Department of Elementary & Early Childhood Education

SYLLABUS

ECEL 5720  Childhood Curriculum & Assessment  Fall 2009

Delivery  On site/on line/ hybrid

Required  Texts:


Optional  • Marzano, R. (2006). *Classroom Assessment and Grading that Work.* ASCD.


• National Board Certification Handbook can be found at cite listed below: [http://www.nbpts.org](http://www.nbpts.org).

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.
This course offers teachers an opportunity to build upon and use the knowledge and skills learned in earlier coursework. The course emphasizes Constructivist and Social Constructivist theory into practice. A thorough knowledge of child development and developmentally appropriate practices is essential for success in the course. Emphasis will be placed on the importance of carefully designed programs which promote growth and development of children (aged 0-12 years). 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.

**Philosophical Underpinnings:**

*Early childhood/elementary curriculum and assessment is a graduate course designed for teachers working in early childhood and elementary education. The course emphasizes an in-depth understanding of early childhood/elementary theory and application of that theory into practice by engaging in integrated (developmentally and culturally appropriate) curriculum. Through this course, teachers will gain competence in understanding of the ongoing connection between curriculum and assessment for young and middle children. The accomplished teacher will obtain skills for involving children, families/communities in curriculum and assessment of children. Finally, the teacher will learn of global issues in childhood education and understand their own responsibilities to alleviate these problems.*

**Agency**

My goal in this course is to help you construct professional knowledge of early childhood/elementary curriculum and assessments and to facilitate your teacher autonomy. Teachers are active, constructive knowers just as children are. In this class, I view myself as a facilitator of your learning. I hope you will feel free to try new ideas and express your views. If you ever feel uncomfortable or not sure of your choices, please let me know. I will work with you in choosing appropriate experiences for you.
The Essence of Autonomy

The goal in intellectual education is not to know how to repeat or retain ready-made truths (a truth that is parroted is only a half-truth). It is in learning to master the truth oneself at the risk of losing a lot of time and of going through all the roundabout ways that are inherent in real activity. (Piaget, 1948;1974, p. 106)

We cannot expect children to accept ready-made values and truths all the way through school, and then suddenly make choices in adulthood. Likewise, we cannot expect them to be manipulated with reward and punishment in school, and to have the courage of a Martin Luther King in adulthood. (Kamii, 1991)

The child’s own instincts and powers furnish the material and give the starting point for all education. (Dewey)

A good teacher realizes that the students’ experience of the lesson determines the ultimate significance of what is being learned. (van Manen)

Early childhood curriculum is appropriately defined as the sense children make of their schooling experiences. (Castle, 1996)

Like constructivism, autonomy is not just for children. The autonomous constructivist teacher knows not only what to do, but why. She has a solid network of convictions that are both practical and theoretical. The autonomous teacher can think about how to intervene to promote the constructive process. Autonomous teachers do not just accept uncritically what curriculum specialists give them. They think about whether they agree with what is suggested. They take responsibility for the education they are offering children. (DeVries, 1987)

Autonomous professionals can set their own goals from day to day and can plan their own activities based on scientific knowledge about how children learn. (Kamii)

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

1. Design and implement developmentally appropriate learning experience within and across the disciplines. (NBPTS EC/Gen 3)
2. Identify the strengths and weaknesses of various assessment methodologies, continually monitor children’s activities and behavior, and analyze this information to improve their work with children and parents. (NBPTS EC/Gen 5)
3. Construct knowledge of early childhood/elementary curriculum & assessment
   • Examine current issues and trends in early childhood/elementary curriculum and assessment.
   • Analyze the underlying theoretical and philosophical positions of major curriculum views and implications of these positions for educational programs.
   • Examine the contributing role of current practice, technology, and research to early childhood/elementary programs.
4. Construct pedagogical thoughtfulness
• Construct pedagogical theory based on best professional knowledge.
• Demonstrate an understanding of professional autonomy (professional self-regulation).
• Appreciate and understand family diversity and implications of diversity in early childhood/elementary programs.

Standards: The following standards/competencies provide guidance for the course as experienced under the more general goals of practicing the assessment-planning-teaching cycle with children in early and middle childhood settings:

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](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

A. Reading/class participation
Teachers are required to read the textbook chapters in order to participate in class discussions and small group activities. Small group work includes dialogue and problem solving throughout the semester. Individual teacher candidates receive points for class participation and interaction. The class projects are based upon the contents covered in the texts and class
dialogue. Class attendance is taken at the beginning of each period. Tardiness is indicative of unprofessional behavior, which results in deduction of participation points.

B: Submission of Assignments

The scoring guides, that include format for written assignments, will be provided for the course. Teachers must follow the criteria outlined and abide by the due dates for the individual and group projects. Late submissions are accepted only with prior approval from the professor. Twenty percent of the total points earned (for the project) will be deducted for every late class day. Teachers may submit papers on time even if absent (via email or sending with a friend). It is the teacher’s responsibility to contact the professor prior to due date if they do not understand the criteria for the assignments as explained in class. No excuse will be considered after the assignment is submitted to the professor. Teachers should attend the writing center to ensure that papers do not bear any technical writing and typological errors. Teachers must cite references within the contents of the paper. Teachers should write papers in order to explain all information (assume that the reader does not know the information presented). This form of writing will enable the teachers to explain their ideas and understanding of content to the professor. Furthermore, this form will better enable teachers to explain ideas to family members of children with whom they will work in the future. Points are deducted for grammar.

C: Revision of Written Papers

All written papers should be saved for the purpose of revision. Teachers are allowed to make one revision for each written project if the original grade is less than ninety-three percent and was originally submitted on time. The due date for the revised papers is one week after they have been returned to teachers. Papers returned immediately prior to finals must be resubmitted by the end of the final.

Assignments and Grading Policies

Assignments:

Group Project and Individual Paper:

The class will participate in project work on a research topic appropriate for Birth-6th grade curriculum. Following extant research, investigations, constructions, field work, etc., each class member will present what he/she has learned to the class and submit an individual paper summarizing his/her own work.

Group Work:

(a) Contribute ideas, resources, and support to the group in the planning and implementation of a project on some aspect of Birth-6th grade curriculum.

(b) Work collaboratively with group members in assuming equal responsibilities for the work.

(c) At the conclusion of the project, share highlights from your individual paper with the group.

Individual Paper:

Write a paper (5-8 pages) in which you summarize your individual
contribution to the work. Include a minimum of the following in your paper.

(a) Title of your paper
(b) Introduction: describe the project in general in terms of purpose and aims
(c) Describe your contribution to the project in detail
(d) Describe how your contribution compares to the project as a whole
(e) Describe what you have learned from doing this project
(f) Describe what you have learned about collaborating with others in project work
(g) Draw conclusions from the work with suggestions for future projects
(h) Describe how this project might be useful to Birth-6th grade teachers
(i) References/bibliography of sources/resources

**Term Project Paper and Presentation:**

You will choose an issue in early childhood/elementary education to research. The class will coordinate issues so that each person has a different issue to research. You will write a paper (8-10 pages plus 1-2 page handout) summarizing your findings and share your work with the class at the end of the semester in a 15-20 minute informal presentation.

In addition to your paper, prepare a 1-2 page handout to give to each class member when you present your work. The handout could be a summary of your work or a list of resources on your topic. Examples of possible handouts would be: handbook, annotated bibliography, fact sheet, directory, char, narrative, etc.

Your paper should include a minimum of the following:

(a) Title of paper
(b) Introduction- why this is an important issue
(c) Aspects/information about the issue
(d) Implications of the issue for early childhood/elementary education
(e) Suggestions for teachers in addressing the issue
(f) Describe what you have learned in doing this project
(g) Conclusions
(h) References/Bibliography
(i) Copy of handout/information given to the class.

**Grading:**

A: 93 – 100%  B: 84 – 92%  C: 75 – 83%  D: 66 – 74%

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

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, all written work must be at the highest scholarly level for graduate 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 that you occasionally contribute constructive comments and questions which expand and enrich our class discussion:

(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 and interest in the learning process

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
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 preK-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.