



Professional Education Unit
Department of Early Childhood, Elementary, and Special Education
Infant Toddler Program Planning (hybrid)
EDEC 416-001/IECE 416-001
Spring 2012

INSTRUCTOR

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OFFICE HOURS: Wednesdays from 10:00 – 1:00 and 3:30 – 5:30 or by appointment (*via office, phone, email, Skype, or online discussion*). *Additional office hours vary and are available to students.*

Course Description: (3-1-3); I.

This course investigates the needs and interests of infants and toddlers and develops professional views in selecting, implementing and designing appropriate teaching materials as well as instruction that can foster children's growth in each developmental area-cognitive, aesthetic, emotional, social, and physical. Laboratory experiences are an integral part of this course.

Prerequisite: EDEC 253, EDEE 305 and IECE 311 (and admission to TEP for IECE 416 students) or instructor consent.

Required Field Experience Hours: 15 level I field experience hours.

“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 skills, and the twenty – first century skills needed 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 students will be able to:

1. Evaluate early childhood settings and teaching materials including materials that support multicultural education.
2. Create an inclusive environment for individual child, his/her families, and the community.
3. Design activities based on best practice that foster children’s growth in each developmental area (cognitive, communication, social-emotional, adaptive, and physical).
4. Design activities based on knowledge of typical child development.
5. Identify and design quality family involvement strategies.
6. Design and implement lesson plans appropriate for young learners that align with Kentucky Early Childhood Standards.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Aligned with → Assessment (point values) ↓	Kentucky IECE Teacher Standards (IECE)	Kentucky Core Academic Standards (KCAS)	Education Professional Standards Board (EPSB)	National Association for the Education of Young Children (NAEYC) http://208.118.177.216/faculty/pdf/2001.pdf	NCATE
Lesson Plans (200 points) CFO: 1, 2, 5 SLO: 3, 4, 6	Standard 1: Designs/Plans Instruction Standard 2: Creates/Maintains Environments	N/A – course focus is on birth to three population	1. Diversity, 2. Assessment 4. Close Achievement gap	Standard 1. Promoting Child Development and Learning, Standard 4. Teaching and Learning	1b, 1c, 1d
Implementation of lesson plan (150 points) CFO: 1, 2 5 SLO: 3, 4 6	Standard 1: Designs/Plans Instruction Standard 2: Creates/Maintains Environments	N/A	1. Diversity, 2. Assessment	Standard 1. Promoting Child Development and Learning, Standard 4. Teaching and Learning	1b, 1c, 1d
Weekly thematic Lesson Plan (100 points) CFO: 1, 2 5 SLO: 3, 4, 6	Standard 1: Designs/Plans Instruction Standard 2: Creates/Maintains Environments	N/A	1. Diversity, 2. Assessment 4. Close Achievement gap	Standard 1. Promoting Child Development and Learning, Standard 4. Teaching and Learning	1b, 1c, 1d
Communication with families (80 points) CFO: 1, 4, 5 SLO: 5	Standard 8: Supports Families Standard 9: Technology	N/A	1. Diversity	Standard 2. Building Family and Community Relationships Standard 3. Observing Documenting, and Assessing to Support Young Children and Families	1a, 1c, 1d

ITERS assessment (140 points) CFO: 5 SLO:	Standard 2: Creates/Maintains Environments Standard 4: Assesses & Communicates Learning Results Standard 9: Technology	N/A	1. Diversity 2. Assessment	Standard 1.Promoting Child Development and Learning Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families Standard 4. Teaching and Learning	1a, 1b, 1c, 1d
Field experience log (20 points) CFO: 5 SLO:	Standard 5: Reflects/Evaluates Professional Practices	N/A	1. Diversity	Standard 5. Becoming a Professional	1d, 1g
Class participation (160 points) CFO: 1, 3 SLO: 1-6	Standard 5: Reflects/Evaluates Professional Practices Standard 6: Collaborates with Colleagues/Families /Others 9: Technology	N/A	1. Diversity	Standard 5. Becoming a Professional	1a, 1b, 1c, 1d

Assignment Descriptions:

Program: Interdisciplinary Early Childhood Education	
Assessment (point value)	Description
Lesson Plans (200 points, 25 points each) CFO: 1, 2, 5 SLO: 3, 4, 6	Lesson plans should be created to address each of the major developmental domains (cognitive, motor, language/literacy, & social/emotional). The syllabus indicates the due date. A template for these lesson plans is provided in Bb. Each assignment should include the following information: 1. One lesson plan appropriate for infants to support development of these skills. 2. One lesson plan appropriate for toddlers to support development of these skills.
Implementation of lesson plan (150 points) CFO: 1, 2 5 SLO: 3, 4 6	Select one of the lesson plans (from above) that you submit for this course and video record the implementation of the lesson during a visit to the field site. The video should: 1. be approximately 2-10 minutes in length 2. include a “tour” of the classroom /materials 3. the student interacting with 2 or more children following the written lesson plan. The video will be posted to “YouTube” for other students to view and students will discuss the lesson plan implementation in small groups. Be prepared to discuss the following: <ul style="list-style-type: none"> • Discuss why you selected this lesson plan • Discuss changes you would make to the physical environment. • Discuss the success of implementation according to the written lesson plan. • Describe any challenges or deviations from the written plan and explain why modifications were necessary. • Discuss changes you would make if you were to implement this lesson in the future. • Discuss the success of implementation according to assessment data collected. Relate child assessment data and participation in the activity to the stated objective(s). • Describe additional activities you could plan for the children based on success, interest, difficulty, etc. during this lesson (additional activities should relate directly to the stated objective(s) of this lesson. <p><i>The library and the Department of Early Childhood, Elementary, and Special Education have video cameras which can be checked out. Visit the circulation desk at the library or see Tom Carroll on the 2nd floor of Ginger Hall to borrow cameras.</i></p>

<p>Weekly thematic Lesson Plan (100 points) CFO: 1, 2 5 SLO: 3, 4, 6</p>	<p>Each student will create a week long theme lesson plan that addresses developmental domains (cognitive, motor, language/literacy, & social/emotional) and content areas that could be implemented in the toddler classroom (ages 12-24 months) at your field experience site. The weekly plan will include activities related to: Music/Movement, Books, Free Play, Art, Sensory Exploration, Outdoor Play, and Family Involvement. Template and rubric can be found in Bb.</p>
<p>Communication with families (80 points) CFO: 1, 4, 5 SLO: 5</p>	<p>Students will create a daily communication log as well as a hypothetical weekly newsletter that could be shared with families. Students may look at field experience program examples but need to create <u>original documents</u> for this assignment (If the student currently designs similar documents for their own classroom they should speak to the instructor for permission to use these forms.)</p> <ul style="list-style-type: none"> • The daily communication log should be written for use in an infant classroom and should address diapering, feeding, sleeping, and playing. See your textbook for further details and examples. • The weekly newsletter should be written using family-friendly language. At a minimum, be sure to include: <ol style="list-style-type: none"> 1. An overview of the weekly classroom activities 2. a suggested parent-child activity, 3. a resource families can access related to parenting (e.g., tell them what they can find at the Zero to Three website), and 4. information about the KYECS Parent Guides for 0-3. • Intake form for new families upon enrolling child in infant or toddler classroom. This should include open-ended questions that would provide information necessary for best caring for a young child.
<p>ITERS assessment (140 points) CFO: 5 SLO:</p>	<p>Each student will complete an assessment of the classroom environment using the Infant/Toddler Environmental Rating Scale (revised edition.) This can be purchased at the book store or online, or borrowed from the Camden-Carroll library. The ITERS assessment will be completed and the student will submit a summary and suggestions report. This report should include:</p> <ul style="list-style-type: none"> • Completed ITERS scoring sheet (provided on Bb) • Written reflection on each of the 7 sections/subscales of the ITERS assessment describing observations made during the assessment as well as suggestions for improvement. Comments written should reflect the score given for each section. For example, a high score of 7 should be supported with extensive detail of the high quality of the classroom. A low score of 2 should describe the classroom deficiencies as well as detailed suggestions for improvement. At least one photograph for documentation purposes must accompany the written summary for each section of the assessment. • For each of the 7 subscales, use the following format: Subscale Name (e.g., Space and Furnishings) Score: _____ Strengths of classroom: Here you will write a minimum of one paragraph outlining the strengths of the classroom as based on the ITERS items in this section. Areas for improvement: Here you will write a minimum of one paragraph outlining the weaknesses of the classroom as based on the ITERS items in this section. You must provide some realistic suggestions for improvement based on these observed weaknesses.
<p>Field experience log (20 points) CFO: 5 SLO:</p>	<p>Each student is expected to complete 15 hours of field experience in an early childhood program servicing infants and toddlers over the course of the semester. Students who are currently employed to work with infants and toddlers may use his/her own class settings for the field hour requirement. (The program must serve children in both age groups to be eligible for this field experience.) The program must be approved by the instructor (approval form found on Bb). Students will use classroom observations to complete class assignments as well as gain valuable experience implementing lesson plans and interacting with children and teaching staff. A field experience log should be maintained by the student and signed by the cooperating teacher. Field experience log found on Bb.</p>
<p>Class Participation (160 points) CFO: 1, 3 SLO: 1-6</p>	<p>A learning community is a group of people who are actively engaged in learning together from each other. As students are a part of a course learning community, it is their duty to not only gain information, but also contribute. Students are expected to not only react to the learning community but affect the learning community. This will be measured weekly through class participation, Bb activities, and demonstration of preparedness (synthesis of course readings).</p>

Links to Websites for NCATE/ EPSB Alignment:

<http://www.kyepsb.net/teacherprep/standards.asp> This site contains the revised IECE KYS.

<http://www.naeyc.org/ncate/standards> This site describes the National Association for the Education of Young Children (NAEYC) standards for students seeking initial licensure in early childhood education

Grading Scale:

There will be no grading curve used. Grades will be calculated as follows:

Lesson Plans	200
Implementation of Lesson Plan	150
Weekly Thematic Lesson Plan	100
Communication w/ Family	80
ITERS	140
FE log	20
Participation	160
Total	850

A = 765-850

B = 680-764

C= 595-679

D= 510-594

E= 509 and below

Required Textbooks:

- Bergen, D., Reid, R., & Torelli, L. (2009). *Educating and caring for very young Children: The infant toddler curriculum* (2nd ed.). New York, NY: Teachers College Press.
- Gonzalez-Mena, J., & Widmeyer Eyer, D. (2011). *Infants, toddlers, and caregivers: A curriculum of respectful, responsive, relationship-based care and education* (9th ed.). New York, NY: McGraw Hill.
- Additional readings may be assigned to supplement the text books.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Course Evaluation:

Readings

All reading assignments should be completed prior to class. Everyone will be expected to participate in class discussion and the content will be necessary to gain content and demonstrate knowledge through discussions and activities.

Assignment Due Dates

All assignments must be submitted during or before class on the date specified in the course syllabus. Late assignments will only be accepted with prior approval (prior approval is considered before or on the due date). Late assignments - 5% will be deducted from the grade for each day an assignment is late. All assignments must be typed and double spaced unless otherwise noted by the instructor. Handwritten assignments will not be accepted.

Classroom Behavior

Class discussion and peer collaboration will play a vital role in this course. While it is your right to disagree from time-to-time, remember to treat others with respect at all times. Also, students should use person-first language (i.e. “a child with Down syndrome” as opposed to “the Down’s child”) during class discussion and for all written assignments.

Course Format

This course will primarily use a lecture/discussion format to present material in class and Blackboard (Bb) to support the topics and communicate. A variety of additional teaching strategies will be used to allow students opportunities to work cooperatively and practice new skills. The strategies will include small group activities, group discussions, interacting with guest speakers, watching and reflecting on video clips, and observing in Infant/Toddler settings in the community.

Attendance Policy:

Attendance and participation are expected and required for all class sessions. It is the responsibility of all members in a learning community to share and contribute. Participation points can only be earned by attending class. If you miss a class you will not earn points for the missed class. You are responsible for all material covered during absences. If you are late or leave early, attendance points for that class session may be reduced.

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://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

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, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or

e.day@moreheadstate.edu

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 <http://www.moreheadstate.edu/emergency>

Course Calendar:**EDEC 416-001/IECE 416-001
Spring 2012**

Week & Date	Topic	Readings		Assignment Due
		Bergen, Reid, & Torelli	Gonzalez-Mena & Widmeyer Eyer	
Week 1 Jan 18	<i>Introduction to class</i> <i>Developmentally Appropriate Practice</i>			<i>Review Syllabus</i>
Week 2 Jan 25	<i>Prenatal, Birth, and Brain Development</i> <i>Defining Curriculum</i>		Chapters 1-3	
Week 3 Feb 1	<i>Play-based Curriculum</i>	Chapter 1	Chapter 4	
Week 4 Feb 8	<i>Infant/Toddler Environments</i>	Chapter 2	Chapter 12	<i>Communication with Families</i>
Week 5 Feb 15	<i>Attachment and Perception</i>	Chapter 3	Chapters 5-6	
Week 6 Feb 22	<i>Cognitive and Motor Development</i>	Chapter 8	Chapter 7-8	<i>ITERS</i>
Week 7 Feb 29	<i>Language</i> <i>Social and Emotional Development</i>	Chapter 10	Chapters 9-11	<i>Lesson Plans (cognitive & motor)</i>
Week 8 March 7	<i>Social Development cont'd</i> <i>Antibias curriculum</i>	Chapter 11	Chapter 13	<i>Implementation of Lesson Plan</i> <i>(post video by group determined date)</i>
Week 9 March 14	<i>Infants/Toddlers and their Families</i>	Chapters 12-13	Chapter 14	<i>Field Experience Log</i> <i>Lesson Plans (social & emotional)</i> <i>Weekly Thematic Lesson Plan</i>
March 21	<i>Spring Break—Enjoy!</i>			

Additional readings will be supplied via Blackboard. Students should read the chapters/articles provided on Blackboard before class. Schedule subject to change at instructor's discretion.