% of grade)*
   - The session should be interactive and inquiry-based. *(approximately 35% of grade)*

3. Class attendance and active participation. Participant dialogue is crucial to the learning process. The sharing of thoughts and experiences and the reflection on what others share will be an important aspect of this course. Dialogue and activities will occur in large and small collaborative groups. Your absence will adversely affect your class participation as well as the functioning of your group. Please take responsibility for what you missed during an absence. It is required that you participate a minimum of 2 hours per week on the course Blackboard site. To encourage your reflection, each student must submit a question related to our readings each Monday online through Discussion Board of Blackboard before midnight. You will then be required to post a minimum of 3 responses to the class questions by midnight on Sunday. *(approximately 25% of grade)*

Grading

The evaluative criteria I have found most helpful to students and that I will apply when evaluating your work with rubrics include:

(a) organization
(b) clarity of thought
(c) consistency of thought
(d) reflection of course content
(e) thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
(f) effort
(g) interest in the learning process

The grade of A equates to 93-100%. To earn a grade of A, you must demonstrate the highest level of class attendance and participation as judged by your professor’s
expectations which means that you consistently and often contribute constructive comments and questions which expand and enrich our class discussions. In addition, written work must be at the highest scholarly level for undergraduate study as judged by your professor which means that your work has met and exceeded Evaluative Criteria (a) through (g). If it is not at the highest level, it will be assigned a lower grade.

The grade of B equates to 84-92%. To earn a grade of B, you must demonstrate a high level of class participation as judged by your professor’s expectations which means you occasionally contribute constructive comments and questions which expand and enrich our class discussions. In addition, written work must be at a high level for undergraduate study as judged by your professor which means that your work has met and moderately reflected Evaluative Criteria (a) through (g). If it is not at a high level, it will be assigned a lower grade.

The grade of C equates to 75-83%. To earn a grade of C, you have a lower level of class participation as judged by your professor’s expectations which means you very rarely, if ever, contribute anything to class discussions. In addition, your written work is at a low level for undergraduate study as judged by your professor which means that your work has not met one or more of criteria (a) through (g). If it is not at this level, it will be assigned a lower grade.

Participation and written work that is less than what is stated above will earn a D or F grade. D equates to 66-74%.

Library Services
Get help @ your library! You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library’s website at http://library.ucmo.edu. For research assistance, you may contact the Reference Desk: Phone: (660) 543-4154; Email: reference@libserv.ucmo.edu; AIM: JCKLReference; RefChat: http://library.ucmo.edu/chat

Office of Accessibility Services
Students with documented disabilities who are seeking academic accommodations should contact the Office of Accessibility Services, Union 222, (660) 543-4421.

Academic Honesty
All students are expected to adhere to the University’s policies on academic honesty. See: http://www.ucmo.edu/access/7.htm

Student Graphic Image Policy
While engaging in Department of Elementary and Early Childhood Education (ECEL) activities, either on or off campus, no students shall take or transmit pictures with camera cell phones or similar devices. Other digital and non-digital media use requires written approval from the person or parent or guardian of a minor child used as any part of the subject of the picture.

Where the images are gathered as part of work in a pre K-12 classroom, the policies of the school/school district regarding images will be followed. Host teachers must be consulted to determine whether written approval has been obtained.

In cases where school or school district policy does not apply, The person taking the picture or other graphic image must keep photo release forms for a minimum of seven years. These forms will be made available to the Department or other University official upon request. Faces of minors used in ECEL class assignments cannot be used for publication either in hard copy or digitally.