

New Mexico's Universal Catalogue of Courses for Early Care, Education, and Family Support



Early Childhood Educator

Recommended Syllabi

June 2004

Revised April, 2011

**New Mexico's Universal Catalogue of Courses
For Early Care, Education, and Family Support**

**RECOMMENDED SYLLABI
FOR
FOUNDATIONAL (AA)
AND
UPPER (BACHELOR'S) LEVELS**

Early Childhood Educator

June 2004

Revised April 2011

Developed by:

New Mexico Early Childhood

Higher Education Task Force

INTRODUCTION

The syllabi in this book were developed collaboratively by higher education faculty at two-year and four-year institutions in New Mexico that have degree programs in early childhood. Faculty member representatives met monthly as the Early Childhood Higher Education (ECHE) Task Force in a committed effort to develop a universal curriculum for early childhood teacher preparation and to ensure that the early childhood workforce in New Mexico is highly qualified. These syllabi provide a template for New Mexico Institutions of Higher Education to revise early childhood degree programs in order to meet requirements of the revised universal curriculum leading to the new New Mexico Birth through Age 4 (PreK) and Age 3 (PreK) through Grade 3 teaching licenses. These sample syllabi are based on the core competencies (mandated in the New Mexico Early Childhood Teacher Licenses as noted above) for each degree level (Associate and Bachelor). These indicators for core competencies are cumulative, i.e., a bachelor's degree includes not only the competencies and indicators for that level, but all competencies and indicators at previous levels.

All early childhood Associate and Bachelor degree programs across the state of New Mexico, in order to maintain articulation across programs, must follow the syllabi templates as their basic framework for developing specific courses. **Each faculty member may revise any syllabus to meet his/her own needs as long as there is no change in the following: Course Title, Course Credits, and Course Description.** Course competencies, as listed in the sample syllabi, must be included as written in all New Mexico Associate and Bachelor degree program syllabi. These core competencies, and the identified indicators of the New Mexico Early Childhood Teacher License found in the *Common Core Content*, must be met. Any faculty member, however, may select to add additional competencies to be addressed within any course, but no competencies in the syllabi as written in the *Recommended Syllabi, April 2011* may be omitted.

The syllabi include suggested textbooks, activities, and a semester timeline with topical areas. Note that weekly semester topics have the suggested corresponding competencies of the course listed to further strengthen New Mexico's articulated early childhood degree programs. As faculty members teach the courses over time, no doubt changes will be made. Feedback is welcome. Please contact the New Mexico Office of Child Development in the Children, Youth and Families Department.

We acknowledge and thank the faculty member representatives from the 2-year and 4-year institutions across New Mexico who worked so collaboratively in this process over the years. The commitment of the Early Childhood Higher Education (ECHE) Task Force began in 1995 with a core group of individuals determined to develop the first Birth through Grade 3 teaching license in New Mexico. Our collaborative energy continues today as we are committed to maintaining excellence in early childhood teacher education. Congratulations and enjoy!!!

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Health, Safety, & Nutrition (2 credits)	5
Family & Community Collaboration (3 credits)	9
Guiding Young Children (3 credits)	13
Assessment of Children & Evaluation of Programs (3 credits)	19
Professionalism (2 credits)	25

II. Associate degree Early Childhood Teacher (Birth-Grade 3) (13 credits)

Introduction to Language, Literacy, & Reading (3 credits)	31
Curriculum Development through Play - Birth through Age 4 (PreK)	37
Practicum (Birth through Age 4 (PreK) (2 credits)	43
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III. Bachelor degree Common Core Courses (9 credits)

Research in Child Growth, Development, & Learning (3 credits)	57
Family, Language, and Culture (3 credits)	63
Young Children with Diverse Abilities (3 credits)	69

IV. Bachelor degree Early Childhood Teacher Licensure (24 credits)

Concentration: Birth through Age 4 (PreK)

Advanced Caregiving for Infants & Toddlers (3 credits)	77
Emergent Literacy (3 credits)	85
Integrated Curriculum - Birth through Age 4 (PreK) (4 credits)	93
Practicum (2 credits)	101

Concentration: Age 3 (PreK) through Grade 3 (24 credits)The Integrated Early

Childhood Teaching & Learning Series:

Teaching & Learning Math and Science (4 credits)	105
Teaching & Learning Reading and Writing (3 credits).....	111
Teaching & Learning Social Studies, Fine Arts, and Movement (3 credits)	119
Teaching & Learning Practicum (2 credits)	127

Universal Catalogue of Courses

To be implemented statewide as approved by state agencies and institutions of higher education

Foundational Level Associate Degree/Lower Division Courses – Prerequisites for Upper Division Courses

Common Core Courses				
Professionalism (2 credits)	Child Growth, Development, & Learning (3 credits)	Health, Safety & Nutrition (2 credits)	Family & Community Collaboration (3 credits)	Guiding Young Children (3 credits)
Assessment of Children & Evaluation of Programs (3 credits – EC SPED/ECED)				
Early Childhood Teacher (Birth–Grade 3)				
Introduction to Language, Literacy & Reading (3 credits)				
Curriculum Development through Play – Birth through Age 4 (3 credits)				
Practicum (Birth through Age 4) (2 credits)				
Curriculum Development & Implementation – Age 3 through Grade 3 (3 credits)				
Practicum (Age 3 through Grade 3) (2 credits)				

Early Childhood Transfer Module: 29 Early Childhood Credits plus 35 General Education Credits

Upper Division Courses Bachelor's Degree

Common Core Courses

Research in Child Growth, Development & Learning (3 credits)	Family, Language and Culture (3 credits)	Young Children with Diverse Abilities (3 credits – EC SPED/ECED)
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Early Childhood Teacher Licensure		
Concentration: Birth through Age 4	Concentration: Age 3 through Grade 3	
Advanced Caregiving for Infants & Toddlers (3 credits)	The Integrated Early Childhood Teaching & Learning Series:	
Emergent Literacy (3 credits)	Teaching & Learning Math and Science (4 credits)	
Integrated Curriculum – Birth through Age 4 (4 credits)	Teaching & Learning Reading and Writing (3 credits)	
Practicum (2 credits)	Teaching & Learning Social Studies, Fine Arts and Movement (3 credits)	
Licensure Option: Student Teaching (9 credits)	Teaching & Learning Practicum (2 credits)	
Seminar (3 credits)	Student Teaching (9 credits)	
Non-Licensure Option: Related Electives (12 credits)	Student Teaching Seminar (3 credits)	

FOUNDATIONAL DOCUMENTS

Three foundational documents have been written that should be integrated into all early childhood courses. The *New Mexico Early Learning Guidelines* provide the developmental criteria necessary for observation, documentation, assessment, curriculum planning and are used in New Mexico PreK as well as child care and many other early childhood programs. The *New Mexico Early Childhood Curriculum Policy Brief* describes the state's position regarding curriculum for young children. And, the *New Mexico Early Learning Framework* is a policy brief describing the vision for the establishment of a comprehensive, coordinated and aligned early learning system in New Mexico. All three documents can be located at www.NewMexicoKids.org

New Mexico Early Learning Guidelines – Birth through Kindergarten

Early learning guidelines have been established as a framework describing the incredible process of children's growth, development and learning in the early years. They are designed to provide reasonable expectations for children at different ages so that early childhood professionals have criteria to refer to as they observe children in action, determine their levels of performance and plan curriculum interventions to help them grow, develop, and learn to their fullest potential.

There are three primary sections of the *New Mexico Early Learning Guidelines*. The first section describes what early learning guidelines are, defines their purpose and provides guiding principles for their use. The second section outlines early learning guidelines for infants and toddlers, birth to 36 months. Domains of development that are provided include:

- Beginning to Know about Ourselves and Others

- Beginning to Communicate

- Beginning to Move and Do

- Beginning to Build Concepts

- Approaches toward Learning

The third section of the document provides early learning guidelines for children from three years through kindergarten. Domains of learning that are provided include:

- Physical Development, Health and Well-Being

- Literacy

- Numeracy

- Aesthetic Creativity

- Scientific Conceptual Understanding

- Self, Family and Community

- Approaches to Learning

New Mexico Early Childhood Curriculum Policy Brief

This policy brief provides clarification regarding the state's definition of early childhood curriculum in order to ensure the implementation of high quality early childhood education practices in New Mexico.

In New Mexico, our educational emphasis is on the children's developmental progress toward competence, interdependence, socialization and the integration of content areas. Children and their teacher become an active learning community, connected to the larger community around them. This occurs within the context of relationships as teachers collaborate with families and children toward academic success.

What is the definition of early childhood curriculum in New Mexico? It is an organized framework that delineates the content children are to learn, the processes through which children achieve the identified curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur. The curriculum is flexible to facilitate adaptation to our multicultural communities and all children, including those with special needs.

Early childhood curriculum in New Mexico focuses on children as engaged, excited, curious and intensely involved in learning experiences that are meaningful to them. In this manner, the children learn responsibility for their own learning while developing strategies for the future. Early childhood curriculum for children in New Mexico is grounded in reciprocal relationships with caring teachers who provide authentic learning experiences based on New Mexico's Early Learning Guidelines.

New Mexico Early Learning Framework

This vision document was developed to assist policy makers, early educators, and communities to maximize the potential toward building an integrated and aligned foundation for early childhood learning and well-being. The *Early Learning Framework* will provide the roadmap toward the development of a coordinated and aligned "system of systems"; a group of interacting, interrelated, and interdependent elements forming a complex whole called New Mexico's early care, education and family support system. The system is the various policies, programs and services for young children, and for the adults who care for and teach them. It acknowledges and relies upon the critical, foundational importance of multiple systems, like health, that are essential to children's well-being and ability to learn.

Getting "ready for school" requires good health, positive relationships, enriching early childhood educational activities, and schools and communities that are ready to help every child succeed at the highest level. Fundamental to this *Early Learning Framework* is a view of children's lives as characterized by relationships, respect and reflective practices. These three concepts provide the foundation for developing common goals and shared decisions regarding New Mexico's children and families.

COURSE TITLE: Child Growth, Development, and Learning
(3 credit hours)

COURSE DESCRIPTION:

This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive and language. The adult's role in supporting each child's growth, development and learning is emphasized.

SUGGESTED TEXTS:

Berger, K. (2008). *The developing person through childhood and adolescence* (8th ed.). New York, NY: Worth.

Berk, L. E. (2008). *Child development* (8th ed.). Boston, MA: Pearson Education, Inc.

Charlesworth, R. (2010). *Understanding child development* (8th ed.). Clifton Park, NJ: Delmar Cengage Learning.

Feldman, R. (2009). *Child development* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

Puckett, M. B., Black, J., Wittmer, D., & Petersen, S. (2008). *The young child: Development from prebirth through age eight* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Trawick-Smith, J. (2009) *Early childhood development: A multicultural perspective* (5th ed). Upper Saddles River, NJ: Prentice Hall.

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1

Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child. A.2

Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities. A.3

Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4

Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7

Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8

Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9

Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10

Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11

ASSIGNMENT IDEAS:

Child case study with observations covering all developmental areas

Read and reflect on professional journal articles

Parent interviews

Reflective paper on parental style

Weekly reading reflections

Reflective/ Dialog journal

Compare and contrast selected theories of child development, their contributions to understanding children, and attention to diversity.

Prepare a mini-case study on a child in each of the three different age groups (i.e., infant/toddler, pre-school, school age)

Identify environmental factors that affect children's development

"Conservation of matter" demonstrations

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1-2 Human Development Theories (A.1, A.2, A.3)

- Human development definitions
- Theories of development
- Research terms, methods, and basic need for scientific research procedures
- Interactions between material and environmental factors that influence development

Weeks 3-4 Prenatal Development (A.1, A.2)

- Stages of prenatal development

- Genetic counseling
- Birth processes and affects on the family

Week 5-6-7 Infants and Toddlers (A.1, A.8, A.9, A.10, A.11)

- Development and growth
- Attachment Theory
- Self regulation capacities in young children
- Sensorimotor development
- Theories of language development and acquisition

Weeks 8-9 Preschool Years (A.1, A.8, A.9, A.10)

- Development and growth
- Preoperational thought
- Language development and communication skills

Weeks 10-11 School-Age Children (A.1, A.4)

- Development and growth
- Operational thought
- Moral development
- Peer relationships
- Similarities and differences of typical and diverse abilities

Weeks 12-13-14 Addressing Diversity in Child Development (A.3, A.4, A.7, A.8)

- Culture and family as the foundation of child development
- Parenting styles
- The function of language in the cognitive, social, and emotional aspects of development
- Developmental patterns associated with developmental delays and/or specific disabilities

Weeks 15-16

COURSE TITLE: Health, Safety, and Nutrition
(2 credit hours)

(2 credit hours)

COURSE DESCRIPTION:

This course provides information related to standards and practices that promote children's physical and mental well being sound nutritional practices, and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest.

SUGGESTED TEXTS:

- Ansbaugh, D., & Ezell, G. (2009). *Teaching today's health* (9th ed.). San Francisco, CA: Benjamin Cummings/Addison Wesley.
- Marotz, L. R., Cross, M. Z., & Rush, J. M. (2009). *Health, safety, and nutrition* (7th ed.). Clifton Park, NY: Delmar Cengage Learning.
- National Center for Education in Maternal and Child Health. (2007). *Bright futures: Guidelines for health supervision of infants, children, and adolescents* (3rd ed. Revised). Available from: <http://www.brightfutures.org/publications>.
- Robertson, C. (2009). *Safety, nutrition and health in early education* (4th ed.). Clifton Park, NY: Delmar Cengage Learning.
- New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Recognize and respond to each child's physical health, intellectual and emotional well being, and nutritional and safety needs. B.1

Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially and emotionally). B.2

Use appropriate health appraisal and management procedures and makes referrals when necessary. B.3

Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.4

Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition and physical and psychological well being. B.5

Provide a consistent daily schedule for rest/sleep, as developmentally appropriate. B.6

Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures. B.7

Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors. B.8

ASSIGNMENT IDEAS:

Evaluate through observation and written reports the health, safety, and nutritional practices observed in a selected early childhood setting.

Evaluate through observation and written reports the indoor and outdoor physical and motor activities observed in an early childhood setting.

Plan developmentally appropriate activities in the areas of health, safety, and nutrition for each age group

Review NM Licensing regulations surrounding health practice and procedures (i.e., immunizations, rest, universal precautions)

Plan one week of nutritional snacks and meals that are developmentally appropriate and culturally relevant for a particular classroom, using Child & Adult Care Food Programs (CACFP).

Interview a teacher regarding student health concerns and incident reports.

Invite guest speakers from Children's Mental Health, Child Care Nutrition Bureau, or CYFD Protective Services. Write a reflection on the presentation discussing application of information presented.

Complete basic first aid training and complete infant/child CPR training.

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1-2 Regulations (B.1)

- Introduce and review regulations

Weeks 3-4-5-6 Indoor/Outdoor Learning Environments (B.2, B.5, B.6)

- Identify potential environmental risks
- Plan appropriate environments free of hazards and risks
- The use of effective supervision
- Creating appropriate environments to manage behavior
- Modeling practices that promote healthy behaviors
- Discuss and develop daily routines, schedules and practices that promote healthy behaviors

Week 7-8 Health Appraisal and Management (B.3)

- Promote and describe health care & healthy activities for children's development
- Introduction to health screenings, milestones, and health records

Weeks 9-10 Protecting Children from Abuse and Neglect (B.4)

- State, local and program reporting procedures
- Identify resources available for children and families

Weeks 11-12 Nutrition (B.6)

- Review the requirements of the Child & Adult Care Food Program
- Planning to meet the nutritional needs of children, both individually and in programs
- Introduction to the impact of nutritional status on learning and adjustment

Weeks 13-14 Health Care Activities (B.7)

- Planning and scheduling developmentally appropriate and culturally responsive activities for well-being
- Planning and scheduling developmentally appropriate and culturally responsive health and safety activities
- Planning and scheduling developmentally appropriate and culturally responsive nutritional activities

Weeks 15-16 Advocacy for Children and Families (B.8)

- Promoting safety standards and procedures with families, schools, settings and communities
- Advocating for healthy early childhood policies in the community
- Identify strategies to engage families in promoting healthy choices

COURSE TITLE: Family and Community Collaboration
(3 credit hours)

COURSE DESCRIPTION:

This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with families in early childhood settings is discussed. Families' goals and desires for their children will be supported through culturally responsive strategies.

SUGGESTED TEXTS:

Allen, J. (2007). *Creating welcoming schools*. New York, NY: Teachers College Press.

Couchenour, D., & Chrisman, K. (2010). *Families, schools, and communities: Together for young children* (4th ed.). Clifton Park, NY: Thomson/Delmar.

Davis, C., & Yang, A. (2005). *Parents and teachers working together*. Turners Falls, MA: Northeast Foundation for Children.

Gestwicki, C. (2009). *Home, school, and community relations* (7th ed.). Clifton Park, NY: Delmar Cengage Learning.

Robles, W., & Beck, V. (2009). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies* (3rd ed.). Clifton Park, NY: Delmar Cengage Learning.

Turner-Vorbeck, T., & Miller-Marsh, M. (2008). *Other kinds of families: Embracing diversity in schools*. New York, NY: Teachers College Press.

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

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Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1

Articulate an understanding of a safe and welcoming environment for families and community members. C.2

Develop and maintain ongoing contact with families through a variety of communication strategies. C.3

Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4

Articulate understanding of the complexity and dynamics of family systems. C.5

Demonstrate understanding of the importance of families as the primary educator of their child. C.6

Involve families and community members in contributing to the learning environment. C.9

Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11

Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions; family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities); home language and ethnicity. C.12

Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, English language instruction, and economic assistance. C.13

Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. E.14

Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families. G.6

ASSIGNMENT IDEAS:

Review a variety of formal and informal communication strategies and create examples (i.e., bulletin boards, newsletters, emails, webpage).

Complete a family tree and/or oral history project.

Prepare a philosophy of family collaboration that reflects an appreciation for gender, race, age, sexual orientation, diverse abilities, nationality, and language.

Write a position paper on involving families and communities in culturally responsive ways.

Prepare listing of community agencies and describe the services offered to families and early childhood programs.

Develop a family information bulletin board or display on a selected topic (i.e., health and nutrition, immunizations, family literacy, separation anxiety, monitoring TV watching).

Develop an activity that includes recognizing, respecting and valuing family traditions.

Write a research paper on a particular disability or chronic illness affecting both the child and the family

Create a brochure or directory of local resources, support agencies, service providers for the families served in your program

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1-2-3 Understanding Families (C.2, C.5, C.12)

- Introduction to family theory and research
- The role of family culture in defining the family system
- The changing family

- The affects of family stresses on children and families

Weeks 4-5-6 Building Relationships with Families (C.1, C.2, C.6)

- Identify and discuss ways to build positive reciprocal relationships
- Identify possible barriers and challenges
- Develop activities that facilitate full inclusion

Week 7-8-9 Diversity (C.4, C.6, C.12)

- Consider family priorities in setting goals
- Utilize materials and equipment to reflect diversity
- The role of language and culture
- Establishing communication that is relevant and respectful to cultural and linguistic diversity

Weeks 10-11-12 Communication Strategies & Utilizing Community Resources (C.3, C.11, E.14)

- Identify a variety of informal and formal communication strategies
- Communication in various languages formats and context
- Identify community resources and organizations to meet the various needs of families
- The role of program policies and procedures

Weeks 13-14-15 Inviting Family and Community Participation (C.9, G.6)

- The role of the professional as leader and advocate for children and their families
- Families participation in the learning environment
- Community participation in the learning environment

Week 16

COURSE TITLE: Guiding Young Children
(3 credit hours)

COURSE DESCRIPTION:

This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach.

SUGGESTED TEXTS:

Gartrell, D. (2010). *A guidance approach for the encouraging classroom* (5th ed.). Clifton Park, NY: Delmar Cengage Learning.

Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skills in early childhood classrooms*. Clifton Park, NY: Delmar Cengage Learning.

Gonzalez-Mena, J. (2006). *The young child in the family and community* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Hearron, P. F., & Hildebrand, V. (2008). *Guiding young children* (8th ed.). Upper Saddle River, NJ: Prentice Hall

Marion, M. (2010). *Guidance of young children* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

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 best understood in the contexts of family, culture and society. A.6

Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7

Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10

Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11

Recognize and respond to each child's physical health, intellectual and emotional well being, and nutritional and safety needs. B.1

Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1

Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4

Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies. C.7

Demonstrate knowledge and skills in developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in development positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults. E.3

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning. F.9

ASSIGNMENT IDEAS:

Write a personal statement on your beliefs about the relevance of motivation, self-regulation and temperament on children's behavior. Provide a rationale for your beliefs.

Work in a small group, prepare and deliver a fifteen-minute presentation on positive discipline to a parent group.

Observe a child who appears to have difficulty playing with others. Determine one or two skills the child needs to enhance his or her interactions with others. Make a plan for how you will help the child develop these skills. Implement a positive guidance intervention, document behavioral responses and assess the effectiveness of the intervention.

Use scenarios to role-play guidance techniques learned in class.

Reflect on how the environment contributes to the guidance of young children.

Reflect on the importance of family partnerships in the guidance of young children.

Use the Internet to find and print five articles pertaining to guiding young children in inclusive culturally appropriate ways. Review each and write a critique following the format given in class.

Write an essay that describes your beliefs concerning appropriate guidance. Including references to articles or chapters covered in class.

Write a paper on the child rearing practices of a particular cultural group.

Identify the guidance strategies used by a family with a specific case study. Analyze the cultural significance of those family strategies.

Complete a library search to identify and create a list of at least ten (10) early childhood books on feelings, social skills, friendships, and other social emotional issues. Bring one book to read and share with the class.

Write a simple lesson plan related to social and emotional learning. Bring the lesson, with all prop materials (books, puppets, toys, flannel board) to class and demonstrate to peers. Participate in an assessment of the lesson's effectiveness.

Research and write a paper on how guidance practice as it connects to a guiding principle issue interests you. Present an oral summary of your paper in class. Use technology resources to support your oral presentation (PowerPoint, websites).

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1-2- Communication/Language (A.7, A.10, E.3)

- Introduction to guidance
- Understanding challenging behaviors
- Identify and describe family stressors that can impact children's behavior

Week 3-4-5 Family Collaboration (C.4, C.7, A.6)

- Understanding children learn best in the context of family, culture and society
- Understanding families and the cultural differences among families when implementing their goals for their children into classroom strategies
- Identify community resources to assist families in advocating for children
- Describe the processes and procedures for referrals

Weeks 6-7 Building Relationships (B.1, C.1, A.6)

- Attachment, bonding, and building relationships
- Describe ways to form relationships with families to plan and guide children's behavior
- Cultural and linguistic responsiveness in guiding children
- Understanding each child's physical health, intellectual and emotional well-being

Weeks 8-9-10 Guidance Techniques (E.3, E.7)

- Observing children's behavior
- Maintaining records, observing and documenting behavior
- Developmentally appropriate strategies for resolving conflicts
- Managing environment to guide children's positive social interactions
- Designing daily schedules, transitions, and routines to facilitate positive behavior

Weeks 11-12-13 Behavior Support Strategies (E.3, A.7, F.9)

- Positive guidance strategies
- Specific guidance techniques and classroom management strategies for all children developing typically and atypically
- Integrate classroom management techniques bridging home and school
- Creating individualized positive guidance plans

Weeks 14-15-16 Self-Regulation & Social-Emotional Intelligence (A.11)

- Fostering motivation in children
- Strategies to promote competence in children and to develop self-regulation
- Self regulation and temperament

COURSE TITLE: Assessment of Children and Evaluation of Programs

(3 credit hours)

COURSE DESCRIPTION:

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. The course addresses the development and use of formative and summative assessment and evaluation instruments to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals and families in the process.

SUGGESTED TEXTS:

Cohen, L., & Spenciner, L. (2010). *Assessment of children and youth with special needs* (4th ed.). Boston, MA: Allyn & Bacon.

Ensher, G. L., Bobish, T., Garner, E., & Reison, C. (2007). *Partners in play: Assessing infants and toddlers in natural contexts*. Clifton Park, NY: Delmar Cengage Learning.

Gronlund, G., & Engel, B. (2007). *Focused PortfoliosTM: A complete assessment for the young child*. St. Paul, MN: Red Leaf Press.

Harms, T., Cryer, D., & Clifford, R. M. (2006). *Infant/toddler environment rating scale (ITERS–R)*. New York, NY: Teachers College Press.

Harms, T., Cryer, D., & Clifford, R. M. (1998). *Early Childhood Environment Rating Scale - Revised Edition*. New York, N.Y. Teachers College Press.

Harms, T., Cryer, D., & Clifford, R.M. (2007). *Family Child Care Environment Rating Scale - Revised Edition*. New York, N.Y. Teachers College Press.

Harms, T., Jacobs, E.V., & White, D.R. (1995) *School-Age Care Environment Rating Scale*. New York, N.Y. Teachers College Press.

McAfee, O., & Leong, D. J. (2010). *Assessing and guiding young children's development and learning* (3th ed.). Boston, MA: Allyn & Bacon.

McAfee, O., & Leong, D. J. (2004). *Basics of assessment: A primer for early childhood educators*. Washington, D.C.: NAEYC.

Mindes, G. (2010). *Assessing young children* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Wortham, S. (2008). *Assessment in early childhood education* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Puckett, M. B., & Black, J. K. (2010). *Meaningful assessments of the young child: Celebrating development and learning* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate ability to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making. F.1

Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. F.2

Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual family service plans (IFSP) and individual education plans (IEP). F.3

Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes. F.4

Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child. F.5

Articulate an understanding of the distinctions and definitions of assessment concepts (e.g., screening, diagnostic assessment, standardized, testing, accountability assessment). F.6

Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams. F.7

Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families. F.8

Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development and/or intervention planning. F.9

Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. F.10

Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. F.11

Use both self and collaborative evaluations as part of ongoing program evaluations. F.12

ASSIGNMENT IDEAS:

Go to the website www.newmexicokids.org and find licensing regulations that govern programs. Select 5-8 regulations and write a reflection about how the regulations will make a difference in quality programming.

Read and critique the following NAEYC position paper (found at www.naeyc.org): Early Childhood Curriculum, Assessment, and Program Evaluation and Supplement on Screening and Assessment of Young English-Language Learners.

Review assessment tools for infant/toddlers, preschoolers and school age and critique whether or not they are developmentally and culturally appropriate.

Review at least two assessment instruments to determine the appropriateness for a given linguistic and/or cultural background.

Interview - Learn about roles and participation in the multidisciplinary evaluation team by interviewing a teacher whose classroom serves children who are developing typically and atypically.

Practice using the ITERS-R and ECERS-R in classrooms to assess the quality of these environments.

Develop a family friendly brochure that describes the IFSP and IEP process.

Interview two early childhood teachers in two separate settings. (One Pre-K teacher and one K-3rd grade teacher.) What assessment tools or means they use for assessment. How often do they use them? How do they evaluate their program, curriculum, children and themselves? How do they incorporate families?

Ecological Inventory – (a) Choose a commercially available inventory, an inventory published in a journal, or an inventory developed on your own. The assessment should focus on the environment, the organization of daily schedule, and the social features (staffing, beliefs, and expectations) of a child's environment. (b) Practice using the inventory in an early childhood setting. (c) Choose a child, use the inventory, and write about the child's daily experiences in this setting.

View video or CD vignettes of children in early childhood settings. Focusing on one child, write a detailed running record observation. Analyze your observations and assess the child's skills in the following areas: fine/gross motor, social/emotional, cognitive/language.

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1 & 2 Quality Programming (F.11, F.12, F.10)

- National and state mandates: Licensing Regulations, Accreditation Standards (NAC, NAEYC, Head Start Performance Standards)
- Program Evaluation & Review, Family Surveys, Staff Evaluations

Weeks 3 & 4 Defining Assessment (F.7, F.6)

- Purposes of assessment
- Definitions of terminology
- Developmentally appropriateness in assessment of children
- Defining the role and purpose of program evaluation

Week 5 Legal & Ethical Issues (F.8, F.2)

- Legal issues
- National & State mandates
- Confidentiality
- Record Keeping Procedures

Weeks 6 IFSPs & IEPs (F.3, F.7)

- Referrals
- Multidisciplinary teams
- Procedures for IFSPs & IEPs

Weeks 7 & 8 Culturally Responsive Assessment (F.4, F.1)

- Influence of cultural and linguistic difference on learning and assessment outcomes
- Choosing tools that culturally and linguistically appropriate

Weeks 9-10-11 Assessment Tools (F.6, F.7, F.9)

- Infant/Toddler (e.g. Ounce, Ages & Stages Questionnaires, Brigance)

- Preschool (e.g. First Step, DECA, Brigance, Focused Portfolio)
- Infant-Toddler Environmental Rating Scale (ITERS)
- Early Childhood Environmental Rating Scale (ECERS)
- School-Age Care Environmental Rating Scale (SACERS)
- Observing & Recording
- Standardized Tests

Weeks 12 & 13 Assessment & Curriculum (F.9, F.10, F.1)

- Assessment planning and instruments
- Curriculum based assessments
- Head Start measurable outcomes
- Developmentally Appropriate Curriculum

Weeks 14 & 15 Including Families (F.5, F.8)

- Families and assessment
- Families as team leaders
- Parent rights
- Screening and Child Find

Week 16

COURSE TITLE: Professionalism
(2 credit hours)

COURSE DESCRIPTION:

This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined.

SUGGESTED TEXTS:

Baptiste, N., & Reyes, L. (2008). *Ethics in early care and education* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Follari, M. L. (2010). *Foundation and best practices in early childhood education: History, theories, and approaches to learning* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Gordon, A. M., & Browne, K. W. (2011). *Beginnings and beyond: Foundations in early childhood education* (8th ed.). Clifton Park, NY: Delmar Cengage Learning.

Morrison, G. (2010). *Fundamentals of early childhood education* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.4

Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11

Use both self and collaborative evaluations as part of ongoing program evaluations. F.12

Demonstrate ability to adhere to early childhood professional codes of ethical conduct and issues of confidentiality. G.1

Demonstrate awareness of federal, state, and local regulations, and public policies regarding programs and services for children birth through eight years of age. G.2

Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. G.3

Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. G.4

Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. G.5

Demonstrate knowledge in technology resources to engage in ongoing professional development. G.7

ASSIGNMENT IDEAS:

Write a personal philosophy of early childhood education. In your philosophy include (1) your beliefs about how young children learn, (2) your commitment to working with culturally and linguistically diverse populations, (3) examples of education/ care experiences with young children, (4) a statement of professional ethics, and (5) professional advocacy goals.

Research a current early childhood issue. Read a minimum of three professional journal articles or newspaper articles that discuss the issue in depth. Present your findings to the entire class.

Shadow and interview an early childhood professional. Develop questions to learn what he or she does and believes. Write a reaction paper that reports the educational preparation, major responsibilities, special demands, and the personal and professional rewards of the work.

Choose an individual who has influenced the field of early childhood. Learn about this person. Share what you know through a presentation demonstrating to your peers that you understand the major contributions of this individual.

Attend an early childhood professional organization meeting or a community early childhood activity and report back to the class what you learned.

Write a paper that compares and contrasts three major curriculum models for early childhood education.

Visit an early childhood care and / or education agency. Learn what agency professionals provide for children and families. Gather any brochures or other information to be shared with the class. Present findings.

Identify and access ten (10) Early Childhood websites. Describe what is available to you on that each website and how you would use this information as a professional.

Write a letter of advocacy to a public official requesting assistance in addressing a current issue in early childhood education. Provide data that supports your issue.

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Week 1-2 Introduction to the Profession (G.1)

- Principles that guide the profession
- Review of code of Ethical Conduct

Week 3-4 Foundations of Early Childhood Education (G.3)

- History of child development and early education
- Public policies affecting children, families, and programs for young children
- New Mexico Early Learning Guidelines

Week 5-6 Introduction to Program Models (G.4, F.12)

- Current issues and challenges
- Early childhood inclusive settings (i.e., Montessori, Head Start, Reggio Emilia, High Scope)
- Administration of programs to include supervision and evaluation
- Diversity of career opportunities

Week 7-8-9 Role of Professionals (G.1, G.4, F.12)

- Professional ethics
- Ongoing professional development
- Knowledge of professional organizations and journals
- Reflective practice and personal philosophy
- Self evaluation
- Leadership and advocacy

Week 10-11 Safeguards for Protecting Children (B.4, C.11, G.2)

- Federal, state and local regulations
- Program policies
- Processes and procedures

Week 12-13-14 Valuing Diversity (G.1, G.3)

- Current issues and challenges in ECE (i.e., DAP)
- Multiculturalism/Anti-bias education in diverse society
- Cultural and linguistic responsiveness
- Issues of confidentiality
- Family involvement and community outreach

Week 15-16 Resources for Professional Development (G.7)

- Resources available to assist in professional growth
- Professional Organizations
- Technology
- Leadership and Advocacy

COURSE TITLE: Introduction to Language, Literacy, and Reading
(3 credit hours)

COURSE DESCRIPTION:

This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. . This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented.

SUGGESTED TEXTS:

Beaty, J., & Pratt, L. (2007). *Early literacy in preschool and kindergarten: A multicultural perspective*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Christie, J., Enz, B., & Virkelich, C. (2004). *Teaching language and literacy: Preschool through the elementary grades*. Boston, MA: Allyn & Bacon.

Fields, J. V., & Spangler, K. L. (2000). *Let's begin reading right: A developmental approach to emergent literacy* (4th ed). Upper Saddle River, NJ: Prentice Hall.

McGee, L., & Richgels, D. (2007). *Literacy's beginnings: Supporting young readers and writers* (5th Ed.). Boston, MA: Allyn & Bacon.

Miller, W. (2000). *Strategies for developing emergent literacy*. Boston, MA: McGraw Hill.

Morrow, L. (2001). *Literacy development in the early years* (4th ed.). Boston, MA: Allyn & Bacon.

Neuman, S. B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: NAEYC.

Owocki, G. (2001). *Make way for literacy! Teaching the way young children learn*. Portsmouth, NH: Heinemann.

Owocki, G., & Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development*. Portsmouth, NH: Heinemann.

Rosenkoetter, S., & Knapp-Philo, J. (2006). *Learning to read the world: Language and literacy in the first three years*. Washington, D.C.: Zero to Three Press.

Tompkins, G. E. (2007). *Literacy for the 21st century: Teaching reading and writing in the prekindergarten through grade 4*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7

Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8

Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9

Develop partnerships with family members to promote early literacy in the home. C.8

Establish partnerships with community members in promoting literacy. C.10

Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level. D.4

Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. D.7

Create and manage a literacy-rich environment that is responsive to each child's unique path of development. E.9

Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought. E.10

Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. E.11

ASSIGNMENT IDEAS:

Visit an early childhood classroom and observe children's literacy behaviors. Focus on the teacher-directed and child-initiated literacy experiences. Prepare a 3-5 page paper describing your observations.

Create a resource file of quality children's literature, poetry, finger plays, songs, and nursery rhymes in English and other languages, with appropriate extension activities.

Create a book for an infant and family that you know.

Plan a literacy-rich classroom or family care environment for one of the following age groups: infants, toddlers, preschoolers, or school-age children.

Select and critique 12 appropriate books for infant, toddlers, preschool children and primary children.

In a small group, present a story re-enactment.

Choose a quality children's book. Develop a unit of study around the theme of the book, promoting learning in all domains.

Choose a quality children's book and create a literature prop box for literacy play. Engage in a dialogic reading experience (Neuman, 2002) with a small group of children.

Set up a rich writing center for a preschool classroom.

Study samples of children's writing and classify according to form or sequence.

Create a "Literacy Suitcase" by collecting literacy items such as books, puppets, flannel board stories, print materials of a selected theme and adding them to a suitcase. Present the suitcase to the class.

Select an event in your life that you would want to write about and share with children. Write and illustrate a “Big Book” about this event. Keep in mind the purpose and the audience.

Read NAEYC Early Childhood Program Standards that guide curricular decisions in literacy.

Write a paper on your findings, using the experience in your placement. Focus on observation, record notes, classroom environment and practices that promote early literacy development.

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1 Introduction (A.7, A.8)

- Foundation of literacy
Continuum of literacy skills
- Influence of culture and home factors

Weeks 2-3 Language Development (A.7, A.9, D.4, E.10)

- Verbal communication
- Non-verbal communication
- Alternate means of communication
- Interactions to facilitate communication and dialogue

Weeks 4-5 Creating Literacy Rich Environments (E.9)

- Verbal communication
- Non-verbal communication
- Alternate means of communication
- Interactions to facilitate communication and dialogue

Weeks 6-7 Literacy Materials (D.4, D.7)

- Anti-bias materials
- Materials for infants and toddlers
- Materials for preschoolers
- Materials for School Age
- Overview of commercial literacy programs
- Overview of quality, award winning literature (Caldecott, Newberry, etc.)

Weeks 8-9 Instructional Strategies for Infants and Toddlers (D.4, E.11)

- Promoting emergent literacy in infants and toddlers
- Creating a rich literacy environment for infants and toddlers
- Strategies and materials for pre-reading and pre-writing
- Play experiences that promote emergent literacy
- Quality books for infants and toddlers

Week 10-11-12 Instructional Strategies for Preschoolers (D.4, E.11)

- Promoting pre-reading and writing during preschool
- Alphabet knowledge and phonemic awareness
- Vocabulary development
- Print Awareness
- Sequence of Writing
- Interactive reading (reading aloud, dialogic reading)
- Interactive writing (dictation, collaborative writing)
- Storytelling
- Rhyming and word games

Weeks 13-14 Instructional Strategies for Pre-K to Grade 3 (D.4, E.11)

- Becoming a reader and writer
- Comprehension
- Vocabulary building, fluency, spelling
- Supporting independent writers

Week 15 Literacy Partnerships (A.8, C.8, C.10)

- Family partnerships
- Community partnerships
- Home factors that influence literacy development

COURSE TITLE: Curriculum Development through Play
Birth through Age 4 (PreK) (3 credits)

COURSE DESCRIPTION:

The beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized.

SUGGESTED TEXTS:

Fromberg, D. P., & Bergen, D. (2006). *Play from birth to twelve: Contexts, perspectives, and meanings*. New York, NY: Routledge.

Gonzalez-Mena, J., & Widmeyer Eyer, D. (2009). *Infants, toddlers, and caregivers*. New York, NY: McGraw-Hill.

Greenman, J., Stonehouse, A., & Schweikert, G. (2008). *Prime times: A handbook for excellence in infant and toddler programs* (2nd ed.). St. Paul, MN: Red Leaf Press.

Kostelnik, M., Soderman, A., & Whiren, A. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Lally, R. J., Griffin, A., & Fenichel, E. (2003). *Caring for infants and toddlers in groups: Developmentally appropriate practice*. Washington D.C.: Zero to Three.

Paley, V. G. (1990). *Molly is three*. Chicago, IL: University of Chicago Press.

Paley, V. G. (1992). *You can't say you can't play*. Boston, MA: Harvard University Press.

Paley, V. G. (2004). *A child's work: The importance of fantasy play*. Chicago, IL: University of Chicago Press.

Van Hoorn, J. M., Nourot, P. M., Scales, B. R., & Alward, K. R. (2007). *Play at the center of the curriculum* (4th ed.). Merrill Press.

Watson, L., & Swim, T. J. (2011). *Infants and toddlers: Curriculum and teaching* (7th ed.). Belmont, CA: Wadsworth.

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Use appropriate guidance to support the development of self-regulatory capacities in young children.
A.11

Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth to four (0-4) years of age. D.1

Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. D.2

Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6

Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.1

Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5

Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. E.11

Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. E.9

ASSIGNMENT IDEAS:

Design a learning activity for each of the following content areas: literacy, numeracy, the arts, social studies, health/wellness, and science for a group of infants, toddlers, or 3-4 year olds. These activities must be linguistically and culturally appropriate.

Plan ideal daily schedule that includes appropriate curriculum content for an infant, toddler or preschool classroom.

In a small group, prepare a presentation focusing attention on a play topic. Begin presentation with a 20-minute overview of the key points about your topic. Next have the class experience selected activities in a lively and playful fashion. Lead a discussion about the benefits of your particular curricular activity. Include handouts with references and any other practical resources for future teaching.

Write a letter to families communicating your educational philosophy about play and how it is used in your early childhood classroom.

Write a 2-page response to the book, "*A child's work: The importance of fantasy play*". This must include a one-page summary of the book, followed by an additional page of your reactions to the ideas found in the story. What did you learn from the book? How might you use the information in your future work with children and families?

Write a 2-page response to the book, "*You can't say you can't play*". This must include a one-page summary of the book, followed by an additional page of your reactions to the ideas found in the story. What did you learn from the book? What does the book tell you about listening to children's feelings and experiences? How might you use the information in your future work?

Create a PowerPoint presentation about your child study research (see practicum assignment) and what you learned about the particular child. You will use your observations to connect the play issues and curriculum concepts we have studied and the play you observed your particular child engaged in. Give 5 – 8 minute presentation about your research.

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1-2 Review of Development of Birth to Four-Year Olds (D.1, D.2)

- Review of how young children learn and develop
- Review of Developmentally Appropriate Practices (Birth-4)
- Defining play and types of play (i.e. socio-dramatic, constructive play, rough & tumble play)
- Defining curriculum
- Sensorimotor development and play

Weeks 3-4-5 Curriculum Models (E.1, E.2, E.5, E.8, D.2)

- Responsive care giving as curriculum
- Re-defining curriculum for infants and toddlers
- Individualizing curriculum
- Introduction and overview of various curriculum models
- The role of creative play

Weeks 6-7 Environments (E.1, E.6, E.7)

- Developmentally appropriate materials and equipment for indoor and outdoor environments
- The importance of the physical setting, scheduling, and routines
- Creating environments that encourage and support play
- The role of the adult in the environment and adult facilitation of play

Weeks 8-9 Creating Inclusive Environments (D.6, E.1, E.4, E.5, A.11)

- Creating environments that provide opportunities for children to construct their own knowledge
- Appreciating the uniqueness and creativity of each child
- Making appropriate adaptations and modifications
- Supporting self regulation
- Collaborating with families and other team members

Weeks 10-11-12 Curriculum Planning (E.6, E.11, D.5)

- Writing appropriate lesson plans that facilitate the development of the whole child
- Planning appropriate schedules and transitions
- Planning to meet the needs of all children including those with diverse abilities
- Allowing time for self selected activities (indoors and outdoors)
- Appropriate instructional strategies for literacy development
- Planning an integrated curriculum that reflects language, home experiences, and cultural values
- Planning culturally and linguistically appropriate environments

Weeks 13-14 Curriculum Implementation (E.11, D.7)

- Play as a medium for language and literacy development
- Play and math, science, & technology
- Differentiated instructional strategies
- Implementation of activities that facilitate the development of the whole child
- Implementation of activities that cover the following domains: physical/motor, social/emotional, language/cognitive, adaptive/living skills.
- Using anti-bias materials and literature

Week 15-16 Assessment (D.5, D.6, F.9)

- Play as a tool for assessment
- Observing and assessing the play of infants and toddlers
- Planning curriculum based on documentation of children's interests and activities
- The role of assessment in curriculum development and implementation
- Adapting content to meet requirements of IFSPs and IEPs
- The role of the family in the assessment process

**COURSE TITLE: Practicum for Curriculum Development through Play –
Birth through Age 4 (PreK) (2 credits)**

COURSE DESCRIPTION:

The beginning practicum course is a co-requisite with the course Curriculum Development through Play – Birth through Age 4. The field based component of this course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5

Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5

Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.7

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5

Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

ASSIGNMENT IDEAS: *(each assignment and activity should address curriculum modification/adaptations for children with diverse abilities)*

Students must complete the assigned number of hours in an approved setting.*

Case Study: Select a young child to observe multiple times over the course of the semester. Use a variety of methods to record your observations. As a final project, use the information from these observational notes, classroom discussions and the textbook, to provide a complete case study presentation. Describe their ability in three developmental areas and what that means for curriculum development for this child.

Activity Analysis: Observe a curriculum activity being conducted by a teacher that has been planned for a child or group of children at your site. Take detailed notes; analyze and discuss this activity in the context of the readings. Elements to consider:

- Describe the activity. Who was present, what were the materials, what were the written objectives?
- Describe the implementation. What happened?
- Analyze the activity from the perspective of each of the participants: e.g., the teacher, the parent, the child.
- Analyze the activity from the perspective of the readings and class discussion.
- Analyze whether diversity is woven into the curriculum
- Reflect on the activity and what you have learned.

Reflection Journal: Keep weekly observational entries in a journal. Examples:

- Look for, record and discuss specific evidence of what the teachers do during care giving routines (feeding, diapering, toileting, etc.) that demonstrate warm, responsive, nurturing behaviors of care/educators.
- Look for, record, and discuss specific evidence of what the teachers do during care giving routines. Reflect upon what you do that demonstrates warm, responsive, nurturing behavior toward the children in the program.
- Look for, record, and discuss specific evidence of a safe, healthy, and developmentally appropriate environment. Reflect upon how you have supported a healthy, environment for the children in the program.
- Look for, record, and discuss specific evidence that demonstrates how the teachers support the physical and intellectual competence, and positive social and emotional development of the children. How have you observed the teachers providing positive guidance for all children, and establishing productive relationships with families? Reflect upon the skills you think you need to further develop in any of these areas?

Written Lesson Plans: Prepare written lesson plans to include goals and objectives for each activity. Written plans should be inclusive in the planning strategies to meet the varying needs of the children, include anti-bias materials, and provide experiences to cover all content areas.

Implement Developmentally Appropriate Activities and Lessons: For example, prepare a song to include movement activities, read and act out a story, teach song and finger play, lead a circle time, create a block play activity, facilitate a science experiment, conduct a math or cooking activity, create sensory play opportunities.

Design a complete unit plan to be implemented within an inclusive classroom setting. Include field trip(s) ideas, methods for parent involvement in curriculum and individual student modifications, and a curriculum assessment plan.

Create a Practicum Portfolio: Throughout the semester, collect artifacts and documents to assemble into a portfolio. This portfolio should reflect your understanding of the course competencies for Developmentally Appropriate Practices and Learning Environment and Curriculum Implementation.

** **Note:** Licensure requirements in Early Childhood Education Birth to Pre-K (6.61.11.8) state that candidates must earn a minimum of at least one hundred and thirty five (135) contact hours of practicum experience at a developmental stage(s) other than the stage selected for student teaching. There are two 2 credit practicum courses at the AA level, and one 2 credit practicum in each track at the BA level.*

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out of class experiences.

COURSE TITLE: Curriculum Development and Implementation -
Age 3 (PreK) through Grade 3 (3 credits)

COURSE DESCRIPTION:

The curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEP's is included.

SUGGESTED TEXTS:

Cook, R., Klein, D, & Tessier, A. (2007). *Adapting early childhood curricula for children with special needs* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Eliason, C., & Jenkins, L. (2008). *A practical guide to early childhood curriculum*. Columbus, OH: Merrill-Prentice Hall.

Harlan, J., & Rivkin, J. (2007). *Science experiences for the early childhood years: An integrated approach* (9th ed.). Columbus, OH: Merrill.

Hendrick, J., & Weissman, P. (2010). *Total learning: Developmental curriculum for the young child* (8th ed.). Upper Saddle River, NJ: Pearson-Merrill Prentice Hall.

Helm, J. H., & Helm, A. (2006). *Building support for your school: How to use children's work to show learning* (7th ed.). New York, NY: Teachers College Press.

Kostelnik, M., Soderman, A., & Whiren, A. (2010). *Developmentally appropriate curriculum: Best practices in early childhood education* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

LaRocque, M., & Darling, S. M. (2008). *Blended curriculum in the inclusive K-3 classroom: Teaching all young children*. Boston, MA: Pearson Education.

Paley, V. G. (2001). *In Mrs. Tully's room*. Cambridge, MA: Harvard University Press.

Seefeldt, C. (2009). *Social studies for the preschool/primary child* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Mathematics* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Science* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Social studies* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Turner, P. et al. (1999). *Best practices: Essential elements of quality in programs serving children birth through age eight*. Santa Fe, NM: Office of Child Development (CYFD).

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COURSE COMPETENCIES AND OBJECTIVES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Use appropriate guidance to support the development of self-regulatory capacities in young children.
A.11

Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
D.2

Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with early and later understandings within and across areas. D.3

Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level. D.4

Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6

Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.1

Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5

Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.12

Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9

ASSIGNMENT IDEAS:

Critique a current emergent literacy (reading/writing) commercial program in terms of its developmental appropriateness. Make suggestions for modifications to use with children with special needs.

Develop a rationale for designing environments that enhance children's construction of their own knowledge.

Analyze current research and practices related to developmentally appropriate integrated curriculum and share your findings with the class.

Write a paper on how a teacher can use the physical setting, daily routines, the daily schedule, and transitions to promote the development of preschool and K-3rd grade children.

Select and critique at least one computer software program designed for young children. Describe the types of learning derived from using the software.

Develop lesson plans using NM Standards and Benchmarks for K-3rd grade.

Provide a one page rationale and at least three of your own examples of integrating science into other areas of the curriculum.

Design a complete unit plan to be implemented within an inclusive classroom setting. Include field trip ideas, methods for parent involvement in curriculum, individual student modifications, and a curriculum assessment plan.

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out of class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1-2 Review of Development of Children Age 3–Grade 3 (D.2)

- Review of how young children learn and develop
- Review of Developmentally Appropriate Practices (Age 3- Grade 3)
- Defining curriculum

Weeks 3-4-5 Curriculum Models (D.2, E.1, E.2, E.5, E.8)

- Defining curriculum for preschool and school age children
- Introduction and overview of various curriculum models
- Individualizing curriculum
- The role of creative play
- Methods to include small group projects, large group instruction,
- Cooperative learning and inquiry experiences

Weeks 6-7 Environments (E.1, E.6, E.7)

- Developmentally appropriate materials and equipment for indoor and outdoor environments
- The importance of the physical setting, scheduling, and routines
- Creating environments that encourage and support play
- The role of the adult in the environment and in facilitating learning

Weeks 8-9 Creating Inclusive Environments (A.11, D.6, E.1, E.4, E.5)

- Creating environments that provide opportunities for children to construct their own knowledge
- Appreciating the uniqueness and creativity of each child
- Making appropriate adaptations and modifications
- Collaborating with families and other team members

Week 10-11 Assessment (D.5, D.6, F.9)

- Introduction to NM Early Learning Outcomes and NM Standards and Benchmarks
- The role of assessment in curriculum development and intervention planning
- Play as a tool for assessment
- Observing and assessing
- Planning curriculum based on documentation of children's interests and activities
- Adapting content to meet requirements of IFSPs and IEPs
- The role of the family in the assessment process

Weeks 12-13-14 Curriculum Planning (D.5, E.6, E.7, E.12)

- Appropriate instructional strategies for curriculum development
- Writing appropriate lesson plans that facilitate the development of the whole child
- Planning appropriate schedules and transitions
- Planning to meet the needs of all children including those with diverse abilities
- Allowing time for self selected activities (indoors and outdoors)
- Planning an integrated curriculum that reflects language, home experiences, and cultural values
- Planning culturally and linguistically appropriate curriculum
- Developmentally appropriate uses of technology

Weeks 15-16 Curriculum Implementation (D.7, E.2, E.4)

- Play as a medium for language and literacy development
- Differentiated instructional strategies
- Implementation of activities that facilitate the development of the whole child
- Implementation of activities that cover the following domains: physical/motor, social/emotional, language/cognitive, adaptive/living skills.
- Using anti-bias materials and literature

COURSE TITLE:**Curriculum Development and Implementation Practicum-
Age 3 (PreK) through Grade 3 (2 credits)****COURSE DESCRIPTION:**

The beginning practicum course is a co-requisite with the course Curriculum Development and Implementation: Age 3 through Grade 3. The field based component of this course will provide experiences that address developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included.

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5

Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5

Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.7

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5

Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

ASSIGNMENT IDEAS: *(each assignment and activity should address curriculum modification/adaptations for children with diverse abilities)*

Students must complete the assigned number of hours in an approved setting.*

Case Study: Select a young child to observe multiple times over the course of the semester. Use a variety of methods to record your observations. As a final project, use the information from these observational notes, classroom discussions and the textbook, to provide a complete case study presentation. Describe their ability in three developmental areas and what that means for curriculum development for this child.

Activity Analysis: Observe a curriculum activity being conducted by a teacher that has been planned for a child or group of children at your site. Take detailed notes; analyze and discuss this activity in the context of the readings. Elements to consider:

- Describe the activity. Who was present, what were the materials, what were the written objectives?
- Describe the implementation. What happened?
- Analyze the activity from the perspective of each of the participants (e.g., the teacher, the parent, the child)
- Analyze the activity from the perspective of the readings and class discussion
- Analyze whether diversity is woven into the curriculum
- Reflect on the activity and what you have learned

Reflection Journal: Keep weekly observational entries in a journal. Examples:

- Look for, record and discuss specific evidence of what the teachers do during care giving routines (feeding, diapering, toileting, etc.) that demonstrate warm, responsive, nurturing behaviors of care/educators.
- Look for, record, and discuss specific evidence of what the teachers do during care giving routines. Reflect upon what you do that demonstrates warm, responsive, nurturing behavior toward the children in the program.

- Look for, record, and discuss specific evidence of a safe, healthy, and developmentally appropriate environment. Reflect upon how you have supported a healthy environment for the children in the program.
- Look for, record, and discuss specific evidence that demonstrates how the teachers support the physical and intellectual competence, and positive social and emotional development of the children. How have you observed the teachers providing positive guidance for all children, and establishing productive relationships with families? Reflect upon the skills you think you need to further develop in any of these areas?

Written Lesson Plans: Prepare written lesson plans to include goals and objectives for each activity. Written plans should be inclusive in the planning strategies to meet the varying needs of the children, include anti-bias materials, and provide experiences to cover all content areas.

Implement Developmentally Appropriate Activities and Lessons: For example, prepare a song to include movement activities, read and act out a story, teach song and finger play, lead a circle time, create a block play activity, facilitate a science experiment, conduct a math or cooking activity, create sensory play opportunities.

Design a complete unit plan to be implemented within an inclusive classroom setting. Include field trip(s) ideas, methods for parent involvement in curriculum and individual student modifications, and a curriculum assessment plan.

Create a Practicum Portfolio: Throughout the semester, collect artifacts and documents to assemble into a portfolio. This portfolio should reflect your understanding of the course competencies for Developmentally Appropriate Practices and Learning Environment and Curriculum Implementation.

*** Note:** *Licensure requirements in Early Childhood Education Birth to Pre-K (6.61.11.8) state that candidates must earn a minimum of at least one hundred and thirty five (135) contact hours of practicum experience at a developmental stage(s) other than the stage selected for student teaching. There are two 2 credit practicum courses at the AA level, and one 2 credit practicum in each track at the BA level.*

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out of class experiences.

COURSE TITLE: **Research in Child Growth, Development, and Learning**

(3 credit hours)

PREREQUISITE: Child Growth, Development, and Learning

COURSE DESCRIPTION:

This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in child growth, development, and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive-learning, language-cultural, and methodological aspects of research in early childhood development and education. This course focuses on preparing early childhood professionals to use empirically-based research to inform their teaching of young children as well as preparing teachers to be researchers in their own classrooms.

SUGGESTED TEXTS:

Essa, E. L., & Burnham, M. M. (Ed.). (2009). *Informing our practice. Useful research on young children's development*. Washington, D.C.: National Association for the Education of Young Children (NAEYC).

Groak, C. J., Mehaffie, K., McCall, R., & Greenberg, M. (2007). *Evidence-based practices and programs for early childhood care and education*. Thousand Oaks, CA: Corwin Press.

Hirsh-Pasek, K., Golinkoff, R., Berk, L., & Singer, D. (2008). *A mandate for playful learning in preschool: Presenting the evidence*. New York, NY: Oxford University Press.

Paciorek, K. M., & Munro, J. H. (Eds.). (2010). *Annual editions: Early childhood education: 2009/2010*. New York, NY: McGraw-Hill.

Meier, D. R., & Henderson, B. (2007). *Learning from young children in the classroom: The art and science of research*. New York, NY: Teachers College Press.

Paley, V. G. – Anything by this teacher researcher.

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SUGGESTED WEBSITE:

Research Connections. <http://www.researchconnections.org>

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1

Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child. A.2

Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities. A.3

Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4

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 best understood in the contexts of family, culture, and society. A.6

Articulate an understanding of the distinctions and definitions of assessment concepts (*e.g., authentic, screening, diagnostic assessment, standardized, testing, accountability, assessment*). F.6

Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams. F.7

Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. G.3

Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. G.4

Demonstrate understanding of the early childhood profession, its multiple, historical, philosophical and social foundations, and how these foundations influence current thought and practice. G.5

Demonstrate knowledge in technology resources to engage in ongoing professional development G.7

Articulate and apply coherent theoretical knowledge and understanding of young children's characteristics and needs as encompassing multiple, interrelated areas of children's development and learning - including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning processes, and motivation to learn. H.6

Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. H.7

Demonstrate conceptual knowledge of the principles and standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum-decision making. I.15

ASSIGNMENTS IDEAS:

Current Research Assignment: Read and evaluate current research throughout the semester relevant to a developmental domain of interest by monitoring major professional resources in child development. These will relate to your "teacher as researcher" project. Find a minimum of 15 references including 10 peer-reviewed professional journal articles on any topic of interest that are related to children's growth, development, & learning in the first eight years of life.

What is a Professional Resource?

Professional Examples	NON-Professional Examples
- Peer-reviewed publications	- Wikipedia
- Scholarly research	- <i>People</i> magazine
- Empirical journal articles	- www.adhdinfo.com
- Journals such as: <i>Child Development</i> , <i>Developmental Psychology</i> , <i>Early Education and Development</i> , <i>Early Childhood Research Quarterly</i> , <i>Young Exceptional Children</i> , etc.	- <i>The local</i> newspaper

Teacher-as-Researcher Project. To fully understand the ideas of child growth, development, and learning, it is essential to participate as a teacher researcher. The partnered assignment will cover the entire semester with 3 separate grades:

- a) A research proposal, prepared by you and your partner (if applicable), including your research topic, question, and methodology will be submitted jointly, prior to the start of the research project. Include this paper as Chapter One.
- b) Individually, you and your research partner (if applicable) will write a research report outlining what your research question was, what informed your research, and what your data and findings were. This part of the research project may not be completed jointly. Although the data is shared, the report is individual. This report is Chapter Two.
- c) Using whatever format will convey your research process and findings most effectively, share a 10 minute presentation on your research with you colleagues.

Maintain a “write-out-loud” journal that documents questions, comments, and summaries of current empirical research covered in course readings. Questions to guide your journal responses are:

- Describe the ideas you brought to this class about early childhood research?
- Describe any experiences that you have had in conducting research or being part of a research study. Describe your interest in conducting research.
- Describe why you think it is important that teachers conduct research in their own classroom and not wait for a “researcher” from a university or agency to come in and do research?
- Discuss how you feel about having a partner who will work with you to conduct research?
- Describe events you have observed and experiences you are having that connect you to educational theorists. What do you believe the connection is, and how does it support and/or contradict the concepts proposed within those theories?
- As you examine more closely, and conduct research with, young children, what feelings and emotions arise in you? How are those emotions impacting your work?

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Week 1 Issues and trends within early childhood (A.1, G.3)

- Meta-theory in child development
- History and debates in child development

Week 2 Research methods and professional contributions (G.3, G.4)

- Introduction to applied developmental science
- Research methodologies for studying children

Week 3-4 Relationship with context and diversity (A.2, A.4, A.6, F.7)

- Contextual factors in development
- Assessment of young children with linguistic, cultural, and ability diversity

Week 5-6 Early development (H.6, H.7, I.15)

- Physical and motor development in infancy and toddlerhood
- Perceptual and cognitive development in infancy and toddlerhood

Week 7 Socially responsive care and education (H.6, H.7, I.15)

- Social and affective development in infancy and toddlerhood

Week 8 Preliteracy and language development (H.6, H.7, I.15)

- Language development in infancy and toddlerhood

Week 9 Maturation of motor skills (H.6, H.7, I.15)

- Physical and motor development in the preschool years

Week 10 Language and learning (H.6, H.7, I.15)

- Language development, cognitive development, and learning in the preschool years

Week 11-12 Social/emotional development and social interactions (H.6, H.7, I.15)

- Social development in the preschool years
- Emotional development in the preschool years

Week 12 Physical skill refinement for learning (H.6, H.7, I.15)

- Physical and motor development in the early primary years

Week 13 Development for education (H.6, H.7, I.15)

- Cognitive development and learning in the early primary years

Week 14 Self-identity and motivation (H.6, H.7, I.15)

- Social development and academic self-concepts in the early primary years

Week 15 Holistic approach to child development (G.5, G.7)

- The ecology of the whole child
- The critical interactions within developmental domains

Week 16

COURSE TITLE: Family, Language, and Culture
(3 credit hours)

PREREQUISITE: Family and Community Collaboration

COURSE DESCRIPTION:

This course analyzes the interrelationships between family, language, and culture as connected to children's development and learning. In this course, language is understood as a human activity and higher mental process which build on the children's families, community, and cultural background. Language conceived as human activity must be examined through an understanding of dialogue, because dialogue is a way of promoting positive relationships between home, school, and community partnerships. In the course of these collaborative partnerships, a vision for a better world and well-being for young children will emerge and concretize in a culturally and linguistically responsive pedagogy.

SUGGESTED TEXTS:

Allen, J. (2007). *Creating welcoming schools: A practical guide to home-school partnerships with diverse families*. New York, NY: Teachers College Press.

Banks, J., & Banks, C. (2006). *Multicultural education: Issues and perspectives* (6th ed.). New York, NY: John Wiley.

Bordova, E., & Leong, D. (2006). *Tools of the mind: The Vygotskian approach to early childhood education* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Davis, C., & Yang, A. (2005). *Parents and teachers working together*. Turner Falls, MA: Northeast Foundation for Children.

Espinosa, L. M. (2010). *Getting it right for young children from diverse backgrounds: Applying research to improve practice*. Upper Saddle River, NJ: Prentice Hall.

Gonzalez, N., Moll, L. C., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

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COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

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 best understood in the contexts of family, culture, and society. A.6

Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7

Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8

Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4

Articulate understanding of the complexity and dynamics of family systems. C.5

Develop partnerships with family members to promote early literacy in the home. C.8

Involve families and community members in contributing to the learning environment. C.9

Establish partnerships with community members in promoting literacy. C.10

Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, native and English language instruction, and economic assistance. C.13

Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families. G.6

Demonstrate and facilitate conceptual understanding of family roles in the development of their infant and toddler, including support for family acquisition of knowledge concerning infant and toddler's growth, learning, and development and cultural and linguistic diversity represented within the home setting. H.1

Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. H.7

Demonstrate knowledge of second-language acquisition and bilingualism including the diversity of home language environments. I.12

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.13

ASSIGNMENT IDEAS:

Write a beginning or initial position paper on the connection between family, language, and culture.

Develop a cultural memoir such as poem, short story, song, photo essay, etc. Answer two fundamental questions about yourself: (a) Who am I as a cultural being? and (b) What are the influences in my life that have made me who I am?

Imagine you are the director or principal of a school. Write an “Open House Welcome Speech” that represents and honors the diversity of families, languages, and cultures in your context.

Choose one important topic in the lives of many families in your community. Design a written invitation to families to form a discussion group on the topic.

Attend a local school board meeting, a parent advisory meeting, or visit a local community agency that works with parents and/or schools. Discuss your reactions to the meeting or visit in a 2-3 page summary paper. Attach an agenda when discussing a meeting and an informational handout (e.g., brochures), if visiting an agency.

Elaborate a family oral project paper based on home visits and interviews with a family (interviewing some family members is desired) where they describe the family’s notions on education, schooling, and family-school relationships issues. The student will also need to express what they learned from this activity.

Using data from family interviews, analyze the family’s culture and use of language. Identify how language is a tool for making meaning of, and understanding, the world that surrounds the child and his/her family, as well a tool for intellectual development. Connections with the family and child’s literacy should be included.

Organize and participate in a panel regarding the interconnections among family, language, and culture. Include experiences from home visits, observations, and interviews with families from the community integrating elements from the theory reviewed in the class. This panel should give students elements upon which to reflect and, if it is necessary, modify the initial position paper in terms of misconceptions previously described.

Design and implement a multimedia, family-oriented education fair in a community location (e.g., library, community center, school or child development center)

Prepare an example of written guidelines for a school or agency that describes strategies for involving parents collaboratively in their child’s program.

Accompany a teacher or home visitor on a home visit, as permitted. Write a reflection paper about the experience, maintaining the confidentiality of the family.

Attend a parent conference (ex., IFSP, IEP, or Child Progress Conference). Write a reflection paper about the experience, maintaining confidentiality of the family.

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1-2 Diversity (G.6, H.7)

- Social, political, economic contexts of families
- Cultural, racial, and linguistic differences

Weeks 3-4 Relationship of language & culture (A.8, I.13)

- Culture and dialogue

Week 5 Language experiences of home (H.1, I.12)

- Funds of knowledge

Weeks 6-7-8-9 Language is universal (A.7, A.8)

- Families in diverse cultural contexts —role of language and culture
- Language as human activity
- Language as a tool for intellectual development
- Language as cultural product

Weeks 10-11 Role of the family in language (C.4, C.9, C.10)

- Family literacy
- Family and community roles in promoting children's literacy

Weeks 12-13 Collaboration with families (C.5, C.8, I.13)

- Family visits, observations, and interviews
- Family communication and conferences

Week 14 Family resources (C.13)

- Parent and community engagement

Week 15 Strength of language/culture (A.6)

- Family, language, and culture interconnections

Week 16

COURSE TITLE:**Young Children with Diverse Abilities****(3 credit hours)****PREREQUISITE:** Assessment of Children and Program Evaluation**COURSE DESCRIPTION:**

This course builds on the broad knowledge gained in previous coursework. It provides a specific focus on educational policies, programs, practices, and services appropriate for infants, toddlers, preschoolers, and early primary children who exhibit delays and disabilities. The course will provide a means toward a deeper understanding and sensitivity to the needs and feelings of children with diverse abilities and their families. The foundations include research-based decision-making, developmentally and individually appropriate practices, a holistic view of young children and their families, cultural sensitivity and competence, and activity-based interventions. Legal requirements of educating the child with disabilities or other special needs will be identified.

SUGGESTED TEXTS:

Allen, E., & Cowdery, G. (2008). *The exceptional child: Inclusion in early childhood education* (6th ed.). New York, NY: Thomas/Delmar Learning.

Cook, R., Klein, D., & Tessier, A. (2007). *Adapting early childhood curricula for children with special needs* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

DEC & NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division of Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill, NC: The University of North Carolina FPG Child Development Institute.

Gargiulo, R., & Kilgo, J. (2010). *An introduction to young children with special needs: Birth through age eight*. New York, NY: Cengage Learning.

Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczack, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Paul H. Brookes.

Gruenberg, A. M., & Miller, R. (2010). *A practical guide to early childhood inclusion*. Upper Saddle River, NJ: Pearson.

Hooper, S., & Umansky, W. (2009). *Young children with special needs* (5th ed.). Upper Saddle River, NJ: Merrill.

Rous, B., & Hallam, R. (2007). *Tools for transitions in early childhood*. Baltimore, MD: Paul H. Brookes.

Sandall, S., & Schwartz, I. (2008). *Building blocks for successful early childhood programs: Strategies for including all children*. Baltimore, MD: Paul H. Brookes.

Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. (2005). *DEC recommended practices: A comprehensive guide for practical application*. Missoula, MT: Division for Early Childhood (DEC).

Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L. (2007). *Families, professionals and exceptionality*. Upper Saddle River, NJ: Merrill/Pearson.

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RECOMMENDED WEBSITES:

Center for Response to Intervention in Early Childhood; www.crtiec.org

Division for Early Childhood of the Council for Exceptional Children; www.dec-sped.org

National Professional Development Center on Inclusion; www.npdci.org

National SpecialQuest Leadership Team on Inclusion; www.specialquest.org

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays or specific disabilities. A.3

Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4

Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9

Demonstrate understanding of the importance of families as the primary educator of their child. C.6

Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies. C.7

Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11

Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions, family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities), home language and ethnicity. C.12

Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6

Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.12

Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. F.2

Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for individual family service plans (IFSP) and individual education plans (IEP). F.3

Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families. F.8

Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. F.10

Apply theoretical knowledge of and ability to provide screening and assessment unique for infants and toddlers. H.2

Demonstrate ability to work collaboratively as an advocate with families and IFSP and IEP team members to provide developmentally supportive environment. H.3

Demonstrate content knowledge (e.g., art, music, movement, science, math, literacy, social studies, and technology) and familiarity with a wide variety of resources in academic disciplines and apply that knowledge in the development, implementation, and evaluation of curriculum. I.1

Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language, occupational therapy) when planning curriculum and teaching strategies for young children with diverse abilities. I.2

Demonstrate conceptual knowledge of the principles and standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum decision-making. I.15

Demonstrate the use of reflective practice. I.16

ASSIGNMENT IDEAS:

Students will compile a disability-related resource file that has practical application for young children with diverse abilities (birth through eight years), their families, and other professionals. Required sections and grading criteria will be distributed in class.

Take an activity and/or lesson plan (dependent on age of child) and analyze what type of skills is necessary to participate in the activity, and then, given a profile of a young child with diverse abilities analyze what skills they currently possess. Using these two analyses, determine what types of modifications and/or accommodations would be necessary in order to facilitate the participation of the child with diverse abilities in the activity.

During a family visit, videotape interactions between parent and infant; analyze types of interactions in regards to positive relationship-building, and communicative/social links between parent and child. Videotape may be shared through feedback and discussion with parent about positive interactions which increase/enhance parent/child relationships. (Signed parental permission for educational uses is required)

Develop resource list of low and high technology devices or techniques which could be of support to infants/toddlers and young children.

Develop a philosophy or vision statement on how to provide services to young children with diverse abilities.

Visit an inclusive classroom and observe for a total of at least 15 hours. The student will need to also meet and interview the director, principal, or program representative and ask questions about the type of services that are provided to children with diverse abilities. Students will observe the teacher during classroom instruction. In observing and interviewing the program personnel, provide the following information in your report:

- Research about the program type, curriculum, or teaching method
- History and philosophy of program
- Purpose of program; goals for the children
- Goals for family/care providers
- Funding of program
- Who owns or runs the center, school, or home?
- Upon what curriculum is the program based?
- How is the program funded? Parent fees, subsidies, state or federal funds?
- Qualification of teachers and aides, including education and experience
- Parent participation policies
- Ratios of teachers to children
- Environment - indoors and outdoors
- Resources for children (manipulatives, age appropriate activities, etc.)
- Supervision and staff support
- Fees (how much, by age of child?); sliding scale, subsidized, or parent fees?
- Type of records kept on children – developmental assessments?
- Does the program collaborate with other service providers?
- Organizational hierarchy – program management

Reflection

- Did the program follow the philosophy of the program type?
- Did the children seem to benefit from the experience?
- Would you feel good about placing your child in this program?

Organize a Family Resource Fair. Choose a topic related to families and young children with diverse abilities. Search for appropriate resources and bring them to class in the form of a poster presented in a way that would be useful for families. Create an annotated list of resources in a brochure format to be shared with families.

Create a lesson plan based on a case study/story of a child with disabilities or developmental delays. Develop modifications/accommodations for meaningful inclusion. These adaptations may include changes in the environment, modified outcomes, special intervention, different materials, and assistive technology. Students should specify assessment procedures and whether the child will be evaluated based

on a modified or standard outcome(s).

Design a lesson to utilize with a small group of children with and without diverse abilities using one of the teaching approaches discussed in class.

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Week 1 Diverse abilities (A.3, A.4, I.16 across all weeks)

- What is meant by “diverse abilities?”
- Identification of disabilities
- Person First Language

Week 2 Legal implications and responsibilities (C.11, F.3, I.15)

- Laws and legal issues
- History of disabilities and special education

Weeks 3-4 Inclusive Practices (A.4, F.2, F.10, H.3, I.1)

- Child development
- Inclusive practices
- Intervention planning
- Embedded intervention
- Evidence-based practices

Week 5-6 Early intervention (C.12, D.6, F.3, H.2)

- Family-centered philosophy and practice
- IFSP development
- Implementation of IFSPs
- Home visiting

Week 7 Coordination across settings (D.6, F.3, F.8, F.10)

- Transitions
- IEP development
- Implementation of IEPs

Weeks 8-9 Sensory issues and development (A.9, F.10)

- Sensory integration
- Communication
- Social/emotional skills

Week 10-11-12 High incidence populations (A.3, A.4, E.2, E.4)

- Cognition
- Speech and language
- Learning disabilities
- Autism

Week 13 Low incidence populations (A.3, A.4, E.2, E.4)

- Physical and motor disabilities
- Sensory impairments
- Multiple disabilities

Week 14 Family collaboration and partnerships (C.6, C.11, F.8, H.3)

- Family as primary leader
- Supporting family knowledge of procedural safeguards
- Ethical and legal responsibilities to the family

Week 15 Instruction, curricula, and environment (E.2, E.4, F.10, H.3)

- Effective teaching strategies
- Positive learning environments
- Activity-based curriculum

Week 16 Supplemental services and supports (E.12, F.10, H.3)

- Related services
- Service coordination
- Assistive technology

COURSE TITLE: Advanced Caregiving for Infants and Toddlers

(3 credit hours)

PREREQUISITES: Lower division courses in Professionalism; Child Growth, Development, and Learning; Health, Safety, & Nutrition; Family & Community Collaboration; Guiding Young Children; Assessment of Children & Evaluation of Programs; Introduction to Reading, Language, & Literacy; Curriculum Development through Play – Birth through Age 4 (PreK); and Integrated Curriculum – Age 3 (PreK) through Grade 3.

COURSE DESCRIPTION:

The advanced field-based course is intended to focus students in defining and implementing developmentally appropriate elements of quality programming for infants and toddlers in safe, healthy, responsive, and caring environments. The experiences in the approved setting will emphasize strong nurturing relationships, cultural competence, recognition of diverse learning needs and styles of every child, appropriate guidance techniques, and partnership with the families, cultures, and community represented. Students are assisted through the course in advancing their ability to observe, discuss, and implement elements of quality programming for infants and toddlers in the home, small-group, or whole-group care situations.

SUGGESTED TEXTS:

Gonzalez-Mena, J., & Eyer, D. W. (1997). *Infants, toddlers and caregivers* (4th ed.).

Mountain View, CA: Mayfield Publishing Company.

Gonzalez-Mena, J., & Eyer, D. W. (2006). *The caregiver's companion: Readings and*

professional resources [Student Edition] (7th ed.). New York, NY: McGraw-Hill.

Zero to Three. (2008). *Caring for infants and toddlers in groups: Developmentally*

appropriate practice. Washington, DC: Author.

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SUGGESTED MATERIALS:

Hammond, R. A. (2009). *Respecting babies: A new look at Magda Gerber's RIE*

Approach. Washington, DC: Zero to Three.

Lally, J. R. (2008). *Curriculum and lesson planning: A responsive approach*. WestEd.

Retrieved from www.pitc.org/cs/pitclib/download/pitc_res/

Rosenkoetter, S. E., & Knapp-Philo, J. (2006). *Learning to read the world: Language and literacy in the first three years*. Washington, DC: Zero to Three.

Videos

PITC video “Getting in Tune”

PITC Video, “In Our Hands”

PITC Video: “Essential Connections: Ten Keys to Culturally Sensitive Care”

PITC video, “Respectfully Yours”

RIE Video, “On their Own with our Help”

PITC video, “Together in Care”

PITC video, “Space to Grow”

WestEd video “Room at the Table: Meeting children’s Special Needs at Mealtimes.”

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education’s Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- * when citing the FIT Competencies
- ** when citing the New Mexico Infant Mental Health Association Areas of Expertise.
- *** when citing Common Core Competencies, they will be stated without further identification.
- ****when citing the NM Early Learning Guidelines (Infants/Toddlers)

Demonstrate ability to define and apply advanced caregiving practices and programming that support the optimal development of all infants and toddlers using a team approach.

Form respectful and responsive relationships with infants/toddlers and caregivers (*1.2., 4.1, ** Level 1, Direct Service Skills, ***B.1, H.5, ****I.a-d, II.a)

Promote and model mutually satisfying, growth-promoting interactions between parents/caregivers and children. (*4.1, 4.2, **Level 1, Direct Service Skills, ***C.2, ****I.a-d, II.a)

Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills. (***I.5, ****II.a-b, III.a-b, IV.a-b, V. a-b, d)

Demonstrate the ability to promote positive social interactions and engage children in learning activities while actively working to increase social and emotional competence of all children. (***I.9, ****II.a-b)

Apply knowledge to create environments that enrich and extent children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity. (*4.2, 4.3, 4.4, 4.5, 5.1I, **Level 1, Direct Service Skills, ***D.6, H.7, I.6-7, ****III.a-b, IV.a-b, V.a-d)

Provide an environment that encourages self-regulation. (*5.2, **Level 1, Direct Service Skills, ***A.11, ****I.c-d, II.a-b, III.a-b)

Apply understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer-term). (***I.4, ****II.a-c, III.a-b, IV.a-c, V.a-e)

Provide and, as necessary, adapt challenging toys and materials that ensure success in developmental skill building. (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, **Level 1, Direct Service Skills, ***I.2, ****II.a-c, IIIa-c, IV.a-b, V.a-e)

Select, use age appropriate books and articulate rationale that represent children's home and cultural environment. (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, **Level 1, Direct Service Skills, ***I.6, ****IIa-c, III.a-c, IV.b-c, V.a-e)

Offer, and as necessary, adapt a variety of activities and experiences that promote creativity and creative expression, including music, art, and sand and water play. (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, **Level 1, Direct Service Skills, ***E.2, E.6, ****I-V)

Demonstrate ability to participate as a member of a team to exchange information that will enhance the child's development and family's understanding.

Apply theoretical knowledge of and ability to provide screening and assessment unique for infants and toddlers. (*4.1, 6.1I, **Level 1, Direct Service Skills, Level 1, Systems Expertise, ***F.12, H.2).

Discuss the IFSP process and how it impacts infants/toddlers and their families. (*3.2, 6.1, **Level 1, Thinking, Level 1, Reflection, ***H.3)

Identify and participate with professional team members (as appropriate) in the IFSP process. (*3.2, 6.1, **Level 1, Thinking, Level 1, Reflection, ***F.3, H.3)

Demonstrate collaborative strategies with families to support and expand on as appropriate their everyday routines and activities as primary learning opportunities for the infant/toddler. (*5.2, **Level 1, Direct Service Skills, Level 1, Systems Expertise, ***B.2, H.6)

Demonstrate collaboration and use of appropriate communication with team through adherence to confidentiality practices. (*6.1 7.3, **Level 1, Thinking, Level 1, Reflection, ***F.2, G.1)

Reflect on contribution as a professional concerned with the well being of infants/ toddlers and families.

Assess own professional growth areas in the context of strengths and challenges. (*7.2, 7.3 **Level 1, Thinking, Level 1, Reflection, ***G.4, I.15)

Define and demonstrate use of reflective practice. (*7.2, ** Level 1, Reflection, ***I.16).

ASSIGNMENT IDEAS:

Include a mandatory component that provides the student with advanced hands-on experience working with infants and toddlers. The student will obtain a placement in the community at an agency which serves infants, toddlers (with typical and/or atypical development) and their families. Because of the additional time commitment these placements require, other academic assignments of the course) will be reduced.

Placements can already be arranged by the instructor, students can look at the opportunities and choose one that best fits their professional goals and schedule, discuss with the instructor, and the instructor will contact the agency. Alternately, the student may arrange their own placement that meets with the instructor's approval. Ideally, a group of two - three students could share each placement. This will allow students to discuss their placement with other classmates sharing the same experience, to collaborate with their classmates on the final paper and presentation, and, perhaps, to coordinate transportation. A community field experience contract will be completed and signed by the student and agency at the beginning of the semester that stipulates the days and hours of commitment.

Develop a weekly journal that includes reflection on the competencies for the course. Describe strengths, where skills, knowledge, and attitudes need support and growth, and how to enhance skills, knowledge, and attitudes.

Respond in discussion and written reflection to weekly course discussions concerning

supporting strong nurturing relationships, developing cultural competence of children, identifying and supporting diverse learning needs and styles of every child, knowing appropriate guidance techniques and articulating issues and models for developing support partnerships with the families, cultures, and community represented.

At the end of the semester, a paper and a class presentation integrating their experience with material relevant to the course. They will choose one particular issue (e.g., child maltreatment, developmental disabilities) on which to focus, complete outside research on that topic, complete a paper on the topic and educate the class through their presentation about the issue and how that issue relates to their field experience placement.

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Week 1 Introduction to field experience

- Introduction of course requirements and community field experience requirements

Weeks 2-3 Professional conduct and ethics (F.2, F.3, G.1)

- Community field experience placements completed
- Developmentally focused observation, assessment, and caregiving strategies
- Professionalism in home, small-group, or whole-group care situations for infant/toddlers developing both typically and atypically.

Weeks 4-5-6 Teaming (H.3, H.5, I.2, I.9)

- Building supportive, strong nurturing relationships with families and children.
- Collaboration with a team approach

Weeks 7-8-9 Diversity and support (A.11,B.1, D.6, H.2)

- Development of cultural competence for young children
- Identification and support of diverse needs and styles of young children including those with and without diverse abilities.
- Appropriate guidance techniques in infant/toddler caregiving settings.

Weeks 10-11 Collaboration (C.2, E.6, F.12, H.7)

- Issues and models for developing supportive partnerships with the families, cultures, and community of infants and toddlers with and without diverse abilities.

Weeks 12-13 Supporting access and participation (B.2, D.6, E.2, I.4, I.5)

- Supporting the development of infants and toddlers with and without diverse abilities within natural environments and with developmentally supportive experiences and activities.

Week 14 Issues in the field (F.2, F.3, I.6)

- Presentations of self-selected infant/ toddler caregiving issues by students that may include:
 - Early language and literacy
 - Systems building, collaboration, and teaming
 - Social-emotional development
 - Reflective practice
 - Infant/toddler mental health
 - Play in infant/toddler caregiving
 - Challenging behaviors in infant/toddler caregiving
 - Brain development
 - Child abuse and neglect
 - Screening, assessment, and diagnosis

Week 15 Reflection on field experience (I.7, I.16)

- Summarizing defining and implementing basic and advanced elements of quality programming for all infants, toddlers in safe, healthy, responsive caring environments.

Week 16 Reflective Practice (G.4, I.15)

- Self-assessment of skills and strengths; developing plan for professional improvement

COURSE TITLE:**Emergent Literacy****(3 credit hours)**

PREREQUISITES: Lower division courses in Professionalism; Child Growth, Development, and Learning; Health, Safety, & Nutrition; Family & Community Collaboration; Guiding Young Children; Assessment of Children & Evaluation of Programs; Introduction to Reading, Language, & Literacy; Curriculum Development through Play – Birth through Pre-K; Integrated Curriculum – Pre-K through Grade 3.

COURSE DESCRIPTION:

This advanced course is designed to prepare early childhood professionals to study literacy development, specifically oral language, writing and reading. This course focuses on children from birth through Pre-K, including children with diverse abilities. Through a developmental approach, the course addresses: 1) recent theory and research that translates into practical strategies, assessment materials, and preparation of literacy rich environments, 2) the socio-cultural contexts in which children develop literacy, 3) culturally, linguistically, and developmentally appropriate literacy curricula, 4) processes used to determine the appropriateness of various literacy strategies, 5) assessment, evaluation, and accountability, and 5) literacy leadership.

SUGGESTED TEXTS:

Beatty, J. (2009). *Fifty early childhood literacy strategies*. Upper Saddle River, NJ:

Pearson.

Cecil, N. L. (2007). *Striking a balance: Best practices for early literacy* (3rd ed.). Scottsdale, AZ: Holcomb Hathaway.

McGee, L., & Richgels, D. (2007). *Literacy's beginnings: Supporting young readers and writers* (5th ed.). Boston, MA: Allyn & Bacon.

Morrow, L. M. (2008). *Literacy development in the early years* (6th ed.). Boston, MA: Allyn & Bacon.

Roskos, K. A., Tabors, P. O., & Lenhart, L. A. (2009). *Oral language and early literacy in preschool: Talking, reading and writing*. Newark, DE: International Reading Association.

Strickland, D., & Riley-Ayers, S. (2007). *Literacy leadership in early childhood: The essential guide*. New York, NY: Teachers College Press.

Vasquez, V. M. (2007). *Negotiating critical literacies with young children*. New York, NY: Teacher College Press.

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COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8

Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A. 9

Develop partnerships with family members to promote early literacy in the home. C.8

Establish partnerships with community members in promoting literacy. C.10

Demonstrate knowledge of the language, reading, and writing components of emergent literacy at each developmental level. D.4

Create and manage a literacy-rich environment that is responsive to each child's unique path of development. E.9

Use a variety of language strategies during adult-child and child-child interactions and facilitate dialogue of expressive language and thought. E.10

Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. E.11

Demonstrate and facilitate conceptual understanding of family roles in the development of their infant and toddler, including support for family acquisition of knowledge concerning infant and toddler's growth, learning, and development and cultural and linguistic diversity represented within the home setting. H.1

Apply theoretical knowledge of and ability to provide screening and assessment unique for infants and toddlers. H.2

Articulate and demonstrate conceptual understanding of respectful, responsive, and reciprocal interactions that serve as basis for infant/toddler curriculum and learning environments. H.5

Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to adult-directed and from free exploration to scaffolded support or teacher modeling. I.3

Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills. I.5

Establish priorities for high-quality and meaningful language and pre-literacy experiences across the developmental continuum, using language, pre-reading and pre-writing to facilitate skill development while strengthening children's cultural identity. I.11

Demonstrate knowledge of second-language acquisition and bilingualism including the diversity of home language environments. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum decision-making. I.15

ASSIGNMENT IDEAS:

Develop a final project consisting of choosing an infant/toddler or preschool-age child and designing an early and emergent literacy program for both the home and classroom (if applicable) that is tailored to the child's individual needs.

Read assigned articles from *The Reading Teacher* or *Reading Research Quarterly* on emergent literacy, and write a 2-3 page summary and critique of each article.

Create a developmental matrix of emergent literacy milestones for young children birth – Pre-K, and develop home and/or classroom activities which promote these skills.

A Learning Center is an integrated set of independent learning activities for children that are designed to reinforce literacy (pre-reading/writing) skills. Design, construct, and execute a Learning Center. Be prepared to share this Learning Center with the class via a short presentation and handout.

Create an 'Interactive Read Aloud' unit devised around teaching early literacy skills as well as fostering multicultural awareness.

Visit a toddler or preschool classroom. Observe and record the language interaction. Does teacher – talk dominate? When teachers talk, do they use directives (“do this”)? Do teachers use conversation “closers” or “stretchers”? Are children and teachers engaged in meaningful, extended dialogues?

Spend time in a dual language or multiple language setting. What strategies does the teacher use to support language maintenance, and new or second language acquisition?

In groups of 4-5, create a 10 minute presentation on the topic of Family Literacy. The focus of the presentation can be either to teachers or parents. Include visuals and a handout. Possible topics: (1) Fostering Home Literacy: birth to 18 months, (2) Fostering Home Literacy: 18 months to 3 years, (3) Fostering Home Literacy: age three, (4) Fostering Home Literacy: age four, (5) Fostering Home Literacy: Preparing your child for Kindergarten, (6) How teachers can help parents foster literacy development at home (pick a specific age group), and (7) Home Literacy of infants/toddlers or preschoolers and public policy.

Literacy Memoir/Children’s Book. Explore literacy backgrounds toward reflection on personal experiences with reading and writing. Reflect on some significant literacy memory; write about that memory, taking the written reflection through the *writing process* sequence to publication. Use the memoir to create a children’s book. Then:

In a 1-2 page reflection, consider the following questions:

- Why did you choose this particular format for your book?
- What does the construction, content, and proposed implementation of the book demonstrate about you as an educator?
- What does the construction, content, and proposed implementation of the book demonstrate about your beliefs about children and how children learn?

Explore children’s literacy websites for 1-2 hours (i.e., Yahoooligans www.yahoooligans.com). Write a one-page reaction to the site focusing on the ways a home visitor or early childhood educator could use the site with children in the home or early education and care setting to foster language and literacy development.

Prepare an annotated bibliography of books appropriate for children at one specific age level (infants, toddlers, or preschoolers). Use the APA (6th ed.) format for the bibliographic information. Annotate with a short summary of the book and a sentence rationale for including it. Bring four (4) children’s literature books to class to share.

Examine and evaluate current materials used for early literacy instruction in order to become familiar with the formats and organizations of these materials and the beliefs about literacy learning and teaching that undergird them.

Collect writing samples from two children at different levels of skill and understanding. Collect at least four (4) samples. For each piece of writing answer the following questions: (1) Based on this sample, what does this child know about writing? (2) Based on this sample, what does this child need to learn about

writing? (3) What would be the next step for this child?

Mini practicum journal reflections:

- Describe your placement in general and through the lens of how literacy development is fostered.
- Discuss how the content area learning and literacy are integrated.
- Describe Family-School partnerships.
- How is literacy learning documented and assessed in your placement?
- Describe the diverse learners in your placement. What accommodations are made for their learning specifically in the area of literacy learning?

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1-2 Theory (A.8, C.8, H.I)

- Literacy education: What are the key issues?
- Constructivist theory and ZPD
- Socio-cultural knowledge and experience
- Literacy development

Week 3 Literacy development & diversity (D.4, E.11, H.I, I.3, I.5)

- Major views on how language develops including second language learning
- Developmental milestones of language development/communication

Week 4 Assessing literacy skills (A.9, E.10, H.2, I.5)

- Role of play in language development

- Assessment of children's oral language development
- Accommodating for diverse learner needs

Week 5-6-7 Basic concepts (I.3, I.5, I.11)_

- Concepts about print
- Emergent reading/writing
- Selecting and sharing literature with children
- Analyzing literature for bias
- Extending literature

Week 8 Embedding literacy opportunities (E.9, I.3, I.5, I.11)

- Literacy and play
- Interrelatedness of speaking, listening, reading, and writing
- Meaningful opportunities with print
- Meaningful opportunities with phonemic awareness

Weeks 9-10 Supportive literacy environments (I.3, I.11)

- Designing environments for real-life literacy
- Promoting literacy through puppets, drama, flannel bds, storytelling, finger plays, poetry, rhymes, riddles, songs, pictures and computers.
- Making literacy materials

Weeks 11-12 Assessing literacy skills (H.2, H.5, I.5, I.12)

- Assessment and accountability
- How assessment informs developmental learning activities
- Cultural considerations

Weeks 13-14 Home language and literacy (A.8, H.I, I.11, I.12)

- Involving families in language and literacy development

Week 15 Advocacy for literacy (C.10, I.11, I.15)

- Becoming a literacy leader
- Policy recommendations

Week 16

COURSE TITLE: Integrated Curriculum: Birth through Age 4 (PreK)
(4 credit hours)

PREREQUISITES: Lower division courses in Professionalism; Child Growth, Development, and Learning; Health, Safety, & Nutrition; Family & Community Collaboration; Guiding Young Children; Assessment of Children & Evaluation of Programs; Introduction to Reading, Language, & Literacy; Curriculum Development through Play – Birth - Pre-K; Integrated Curriculum – Pre-K - Grade 3.

COURSE DESCRIPTION:

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth-Age 4. It emphasizes integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children.

SUGGESTED TEXTS:

Bergen, D., Reid, R., & Torelli, L. (2008). *Educating and caring for very young children: The infant/toddler curriculum* (2nd ed.) New York, NY: Teachers College Press.

Bers, M. U. (2008). *Blocks to robots: Learning with technology in the early childhood classroom*. New York, NY: Teachers College Press.

Cook, R., Klein, D., & Tessier, A. (2007). *Adapting early childhood curricula for children with special need*. (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Clements, D. H., & Sarama, J. (2009). *Learning and teaching early math: The learning trajectories approach*. New York, NY: Routledge.

Harlan, J., & Rivkin, J. (2007). *Science experiences for the early childhood years: An integrated approach* (9th ed.). Columbus, OH: Merrill.

Kostelnik, M., Soderman, A., & Whiren, A. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

McAfee, O., & Leong, D. (2010). *Assessing and guiding young children's development and learning* (5th ed.). Boston, MA: Pearson Allyn & Bacon.

Seefeldt, C. (2009). *Social studies for the preschool/primary child* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Mathematics* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Science*. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Social studies* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

New Mexico Early Learning Guidelines

COURSE OBJECTIVES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5

Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults. E.3

Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals. E.13

Apply theoretical knowledge of and ability to provide screening and assessment unique for infants and toddlers. H.2

Demonstrate ability to work collaboratively as an advocate with families and IFSP and IEP team members to provide developmentally supportive environment. H.3

Demonstrate conceptual understanding of curriculum development and implementation for children birth - four (0-4) years of age and the ability to articulate theoretically-based rationale for differences between infant/toddler curriculum and learning environments, and for children older than four (4). H.4

Articulate and demonstrate conceptual understanding of respectful, responsive, and reciprocal interactions that serve as basis for infant/toddler curriculum and learning environments. H.5

Articulate and apply coherent theoretical knowledge and understanding of young children's characteristics and needs as encompassing multiple, interrelated areas of children's development and learning - including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning processes, and motivation to learn. H.6

Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. H.7

Demonstrate content knowledge (e.g., art, music, movement, science, math, literacy, social studies, and technology) and familiarity with a wide variety of resource in academic disciplines and apply that knowledge in the development, implementation, and evaluation of curriculum. I.1

Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language, occupational therapy) when planning curriculum and teaching strategies for young children in diverse abilities. I.2

Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to adult-directed and from free exploration to scaffolded support or teacher modeling. I.3

Apply understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer-term). I.4

Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills. I.5

Apply knowledge to create environments that enrich and extent children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity. I.6

Support a position of the fundamental importance of play in young children's learning and development from birth - four (0-4) years of age. I.7

Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.8

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.10

Establish integrated experiences (art, music, movement, science, math, literacy, social studies, and technology) across a developmental continuum. I.14

Demonstrate conceptual knowledge of the principles and standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum-decision making. I.15

Demonstrate the use of reflective practice. I.16

ASSIGNMENT IDEAS:

Observe two preschool programs that use the same curriculum model. Reflect on how the implementation of the curriculum looks similar or different in the two settings. How are curriculum models and actual practice related?

Observe in an infant/toddler classroom. Ask the teacher how they decide what they will do with the children. Reflect on whether there is a curriculum in the program or scope and sequence of development promoted, and if it is appropriate for the children.

Critique a current emergent literacy (reading/writing) commercial program in terms of its developmental appropriateness. Make suggestions for modifications to use with children with diverse abilities.

Develop a rationale for designing environments that enhance children's construction of their own knowledge.

Analyze current research and practices related to developmentally appropriate integrated curriculum and share your findings with the class.

Write a 3-5 page paper on how a teacher can use the physical setting, daily routines, the daily schedule, and transitions to promote the development of infants, toddlers, and/or preschool children.

Observe in a preschool classroom. Examine the displays of children's work. Do you see evidence of children's learning progress in the work displayed? Does the work displayed embrace child creativity? Why or why not? Write a 1-2 page paper of what you saw and what you learned about the children.

Plan one activity for an infant or toddler that integrates at least two curriculum areas that may be observed being carried out through play. Describe the role of the adult.

Plan an activity which integrates at least two curriculum areas for preschool children.

Describe how the previous activity promotes intellectual curiosity, initiative, creativity, persistence, and problem-solving.

Design a group activity for preschool children in which the teacher uses open-ended questions. Write the specific questions the teacher would use.

Select and critique at least one computer software program designed for young children.

Describe the types of learning derived from using the software.

In small groups, describe what an integrated curriculum would look like for infants, toddlers, and preschool children. (Each small group should take a different age group.) Write a rationale for the importance of integrated curriculum to enhance children's learning.

Analyze current research and practice related to conceptual development and inquiry tools used for infants, toddlers, and preschoolers. Note changes that occur over the first four years of life.

Design a complete thematic unit plan to be implemented within an inclusive classroom setting.

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1-2 Early skill development (H.6, H.7, I.2, I.16 *across all weeks*)

- Review of content areas for birth through Pre-K:
- The arts, health/emotional wellness, literacy, math, social studies, science, motor, adaptive living skills

Week 3 Young learners (E.3, H.3, H.6, H.7, I.2, I.3)

- How infants and toddlers learn; teaching and learning strategies
- Self-discovery vs. adult-directed learning
- Facilitating growth in health/emotional wellness, language/literacy, motor/movement, arts, numeracy, science, and social studies

Week 4 Learning in natural environments (E.3, H.3, H.5, H.7)

- Strategies for embedding learning opportunities
- Facilitating each child's unique strengths and interests
- Suggested activities for arts and health

Week 5 Language and literacy (A.5, H.2, I.5)

- Strengthening language and literacy
- Suggested activities for language and literacy
- Adaptations for children with diverse abilities

Week 6 Content areas (A.5, H.2)

- Supporting numeracy, social studies, and science
- Suggested activities for numeracy, social studies, and science
- Adaptations for children with diverse abilities

Week 7 Inclusive learning environments (E.13, H.6, I.2, I.14)

- Creating a supportive learning environment for infants and toddlers

Week 8 Early skills (H.3, H.4)

- Teaching and learning strategies for preschoolers
- Similarities and differences in learning styles

Week 9 Healthy, happy children (A.5, E.3, H.2, I.7)

- Supporting social/emotional well-being
- Facilitating each child's unique creativity
- Suggested activities for arts and health
- Adaptations for children with diverse abilities

Week 10 Early academic skills (A.5, H.2, H.4)

- Integrating pre-literacy and pre-numeracy in everyday activities
- Suggested activities for pre-literacy and pre-numeracy
- Adaptations for children with diverse abilities

Week 11 Linking knowledge and experience (A.5, H.2, I.4, I.14)

- Creating meaningful experiences for learning social studies and science
- Suggested activities for social studies and science
- Adaptations for children with diverse abilities

Week 12 Enhancing skills (H.3, H.4, I.8)

- Technology as a teaching/learning method
- Appropriate software for preschool children

Week 13 Inclusive learning environments (E.13, H.6, I.2, I.14)

- Creating a supportive learning environment for preschool children

Weeks 14-15 Curriculum and context (A.5, H.4, I.4, I.10, I.14)

- Integrating curriculum across content areas
- Emergent curriculum

Week 16

COURSE TITLE: Integrated Curriculum – Birth through Pre-K

(2 credits)

COURSE DESCRIPTION:

This practicum course follows the pre-requisite practicum courses, Curriculum Development through Play – Birth through Age 4 and Curriculum Development & Implementation – Age 3 through Grade 3, at the associate level. The field based component of this course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences in natural environments and center-based programs. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized.

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5

Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5

Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.7

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5

Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

ASSIGNMENT IDEAS: *(each assignment and activity should address curriculum modification/adaptations for children with diverse abilities)*

Students must complete the assigned number of hours in an approved setting.*

Case Study: Select a young child (birth through age 4) to observe multiple times over the course of the semester. Use a variety of methods to record your observations. As a final project, use the information from these observational notes, classroom discussions and the textbook, to provide a complete case study presentation. Describe their ability in three developmental areas and what that means for curriculum development for this child.

Activity Analysis: Observe an activity or curriculum activity being conducted by a parent or teacher that has been planned for a child or group of children in the home or at your site. Take detailed notes; analyze and discuss this activity in the context of the readings. Elements to consider:

- Describe the activity. Who was present, what were the materials, what were the written objectives?
- Describe the implementation. What happened?
- Analyze the activity from the perspective of each of the participants: e.g., the teacher, the parent, the child.
- Analyze the activity from the perspective of the readings and class discussion.
- Analyze whether diversity is woven into the curriculum
- Reflect on the activity and what you have learned.

Reflection Journal: Keep weekly observational entries in a journal. Examples:

- Look for, record and discuss specific evidence of what the teachers do during care giving routines (feeding, diapering, toileting, etc.) that demonstrate warm, responsive, nurturing behaviors of care/educators.
- Look for, record, and discuss specific evidence of what the teachers do during care giving routines. Reflect upon what you do that demonstrates warm, responsive, nurturing behavior toward the children in the program.
- Look for, record, and discuss specific evidence of a safe, healthy, and developmentally appropriate environment. Reflect upon how you have supported a healthy, environment for the children in the program.
- Look for, record, and discuss specific evidence that demonstrates how the teachers support the physical and intellectual competence, and positive social and emotional development of the children. How have you observed the teachers providing positive guidance for all children, and establishing productive relationships with families? Reflect upon the skills you think you need to further develop in any of these areas?

Written Lesson Plans: Prepare written lesson plans to include goals and objectives for each activity for children in a center-based setting. Written plans should be inclusive in the planning strategies to meet the varying needs of the children, include anti-bias materials, and provide experiences to cover all content areas.

Implement Developmentally Appropriate Activities and Lessons: For example, prepare a song to include movement activities, read and act out a story, teach song and finger play, lead acircle time, create a block play activity, facilitate a science experiment, conduct a math or cooking activity, create sensory play opportunities.

Design a complete unit plan to be implemented within an inclusive classroom setting. Include field trip(s) ideas, methods for parent involvement in curriculum and individual student modifications, and a curriculum assessment plan.

Discuss with the family how you might support them in planning for involvement in community activities. Help develop positive behavior support strategies that will allow the youngchild to be successful in participation in community settings, with typical peers, and in community activities. Accompany the family on a community outing when possible to evaluate the outcomes of the strategies that were developed.

Create a Practicum Portfolio: Throughout the semester, collect artifacts and documents to assemble into a portfolio. This portfolio should reflect your understanding of the course competencies for Developmentally Appropriate Practices and Learning Environment and Curriculum Implementation.

*** Note:** *Licensure requirements in Early Childhood Education Birth to Pre-K (6.61.11.8) state that candidates must earn a minimum of at least one hundred and thirty five (135) contact hours of practicum experience at a developmental stage(s) other than the stage selected for student teaching. There are two 2 credit practicum courses at the AA level, and one 2 credit practicum in each track at the BA level.*

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out of class experiences.

COURSE TITLE: Teaching and Learning Math and Science

(4 credit hours)

PREREQUISITES: Lower division courses in Professionalism; Child Growth, Development, and Learning; Health, Safety, & Nutrition; Family & Community Collaboration; Guiding Young Children; Assessment of Children & Evaluation of Programs; Introduction to Reading, Language, & Literacy; Curriculum Development through Play – Birth-Pre-K; Integrated Curriculum – Pre-K-Grade 3. Lower division courses and Research in Child Growth, Development, and Learning; Family, Language and Culture; and Young Children with Diverse Abilities.

COURSE DESCRIPTION:

The focus of this advanced curriculum course is on the standards, principles, and practices in teaching mathematics and science to young children in preschool through grade 3. An emphasis is placed on developing a content-rich integrated math and science curriculum that focuses on children's development and interests, includes appropriate content, processes, environment, and materials with an emphasis on problem-solving as the major means of constructing basic concepts. Field experiences required.

SUGGESTED TEXTS:

Carin, A., & Bass, J. (2008). *Activities for teaching science as inquiry* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Clements, D. H., & Sarama J. (2009). *Learning and teaching early math: The learning trajectories approach*. New York, NY: Routledge.

Duschl, R., Schweingruber, H. ,& Shouse, A. (2007). *Taking science to school: Learning and teaching science in grades K-8*. New York, NY: National Academy Press.

Hammerman, E. (2006). *Essentials of inquiry-based science, K-8*. Thousand Oaks, CA: Corwin Press.

Harlan, J., & Rivkin, J. (2008). *Science experiences for the early childhood years: An integrated approach*. Columbus, OH: Merrill.

Lind, K. (2005). *Exploring science in early childhood education*. New York, NY: Thomson Delmar Learning.

National Research Council, Committee on Early Childhood Mathematics. (2009). *Mathematics learning in early childhood: Paths toward excellence and equity*. Washington, DC: National Academic Press.

Settlage, J., & Southerland, S. (2007). *Teaching science to every child: Using culture as a starting point*. New York, NY: Routledge Publishing.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Mathematics*. Upper Saddle River, NJ: Prentice Hall.

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate understanding and apply the following mathematical concepts:

- the arithmetic of real numbers and their subsets of rational numbers, integers, and whole numbers including a large repertoire of interpretations of the four basic operations and ways they can be applied, and an understanding of place value and its implications for ordering numbers and estimation. H.2.a.i
- three dimensional geometry based on the concept of distance, and two dimensional geometry as a method of drawing plans and representing three (3) dimensional objects H.2.a.ii
- measurement of length, perimeter, area, time, weights, and temperature H.2.a.iii
- handling money problems such as cost and unit price. H 2.a.iv

Demonstrate understanding and skill in the constructions of solids, measurements of their volumes and surface areas, drawing their projections, and making plans for their construction; defining relevant variables and writing formulas describing their relationships in problem-solving activities; and using measurement tools and appropriate techniques for recording data and displaying results. H 2.b

Facilitate curriculum with open-ended activities that promote children's expansion of the material learned, and in which children learn to use a variety of mathematical skills and concepts, including problem solving, reasoning, and logic. H.2.c

Provide opportunities for children to learn how to use tools, technology, and manipulatives in problem solving. H 2.d

Establish a classroom environment of respect for cultural diversity and gender equity in which all children develop skills in communicating, discussing, and displaying mathematical ideas. H 2.e

Demonstrate understanding and apply the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific inquiry. H 3.a

Apply the scientific method to develop children's abilities to identify and communicate a problem, and to design, implement, and evaluate a solution. H 3.b

Demonstrate the ability to integrate a variety of technologies into planned science activities. H 3.c

Establish a classroom environment of respect for cultural diversity and gender equity where all children participate fully in science learning. H 3.d

Support play in young children's learning and development from age Pre-K-grade 3. I.6

Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.7

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.9

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (zero to three, NAEYC, DEC) for curriculum-decision making. I.13

Demonstrate the use of reflective practice. I.14

ASSIGNMENT IDEAS:

In a primary grade classroom, look for evidence of science curriculum and teaching. Are science books and tools of inquiry available? Are boys and girls equally involved in science experiences? Is science valued in this classroom? Write a reflection paper.

Classroom Observations: Choose one K-3rd grade child to study in detail concerning his/her math and science concept formation. Highlight this child's work with formal and informal mathematics and science. In addition to reporting your observations of times specifically scheduled for math and science, describe when you saw mathematical or scientific thinking occur at times other than the designated math or science periods.

Create a Counting Book that would be relevant for the diverse classroom of students. Select one inquiry math activity and one inquiry science project to present to the class. Explain 1) why you chose each

activity/project, 2) the concept to be learned, and 3) the grade/age level for which the activity/project is developmentally appropriate. Then demonstrate and provide practice with your peers for each activity and project. A copy of the lesson plan should be provided to the instructor.

Use the math or science activity presented above, or prepare a new lesson. In your practicum setting, have a peer observe the presentation of the lesson and evaluate the effectiveness of this lesson. Both members of the pair should write a reflection paper that documents the understanding of the students concerning the mathematical or scientific (or both) concepts.

Read and review four educational articles that concern science and/or math education for the young child. Each review will be typed and double-spaced. Answer the following questions in the reviews: a) Could you take the information in this article and instantly implement the project in your own classroom? b) What age group and scientific or mathematical concept is this article targeting? c) Does this article address multicultural science or math education? and d) Are there ways to improve this activity? (Be sure to give a brief description of the activity).

Develop a unit with a small group of peers with an overarching theme that integrates science and math. Each student in the group will develop three lessons per subject under the overarching theme. Putting them all together, a unit is formed that is ready to use in a classroom.

Develop an annotated bibliography of quality children's literature to use in teaching science and math.

Generate a list of a minimum of five process skills that science helps to develop in young children. Include five science experiences that would assist a child in practicing each skill.

Choose three children between ages 4-8 and ask several questions about conservation of numbers, counting, and place value. Analyze mistakes they make and determine whether they can conserve numbers. Make instructional recommendations for each child based on your findings.

Develop a game that will help children remember basic mathematical combinations (addition/subtraction, or multiplication and division). Play the game with a peer and discuss the strengths of the game.

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1-2 Foundations of mathematics (H.2.a.i-iv, H.3.a, I.13)

- Learning theories
- Science and mathematics standards
- Acquisition and development of concepts and thought
- Science and math curriculum considerations

Week 3-4 Promoting inquisitive minds (H.2.b, H.3.d, I.12)

- Math and science in the child's natural world
- Young children as thinkers
- What classroom environment promotes learning?

Week 5-6 Scientific methods (H.2.c, H.3.b)

- Problem-solving
- Scientific inquiry
- Guiding exploration

Week 7 Numeracy skills (H.2.d, H.2.e, I.6)

- Early numeracy
- Early number and science concepts
- Organizing patterns, and change

Week 8 Reasoning and logic (H.2.a, H.3.a, I.6)

- Measurement and observation
- Estimation

Week 9 Incorporating symbols (H.2.b, H.2.d, H.3.c, I.7)

- Representations

Week 10 Application of concepts (H.2.a. i-iv, H.3.b, I.7)

- Algebraic thinking
- Life Science

Week 11 Advanced systems (H.2.a.i, H.3.a)

- Place value
- Physical science

Week 12 Applications (H.2.a, H.3.a)

- Addition/subtraction
- Earth and space science

Week 13 Applications (H.2.a, H.3.a)

- Multiplication/division
- Environmental science

Week 14 Applications (H.2.a, H.3.a)

- Fractions
- Systems

Week 15 Applications (H.2.a.ii, H.3.a)

- Geometry
- Health Science

Week 16 Assessing and modifications (I.6, I.13, I.14)

- Assessment of those who struggle
- Standardized testing of math and science

COURSE TITLE: Teaching and Learning Reading and Writing

(3 credit hours)

PREREQUISITES: Lower division courses in Professionalism; Child Growth, Development, and Learning; Health, Safety, & Nutrition; Family & Community Collaboration; Guiding Young Children; Assessment of Children & Evaluation of Programs; Introduction to Reading, Language, & Literacy; Curriculum Development through Play – Birth - Pre-K; Integrated Curriculum – Pre-K - Grade 3. Lower division courses and Research in Child Growth, Development, and Learning; Family, Language, and Culture; and Young Children with Diverse Abilities.

COURSE DESCRIPTION:

The foundation of this course is an understanding of the reading process including the relationship between reading, writing, listening, and speaking; individual needs and abilities in reading instruction; and how to organize classrooms and select materials to support literacy development. Concepts of phonemic awareness, phonics instruction, vocabulary development, fluency, and comprehension are integrated with the use of developmentally appropriate authentic assessment techniques, language/literacy immersion, and multicultural children's literature.

SUGGESTED TEXTS:

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2007). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (4th ed.). Upper Saddle River, NJ: Pearson.

Cunningham, P. M., & Allington, R. L. (2010). *Classrooms that work: They can all read and write* (5th ed.). New York, NY: Pearson.

Genishi, C., & Dyson, A. H. (2009). *Children, language and literacy: Diverse learners in diverse times*. New York, NY: Teachers College Press, or Washington, DC: National Association for the Education of Young Children (NAEYC).

Goodman, Y., Watson, D., & Burke, C. (2005). *Reading miscue inventory: From evaluation to instruction* (2nd ed.). Katonah, NY: Richard C. Owen Publishers.

New Mexico Early Learning Guidelines

New Mexico State Content Standards, Benchmarks and Performance Standards for *Language Arts*. New Mexico Public Education Department's web page (www.ped.state.nm.us/nmstandards.html)

Rea, D., & Mercuri, S. (2006). *Research-based strategies for English language learners: How to reach goals and meet standards, K-8*. Portsmouth, NJ: Heinemann.

Rowsell, J. (2006). *Family literacy experiences: Creating reading and writing opportunities that support classroom learning*. Portland, ME: Stenhouse.

Strickland, D., & Riley-Ayers, S. (2007). *Literacy leadership in early childhood: The essential guide*. New York, NY: Teachers College Press.

Van Sluys, K. (2005). *What if and why?: Literacy invitations for multilingual classrooms*. Portsmouth, NJ: Heinemann.

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate an understanding of the foundations of reading and language including research on children's literacy development, the relationship between oral and written language, and how children learn to speak, read, write, and listen. H.1.a

Demonstrate knowledge of the cultural, linguistics, environmental, and physiological factors in reading and language arts development. H.1.b

Articulate characteristics of proficient and non-proficient readers and the teacher's role in support of all literacy development. H.1.c

Demonstrate an understanding of language structure including graphophonics, semantics, syntax, and pragmatics systems. H.1.d

Demonstrate understandings of the use of classroom reading assessment to understand students' instructional needs and modify instruction appropriately. H.1.e

Link assessment and instruction to New Mexico language arts content standards, benchmarks, and performance standards. H.1.f

Apply strategies of differentiated instruction based on the needs of children in all areas of literacy development including oral language development. H.1.g

Facilitate activities to develop fluency; the ability to read text accurately and rapidly. H.1.h

Facilitate vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature, cultural relevancy, and students' experiences. H.1.i

Facilitate comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading, activities to develop fluency, the ability to read text accurately and rapidly; and study strategies. H.1.j

Facilitate writing instruction, including different types of writing for different audiences and purposes, spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing. H.1.k

Demonstrate knowledge of how children develop literacy through the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom; evaluation of text for quality, cultural, and linguistic appropriateness; and the creation of opportunities for students to consider, respond to and discuss spoken and written materials including children's literature, non-fiction, technological media, stories, poems, biographies, texts from various subject areas. H.1.l

Support play in young children's learning and development from Age 3 - grade 3. I.6

Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.7

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.9

Establish high-quality and meaningful language and pre-literacy experiences across the developmental continuum, using language, reading, and writing to facilitate skill development while strengthening children's cultural identity. I.10

Demonstrate knowledge of second-language acquisition and bilingualism including the diversity of home language environments. I.11

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (Zero to Three, NAEYC, DEC) for curriculum-decision making. I.13

Demonstrate the use of reflective practice. I.14

ASSIGNMENT IDEAS:

Write a Literacy Autobiography. Reflect on personal experiences as a literate person and demonstrate how these experiences with literacy influence understanding of teaching and learning. How did you learn to write? How did you learn to read? How do you feel about school and learning? How did this evolve? What teachers, family members, and/or events helped shape you into the "literate" person you are today? (5-7 pages)

Observe reading instruction in a first or second grade classroom. Are teachers helping children learn phonics and comprehension strategies? Do children seem interested and motivated to learn to read? How could the teacher be more responsive to the children's individual differences in reading ability and interest? Write a response paper.

Develop an Annotated Multicultural Text Set. Read culturally relevant children's literature and create a text set that focuses on a selected concept or topic, and includes books, charts and maps, informational pamphlets, poetry and songs, photographs, non-fiction books or almanacs, or encyclopedias. The topic is yours to select but you must provide a rationale for your choice by connecting it to the lives of the children with whom you work in your practicum. End with how you might use this information with children in Pre-K-grade 3.

Author's Study. Select a children's author and gather the information needed to conduct an author study with students. Learn about this author's life and write a short biography (1-2 pages). Provide an up-to-date bibliography of the author's books. End with how you might use an author's study with children in Pre-K-grade 3.

Case Study of a Reader. In your practicum placement get to know one child well through authentic, reflective, contextualized observation, and assessment. You will implement various literacy assessments in your clinical classroom. You will include explanations for your assessments as well as reflections on the experience itself. Analyze what you learn about this child in light of research and professional knowledge in literacy. Write a final report of conclusions in a clearly expressed, well-organized, carefully crafted summary of the child's skills, competencies, knowledge, and dispositions. (See practicum syllabus)

From your practicum placement bring writing samples to class from two children. Collect the writing samples from children at different levels of skill and understanding. Collect at least four (4) samples. For each piece answer the following questions: 1) What does this child know about writing? 2) What does this child need to learn about writing? 3) What would be your next teaching step for this child?

Read-Aloud/Guided & Shared Reading/Storytelling Lessons and Video Project. Plan and deliver three lessons. One teacher candidate will teach and the other will videotape the jointly planned lesson. The teacher candidate who videotapes will also download the tape and create a digital file (if it isn't already) that can be viewed using either Windows Media Player or QuickTime. You will turn in your lesson plans, a CD with video of each lesson, and a short written reflection of this process/experience. (See practicum syllabus)

To understand the writing process, create a predictable book to use in the classroom. Begin with prewriting, writing, binding, to publishing/sharing own predictable books.

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Weeks 1-2 Foundations of literacy (H.1.a, I.6, I.7)

- Review of emergent literacy processes
- Creating a community of readers

Week 3 Listening and Speaking (I.10, I.13)

- Role of talk
- Children's literature
- Reading aloud
- Reader response

Week 4 Role of Environment (H.1.b, I.9, I.11, I.12)

- Supporting children who are culturally and linguistically diverse
- Role of family
- Home languages
- Anti-bias children's literature

Weeks 5-6 Authentic assessments (H.1.e, H.1.f)

- Assessment
- Child observation or *Kidwatching*
- Print Awareness
- Miscue analysis
- Running records
- Cueing systems

Week 7-8 Reading process (I.9, I.14)

- Reading workshop
- Mini-lessons
- Independent reading
- Leveled books

Weeks 9 Concepts of reading skills (H.1.c, H.1.d, H.1.g)

- Phonics and word study
- Guided reading
- Readers who struggle

Weeks 10-11-12 Literacy link to experiences (H.1.h, H.1.i, H.1.j)

- Reading comprehension
- Schema
- Creating mental images
- Comprehension strategies

Weeks 13-14 Writing process (H.1.k, I.13)

- Mechanics of writing
- Writing prompts
- Revising and editing

Week 15-16 Publishing (H.1.k, I.14)

- Making books
- Sharing books

COURSE TITLE: Teaching and Learning Social Studies, Fine Arts, and Movement

(3 credit hours)

PREREQUISITES: Lower division courses in Professionalism; Child Growth, Development, and Learning; Health, Safety, & Nutrition; Family & Community Collaboration; Guiding Young Children; Assessment of Children & Evaluation of Programs; Introduction to Reading, Language, & Literacy; Curriculum Development through Play – Birth-Pre-K; Integrated Curriculum – Pre-K–Grade 3. Lower division courses and Research in Child Growth, Development, and Learning; Family, Language and Culture; and Young Children with Diverse Abilities.

COURSE DESCRIPTION:

The course focuses on the aims, scope, and integration of methods of teaching social studies, the fine arts, and movement across the curriculum. This course emphasizes an integrated approach to teaching the “what and why” of social studies; assessing student learning; planning units, lessons, and activities; developing effective instructional strategies; and acquiring knowledge of social studies content. Concepts of expressive art include the visual arts, music, movement, and drama.

SUGGESTED TEXTS:

Cartron, C. E., & Allen, J. (2007). *Early childhood curriculum: A creative play model* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse.

DeMelendez, W. R., & Ostertag, V. (2009). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies* (3rd ed.). Clifton Park, NY: Delmar Learning.

Isenberg, J. P., & Jalongo, M. R. (2006). *Creative thinking and arts-based learning*. Upper Saddle River, NJ: Pearson Education, Inc.

Mayesky, M. (2006). *Creative activities for young children* (8th ed.). Clifton Park, NY: Delmar Learning.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Social studies* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

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COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate an understanding of the principles of teaching and learning processes that underline social studies concepts and can translate these into meaningful learning activities focusing on inquiry, authenticity, and collaboration. H.4.a

Demonstrate understanding that social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, sociology, and the interdisciplinary relationship of all facets of social studies. H.4.b

Demonstrate understanding that the definition of social studies requires that children be socially aware of and are active participants in local, state, national, and global issues; and that children recognize and respect diverse local and global perspectives concerning cultures other than their own. H.4.c

Implement a variety of teaching strategies to assist children to use multiple resources including primary (e.g., documents, artifacts/regalia, direct observation, human resources, personal background) and secondary (e.g., books, newspapers, internet) as part of the inquiry/research process. H.4.d

Create curriculum experiences that provide opportunities for children to appreciate the historical development of democratic values, institutions, nations, and cultures. H.4.e

Demonstrate the ability to plan for and engage children in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions. H.4.f

Demonstrate the ability to plan for and engage children in the presentation of social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology. H.4.g

Demonstrate an understanding and implementation of arts activities such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to young children's developmental levels interests. H.5.a

Demonstrate knowledge of the distinctions, connections, and integration between arts disciplines and arts experiences and encourages study and active participation that leads to skill development and appreciation. H.5.b

Facilitate curriculum in which children communicate at a basic level in the four (4) art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline. H.5.c

Create a classroom environment with exemplary works of art from a variety of cultures and historical periods and provide opportunities for students to discuss and respond to them. H.5.d

Demonstrate an understanding of motor skill development in young children and apply knowledge of age and developmentally appropriate psychomotor and cognitive activities. H.5.e

Create and use appropriate instructional cues and prompts for motor skills, rhythms, and physical activity. H.5.f

Apply an understanding of child development knowledge coupled with child performance data to make informed instructional decisions. H.5.g

Support play in young children's learning and development from age Pre-K - grade 3. I.6

Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.7

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.9

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (zero to three, NAEYC, DEC) for curriculum-decision making. I.13

Demonstrate the use of reflective practice. I.14

ASSIGNMENT IDEAS:

Write a brief paper, answering the question, “Why teach social studies?” Consider how your background (class, race, ethnicity, gender, religion, geographic locale, family constellation, attributes, funds of knowledge, etc.) and experiences influence attitude and beliefs about social studies.

Observe an art, music, or movement activity. The activity may be teacher directed or child initiated. Some questions to think about might be: Who initiated the activity? What materials were available or were made available? What instructions were given? How much time was allowed for the activity? How did the children respond to the activity? How did the teachers respond to what the children were doing? After observing, evaluate the activity as to its value as aesthetic education. Did the activity stimulate the children’s creative abilities? Was it age appropriate? How did the activity make you feel? Would you try this with another group of children? If so, what modifications, if any, would be needed? Write up your observation and evaluation (3-5 pages).
Conduct a literature review through library and online search. The review must include research findings and best teaching practices in social studies or fine arts for young children Pre-K-grade 3.

In groups of 2-3, develop a three-week integrated unit plan that teaches young children social studies and fine arts as integrated with other content areas. Select and/or construct teaching materials that are developmentally appropriate for their selected age group. The unit plan will be presented in class using audiovisual aids and other technology.

Heritage Project. An important aspect of families and communities is how they pass down their heritage and traditions from one generation to the next. This project is designed to help you delve into your past to think of ways that your family passed cultural knowledge through the arts. Do you remember a song your grandmother used to sing to you? Did your mother show you how to sew? Maybe your father let you work with his pottery wheel, or your next door neighbor showed you how to use woodworking tools. Think of a skill or activity (not simply a family tradition) that you learned as a child. If possible, talk to the person who taught you what you know and ask them about where they learned it. Have you passed it on to someone you know? Think about how knowing that person and skill/activity enriched your life. Write a paper (2-4 pages) detailing your thoughts, memories, and experiences.

Attend an art or cultural event in the community (a play, concert, museum, art exhibit). Write a short (1-2 pages) review of the event, including type of event, scope of work presented, your evaluation of the quality of the work, whether you would recommend it to someone else, and its accessibility to the community (location, cost, schedule, etc.). Did this event inspire you as a teacher? How might you use the information learned as a teacher?

Obtain a drawing from one of the children in your field placement site. This may be either something that the child voluntarily gives you or something that you ask permission to use. Write on the back of the artwork the child’s age, grade, your name, and a simple explanation of the way the drawing was made.

Bring a favorite children's song or fingerplay to class. Write down the lyrics of a song or words and movement to a fingerplay and be able to teach it to your group.

Bring a favorite piece of visual art to class. A piece of art that can be hung on the wall or displayed on a shelf (not a poem, song, dance performance, etc.). Write the name of the work or description and why it's your favorite.

Bring to class a song for movement - song that tells you how to move while you're singing/listening. Write the lyrics, author, and reference (if known).

Multicultural book - A picture book that respectfully depicts human diversity. It may either be a story from a minority culture or one that has people of diversity as the main characters. It should not be a book that tries to show diversity through using a variety of animals. Write the APA reference for the book and what about the book you feel would appeal to young children.

Social Studies concept with props - Bring a story which is presented/extended with puppets, flannel board characters, masks, or other props. Write title, reference, summary of story, and a description of the props.

Share natural items - Bring small items found outside to be used in class for a collage. How might you use natural materials in the classroom?

Alternative holiday activity - Using the underlying universal themes of many holidays, present an activity that celebrates the theme as opposed to a specific holiday. Write the plan for the activity, and what holiday(s) your activity could replace.

EVALUATION:

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

SUGGESTED COURSE OUTLINE:

Week 1 Principles of curricula integration (H.4.a, H.4.b, I.9)

- Why integrate curricula?
- Learning theory review: multiple intelligences, learning preferences, applying learning modalities

Week 2 Opportunities for incidental teaching (I.6, I.7)

- Socially shared learning
- Zone of proximal development
- Scaffolding
- Levels of cognitive play

Weeks 3-4-5 Increasing child's awareness (H.4.c, H.4.f)

- Developing a rationale for teaching social studies to young children
- Economics, environmental education, and political science.
- Social studies for the preschool/primary child also includes socio-emotional learning, living a community and the world, and democracy

Week 6 Embracing diversity and self-identity (H.4.d, H.4.f)

- Valuing individual and cultural diversity
- Fostering children's sense of identity

Weeks 7-8 Involving culture (H.4.d, H.4.e, H.5.d, I.12)

- Embracing home and school cultures
- Learning about past and the concept of time (history)
- Culturally sensitive and integrated curriculum through the exploration of the arts and creativity

Week 9 Arts curricula (H.5.a, H.5.b, H.5.c)

- Understanding children's artistic development
- Symbolic representation
- Visual arts, dance, music, theater

Weeks 10-11 Application through the arts (H.4.g)

- Geography and maps
- Maps, globes, Time Lines, and Graphics

Weeks 12-13 Incorporation of motor skills (H.5.e, H.5.f)

- Incorporating music and movement
- Scaffolding drama

Weeks 14-15 Intentional curricula planning (H.5.g, I.13, I.14)_

Week 16

COURSE TITLE: **Teaching and Learning Practicum**
(2 credit hours)

COURSE DESCRIPTION:

The field practicum is a co-requisite course with Teaching and Learning Reading and Writing; Teaching and Learning Math and Science; Teaching and Learning Social Studies, Fine Arts, and Movement. The field based component of this set of courses will provide experiences that address curriculum content and practice teaching that is relevant for children Pre-K-Grade 3 in developmentally and culturally sensitive ways.

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals. E.13

Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language) when planning curriculum and teaching strategies for young children with diverse abilities. I.1

Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to an adult-directed and from free exploration to scaffolded support or teacher modeling. I.2

Apply an understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer-term). I.3

Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills. I.4

Apply knowledge to create environments that enrich and extend children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity. I.5

Support play in young children's learning and development from age Pre-K - grade 3. I.6

Demonstrate the ability to promote positive social interactions and engage children in learning activities while actively working to increase social and emotional competence of all children. I.8

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.9

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (zero to three, NAEYC, DEC) for curriculum-decision making. I.13

Demonstrate the use of reflective practice. I.14

ASSIGNMENT IDEAS:

Fine Arts and Social Studies

After spending a week in field placement, do you see evidence of student learning in social studies? Are the children studying a social studies topic? If so, what teaching strategies does the teacher use?

In conjunction with your field placement teacher, plan and present one activity to the children with whom you work that integrates art into the subject area of your choice. The activity could be having the children use a new art technique to illustrate their stories, exploring the growth of a plant through detailed drawing, or acting out the water cycle with symbolic movements, etc.

Write a paper (3-5 pages) outlining your plan for integrating subject areas in your future classroom and justifying your use of the arts. Use your ideal future job placement (grade, type of school) to discuss how you will integrate art, music, and movement into all other subjects. Include at least one paragraph on each of the following topics:

- The importance of creativity and how it can be fostered in the early childhood classroom.
- How you plan to incorporate creative activities into your daily routine and all subject areas, and the types of authentic arts experiences you will provide.
- How you will use other resource personnel (art, music, PE teachers, librarians, fellow teachers, technology resource people, etc.) to expand and enrich the arts component of your classroom.
- How you might respond to pressure to use worksheets or provide cookie cutter craft projects.
- What might you tell parents about the importance of the arts for their children's development.
- What policies/routines will you have in place to make your classroom arts experiences run smoothly.

Reading and Writing

Plan and implement three reading lesson plans: 1) Read aloud, 2) Shared book experience, 3) Guided reading group. Write a paper after teaching each lesson, including reflections on how well objectives were met, evidence that objectives were met, a description of what happened during the lesson, how students responded, and labeled student artifacts.

Literacy Block Plan. Develop week-long plans for daily two-hour literacy block, which includes materials and texts used for Morning Message, read aloud, shared reading, interactive writing, whole-class phonics, and comprehension mini-lesson; learning centers in which student could work independently, guided reading, independent and journal writing, silent reading, etc.

Case Study/ "Kidwatching" assessment assignment. The following assessments must be completed at practicum site (grades K-3). Study one child. Analyze what is learned about this child in light of your professional knowledge of literacy. Report conclusions in a clearly expressed, well-organized, carefully crafted summary of the child's skills, competencies, knowledge, and dispositions.

Sample Assessment List

- Identify focus child for *Kidwatching* Case Study
- Meet with mentor teacher; ask for copies of previous literacy assessments/artifacts
- Reading Interview with child (i.e., Burke)
- Begin informal observations and anecdotal notes (i.e., *Kidwatching Form* by Goodman)
- Parent Questionnaire
- Child Attitude Scale (i.e., Garfield)
- Book Handling Knowledge
- Letter Identification and/or (depending on grade level) Sight Word Test
- Continue gathering literacy related artifacts (minimum-5)
- Running Record and Miscue Analysis

Activity file: Create a file of resources for teaching early literacy, including sections for the following topics below:

- 1) Comprehension - Develop a file of resources and activities for teaching reading comprehension strategies. The emphasis will be on building connections with students' schemata, creating sensory images, inferring, recognizing text structure (including story structure and the structure of simple expository texts).
- 2) Fluency – Create a bibliography of Readers' Theatre script resources, children's literature that would lend itself to Reader's Theatre, texts to use for choral reading, and other texts appropriate for reading aloud.
- 3) Vocabulary & Spelling - Develop a file of strategies, activities, and websites for teaching vocabulary and spelling effectively that include attention to word chunks, meaning, context, etc.
- 4) Writing - Create a section of resources for effective writing instruction.

Math and Science

Mathematics & Science Board Game. Create an original board game in two languages (i.e., Spanish and English) for bilingual children in Pre-K- grade 3 dual language settings. The board game must integrate both mathematical and science concepts for the students with whom you are working in your field placement setting. As part of the assignment you will also be required to implement your board game in the classroom you have been assigned. Document the game's implementation; you must take pictures of the children playing the game (permission required from parents for photos).

You are to choose a topic of your choice from Age 3–grade 3 mathematics and science, and develop it into a single lesson. Use the ECED required lesson plan format provided in the field placement handbook which requires extensive reflection on past lessons.

Choose one of the mathematics or science textbooks/materials in use in your mentor teacher's classroom and critique it. Be sure to provide a complete citation for the textbook or material. You may want to choose one activity and focus on these questions in the critique: 1) What science

or math does it involve? 2) Where does it fall short? 3) Consider the learning theory behind it, how does the author believe children learn? 4) Based on the content, does the author approach a concept by telling children or by facilitating exploration? 5) Do the exercises go beyond rote drill to encourage critical thinking? 6) Is it readable? 7) Can children learn from using it? 8) Is it easy to plan a good lesson with this textbook?

Teacher Interview: Interview your cooperating teacher to determine her views about teaching mathematics and science in the early childhood classroom.

Classroom Observations: Choose one student to study during the semester in detail concerning his/her mathematics and science concept formation. Highlight this child's work with formal and informal mathematics and science. In addition to reporting your observations of times specifically scheduled for math and science, describe when you saw mathematical or scientific thinking occur at times other than the designated math or science periods. Refer to your readings.

In groups, develop a unit with an overarching theme that uses science and math. Each student in the group will develop three lessons per subject under the overarching theme. Putting them all together, a unit is formed that is ready to use in the practicum classroom. Share with mentor teacher and ask to implement unit.

SUGGESTED LESSON PLAN FORMAT:

Each lesson plan should contain the following components:

1. Basic Information: Grade Level, Content, Lesson Time

2. Summary of the Children's Characteristics and Needs:

In this section you will provide information about the diverse abilities of the children for which this lesson is intended. You will need to collaborate with your practicum teacher to gain some of this information.

- **Developmental Levels of Students** - Specifically list developmental levels that relate to your lesson. For example, if you teaching a reading lesson then list information about the student(s) abilities in reading.
- **Learning Styles/Multiple Intelligences** - What kinds of learners are the children in the class?
- **English Language Learners** - Which students speak another language? What languages do they speak?
- **Diverse Abilities** - This should include but is not limited to
 - **Medical Needs** - Medications, Allergies, Hearing Aids, etc.
 - **IEPs (Individualized Education Plans)** that apply to the content being taught and the necessary modifications and/or accommodations to be made.

3. Accommodations:

List all the accommodations you will make for students. For example, what accommodations will you make for the children's characteristics and needs listed above in the IEP? How will you adapt your lesson to include the child who has ADHD and has a difficult time sitting still and paying attention? How will you communicate the content of the lesson to English language learners? How will you alter the lesson to meet the needs of readers who have advanced skills and those who struggle within the same lesson? What will you do for the child who has a learning disability in writing? How will your lesson meet the needs of the diverse learning styles of students in your classroom, e.g., auditory learners as well as the kinesthetic learners, etc.?

4. Connection to Theory:

Discuss what theory and/or theorist forms the basis for your lesson. Explain why the lesson is appropriate for the students.

5. Prior Knowledge:

List what the students already know about concepts and/or skills directly connected to the lesson. Make a connection to what has been previously taught in this area. For example, what have the students been learning about punctuation prior to this lesson? You may want to consult the state standards or speak to the teacher.

6. Learning Objectives and Standards:

List clear and appropriate objectives. These must be stated in measurable terms. (Check your verbs.)

List the NM state curriculum standards that support your content objectives. There must be a clear connection between the objective and the standard. These should also be aligned with your assessment.

7. Materials and Resources:

All materials and resources used during the lesson must be listed. These materials and resources should reflect the children's ages, abilities, languages, and cultures. Remember that it is important for the materials and resources to actively engage children in meaningful ways. Make sure you choose materials and resources that will accommodate for the diverse challenges of your students. Review your section on children's characteristics and needs. For example, what materials will you use to accommodate for both the visual and kinesthetic learners?

8. Effective Approaches and Technology:

List the effective approaches you will use to teach your lesson. These may include but are not limited to fostering oral language, child-initiated inquiry, adult-directed learning, free exploration, teacher modeling/demonstration, centers, technology, thematic units, manipulatives, hands-on learning, the arts, and cooperative/collaborative learning.

9. Management Routines and Learning Environment:

In this section you will provide information about positive classroom plans and routines. Explain how you will create respect for students and support the learning process. List the management procedures. For example, if a student does not follow directions what will happen? Specifically, how will you handle challenging behaviors? What routines will you use during your lesson? For example, will you call students by table to move to the carpet area? By being intentional in your planning and writing down procedures ahead of time, there will be a strategy to implement with children as needed during the instruction of the lesson.

10. Instructional Procedures:

Be very specific! Spell out what you are going to do and what the students are going to do. Include what you are going to say. You must include all of the following:

- Building Interest/Excitement - How will you begin the lesson to capture the student's interest and attention?
- Anticipatory Set - Explain the purpose/objective of the lesson to the students. "Today we will learn ... because"
- Make a connection to what student's have previously been learning or what they will learn next. "Yesterday we learned about ... and now we are going to ..."
- Specific Steps - What you will do and say and what the children will do and say. This outlines the entire lesson. First, Next ...
- Lesson Closure - How will end the lesson? How will you communicate to students what they have learned from the lesson?
- Early and Late Finishers - What activities or procedures do you have planned for these students? What will the early finishers do while the rest of the class is still working?

11. Assessment:

The assessment must be directly aligned with the objectives and standards. It should measure the objectives and standards. The assessment should be attached – checklist, rubric, observational form, performance assessment, interview, work sample, teacher created test, etc. The criteria must be included. For example, if you are using a checklist then you must explain your criterion system. A check means A check minus means ... A check plus means ... If you collect observational notes, you must include what you are observing.

12. Post Lesson Reflection:

As part of becoming an early childhood professional you must continually reflect on your teaching, practices, and planning skills. In order to do this you must analyze your own teaching. How might you have improved the lesson? What other materials and/or instructional directions might you have used to provide more clarity? How will you support during the next lesson to remain on task, improve skills, etc.?

Sample ECED Lesson Plan Rubric

Age 3 (PreK) - Grade 3

	Unacceptable (1 pt)	Developing (2 pts)	Competent (3 pts)
1. Written Communication Skills (NAEYC 5c-d)	Written plan contains many errors and is unclear or uses inappropriate language. Professional appearance is lacking.	Writing is acceptable and professional. Written plan contains one or more grammatical or spelling errors.	Written plan is clear, well organized, professional, and free of grammatical and spelling errors.
2. Summary of Children's Characteristics and Needs (NAEYC 1a-c)	Summary lacks focus on the specific group of students for which the lesson is intended. There is little information about the children's characteristics and needs.	Summary includes some information about the class but lacks details about multiple areas like developmental levels, special needs (IEPs), social/emotional issues, health conditions, diverse language abilities, and learning styles.	Detailed summary includes information about the class like developmental levels, special needs (IEPs), social/emotional issues, health conditions, diverse language abilities, and learning styles.
3. Accommodations (NAEYC 1a-b, 2a, 4b, 5d)	Little or no accommodations are listed. The lesson does not make adjustments for diverse students.	General accommodations are listed. Most of these address student differences, interests, and needs (see above). The accommodations seem to be effective.	Specific, meaningful accommodations for student differences, interests, and needs are listed (see above). These may include differences in culture, gender, abilities, and multiple intelligences.
4. Connection to Theory (NAEYC 1a-c)	Little or no connection is made to child development theory and/or theorists. The lesson is missing a theoretical basis and may not be developmentally appropriate for young children.	The lesson is generally connected to child development theory and/or theorists. A simple explanation of the appropriateness of the lesson is provided.	A strong connection is made to child development and theory and/or theorists. The lesson is theoretically sound. An explanation of why the lesson is developmentally appropriate for these students is provided.
5. Prior Knowledge (NAEYC 1a-b, 4a, c-d)	Prior knowledge information is missing or does not apply to the lesson.	General information about the student's prior knowledge is listed.	Detailed information about the student's prior knowledge is listed. This includes connections to previously taught standards/objectives.
6. Learning Objectives and Standards (NAEYC 1a-b, 4b-d)	The objectives and/or standards are missing or are inappropriate for young children. There is no connection between the objectives/standards and the assessment.	Objectives are listed but may not be the most appropriate for the targeted skills. Measurable terms are used for the objectives. The objectives are generally connected to the SC state curriculum standards and the assessment.	Clear and age appropriate objectives are stated using measurable terms. These are appropriately challenging for the children. The state curriculum standards support and are connected to the objectives and the assessment.

7. Materials and Resources (NAEYC 1a-c, 2a, 4b-c)	Many materials and/or resources are missing or are inappropriate. Materials/resources do not match the needs of the children for the lesson.	Essential materials and resources are listed. Some of the materials take into account the children's ages, abilities, languages, and cultures. Materials and resources make the lesson content interesting and engaging.	Materials and resources take into account the children's ages, abilities, languages, and cultures. A detailed list of all needed materials is provided. A variety of materials/resources are used to actively engage the children with the content.
8. Developmentally Effective Approaches and Technology (NAEYC 1a-c, 4a-d, 5c-d)	The lesson is based on procedures and/or activities that are not developmentally appropriate for young children. Students do not have an active role in the lesson.	Most of the lesson utilizes developmentally appropriate approaches but some aspects of the lesson are limited. Students are actively involved in the lesson.	Developmentally effective approaches are listed and utilized with children during the lesson. These may include but are not limited to fostering oral language communication, child-initiated inquiry, adult directed learning, free exploration, teacher modeling, centers, technology, units of study, manipulatives, hands-on learning, the arts, and cooperative learning. The approach to the lesson engages students in meaningful and active ways.
9. Management Routines and Learning Environment (NAEYC 1a-c, 4a-b)	Little or no information is provided concerning the management of materials, classroom routines, and dealing with challenging behaviors. There is no plan for supporting students or creating a respectful environment.	General information is provided about creating respect for students and supporting them in the learning process. Major classroom management routines are listed but may not be appropriate for young children. There is a plan that provides for managing materials, resources, or dealing with challenging behaviors.	Clear evidence about the classroom environment includes creating respect for each student and supporting children in the learning process. Classroom management routines are listed and appropriate for young children. A detailed plan is provided for managing materials, resources, and dealing with challenging behaviors.

10. Instructional Procedures (NAEYC 1a-b, 4a-d)	Procedures are sketchy and lack details. Many steps are missing. The sequence is out of order and does not meet the needs of students. There is no plan for early or late finishers.	Most procedures are outlined but at least one aspect of the procedures is missing. The sequence is logical, paced appropriately, and meets the needs of students. Accommodating for early and late finishers is missing or lacks meaning. The procedures are tied to lesson objective, standards and/or assessment.	Specific procedures are outlined that include building excitement (anticipatory set), purpose of the lesson, reviewing previous learning, and lesson closure. The sequence is logical and reflects appropriate pacing and knowledge of student needs. Procedures address early and late finishers. The instruction is strongly aligned with the lesson objectives/standards and assessment. Content is accurate and actively engages children in the learning process. All three learning modalities are in place to make the lesson productive.
11. Assessment (NAEYC 3a-c, 5d)	The assessment is missing or is inappropriate. There is no connection to the objectives/standards.	The assessment is generally linked to the objectives/standards. The assessment is described but not attached.	Assessment rubrics, checklists, etc. are attached with criteria for evaluation. Informal observation assessments include questions or descriptions of student expectations (What is being observed?). The assessment is tightly linked to the objectives/standards.
12. Post Lesson Reflection (NAEYC 1a-b, 3a-c, 4a-d, 5b-d)	The analysis is weak and addresses less than three aspects of the post lesson reflection. There is no insight into future teaching improvements.	The analysis addresses at least three important aspects of the reflection: strengths and weaknesses of the lesson's implementation, reflections about student performance, a plan for re-teaching, or suggestions for improving future teaching.	Comprehensive analysis includes a thoughtful discussion of all of the following: strengths and weaknesses of the lesson's implementation, reflections about student performance, a plan for re-teaching, and suggestions for improving future teaching.



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