



Department of Early Childhood, Elementary, and Special Education
College of Education
Morehead State University, Morehead, KY40351-1689

EDEC 253 Child Growth & Development (On-line course, 3-2-4) Fall 2009

INSTRUCTOR INFORMATION

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Course Description:

Behavioral characteristics in growth and development; positive approach to child guidance; importance of the role of parents and child care givers; directed practicum in observation of preschool children.

FIELD EXPERIENCES

Students will complete field experiences. Field experiences are to be designed and implemented under the direction and approval of the instructor. Students are required to make arrangements to participate at designated field sites and complete **20 hours** field experiences (level II).

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs)

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

- 1) understand three components of child development (physical, cognitive, and social) and the importance of nature and nurture in child development.
- 2) build in-depth understanding on different ways in which parents and professionals can use child development research to guide their interactions with children.
- 3) to understand changes and characteristics that occur during infancy, toddler, preschool, and childhood.
- 4) To understand research findings related to the effects of enriched environments and cultural differences in child development

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: Interdisciplinary Early Childhood Education 253 Child Growth & Development					
Aligned with → Assessment → (point values)	Kentucky Teacher Standards (IECE KYS)	KERA	Education Professional Standards Board (EPSB)	NAEYC Standards	NCATE
[Midterm & Final Project, 150point] CFO: 1, 2, 4 SLO: 1 , 3, 4	2, 8	6	Diversity, Assessment	Standards 1, 3, 4a	
[Discussion Board Participation, 50points] CFO: 1, 2, 3,4 SLO: 1 ,2,3 4	7		Diversity	Standards 1	4a
[weekly test, 130point] CFO: 1, 2, 4 SLO: 1, 2, 3, 4		6	Literacy/Reading	Standards 1, 2,	1d
[Genetic disorder brochure & Speech as a “tool” for thinking, 20pt.] CFO: 1, 2, 4 SLO: 2, 3, 4	9	4	Diversity	1, 2	1b

[Field Experience, No point value, but essential to pass the course] CFO: 2, 3, 5 SLO: 1, 2, 3, 4	6	3	Assessment	Standards 1, 2	
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Assignment Descriptions:

Program: IECE [EDEC253] [Child Growth & Development]	
Assessment (point value)	Description
[Analyzing Infant toys, 30 points]	<p>Analyzing infant toys (2-3 page)</p> <p>Describe a prototype for infant toys that would be of inherent interest to an infant and that would also improve (via improved brain development) some area of function. Please <u>visit a toy store (or online toy store) and select 2 toys</u>. Then analyze if your selected infant toys are “best” or “worst”. Please make sure to include the picture of toys on your paper use the information mentioned in the textbook as you describe and criticize the toys’ feature, usage, functions, or purpose on infant development.</p>
[Piaget’s Conservation tests, 15 points]	<p>Piaget investigated many other types of conservation problems. These conservation tasks are easily replicated and provide a good opportunity for you to see preoperational and concrete operational thought in action. Find a family member or friend in the 4–6 year age range and another in the 9–10 year age range. You should then obtain permission from the child’s parents to give the children the following three tasks to perform- Conservation of Mass/number/ length.</p> <p>On each of the above mentioned conservation tasks, please record their age, gender, date/time of experiments, procedures you have done (such as questions you have asked) and their responses as much detail as possible. If possible, use digital camera to show the materials used in each conservation task (or drawing of the materials can be acceptable) so that your instructor can understand the step by step procedures with you and the children involved in this experiment!</p>
[Attachment Impact across the Lifespan, 20 points]	<p>In Chapter 9 you learned about different attachment types, different attachment measures, and varying impacts of individuals possessing different types of attachments. The goal of this assignment is to have you demonstrate your knowledge of these topics by writing a 2- to 5-page paper addressing the issues listed below.</p> <p>The goal of the paper is to track a hypothetical individual from birth through young adulthood focusing on attachment issues. Your paper should begin with an introduction of the infant and a description of their attachment status (the type of attachment is up to you) with a caregiver. The second section of the paper you will follow the development of your infant into early childhood (specifically at age 5 years). In the final section of the paper you will describe your subject, who is now age 20</p>
[Strategies for raising self-esteem in children, 15	This activity is designed to enhance your understanding of self-evaluation and self-esteem through the creation of a “self-esteem” brochure. The purposes of

points]	the brochure include providing parents with information on the importance of a positive self-evaluation in child, and providing parents with some suggestions on how they can enhance self-evaluations in their children. Directions for creating the brochure are listed.
[Toy stores and gender segregation, 15 points]	In chapter 12, many theorists believe that the acquisition of sex-typed behaviors and gender concepts like gender segregation is heavily influenced by differential media portrayals of boys/men and girls/women. This activity is designed to help you get a handle on the types of gender messages that are being given that may promote gender segregation. <i>Visiting toy stores- Selecting the "perfect" early childhood toy and analyze it.</i> Select one toy that could be used from early infancy through the preschool years. The key is that the toy must adjust to the developmental level of the child (i.e., serve as good sensorimotor toy and a symbolic and/or sociodramatic toy). <i>You should describe your invention that focuses on both the physical characteristics of the toy and how it is adaptable to the changing play pattern of the child.</i> (If you can copy the picture of the toy from the manufacturer's website, please include the picture).
[Attitudes toward spanking as a form of discipline, 15 points]	Research described in the textbook provides evidence that most parents in the United States view physical interventions, including spanking, as appropriate disciplinary techniques. This includes parents of infants through adolescents. The goal of this activity is to have you learn more about the attitudes toward spanking held by themselves and other people around you. Please find two people around you such as your dorm friends, roommates, family members, etc, and then have them respond to the items on Handout 13.1. Are there any similarities or differences from you, who have read information on the textbook? Or have you find any differences between generations toward spanking? (Caution!!! you are asking some fairly personal information, so you should make every attempt to maintain confidentiality or withdraw the questionnaire if your friends feel uncomfortable. Some may have been victims of parental abuse or could themselves be abusive parents. Take care in demonizing the behavior or making blanket statements about the negative outcomes of being spanked
[Speech as a "tool" for thinking, 10 points]	<p>Vygotsky suggested that preschool children begin to use their own speech as a guide to thinking when they talk out loud to themselves when performing an activity (e.g., while coloring a child might say, "I think that I'll use a blue crayon," and then they will pick up the crayon. He also suggested that adults often revert to this strategy of self-talk when attempting to solve difficult problems.</p> <p>Observe preschool children (age 3 or 4) at play (free-play time at centers, outdoor play, mall, or home setting) and record examples of this behavior, and generate five examples. You could also record examples of adults (including yourself) using <i>speech as a "tool of thinking" (i.e., talking to themselves when problem solving).</i></p>
[Genetic disorder brochure assignment, 10 points]	<p>The goal is to create a one or two page handout on any genetic disorder. The brochure should be written as a guide for a parent with the disorder and should describe <u>the cause of the disorder, symptoms of the disorder, and helpful intervention strategies.</u></p> <p>To enhance your computer skills, please include at least one graphic OR one photo (could be from a web site or scanned). The National Dissemination Center for Children with Disabilities (NICHCY) web site listed below is a good starting point for the project.</p>

	The National Information Center for Children and Youth with Disabilities web site: http://www.nichcy.org/Pages/Home.aspx
[Discussion Board questions, 50 points]	<p>M3: why you believe that the problem still exists (despite warnings by educators and others)? What can we do to reduce this problem?</p> <p>M6: Gardner mentioned about '<i>Multiple Intelligences</i>' each individual has. As a teacher candidates in the field of early childhood, how can we enhance children's early learning? Please try to focus on all intelligence areas, rather than traditionally emphasized areas such as mathematical or linguistic intelligences.</p> <p>M9: Grady is worried that placing his son in daycare will cause his son to not form an attachment with his mother. Based on research mentioned on the textbook, what would you tell Grady?</p> <p>M11: The media and moral behavior Many theorists believe that the acquisition of moral thinking and/or behaviors is heavily influenced by media portrayals of "appropriate" behaviors. This activity is designed to help us get a handle on the types of moral messages (i.e., what is right, what is wrong) that are being given to children of different ages. <u>Directions:</u> Each of you should watch at least one episode of a television show that is aimed at the following 3 ages, very early childhood, late elementary school/early middle school, and the later teens. (For example, you may choose to watch one episode of "Barney," <u>or</u> one episode of the cartoon "Fairly Odd Parents," <u>or</u> an episode of the now cancelled show "The OC." <u>Question:</u> What kinds of moral messages that your show send to children? Would you encourage this program for your own child? Why or why not? Post your thoughts on Bb group discussion.</p>
[Field Experience, No point, but essential to get a grade for a course]	20 hours field experiences are required for this course!

http://208.118.177.216/about/positions/pdf/executive_summary.pdf

http://208.118.177.216/about/positions/pdf/position_statement.pdf

Grading Scale:

COMPLETION OF WORK: To pass the course, all assignments must be completed and submitted, even if the assignments are submitted after the grace period and receive zero credit.

Scoring Rubric for Assignments

100-90%	Exceed minimal expectations by showing depth of problem solving or creative solutions to the situation given.
89-80%	Product addresses, in detail, all of the various parts of the assignment described.
79-70%	Product lacks depth or comprehensiveness of elements described in the assignment.
69% & below	Product does not show effort in addressing all elements of the

	assignment.
0	Product has major weaknesses, including grammar, spelling, and lack of elements

Final Project Evaluation Form

Date: _____ **Project Author's Name:** _____

Project Components: Place a check mark by each of the items that the portfolio includes:

Table of Contents	Comment
Professional appearance – all typed & neatly arranged. Free of mechanical and grammatical errors	
Conservation of liquid, mass, number, and length	
On-line tests of intelligence: useful or useless	
Attachment Impact across the Lifespan	
Strategies for raising self-esteem in children	
Toy stores and gender segregation	
Attitudes toward spanking	
20 hour field experience verification log	

LATE WORK POLICY: For full credit, assignments **must be submitted** by due date, unless otherwise approved by the instructor. A grace period of one week is permitted for late work with 20% automatic point reduction, and **No credit** will be given for late assignments except by special prior arrangement. No makeup will be given for any missed tests.

Required Textbooks:

Cook & Cook (2009. 2nd Ed.) Child Development: Principles and perspectives. Pearson (Allyn & Bacon).

Course Evaluation:

ASSESSMENT STRATEGIES: Record of attendance and participation, scoring guides, self-assessment, qualitative feedback, checklists, open-response examinations, quantitatively scored in-class and take-home examinations and skill demonstrations by discussions/ conferences.

- 90%-100% = A* *All assignments must be submitted to receive final grade.
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-59 = E

Attendance Policy:

ATTENDANCE POLICY: Since the regular online participation for any online course is essential to the learning experience, it is the responsibility of all students to be online couple of times a week. If a student would not log in Bb more than a week and miss assignments, class discussions, tests, etc, the

instructor may lower the final grade by one letter grade for each week missed (equal amount of time to a set of three class meeting). Students missing more than two weeks (five clock-hours of class) are advised to drop the course. Students absent from class or lack of participation in on-line/hybrid course for legitimate reasons **must** consult with the instructor concerning the absence, beforehand face-to face, by email or voice mail. Legitimate absences do not excuse the student from class responsibilities. Legitimate absences include illnesses, accidents, personal emergencies, and death in the immediate family, special academic programs or authorized university functions for which the student's presence is required. Non-legitimate absences include non-emergency dental or doctor appointments, meeting with academic advisor, substitute teaching, lack of child-care or other work-related activities.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://www.moreheadstate.edu/advising/index.aspx?id=8311> (also, described at Eagle Handbook pp 39-40, 2009-2010 <http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/2009-10%20Handbook%2080309.pdf?n=7091>)

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency .

Other Evaluation and Operational Guidelines

1. **MEMBERSHIPS IN PROFESSIONAL ORGANIZATION:** Candidates are encouraged to join the Kentucky Association for the Education of Young Children (KAECE), affiliation of the National Association for the Education of Young Children (NAEYC) and the Southern Early Childhood Association (SECA). Students are also encouraged to attend conferences.
2. **PROFESSIONAL COLLABORATION AND COOPERATION:** Students are expected to collaborate and cooperate with peers and professionals in the field. Students are expected to contribute time, efforts, and insights to projects and activities.

Course Calendar: [week by week or day by day with specific topics, testing, assignment due dates, etc. (see template below as an option)]

TENTATIVE CALENDAR**Fall 2009****HS 253-301 Child Growth & Development****Dr. Mee-Ryoung Shon**

WK	DATE	CONTENTS & READINGS	ASSIGNMENTS	POINTS
1	Aug 17-21	Chapter 1 Exploring Child Development	M1 Discussion Board	5 point
			Chapter 1 test	10
2	Aug 24-28	Chapter 2 Heredity and the Environment	M2 Individual Assignment	10
			Chapter 2 Test	10
3	Aug 31 - Sep 4	Chapter 3 Prenatal Development and Birth	M3 Discussion Board	10
			Chapter 3 Test	10
4	Sep 7-11	Chapter 4 Physical Development: Body, Brain, and Perception	Chapter 4 Test	10
5	Sep 14-18	Chapter 5 Cognitive Development: Piagetian and Sociocultural Views	Individual Assignment	10
			Chapter 5 Test	10
6	Sep 21-25	Chapter 6 Information Processing: The Development of Memory and Thought	M6 Discussion Board	10
		Chapter 7 Intelligence and Academic Skills	Chapter 6/7 Test	10
7	Sep 28-Oct 2	Chapter 8 Language Development	Chapter 8 Test	10

8	Oct 5-9	Midterm Project Due (Midnight of 10/5)		50 point
		Oct 8& 9 MSU Student Fall Break		
9	Oct 12-16	Chapter 9 Attachment, Temperament, and Emotion	M9 Discussion Board	10
			Chapter 9 Test	10
10	Oct 19-23	Chapter 10 The Development of Self and Gender	Chapter 10 Test	10
11	Oct 26-30	Chapter 11 Moral Development	M11 Discussion Board	10
			Chapter 11 Test	10
12	Nov 2-6	Chapter 12 Peers, Play, and Popularity	M12 Test	10
13	Nov 9-13	Chapter 13 Families	M13 Test	10
14	Nov 16-20	Chapter 14 Schools, Media, and Culture	M14 Test	10
15	Nov 23-27	Thanksgiving Holidays: Nov 25 - 27	M14 Discussion	5
16	Nov 30- Dec 4	Final Project Week (Due by noon Friday 12/4) Please submit your 20 hour field experience verification form!		120 point
17		Dec 7-11 Final Week Check Bb Grade book for Final course grade!		350 Total Point

EARLY LEARNING STANDARDS: CREATING THE CONDITIONS FOR SUCCESS

A Joint Position Statement of The National Association for the Education of Young Children (NAEYC) and The National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)* Approved November 19, 2002

A developmentally effective system of early learning standards must include four essential features:

1. Effective Early Learning Standards Emphasize Significant, Developmentally Appropriate Content and Outcomes

Effective early learning standards give emphasis to **all domains** of early development and learning.

The content and desired outcomes of effective early learning standards are **meaningful and important** to children's current well-being and later learning.

Rather than relying on simplifications of standards for older children, the content and desired outcomes of effective early learning standards are **based on research about** the processes, sequences, and long-term consequences of **early**

learning and development.

Effective early learning standards create **appropriate expectations** by linking content and desired outcomes to specific ages or developmental periods.

The content of effective early learning standards, and expectations for children's mastery of the standards, must **accommodate variations**—community, cultural, linguistic, and individual—that best support positive outcomes. To do so, early learning standards must encompass the widest possible range of children's life situations and experiences, including disabilities.

2. Effective Early Learning Standards Are Developed and Reviewed Through Informed, Inclusive Processes

The process of developing and reviewing early learning standards relies on relevant, valid **sources of expertise**.

The process of developing and reviewing early learning standards involves **multiple stakeholders**. Stakeholders may include community members, families, early childhood educators and special educators, and other professional groups. In all cases, those with specific expertise in early development and learning must be involved.

Once early learning standards have been developed, standards developers and relevant professional associations ensure that standards are shared with all stakeholders, creating multiple opportunities for **discussion and exchange**. Early learning standards remain relevant and research based by using a systematic, interactive process for regular **review and revision**.

3. Early Learning Standards Gain Their Effectiveness Through Implementation and Assessment Practices that Support All Children's Development in Ethical, Appropriate Ways

Effective early learning standards require equally effective **curriculum, classroom practices, and teaching strategies** that connect with young children's interests and abilities, and that promote positive development and learning.

Tools to assess young children's progress must be clearly connected to important learning represented in the standards; must be technically, developmentally, and culturally valid; and must yield comprehensive, useful information. Information gained from **assessments** of young children's progress with respect to standards must be **used to benefit children**. Assessment and accountability systems should be used to improve practices and services and should not be used to rank, sort, or penalize young children.

4. Effective Early Learning Standards Require a Foundation of Support for Early Childhood Programs, Professionals, and Families

Research-based standards for early childhood **program quality, and adequate resources** for high-quality programs, build environments where standards can be implemented effectively.

Significant expansion of **professional development** is essential if all early childhood teachers and administrators are to gain the knowledge, skills, and dispositions needed to implement early learning standards.

Early learning standards have the most positive effects if **families**—key partners in young children's learning—are provided with respectful communication and support.

- Adapted from http://208.118.177.216/about/positions/pdf/position_statement.pdf

2009 Revised *Kentucky's Early Childhood Standards*:

COMMUNICATION (BIRTH TO 3)

Standard 1: Demonstrates communication skills in order to express self.

Benchmark 1.1: Engages in nonverbal communication for a variety of purposes.

Benchmark 1.2: Uses vocalizations and/or words (verbal, signed, symbolic) for a variety of purposes.

Standard 2: Demonstrates listening and observing skills and responds to the communication of others.

Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.

Benchmark 2.2: Responds to the verbal and

LANGUAGE ARTS (3S AND 4S)

Standard 1: Demonstrates general skills and strategies of the communication process.

Benchmark 1.1: Uses nonverbal communication for a variety of purposes.

► Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.

Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.

Standard 2: Demonstrates general skills and strategies of the listening and observing process.

► Benchmark 2.1: Engages in active listening in a variety of situations.

Benchmark 2.2: Observes to gain information

nonverbal communication of others.

Standard 3: Demonstrates interest and engages in early literacy activities.

Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.

Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.



and understanding.

Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.

Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.

Benchmark 3.3: Demonstrates knowledge of the alphabet.

Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.



Benchmark 3.5: Draws meaning from pictures, print and text.

Benchmark 3.6: Tells and retells a story.

Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.

Benchmark 4.1: Understands that the purpose of writing is communication.

Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas.

Benchmark 4.3: Explores the physical aspects of writing.

COGNITIVE (BIRTH TO 3)

Standard 1: Explores the environment to gain information.

Benchmark 1.1: Demonstrates curiosity in the environment.

Benchmark 1.2: Responds to the environment.

Benchmark 1.3: Recalls information about the environment.

Benchmark 1.4: Recognizes characteristics of people and objects.



MATHEMATICS (3S AND 4S)

Standard 1: Demonstrates general skills and uses concepts of mathematics.

Benchmark 1.1: Demonstrates an understanding of numbers and counting.

Benchmark 1.2: Recognizes and describes shapes and spatial relationships.

Benchmark 1.3: Uses the attributes of objects for comparison and patterning.



Benchmark 1.4: Uses nonstandard and/or standard units to measure and describe.

SCIENCE (3S AND 4S)

Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).

Benchmark 1.1: Explores features of the environment through manipulation.

Benchmark 1.2: Investigates simple scientific concepts.



Benchmark 1.3: Uses a variety of tools to explore the environment.

Benchmark 1.4: Collects, describes and/or

records information through a variety of means.
Benchmark 1.5: Makes and verifies predictions based on past experiences.

SOCIAL EMOTIONAL (BIRTH TO 3)

Standard 1: Demonstrates trust and engages in social relationships.
Benchmark 1.1: Shows attachments and emotional connection towards others.
Benchmark 1.2: Demonstrates desire to create relationships and understandings of these relationships with others.

Standard 2: Demonstrates sense of self.
Benchmark 2.1: Expresses and/or recognizes a variety of emotions.
Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations

HEALTH/MENTAL WELLNESS (3S AND 4S)

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.
Benchmark 1.1: Demonstrates independent behavior.
Benchmark 1.2: Shows social cooperation.
Benchmark 1.3: Applies social problem solving skills.

SOCIAL STUDIES (3S AND 4S)

Standard 1: Demonstrates basic understanding of the world in which he/she lives.
Benchmark 1.1: Differentiates between events that happen in the past, present and future.
Benchmark 1.2: Uses environmental clues and tools to understand surroundings.
Benchmark 1.3: Shows an awareness of fundamental economic concepts.
Benchmark 1.4: Recognizes and/or follows rules within the home, school and community.
Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.
Benchmark 1.6: Knows that diversity exists in the world.

CREATIVE EXPRESSION (BIRTH TO 3)

Standard 1: Demonstrates interest and participates in various forms of creative expression.
Benchmark 1.1: Enjoys and engages in visual arts.
Benchmark 1.2: Enjoys and engages in movement and dance.
Benchmark 1.3: Enjoys and engages in music.
Benchmark 1.4: Enjoys and engages in pretend play and drama.

ARTS AND HUMANITIES (3s and 4s)

Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences.
Benchmark 1.1: Develops skills in and appreciation of visual arts.
Benchmark 1.2: Develops skills in and appreciation of dance.
Benchmark 1.3: Develops skills in and appreciation of music.
Benchmark 1.4: Develops skills in and appreciation of drama.

MOTOR (BIRTH TO 3)

HEALTH/MENTAL WELLNESS (3S AND 4S)

Standard 1: Demonstrates motor skills in daily activities and adaptive/ self care routines.

- Benchmark 1.1: Moves with purpose and coordination.
- Benchmark 1.2: Demonstrates balance and coordination.
- Benchmark 1.3: Exhibits eye-hand coordination.
- Benchmark 1.4: Controls small muscles in hands.
- Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self care routines to have these needs met.

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

- Benchmark 1.1: Demonstrates independent behavior.
- Benchmark 1.2: Show social cooperation.
- Benchmark 1.3: Applies social problem solving skills.
- Benchmark 1.4: Show a sense of purpose (future – hopefulness)

PHYSICAL DEVELOPMENT (3S AND 4S)

Standard 1: Demonstrates basic gross and fine motor development.

- ▶ Benchmark 1.1: Performs a variety of locomotor skills with control and balance.
- Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.
- Benchmark 1.3: Combines a sequence of several motor skills with control and balance.

- ▶ Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.

<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+A+Strong+Foundation+for+School+Success+SeriesCORRECT+ONE.htm>

KY IECE Teacher Standards

IECE TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION: INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION BIRTH TO PRIMARY: This course most heavily focuses on issues related to the following (for completed standards <http://www.kyepsb.net/teacherprep/iecestandards.asp>)

Standard 1: Designs/Plans Instruction

The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 1.1 Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals
- 1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences
- 1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities
- 1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments
- 1.5 Incorporates knowledge of multiple disciplines and strategies from team members
- 1.6 Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans)

Standard 2: Creates/Maintains Environments

The IECE educator creates and maintains learning environments in a variety of settings that support

the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 2.1 Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals
- 2.2 Creates and maintains developmentally and individually appropriate activity-based learning environments
- 2.3 Maintains a healthy and safe environment
- 2.4 Provides developmentally and individually appropriate indoor and outdoor environments
- 2.5 Creates environments that recognize and value diversity as a strength in children and families
- 2.6 Adapts environments to support children with special needs and disabilities
- 2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment
- 2.8 Facilitates positive interaction between children and adults
- 2.9 Uses positive guidance techniques to foster children's self-regulation
- 2.10 Uses responsive techniques to nurture appropriate social interaction and social competence
- 2.11 Functions within legal, ethical, and professional guidelines
- 2.12 Applies adult learning principles in supervising and training adults

Standard 3: Implements Instruction

The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 3.1 Facilitates children's acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals
- 3.2 Implements developmentally appropriate individual and group activities in indoor and outdoor environments
- 3.3 Encourages children's active involvement in a variety of structured and unstructured learning activities
- 3.4 Uses instructional strategies that meet the unique needs of each child
- 3.5 Implements family-centered activities that reflect the family's resources, priorities, and concerns
- 3.6 Provides learning experiences that support and expand the cultural knowledge and behavior of each child
- 3.7 Provides guidance, learning cues, and positive feedback to children
- 3.8 Manages antecedent and consequent conditions to foster self-management behaviors

Standard 4: Assesses & Communicates Learning Results

The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

Performance Criteria:

- 4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs
- 4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child
- 4.3 Actively involves families and other team members in the assessment process
- 4.4 Systematically collects, organizes, and records ongoing assessment data to monitor child progress
- 4.5 Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP
- 4.6 Effectively communicates assessment results and ongoing child progress with families and other team members in everyday language, including native language and communicative mode

Standard 5: Reflects/Evaluates Professional Practices

The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 5.1 Engages in ongoing self-reflection to improve professional practices
- 5.2 Communicates strengths and areas for growth in professional practices as a result of self-reflection
- 5.3 Applies professional ethics, practices and legal mandates in early childhood settings
- 5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments
- 5.5 Participates in program evaluation efforts to improve child learning and development
- 5.6 Identifies the professional development needs of assistants, staff and volunteers and provides support to improve each person's performance

Standard 6: Collaborates with Colleagues/Families/Others

The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings
- 6.2 Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child
- 6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child
- 6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings
- 6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers
- 6.6 Provides ongoing constructive feedback to team members about professional practices
- 6.7 Collaborates with families and other team members to support successful transition to next setting

Standard 7: Engages in Professional Development

The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

Performance Criteria:

- 7.1 Engages in ongoing critical analysis and reflective thinking to assess one's own performance and identify areas for growth
- 7.2 Develops a professional growth plan
- 7.3 Documents professional growth and performance
- 7.4 Demonstrates professional growth through identification with and active participation in professional organizations
- 7.5 Critically reviews and applies research and recommended practices
- 7.6 Seeks support and expertise of others to improve professional practice
- 7.7 Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services.

Standard 8: Supports Families

The IECE educator supports families through family-centered services that promote independence and self-determination.

Performance Criteria:

The extent to which the IECE educator:

- 8.1 Assists families in articulating resources, priorities, and concerns
- 8.2 Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences
- 8.3 Implements a continuum of family-centered services which support child development
- 8.4 Informs families of program objectives, procedures, and legal rights
- 8.5 Applies adult learning principles to parent education activities
- 8.6 Promotes family participation in adult education opportunities and school and community activities
- 8.7 Demonstrates knowledge of family structure, style, and stages of family and adult development
- 8.8 Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate.

Standard 9: Demonstrates Implementation of Technology

The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

Performance Criteria:

The extent to which the IECE educator:

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
- 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras
- 9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction
- 9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance-learning applications to enhance professional productivity and support instruction
- 9.8 Requests and uses appropriate assistive and adaptive devices for children with special needs
- 9.9 Designs lessons that use technology to address diverse needs and learning styles of children
- 9.10 Practices equitable and legal use of computers and technology in professional activities
- 9.11 Facilitates the lifelong learning of self and others through the use of technology
- 9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation
- 9.13 Applies research-based instructional practices that use computers and other technology
- 9.14 Uses computers and other technology for individual, small group, and large group learning activities
- 9.15 Uses technology to support multiple assessments of children's learning involve parents in the assessment and evaluation process.

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