

Independent Study Online Course Syllabus

Course Number: ECE 900
Course Title: Early Childhood Education: Guiding Documents

X Online Distance Learning

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Units: 3
Grade Level: PK-TK-K

Course Description

What does it mean to be a practicing early childhood professional today? Preschool Learning Foundations, Common Core Standards for Kindergarten, and best practices for teaching in the Transitional Kindergarten classroom are explored for teachers to understand the theory and rationale behind the various guiding documents for the education of the young child. Explore tools and specific activities that apply the principles of state and national documents directly to classroom practice in child-centered and engaging methods. All course materials are provided through the online course website.

Required texts and course materials

The following course materials are provided through the online course Moodle site in digital PDF format at no extra cost to student)

Additional links to other state guiding documents are also included. You may choose to use either the CA resources or your own State Guiding Documents.

Alignment of CA Common Core Standards to Key Early Learning Resources. (2012) California Department of Education ISBN 978-0-8011-1730-5

California Preschool Curriculum Frameworks Vol. 1 Social-Emotional Development, Language and Literacy, English-Language Development, Mathematics. (2010) California Department of Education ISBN 978-8011-1682-7

California Preschool Curriculum Frameworks Vol. 2 Visual and Performing Arts, Physical Development, Health. (2011) California Department of Education ISBN 978-0-8011-1716-9

California Preschool Curriculum Frameworks Vol. 3 History/Social Science (2013) California Department of Education ISBN: 978-0-8011-1733-6

California Preschool Learning Foundations Vol. 1 Social-Emotional Development, Language and Literacy, English-Language Development, Mathematics. (2008) California Department of Education ISBN 978-0-8011-1681-0

California Preschool Learning Foundations Vol. 2 Visual and Performing Arts, Physical Development, Health. (2010) California Department of Education ISBN 978-8011-1708-4

California Preschool Learning Foundations Vol. 3 History/Social Science (2012) California Department of Education ISBN 978-8011-1727-5

California Early Childhood Educator Competencies (2011) California Department of Education ISBN: 978-0-8011-1719-0

Standards for Advanced Early Childhood Professional Preparation. (2011) National Association for the Education of Young Children

Transitional Kindergarten Implementation Guide (2013) State Advisory Council on Early Learning and Care ISBN: 978-0-8011-1744-2

Links to multiple online videos and articles which present additional information about Preschool, Transitional Kindergarten, and Kindergarten.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

This course is the first of a series of Professional Development courses which address content in the area of Early Childhood Education. It is recommended that educators enroll in this course first, followed by ECE 901 Observation and Assessment of Young Children. Additional courses are available in content areas that apply the foundational knowledge shared in the first two courses. The completion ECD 900 and ECE 901 and any 3 additional ECE courses within the series can lead to a Certificate in Early Childhood Education. Check our website for additional information on the ECE Certificate.

Student Learning Objectives (SLOs)

| Student Learning Outcomes in this course | Standards Addressed * | CE program SLOs |
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| 1. Student will be able to demonstrate proficient written communication through the articulation of a clear focus, through a synthesis of various assigned readings in which they are asked to inform and persuade others in the field of Early Childhood education. | NCATE - 6 | CE-1 |
| 2. Student will be able to demonstrate comprehension of and the ability to apply the content of the various guiding documents presented throughout the course into a professional classroom setting. | NCATE – 5 CA Dept. of Ed Guiding Documents | CE-2 |
| 3. Student will be able to reflect on their personal and professional growth and will provide evidence of how this reflection is applied to manage their professional improvement. | NCATE - 6 | CE-3 |
| 4. Student will be able to demonstrate and apply critical thinking competencies through the generation of probing questions, through the articulation of their recognition of underlying assumptions within the guiding documents, and through their interpretations and evaluations of relevant information studied throughout the course. In addition, students will provide evidence of their ability to apply their understandings to the classroom. | NCATE – 5 & 6 CA Dept. of Ed Guiding Documents | CE-4 |
| 5. Student will be able to reflect on values that reflect high standards of professional and ethical behavior as set forth in the various guiding documents reviewed throughout the course. | NCATE - 6 | CE-5 |
| 6. Student will be able to identify information and resources needed in order to fully understand the various guiding documents in the career field of Early Childhood Education. | NCATE – 1, 4, 5, 6, & 7 CA Dept. of Ed Guiding Documents | CE-6 |

Standards Addressed in This Course:

- CA Common Core State Standards - <http://corestandards.org>
- CA Preschool Learning Foundations Volume 1
<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>
- CA Preschool Learning Foundations Volume 2
<http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>
- CA Preschool Learning Foundations Volume 3
<http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf>
- CA Preschool Frameworks Volume 1

- <http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf>
- CA Preschool Frameworks Volume 2
<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf>
- CA Preschool Frameworks Volume 3
<http://www.cde.ca.gov/sp/cd/re/documents/preschoolframeworkvol3.pdf>
- Standards for Advanced Early Childhood Professional Preparation (NAEYC)
<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>
- California Early Childhood Educator Competencies
<http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>
- **NCATE NATIONAL STANDARDS FOR ADVANCED GRADUATE DEGREES**
<http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010%202012.pdf>

| NCATE NATIONAL STANDARDS FOR ADVANCED GRADUATE DEGREES http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010%202012.pdf | |
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| STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING | KEY ELEMENTS STANDARD 1 |
| Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. | 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8. 1b: Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children |
| STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS | KEY ELEMENTS STANDARD 2 |
| Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. | 2a: Knowing about and understanding diverse family and community characteristics 2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning |
| STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO | KEY ELEMENTS STANDARD 3 |

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| SUPPORT YOUNG CHILDREN AND FAMILIES | |
| <p>Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p> | <p>3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.</p> <p>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.</p> <p>3d: Demonstrating ability to collaborate effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments.</p> |
| STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES | KEY ELEMENTS STANDARD 4 |
| <p>Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.</p> | <p>4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children</p> <p>4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity.</p> <p>4d: Reflecting on own practice to promote positive outcomes for each child</p> |
| STANDARD 5. USING CONTENT | KEY ELEMENTS STANDARD 5 |

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| KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM | |
| <p>Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.</p> | <p>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</p> <p>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p> |
| STANDARD 6. GROWING AS A PROFESSIONAL | KEY ELEMENTS STANDARD 6 |
| <p>Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work-making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p> | <p>6a: Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession.</p> <p>6b: In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role</p> <p>6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role.</p> <p>6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research</p> <p>6e: Engaging in informed advocacy for</p> |

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| | children and the profession, skillfully articulating and advocating for sound professional practices and public policies. 6f: Demonstrating a high level of oral, written and technological communication skills with specialization for specific professional role(s) emphasized in the program. |
| STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES | KEY ELEMENTS STANDARD 7 |
| Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs). | 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8) 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs) |

Topics, Assignments and Activities

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| <p>Topic 1 –Unpacking the ECE Standards Topic 1 Goals and Objectives</p> <p>Students will:</p> <ul style="list-style-type: none">• Demonstrate key points gleaned from the required readings and video viewing, highlighting the rationale, organization, and relevance of these documents to their teaching assignment. | <p>Topic 1 – Activities and assignments</p> <p>Assignment 1.1 FORUM: Class Introductions: Please create your profile and post an introduction of yourself for other students to help get acquainted with you. Include information about what you teach, grade level, other professional information that might help connect you with others taking the course. Share something interesting about yourself that will help us get to know you!</p> <p>Assignment 1.2 Read - Review the <i>Preschool Learning Foundations Volume 1, Preschool Frameworks Volume 1, and the Transitional Kindergarten Implementation Guide</i>. Become familiar with the organization of these documents. Explore how the <i>Learning Foundations</i> and the <i>Frameworks</i> connect.</p> <p>Assignment 1.3 Online Resources – Watch the linked videos provided on your course Moodle site. TK Implementation Guide - Introduction – Chapter 3</p> <p>Assignment 1.4 Written Assignment After reviewing the assigned readings and videos, summarize the key points you gleaned from these documents. Be specific and focus on the rationale, organization, and relevance to your teaching assignment. 3-page paper expected Include APA formatted citations from assigned readings/videos.</p> <p>Assignment 1.5 Forum Assignment – Reflect on your professional experiences related to this week’s readings. End your post with a thoughtful question to which other class participants can respond. Minimum 5 sentence post expected. Read a minimum of two other classmate’s posts and respond to their question in a thorough, thoughtful, and respectful answer. Minimum 3 sentence paragraph expected for responses.</p> <p>Assignment 1.6 Adobe Connect online</p> |
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| | <p>session – Participate in the live session or view the recorded session for this week.</p> <p>Journal Reflection – Communicate your new learning based on this week’s assignments, and any questions you have with your instructor.</p> |
| <p>Topic 2 – Making Connections Between the Standards</p> <p>Topic 2 Goals and Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> • Compare and contrast a specific <i>Preschool Foundation</i> from a selected curriculum area in <i>Volumes 1, 2, or 3</i> with the same curriculum area in the <i>CA Common Core Content Standards</i> for Kindergarten. • Demonstrate their understanding of how a lesson that addresses similar <i>Foundations</i> and a <i>CA Common Core K Standard</i> in the same curriculum area, should or should not be different. • Demonstrate key points they gleaned from the required readings and video viewing, highlighting the most helpful information gleaned from this week's assignments. | <p>Topic 2 – Activities and assignments</p> <p>Assignment 2.0 Read one set of <i>Preschool Learning Foundations</i> in one curriculum area from either <i>Volume 1, 2, or 3 OR</i> a similar publication from your State Department of Ed and the <i>Transitional Kindergarten Implementation Guide</i> Chapters 4 and 5. In addition, read the <i>Common Core State Standards</i> in Kindergarten in the same curriculum area you select to focus on from the <i>CA Learning Foundations</i>.</p> <p>Assignment 2.1 Online Resources – Watch the linked videos provided on your course Moodle site. <i>TK Implementation Guide - Chapters 4 and 5</i>.</p> <p>Assignment 2.2 Written Assignment – Post a syntheses and application 3-page paper which connects one curriculum section of the <i>Preschool Learning Foundations</i> to the teaching strategies presented in the <i>TK Implementation Guide Chapters 4 & 5</i> and the <i>CA Core Standards in Kindergarten</i> of the same curriculum area chosen from the <i>Preschool Foundations</i>. Be specific in your examples of how the teaching of a selected <i>Foundation</i> might differ between a Preschool lesson, a TK lesson, and a Kindergarten lesson. Give a rationale as to why the lessons should or should not differ.</p> <p>Assignment 2.3 Forum Assignment – Discuss your professional understanding of the connections you made in your written assignment for this week. End your original post with a question for students in the course to respond. Respond to the posts of a minimum of 2 classmate’s original posts.</p> <p>Assignment 2.4 Adobe Connect online session – Participate in the live session or view the recorded session for this week.</p> |

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| | <p>Journal Reflection – Communicate key points you gleaned from the required readings and video viewing, highlighting the most helpful information gleaned from this week's assignments.</p> |
| <p>Topic 3 – <i>Aligning the ECE Guiding Documents with Common Core Standards</i></p> <p>Topic 3 Goals and Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> • Locate and share resources on the Internet that can be used to address an alignment of ECE Guiding Documents to Kindergarten <i>Common Core Standards</i> in a specific curriculum area. • Demonstrate a lesson/activity that uses teaching strategies shared in the Alignment document and other resources found in this week's assignments. • Present a multi-media demonstration of the lesson/activity above during the Adobe Connect live session. | <p>Topic 3 – Activities and assignments</p> <p>Assignment 3.0 Read – Review the <i>CA State Common Core Standards Alignment with CA Preschool Foundations</i> linked on the Moodle course site OR a similar document published by your State Department of Education. After reading the introduction to this document, focus on <u>either</u> the Language Arts or Mathematics Section and read thoroughly.</p> <p>Assignment 3.1 Online Resources Forum – Search the web for additional resources that have not been shared in this course that can be used to help a classroom teacher with the alignment of ECE Guiding Documents to Kindergarten <i>Common Core Standards</i> to the curriculum area you selected above. Post the URL and a description of the resources - Expectations: minimum 3 resources.</p> <p>Assignment 3.2 Project Assignment – Connect the Alignment document to an application of instruction (a lesson/activity) in the content area you selected, in either a preschool or transitional kindergarten classroom. Describe in detail, a lesson that uses teaching strategies you read about in this document, to teach the lesson. Be sure to include a hands-on approach to the lesson and include an appropriate sample of a children's literature selection that addresses the content. Reference whether you are addressing a Preschool, TK, or Kindergarten classroom. Report this information either using multi-media such as a narrated PowerPoint, a video, a podcast, or other creative representation of your work. Post on the Moodle site. You will be presenting this during the Adobe Connect Live Session.</p> <p>Assignment 3.3 Adobe Connect – Participate in the live Adobe Connect session or view the recorded session for this week. Be</p> |

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| | <p>prepared to present Assignment 3.2 during the session.</p> <p>Journal Reflection – Communicate your new learning from this week’s assignments, and any questions you have with your instructor.</p> |
| <p>Topic 4 – Identifying and Explaining the Pedagogy and Theory Behind the Standards</p> <p>Topic 4 Goals and Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify and explain the pedagogy and theory behind the standards for preschool and TK. • Review and reflect on the roll and use of technology in Early Childhood classrooms. | <p>Topic 4 – Activities and assignments</p> <p>Assignment 4.0 Read the <u>introductory</u> pages of the <i>Alignment of CA Common Core Standards to Key Early Learning Resources, CA Preschool Foundations and Frameworks Volume 1</i> and the <i>CA Common Core Standards for Kindergarten</i>.</p> <p>Read: <i>How Does Learning Happen?</i> And the <i>NAEYC Position Statement: Early Childhood Program Standards</i> provided on the course Moodle site.</p> <p>Assignment 4.1 Written Assignment – In your own words, identify and explain the pedagogy and theory behind the standards for preschool and transitional kindergarten. Describe how you will be able to find the balance between an academic focused curriculum and child-centered developmentally appropriate practices in a classroom setting. Include citations in APA formatting, from the assigned readings. Expectations: minimum 3 page report.</p> <p>Assignment 4.2 Online Resources – View the linked videos and Read <i>NAEYC Position Statement: Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8</i>, for additional information on pedagogy and best practices for early childhood education.</p> <p>Assignment 4.3 Forum <i>Technology Pedagogy in Early Childhood Classrooms</i> After viewing the NAEYC video and reading the NAEYC Position Statement on <i>Technology in Early Childhood Programs</i>, post your personal and professional beliefs about the use of technology in the preschool, TK, and Kindergarten classroom. Be specific and use examples to justify your beliefs. Discuss how you agree or disagree with the</p> |

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| | <p>Position Statement of NAEYC and the ideas shared in the video you viewed.</p> <p>Respond to a minimum 2 other student's original posts with a thoughtful, respectful and thorough response. Original Post = 25 possible points Responses to other student's original posts = 10 points possible each</p> <p>Assignment 4.4 Adobe Connect online session – Participate in the live session or view the recorded session for this week.</p> <p>Journal Reflection – Communicate your new learning based on this week's assignments, and any questions you have with your instructor.</p> |
| <p>Topic 5 - Applying the Guiding Documents in the Classroom</p> <p>Topic 5 Goals and Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> • Inform parents and fellow teachers of the connections between the Guiding Documents and classroom activities by creating a display board of the information. | <p>Topic 5 - Activities and assignments</p> <p>Assignment 5.0 Read - Transitional Kindergarten Implementation Guide and a topic area in one of the <i>Preschool Learning Foundations/Frameworks</i> guiding documents (different than you chose in past assignments) and your District Guiding Documents in the same area.</p> <p>Assignment 5.1 Online Resources – Read the linked articles.</p> <p>Assignment 5.2 Project Assignment – Design and create a display board to be displayed to parents and teachers which will inform the readers of the connections between the Guiding Documents and classroom activities. This board is to be displayed for a minimum of 1 week. Post a summary of the parent/teacher reactions, comments, etc. Post a photo of the display board to the Moodle site.</p> <p>Assignment 5.3 Adobe Connect online session – Participate in the live session or view the recorded session for this week.</p> <p>Journal Reflection – Communicate your new learning based on this week's assignments, and any questions you have with your instructor</p> |
| <p>Topic 6 – Identification of Curriculum Implementation</p> | <p>Topic 6 - Activities and assignments</p> <p>Assignment 6.0 Online Resources – Watch the linked videos provided on your course Moodle site.</p> |

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| | <p>Assignment 6.1 Observations from the Video After viewing the linked video, focus on the Kindergarten classroom, and describe the lesson in terms of which <i>Common Core Kindergarten Standard/s</i> and which <i>Preschool Foundation/s</i> were addressed. Describe at what level this content was addressed - at a typical Preschool, TK, or Kindergarten level. Discuss why you believe this. Describe teaching strategies you observed. Be specific and reflect on the video demonstrating your knowledge of how the various guiding documents have or have not been addressed in the video. Expectations: minimum 3 page paper.</p> <p>Assignment 6.2 Forum Post a brief summary of your paper above, including only highlights and the main points to your paper. Post to the Forum and then respond to a minimum of 2 other students' posts in the class.</p> <p>Assignment 6.3 Adobe Connect online session – Participate in the live session or view the recorded session for this week.</p> <p>Journal Reflection – Communicate your new learning based on this week's assignments and any questions you have with your instructor</p> |
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Additional Texts and/or other Online Resources –

Relevant online resources that support course content and encourage further investigation.

<https://www.youtube.com/watch?v=wiqY8cbqfj0> TK Implementation Guide video Introduction

<https://www.youtube.com/watch?v=w4OnuCH7IE> TK Implementation Guide video Chapter 1

<https://www.youtube.com/watch?v=Ry8uaS6H4fU> TK Implementation Guide video Chapter 2

https://www.youtube.com/watch?v=8Ah23qle7_k TK Implementation Guide video Chapter 3

<https://www.youtube.com/watch?v=Qv7x2Up4HC8> TK Implementation Guide video Chapter 4

https://www.youtube.com/watch?v=c_x80Z9A1ps TK Implementation Guide video Chapter 5

<https://www.youtube.com/watch?v=B73fPXrK9xM> TK Implementation Guide video Chapter 6

<https://www.youtube.com/watch?v=w8SEQpJVVso> TK Implementation Guide video Chapter 7

<https://www.youtube.com/watch?v=jJWhyKUSo8k> An Introduction to Early Childhood

Educator Competencies

Several additional online videos will be linked on the course Moodle site.

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

In order to participate in the weekly AdobeConnect live sessions, participants will need either a built-in microphone or an external microphone that can be connected to a computer or tablet. In addition, headphones must be worn during AdobeConnect sessions as well.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>

Grading Policies and Rubrics for Assignments

- Description of assignments – see attached Rubrics for Written Assignments, Project Based Assignments, Forum and Journal Assignments.
- Students must earn a minimum of 80% to receive credit
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading Rubrics are on a 4 point scale which converts to the following overall grading scale on the course Moodle site:
4 = 90-100%
3 = 80-89%
2 = 70-79%
1 = 60-69%

Grading policies:

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Instructor/Student Contact: Via weekly AdobeConnect live sessions, via written feedback on weekly assignments, via student/instructor Journal weekly entries, via email and via phone conversations when necessary.

| Guiding Documents Assignment Possible Points | |
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| <u>Assignment 1.1 Class Introductions</u> | 10.00 |
| <u>Assignment 1.4 Written Assignment</u> | 10.00 |
| <u>Assignment 1.5 Forum Assignment</u> | 20.00 |
| <u>Assignment 1.6 Week 1 AdobeConnect Session and Journal Reflection</u> | 35.00 |
| <u>Assignment 2.2 Written Assignment</u> | 10.00 |
| <u>Assignment 2.3 Forum Assignment</u> | 20.00 |
| <u>Assignment 2.4 Week 2 AdobeConnect Session and Journal Reflection</u> | 35.00 |
| <u>Assignment 3.1 Forum Online Resources</u> | 40.00 |
| <u>Assignment 3.2 Project Assignment</u> | 50.00 |
| <u>Assignment 3.3 Week 3 AdobeConnect Online Session and Journal Reflection</u> | 35.00 |
| <u>Assignment 4.4 Week 4 AdobeConnect Online Session and Journal</u> | 35.00 |

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| <u>Reflection</u> | |
| <u>Assignment 4.1 Written Assignment</u> | 100.00 |
| <u>Assignment 4.3 Forum Technology Pedagogy</u> | 45.00 |
| <u>Assignment 5.2 Project Assignment</u> | 50.00 |
| <u>Assignment 5.3 Week 5 AdobeConnect Online Session and Journal Reflection</u> | 25.00 |
| <u>Assignment 6.1 Observations from the Video</u> | 50.00 |
| <u>Assignment 6.3 AdobeConnect Session and Journal Reflection</u> | 35.00 |
| <u>Assignment 6.2 Forum Summary</u> | 30.00 |
| <u>Assignment 6.3 Week 6 AdobeConnect Online Session and Journal Reflection</u> | 35.00 |
| Course total | 670.00 |

Continuing Education Program Student Learning Outcomes:

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| CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.

Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.

Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.

Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.

Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.

Service: Students will *demonstrate* service and reconciliation as a way of leadership.

Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.

Grading Rubric for Writing Assignments

| Components | High Standard 4 Points | Above Standard 3 Points | At Standard 2 Points | Below Standard 1 Point |
|---------------------------------|---|--|---|---|
| Assignment | All of the key elements of the assignment are covered in a substantive way; the page requirements are met; and any required references/sources are used. Student provides information above and beyond expectations. | 100% of the key elements of the assignment are covered in a substantive way; the page requirements are met; and any required references/sources are used. | 75% of the key elements of the assignment are covered in a substantive way; the page requirements are met; and any required references/sources are used. | Less than 50% of the key elements of the assignment are covered; the page requirements are met; and the required references/sources are not used. |
| Content & Vocabulary | Many uses of academic/theory based vocabulary linked to current experience and research/best practice, and use of vocabulary/theory correctly. | Some use of academic/theory based vocabulary linked to current experience and research/best practice. | Minimal use of academic vocabulary, use of jargon, and the use of terms without context or explanation. | Little or no use of academic vocabulary/terms, incorrect use of terms, use of clichés's, idiom's and colloquialism (informal/conversational language). |
| Concept | The introduction provides sufficient background and major concepts of the paper. The conclusion is logical, flows from the body of the paper, and reviews the major points. Major concepts are stated clearly; supported by specific details, examples, or analysis; and are organized logically, | The introduction provides sufficient background and major concepts and conclusion logical flows and reviews the major points. The paper is generally provides specific details, examples, or analysis quotes to demonstrate the concept the writer is conveying. 1 to 2 places could be expanded on with more details, examples, or analysis quotes. | The introduction provides a basic introduction to major concepts of the assignment and conclusion logical flows and reviews the major points. The paper provides some details, examples, or analysis quotes to demonstrate the concept the writer is conveying. Some parts of the paper are over general and vague. | The introduction doesn't provide sufficient background of major concepts and the conclusion doesn't logical flows and/or reviews the major points. The major concepts, examples, analysis, and quote are vague and or missing. The writer makes general/abstract statement, without supporting researcher/evidence. |

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| Mechanics | Superior: Writing is clear, succinct, and reflects graduate level expectations. The rules of grammar, punctuation and spelling are correct. Paragraphs are logical and flow, sentences are complete, clear, and concise; the tone is appropriate for the assignment (third person vs. first person). Sentences are well formed, consistently strong, and varied. | Above Standard: Writing is acceptable with very few mistakes in grammar and spelling. Few to no grammar, punctuation and spelling errors. Most of the sentences are well formed, consistently strong, and varied. Minimal use of simplistic and repetitive sentences. | Standard: Writing is acceptable with some grammar, punctuation and spelling errors. Some fragmented sentences. The use of simplistic and repetitive sentences. 1 to 2 incorrect word choices. | Sub-standard: Writing contains noticeable mistakes in grammar and spelling. Several run-on and/or fragmented sentences, inconsistent use of verb tense. Wording and sentence structure interfere with the readers understanding. |
| APA | The title page, reference page, tables, and appendices, follows APA formatting guidelines. (1" margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. | Few errors in APA formatting of the title/cover page, reference page, tables, and appendices, in text citations, margins, spacing, font, size, and the body of the paper. | Several errors in APA formatting of the title/cover page, reference page, tables, in text citations, and appendices, margins, spacing, font, size, and the body of the paper. | Not Formatted in APA. |

All written assignments will be graded on the basis of 25% Writing Mechanics and 75% Content.

Grading Rubric for Project-Based Assignments

| Components | High Standard 4 Points | Above Standard 3 Points | At Standard 2 Points | Below Standard 1 Point |
|---------------------------------|---|--|--|---|
| Assignment | 100% of the key elements of the assignment are covered in a substantive way; the assignment requirements are met in a creative and engaging format. Student provides information above and beyond expectations. | 100% of the key elements of the assignment are covered in a substantive way; the assignment requirements are met. | 75% of the key elements of the assignment are covered in a substantive way; the assignment requirements are minimally met. | Less than 50% of the key elements of the assignment are covered; the assignment requirements are not met. |
| Content & Vocabulary | Many uses of academic/ theory based vocabulary linked to current experience and research/best practice, and use of vocabulary/ theory correctly. | Some use of academic/ theory based vocabulary linked to current experience and research/best practice. | Minimal use of academic vocabulary, use of jargon, and the use of terms without context or explanation. | Little or no use of academic vocabulary/terms, incorrect use of terms, use of clichés, idiom's and colloquialism (informal/conversational language). |
| Concept | The project provides a clear focus. Major concepts are stated clearly; supported by specific details or examples and are organized logically. The project is presented in a creative and engaging format. | The project provides a clear focus. Major concepts are stated clearly; supported by specific details or examples and are organized logically. The project is presented with minimal some creativity. | The project provides a focus. Major concepts are stated; supported by a few details or examples. The project is presented in a minimal format and lacks creativity. Some parts of the project are general and vague. | The project is disorganized and the focus is unclear. The major concepts, examples, etc., are vague and or missing. Little to no evidence of effort toward creativity is presented. |
| Mechanics | Superior: Writing is clear, succinct, and reflects graduate level expectations. The rules of grammar, punctuation and spelling are correct. | Above Standard: Writing is acceptable with very few mistakes in grammar and spelling. Few to no grammar, punctuation and spelling errors. | Standard: Writing is acceptable with some grammar, punctuation and spelling errors. | Sub-standard: Writing contains noticeable mistakes in grammar and spelling. Wording and sentence structure interfere with the readers understanding. |
| APA | Citations (where appropriate) | Few errors in APA formatting of | Several errors in APA | Not Formatted in APA. |

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| | are presented in correct APA formatting | citations (where appropriate). | formatting of citations. | |
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Grading Rubric for Forum and Journal Assignments

| Components | High Standard 4 Points | Above Standard 3 Points | At Standard 2 Points | Below Standard 1 Point |
|----------------------------|---|---|--|--|
| Assignment | 100% of the key elements of the assignment are covered in a substantive way. Student provides information above and beyond expectations. | 100% of the key elements of the assignment are covered in a substantive way. | 75% of the key elements of the assignment are covered in a substantive way. | Less than 50% of the key elements of the assignment are covered in a substantive way. |
| Concept | The entry provides sufficient background and major concepts of the assigned discussion topic. The post is logical, and is clearly connected to readings assigned. Major concepts are stated clearly; supported by specific details, examples, or analysis; and are organized logically. Student provides information beyond expectations. . Encourages and provides an opportunity for a reflective response from others. | The entry provides sufficient background and major concepts of the assigned discussion topic. The post is logical, and is clearly connected to readings assigned. Major concepts are stated clearly; supported by specific details, examples, or analysis; and are organized logically. Encourages and provides an opportunity for a reflective response from others. | The entry provides minimal background and concepts of the assigned discussion topic. The post is minimal, and is connected to readings assigned. Major concepts are stated; supported by some details, examples, or analysis; and are presented. Minimal encouragement for a response from others. | The entry is lacking background and concepts of the assigned discussion topic. Lacks connections to readings assigned. Major concepts are lacking; and are not supported by details, examples, or analysis. Little to no encouragement is provided for a response from others. |
| Reflective Response | Responses to other original posts are reflective and respectful. Reference to | Responses to other original posts are reflective and respectful. Reference to original post are | Responses to other original posts are reflective and respectful. Reference to original | Responses to other original posts are minimal. Reference to original post are lacking and do |

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| | original post are clear and logical and expand on the topic being discussed. Encouragement for further discussion is offered. Post goes beyond expectations. | clear and logical and expand on the topic being discussed. Encouragement for further discussion is offered. | post are present and somewhat expand on the topic being discussed. Encouragement for further discussion is offered. | not expand on the topic being discussed. Encouragement for further discussion is not offered. |
| Mechanics | Superior: Writing is clear, succinct, and reflects graduate level expectations. The rules of grammar, punctuation and spelling are correct. Paragraphs are logical and flow, sentences are complete, clear, and concise; the tone is appropriate for the assignment (third person vs. first person). Sentences are well formed, consistently strong, and varied. | Above Standard: Writing is acceptable with very few mistakes in grammar and spelling. Few to no grammar, punctuation and spelling errors. Most of the sentences are well formed, consistently strong, and varied. Minimal use of simplistic and repetitive sentences. | Standard: Writing is acceptable with some grammar, punctuation and spelling error. Some fragmented sentences. The use of simplistic and repetitive sentences. 1 to 2 incorrect word choices. | Sub-standard: Writing contains noticeable mistakes in grammar and spelling. Several run-on and/or fragmented sentences, inconsistent use of verb tense. Wording and sentence structure interfere with the readers understanding. |
| APA | Citations (where appropriate) are presented in correct APA formatting | Few errors in APA formatting of citations (where appropriate). | Several errors in APA formatting of citations. | Not Formatted in APA. |

Final Grading Score Sheet

| Student Learning Outcomes in this course | Standards Addressed * | CE program SLOs | Grade Score 0-4 |
|--|-----------------------|-----------------|-----------------|
| 1. Student will be able to demonstrate proficient written communication through the articulation of a clear focus, through a synthesis of various assigned readings in which they are asked to inform and persuade others in the field of Early Childhood education. | NCATE - 6 | CE-1 | |

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| 2. Student will be able to demonstrate comprehension of and the ability to apply the content of the various guiding documents presented throughout the course into a professional classroom setting. | NCATE – 5 CA Dept. of Ed Guiding Documents | CE-2 | |
| 3. Student will be able to reflect on their personal and professional growth and will provide evidence of how this reflection is applied to manage their professional improvement. | NCATE - 6 | CE-3 | |
| 4. Student will be able to demonstrate and apply critical thinking competencies through the generation of probing questions, through the articulation of their recognition of underlying assumptions within the guiding documents, and through their interpretations and evaluations of relevant information studied throughout the course. In addition, students will provide evidence of their ability to apply their understandings to the classroom. | NCATE – 5 & 6 CA Dept. of Ed Guiding Documents | CE-4 | |
| 5. Student will be able to reflect on values that reflect high standards of professional and ethical behavior as set forth in the various guiding documents reviewed throughout the course. | NCATE - 6 | CE-5 | |
| 6. Student will be able to identify information and resources needed in order to fully understand the various guiding documents in the career field of Early Childhood Education. | NCATE – 1, 4, 5, 6, & 7 CA Dept. of Ed Guiding Documents | CE-6 | |
| STUDENT ACHIEVEMENT OF COURSE EXPECTED LEARNING OUTCOMES | | 0-24 | |
| STUDENT FINAL SCORE ON COURSE ASSIGNMENTS | | 0-670 | |
| | | FINAL GRADE | |

