



EDUC 211, *Child Development and Cognition II*

Dr. Jean DesJardin • Spring 2015

Class meeting days: Monday and Wednesdays; 10:20 – 11:30 a.m. Room 302

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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, evaluate contemporary trends and issues in programs for children ages 5 – 9 years old, discuss theories of child development in young children, learn various ways of assessing child development across all domains, and assess strategies to support child development in a early elementary school setting (K-4). Emphasis will be given to the critical role of parental involvement, as well as collaborating with other professionals to effectively support and teach 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 K - 4.

COURSE ESSENTIAL QUESTIONS:

1. How does *Early Childhood Education and Development (K-4)* apply to current teaching?
2. What are the current trends affecting education for young children today (K-4)?
3. What are the standards for high-quality elementary programs and why is quality important?
4. How do teachers assess elementary-age children and embed intentional instruction throughout the curriculum linking topics to clear PDE CORE standards/objectives?
5. How do teachers embrace cultural, linguistic, and learning differences in their classroom (cultural-responsive pedagogy, differentiated instruction), incorporating and respecting various cultural aspects and parental involvement in their classrooms?

If a child is to keep alive his/her inborn sense of wonder, he/she needs the companionship of at least one adult who can share it, rediscovering with him/her the joy, excitement and mystery of the world we live in.

-Rachel Carson, American Biologist (1907-1964)

COURSE OBJECTIVES/COMPETENCIES

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 language, 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. Please note that you will need to present documentation of your disability to the Disabilities Office. Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

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:

Burk, Laura. (2012). *Infants and Children: Prenatal through Middle Childhood*, 7/E. Pearson.

Hardiman, M. (2012). *The Brain-Targeted Teaching Model for 21st Century Schools*.

Tomlinson, Carol Ann (2014). *The Differentiated Classroom: Responding to the Needs of All Learners (2nd Edition)*

PDE Standards obtained from PDE SAS website – <http://www.pdesas.org/>

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 20th, 2014 at 5:00 p.m. in PPHAC 102
- January 22nd, 2014 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 details 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 16th and May 1, 2015. During your field experiences, you will observe and work/teach with your cooperating teacher as she/he teaches the children, discuss teaching methods, 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 2014-2015 Student Handbook at <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 - We meet two times per week for this 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 one class 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., 2 absences = one whole grade lower; 3 absences = two full grades lower).

Attendance for Field Experiences (FE) - Regular attendance at your FE is essential. 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.

Expected Work Load: For this course, it is expected that you will work between 8-12 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 74-76% C- = 70-73% C+ = 77-79%	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of early childhood field. You meet all requirements adequately.

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.
- All handed in written work (i.e., weekly outlines or graphic organizers, video reflections, products, assessments, 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.**

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 – Extended Learning Activities (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.

Professional Participation Rubric (10 points)

Attendance/Participation	
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 activity/graphic organizer fully complete (10 Extended Learning Activities for the entire semester) .	1 point
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.	0 points
TOTAL POINTS	

2. “Be the Expert” Paper and Oral Presentation: From Theory to Practice (10 points)

Choose one topic on child development (see suggested topics and sign-up sheet). Be prepared to become the expert on the topic. All papers must be three-pages in length and utilize proper APA format, 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 10-15 minute **interactive** overview to the class of your topic and supporting material (e.g., FE examples) in an interactive technology-based presentation (e.g., Power Point, Prezi, SmartBoard). Engage your classmates in the presentation – we are not passive observers, but active and eager learners. You may use video clips/photos or any other media to support your topic. Refer to weekly schedule for due dates. (refer to “Be the Expert” and Oral Presentation Rubric).

Paper and presentation must include;

- (1) At least two current research articles attached to the paper (2010-current),
- (2) At least two real-life examples from your field experience,

(3) Three practical ways for teachers to support child development in classrooms based on this current research.

(4) At least two discussion questions for class participants; You will lead students in your class to further discuss your topic – you may do this in small groups or as a large group discussion and/or planned activity. This can occur during the presentation or at the end as a follow-up.

4. Early Childhood Elementary Classroom Design (5 points)

Design the environment for 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 *“The Brain-Targeted Teaching Model for 21st Century Schools”* and *“Differentiated Classrooms”*. 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). **Due 4/8/15**

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. Include in each paper in **bold face type**, the specific competencies that you are addressing (from the syllabus).

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 involvement products** 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 Child Development (due 3/4), 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) (1 point)

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? (2 points)

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? (2 points)

Reflection #2: School and Grade-Level Curriculum (due 4/1). 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 for each subject area. 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 development and three new terms from the textbook for social-emotional development (2 points). How is the current emphasis on PA CORE state standards and standardized testing affecting your classroom's curriculum or your cooperating teacher's instructional practices? How has the curriculum changed to meet CORE standards? What are your own reflections regarding how state testing is implemented in the curriculum (2 points)? What are your responsibilities? Describe your relationship with the students. Reflect on your lesson plan (strengths, challenges, next steps for you). If you are not as involved as you would like to be, what strategy will you use to become more fully involved? (1 point)

Observation #3: Learning Challenges and Classroom Management (due 4/22), 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 based from readings or class discussions? (3 points)

Describe any classroom management strategies, particularly behavioral strategies (positive behavior techniques - 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. (2 points)

6. PDE State Standard Lesson Plans (3 x 10 points = 30 points)

The purpose of the lesson plans are to provide you with multiple experiences in developing and executing lesson plan design reflecting PDE CORE state standards and requirements. Lesson plans are due on the dates given in the course schedule. The lesson plans must be in PDE format (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 for the class before you teach it in your cooperating classroom (LP #1 or LP #2 only). You will teach one LP to the students in your cooperating classroom under the direction of your cooperating teacher.

Lesson Plan 1: Focus on Cognition (Literacy, Math, Science, SS) and Grades K – 1

Draft Due: 2/23/15; Final LP Due: 2/25/15

Lesson Plan 2: Focus on Cognition (Literacy, Math, Science, SS) and Grades 2 – 4; social-emotional component (i.e., cooperative groups; centers) and differentiation embedded into the lesson. **Draft Due: 4/13/15; Final LP Due: 4/22/15**

Lesson Plan 3: Your own subject choice (in another subject of interest) at any grade K – 4; with the lesson tailored to the curriculum utilized in the classroom (i.e., enVision Math, Everyday Math; Science Fusion; Reading Street (Reading); Journeys CC (Reading) and differentiation embedded into the lesson design. **Draft Due: 4/25/15; Final LP Due in Notebook: 4/27/15**

5. Quizzes (3 x 10 points = 30 points) Dates: 2/23/15; 3/30/15; and 4/13/15

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There will be three quizzes throughout the semester (see schedule) that will consist of short-answer and 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/Discussions (10 EL activities)	10
Classroom Design/Presented to Group	5
Field Experience Reflection Papers (3 x 5 points = 15)	15
Be the Expert - From Theory to Practice With FE observational examples	10
Lesson Plans (3 x 10 points = 30) Field Experience Evaluation with one Lesson Plan observed	30
Quizzes (3 x 10 points = 30)	30
Total	100