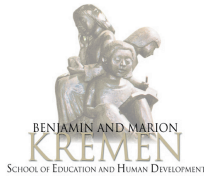


CALIFORNIA STATE UNIVERSITY, FRESNO
 KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
 Department of Literacy and Early Education
 Early Childhood Education Graduate Program



Leadership for Diverse Communities
LEE 233:
Curriculum and Assessment in
Early Childhood Education (ECE)
Fall 2010

Our candidates are Ethical, Reflective and Critical Thinkers who Value Diversity and Life-Long Learning. The faculty of the Kremen School of Education and Human Development foster the development of these dispositions. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:

Design of appropriate curriculum and assessment for young children. Includes standards, planning, project approach, integration of play and materials. Use of observation, rubrics and portfolios to document play, development and learning. Organizing learning environments in ECE settings, infants through grade three.

Prerequisite: Admission to the MA in Education (ECE Option) or permission of instructor.

| | |
|--|--|
| Course Title: Curriculum and Assessment in ECE | Instructor Name: Shareen Abramson |
| Units: 3 | Office Number: Education Room 436 |
| Time: Tuesdays, 8:00am-10:50am | Email: shareena@csufresno.edu |
| Location: Education Bldg. 153 | Telephone: 278-1230 |
| Office Hours: 1:30-4:00pm, Tuesdays, Thursdays and by appointment | |

Required Texts:

- Kostelnik, M. J., Soderman, A.K. & Whiren, A. P. (2011). *Developmentally appropriate curriculum*. Upper Saddle River, NJ: Pearson Education.
- Edwards, C. & Rinaldi, C. (2010). *Diary of Laura*. Redleaf Press.
- Gandini, L., Hill, L., Cadwell, L. & Schwall. C., Eds. (2005). *In the spirit of the studio: Learning from the Atelier of Reggio Emilia*. NY: Teacher's College Press.
- Gullo, D. (2002). *Understanding assessment*. NY: Teacher's College Press.

These journals and websites may also be helpful for required assignments for this course:

RESEARCH AND PRACTICE

<http://ecrp.uiuc.edu/>

JOURNAL OF EARLY CHILDHOOD RESEARCH

<http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201641>

EARLY CHILDHOOD RESEARCH QUARTERLY

http://www.elsevier.com/wps/find/journaldescription.cws_home/620184/description

CENTER FOR EARLY CHILDHOOD RESEARCH

<http://eci.uchicago.edu/>

RESEARCH ON EARLY CHILDHOOD EDUCATION (Historical—1960s-1989)

<http://www.nwrel.org/scpd/sirs/3/topsyn3.html>

NATIONAL CENTER FOR EARLY DEVELOPMENT AND LEARNING

<http://www.fpg.unc.edu/~nced/>

CLEARINGHOUSE ON EARLY EDUCATION AND PARENTING

<http://ceep.crc.uiuc.edu/poptopics.html>

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

<http://www.naeyc.org/>

SPECIALIZATIONS

The ECE Graduate Program includes two specializations. Each student must identify one of the two specializations as the focus for their graduate studies.

ECE Teacher Leader:

This specialization provides advanced study for ECE teacher leaders who are primarily interested in teaching in classrooms or comparable settings—infant/toddler program, preschool, kindergarten-third grade. Within this focus is preparation for ECE Specialist Credential—PreK-3 (also requires a Multiple Subject Teaching Credential and two years teaching at two different grade levels, preschool through third grade).

ECE Program Leader:

This specialization provides advanced study for ECE program leaders who work or are planning to work as supervisors or administrators in ECE programs or agencies or as instructors at two- or four-year higher education institutions. Research and policy in ECE is another emphasis for this specialization.

Goals and Objectives:

1. Become familiar with theories, history and models of curriculum in relation to children's development and education in the social, emotional, cognitive, creative and physical domains. NCATE 1; CTC 2.2, CTC 2.1, CTC 2.2.3,
2. Observe, facilitate and document children's learning and development through a well-designed, research based curriculum and offer appropriate guidance to

promote integration of all children and foster social competence. NCATE 4; NCATE 4b; CTC 2.2.3, 2.3.7, 2.3.11

3. Plan a varied, developmentally appropriate curriculum that addresses all domains and content areas and differentiates instruction based on assessment and other individual characteristics utilizing a variety of resources including teacher-made and commercial curriculum materials. NCATE 4c; CTC 2.3.2, 2.3.4, 2.3.5, 2.3.6, 2.3.8, 2.3.9, 2.5.1, 2.5.2
4. Design appropriate early childhood curriculum and learning environments that integrate theory and research in early childhood education for children from birth through eight years old. NCATE 1; NCATE 4d; CTC 2.1.2, CTC 2.2.1, 2.4, 2.7.1, 2.8.5, 2.9.4
5. Recognize cultural, ethnic and linguistic differences in learning styles and afford curriculum materials and experiences that are appropriate and relevant to the backgrounds of children. NCATE 2; CTC 2.3, 2.3, 2.5
6. Develop and use appropriate, multifaceted assessment plans that include informal or performance-based measures as well as standardized tests as a basis for understanding individual differences, curriculum planning, teaching and program evaluation. NCATE 3; CTC 2.3.1, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.7.1, 2.7.2
7. Understand the professional responsibility of early childhood educators to work collaboratively with parents and others to advocate for children's right to developmentally appropriate curriculum, appropriate and valid assessments and the importance of play in early childhood education. NCATE 2, NCATE 5; CTC 2.1.1, 2.6, 2.6.8, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.9.3
8. Read, interpret and synthesize research on curriculum and assessment to improve early childhood education programs, classroom environments and work with children and families. NCATE 1, 4a; CTC 2.1.1

Standards for ECE Curriculum and Assessment:

NAEYC Position Statement on Developmental Appropriate Practice:

<http://www.naeyc.org/positionstatements/dap/>

NAEYC Position Statements on Curriculum, Assessment and Evaluation

<http://www.naeyc.org/positionstatements/cape/>

Infant and Toddler

Infant Toddler Learning and Development Foundations

<http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

Infant Toddler Learning and Development Guidelines

<http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Preschool

PreKindergarten Development & Learning Guides

<http://www.cde.ca.gov/sp/cd/re/prekguide.asp>

Preschool Learning Foundations, Volume 1

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

Preschool Learning and Development Guidelines

<http://www.cde.ca.gov/sp/cd/re/prekguide.asp> (for ordering information)

ECE Assessment

Desired Results Assessment System

<http://www.cde.ca.gov/sp/se/sr/drassessment.asp>

Kindergarten-Grade 12

Content Standards for California Public Schools (K-12)

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<http://www.cde.ca.gov/be/st/ss/>

Curriculum Frameworks for California Public Schools (K-12)

Frameworks are blueprints for implementing the content standards

<http://www.cde.ca.gov/be/st/fr/>

COURSE REQUIREMENTS

Web-Enhanced Course:

This course will be web enhanced. All students are required to have a student e-mail account, microsoft office and internet access. Information on obtaining these services is available at <http://www.csufresno.edu/ait/ait-links.htm>. We will be using "Blackboard," a Web-Based E-Learning portal system. Blackboard can be accessed 24-hours a day, seven days a week from any computer with an internet connection. You can access the Fresno State Blackboard server at <http://blackboard.csufresno.edu/>

REQUIRED ASSIGNMENTS:

The required assignments below for this course are:

Reading Summaries and Class Co-Inquiries

Lab Activities

Demonstration of Knowledge: Specialty Area Paper

Demonstration of Skills: Demonstration and Analysis of an Exemplary Literacy Strategy/Practice

Demonstration of Dispositions: Plan a Literacy Program for a Charter School (Take Home Final)

Readings and Collaborative Inquiry (Co-Inquiry). The class will meet for co-inquiry dialogue each week to reflect on assigned readings, discuss course questions and examine related documentation. Prior to class, read chapters indicated on calendar. You will write and turn in on Blackboard in the designated link a 1 page to 2 page reflection on the readings assigned for the week that includes:

- 1) Identify three key points that were of interest to you and have implications for practice discussed in the texts.
- 2) Describe an idea or strategy from texts that can be applied to your specific work or future work as an ECE Program or ECE Teacher leader.
- 3) Decide on the question you want to discuss in the small group session (from the list of questions or a new question from the readings).

Scoring Criteria: All readings are graded as credit (completed) or no credit (not completed). All readings must be completed for an A or B grade in course. NCATE 1; CTC 2.2, CTC 2.1, CTC 2.2.3, NCATE 2; CTC 2.3, 2.3, 2.5

Lab Activities:

Lab activities involve both out-of-class preparation and an in-class activity/presentation. The purpose of these activities is to practice particular instructional strategies for literacy or to become more familiar with instructional and assessment materials and resources.

Scoring Criteria: Lab activities are graded as credit (completed) or no credit (not completed). However all lab activities must be completed for an A or B grade in course.

The lab activities for this course are:

Course Problems for Study
Documentation Diary (6 lab activities)
Small Group Project (4 lab activities)
ECE Curriculum Review
ECE Test Review

Course Research Problems for Study:

At our first class meeting we will collaborate in the development of the course syllabus through a lab activity. We will decide on a set of problems to investigate over the course in the areas of ECE curriculum, assessment and other related topics. Questions pertaining to individual interests as well as those of the group will be collected and combined with questions raised by previous ECE graduate students in this course.

The problems and questions identified will be used for a weekly class dialogue, Collaborative Inquiry Process or “Co-Inquiry.” Below is a tentative course calendar. It will be revised after an activity on the first meeting. **The final Course Syllabus will be posted on Blackboard.**

(NCATE 1, 4a; CTC 2.1.1)

Documentation Diary. The lab activity for this class requires creating documentation of children’s learning processes in school, at home or in the community. Beginning in the fifth week of class, you will create a “diary” page that visually documents a child or group of children. The weekly documentation (usually one or two pages as illustrated in

the text, *Laura's Diary*) should concern the question/problem for the week you selected or any other idea suggested in the weekly readings. The documentation may include observational notes and descriptions, photos, video, or children's work. It may be placed into a notebook or posted on Blackboard. A permission letter for parents to sign is required for making documentation and available on Blackboard. For anyone not having access to children in a classroom, it is possible to make an arrangement with the Huggins Early Education Center.

Scoring Criteria: This written and visual documentation **is due each week in class** as indicated on the calendar. The documentation is graded as credit or no credit. For a grade of A, 6 separate weekly entries are required and presented in class. For a grade of B, 4 separate weekly entries are required and presented in class.

(NCATE 2, 4, 4b, 5; CTC 2.1.1, 2.2.3, 2.3.7, 2.3.11, 2.6, 2.6.8, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.9.3)

ECE Curriculum Review. Locate a published ECE curriculum or material related to the specialty area or grade level you are teaching. Prepare a curriculum review using the manual and research to determine its philosophical model, purpose; types of activities, strengths and limitations in meeting DAP guidelines. Bring the curriculum to class and briefly discuss your findings.

(NCATE 4c; CTC 2.3.2, 2.3.4, 2.3.5, 2.3.6, 2.3.8, 2.3.9, 2.5.1, 2.5.2)

ECE Assessment and Test Review. Locate a published ECE assessment or test that is individually or group administered and related to the specialty area or grade level you are teaching. Prepare a test review using references such as the technical manual and Burors Yearbook of Mental Measurements, review the test to determine its purpose; age groups, norming sample, reliability and validity. Bring the test to class and briefly discuss your findings.

(NCATE 3; CTC 2.3.1, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.7.1, 2.7.2)

In class as listed in the syllabus, present a published ECE assessment Describe assessment, norming sample, validity, reliability and other technical features associated with its proper use.

CURRICULUM PROJECT AND DOCUMENTATION:

In a small group required lab activity, you will design and implement a curriculum project with documentation. A major part of this project is completed during class but some fieldwork outside of class will also be required. The project will be turn in on Blackboard in the designated link. The project will be evaluated and each member of the group will receive the same grade. The parts of the project include:

- (1) Topic Selection. Choose a topic for group presentation. Use DMQ process, drawings memories and questions to explore background and feelings.
- (2) Investigation. A field trip to a place of interest. Library research.
- (3) Documentation. Organized record of observations, photos, video, materials, etc.
- (4) Class Presentation and Project Work. Creative response to project represented in arts and media, presentation and a report.

Scoring Criteria: The group project is completed according to course calendar. The project is graded as credit or no credit.
(NCATE 4c; CTC 2.3.2, 2.3.4, 2.3.5, 2.3.6, 2.3.8, 2.3.9, 2.5.1, 2.5.2)

CHARTER SCHOOL PROJECT: ENVISIONING DEVELOPMENTALLY APPROPRIATE PRACTICE, BIRTH-THIRD GRADE: CURRICULUM AND ASSESSMENT

Charter schools are an innovative approach to educational reform. Because they are unencumbered by the restrictive regulations governing other public schools, charter schools provide choices for families with accountability for results. In a charter school, teachers, parents and children to have a commitment to a shared educational vision. A major assignment in the four ECE elective courses, the Charter School Project, makes real the ideals of our field: developmentally and culturally appropriate practices (DAP) and a quality, comprehensive ECE program spanning birth through third grade.

Directions for Charter School Project:

For each of the ECE elective courses, directions are provided for completing three assignments that comprise one component of the DAP Charter School Project. Each component is assessed in the corresponding course. Students must complete three of the four components. After three components are completed by the student, the DAP Charter School Project- Combined Assessment is performed in LEE 241. A detailed scoring rubric for the Charter School Project appears in the “Grading” section of the syllabus.

LEE 233: Curriculum and Assessment Component for Charter School

Select and have approved one specialty area from the list of topics provided by the instructor as a focus for developing professional knowledge, skills and dispositions in curriculum or assessment. The scoring rubric for each of the required components of the Charter School appear in the “Grading” section following the course calendar.

Demonstration of Knowledge: Specialty Area Paper

Prepare a research paper on a specific area curriculum or assessment topic related to your particular interests and your curriculum/assessment demonstration (below) that is 7-10 pages in length. Please use at least one book recommended by the instructor and at least 5 articles from scholarly periodicals. Scholarly periodicals among others: *Elementary School Journal*, *Child Development*, *Childhood Education*, *Early Childhood Research Quarterly*, *Journal of Research in Early Childhood Education*, *Early Childhood Research and Practice (online)*, *Educational Leadership*, *Kappan*, *Young Children* and *Beyond the Journal (online)*. Other sources must be approved in advance.
(NCATE 1, 4a; CTC 2.1.1)

Demonstration of Skills: Documentation and Analysis of an Exemplary Curriculum and Assessment Practice

(Student Movie, Powerpoint, Photo Panel or PhotoBook)

A 15-20 minute class presentation by the ECE student of a research-based, specific exemplary curriculum and assessment practice related to the selected specialty area. Examples include a classroom project or learning experience with children or use of a curriculum resource or strategy. You may also wish to expand on one of the brief entries in your course diary in a more extended presentation.

The documentation can be presented through a movie (video, imovie or DVD format), powerpoint, photo panel or photobook. If you are in the ECE Teacher Leader specialization, you must provide a demonstration of skill in working with children. For curriculum demonstrations, an assessment should be included. ECE Program Leaders may choose a demonstration, observation or simulation of skill in working with children or adults. If appropriate, please bring materials, resources or children's books related to this demonstration. Please provide a 1-2 page summary handout with references (APA style) is required. A copy of the best article you found on this area that could be used for teacher training or parent education is also to be submitted. (NCATE 4c; CTC 2.3.2, 2.3.4, 2.3.5, 2.3.6, 2.3.8, 2.3.9, 2.5.1, 2.5.2)

Demonstration of Dispositions: Charter School Curriculum and Assessment. (Take-Home Final Exam)

Design a plan for a charter school component applying what you learned in researching your specialty area. Include a description of practice, drawings, diagrams and a list of professional and/or children's resources.

(NCATE 1, 2, 4d, 5; CTC 2.1.1, 2.1.2, CTC 2.2.1, 2.4, 2.6, 2.6.8, 2.7.1, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.9.3, 2.9.4)

***CALENDAR** [Check Blackboard for changes]

*** Subject to Change:** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

| DATE | TOPICS | DUE |
|------|--|--|
| 8/26 | Introduction, Syllabus Development Activity, ECE Projects A self-assessment activity is used to identify questions about curriculum and assessment and find a course theme. Lab Activity: Course Problems | |
| 9/2 | History of ECE Curriculum The history of ECE curriculum including major authorities, programs and research. The Charter School assignment is | DAC, Introduction, Part 1 Chapter 1 Edwards, pp. 1- 50 Reading Summary Lab Activity: Small Group |

| | | |
|-------|--|--|
| | presented and discussed. | Projects: Topic Selection |
| 9/9 | LIBRARY INSTRUCTION Research skills and identification of specialty area topics | DAC Chapter 2 Edwards, pp. 57-95 Gandini, pp.1-31 Reading Summary |
| 9/16 | Development and Learning, ECE Curriculum Models, Reggio Approach A review of established ECE models, methods and approaches | DAC Chapter 16 Edwards, pp. 97-137 Gandini, pp. 32-57 Reading Summary Lab Activity: Project Work |
| 9/23 | Project Research Laura's Diary and Documentation Methods Assessing Infants Documentation is a means for understanding learning process using observation, media and co-inquiry. | DAC, Chapter 5, 15 Gandini, pp. 58-72 Lab Activity: Documentation |
| 9/30 | The Environment, Play in Relation to Curriculum The environment is a significant but overlooked factor in ECE. | DAC Part III Chapter 3, 4 Gandini, pp.73-73 Reading Summary & Co-Inquiry with Diary Documentation Lab Activity: Small Group Project Presentations |
| 10/7 | Curriculum and Standards, Cultivating Learning Dispositions How standards are used to define curriculum. Learning dispositions and their role. | DAC Chapter 6 Reading Summary & Co-Inquiry Gandini, pp.94-132 |
| 10/14 | The Aesthetic and Affective Domains Arts and emotional development in the ECE curriculum. | DAC Chapter 9, 10 Reading Summary & Co-Inquiry Gandini, pp.133-168 Specialty Area Presentation |
| 10/21 | The Cognitive and Language Domains Language and cognitive development in ECE curriculum. | DAC Chapter 11 Gandini, pp.169-196 Reading Summary & Co-Inquiry Specialty Area Presentation |
| 10/28 | Standardized Assessment Using and Reporting Results A discussion of the uses and misuses of standardized tests. | Reading Summary & Co-Inquiry Gullo, pp. 1-39 Specialty Area Presentation |
| 11/4 | Physical and Social Domains Assessment and Diversity | DAC Chapters 13, 14 Gullo, pp. 43-79 |

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|-------|--|--|
| 11/4 | Physical and Social Domains Assessment and Diversity Physical and social development in the curriculum. Importance of diversity and culture in designing curriculum and interpreting tests. | DAC Chapters 13, 14 Gullo, pp. 43-79 Specialty Area Presentation Assessment/Test Review |
| 11/11 | Veteran's Day Holiday | |
| 11/18 | Misuses of Tests; Retention Informal Assessment: Teacher Designed, Performance Based Retention, readiness and other problems in ECE assessment. Value of teacher observation. | DAC Chapter 7, 8 Reading Summary & Co-Inquiry Gullo, pp. 83-116 Specialty Area Presentation Presentation Lab Activity: ECE Test Reviews |
| 11/25 | Thanksgiving Recess | |
| 12/2 | Linking Assessment and Curriculum Authentic Assessment and Family Participation, Portfolios How authentic performance measures engage students and families in evaluating progress. | Gullo, pp. 117-149 Specialty Area Presentation Take-Home test is discussed. |
| 12/9 | ECE Leaders Convocation A leadership convocation of past, present and future ECE leaders. The Fansler ECE leader | |

Topic Descriptions

Dispositions About Curriculum and Assessment

ECE leaders examine their own dispositions, beliefs and biases about ECE curriculum and assessment of young children. A variety of ECE philosophies and curriculum models are presented to explore views on early learning, teaching skills, the value of ECE and beliefs about the early education at various levels—infant toddler, preschool, K-3, home environment, the role of the family, culture and socio-economic status as factors in learning and development. ECE leaders choose a specialty topic in curriculum and assessment in order to deepen knowledge in a specific area of ECE research and practice. The course emphasizes that quality ECE teaching has been shown to have a lasting, positive influence on children’s success in learning and in life.

ECE Curriculum Models and Best Practices

ECE curriculum and assessment that correspond to early learning standards are addressed throughout the course. Some of the ECE curriculum models include: Cognitive-Developmental, High Scope, Montessori Method and Reggio Emilia Approach. Relevant and recent research on best practices is reviewed important for designing developmentally appropriate lessons in the cognitive, language, affective, social, aesthetic and emotional domains and project approach. Key concepts, skills, strategies and curriculum goals and objectives are discussed in readings and lectures and practiced through class presentations and assignments. ECE leaders must demonstrate research-based methods for ECE instruction and identify related research, curricula, texts, materials and resources. As a class, ECE leaders examine components essential to designing a well-rounded, comprehensive ECE program.

Teaching Strategies in the Content Areas

Knowledge of ECE teaching strategies is central to competence in teaching and administration in ECE programs. ECE leaders review an array of ECE curricula, materials and resources for teaching. Varied curricula and teaching strategies are modeled by the instructor and practiced by the class. ECE leaders engage in their own small group project to learn the phases of inquiry-based learning. Using early learning standards, creative lessons in the content areas of literacy, mathematics, social studies, science, music, drama and the arts are presented to motivate and teach learners at the infant-toddler, preschool, K and primary levels.

Assessment

Principles and methods of formative and summative assessment are examined in the course. Candidates learn how formal and informal measures are used in ECE to assess children’s development, learning, behavior and interests and also for ECE program evaluation and accreditation. To become familiar with the variety of assessments, ECE leaders select and present an ECE assessment and discuss how it is administered, scored and interpreted. Assessments include surveys, inventories, questionnaires, individually and group administered tests, observations of the classroom and home to gather data from children, parents and teachers. Results may be used to determine risk factors or children who may require early intervention.

Teaching All Children (English Learners, High Risk Learners, Children with Special Needs)

Learning how to adapt ECE curriculum for inclusive and special education settings leads to increased opportunities for access and equity for all children. Teaching methods, specially designed materials and individualized teaching are explored. A variety of curricula, strategies responsive to diversity and multilingual classrooms and assessment alternatives are presented in the readings, demonstrations and course lectures. Different approaches and programs for English learners are compared. ECE leaders learn to enhance learning and development of diverse learners using culturally relevant lessons, artifacts, contextualized experiences, visuals and active learning.

Using Technology

Technology is incorporated into teaching ECE curriculum and assessment practices covered in this course. Students use technology for teaching, for collaboration on lab assignments and to make a presentation on their project and specialty area to the class. Students learn how to locate internet resources appropriate for research, ECE teaching and program improvement.

Role as a Professional Educator

The use of professional resources (e.g. standards, professional journals and organizations) is infused throughout the course through lectures, activities, and assignments. The importance of parent and community partnerships to improve literacy are discussed throughout the course.

CLASS AND UNIVERSITY POLICIES

ATTENDANCE: Attend all class sessions unless ill. Due to co-inquiry discussion and lab activity requirements, more than 2 absences may result in a lower grade.

HONOR CODE: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

CELL PHONES: Out of respect for everyone’s learning experience, cell phones are to be turned off during class except when an emergency call is expected, or during breaks. Cell phones must be stowed at all times, and not visible on the desk, clothing, lap, etc. Cell phones may not be used to record, transmit, photograph or video without prior arrangement and permission of the instructor. Violation of this policy will result in requiring the student to remove his or her cell phone from my classroom for the remainder of the semester.

STUDENTS WITH DISABILITIES: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

CHEATING AND PLAGIARISM: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies)

STUDENT CONDUCT: In accordance with university policies and California state law, students are expected to be responsible, civil and respect others and their property. Examples of unacceptable behaviors include: destruction, damage or misuse of university property; dishonesty, falsifying information or misrepresentation; lewd or obscene behavior; disruption of a university-related activity; conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct; and unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose (For more information and additional prohibitions see: *California Code of Regulations, TITLE 5 Education, Division 5*. Board of Trustees of the California State Universities, Subchapter 4. Student Affairs, Article 2. Student Conduct § 41301).

DISRUPTIVE CLASSROOM BEHAVIOR: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained . . . Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

MAKE UP POLICY FOR PLANNED AND UNPLANNED ABSENCES: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. The instructor may require a doctor's note to verify illness for absence during examinations or for late assignments. When a student is absent for an extended period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

COMPUTERS: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

During class, use of the computer is for approved, in-classroom activities only such as note-taking or class presentations. Use of the computer for non-class related activities including, but not limited to, social networking, e-mail, other personal access/communication or unauthorized audio or visual recording or transmission of classroom activities, lectures, students or their work are strictly prohibited. Violation of this policy will result in requiring the student to remove the computer from my classroom for the remainder of the semester.

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GRADING POLICY: Assignments will be graded according to criteria discussed in class. All grades are determined by the instructor based on quantity (see below) and quality of work. Qualitative assessment of Charter School assignment is based on a rubric and the final exam is based on points. Final grade includes: Reading and Co-Inquiry Documentation; Class Participation; Documentation of Exemplary Curriculum/Assessment Practice, Specialty Paper and Take Home Final.

Possible Grade A: Read and reflect on all 4 textbooks each week and provide 8 separate co-inquiry documentations in a class diary, at least 5 shared in class on date due; group project; curriculum review, assessment review; Charter School Project: (Exemplary Practice documentation includes video, DVD or imovie, powerpoint and written summary; 10 page Specialty Area Paper (grade: 90-100); Must receive a holistic score of three on rubric for Charter School; Final Exam.

To receive an A in class requires: 1) a grade of A on the Demonstration and 2) a grade of A on two of the other Charter School parts: either the Specialty Area Paper or the Charter School Plan (final).

Possible Grade B: Read and reflect on all 4 Textbooks and provide 6 co-inquiry documentations in a class diary, at least 4 shared on date due; group project; curriculum review, assessment review; Charter School Project: Exemplary Practice documentation includes video, DVD or imovie, powerpoint and written summary or write a Five page Specialty Area Paper (grade: 80-90). Must receive a holistic score of two on rubric for Charter School; Final Exam.

Possible Grade C: Read and reflect on DAC textbook and provide 4 co-inquiry documentations in a class diary, group project; curriculum review, assessment review; Charter School Project: write a Five page Specialty Area Paper (80-90); rubric or Exemplary Practice documentation includes video, DVD or imovie, powerpoint and written summary; Must receive a holistic score of two on rubric for Charter School; Final Exam.

**DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP) CHARTER SCHOOL –
SEPARATE COURSE ASSESSMENT RUBRIC**

NAEYC Standards 1, 3, 4; Essential Tool 5

| CHARTER SCHOOL ELEMENT | DOES NOT YET MEET EXPECTATIONS | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS | SCORE |
|--|---|---|---|--------------|
| <p>Standard 1 Promoting Child Development and Learning</p> <p>Knowing young children’s characteristics and needs, understanding multiple influences on development and learning to create healthy, supportive, respectful environments.</p> | <p>Charter School Project does not show that candidate understands young children, their learning styles needs, or appropriate learning environments to support their learning.</p> | <p>Charter School Project demonstrates that candidate understands young children, their learning styles needs and appropriate learning environments to support their learning. Research paper and demonstration of practice provide specific examples that promote children’s learning and development.</p> | <p>Charter School Project demonstrates that candidate understands young children, their learning styles needs and appropriate learning environments to support their learning. Research paper and demonstration of practice provide specific examples of skills and strategies including research that validates their use and ways to adapt methods to diverse learners.</p> | |
| <p>Standard 3 Observing, Documenting and Assessing to Support Young Children and their Families</p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They use systematic observations, documentation and other strategies in a responsible with and in partnership with families and other professionals to positively influence development and learning.</p> | <p>Charter School Project does not provide sufficient detail concerning assessment program.</p> | <p>Charter School Project includes a description and analysis of an ECE assessment measure as well as a comprehensive assessment plan for the charter school curriculum component.</p> | <p>Charter School Plan makes use of systematic assessments and continuous ongoing observation and documentation of the learning processes and achievements of learners. A plan for reporting findings to parents and involving them in the process of program development is formulated. An interdisciplinary approach to assessment for children with special needs is included. The design of school environment and resources reflect attention to inclusion and the provision of services for children having varying disabilities.</p> | |

| | | | | |
|---|--|---|---|--|
| <p>Standard 4 Teaching and Learning</p> <p>Candidates integrate their understanding of children and families and the importance of relationships that develop a variety of approaches and strategies for teaching/learning to reflect knowledge of academic disciplines, essential concepts, inquiry tools and structure of content areas to design, implement and evaluate meaningful, developmentally appropriate and challenging learning for all children. (LEE 232, LEE 233)</p> | <p>The Charter School Project lacks research, practices and a coherent plan for the school that integrate understanding of children, the importance of caring relationships and instructional methodologies.</p> | <p>The Charter School Project presents research, practices and plan for the school that integrate understanding of children, the importance of caring relationships and varied approaches to the design of effective instruction that reflect the full span of content knowledge from the disciplines. The demonstration of practice aligns with early learning standards and other mandates. Learning experiences, activities or services have a clear purpose and are research-based. Analysis and reflections are discussed. A guide is prepared to summarize presentation and key findings.</p> | <p>The Charter School Plan represents a synthesis of the latest research and best practices as well as new technologies and other innovations. Learning experiences are integrated, DAP and meets the highest early learning and professional standards. Description of the curriculum references adaptations for differences in abilities, cultural backgrounds. Future plans or modifications are described. A guide is prepared that summarizes activity, key findings and includes a selected bibliography.</p> | |
| <p>Tool 5: Skills in Identifying and Using Professional Resources</p> <p>Demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform one's professional roles and keep abreast of the field's changing knowledge base use of library, Internet and community resources, networks of colleagues, and other sources of knowledge and professional growth.</p> | <p>Few professional resources identified in the Charter School Project.</p> | <p>Charter School Project provides research, resources, curriculum or other materials and activities for improving the field obtained from the library, internet and other resources. The candidate has a clear plan for using work from the project as a basis for advocating for a sound knowledge and research base for ECE practices and improving the lives of children and families in the real world.</p> | <p>Charter School Project represents the candidate's deep commitment to improving curriculum and other programs related to the candidate's work or professional goals through active research and exemplary practice. All recommendations draw on this research. The candidate has a clear plan for using the charter school project and findings from research to make it available to other professionals, families or programs.</p> | |

DAP Charter School Project -Separate Component Scoring Guide

Analytic Scores:

Does Not Yet Meets Expectations = 1

Meets Expectations = 2

Exceeds Expectations = 3

Holistic Scoring: Does Not Yet Meets Expectations = 6 or less; Meets Expectations = 7-9;

Exceeds Expectations = 10-12

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