"Preparing Professionals for Changing Educational Contexts"

Department of Special Education
College of Education, University of Nevada, Las Vegas

Prefix & Number       ECE-250
Title                 Orientation to ECE
Credit                3 Hours
Semester/Time/Location Fall/Wednesday 4-6:45/Room 228
Instructor            Jeff Gelfer, Ph.D.
Office Location       Room 123
Office Hours          Tuesday 10am-12pm and Wednesday 2pm-4pm
Telephones/Email      (702) 895-1327 / gelfer@nevada.edu
Prerequisite Course(s) None

Course Description
An introduction and overview to the field of early childhood education, with emphasis on the developmental, emotional and educational needs of young children (birth to 8).

Purpose
To provide prospective teachers of young children the opportunity to understand and recognize that the young child require differing expectations, measurements, and approaches to motivation and learning.

NAEYC GUIDELINES ADDRESSED

1. Promoting Child Development and Learning
Candidates 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 all children.
   a. Knowing and understanding young children’s characteristics and needs
   b. Knowing and understanding the multiple influences on development and learning
   c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
Course Objectives:

Knowledge

(Subject matter of discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional Knowledge)

1. Identify knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight (1.a, 2.b)
2. Identify knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children (1.a, 1.b)

Performance (Skills)

(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures all students are learning.)

1. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are better understood in the contexts of family, culture, and society. (1.b)
2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (1.c)
3. Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. (*).
4. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (*)
5. Observe and participate under supervision of qualified professionals in a variety of settings in which young children, from birth through age eight are served (such as public and private centers, schools and community agencies). (*)
Disposition(s)

(Values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation and development as well as the educator's own professional growth-guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being. (*)
2. Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modifications, and continuing professional development. (*)

(*) Some objectives are not directly tied to NAEYC standards and elements, however it hoes beyond NAEYC’s expectations.

Texts and Readings:

Required Text:


Supplemental Readings:


Description of Instructional Procedures:

The primary in-class instructional formats for this course include lecture and discussions; individual and small group problem solving and contextual applications; media presentations and community resource personnel presentations. Out-of-class learning activities may include, but are not limited to the following learning activities, assigned readings; review of current research; and observations of early education programs for newborns, infants & toddlers, preschool education, and K-2nd grades in the public school.

Assignments and Evaluation Procedures:

Course Requirements:

1. Class Attendance. Each student will attend each and every class (after three absences, 5 points will be deducted for each absence).
2. Participation in class discussions.
3. Completion if assigned readings.
4. Completion and reporting of 2 readings from professional journals
5. Philosophy
6. Examinations. Each student will take two in class exams (midterm and final). Each exam will be based on appropriate chapters, handouts, and class notes.
7. Twenty hours of observation and participation in the UNLV Preschool and or Primary grades.
8. Maintaining a field observation.

Course Grading:

1. Philosophy 10%
2. Midterm and Final 50%
3. Written Report of Journal Articles 10%
4. Field Observation Journal 20%
5. Presentation of Field Observation Journal 10%

Grading Criteria:

A = 95  A- = 92  B+ = 88  B- = 82  C+ = 78
C = 75  C- = 72  D+ = 68  D- = 60
Disability Resource Center

The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. If you have a documented disability that may require assistance, you will need to contact Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within Learning Enhancement Services (LES), in the Reynolds Student Services Complex, Suite 137. The phone number is 895-0966 or TDD 895-0652.

Academic Integrity Statement

UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with the academic integrity are delineated in the Handbook of Regulations Governing Probation and Suspension With the College of Education. This publication may be found in the Curriculum Materials Library (CML-CEB 101), or the Office of the Dean of the College Education (CEB-301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at http://www.unl.edu/committees/copyright.

Religious Holidays

It is UNLV's policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of Student Assignments for Accreditation Purposes

Assignments completed for this course may be used as evidence of candidates learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish for their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of the COE programs is appreciated.
Journal Articles

This assignment requires the student to select and critique a research article in science and math methods in early childhood education.

Assignment Profile

Author(s), (Year of Journal). Title of Article (small case letters except first word), Name of Journal, Volume(number of issue), pages.


Purpose of the research:

Include subjects involved in the study

Procedure and Method used in the study: (test instruments, intervention approaches, treatments, unique instruments and special equipment and etc)

Findings/Results:

Conclusions: (researcher’s interpretation of whether hypothesis is substantiated)

Reflections: (the most important section, the place for students to express personal opinions, questions to consider. Is it worthwhile study? Are there any points of agreements or disagreements with the researcher? What’re the theoretical implications?)

Journal Article Criteria:

Organization 1

Content addressed by answering all of the above requirements 2

Reflection 2

Total 5
The following journals can be found in the UNLV library:


Journal/Observation:

Write down what you see:

1. Room environment (nurturing, sterile, colorful, to stimulating)
2. Number of children and adults (in the room and in groups)
3. Age of children
4. Activities they are participating in
5. Structure of the classroom (how the classroom is set up: free choice, rotating centers, desks or tables)
6. Is the room child-centered? Teacher directed?

After you get a general feel for the classroom and have documented the physical characteristics you will summarize each observation visit.

You might want to:

1. Center your observation on one particular group
2. Observe one child
3. Watch the adult-child relationship
4. Look for just types of play
5. Obtain some language samples
6. Watch for social interactions
7. Observe how the children are disciplined

After observation:

1. Type up your notes
2. Pick something that really interested you from our observation and reflect on it

Observation Settings:

1. Infant Toddler Setting
2. Kindergarten Classroom
3. Preschool Classroom or Primary Classroom
PHILOSOPHY OF EDUCATION ASSIGNMENT

Each student is expected to develop and submit a comprehensive philosophy of education that can be used by him or her to seek future professional employment. Educational philosophies are specifically discussed in Chapter 1 of text (Theory Chapter 2) and throughout remaining chapters. Address all components listed in text and on the educational philosophy outline below (60 points). Criteria to be included in the Philosophy of Education Statement:

Each student’s philosophy of education should be comprehensive and include the following components when developing a philosophy of education:

The theories and/or research that ground your philosophy are...

I believe the purposes of education are....

I believe that children learn best when....

The curriculum of any classroom should include certain basics that contribute to children's social/emotional, intellectual, and physical development. These basics are...

Children learn best in an environment that promotes learning. Features of a good learning environment area...

All children have certain needs that must be met if they are to grow and learn at their best. Some of these basic needs are...

I meet these needs by...

A teacher should have certain qualifications...

Qualities I think important for teaching are...
PHILOSOPHY OF EDUCATION OUTLINE

The theories and/or research that ground your philosophy are...(insert your response)

I believe the purpose of education...(insert your response)

I believe the children learn best when...(insert your response)

The curriculum of any classroom should include certain basics that contribute to children's social/emotional, intellectual, and physical development. These basics are...(insert your response)

Children learn best in an environment that promotes learning. Features of a good learning environment area...(insert your response)

All children have certain needs that must be met if they are to grow and learn at their best. Some of these basic needs are...(insert your response)

I meet these needs by...(insert your response)

A teacher should have certain qualifications...(insert your response)

Qualities I think important for teaching are...(insert your response)
## Observational Journal Rubric (20%)

<table>
<thead>
<tr>
<th>Excellence</th>
<th>Partial Credit</th>
<th>Completion Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear and logical sequence and order</td>
<td>Provides significant information on what occurred during observation</td>
<td>All major areas are discussed</td>
</tr>
<tr>
<td>Easy to follow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typed</td>
<td></td>
<td>What was presented</td>
</tr>
<tr>
<td>Appropriate grammar spelling</td>
<td>What was taking place in the classroom</td>
<td>Mode(s) of the delivery used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior(s) of the children</td>
</tr>
</tbody>
</table>

### Acceptable

| Somewhat logical sequence and order | Provides significant information on what occurred during observation | Some areas are discussed |
| Difficult to follow | | What was presented |
| Typed | What was taking place in the classroom | Behavior(s) of the children |
| Minimal Grammar and spelling errors | | |

### Unacceptable

| No logical sequence and order | Provides little information on what occurred during observation | Few areas, if any, are discussed |
| Can not follow | | What was presented |
| Not typed | What was taking place in the classroom | | Poor grammar and spelling |
ECE-250 Syllabus, Fall 2012

Calendar

August 29  Course Overview

Sept. 5  Library Orientation
         You and Early Childhood Education:
         What Does It Mean to Be a Professional?

Sept. 12  Historical Perspectives

Sept. 19  Piaget/Vygotsky/Erikson and Others

Sept. 26  Early Childhood Programs
         Applying Theories to Practice

Oct. 3  Portfolio Assessment
         Observing and Assessing Young Children

Oct. 10  Infant and Toddler
         Foundational Years for Learning
         Journal Article 1

Oct. 17  The Preschool Years
         Getting Ready for School

Oct. 24  Midterm

Oct. 31  Nevada Day

Nov. 7  Kindergarten Today: Meeting
         Academic and Developmental Needs

Nov. 14  The Primary Grades: Preparation for
         Lifelong Success

Nov. 21  Inclusive Education

Nov. 28  Presentations
         Journal Article 2

Dec. 5  Presentations
        Field Project

Dec. 12  Final Exam
### ASSIGNMENT DATES:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
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<tbody>
<tr>
<td>Journal Articles</td>
<td>October 10 and November 28</td>
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<tr>
<td>Library</td>
<td>September 5</td>
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<tr>
<td>Midterm</td>
<td>October 24</td>
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<tr>
<td>Holiday(s):</td>
<td>October 31</td>
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<tr>
<td>Field Presentations</td>
<td>November 28 &amp; December 5</td>
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<tr>
<td>Field Journal</td>
<td>December 5</td>
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<tr>
<td>Final</td>
<td>December 12</td>
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