

ECED 262- Programs for Children and Families

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Virtual Office Hours: Tuesdays 9:30 a.m. – 11:30 a.m. (Phone or Zoom)

Class Sessions: Monday 2:00 p.m. – 3:50 p.m.

Credits: 3

Required Text: Morrison, G.S. (2018). *Early Childhood Education Today*. (14th Edition) Upper Saddle River, NJ; Pearson Education Inc.

Supplemental Readings: Available in Canvas, if applicable

Course Description and Student Learning Outcomes (SLO's):

Course Description: This course examines the types, settings, challenges, and issues facing specific programs, including Early Childhood (infant/toddler, preschool, and kindergarten), childcare, Head Start, Early intervention, and others. This course also explores brain-based, play-based learning environments, childcare regulations, poverty, and diversity.

Student Learning Outcomes:

- Students will read, review, and connect findings from assigned readings about different types of programs for children and families.
- Students can describe an appropriate learning environment based on class readings and discussions, and knowledge of theoretical perspectives on child development.
- Students will design social programs based on social trends, needs, and diverse challenges confronting children and families in present day America.

Standards: This class uses the NAEYC (National Association for the Education of Young Children) and InTASC (Interstate New Teachers Assessment and Support Consortium) standards to connect learning to real-life teaching and application.

In-TASC Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments

that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

NAEYC Standards:

Standard 1: Promoting Child Development and Learning in Context

1a. Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social, and emotional, and linguistic domains, including bilingual/multilingual development.

1b. Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c. Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d. Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

Standard 2: Family-Teacher Partnerships and Community Connections

- 2a. Know about, understand, and value the diversity of families.
- 2b. Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 2c. Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3: Child Observation, Documentation, and Assessment

- 3a. Understand that assessments (formal and informal, formative, and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b. Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c. Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d. Build assessment partnerships with families and professional colleagues.

Standard 4: Developmentally, Culturally, and Linguistically Appropriate

Teaching Practices

- 4a. Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.
- 4b. Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c. Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Classroom

- 5a. Understand content knowledge— the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum
- 5b. Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.
- 5c. Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

Standard 6: Professionalism as an Early Childhood Educator

- 6a. Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b. Know about and uphold ethical and other early childhood professional guidelines.

6c. Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d. Engage in continuous, collaborative learning to inform practice.

6e. Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Professionalism:

Technology: It is understood that we all have lives outside of class, and emergencies do happen. If you have an important phone call that you must take, please leave quietly and without attracting attention to take it in the hall. Cell phones must always be silenced in class. **Please refrain from using your cell phone and computer for anything other than class discussion.**

Participation in Class: Please be respectful and courteous of others as they are talking or listening. Refrain from side conversations that can distract from the lecture and information given.

Course Requirements:

Attendance and Participation: With our new and uncertain times during COVID-19, attendance will be taken each class period, but you will not be graded on attendance alone, please make every attempt to attend class. If you are not able to attend class, please email Cathleen Olds before class, if possible. Participation will be taken by your active engagement in the course whether enrolled in person or online.

Weekly Assignments: Come to class with the reading assignments done so that discussion of the chapters and supplemental readings can be done in class. Along with the required readings, there may be a Canvas discussion or supplemental activity that you will need to participate in. You will need to post a response and respond to no less than 3 classmates' posts as well. Your post should be at least one paragraph, with full sentences and correct grammar/punctuation. When responding to your classmate's posts, write at least 3 sentences. Be respectful of others' opinions and thoughts.

Childcare/Early Childhood Classroom Observation: In groups of 2 or 3, you will observe a 4K/Early Childhood/childcare classroom. Mrs. Olds will give you suggestions for classrooms that are willing to have students to observe. Using the observation form on Canvas, you will make notes to record classroom set-up, teaching practices, and children's interactions. After completing the observation, you will write and submit a typed paper on your observations. You will also submit the observation form you filled out, along with the rubric on Canvas. Some points that should be included in your paper:

1. Description of the classroom- learning centers, materials, space, # of students, # of adults
2. What you saw and how the adults guided and interacted with the students
3. Describe the teaching style of the lead teacher
 - a. Was the teacher focused on the child?
 - b. How did the teacher convey the child was the focus?
 - c. What was the tone of voice, demeanor, posture?
 - d. How did the teacher teach, guide, and support learners?
 - e. Share specific information about teacher interactions. (E.g. “The teacher knelt in front of the student before informing him of his choices.”)
 - f. Describe how such interactions affect the development of children. (E.g. when a teacher uses simple words/phrases in a gentle tone of voice to remind a child of classroom rules, the child is more likely to respond positively.)

Your paper should include a beginning paragraph that includes the center you observed at, the date, time, and the goal of the observation. The body of your paper should be 1-2 pages in length. You should have a conclusion paragraph that includes a personal reflection of what you observed in the classroom, including teaching styles, teaching materials, and the learning environment.

Consider the following questions in this last portion of your paper:

1. What did the observation teach me about the role of teachers and adults in the classroom?
2. How can I use this knowledge to create an appropriate learning environment for children?
3. How can I use this knowledge to serve children and families?

Zoom/Webex/Phone Interview with Family or Home Child Care: You will contact a director/assistant director of a childcare facility and interview them. A list of childcares and a list of questions will be provided to you. Record their answers on the recording sheet. After your interview is complete, you will write a paper to include the answers provided by the director. This will be submitted on Canvas. Your paper will be 3-4 pages in length, with font size 12 Times New Roman. The interview can be done in groups of 2-3 if you like; however, each person will need to write their own paper and submit it to Canvas for a grade.

Mid-Term: Lisa Murphy, author of “Lisa Murphy on Play: The Foundation of Children’s Learning” implores teachers to realize that the first step to children learning is by play. A quality childcare facility is aware of this science and will have developmentally appropriate practices throughout the center to engage children and encourage exploration and inclusion. Your mid-term will be a tangible object of readily accessible ideas and research that you can use in your future classroom.

1. You will need a digital binder with a front page labeled PLAYFUL LEARNING=SCHOOL READINESS: PRESENTING THE EVIDENCE. Put your name also on the front cover.
2. Add a table of contents in your binder so that it can be organized neatly.
3. Materials needed in your binder:

- a. You will need to research and include at LEAST 7 scholarly articles showing research that play-based environments for children are best for learning.
 - b. Include a page for websites that have fun science experiments, games, art projects, and sensory bin ideas.
 - c. Any newspaper, journal, magazine articles you find promoting play.
 - d. Read one of the following books and include a 2-3 page paper about what new information/ideas you learned and what connections you can draw from the research you have done on play-based environments. Include a copy of the cover and a copy of the copyright page along with your paper. Your paper should be double-spaced and have a font size of 12 in Times New Roman.
 - i. “Lisa Murphy on Play: The Foundation of Children’s Learning” by Lisa Murphy
 - ii. “Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul” by Stuart Brown and Christopher Vaughan
 - iii. “Free to Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life” by Peter Gray
 - iv. “The Power of Play: Learning What Comes Naturally” by David Elkind
 - v. Any other book that promotes play-based learning environments (ask Mrs. Olds for permission to read if not on the list)
 - e. Add a bibliography of all resources used while making this binder. These should be in APA format.
4. After compiling these resources, you will write a 4-5 page paper on the importance of a play-based environment for children to increase executive functioning, self-regulation, and academic learning. Refer to the research you have done to make your claims as to how children learn best through play. Make sure to add citations in your paper when making references to articles, books, etc. Explain why taking play out of a child’s day hinders their abilities to problem-solve, explore, and socialize with peers in an appropriate manner. Make sure your paper is double-spaced with size 12 Times New Roman. Your binder will be submitted on Canvas.. Rubrics will be shared at a later date, both in class and on Canvas.

Final: There will be a cumulative final that will be due on Canvas the last week of the semester. This final will have short answer, true/false, and multiple choice and will come from the readings and discussions we have over the course of this class.

Grading (Total Points Possible)

Head Start/Early Childhood Classroom Observation: 40 points

Webex/Zoom Interview with Group or Home Childcare provider: 40 points

Mid-Term (Play binder and paper): 50 points

Final: 50 points

Grading Scale: Out of 300 points possible

A: 290-300

A-: 285-289

B+: 280-284

B: 275-279

B-: 270-274

C+: 265-269

C: 260-264

C-: 255-259

D (Failure): Anything below 255

Note: Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

Late Work Policy: Late work will need to be cleared with the instructor by email or phone call before class begins the day the assignment is due.

Equal Access for Students with Disabilities:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Americans with Disabilities Act:

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<https://www.uwsp.edu/disability/Pages/legalInformation/index.aspx>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services & Assistive Technology Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services & Assistive Technology Office, located on the 6th floor of the Learning Resource Center (the Library).

SOE Dispositions Model:

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted a model of the dispositions we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal setting.

COVID-19 Guidelines and Policies:**Face Coverings on Campus and in UWSP Buildings:****Face Coverings:**

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in class. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Course Schedule:

Below is a tentative schedule for the semester. These dates/topics may change due to unforeseen circumstances.

Week:	Date:	Topics Covered:	Assignments Due:
1	9/8/2021	<ul style="list-style-type: none"> ● Introductions ● Syllabus 	In Class Activities
2	9/15/2021	<ul style="list-style-type: none"> ● Chapters 1-2 ● Issues surrounding children/families 	<ul style="list-style-type: none"> ● Read Chapters 1-3 of Morrison text
3	9/22/2021	<ul style="list-style-type: none"> ● Observation and assessment of students ● DAYC-2, Brigance, DP-3, Ages and Stages Questionnaire, Portage Guide-3 	<ul style="list-style-type: none"> ● Read Chapters 4 and 5 of Morrison text
4	9/229/2021	<ul style="list-style-type: none"> ● Theories ● Past and present 	<ul style="list-style-type: none"> ● Read Chapters 6 and 7
5	10/6/2021	<ul style="list-style-type: none"> ● EC and childcare programs available to families 	<ul style="list-style-type: none"> ● Read Chapter 8 of Morrison text
6	10/13/2021	<ul style="list-style-type: none"> ● Federal and government programs ● WIC, Birth to Three, Head Start 	<ul style="list-style-type: none"> ● Read Chapters 9 and 10 of Morrison text ● Canvas discussion ● Present: Observations of child care due in Class ●
7	10/20/2021	<ul style="list-style-type: none"> ● Early years (infant, toddler, preschool) 	<ul style="list-style-type: none"> ● Read Chapters 11 and 12 of Morrison text
8	10/27/2021	<ul style="list-style-type: none"> ● Elementary age children (K-3) 	<ul style="list-style-type: none"> ● Read Chapter 13 of Morrison text

9	11/3/2021	<ul style="list-style-type: none"> • Technology and children 	<ul style="list-style-type: none"> • Read Chapter 14 of Morrison text • Midterm Play Project Due
10	11/10/2021	<ul style="list-style-type: none"> • Guiding children to be successful (environment, interaction, engagement) 	<ul style="list-style-type: none"> • Read Chapter 15 of Morrison text
11	11/17/2021	<ul style="list-style-type: none"> • Families and culture 	<ul style="list-style-type: none"> • Read Chapter 16 of Morrison text
12	11/24/2021	All virtual activities this week (no in-person class meeting)	Happy Thanksgiving!
13	12/1/2021	<ul style="list-style-type: none"> • Children and diverse needs 	<ul style="list-style-type: none"> • Read Chapter 17 of Morrison text • Present Interview with Home or Group Child care Presentations
14	12/08/2021	TBA	<ul style="list-style-type: none"> • Last class
15	12/15/2021		<ul style="list-style-type: none"> • Final Exam