



MORAVIAN COLLEGE
A SMALL NATIONAL TREASURE

EDUC 211, Child Development II

Dr. Jean DesJardin • Spring 2012

Class meeting days: Monday and Wednesdays; 10:20 – 11:30 a.m. Room 335

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"It is the supreme art of the teacher to awaken joy in creative expression and knowledge"
- Albert Einstein

EDUC 211 introduces students to the process through which a young child develops a sense of self within a socio-cultural system. Students will learn the significance of a supportive interpersonal environment for child development. Students will evaluate contemporary trends and issues in programs for children ages 5 – 9 years old, theories of child development in young children, various ways of assessing child development across all domains, and strategies to support child development in a early elementary school setting (K-4). Emphasis will be given to the critical role of families in nurturing child development and learning, as well as collaborating with other professionals to effectively support families and their young children. This course builds on the earlier learning from EDUC 100.2, EDUC 160, and EDUC 210. All students taking this course must have a 2.7 GPA. EDUC 211 has a 40-hour field experience. Current clearances are required. Refer to Moravian College Field Experience Manual.

EDUCATIONAL FRAMEWORK:

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child and family; and to teach so that words and actions inspire a will to learn.

PURPOSE OF COURSE:

The purpose of this course is to present foundations of knowledge about child development in the domains of social and emotional development, physical and motor development, cognition and language development, and sensory and perceptual development for children ages 5 - 9. The students will acquire the background and skills necessary to analyze developmental theories as they apply to child development in their field experience. The concepts will be foundational for all other courses in early childhood education.

PRINCIPLES FOR MEETING THE NEEDS OF CHILDREN BIRTH TO AGE NINE:

The Early Childhood program will prepare educational professionals who are capable to serve a diverse population of young children and their families in a wide variety of educational settings. For each course there will be specific content material offered and experienced, but there are a number of principles that will be prevalent throughout the ECE certification program. These principles are:

- It is a given belief that all children can learn and it is the educational program that must be altered to support the learning of each individual child and his/her family. This would include children with cultural-linguistic diversity and children with special needs.
- Developmentally appropriate practice and research-based learning will be the bases for all course work and experiences. Whole group, small group and individual activities will be developed in a variety formats so that children can learn in varied domains. The use of national and Pennsylvania standards has been incorporated in the content of all courses to foster the growth of young children from infancy to grade four.

ESSENTIAL QUESTIONS:

1. What is *Early Childhood Education and Development* for children K-4?
2. What are the current trends affecting education for young children (K-4)?
3. What are the standards for high-quality elementary programs and why is quality important?
4. What do teachers need to know about young children's (K-4) development in order to support learning in the elementary classroom?
5. How do teachers assess elementary-age children and embed intentional instruction throughout the curriculum linking topics to clear PDE standards/objectives?
6. How do teachers embrace cultural, linguistic, and learning differences in their classroom, incorporating and respecting various traditions, values, and parental involvement in their classrooms?

COURSE OBJECTIVES

Upon completion of this course, the student will:

1. Describe the relevant and current legislation, theoretical perspectives, and research related to elementary childhood education (IE – 1 – 4).

2. Observe and describe communication, cognition, physical/motor, social-emotional, and sensory perceptual developmental milestones of children ages 5-9 (IC 3 – 11; IA 3).
3. Describe the importance of parental roles, collaboration with parents and other professionals in respect for individual family culture and decisions (IA 6-9).
4. Understand the major theories pertaining to child development, family systems, family development and functioning, and the parental role in the development of the child (IE 1-4; ID 1-6).
5. Identify child and family characteristics in the home environment that may impact academic achievement for children (IC 12 a-g).
6. Demonstrate ability to interact with and engage parents using effective communication strategies and methods of active listening; identify strategies for promoting effective parent-teacher conferences and weekly communication with families (IA 6, 7, 8).
7. Evaluate selected assessment tools and determine their appropriateness for use with young children ages 5-9 (IA 7; IB 1-2; IC 3 and 5).
8. Practice effective facilitation skills for eliciting representative behavior during an assessment with a child; and interpret assessment results for goal setting to support development in young children ages 5-9 (IC 3, 4, 5 a-d).
9. Utilize a family-systems perspective in assessment for young children with special needs (IA 6-9; IC 10-11; IE 1).
10. Approach working with diverse families with an open mind, and a respectful, supportive and understanding demeanor regardless of personal beliefs or biases (IC 12 a – e; IE 3-4).
11. Focus on every child and family, and their appropriate needs (IF 1-3).

LEARNING ACCOMMODATIONS:

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Day students who wish to disclose a disability and request accommodations for this course must contact Mr. Joseph Kempfer, Assistant Director of Learning Services for

Disability Support, (extension 1510). Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

TECHNOLOGY STATEMENT:

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

REQUIRED TEXTS:

Allen, K.E., & Marotz, L.R. (2000). *By the Ages: Behavior & Development of Children Pre-Birth through Eight*. Delmar Thomson Learning.

Jensen, E. (2005). *Teaching with the Brain in Mind*, 2/E: Alexandria, VA: ASCD

FIELD COMPONENT STATEMENT:

Students registered for EDUC 211 must be simultaneously registered for the associated lab or field practicum. You must attend one of the two following meetings held by Mrs. Modjadidi:

- January 18th, 2011 at 5:00 p.m. in PPHAC 102
- January 19th, 2011 at 11:45 a.m. in PPHAC 102

The purpose of the field experience is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test. For more detail about field experiences, refer to the Moravian College Field Experience Manual. You are expected to spend four hours per week for a total of ten weeks in your field experiences between February 13th and April 27, 2012. During your field experiences, you will observe your cooperating teacher as she/he teaches, discuss teaching methods with your cooperating teacher, and have the opportunity to teach students yourself. Your conduct and dress must meet Moravian College standards. Assignments related to the field experience are explained below.

OTHER INFORMATION:

Academic Honesty = Follow the academic honesty policy as stated in the 2011-2012 Student Handbook on page 46. <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. Failure to follow these guidelines may result in failing this course. All violations of academic honesty reported to the Dean are also shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

Attendance for Class = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing more than two classes will lower your grade significantly. Arriving late or leaving early will also be noted. If you do not have an acceptable reason (with documentation), your final grade will reflect it (e.g., 3 absences = one whole grade lower; 4 absences = two full grades lower).

Attendance for Field Experiences - Regular attendance at the field experience is also essential. I am asking your cooperating teacher to provide you with a professional experience. This, in turn, requires a sense of professional responsibility from you. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40-hours is required, but you are expected to attend at your scheduled time through the week of April 27th even if the 40-hour minimum is achieved. **An unexcused absence in your field experience will result in termination of the experience and a failing grade in the course.** If you must miss a scheduled session at your school due to illness or emergency, you must call your school and make sure that a message gets to your cooperating teacher and call Mrs. Modjadidi, Director of Field Experiences.

Food: Water is allowed, but we will be moving around too much to be eating.

Cell Phones: Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class.

Expected Work Load: For this course, it is expected that you will work between 5-8 hours for preparation for each class outside of class.

References and formatting: Use the Publication of the American Psychological Association (Current edition) for references and formatting of your papers.

Grading Scale: The evaluation of each assignment will be based upon the following criteria.

A 94-100% A- = 90-93%	Superior knowledge regarding details, assumptions, implications, superior thinking with information relevant to application, critique, and relationship to other information. Your work goes beyond requirements and shows perception and insightfulness.
B 84-86% B- = 80-83% B+ = 87-89%	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information. You go beyond the requirements enhancing your work by adding additional resources, related areas or topics.

C	Basic knowledge needed to function and carry on learning regarding
74-76%	major principles, central terms, major figures, also possesses an awareness
C- = 70-73%	of early childhood field. You meet all requirements adequately.
C+ = 77-79%	

Check your student handbook for more specific grade percentages.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Late work:

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

Written work requirements:

- You will need a ½ "notebook with a plastic cover to insert a title page for this class.
- All handed in written work (i.e., weekly outlines or graphic organizers, field experience reflections) needs to be done on a computer (12-font) and placed in your notebook. Please use your spell checker. Meaning and mechanics both are graded. All work needs to be organized and identified (name and date).
- **Please do not hand in work in the plastic page holders or a folder of any kind.**

Class Time Arrangements:

We meet two times per week for this class. Some of the time, we will review our text through large group activities, pair-share type activities, video dialogue, and the Internet. Other times, we will interact with mini lessons. Weeks may vary, but I will give you an advanced weekly schedule/agenda.

COURSE REQUIREMENTS There exists a philosophy in assessment of learning that suggests the use of multiple methods uncover the most accurate information about student understanding and progress. Multi methods of assessment address the needs of diverse learners. That is, some learners express their thoughts and ideas verbally or through more in-depth written or creative projects, while others feel most comfortable participating in a written exam. In response to these ideas about assessment, students in this course will be evaluated in the following areas:

1. Professional Participation - Weekly Critical Thinking/Discussions/Outlines (10 points)

Professional behavior and participation are vital to your role as a learner and educator. Attendance, punctuality, and coming prepared to learn, and to collaborate with others are all essential professional behaviors. Please come on time and prepared to incorporate reflections on the reading, personal experiences, opinions and questions in a positive, responsible and professional manner. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Attendance and participation will be calculated weekly. (see **Professional Participation Rubric**).

Professional Participation Rubric (10 points)

<p style="text-align: center;">Attendance/Participation</p> <p>Attended class for the week; arrived and left class on time. Strong participation; Collaborates well with others (e.g., encouraged discussion in group; shared ideas with group) and comes to class having read materials and <u>very</u> prepared with entire outline/graphic organizer fully complete.</p> <p style="text-align: right;">1 point</p>
<p>Attended class for the week; arrived late or left early one time OR missed class. Participates when called on, supports group projects but does not seem to have read the chapter; inconsistency of information provided to group OR very disengaged in class discussions or group work – does not seem prepared for class.</p> <p style="text-align: right;">0 points</p>
<p>TOTAL POINTS</p>

*Students receive one point for each week; outline/organizer must be completed each week.

*Students are able to miss two classes and still receive 10 points for the semester.

2. Learning Style Inventory – complete inventory and analyses provided in class or another survey of your choice – also, see websites at the end of syllabi for suggestions (5 points).

3. “Be the Expert” Paper and Oral Presentation: From Theory to Practice (15 points)

Choose one topic on cognitive development (see suggested topics and sign-up sheet). Be prepared to become the expert on the topic. Discuss the topic thoroughly with (1) research-based documentation (must have at least two research articles to support current thinking attached to the paper), (2) provide at least two real-life examples from your field experience, (3) and apply it to practical ways that teachers can support child development in the cognitive domain for future classrooms (Lesson Plan Design #1). All papers should be three-pages in length and utilize proper APA format for #1 and #2. All writing assignments must be typed, double-spaced, in Times New Roman 12-point font and spell-checked; you will be expected to provide accurate documentation and proper citation of all quoted, paraphrased or inspired material. You will present a 10-minute overview to the class of your topic and supporting material (e.g., FE examples) in a Power Point Presentation. You may use video clips/photos or any other media to support your topic. Please refer to weekly schedule for due dates. (see “Be the Expert” and Oral Presentation Rubric). Have fun!

4. Elementary Classroom Design (5 points)

Design the environment of an inclusive elementary classroom for young children (K-4). Money is no object. You have a room available that has a connected bathroom and a sink in the room. Otherwise, you have no furniture or materials. You can arrange the placement as you see fit. Design a developmentally appropriate classroom that considers the needs of all children (for each developmental domain) and based on your readings in “Teaching with the Brain in Mind”. Make a floor plan and a list of furniture/materials that will be in your classroom. Include on your list the purpose for each center/materials and items that you choose that would be used in the classroom based on your readings (see Classroom Design Rubric).

5. Field Experience – Intentional Involvement/Reflection Papers (3 reflection papers x 5 points each = 15 points). Each one has specific guidelines with a three-page typed double-spaced paper.

EDUC 211 is designed to expose students to issues concerning child development in all learning domains, working with professionals in the field, and collaborating with families. Students will conduct three intentional observations working with a professional from the field and using assigned observational instruments. These activities connect to weekly course material and will be graded using the attached **Intentional Involvement/Reflection Rubric**.

Reflection #1: School Climate and Students (due 2/29), should focus on who your students are in terms of age/grade, intellectual development, socioeconomic status, racial/ethnic composition, etc., and the physical and administrative characteristics of the school. You may need to interview the cooperating teacher to obtain more specific information about the school and/or students in the classroom. **However, you may not email the cooperating teacher any questions for them to answer in written form. This is your assignment – not the cooperating teacher’s work.**

- Discuss your school and your classroom’s structure and demographics: What is the geographic location of your school? How would you describe the community in which the school is located in terms of socioeconomic status? How large is the school? Describe the physical characteristics/condition of the school. What is the grade level of your assigned classroom? How many students do you have? (Suggestion: Many schools have websites that will give you complete background information)
- Describe your students in terms of their general intellectual, social, and emotional development, primary language, and apparent ability level. Are the intellectual characteristics of your students, as you perceive them, consistent with the age-related characteristics described by Piaget? How much variability do you see in your students’ achievement and/or ability levels? How does that variability influence student behavior and/or motivation? Are there students in your classroom who have been identified as having special challenges (e.g., students with known exceptionalities, students who are at-risk, students who are ELL)? If so, what are those challenges and how are they accommodated for in the classroom or student environment?
- Given the school’s demographics, the students’ developmental characteristics, and the classroom environment as described above, what does the textbook suggest as strategies to maximize learning effectiveness? Do these suggestions seem helpful? Why or why not?

Reflection #2: School and grade-level curriculum (due 3/28). The focus on this reflection is on the school and grade-level curriculum being implemented in your host classroom, your cooperating teacher’s lessons, and your role in the classroom.

Discuss the overall curriculum used at the school and/or grade level. How does it seem developmentally appropriate in terms of Piaget’s theory of intellectual development and Erikson’s Theory of Social – Emotional Development? Are the activities your cooperating teacher designs constructivist or more teacher-centered? How do you know? (List examples of activities implemented, materials used, and student formations). Within your discussion and reflections, make sure to use at least three new terms from the

textbook in terms of cognitive and three new terms from the textbook for social-emotional development.

How is the current emphasis on PA state standards and standardized testing affecting your classroom's curriculum or your cooperating teacher's instructional practices? Does your cooperating teacher see this emphasis as positive or negative? What are your own reflections regarding how state testing is implemented in the curriculum?

What are your responsibilities in your host classroom? What is your relationship with your students like? Have you had or will you have the opportunity to design and teach a lesson? If so, explain your involvement and share a specific lesson plan. If you are not as involved as you would like to be, what strategy will you use to become more fully involved?

Observation #3: Learning Challenges and Classroom Management (due 4/7), will be a discussion of the kinds of learning problems you are seeing in your host classroom and the strategies your cooperating teacher is using to correct and/or accommodate those problems.

- Discuss, with as much detail as you are able to obtain, the kinds of learning challenges you are witnessing in your host classroom, noting whether specific students have been formally diagnosed as having a special challenge, whether or not Individual Educational Plans (I.E.P.'s) or 504 Plans have been developed for those students and, if so, describing the accommodations implemented in accordance with the I.E.P.'s or 504 Plans.
- Describe in detail other problems, particularly behavioral problems, which occur in your host classroom. Do there seem to be specific antecedent conditions contributing to those problems? If so, what are those conditions? How might they be changed to help alleviate the problems? What are your suggestions?
- Describe any classroom management strategies, particularly behavioral strategies (praise, token reinforcers such as stickers or awards, vicarious reinforcement, assertive discipline strategies, modeling, point systems, token economies, self-regulatory strategies, etc.) that your cooperating teacher uses to manage her/his classroom. Discuss whether or not these strategies are effective.
- Discuss management strategies that you think might be effective in your host environment providing specific support from research findings as reported in your textbook or in class discussions.
- Discuss your personal experience with students with learning problems in your host classroom, focusing on the effectiveness of strategies that you have used to keep students on task.

6. PDE State Standard Lesson Plans (2 x 10 points = 20 points)

The purpose of the lesson plans are to provide you with experience in developing and executing lesson plan design reflecting PDE state standards and requirements. Lesson plans are due on the dates given in the course schedule. The lesson plans must be in PDE format (please see detailed instructions on handouts given in class) as per the Standards Aligned System or SAS. Please be

prepared by having the completed lesson plan, all needed materials, and one interactive activity for your lesson plan presentation.

Lesson Plan 1: Focus on Cognition (Math, Science) – see due dates in agenda

Lesson Plan 2: Your own subject choice (in another subject of interest) - due 4/18

5. Quizzes (2 x 5 points = 10 points) **and Final Exam** (25 points)

There will be two quizzes throughout the semester (see schedule) and one final exam. The final exam is cumulative, but will mainly focus on the material from the midterm to final. The final exam will consist of higher-order thinking, open-ended questions - with the use of case studies/vignettes to apply the material learned throughout the course.

Grading Policy: The following distribution indicates the points that will be awarded for the course requirements:

Required Assignments	Points Possible
Participation/Weekly Critical Thinking and Discussions	10
Learning Survey	5
Classroom Design	5
Reflection Papers (3 x 5 points = 15)	15
Be the Expert - From Theory to Practice With FE observational examples	15
Quizzes (2 x 10 points = 20)	20
Final Exam	30
Total	100

“Be the Expert”: From Theory to Practice

CRITERIA	2 POINTS	1 POINT	0 POINTS
Synthesis of Theory, Research and Practical Applications	Well written 3-page paper with introduction and concluding paragraphs, stated ideas in logical organization, includes main points.	Paper includes the main points of the theory, but may lack introduction or conclusion and/or logical organization.	Information is presented, but main points are not clearly delineated.
Research Criteria	Research is from peer-reviewed journals or other sources and cited in APA style at the end of the paper (two research articles attached).	Limited research from peer-reviewed journals. Length of paper is not appropriate.	Very limited research (e.g., research is from only one source of information). Length of paper is not appropriate.
APA Style and Conventions	Correct APA Style throughout entire paper, no spelling or grammatical errors.	Mostly correct APA Style and no more than 5 spelling or grammatical errors present.	Paper is not written in APA Style or more than 5 spelling and/or grammatical errors present.
Presentation Skills	Clear articulation, proper volume, steady rate, good posture & eye contact throughout entire presentation.	Clear articulation, but not as polished, some inconsistencies with volume, rate, posture, and eye contact.	Unclear speech, little or no eye contact, rate too fast or too slow, little expression, inaudible or too loud.
FE Examples/Discussion/Audience Response	At least two examples from FE; Well-planned discussion questions, held audience's attention.	Only one FE examples; Not well-planned questions, discussion may have gone off topic.	No examples from FE included; No discussion planned with class.

**Field Experience –
Intentional Involvement and Reflection Rubric (5 points)**

Criteria	1 point	½ point	0 points
Observation – Reflection Questions	Addressed all parts of the assignment.	Addressed some parts of assignment.	Minimally addressed the assignment.
Data Collection	Evidence that data was collected from observation with examples for each.	Evidence that some data was collected from observation with few examples.	Data collection was limited with only 1 example included.
Summary	Summary synthesized explicitly what was seen and heard at the setting.	Parts of the summary were unclear what exactly was seen and heard at the setting.	Summary was vague and it was unclear what was observed at the setting.
Details	Multiple examples were included throughout the summary to support the observation.	Some details were included to support the observation.	Few or no details were included to support the observation.
Conventions	Summary was free of spelling and grammatical errors.	Summary has up to three grammar and/or spelling errors.	More than three spelling and/or grammar errors were present.

Classroom Design Rubric (5 points)

CRITERIA	3 POINTS	2 POINTS	1 POINT
Classroom Design/Floor Plan	Contains all developmentally appropriate elements of a classroom; floor plan complete demonstrating creativeness and insightful "intentional" learning	Contains a few developmentally appropriate elements of a classroom; floor plan included but not very thoughtful or creative	Contains one appropriate element of classroom; floor plan not complete
Purpose of Furniture/Centers/ Materials	Complete list of furniture/centers/ materials and a clear purpose for each	Complete list of furniture/centers/ materials but limited purpose for each.	Very limited list of furniture/ centers/ materials with no real purpose for each.
Presentation Skills	Clear articulation, proper volume, steady rate, good posture & maintained eye contact throughout entire presentation; activity could be duplicated	Clear articulation, but not as polished, some inconsistencies with volume, rate, posture, and eye contact; activity was not very understandable to audience – may have difficulty duplicating	Unclear speech, little or no eye contact, rate too fast or too slow, little expression, inaudible or too loud; activity very unclear to audience – cannot be duplicated.

COURSE SCHEDULE FOR EDUC 210 – Spring, 2012 – Monday and Wednesdays 10:20-11:30 a.m.
Child Development II

Week/Date	Content/Activities	Classroom Activities/ Homework Assignments	PDE Competency
Week 1 1/16 and 1/18	Welcome to EDUC 211! Introduction to Course/Syllabus/Text Topics: Overview of Child Development (K-4) – Current Issues in US Public Education; NAEYC and Developmentally Appropriate Practice (DAP); Professional Organizations	<u>Team Gathering:</u> Reflect on your own elementary years; earliest memories; chart a life time line of your early school experiences. Link ages with significant events/teachers. What makes a wonderful teacher or learning experience? (reflection) <u>Homework:</u> (Outline 1) <i>“Meet Your Amazing Brain”</i> and <i>“Preparing the Brain for School”</i>	I. E. 1: Current issues; historical and philosophical background; current philosophy of inclusionary practices in classroom settings. I. D. 1-6: Developmentally appropriate practices K-4.
Week 2 1/23 and 1/25	Brain Development and Current Research Topics/Questions: How do children learn? (Learning and Memory); What do we now know about brain-based learning styles and teacher instruction based research?	<u>Video:</u> <i>“The Brain and Learning I”</i> <u>Homework:</u> (Outline 2) <i>“Rules We Learn By”</i> and <i>“Brain Based Teaching”</i> ; Learning Style Inventory due 1/25	I. E. 2: Theory, research, analysis, and practice.
Week 3 1/30 and 2/1 PECT	Brain-Based Classroom Design and Instruction/Teaching Applications/Lesson Plan Designs/Vygotsky	<u>Video Reflection:</u> <i>“The Brain and Learning Part II”</i> <u>Homework:</u> (Outline 3) <i>“Movement and Learning”</i> and <i>“Emotional States”</i> and TYC Chapter 13	I. E. 2: Theory, research, analysis, and practice.

<p>Week 4</p> <p>2/6 and 2/8</p>	<p><u>Cognitive Development: Ages Four – Five</u></p> <p>Topics: Piaget and Vygotskian Theory of Development; Typical stages of cognitive development (i.e., conservation, transformation, centration, irreversibility, class inclusion). Factors that affect cognitive developmental growth: at-risk and low-risk children (e.g., poverty, neurological, disabilities, parental aspects; pre-k experiences). Role of the teacher in cognitive development.</p>	<p><u>Group Activity:</u> Chart summary of Piaget’s Theory and provide examples of each; Discuss factors that affect child developmental growth: at-risk and low-risk infants (e.g., poverty, prenatal development, known disability, other risk-factors). Vignette analyses of child who is at-risk and/or who has an IEP.</p> <p><u>Homework:</u> (Outline 4) “<i>Physical Environments for Learning</i>” and TYC Chapter 16</p> <p>Theory to Practice – Lesson Plan Presentations (Ages 4-5)</p> <p>*LP Draft due 2/6</p> <p>*Presentations due 2/8</p>	<p>1. A. 5: Experiences children need to prepare for life-long learning.</p> <p>1. A. 6: Identify interactions with adults/ peers; comprehensive interventions, children from diverse backgrounds and special needs.</p> <p>1. A. 3: Developmental patterns of change, physical, cognitive, and psychosocial areas.</p>
<p>Week 5</p> <p>2/13 and 2/15</p> <p>Field Experience Begins ☺</p>	<p><u>Cognitive Development: Ages Six-Eight</u></p> <p>Topics: Theoretical perspectives on cognitive development; (i.e., preoperational to concrete operational stage, formal operations, multiple intelligences); Factors that affect cognitive developmental growth: at-risk and low-risk children (e.g., poverty, neurological, disabilities, parental aspects; prior experiences, media/technology, and other risk-factors). Role of the 1-3rd grade teacher in cognitive development.</p>	<p><u>Group Jigsaw Activity:</u> Venn Diagram - theories in child development; how do they apply to the classroom, intervention, and activities)?</p> <p><u>Homework:</u> (Outline 5) Handouts for children age 9. <u>Theory to Practice – Lesson Plan Presentations (Grades 1-3)</u> *LP Draft Due 2/13</p> <p>*Presentations Due 2/15</p>	<p>1. C. 1: Multiple approaches to learning; I. A. 1: Delineate how young children acquire and process information; 1. B. 2: Identifying the multiple interacting influences on cognitive development. Theories of constructivism, socio-cultural and bio-ecological. I. E. 2: Theory, research, analysis, and practice.</p>

Week 6 2/20 and 2/22	<u>Cognitive Development: Age Nine</u> Topics: Cognitive development; Neurobiology of cognition, language, and literacy; Major factors influencing cognition and language for children age 9; Strategies for promoting and enhancing cognition, language/literacy development at this stage of development.	<u>Quiz #1 Brain-Based Learning (Chapters 1-6; 11) and TYC Chapters 13 and 16 (Cognition); all other handouts (2/22).</u> <u>Homework:</u> (Outline 6) <i>"Managing the Social Brain"</i> and TYC Chapter 12 <u>Theory to Practice – Lesson Plan Presentations (Grade 4)</u> *LP Draft Due 2/20 *Presentations Due 2/22	I. A. 1: Delineate how children age 9 acquire and process information. 1. B. 2: Identifying the multiple interacting influences on child development and learning.
Week 7 2/27 and 2/29	<u>Social-Emotional Development – Ages Four and Five</u> Topics: Erikson and Freud's Theories of SE Development; Bowlby, Ainsworth (ethology); Psychosocial Theory (Initiative Versus Guilt); Egocentric Behaviors, Social Perspective Taking; Theory of Mind; Kohlberg's Theory of Moral Thinking; Dimensions of SE Development (Fears/Anxieties, Self-Concept, Gender Awareness, Peer Interactions); Factors that influence SE Development for this stage.	<u>Homework:</u> (Outline 7) <i>"Motivation and Engagement"</i> and TYC Chapter 15 FE #1 Paper/Reflection and Classroom Design Due 2/29	1. A. 3: Developmental patterns of change, physical, cognitive, and psychosocial areas; 1. B. 1: Knowledge and competence of social characteristics of preschoolers/kindergarten children; 1. C. 8: Analyses of SE development for young children.
3/5 and 3/7	<u>Spring Break Week!</u>		

Week 8 3/12 and 3/14	<p><u>Social-Emotional Development – Ages Six-Eight</u></p> <p>Topics: Erikson's Psychosocial Theory (Industry versus Inferiority); Effects of Early Attachments, Self-Esteem Theory, Moral Development Theory, Dimensions of SE Development during this stage (i.e., fears/anxieties, transitional objects, collections/hobbies), Self-Concept/Competences, Gender Role Development, Awareness of Diversity and Differences, Peer Relationships, Factors that influence SE Development during this stage.</p>	<p>Homework: (Outline 8) SE Development of the Young Child at age Nine Handouts</p>	<p>1. E. 3: Social, economic and cultural diversity, and implications for learning.</p> <p>1. D. 3: Socio-cultural theory</p>
Week 9 3/19 and 3/21	<p><u>Social-Emotional Development – Age 9</u></p> <p>Topics: SE capabilities of the young child at age 9, Factors that may impede SE development at this stage; Examples from FE</p>	<p>Homework: (Outline 9) TYC Chapter 11</p>	<p>1. A. 3: Developmental patterns of change, physical, cognitive, and psychosocial areas.</p>
Week 10 3/26 and 3/28	<p><u>Physical and Motor Development – Ages Four and Five</u> Topics: General physical characteristics, large and small motor development, perceptual-motor development, Factors influencing development (i.e., special needs, poverty, safety, early care).</p>	<p>Homework: (Outline 10) TYC Chapter 14 and handouts</p> <p>FE #2 Paper/Reflection Due 3/28</p>	<p>1. C. 7 Analyses of motor development.</p>

Week 11 4/2 and 4/4	<u>Physical and Motor Development – Ages Six - Nine</u>	**Study for Quiz and work on Lesson Plan Designs	1. C. 7 Analyses of motor development.
Week 13 4/9 and 4/11	Monday – School Closed	Quiz #2 TYC Chapters 11-12 (SE Development); 14-15 (PM Development); and all handouts (Wednesday; 4/11)	
Week 14 4/16 and 4/18	Lesson Plan Drafts shared in Class	Lesson Plan #2 Drafts Due (4/16) Lesson Plan #2 Presentations (4/18)	
Week 15 4/23 and 4/25 4/30 and 5/1	Lesson Plan Presentations – Final Reflections of Field Experiences – Shared with Class Final Exam Wednesday, May 2nd at 8:30 pm. (Chapters 9-13)	FE #3 Paper/Reflection Due 4/25	

This syllabus is compiled in good faith, with a schedule of readings, topics, activities, and assignments which will navigate us throughout the term. Still, the professor reserves the right to make any changes to this syllabus considered necessary for the overall success of the course. Any changes will be communicated as soon as possible.

Additional Resources

General Education

US Department of Education - <http://www.ED.gov>

Pennsylvania Department of Education <http://www.pde.state.pa.us>

National Coalition of Parent Involvement in Education – to advocate for the involvement of parents and families in their children’s education, and to foster relationships between home, school, and community. <http://www.ncpie.org/AboutNCPIE/FamilyEdOrg.cfm>

Special Education

Council of Exceptional Children (CEC) <http://www.cec.sped.org>

Family Village – <http://www.familyvillage.wisc.edu/about.html>

The Family Village is a website for children and adults with disabilities, their families, their friends, and communities. It brings together thousand of online resources in an organized, easy-to-use directory.

Learning Styles and Brain-Based Teaching and Learning Websites

Jensen Learning; Practical Teaching with the Brain in Mind - <http://teachingwiththebraininmind.com/>

Learning Survey - <http://www.berghuis.co.nz/abiator/lsi/lsitest2.html>

Index of Learning Styles <http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ilsweb.html>

VARK Learning Style Inventory

<http://www.vark-learn.com/english/index.asp>

Accelerated Learning - What is my learning style?

http://www.acceleratedlearning.com/method/test_launch.html

Multiple Intelligences Inventory

<http://surfaquarium.com/MI/inventory.htm>

Chart Containing Visual, Aural, and Kinesthetic

<http://www.chaminade.org/inspire/learnstl.htm>

Discovering Your Learning Style

<http://www.sil.org/lingualinks/LangLern.html>

Explorations in Learning & Instruction: The Theory into Practice Database

Brief summaries of major learning and instructional theories:

<http://www.gwu.edu/~tip/>

Institute for Learning Styles Research (ILSR)**

Perceptual Modality Preference Survey

<http://www.learningstyles.org>

Keirsey Temperament Sorter and Temperament Theory**

<http://www.keirsey.com>

Learning Styles Resources for K-12 <http://falcon.jmu.edu/%7Eramseyil/learningstyles.htm>

TLC Teaching Tips http://www.tlc.eku.edu/tips/student_learning/

Fun-derstanding – great website with a wealth of information on Vygotsky, Piaget, Emotional Intelligence, and more!

<http://www.funderstanding.com>

www.cast.org – Center for Universal Design for Learning

Pre – K Now www.preknow.org Current press clippings related to the prekindergarten movement.

PA Early Learning Standards http://www.pakeys.org/pages/get.aspx?page=Career_Standards

<http://websites.pdesas.org/ocdel/2010/4/30/47302/page.aspx>

Children's Defense Fund: <http://www.childrensdefense.org/>

The National Center for Development and Learning: National Center for Early Development and Learning:

<http://www.fpg.unc.edu/ncedl/>

Erikson's Stages of Psychosocial Development <http://www.ship.edu/~cgboeree/erikson.html>

The Jean Piaget Society: www.piaget.org

Piaget's Stages of Cognitive Development

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/piaget.htm>

Temperament

Information about behavioral individuality in infants, children and adults

<http://www.temperament.com>

Vygotsky

A history of Lev Vygotsky and many links to other sites devoted to sociocultural theory. http://en.wikipedia.org/wiki/Lev_Vygotsky

Center on the Social-Emotional Foundations for Early Learning

http://csefel.vanderbilt.edu/resources/training_infant.html

A Framework for Lesson Plans

I. Overview of the lesson:

- A. Date of lesson
- B. Expected length
- C. Your name
- D. Grade, discipline, and topic

II. Big Idea (major understanding): What is the larger idea associated with this lesson that transcends grade level?

III. Essential Questions: Questions that are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

IV. Pennsylvania State Standards/Eligible Content

V. General Objectives: Referred to as *concepts* on SAS/PDE website. Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

VI. Behavioral Objectives: Referred to as *competencies* on the SAS/PDE website. Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

VII. Instructional Materials

VIII. Vocabulary: Tier 3 words and language specific to the content area

IX. Instructional Procedures:

- A. Introduction
- B. Motivation
- C. Development
 - a. What does the teacher do?
 - b. What do the students do?
 - c. Does my procedure thoroughly describe the steps so that another teacher could replicate them?
- D. Strategies for diverse learners (e.g., ELL, Disabilities, 504 Plans, at-risk)
- E. Summary and Closure
- F. Assignment

X. Assessment:

- A. Formative
 - a. Describe the student products or performances you will look at and how they will be evaluated.
 - b. What tools will be used to document student progress? Submit blank copies of these tools.
- B. Summative – How will you assess whether or not the objectives were met?

XI. Reflection & Self-Evaluation:

- A. What worked?
- B. What did not work?
- C. How can the lesson be improved?

XII. Suggested Instructional Strategies – What instructional practices or strategies will be used?

W: How will you help your students to know where they are headed, why they are going there and what ways they will be evaluated along the way?

H: How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?

E: What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?

R: How will you cause students to reflect, revisit, revise, and rethink?

E: How will students express their understandings and engage in meaningful self-evaluation?

T: How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?

O: How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent application that emphasize growing conceptual understandings as opposed to superficial coverage?