

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

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

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Developed by:
New Mexico Higher Education
Early Childhood Task Force

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Introduction

The syllabi in this book were developed collaboratively by higher education faculty at 2-year and 4-year institutions in New Mexico that have degree programs in early childhood. The syllabi are based on the core competencies and the indicators for each level. These indicators are cumulative, i.e., a bachelor's degree includes not only the indicators for that level, but all indicators at previous levels. The syllabi list as course objectives only the core competencies, which are the same at all levels, but the readings, course content, and learning activities for each course are based on the specific indicators. Completion of the courses at the foundational (AA) level (29 credits) plus 35 credits of general education will result in an AA degree. Completion of the foundational courses plus 34 additional credits at the upper division level and 54 total credits of general education will result in a bachelor's degree. (See accompanying matrix.)

For the sake of clarity and simplicity, course titles are identical or very similar to the titles of the 7 areas of competency. At the foundational level, two additional courses have been added: a guidance course and an early literacy course (required by state statute). At the bachelor's level, a course in teaching reading and writing has been added (required by state statute). Therefore, these courses will not match a particular competency area, but they include core competencies pulled from other competency areas. To be meaningful, the syllabi must be used with the booklet *New Mexico's Common Core Content for personnel preparation in Early Care, Education, and Family Support*. Students should purchase copies of the common core content for continual reference to the core competencies and indicators at their specific levels.

All programs across the state will teach the same courses with the same titles and course descriptions. Faculty will use these syllabi as their basic framework. Each faculty member can revise any syllabus to meet his/her own needs as long as there is no change in title, number of credits and course description. Further, the course objectives that match the core competencies and the identified indicators in the *Common Core Content* must be met, in addition to additional objectives that the faculty member may select.

The syllabi are our first effort toward implementing a universal catalogue of courses, and, therefore, are works in progress. As faculty teach the courses over time, no doubt changes will be made.

Cheers to all of the faculty who have worked on these syllabi and who have been so willing to negotiate with their peers! Many thanks.

**Early Childhood Higher Education Task Force
Universal Catalogue of Courses/ECE Transfer Module
Foundational (Associate Degree) Level and Upper (Bachelor's Degree) Level Courses**

Foundational (Associate Degree) Level (Prerequisites)						Areas of Specialization			
Child Growth/ Development and Learning - 3 Credit Hours	Health, Safety & Nutrition - 2 Credit Hours	Family & Community Collaboration - 3 Credit Hours	I. Curriculum Development & Implementation - 3 Credit Hours Practicum I-L 2 Credit Hours II. Curriculum Development & Implementation- 3 Credit Hours Practicum II-L 2 Credit Hours	Introduction to Reading & Literacy Development - 3 Credit Hours	Professionalism 2 Credit Hours	Assessment of Children and Evaluation of Programs - 3 Credit Hours	Guiding Young Children - 3 Credit Hours	Family, Infant Toddler Studies (FIT I)	Early Childhood Program Administration
Foundational Level Total = 25 ECE + 4 Hours Practicum = 29 Credit Hours (plus 35 general education credits = 64 credit Associate Degree)								AA Certificate PLUS 9 Credit Hours I. Infant-Toddler Development II. Working with Infant's Family III. Family-Centered Professionalism	AA Certificate PLUS 9 Credit Hours
Upper (Bachelor's Degree) Level						Areas of Specialization			
Research in Child Growth/ Development & Learning - 3 Credit Hours	Family & Community Collaboration - 2 Credit Hours	I. Integrated EC Curriculum - 3 Credit Hours Practicum I-L - 2 Credit Hours II. Methods & Materials for the Primary Grades- 3 Credit Hours Practicum II-L 2 Credit Hours	Teaching Reading and Writing - 3 Credit Hours Reading and Writing-L - 1 Credit Hour	Assessment of Children and Evaluation of Programs - 3 Credit Hours	Student Teaching 12 Credit Hours	Family, Infant Toddler Studies (FIT II)	Early Childhood Program Administration	Bachelor's Degree PLUS 18 Credits (9 lower level plus 9 upper level)	Bachelor's Degree PLUS 9 Credits (Same 9 lower level courses as above)
Upper Level Total = 17 ECE = 5 Hours Practicum + 12 Hours Student Teaching = 34 Hours GRAND TOTAL = 63 Credit Hours									

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 foundation for becoming competent early childhood professionals and knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all aspects of development, including biological-physical, social, cultural, emotional, cognitive, and language domains. The adult's role in supporting each child's growth, development and learning will be emphasized.

SUGGESTED TEXTS (as of 2003-04):

Berger, K. (2002). *The developing person through childhood and adolescence* (6th ed.). New York: Worth.

Black, J., & Pucker, M. (2002). *The young child: Development from prebirth through age eight*. Upper Saddle River, NJ: Prentice Hall.

Trawick-Smith, J. (2003-04). *Early childhood development: Multicultural perspectives* (3rd ed.). Columbus, OH: Merrill.

COURSE OBJECTIVES:

This course is part of the required program of study for an Associate of Arts degree in early childhood education in 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. (I.A)
- 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. (I.B)
- 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. (I.C)

- Demonstrate knowledge of the similarities between children who are developing typically and those with special needs. (I.D)
- 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. (I.E)
- 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. (I.F)
- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. (I.G)
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. (I.H)
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. (I.I)
- Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. (I.J)
- Use appropriate guidance to support the development of self-regulatory capacities in young children. (I.K)

OPTIONAL

The following objectives are taken from the International Society for Technology in Education, National Educational Technology Standards for Teachers. Upon completion of this course, students will be able to demonstrate the following competencies:

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).
2. Use technology to support learner-centered strategies that address the diverse needs of students.

ASSIGNMENT IDEAS:

Prepare a personal philosophy of child growth, development, and learning.

Conduct a case study of a child.

Maintain a reflective or dialogue journal.

Conduct observations (anecdotal and focused observations) in the following areas: physical/motor, social/ emotional, language/cognitive, and adaptive/living skills.

Prepare a mini-case study on a child in each of the three different age groups (i.e., infant or toddler, preschool, primary). Address all levels of development: physical/motor, social/emotional, language/cognitive, and adaptive/living skills.

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

Identify environmental factors that affect children's development.

Record and analyze a verbatim language sample for a child.

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

Introduction, major theories of child development

Week 3

Interaction of biological, maturational, and environmental factors on development

Week 4

Prenatal development

Weeks 5 & 6

Prenatal, physical and motor development (typical & atypical)

Weeks 7 & 8

Social and emotional development (typical & atypical)

Weeks 9 & 10

Language development and literacy (typical & atypical)

Week 11

Cognitive development (typical & atypical)

Week 12

Similarities and differences among children developing typically and atypically (individual differences)

Week 13

Cultural and linguistic differences in development

Development in the context of family, community, and society

Week 14

Integrating aspects and contexts of development

Week 15

Implications of development for developmentally appropriate practice

COURSE TITLE: Health, Safety, and Nutrition
(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 the prevention of childhood illnesses and communicable diseases. The course examines the many nutritional factors that are important for children's total development, healthy eating habits, physical activity, and rest. Students gain knowledge necessary for creating safe learning environments for decreasing risk and preventing childhood injury.

SUGGESTED TEXTS (as of 2003-04):

Anspaugh, D. (2004). Teaching today's health (7th ed.). San Francisco: Benjamin Cummings/Addison Wesley.

Aronson, S.S. (2002). Healthy young children: A manual for programs. Washington, DC: NAEYC.

Aronson, S.S. (2002). Model child care health policies (4th ed.). Washington, DC: NAEYC.

Beaty, J. J. (2004). Safety in preschool programs. Upper Saddle River, NJ: Prentice Hall.

Chrisman, K., & Couchenour, D. (2002). Healthy sexuality development: A guide for early childhood educators and families. Washington, DC: NAEYC.

Endres, J. B. (1994). Food, nutrition, and the young child (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Marotz, L.R., Cross, M.Z., & Rush, J.M. (2001). Health, safety, and nutrition (5th ed.). Albany, NY: Delmar .

National Center for Education in Maternal and Child Health. (2002). Bright futures: Guidelines for health supervision of infants, children, and adolescents (2nd ed.). Available from: <http://www.brightfutures.org/publications>.

Robertson, C. (2000). Safety, nutrition and health in early education (2nd ed.). Albany, NY: Delmar.

Ubbes, V. A., & Spillman, D. M. (2000). Literature links for nutrition and health. San Francisco: Benjamin Cummings/Addison Wesley.

COURSE OBJECTIVES:

This course is part of the required program of studies for the Associate of Arts degree in Early Childhood Education. 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, emotional well-being, nutritional and safety needs. (II.A)
- Appropriately plan, maintain, and facilitate the use of the indoor and outdoor learning environments to promote each child's physical and emotional well-being. (II.B)
- Use appropriate health appraisal and management procedures and make referrals when necessary. (II.C)
- 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. (II.D)
- 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. (II.E)
- Provide a consistent daily schedule for rest/sleep, as developmentally appropriate. (II.F)
- Implement health care and educational activities for children and families based on health and nutritional information that are responsive to diverse cultures. (II.G)
- 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. (II.H)

OPTIONAL

The following objectives are taken from the International Society for Technology in Education, National Educational Technology Standards for Teachers. Upon completion of this course, students will be able to demonstrate the following competencies:

1. Promote safe and healthy use of technology resources.
2. Use technology to support learner-centered strategies that address the diverse needs of students.

ASSIGNMENT IDEAS:

Complete basic First Aid training and complete infant/child CPR training.

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.

Develop a risk management plan with safety procedures for indoor and outdoor learning environments.

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

Plan one week of nutritional snacks and meals that are developmentally appropriate and culturally relevant for a particular classroom.

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

Interrelationship of health, safety, and nutrition

Weeks 3 & 4

Promoting indoor and outdoor safety and children's well-being

Weeks 5 & 6

Promoting psychological, physical and nutritional health

Weeks 7 & 8

Health screenings, milestones, and health records

Weeks 9 & 10

Psychological health and issues related to abuse, neglect, and delay

Reporting procedures for suspected abuse/neglect

Weeks 11 & 12

State, local and program regulations and guidelines for health, safety and nutrition (e.g., licensing, USDA)

Weeks 13 & 14

Planning and scheduling developmentally appropriate activities for well-being

Week 15

Promoting and modeling healthy behaviors for children and families

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

COURSE DESCRIPTION:

This course examines the involvement of families from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with parents and others involved with children in early childhood settings are discussed. Strategies for communicating with parents and guardians about their children and incorporating the families' goals and desires for their children into the early childhood program will be included.

SUGGESTED TEXTS (as of 2003-04):

Banks, J., & Banks, C. (2003-04) Multicultural education issues and perspectives (4th ed.). New York: John Wiley.

Berns, R. (2001). Child, family, school, community (5th ed.). Albany, NY: Thompson Learning.

Gestwicki, C. (2002). Home, school, and community relations (4th ed.). Albany, NY: Delmar.

Gonzales-Mena, J. (2000). Multicultural issues in child care (3rd ed.). Columbus, OH: McGraw-Hill.

COURSE OBJECTIVES:

This course is part of the required program of study in New Mexico for an Associate of Arts degree in early childhood education. 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:

- Seek and maintain a collaborative relationship with parents, guardians, families, community agencies, and other professionals to meet the needs of each child. (III.A)
- Create and maintain a safe and welcoming environment for families and community members. (III.B)
- Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child to provide ongoing, relevant information to families about child growth, development, and learning. (III.C)

- Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and childrearing practices. (III.D)
- Demonstrate understanding of the complexity and dynamics of family systems. (III.E)
- Demonstrate understanding of the effects of family stress on the behavior of children and other family members. (III.F)
- Demonstrate the ability to incorporate the families' desires/goals for their children into classroom and/or intervention strategies. (III.G)
- Develop partnerships with family members to promote early literacy in the home. (III.H)
- Involve families and community members in contributing to the learning environment. (III.I)
- Establish partnerships with community members in promoting literacy. (III.J)
- Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. (III.K)

OPTIONAL

The following objectives are taken from the International Society for Technology in Education, National Educational Technology Standards for Teachers. Upon completion of this course, students will be able to demonstrate the following competency:

1. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

ASSIGNMENT IDEAS:

Prepare a philosophy paper that reflects "Race, culture, gender, diversity, and equity" in early childhood programs.

Complete a family tree and oral history project.

Prepare a family newsletter.

Write a 3-page position paper on involving families and communities in culturally responsive ways.

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

Develop a family information bulletin board.

Role-play communication strategies with parents in home visits, parent-teacher conferences, and parent group meetings.

Develop a family workshop that could be presented during a PTA, community meeting, or a group parent meeting. Write an announcement for the radio, TV, and newspaper to publicize the workshop.

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

Family systems and changing roles of family members

Weeks 2 & 3

Families in diverse cultural contexts—role of language and culture

Diverse family structures

Weeks 4 & 5

Establishing and maintaining collaborative relationships; communication strategies

Weeks 6 & 7

Communication in various languages, formats, and contexts

Acquiring rudimentary skills in children's home languages

Week 8

Family and community roles in promoting children's literacy

Week 9

Policies, procedures, and procedural safeguards for families

Week 10

Creating and maintaining welcoming classroom environments

Week 11

Involving family and community members in the learning environment

Week 12

Incorporating family desires/goals into curriculum and intervention strategies

Week 13

Understanding and addressing family stress

Week 14

Community resources

Week 15

Programs that work

COURSE TITLE: Guiding Young Children

(3 credit hours)

COURSE DESCRIPTION:

This course explores various theories of child guidance and the practical application of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Appropriate strategies for preventing and dealing with violence, aggression, anger, and stress will be included. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners.

SUGGESTED TEXTS (as of 2003-04):

Beatty, J.J. (1998). Prosocial guidance for the preschool child. Upper Saddle River, NJ: Prentice Hall.

Daniels, E. R., & Stafford, K. (1999). Creating inclusive classrooms. Washington, DC: Children's Sources International.

Essa, E. (2000). A practical guide to solving preschool behavior problems. Albany, NY: Delmar.

Gartrell, D. (2003-04). Guidance approach for the encouraging classroom. Albany, NY: Delmar.

Gonzalez -Mena, J. (2002). Multicultural issues in child care. Mountain View, CA: Mayfield.

Gordon, A., & Browne, K. (1996). Guiding young children in a diverse society. Boston: Allyn & Bacon.

Greenspan, S., & Weider, S. (1998). The child with special needs. Reading, MA: Perseus Books.

Greenspan, S. (1995). The challenging child: Understanding, raising, and enjoying the five "difficult" types of children. Reading, MA: Addison-Wesley.

Marion, M. (2003-04). Guidance of young children (6th ed.) Upper Saddle River, NJ: Prentice Hall.

COURSE OBJECTIVES:

This course is part of the required program of study for an Associate of Arts degree in early childhood education in 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. (I.K)
- Appropriately plan, maintain, and facilitate the use of indoor and outdoor learning environments to promote each child’s physical and emotional well-being. (II.B)
- 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 the appropriate professionals, and in cases of suspected abuse or neglect, reporting to designated authorities. (II.D)
- 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. (II.H)
- Demonstrate understanding of the effects of family stress on the behavior of children and other family members. (III.F)
- Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with special needs. (IVb.A)
- 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. (IV.b.C)
- 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. (IVb.G)
- Demonstrate knowledge of maintaining appropriate records of children’s development and behavior that safeguard confidentiality and privacy. (V.B)
- Articulate a personal philosophy of appropriate early care and education that responds to practices that support inclusion and cultural and linguistic diversity through actions and attitudes. (VI.D)

OPTIONAL

The following objectives are taken from the International Society for Technology in Education, National Educational Technology Standards for Teachers. Upon completion of this course, students will be able to demonstrate the following competencies:

1. Plan strategies to manage student learning in a technology-enhanced environment.
2. Manage student learning activities in a technology-enhanced environment.
3. Model and teach legal and ethical practice related to technology use.
4. Identify and use technology resources that affirm diversity.

ASSIGNMENT IDEAS:

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

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.

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

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

Write a 3-5-page essay that describes your beliefs concerning appropriate guidance. Include references to articles or chapters covered in class.

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.

Research and write a paper on a guidance issue of particular interest to you. Present an oral summary of your paper 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

Introduction to guidance

Observing children's behavior

Weeks 2 & 3

Guidance versus punishment; the meaning of discipline

Self-regulation and temperament

Week 4

Fostering motivation in children

Weeks 5 & 6

Cultural and linguistic responsiveness in guiding children

Week 7

Understanding challenging behaviors

Weeks 8 & 9

Arranging the environment to facilitate positive social interactions

Adapting the environment to include all children

Week 10

Designing daily schedules, transitions, and routines to facilitate positive behavior

Weeks 11-14

Specific guidance techniques and classroom management strategies for all children developing typically and atypically

Maintaining records and documenting behavior – infants, toddlers, preschoolers and primary

Week 15

Child abuse and neglect (rights and responsibilities)

COURSE TITLE: Introduction to Reading and Literacy Development
(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 phonemic awareness, literacy problem solving skills, fluency, vocabulary, comprehension, and language development. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. An integrated language arts perspective and an interdisciplinary approach as it addresses developing writing, reading, and oral language in the home and school contexts will be addressed. 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 (as of 2003-04):

Burns, M. S., Griffin, P., & Snow, C. E. (Eds.) (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.

Christie, J., Enz, B., & Virkelich, C. (2003-04). *Teaching language and literacy: Preschool through the elementary grades*. Boston: 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.

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

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

Schickedanz, J. A. (1999). *Much more than the ABC's: The early stages of reading and writing*. Washington, DC: NAEYC.

COURSE OBJECTIVES:

This course is part of the required program of study for an Associate of Arts degree in early childhood education in 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. (I.F)
- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. (I.G)
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. (I.H)
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. (I.I)
- Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child to provide ongoing, relevant information to families about child growth, development, and learning. (III.C)
- Develop partnerships with family members to promote early literacy in the home. (III.H)
- Establish partnerships with community members in promoting literacy. (III.J)
- Demonstrate knowledge of the reading and writing components of literacy at each developmental level. (IVa.D)
- Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans (IFSP) and/or Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members. (IVa.F)
- Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. (IVa.G)
- 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. (IVb.H)

OPTIONAL

The following objectives are taken from the International Society for Technology in Education, National Educational Technology Standards for Teachers. Upon completion of this course, students will be able to demonstrate the following competencies:

1. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
2. Apply current research on teaching and learning with technology when planning learning environments and experiences.
3. Use technology to support learner-centered strategies that address the diverse needs of students.
4. Identify and use technology resources that affirm diversity.

ASSIGNMENT IDEAS:

Visit an early childhood classroom and observe children's literacy behaviors. Focus on both 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, 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 environment for one of the following age groups: infants, toddlers, preschoolers, or schoolage children.

Select and critique three 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. Create a literature prop box for literacy play.

Engage in a dialogic reading experience (Neuman, 2002) with a small group of children.

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

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

Foundation of literacy

Continuum of literacy skills

Oral language development

Weeks 3 & 4

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

Weeks 5 & 6

Promoting pre-reading and writing during preschool

Alphabet knowledge and phonemic awareness

Vocabulary development

Print Awareness

Sequence of Writing

Weeks 7 & 8

Strategies and materials for reading

Read aloud

Dialogic reading

Re-telling/story telling

Rhyming and word games

Quality books for preschoolers

Weeks 9 & 10

Strategies and materials for writing

Interactive writing

Dictation

Journal writing

Making books

Week 11 & 12

Becoming a reader and writer K-3rd grade

Comprehension

Vocabulary building

Fluency

Spelling

Week 13 & 14

Strategies and materials for K-3rd grade literacy

Overview of commercial literacy programs

Supporting independent writers

Quality books for K-3rd grade

Week 15

Working with literacy support specialists

Family involvement in literacy development

COURSE TITLE: Curriculum Development and Implementation I

(3 credit hours)

Co-requisite: Curriculum Development and Implementation Practicum I (see separate syllabus)

COURSE DESCRIPTION:

This beginning curriculum course focuses on developmentally appropriate content in early childhood programs. It addresses content that is relevant for children birth through age eight and developmentally appropriate 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 and IEPs are included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age eight, is emphasized.

SUGGESTED TEXTS (as of 2003-04):

Althouse, R., Johnson, M., & Mitchell, S. (2003-04). *The colors of learning: Integrating the visual arts into the early childhood curriculum*. Washington, DC: NAEYC.

Copple, C. (2003-04). *A world of difference: Readings on teaching young children in a diverse society*. Washington, DC: NAEYC.

Copple, C., Bredekamp, S., & Neuman, S. (1999). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: NAEYC.

Derman-Sparks, L. (1989). *Anti-bias curriculum: Tools for empowering young children*. Washington, DC: NAEYC.

Douville-Watson, L. (2003-04). *Infants and toddlers: Curriculum and teaching* (5th ed). Albany, NY: Delmar.

Gestwicki, C. (1999). *Developmentally appropriate practice: Curriculum and development in early education* (2nd ed). Albany, NY: Delmar.

Koralek, D. (Ed.). (2003-04). *Young children and math*. Washington, DC: NAEYC.

Koralek, D. (Ed.). (2003-04). *Young children and oral language*. Washington, DC: NAEYC.

Koralek, D., & Colker, J. (Eds.). (2003-04). *Young children and science*. Washington, DC: NAEYC.

Seefeldt, C., & Barbour, N. (2003-04). *Early childhood education: An introduction* (4th 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.

COURSE OBJECTIVES:

This course is part of the required program of study for an Associate of Arts degree in early childhood education in 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 relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for young children from birth through age eight. (IVa.A)
- 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. (IVa.B)
- Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas. (IVa.C)
- Demonstrate knowledge of the reading and writing components of literacy at each developmental level. (IVa.D)
- Develop, implement, and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. (IVa.E)
- Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans (IFSP) and/or Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members. (IVa.F)
- Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. (IVa.G)

OPTIONAL

The following objectives are taken from the International Society for Technology in Education, National Educational Technology Standards for Teachers. Upon completion of this course, students will be able to demonstrate the following competencies:

1. Facilitate technology-enhanced experiences that address content standards and student technology standards.
2. Use technology to support learner-centered strategies that address the diverse needs of students.

ASSIGNMENT IDEAS:

Design a learning activity for each content area for one of the following levels of development: infants, toddlers, preschoolers, or children in the primary grades. These activities must be linguistically and culturally appropriate. (Semester assignment)

Describe what is meant by developmentally appropriate content.

Design a learning activity that integrates at least three content areas for one age group. This age group must be different from the semester assignment.

Plan a daily schedule that includes appropriate curriculum content for infants, toddlers, preschoolers and children in the early primary grades (K-3rd).

Write a 3-5 page paper on how you would infuse anti-bias materials, activities, and strategies throughout the total classroom curriculum and environment for a selected age group.

Analyze case studies of children with special needs and describe implications for IFSPs and IEPs.

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

Overview of development, birth – age 8

How development affects learning at each developmental stage

Inquiry tools at each developmental stage

Weeks 3-11

The following developmentally appropriate content areas will be addressed separately for infants, toddlers, preschool and primary:

- The Arts
- Literacy
- Mathematics (numeracy)
- Social Studies
- Science
- Health/wellness

Week 12

Integrating curriculum across content areas, using home language, experiences, and cultural values

Week 13

Infusing anti-bias materials, literature, experiences, and cultural values

Week 14

Adapting content for children with special needs; IFSP and IEP development

Week 15

Planning developmentally appropriate daily schedules

COURSE TITLE: Curriculum Development and Implementation Practicum I
(2 Credit Hours)

Co-requisite: Curriculum Development and Implementation I (see separate syllabus)

COURSE DESCRIPTION:

This course provides opportunities for students to apply knowledge gained from Curriculum Development and Implementation I and develop skills in planning developmentally appropriate learning experiences for young children from birth through age eight, including young children with special needs. Learning experiences will cover all content areas, including literacy, math, science, social studies, health/wellness, the arts, and adaptive skills for children, birth through age eight.

SUGGESTED TEXTS (as of 2003-04):

Billman, J., & Sherman, J. (2002). *Observation and participation in early childhood settings: A practicum guide* (2nd ed.). Boston: Allyn & Bacon.

Bredenkamp, S. (1997). *Developmentally appropriate practices in early childhood programs serving children birth through age 8* (2nd ed.). Washington, DC: NAEYC.

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

COURSE OBJECTIVES:

This course is part of the required program of study for an Associate of Arts degree in early childhood education in New Mexico. The objectives match those identified in the co-requisite and are taken from New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of the co-requisite and this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight. (IVa.A)
- 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. (IVa.B)
- Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas. (IVa.C)

- Demonstrate knowledge of the reading and writing components of literacy at each developmental level. (IVa.D)
- Develop, implement, and evaluate an integrated curriculum that focuses on children’s development and interests, using their language, home experiences, and cultural values. IVa.E)
- Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans (IFSP) and/or Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members. (IVa.F)
- Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. (IVa.G)

OPTIONAL

The following objectives are taken from the International Society for Technology in Education, National Educational Technology Standards for Teachers. Upon completion of this course, students will be able to demonstrate the following competencies:

1. Apply current research on teaching and learning with technology when planning learning environments and experiences.
2. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

ASSIGNMENT IDEAS: (See also Curriculum Development and Implementation I assignments.)

Maintain a daily reflection journal for each practicum session.

EVALUATION:

This course is competency based. Student competency will be evaluated through effective participation and demonstration of competencies in practicum settings.

SUGGESTED COURSE OUTLINE:

NOTE: This practicum experience should be divided among each of the following age groups: infant/toddler, preschool, and/or primary grades (K-3rd grade).

Weeks 1-15

- Orientation and placement
- Complete a one-hour anecdotal record of a child at the practicum site
- Observe the same child a second time, identifying how the child's developmental characteristics influence the child's learning (include physical condition, motor skills, social skills, emotional characteristics, language skills, and cognitive skills).
- Observe and critique a learning activity in each of the following content areas: the arts, literacy, mathematics, social studies, science, and health/wellness for the age group to which assigned.
- Plan a learning activity in each content area for the age group to which assigned.
- Design a learning activity that integrates at least three content areas for each age group: infants, toddlers, preschoolers, and children in primary grades (K-3rd grade).
- Observe, based on class-developed checklist, the presence of anti-bias materials, literature, experiences, and cultural values. Summarize observations.
- Prepare developmentally appropriate schedules for each age group: infants, toddlers, preschoolers, and children in primary grades (K-3rd grade).
- Evaluation of practicum experience.

**COURSE TITLE: Curriculum Development and Implementation II
(3 credits)**

Co-requisite: Curriculum Development and Implementation Practicum II (see separate syllabus)

COURSE DESCRIPTION:

This basic course focuses on the learning environment and the implementation of curriculum in early childhood programs. Students will use their knowledge of content, developmentally appropriate practices, and language and culture to design and implement experiences and environments that promote optimal development and learning for children from birth through age 8, including children with special needs. Various curriculum models and teaching and learning strategies will be included.

SUGGESTED TEXTS (as of 2003-04):

Bredenkamp, S. (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington DC: NAEYC.

Curtis, D., & Carter, M. (2003-04). *Designs for Living and Learning: Transforming Early Childhood Environments*. St. Paul, MI: Redleaf Press.

Deiner, P. (1999). *Resources for educating children with diverse abilities: Birth through eight*. Fort Worth: Harcourt Brace.

Douville-Watson, L. (2003-04). *Infants and toddlers: Curriculum and teaching* (5th ed.). Albany, NY: Delmar.

Gestwicki, C. (1999). *Developmentally appropriate practice: Curriculum and development in early education* (2nd ed.). Albany, NY: Delmar.

Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, MD: Gryphon House.

Harms, T., Clifford, R., & Cryer, D. (1998). *Early childhood environment rating scale (ECERS-R)*. New York: Teachers College Press.

Harms, T., Cryer, D., & Clifford, R. (2002). *Infant/toddler environment rating scale (ITERS-R)*. New York: Teachers College Press.

Herr, J., & Larson, Y. (2003-04). *Creative resources for the early childhood classroom* (4th ed.). Albany, NY: Delmar.

Herr, J., & Swim, T. (1999). *Creative resources for infants and toddlers*. Albany, NY: Delmar.

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.

Wellhousen, K. (2002). *Outdoor play every day*. Albany, NY: Delmar.

COURSE OBJECTIVES:

This course is part of the required program of study for an Associate of Arts degree in early childhood education in 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 varying program models and learning environments that meet the individual needs of all young children, including those with special needs. (IVb.A)
- 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, special needs, and the languages and cultures in New Mexico. (IVb.B)
- 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. (IVb.C)
- Create and manage 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. (IVb.D)
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. (IVb.E)
- Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out. (IVb.F)
- 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. (IVb.G)
- 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. (IVb.H)
- Create and manage a literacy-rich environment that is responsive to each child's unique path of development. (IVb.I)
- Use a variety of language strategies during adult-child and child-child interactions and facilitate dialogue of expressive language and thought. (IVb.J)
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. (IVb.K)

- Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. (IVb.L)
- Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals. (IVb.M)
- Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. (IVb.N)

OPTIONAL

The following objectives are taken from the International Society for Technology in Education, National Educational Technology Standards for Teachers. Upon completion of this course, students will be able to demonstrate the following competencies:

1. Apply current research on teaching and learning with technology when planning learning environments and experiences.
2. Apply technology to develop students' higher order skills and creativity.

ASSIGNMENT IDEAS:

Write a paper, design a poster, or give an oral report on one program model.

With a small group, create a role play demonstrating stages of play.

Plan an indoor and outdoor learning environment and daily schedule for infants, toddlers, preschoolers or children in K-3rd grade. The plan should include a floor plan, indicating the location of the learning centers, furnishings, and equipment and a layout for the outdoor space, equipment and materials.

You have been assigned a new indoor/outdoor environment (infants, toddlers, preschoolers or K-3rd grade) that you must equip. Using catalogs, complete an order form showing the toys, materials, furnishings, and cost to equip your dream learning environment.

Plan an open-ended activity that facilitates children's exploration, creative expression, and learning at each developmental level: infants, toddlers, preschoolers, and children in K-3rd grade.

Prepare a developmentally appropriate schedule for infants, toddlers, preschoolers, and children in K-3rd grade.

Describe the role of play in children's development and how play can be integrated at all developmental levels: infants, toddlers, preschoolers, and children in K-3rd grade.

Describe appropriate uses of technology, including assistive technology, for infants, toddlers, preschoolers, and children in K-3rd grade.

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

Overview of various program models (e.g., Reggio Emilia, Montessori, Head Start, High Scope)

Week 2

Review of content areas and integrating content areas

Weeks 3 & 4

Curriculum frameworks (e.g., thematic, project-based, play-based)

Development of lesson plans

Weeks 5-8

Planning and implementing developmentally appropriate curriculum

Infants

Toddlers

Preschool

Primary

Week 9

Infusing cultural and linguistic diversity into the curriculum

Adapting curriculum to meet individual needs

Weeks 10 & 11

Implementing rich learning environments

Arranging the environment to facilitate inquiry, problem-solving, and decision-making

Centers of interest

Creating literacy-rich environment

Selection of materials and equipment

Weeks 12-14

Developmentally appropriate teaching and learning strategies

Play

Scaffolding

Small group projects

Communication strategies (conversations, open-ended questioning, group discussion, cooperative learning)

Technology

Week 15

Working collaboratively as a team

Using family members to enrich the curriculum

COURSE TITLE: Curriculum Development and Implementation Practicum II
(2 credit hours)

Co-requisite: Curriculum Development and Implementation II (see separate syllabus)

COURSE DESCRIPTION:

This course provides opportunities for students to apply knowledge gained from Curriculum Development and Implementation II and develop skills in planning learning environments and implementing curriculum in programs serving young children, birth through age eight, including those with special needs.

SUGGESTED TEXTS (as of 2003-04)

Billman, J., & Sherman, J. (1996). *Observation and participation in early childhood settings: A practicum guide*. Boston: Allyn & Bacon.

Bredenkamp, S. (1997). *Developmentally appropriate practice in early childhood programs* (Rev.ed.) Washington, DC: NAEYC.

Harms, T., Clifford, R.M., & Cryer, D. (1998). *Early childhood environment rating scale (ECERS-R)*. New York: Teachers College Press.

Harms, T., Cryer, D., & Clifford, R.M. (2003-04). *Infant/toddler environment rating scale (ITERS-R)*. New York: Teachers College Press.

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.

COURSE OBJECTIVES:

This course is part of the required program of study for an Associate of Arts degree in early childhood education in New Mexico. The objectives match those identified in the co-requisite and are taken from New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of the co-requisite and this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with special needs. (IVb.A)
- 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, special needs, and the languages and cultures in New Mexico. (IVb.B)

- 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. (IVb.C)
- Create and manage 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. (IVb.D)
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. (IVb.E)
- Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out. (IVb.F)
- 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. (IVb.G)
- 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. (IVb.H)
- Create and manage a literacy-rich environment that is responsive to each child's unique path of development. (IVb.I)
- Use a variety of language strategies during adult-child and child-child interactions and facilitate dialogue of expressive language and thought. (IVb.J)
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. (IVb.K)
- Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. (IVb.L)
- Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals. (IVb.M)
- Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. (IVb.N)

OPTIONAL

The following objectives are taken from the International Society for Technology in Education, National Educational Technology Standards for Teachers. Upon completion of this course, students will be able to demonstrate the following competencies:

1. Identify and locate technology resources and evaluate them for accuracy and suitability.
2. Plan for the management of technology resources within the context of learning activities.

ASSIGNMENT IDEAS:

Develop weekly lesson plans for each age group (see course outline).

Observe the language development of groups of young children (infants, toddlers, preschoolers, children in the primary grades, and children with special needs) and describe stages of oral language development observed, individual children's use of language in those settings and forms of symbolic representation.

Observe and interview a teacher in an early childhood classroom. If at all possible, the teacher should be in an accredited program. Summarize your observation/interview describing how the learning environment and daily schedule:

- respond to children with special needs;
- respond to languages and cultures of children;
- encourage active learning, child choice and decision making, exploration of the environment and interaction with others;
- provide developmentally appropriate materials;
- support development of literacy skills;
- provide opportunities for each child's creative expression;
- encourage children's use of language and other forms of symbolic representation;
- includes developmentally appropriate uses of technology and assistive devices.

Summarize any recommendations you may have to improve the above characteristics.

Make, implement and evaluate a "prop box" to support a play/learning activity in the classroom that is large enough for a small group, contains some aspect of literacy learning, addresses a specific developmental milestone or curriculum benchmark, and is culturally and developmentally appropriate.

Prepare a bulletin board display and parent handout explaining the importance of play.

Maintain a daily reflection journal after each practicum session.

EVALUATION:

This course is competency based. Student competency will be evaluated through effective participation and demonstration of competence in practicum settings.

NOTE: This practicum experience should be divided equally among the following settings: infant/toddler, preschool, and/or primary grades (K-3rd grade).

SUGGESTED COURSE OUTLINE:

Full semester assignment: Develop a week's lesson plan that includes all of the content areas and integration of content across areas for each age group. Implement at least one week's lesson plan in a practicum setting.

Weeks 1–15

Orientation and placement

Interview the teacher and/or director to determine the philosophy of the program

Compare and contrast curriculum frameworks and select a curriculum framework to use in planning curriculum

Collect and review lesson plans from practicum site

Develop lesson plans

Adapt and implement curriculum to meet an individual child's needs

Infuse cultural and linguistic diversity into the curriculum framework

Analyze the environment of the practicum site, using an environment rating scale appropriate for the age level

Incorporate developmentally appropriate teaching and learning strategies

Overall evaluation of practicum experiences

COURSE TITLE: Professionalism

(2 credits)

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 (as of 2003-04):

Baptiste, N., & Reyes, L. (2001). *Ethics in early care and education*. Upper Saddle River, NJ: Prentice Hall.

Dewey, J. (1897). My pedagogic creed. *The School Journal*, 54, 77-80. Available from <http://www.infed.org/archives/e-texts/e-dew-pc.htm>

Feeney, S., & Freeman, N. (1999). *Ethics and the early childhood educator*. Washington DC: NAEYC.

Hurst, B., & Reding, G. (2000). *Professionalism in teaching*. Upper Saddle River, NJ: Prentice Hall.

Jalongo, M. R., & Isenberg, J. P. (2004). *Exploring your role: A practitioner's introduction to early childhood education* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Krogh, S. L., & Slentz, K. L. (2001). *Early childhood education: Yesterday, today, and tomorrow*. Mahwah, NJ: Lawrence Erlbaum.

Mooney, C. (2003-04). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*. Saint Paul, MI: Redleaf Press.

Morrison, G. (2003-04). *Fundamentals of early childhood education* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Rodd, J. (1998). *Leadership in early childhood: The pathway to professionalism* (2nd ed.). Crows Nest, Australia: Allen & Unwin.

COURSE OBJECTIVES:

This course is part of the required program of study for an Associate of Arts degree in early childhood education in 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:

- Consistently adhere to early childhood professional codes of conduct. (VI.A)

- Demonstrate knowledge of federal, state, and local regulations regarding program and services for children birth through eight years of age. (VI.B)
- Demonstrate understanding of conditions of children, families, and professionals; 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. (VI.C)
- Articulate a personal philosophy of appropriate early care and education that responds to practices that support inclusion and cultural and linguistic diversity through actions and attitudes.(VI.D)
- Demonstrate critical reflection of one’s own professional and educational practices from community, state, national, and global perspectives. (VI.E)
- Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. (IV. F)
- Demonstrate a commitment to advocacy for excellence in programs and services for young children and their families. (IV.G)
- Demonstrate knowledge of other professions that provide related services for young children and their families. (IV.H)
- Participate in professional organizations and in on-going professional development to enhance knowledge and skills in working with young children and adults. (IV.I)
- Demonstrate knowledge of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers. (IV.J)

OPTIONAL

The following objectives are taken from the International Society for Technology in Education, National Educational Technology Standards for Teachers. Upon completion of this course, students will be able to demonstrate the following competencies:

1. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
2. Use technology resources to engage in ongoing professional development and lifelong learning.
3. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

ASSIGNMENT IDEAS:

Write a personal philosophy of early childhood education. Include 1) your beliefs about how young children learn, 2) your commitment to working with diverse populations, 3) examples of educational/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 five professional journal articles or newspaper articles that discuss the issue in depth. Present your findings to the entire class.

“Shadow” an early childhood professional. 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 role-play by becoming the person and defending your beliefs during a class debate.

Observe and participate (as appropriate) in three different early childhood classrooms for a minimum of 5 hours in each. Ages, SES, and philosophy should vary by setting. Write a one-page reflection paper on your observations from each setting.

Attend an early childhood professional organization meeting.

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.

Visit the New Mexico state legislature to observe policy making in action.

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 the profession

Weeks 2 & 3

Foundations of early childhood education

History of child development and early education

Weeks 3 & 4

Introduction to program models and early childhood settings
(i.e., Montessori, Reggio Emilia, High Scope, etc.)

Weeks 5 & 6

Role of professionals

Reflective practice

Diversity of career opportunities

Weeks 7 & 8

Current issues and challenges in ECE

Cultural responsiveness

Week 9

Professional ethics

Weeks 10 & 11

Valuing diversity

Multiculturalism/Anti-bias education in a diverse society

Weeks 12 & 13

Family involvement and community outreach

Weeks 14 & 15

ECE systems, laws, regulations, guidelines and policies

COURSE TITLE: Assessment of Children and Evaluation of Programs I
(3 credit hours)

COURSE DESCRIPTION:

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation. The course addresses the development and use of formative and summative program evaluation 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 (as of 2003-04):

Bredenkamp, S., & Rosegrant, T. (1992). *Reaching potentials: Appropriate curriculum and assessment in early childhood education* (Vol. I). Washington, DC: NAEYC.

Bredenkamp, S., & Rosegrant, T. (1995). *Reaching potentials: Transforming early childhood curriculum and assessment* (Vol. II). Washington, DC: NAEYC.

Bentzen, W. (2000). *Seeing young children: A guide to observing and recording behavior*. Albany, NY: Delmar.

Cohen, L., & Spenciner, L. (2002). *Assessment of children and youth with special needs*. Boston: Allyn & Bacon.

Cohen, L., & Spenciner, L. (1994). *Assessment of young children*. Boston: Allyn & Bacon.

Harms, T., Clifford, R.M., & Cryer, D. (1998). *Early childhood environment rating scale (ECERS-R)*. New York: Teachers College Press.

Harms, T., Cryer, D., & Clifford, R.M. (2003-04). *Infant/toddler environment rating scale (ITERS-R)*. New York: Teachers College Press.

McAfee, O., & Leong, D. J. (2002). *Assessing and guiding young children's development and learning* (3rd ed.). Boston: Allyn & Bacon.

Mindes, G. (2003-04). *Assessing young children* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Puckett, M. B., & Black, J. K. (2000). *Authentic assessment of the young child: Celebrating development and learning* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

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

COURSE OBJECTIVES:

This course is part of the required program of study for an Associate of Arts degree in early childhood education in 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 assessment and evaluation practices that are valid and appropriate. (V.A)
- Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. (V.B)
- 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). (V.C)
- Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes. (V.D.)
- 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. (V.E)
- Share assessment results as appropriate with families in clear, supportive ways. (V.F)
- Involve all stakeholders in program evaluations. (V.G)
- Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. (V.H)
- Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. (V.I)
- Use both self and collaborative evaluations as part of on-going program evaluation. (V.J)

OPTIONAL

The following objectives are taken from the International Society for Technology in Education, National Educational Technology Standards for Teachers. Upon completion of this course, students will be able to demonstrate the following competencies:

1. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
2. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
3. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

ASSIGNMENT IDEAS:

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

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

Toy Bag Analysis – Create a set of toys (that could fit in a toy bag) to use for naturalistic assessment. Make a list of the toys and the specific developmental skills that could be assessed with the toys. Test your assessment on a child. Share your toy bag and findings with the class.

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.

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

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 developmentally appropriate practice

Define: Developmentally appropriate assessment of children and program evaluation

Purposes of assessment

Weeks 2 & 3

Legal issues

Multidisciplinary teams

National and state mandates

Week 3 , 4, & 5

Observing and Recording

Focused Portfolios

Weeks 6 & 7

Infant assessment

Families and assessment

Screening and Child Find

Weeks 8 & 9

Assessment planning and instruments

Curriculum based assessments

Weeks 10 & 11

Standardized Tests

Head Start measurable outcomes

Weeks 12 & 13

Licensing, accreditation (NAEYC), quality

Early Childhood Environmental Rating Scale

Infant-Toddler Environmental Rating Scale

Weeks 14 & 15

Best Practices in New Mexico assessment

Evaluation and review

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

(3 credit hours)

Prerequisite: Lower division course in 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. This advanced course builds upon indicators of competence established at the lower division (AA) level. For each course objective (core competency) students will demonstrate the indicators established for the bachelor's level.

SUGGESTED TEXTS (as of 2003-04):

Bee, H., & Boyd, D. (2004). *The developing child* (10th ed.). Boston: Allyn & Bacon.

Berk, L. E. (2002). *Child development* (6th ed.). Boston: Allyn & Bacon.

Berk, L. E. (2001). *Awakening children's minds: How parents and teachers can make a difference*. New York: Oxford University Press.

Berk, L. E. (1999). *Landscapes of development: An anthology of readings*. Belmont, CA: Wadsworth.

Brooks-Gunn, J., Fuligni, A. S., & Berlin, L. J. (2003-04). *Early child development in the 21st century: Profiles of current research initiatives*. New York: Teachers College Press.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

Cole, M., & Cole, S. R. (2001). *The development of children* (4th ed.). New York: Worth.

Committee on a Feasibility Study for a Strategic Education Program. (1999). *Improving student learning: A strategic plan for education research and its utilization*. Washington, DC: National Academy Press.

Goldhaber, D. E. (2000). *Theories of human development: Integrative perspectives*. Mountain View, CA: Mayfield.

Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (1999). *The scientist in the crib: Minds, brains, and how children learn*. New York: William Morrow.

Lerner, R. L. (2002). *Concepts and theories of human development* (3rd ed.). Mahwah, NJ: Earlbaum.

McDevitt, T. M., & Ormrod, J. E. (2002). *Child development and education*. Upper Saddle River, NJ: Prentice Hall.

Miller, P. H. (2002). *Theories of developmental psychology* (4th ed.). New York: Worth.

Rogoff, B. (2003-04). *The cultural nature of human development*. New York: Oxford University Press.

Shonkoff, J. P., & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

Siegler, R., Deloache, J., & Eisenberg, N. (2003-04). *How children develop*. New York: Worth.

Thomas, R. M. (2001). *Recent theories of human development*. Thousand Oaks, CA: Sage

COURSE OBJECTIVES:

This course is part of the required program of study for the Bachelor's degree in early childhood education in 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. (I.A)
- 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. (I.B)
- 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. (I.C)
- Demonstrate knowledge of the similarities between children who are developing typically and those with special needs. (I.D)
- 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. (I.E)

- 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. (I.F)
- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. (I.G)
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. (I.H)
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. (I.I)
- Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. (I.J)
- Use appropriate guidance to support the development of self-regulatory capacities in young children. (I.K)

ASSIGNMENT IDEAS:

Read and evaluate current research throughout the semester relevant to a developmental domain of interest by monitoring major peer-reviewed journals in child development.

Develop a conceptual framework for studying a particular developmental issue that is influenced by classroom experiences and instruction.

Maintain a write-out-loud journal that documents questions, comments, and summaries of current empirical research in early childhood development.

Conduct a literature review on a particular topic relevant to children's development that informs instruction or intervention.

Select two areas of development for a child between birth and age eight. Design three activities for the child that would support / facilitate these areas of development.

Conduct classroom observations focusing particularly on classroom behavior of one or two children. Analyze self-regulatory development by documenting children's compliance to teacher directives, use of private speech, negotiating with peers, and self-directed activity.

Examine the social, familial, and contextual factors that influence individual differences in children's abilities and developmental progression. Develop a personal teaching philosophy that is responsive to individual differences in development and that is grounded in theory.

Conduct mini-ethnographies on three children and their families to evaluate the degree to which each family affords readiness for school and support for children's academic development.

Compare two theories of language acquisition and discuss the implications of each for informing responsiveness to linguistic diversity.

Assess children's concept of self by focusing on emerging capacity to regulate emotions in the classroom when faced with stressful situations and task challenges. Focus on children's descriptions of self, self-verbalizations, and frustration tolerance. Assess social /emotional development using a specific theoretical framework.

Select a hypothetical child between the ages of birth and eight who has a specific developmental delay or disability (e.g., visual or hearing impairment, speech or language delay, mental retardation, physical disability, attention deficit hyperactive disorder, learning disability, autism). Write a 5-8 page paper describing how the particular delay/disability affects each area of development. Describe the implications for this child's engagement in the classroom.

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

Metatheory in child development

History and debates in child development

Week 2

Introduction to applied developmental science

Research methodologies for studying children

Week 3

Contextual factors in development

Week 4

Physical and motor development in infancy and toddlerhood, typical and atypical*

Week 5

Perceptual and cognitive development in infancy and toddlerhood*

Week 6

Social and affective development in infancy and toddlerhood*

Week 7

Language development in infancy and toddlerhood*

Week 8

Physical and motor development in the preschool years*

Week 9

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

Week 10

Social development in the preschool years*

Week 11

Emotional development in the preschool years*

Week 12

Physical and motor development in the early primary years*

Week 13

Cognitive development and learning in the early primary years*

Week 14

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

Week 15

The ecology of the whole child and the critical interactions across developmental domains

- * Each aspect of development, for every age level, will be examined from a perspective of children who are developing typically and those with special needs.

COURSE TITLE: Family and Community Collaboration II
(2 credit hours)

Prerequisite: Family and Community Collaboration I

COURSE DESCRIPTION:

This advanced course prepares prospective teachers for working effectively as partners with family and community members to facilitate the development and learning of children birth through age 8, including children with special needs. It focuses on diverse family types that include various family structures, lifestyles, and linguistic, cultural and ethnic groups. The complexity and dynamics of families as systems will be included, and community resources to support families will be identified. The course builds upon indicators of competence established at the lower division (AA) level. For each course objective (core competency) students will demonstrate the indicators established for the bachelor's level.

SUGGESTED TEXTS (as of 2003-04):

Barbour, B., Barbour, N., & Barbour, N.H. (2000). Families, schools, and communities: Building partnerships for educating children (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.

Berns, R. (2001). Child, family, school, community: Socialization and support (5th ed.). Albany, NY: Wadsworth.

Berger, E.H. (2000). Parents as partners in education: Families and schools working together (5th ed.). Columbus, OH: Merrill.

Bermudez, A. (1993). Families and schools in a pluralistic society. Albany, NY: State University of New York Press.

Hammer, T., & Turner, P. (2001). Parenting in contemporary society (4th ed.). Boston: Allyn & Bacon.

Klass, C. (2003-04). The home visitor's guidebook: Promoting optimal parent and child development (2nd ed.). Baltimore, MD: Brookes.

Springate, K., & Stegelin, D. (1999). Building school and community partnerships through parent involvement. Upper Saddle River, NJ: Prentice-Hall.

Swap, S. (1997). Developing home-school partnerships. New York: Teachers College Press.

Vopat, J. (1998). More than bake sales: The resource guide for family involvement in education. York, ME: Stenhouse.

COURSE OBJECTIVES:

This course is part of the required program of study for a Bachelor's degree in early childhood education in 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:

- Seek and maintain a collaborative relationship with parents, guardians, families, community agencies, and other professionals to meet the needs of each child. (III.A)
- Create and maintain a safe and welcoming environment for families and community members. (III.B)
- Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child to provide ongoing, relevant information to families about child growth, development, and learning. (III.C)
- Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and childrearing practices. (III.D)
- Demonstrate understanding of the complexity and dynamics of family systems. (III.E)
- Demonstrate understanding of the effects of family stress on the behavior of children and other family members. (III.F)
- Demonstrate the ability to incorporate the families' desires/goals for their children into classroom and/or intervention strategies. (III.G)
- Develop partnerships with family members to promote early literacy in the home. (III.H)
- Involve families and community members in contributing to the learning environment. (III.I)
- Establish partnerships with community members in promoting literacy. (III.J)
- Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. (III.K)

ASSIGNMENT OPTIONS:

Context paper and power point presentation: Write a 4 page paper describing YOUR social, political, and cultural context. This paper will be the foundation for your presentation that will reflect who you are through the presentation. Think of this assignment as something you could use to introduce yourself to your children and families.

Family interviews: Complete a family oral history project that describes educational issues, messages about schooling, and family-school relationships in your family. For this assignment discuss family-school issues with your family of origin or your present family. Represent your findings (graphically and in writing, if you wish) and interpret them as fully as you can. Then discuss what you have learned from these interviews about:

- factors affecting why some parents become involved in centers and schools and others do not;
- factors that preclude family involvement; and
- factors that encourage and support family partnerships with educational professionals.

Students are expected to tie their interpretations and discussion to the literature read together and to other sources they find on their own.

Family/community project: Participate in a class planned community advocacy project.

Abstract of article: Write a one to two page summary and reflection of an article related to home-school-community issues. You will briefly summarize the article for the class and open the topic for discussion.

Professional field experience: 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.

Course journal: Keep a course journal throughout the semester. You will make a journal entry each week, reacting to assigned readings (minimum one reading per entry), class discussions, and guest speakers. This entry will consist of notes, thoughts, and questions. Some of the entries will be prompted by questions posed by the instructor during class; others will be generated from your own inquiry. You should have a notebook specifically for this purpose from which sections can be copied and turned in 3 times during the semester. Specific analysis in your writings is not expected; however, entries should reflect that you are engaged with the readings and that your thoughts about the readings are reflected in your journal.

Multicultural literature review: Research and identify one quality piece of multicultural children's literature that could be used with a parent or parent group to help emphasize a concept being investigated. Bring the book to class. Include an annotated bibliography of the book and a written description of how you would use the book to help bring understanding of home-school-community concepts to the parent. Be prepared to share your ideas in class.

Individual or small group project: (3 options)

Pick a relevant class topic and plan a class session (minimum 1 hour). This session can include arranging a guest speaker(s), using audio-visuals, and/or planning class activities. (Use your texts, other readings or research to substitute your topic.)

Develop a parent involvement project. Share the outline and its mode of operationalizing this project in a school setting. You may want to refer to the text for samples of expectations for this type of project.

Investigate a local community debate or controversy and make recommendations for its resolution. Provide information regarding the historical and political significance of the debate. Share with the class.

All options must be presented to the class and include a one or two page handout for each class member.

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 and course overview

Parenting: Concepts, challenges, and changes

Weeks 2 & 3

Diverse family types

Socioeconomic differences

Racial and ethnic differences

Parent involvement

Weeks 4 & 5

Socio-political contexts

School/family/community partnerships

Creating family support systems

Family strengths approach

Weeks 6 & 7

Understanding and addressing family stress

Working with parents of children with exceptionalities

Weeks 8 & 9

Communication strategies

Guidelines for communicating with families

Planning and conducting effective parent conferences

Weeks 10 & 11

Working together – collaborative relationships

Safe and welcoming environments

Models for home/school/community relationships

Weeks 12 & 13

Policies, procedures, and procedural safeguards for families

Week 14

Parent involvement and school restructuring

Home visits

Week 15

Group presentations

COURSE TITLE: Teaching Reading and Writing
(3 Credit Hours)

Co-requisite: Teaching Reading and Writing Practicum (see separate syllabus)

Prerequisite: Introduction to Reading and Literacy Development (lower division)

COURSE DESCRIPTION:

This advanced course is designed to prepare early childhood professionals for teaching reading and writing in the early primary grades. The course focuses on reading as a complex, interactive, constructive process. Through a developmental approach, the course addresses: 1) the integration of theory and research with the practice of teaching children to read and write, including children with special needs, 2) the organization of effective reading and writing instruction, 3) the sociocultural contexts in which children learn to read and write, 4) culturally, linguistically and developmentally appropriate literacy curricula, and 5) assessment and evaluation. This course builds upon indicators of competence established at the lower division (AA) level. For each course objective (core competency) students will demonstrate the indicators established for the bachelor's level.

SUGGESTED TEXTS (as of 2003-04):

Standards & Benchmarks for children K-grade 3. Retrieved Oct. 1, 2003, from <http://164.64.166.11/cilt/standards/index.html>.

Adams, M.J., Foorman, B.R., Lundberg, L., & Beeler, T. (1998). Phonemic awareness in young children: A classroom curriculum. Baltimore: Brookes.

Bear, D.R., & Barone, D. (1998). Developing literacy: An integrated approach to assessment and instruction. Boston: Houghton Mifflin.

Cecil, N.L. (2003-04). Striking a balance: Best practices for early literacy. Scottsdale, AZ: Holcomb Hathaway.

Cunningham, P. (1995). Phonics they use. New York: Harper Collins.

Fountas, I.C., & Pinnell, G.S. (1999). Matching books to readers. Portsmouth, NH: Heinemann.

Fountas, I.C., & Pinnell, G.S. (1996). Guided reading. Portsmouth, NH: Heinemann.

International Reading Association & National Association for the Education of Young Children. (1998). Learning to read and write: Developmentally appropriate practices for young children. Newark, DE: International Reading Association.

McCarrier, A., Pinnell, G.S., & Fountas, I.C. (2000). Interactive writing. Portsmouth, NH: Heinemann.

Neuman, S., & Roskos, K. (1998). *Children achieving: Best practices in early literacy*. Newark, DE: International Reading Association.

Paley, V.G. (1998). *The girl with the brown crayon*. Boston, MA: Harvard University Press.

Rhodes, L. (Ed.). (1993). *Literacy assessment: A handbook of instruments*. Portsmouth, NH: Heinemann.

Reutzel, D.R., & Cooter, R.B. (2000). *Teaching children to read*. Upper Saddle River, NJ: Prentice Hall.

Ruddell, R.B. (2002). *Teaching children to read and write: Becoming an effective literacy teacher* (3rd ed.) Boston: Allyn & Bacon.

Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Tompkins, G.E. (2003-04). *Literacy for the 21st century* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Zaragoza, N. (2002). *Rethinking language arts: Passion and practice*. New York: Routledge.

COURSE OBJECTIVES:

This course is part of the required program of study for a Bachelor's degree in early childhood education in 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 principles of teaching children in kindergarten through primary grades to read and write.
- 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. (I.F)
- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. (I.G)
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. (I.H)
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. (I.I)
- Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child, to provide ongoing, relevant information to families about child growth, development, and learning. (III.C)

- Develop partnerships with family members to promote early literacy in the home. (III.H)
- Establish partnerships with community members in promoting literacy. (III.J)
- Demonstrate knowledge of the reading and writing components of literacy at each developmental level. (IVa.D)
- Adapt content to meet the needs of each child, including the development of Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members. (IVa.F)
- Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. (IVa.G)
- 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. (IVb.H)

ASSIGNMENT IDEAS:

Annotated Bibliographies – Develop five annotated bibliographies of children’s literature that reflect the following: books to read aloud, books to read silently, books to use for an author study, books for instruction in elements of story (character, settings, problem, solution) and books for instructional purposes. Each of the lists should be comprised of books that cross culture, genre, language and themes.

Standards Analysis – Compare and contrast national, state, school, and classroom standards for literacy. Become familiar with conceptual similarities and differences among these standards but also critique the possible logical fallacies that imbue them.

Literacy autobiography – From the beginning to the end of semester, write a narrative of your personal literacy history, connecting your experiences to the readings. Include an explanation of: 1) what literacy is, 2) personal feelings about literacy, 3) description of life-long literacy activities, 4) characterization of a person who promoted your literacy, 5) description and interpretation of your culture and language and how they relate to literacy, 6) explanation of what you have learned by writing your autobiography.

Reader’s Theater – In small groups, select a text that adapts easily to theatre. Turn the book into a dramatic production using minor props, intonation, gestures, etc. Remember, in Reader’s Theatre parts are not memorized, but read.

Writing Lesson Plan – Create a plan to engage children in interactive writing over a ten-day period. Create the day-by-day experiences, materials and objectives. Begin with the shared experience that will lead to the writing, and include the purpose for the writing, the type of text or texts produced, and your specific teaching points.

Literature Fair – Choose one genre or form of children’s literature about which you wish to know more. In small groups, prepare a self-directed interactive display for a literature fair. The class will visit your “booth” and 1) receive materials that summarize the purpose and

use of the genre, 2) interact with instructional materials and experiences, and 3) leave with a packet of ideas for the early childhood classroom.

Imagine you have a child with Down Syndrome in your second grade classroom who is at the emergent reader stage. Describe the learning experiences you would provide for this child.

Select a special need (e.g., visual or hearing impairment, speech or language delay, mental retardation, physical disability, attention deficit hyperactive disorder, learning disability, autism) and describe instructional strategies appropriate for a child with that special need.

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

How children learn to read and write

How reading, writing and speaking are interwoven

Four cueing systems (phonological, syntactic, semantic, pragmatic)

Week 3

Designing, organizing and managing the literacy-learning environment in K-3rd classrooms

Weeks 4 & 5

Interactive writing: Sharing the pen with young children

Writing across the curriculum

Adapting writing strategies for children with special needs

Week 6

Word study – emergent stage and beginners in alphabetic stage

Week 7

Word study – transitional learners and intermediate readers and writers

Week 8

Selecting and introducing books

Dynamic grouping

Weeks 9 & 10

Teaching for reading strategies

Comprehension

Vocabulary building

Adapting strategies for children with special needs

Weeks 11 & 12

Using assessment to inform literacy teaching

Weeks 13 & 14

Integrating reading and writing

Literacy and play

Week 15

Partnerships with families and community members: Promoting literacy

COURSE TITLE: Teaching Reading and Writing Practicum
(1 Credit Hour)

Co-requisite: Teaching Reading and Writing (see separate syllabus)

Prerequisite: Introduction to Reading and Literacy Development (lower division)

COURSE DESCRIPTION:

This advanced practicum provides opportunities for students to apply knowledge gained from the course Teaching Reading and Writing. In kindergarten through 3rd classrooms, students will develop skills in organizing a literature rich environment, planning effective reading and writing instruction and assessment, and implementing culturally, linguistically and developmentally appropriate literacy curricula. The course builds upon indicators of competence established at the lower division (AA) level. For each course objective (core competency) students will demonstrate the indicators established for the bachelor's level.

SUGGESTED TEXTS (as of 2003-04):

Campbell, R. (2001). Read-alouds with young children. Newark, DE: International Reading Association.

Clay, M. (1993). An observation survey of early literacy achievement. Portsmouth, NH: Heinemann.

Johnston, F., Invernizzi, M., Bear, D.R., & Templeton, S.R. (2004). Words their way. Upper Saddle River, NJ: Prentice Hall.

Rhodes, L. (Ed.) (1993). Literacy assessment: A handbook of instruments. Portsmouth, NH: Heinemann.

Smith, M.W., & Dickinson, D.K. (2002). Early language & literacy classroom observation (ELLCO) toolkit. Baltimore, MD: Brookes.

COURSE OBJECTIVES:

This course is part of the required program of study for a Bachelor's degree in early childhood education in 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 principles of teaching children kindergarten through third grade to read and write.

- 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. (I.F)
- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. (I.G)
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. (I.H)
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. (I.I)
- Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child, to provide ongoing, relevant information to families about child growth, development, and learning. (III.C)
- Develop partnerships with family members to promote early literacy in the home. (III.H)
- Establish partnerships with community members in promoting literacy. (III.J)
- Demonstrate knowledge of the reading and writing components of literacy at each developmental level. (IVa.D)
- Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans (IFSP) and/or Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members. (IVa.F)
- Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. (IVa.G)
- 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. (IVb.H)

ASSIGNMENT IDEAS:

Observation of an emerging reader and writer – Identify a child who does not yet know how to read. Observe closely as the child pursues reading and writing activities in a natural context. Identify behaviors that provide evidence of what the child knows about reading and writing. Write your findings in a 2-3 page paper.

Observation of a reader and writer – Identify a child who knows how to read. Observe closely as the child pursues reading and writing activities in a natural context. Identify behaviors that provide evidence of what the child knows about reading and writing. Write your findings in a 2-3 page paper.

Compare and contrast two reading curricula currently used in K-3 (one of which is used in your practicum site). Present your critique to the class.

Observation of a child with special needs – Identify a child who has an IEP. Observe closely as the child pursues reading and writing activities in a natural context. Identify behaviors that provide evidence of what the child knows about reading and writing. Write your findings in a 2-3 page paper.

Plan and implement a Pen Pal Program with children from a different school and community.

Reading aloud/Storytelling to children – Engage in reading aloud or storytelling with a small group of children. Document the experience by videotaping. Write about the experience including: 1) why you chose the book (your intent), 2) the book's relevance to the children, 3) the children's interest in the book, and 4) what you might do differently next time.

Reading and writing with children – Based on your knowledge of a small group of children, design literacy events that take place over time and fit with the existing curriculum. Implement and document the experience through photographs and reflective journal writing.

Assessment – Practice literacy assessments and critique the nature of such assessments. Include a) literacy profile, b) alphabetic principle, c) print awareness, d) text reading, e) comprehension, f) writing, g) observation, h) conferencing, and i) literacy portfolio.

Conduct a Peabody Picture Vocabulary Test on two children with varying abilities and evaluate the differences. Compare their performance on this test with a spelling test or other classroom literacy activity to see if there is a connection between classroom literacy activities and the results of the evaluative instrument.

Create and implement an author study.

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 1-3

Orientation and placement

Observe and record daily schedule

Complete observational assignments

Weeks 4-12

Implement literacy assignments

Assist placement teacher with classroom literacy activities

Practice reading and writing assessments as assigned

Weeks 13-15

Implement author study.

COURSE TITLE: Integrated Early Childhood Curriculum

(3 credit hours)

Prerequisites: Lower division courses in Curriculum Development and Implementation and Practicum I & II; Healthy, Safety, & Nutrition; Guiding Young Children; and Professionalism.

COURSE DESCRIPTION:

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth to age 5. It emphasizes integration of content areas (the arts, literacy, math, health, science, social studies, adaptive learning) and the development of rich learning environments for infants, toddlers, and preschool children. This course builds upon indicators of competence established at the lower division (AA) level. For each course objective (core competency), students will demonstrate the indicators of competence established for the bachelor's level.

SUGGESTED TEXTS (as of 2003-04):

Bergen, D., Reid, R., & Torelli, L. (2000). *Educating and caring for very young children: The infant/toddler curriculum*. New York: Teachers College Press.

Bodrova, E., & Leong, D. (1996). *Tools of the mind: The Vygotskian approach to early childhood education*. Columbus, OH: Merrill.

Bredenkamp, S., & Rosegrant, T. (1992). *Reaching potentials: Appropriate curriculum and assessment in early childhood education (Vol. I)*. Washington, DC:NAEYC.

Bredenkamp, S., & Rosegrant, T. (1995). *Reaching potentials: Transforming early childhood curriculum and assessment (Vol. II)*. Washington, DC:NAEYC.

Cook, R., & Klein, D. (2004). *Adapting early childhood curricula for children in inclusive settings (6th ed.)*. Upper Saddle River, NJ: Prentice Hall.

Copley, J. (2000). *The young child and mathematics*. Washington, DC: NAEYC.

DeVries, R., Zan, B., Hildebrandt, C., Edmiaston, R., & Sales, C. (2001). *Developing constructivist early childhood curriculum: Practical principles and activities*. New York: Teachers College Press.

Goldbeck, S. (Ed.). (2001). *Psychological perspectives on early childhood education: Reframing dilemmas in research and practice*. Mahwah, NJ: Erlbaum.

Harlan, J., & Rivkin, J. (2000). *Science experiences for the early childhood years: An integrated approach (7th ed.)*. Columbus, OH: Merrill.

Helm, J., & Beneke, S. (Eds.). (2002). *The power of projects*. New York: Teachers College Press.

Helm, J., & Katz, L. (2002). *Young investigators: The project approach in the early years*. New York: Teachers College Press (and Washington, DC: NAEYC).

Helm, J., Beneke, S., & Steinheimer, K. (1997). *Windows on learning: Documenting young children's work*. New York: Teachers College Press. (Also a video, *Windows on learning: A framework for making decisions*; and *Windows on learning, teacher materials supplement*)

Kostelnik, M., Soderman, A., & Whiren, A. (2004). *Developmentally appropriate curriculum: Best practices in early childhood education* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Odom, S. (2001). *Widening the circle: Including children with disabilities in preschool programs*. New York: Teachers College Press.

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

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

Seefeldt, C. (2001). *Social studies for the preschool/primary child* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2004). *Active experiences for active children: Mathematics*. Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2002). *Active experiences for active children: Science*. Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2000). *Active experiences for active children: Social studies*. Upper Saddle River, NJ: Prentice Hall.

Shaw, J., & Blake, S. (1998). *Mathematics for young children*. 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.

COURSE OBJECTIVES:

This course is part of the required program of study for a Bachelor's degree in early childhood education in 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 relevant content for children birth to age 5 and developmentally appropriate ways of integrating content into teaching and learning experiences for infant, toddler, and preschool programs. (IVa.A)

- Demonstrate the integration of knowledge of how children birth to age 5 develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. (IVa.B)
- Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas. (IVa.C)
- Demonstrate knowledge of the components of early literacy from birth to age 5. (IVa.D)
- Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans (IFSP) and/or Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members. (IVa.F)
- Demonstrate knowledge of varying program models and learning environments that meet the individual needs of children birth to age 5, including those with special needs. (IVb.A)
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. (IVb.E)
- 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. (IVb.G)
- 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 preschool children develop intellectual curiosity, solve problems, and make decisions. (IVb.H)
- Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. (IVb.L)
- Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. (IVb.N)

ASSIGNMENT IDEAS:

Design a cooperative learning activity that covers at least two content areas for preschool 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 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 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, or preschool children.

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

Plan an activity for preschool children that integrates at least two curriculum areas. Describe how the activity promotes intellectual curiosity, problem-solving and decision-making.

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 can 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 five years of life.

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 content areas for birth through age 5:

The arts, health/wellness, literacy, math, social studies, science, adaptive living skills

Week 3

How infants and toddlers learn; teaching and learning strategies

Week 4

Why teach the arts and health to infants and toddlers

How to teach the arts and health to infants and toddlers

Facilitating each child's unique creativity

Suggested activities for arts and health

Adaptation for children with special needs

Week 5

Why teach literacy and numeracy to infants and toddlers

How to teach literacy and numeracy to infants and toddlers

Suggested activities for literacy and numeracy

Adaptations for children with special needs

Week 6

Why teach social studies and science to infants and toddlers

How to teach social studies and science to infants and toddlers

Suggested activities for social studies and science

Adaptations for children with special needs

Week 7

Creating a learning environment for infants and toddlers

Week 8

How preschool children learn; teaching and learning strategies

Week 9

Why teach the arts and health to preschool children

How to teach the arts and health to preschool children

Facilitating each child's unique creativity

Suggested activities for arts and health

Adaptations for children with special needs

Week 10

Why teach literacy and numeracy to preschool children

How to teach literacy and numeracy to preschool children

Suggested activities for literacy and numeracy

Adaptations for children with special needs

Week 11

Why teach social studies and science to preschool children

How to teach social studies and science to preschool children

Suggested activities for social studies and science

Adaptations for children

Week 12

Technology as a teaching/learning method

Appropriate software for preschool children

Week 13

Creating a learning environment for preschool children

Weeks 14 & 15

Integrating curriculum across content areas

Emergent curriculum

**COURSE TITLE: Integrated Early Childhood Curriculum Practicum
(2 Credit Hours)**

Co-requisite: Integrated Early Childhood Curriculum (upper division)

Prerequisites: Lower division courses in Curriculum Development and Implementation and Practicum I & II; Health, Safety & Nutrition; Guiding Young Children; and Professionalism

COURSE DESCRIPTION:

This advanced course provides opportunities for students to apply knowledge gained from Integrated Early Childhood Curriculum and develop skills in planning and implementing developmentally appropriate learning experiences, integrated curriculum, and learning environments for children from birth to age 5. Curriculum will include all content areas: the arts, health/wellness, literacy, math, social studies, science, and adaptive living skills for children with special needs. The practicum experience will be divided equally between a classroom serving 0-3 and a classroom serving 3-5 year-old children.

SUGGESTED TEXTS (as of 2003-04): *(See also suggested texts for Integrated Early Childhood Curriculum.)*

Bredenkamp, S. (1997). Developmentally appropriate practice in early childhood programs serving children birth through age 8 (2nd ed.). Washington, DC: NAEYC.

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

COURSE OBJECTIVES:

This course is part of the required program of study for a bachelor's degree in early childhood education. The objectives match those identified in the co-requisite and are taken from New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of the co-requisite and this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Demonstrate knowledge of relevant content for children birth to age 5 and developmentally appropriate ways of integrating content into teaching and learning experiences for infant, toddler, and preschool programs. (IVa.A)
- Demonstrate the integration of knowledge of how children birth to age 5 develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. (IVa.B)

- Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas. (IVa.C)
- Demonstrate knowledge of the components of early literacy from birth to age 5. (IVa.D)
- Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans (IFSP) and/or Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members. (IVa.F)
- Demonstrate knowledge of varying program models and learning environments that meet the individual needs of children birth to age 5, including those with special needs. (IVb.A)
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. (IVb.E)
- 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. (IVb.G)
- 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 preschool children develop intellectual curiosity, solve problems, and make decisions. (IVb.H)
- Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. (IVb.L)
- Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. (IVb.N)

ASSIGNMENT IDEAS:

Semester assignment:

Plan and implement, if possible, a week's lesson plans that include integration of all content areas in developmentally appropriate ways for one age group: infants, toddlers, or preschool children.

See Course Outline for other ideas.

EVALUATION:

This course is competency based. Student competency will be evaluated through effective participation and demonstration of competence in the practicum setting.

SUGGESTED COURSE OUTLINE:

Weeks 1 & 2

Orientation to practicum setting

Observe the classroom and identify ways (activities, teaching/learning strategies, materials, etc.) each content area is included in the daily/weekly schedule (the arts, health/wellness, literacy, math/numeracy, social studies, science, adaptive living skills, if applicable.)

Week 3

Observe and critique teaching and learning strategies used by adults in your practicum setting.

Week 4

Plan and implement one activity for infants and/or toddlers in the arts that enhances children's creativity in the practicum setting.*

Plan and implement one health, safety, or nutrition activity for infants and/or toddlers that enhances children's wellness in the practicum setting.*

For both activities, describe how you would modify the activity for a child with special needs.

Week 5

Plan and implement one literacy activity for infants and/or toddlers in the practicum setting.*

Plan and implement one numeracy activity for infants and/or toddlers in the practicum setting.*

For both activities, describe how you would modify the activity for a child with special needs.

Week 6

Plan and implement one social studies activity for infants and/or toddlers in the practicum setting.*

Plan and implement one science activity for infants and/or toddlers in the practicum setting.*

For both activities, describe how you would modify the activity for a child with special needs.

Week 7

Work with your supervising teacher to enhance the learning environment in the practicum setting.

Week 8

Orientation to practicum setting

Observe the classroom and identify ways (activities, teaching/learning strategies, materials, etc.) each content area is included in the daily/weekly schedule (the arts, health/wellness, literacy, math/numeracy, social studies, science, adaptive living skills, if applicable.)

Week 9

Observe and critique teaching and learning strategies used by adults in your practicum setting.

Week 10

Plan and implement one activity for preschoolers in the arts that enhances children's creativity in the practicum setting.

Plan and implement one health, safety, or nutrition activity for preschoolers that enhances children's wellness in the practicum setting.*

For both activities, describe how you would modify the activity for a child with special needs.

Week 11

Plan and implement one literacy activity for preschoolers in the practicum setting.*

Plan and implement one math/numeracy activity for preschoolers in the practicum setting.*

For both activities, describe how you would modify the activity for a child with special needs

Week 12

Plan and implement one social studies activity for preschoolers in the practicum setting.*

Plan and implement one science activity for preschoolers in the practicum setting.*

For both activities, describe how you would modify the activity for a child with special needs.

Week 13

Work with your supervising teacher to enhance the learning environment in the practicum setting.

Weeks 14 & 15

Complete semester assignment on integrated curriculum (see above), using appropriate technology in your lesson plans. Describe how assistive technology can be used in IFSPs or IEPs for children with special needs.

*In implementing assigned activities, model teaching and learning strategies that reflect knowledge of how young children develop and learn.

**COURSE TITLE: Methods and Materials for the Early Primary Grades
(3 credits)**

Co-requisite: Methods and Materials for the Early Primary Grades Practicum

Prerequisite: Integrated Early Childhood Curriculum and Practicum I (upper division)

Prerequisites or co-requisites: Teaching Reading and Writing and Teaching Reading and Writing Practicum

COURSE DESCRIPTION:

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children in K-3rd grade. It emphasizes integration of content areas (the arts, literacy, math, health, science, and social studies) and the development of rich learning environments for the early primary grades. The course builds upon indicators of competence established at the lower division (AA) level. For each course objective (core competency), students will demonstrate the indicators established for the bachelor's level.

Required Reference: Standards & Benchmarks for children K–grade 3. Retrieved Oct. 1, 2003, from <http://164.64.166.11/cilt/standards/index.html>.

SUGGESTED TEXTS (as of Fall 2003-04):

Andrews, A. G., & Trafton, P. R. (2002). *Little kids—Powerful problem solvers: Math stories from a kindergarten classroom*. Portsmouth, NH: Heineman.

Baratta-Lorton, M., & Baratta, L. (1995). *Mathematics their way : An activity-centered program for early childhood education*. Menlo Park, CA: Addison-Wesley.

Bickart, T., Jablon, J. R., & Dodge, D. T. (2002). *Building the primary classroom*. Washington, DC: Teaching Strategies.

Bodrova, E., & Leong, D. J. (1996). *Tools of the mind: The Vygotskian approach to early education*. Columbus, OH: Merrill.

Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: NAEYC.

Edwards, L. C. (1997). *The creative arts: A process approach for teachers and children*. Columbus, OH: Merrill.

Fisher, B. (1995). *Thinking and learning together: Curriculum and community in a primary classroom*. Portsmouth, NH: Heineman.

Fosnot, C. T., & Dolk, M. (2003-04). *Young mathematicians at work: Constructing number, sense, addition, and subtraction*. Portsmouth, NH: Heinemann.

Gallas, K. (1994). *The language of learning: How children talk, write, dance, draw, and sing their understanding of the world*. New York: Teachers College Press.

Harlan, J. D., & Rivkin, M. S. (2003-04). *Science experiences for the early childhood years: An integrated affective approach* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Helm, J., & Beneke, S. (Eds.). (2000). *The power of projects*. New York: Teachers College Press.

Helm, J., Beneke, S., & Steinheimer, K. (1998). *Windows on learning: Documenting young children's work*. New York: Teachers College Press.

Howes, C. (2003-04). *Teaching 4- to 8-year-olds: Literacy, math, multiculturalism, and classroom community*. Baltimore, MD: Brookes.

Jones, E., Evans, K., & Rencken, K. S. (2001). *The lively kindergarten: Emergent curriculum in action*. Washington, DC: NAEYC.

Kellough, R.D. (1996). *Integrating mathematics and science*. Columbus, OH: Merrill.

Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2003-04). *Developmentally appropriate curriculum: Best practices in early childhood education* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C. A. (2003-04). *Social studies for the preschool/primary child* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C. A., & Galper, A. (2003-04). *Active experiences for active children—Mathematics*. Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C. A., & Galper, A. (2003-04). *Active experiences for active children—Science*. Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C. A., & Galper, A. (2003-04). *Active experiences for active children—Social studies*. Upper Saddle River, NJ: Prentice Hall.

Smith, S. S. (2003-04). *Early childhood mathematics* (2nd ed.). Boston: Allyn & Bacon.

Shaw, J. M., & Blake, S. (2003-04). *Mathematics for young children*. Upper Saddle River, NJ: Prentice Hall

Southern Poverty Law Center. (1997). *Starting small: Teaching tolerance in preschool and the early grades*. Montgomery, AL: Author. (Note: Book and video available to teachers from the Southern Poverty Law Center.)

Wakefield, A. (1998). *Early childhood number games: Teachers reinvent math instruction, pre-k through 3rd grade*. Boston: Allyn & Bacon.

COURSE OBJECTIVES:

This course is part of the required program of study for a Bachelor's degree in early childhood education in 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 relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children in K-3rd grade. (IVa.A)
- 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 children in early primary grades. (IVa.B)
- Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas. (IVa.C)
- Demonstrate knowledge of the reading and writing components of literacy at the early primary grade level. (IVa.D)
- Adapt content to meet the needs of each child, including the development of Individualized Education Plans (IEP) for children with special needs through the team process with families and other team members. (IVa.F)
- Demonstrate knowledge of varying program models and learning environments that meet the individual needs of children in early primary grades, including those with special needs. (IVb.A)
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. (IVb.E)
- 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. (IVb.G)
- 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 children in early primary grades develop intellectual curiosity, solve problems, and make decisions. (IVb.H)
- Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. (IVb.L)
- Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. (IVb.N)

ASSIGNMENT IDEAS:

Select one grade level and design a stimulating, developmentally appropriate learning environment that reflects all content areas. Provide a rationale for each content area.

Select and write a 5-8 page paper on a selected curriculum or program model for an early primary grade. Conclude with your opinion of the effectiveness of this model, supported by literature.

Standards analysis – review and critically analyze two sets of standards for one content area. Choose standards from a professional organization (e.g., NAEYC), a school district, or other agency, and compare them using criteria generated in class.

Develop a teacher file consisting of ideas for teaching in K-3rd grade classrooms. The learning experiences should be organized by content area and for children of varying ability levels.

Develop a two-week unit plan that is responsive to possible children's development and interests, includes all the content areas, and integrates the content areas.

Prepare a collection of objects with a single, unifying concept and develop strategies for using this collection in the classroom.

Assessment strategies – develop/describe materials to be included in a child's portfolio.

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 Planning and Assessing Learning

Curriculum organization and program models

Developmentally appropriate curriculum

Developmentally appropriate and culturally responsive assessment

Diversity as a framework

Effect of physical setting, daily schedule, routines, and transitions on children and using this information in planning learning experiences and learning environments

Adapting curriculum for children with special needs

Developmentally appropriate methods for helping children develop intellectual curiosity, problem solving and decision making

Week 3 Creating appropriate learning environments

Weeks 4-5 Social Studies

Social studies defined and the continuum of acquiring knowledge of social studies concepts in K-3rd grade

Multicultural education and anti-bias curriculum - materials and resources

Integrating social studies across the curriculum

Connecting social studies with reading, writing, and literature

Developmentally appropriate use of technology, including assistive technology

Instructional content and strategies

Understanding the past and the future (history)

Family roles and relationships

Cultural commonalities and differences

Democratic decision-making

Geography

Economics

Weeks 6-7 Fine Arts

Fine arts defined (e.g., music, movement, drama, and media arts) and the continuum for acquiring knowledge of fine arts concepts in K-3rd grade

Integrating fine arts across the curriculum
Connecting fine arts with reading, writing, and literature
Developmentally appropriate use of technology, including assistive technology
Instructional content and strategies
Songs, rhythm and rhyme, sound explorations
Using instruments
Movement with and without music
Creative art experiences
Learning to use art media
Plays and story reenactment

Weeks 8-10 Science and Health

Science and health defined; the scientific process; the continuum of acquiring knowledge of science and health concepts in K-3rd grade
Planning for science exploration– materials and resources
Integrating science and health across the curriculum
Connecting science with reading, writing and literature
Developmentally appropriate use of technology, including assistive technology
Instructional content and strategies
Plant life
Animals
The human body
Ecological responsibility
Discoveries in the physical world

Weeks 11-13 Mathematics

Mathematics defined and the continuum for acquiring knowledge of mathematical concepts in K-3rd grade
Planning for math exploration – materials and resources
Integrating mathematics across the curriculum
Connecting mathematics with reading, writing and literature
Developmentally appropriate use of technology, including assistive technology
Instructional content and strategies

Logical thinking and mathematical reasoning (sorting, classifying)

Seriation concepts

Statistics and probability (collecting, comparing and analyzing information; graphing)

Measurement (estimating, money)

Geometry (shapes and geometric understandings; concepts of space and relationships)

Patterns

Basic arithmetic concepts

Week 14 Integrating curriculum across content areas

Week 15 Documenting and reporting learning

Formal assessment

Informal assessment

Reporting

**COURSE TITLE: Methods and Materials for the Early Primary Grades
Practicum**

(2 credit hours)

Co-requisite: Methods and Materials for the Early Primary Grades

Prerequisites: Integrated Early Childhood Curriculum and Practicum (upper division)

Prerequisites or co-requisites: Teaching Reading and Writing and Teaching Reading and Writing Practicum

COURSE DESCRIPTION:

This advanced practicum provides opportunities for students to develop, implement, and evaluate developmentally appropriate and integrated learning experiences for children in K-3rd grade. Students will gain experience creating learning environments that are developmentally appropriate and culturally responsive for children in the early primary grades. The practicum builds upon indicators of competence established at the lower division (AA) level. For each course objective (core competency), students will demonstrate the indicators established for the bachelor's level.

SUGGESTED TEXTS (as of 2003-04):

See syllabus for Methods and Materials for the Early Primary Grades

COURSE OBJECTIVES:

This course is part of the required program of study for a Bachelor's degree in early childhood education in New Mexico. The following objectives match those identified in the co-requisite and 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 the co-requisite and this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Develop, implement, and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. (IVa.E)
- Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. (IVa.G)
- 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, special needs, and the languages and cultures in New Mexico. (IVb.B)

- 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. (IVb.C)
- Create and manage 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. (IVb.D)
- Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out. (IVb.F)
- 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 children in early primary grades develop intellectual curiosity, solve problems, and make decisions. (IVb.H)
- Create and manage a literacy-rich environment that is responsive to each child's unique path of development. (IVb.I)
- Use a variety of language strategies during adult-child and child-child interactions and facilitate dialogue of expressive language and thought. (IVb.J)
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. (IVb.K)
- Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals. (IVb.M)

ASSIGNMENT IDEAS:

Weekly practicum journal

At the practicum site, choose a child to study during the semester. Pick three content areas and describe the child's concept formation and skill development in these three areas. Collect formal and informal assessments of the child's progress. Make connections with assigned readings. Prepare a case study presentation on the child.

See co-requisite assignments

EVALUATION:

This course is competency based. Student competency will be evaluated through participation and effectiveness in field experiences.

SUGGESTED COURSE OUTLINE:

Week 1

Orientation and placement

Become familiar with the classroom, teacher and children.

Begin journal by describing the classroom context (e.g., prepare a floor plan, record the daily schedule and routines, note number and diversity of children).

Week 2

Journal entry – Describe the teaching methods and materials of your practicum teacher; interview if possible

Choose child for case study assignment; begin observational notes

Week 3

Journal entry - Evaluate practicum site environment in terms of whether it encourages active involvement, initiative, responsibility, and growing sense of autonomy. Indicate how environment could be improved, if applicable.

Begin assignments from Methods and Materials course, as appropriate for setting.

Continue child study

Weeks 4 & 5

Journal entry – Describe the multicultural/anti-bias classroom experiences and opportunities. If not evident, discuss possibilities for implementation of an anti-bias curriculum.

Journal entry – Discuss how social studies content is taught – focus on both informal (e.g., working with others) and formal (e.g., geography) social studies content.

Continue assignments from Methods and Materials course, as appropriate for setting.

Continue child study

Weeks 6 & 7

Journal entry – Describe how the arts are integrated across the curriculum, throughout the day.

Continue assignments from Methods and Materials course, as appropriate for setting.

Continue child study

Weeks 8-10

Journal midterm reflection - Describe in detail three effective teaching techniques that you have observed in your placement. How do you know these techniques work?

Journal entry – Review the science materials, textbooks, and other resource materials available to the children and teacher. Evaluate for developmental appropriateness and motivational potential.

Journal entry – Describe the health curriculum used in the class. Look at formal instructional experiences and informal messages related to health. Include playground, lunchroom and bathroom routines.

Continue assignments from Methods and Materials course, as appropriate for setting.

Continue child study

Weeks 11-13

Journal entry – Describe the math methods, materials and resources used at the practicum site.

Journal entry – How is mathematics connected to reading, writing and literature?

Journal entry – How is technology used to support content area instruction?

Continue assignments from Methods and Materials course, as appropriate for setting.

Continue child study

Week 14

Final journal entry – Describe how the content areas are integrated in your practicum classroom.

Complete all Methods and Materials course assignments.

**COURSE TITLE: Assessment of Children and Evaluation of Programs II
(3 credit hours)**

Prerequisite: Assessment of Children and Evaluation of Programs I

COURSE DESCRIPTION:

This advanced course builds upon student understanding of the connections among learning, teaching, and assessment and strategies for evaluating programs. Assessment, identification, and monitoring of typical and atypical development in the cognitive, motor, affective and social domains will be explored. Multiple and diverse assessment approaches, including responsiveness to cultural and linguistic differences, will be emphasized. The course builds upon indicators of competence established at the lower division (AA) level. For each course objective (core competency) students will demonstrate the indicators established for the bachelor's level.

SUGGESTED TEXTS (as of 2003-04):

Bauer, A. M., & Shea, T. M. (1999). *Inclusion 101*. Baltimore:Brookes.

Borich, G. D. (2003-04). *Observation skills for effective teaching* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Cohen, D. H., Stern, V., & Balaban, N. (1997). *Observing and recording the behavior of young children* (4th ed.). New York: Teachers College Press.

Daniels, D., & Beaumont, L. J. (2002). *Understanding children: An interview and observation guide for educators*. Columbus, OH: McGraw Hill.

Guelo, D. (1993). *Understanding assessment and evaluation in early childhood education*. New York:Teachers College Press

Harrington, H. L., Meisels, S. J., McMahan, P., Dichtelmiller, M. L., & Jablon, J. R. (1997). *Observing, documenting, and assessing learning: The work sampling system handbook for teacher educators*. Ann Arbor, MI: Rebus.

Koralek, D., Dodge, D., & Calker, L. (1995). *The what, why, and how of quality early childhood education: A guide for on-site supervision* (rev. ed). Washington, DC:NAEYC.

Krechevsky, M. (1998). *Project spectrum: Preschool assessment handbook*. New York:Teachers College Press.

Linder, T. (1990). *Transdisciplinary play-based assessment: A functional approach to working with young children*. Baltimore: Brookes.

McAfee, O., & Leong, D. (1994). *Assessing and guiding young children's development and learning* (3rd ed.). Boston: Allyn & Bacon.

McMillan, J. H. (1997). *Classroom assessment: Principles and practice for effective instruction*. Boston: Allyn & Bacon.

Mindes, G. (2003-04). *Assessing young children* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Oosterhof, A. (1999). *Developing and using classroom assessments* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Pierangelo, R., & Giuliani, G. A. (2002). *Assessment in special education: A practical approach* Boston: Allyn & Bacon.

Popham, W. J. (2002). *Classroom assessment: What teachers need to know* (3rd ed.). Boston: Allyn & Bacon.

Puckett, M. B., & Black, J. K. (2000). *Authentic assessment of the young child: Celebrating development and learning* (2nd ed.) Upper Saddle River, NJ: Prentice Hall.

Schuster, J., Maxwell, K., & Hemmeter, M. (2001). *Assessment of practices in early elementary classrooms*. New York: Teachers College Press. (For K-3 classrooms)

Turner, P. et al. (1999). *Best practices: Essential elements of quality for programs serving children birth through age 8 and their families*. Santa Fe, NM: Office of Child Development.

Turner, P., & Rivera, O. (1999). *Self-assessment for best practices*. Santa Fe, NM: Office of Child Development.

Wortham, S.C. (2001). *Assessment in early childhood education* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

COURSE OBJECTIVES:

This course is part of the required program of study for a Bachelor's degree in early childhood education in 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 assessment and evaluation practices that are valid and appropriate. (V.A)
- Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. (V.B)
- 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). (V.C)
- Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes. (V.D.)

- 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. (V.E)
- Share assessment results as appropriate with families in clear, supportive ways. (V.F)
- Involve all stakeholders in program evaluations. (V.G)
- Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. (V.H)
- Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. (V.I)
- Use both self and collaborative evaluations as part of on-going program evaluation. (V.J)

ASSIGNMENT IDEAS:

Article Review: From professional journals/newspapers find a recent article (published since 2000) on a topic related to current issues in testing and assessment of children. Write a one-page review. Describe the major points in the article and your professional response (emphasize your knowledge, experience, and learning from the class and readings). Attach a copy of the article to your paper. Document your source following APA guidelines.

Interview: Interview a kindergarten or early primary teacher in a public school to determine whether standardized tests are administered to the students. Find out what tests are administered to the students and the purpose for test results. If standardized tests are not administered, find out the school's position on the use of standardized tests with young children below the age of 8. Follow the evaluation standard for grading written work.

Assessment project – Administer one comprehensive child assessment using multiple approaches across multiple domains. The assessment will include the following: (1) an assessment plan completed for a specific child, (2) assessment summary report completed for the specific child detailing current level of development (strengths and weaknesses) and brief recommendations, and (3) goals and objectives for the child based on the assessment summary; include an activity-based lesson plan.

Role play the assessment process as described by state and federal regulations for IFSP's and IEP's.

Using Self assessment for Best Practices, conduct an evaluation of a program, birth to 2, 3 to 4, or 5 to 8.

Simulate a parent teacher conference.

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

Course introduction

Overview of assessment in early childhood

Theories, philosophy, and purposes of assessment

Week 2

Screening (Child Find); screening tools

Week 3

Assessment: planning and observation

Approaches, techniques, alternatives (including multidisciplinary teams)

Legal issues

Week 4

Norm referenced assessments

Criterion referenced assessments

Curriculum-based assessments

Week 5

Assessment adaptations

Infant assessment

Functional assessment

Week 6

Assessing language and cognition

“No Child Left Behind” legislation

Week 7

Assessing sensorimotor skills: gross motor, fine motor, auditory and visual skills

Week 8

Assessing social skills and play skills

Week 9

Assessing adaptive behavior-emotions, coping, excess behaviors, self-help

Week 10

Linguistic and cultural factors influencing assessment; other childhood characteristics influencing assessment

Week 11

Families and assessment

IEPs and IFSPs

Week 12

Evaluating programs for young children: Selected models

Week 13

Program evaluation tools-formative and summative

Week 14

Conducting a self evaluation

Week 15

Using results of program evaluation to modify goals for children and curriculum

**COURSE TITLE: Early Childhood Education Student Teaching
(12 Credit Hours)**

Prerequisite: All early childhood courses, completed with a grade of C or better.

COURSE DESCRIPTION:

The student teaching experience in early childhood education has two components: 1) placement and assigned tasks in an early childhood classroom with a mentor teacher, and 2) a weekly seminar in which students review and reflect on their own teaching practices, make connections between theory and practice, study particular topics of interest, conduct self-evaluations, and contribute to group discussions. Students will demonstrate the indicators of competence established for the bachelor's level.

Placements - The student teaching component in early childhood education takes place with one of the following age ranges: birth-3, 3-5, or 5-8 with children who are developing typically and/or atypically. Students are placed whenever possible in inclusion settings. Diversity of cultural background of children and families also will be a priority for placement.

SUGGESTED TEXTS (as of 2003-04):

Higher Education Early Childhood Task Force. (2002). Common core content and areas of specialization for personnel preparation in early care, education, and family support in New Mexico. Albuquerque, NM: Center for Family and Community Partnerships, UNM.

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.

Packet of readings relevant to age range and setting.

COURSE OBJECTIVES:

This course is the capstone course for a Bachelor's degree in early childhood education in New Mexico. The student must demonstrate an acceptable level of competence for all New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual).

In addition, students will:

- gain greater understanding of the teacher's role and responsibilities in an educational setting with a particular age or grade level(s);
- develop enhanced ability to reflect upon one's own practice;
- develop and articulate a personal philosophy and practice of teaching; and

- demonstrate respect for diversity of learners, methods of teaching, and perspectives of others.

PORTFOLIO:

Indicators for the six early childhood education competency areas will be documented through student teaching and an exit portfolio. The portfolio will provide evidence that a student has met the state core competencies at the bachelor's level for early childhood certification. The portfolio is a certification requirement.

ASSIGNMENT IDEAS:

Assume responsibility for classroom tasks as agreed upon with mentor teacher.

Create a power point presentation or documentation panel on My Classroom Community.

In seminar, introduce the learning community and school context in which you work.

Help the class know your students, families, environment, mentor teacher, and surrounding community.

Keep anecdotal records on each child in the class. Share with mentor teacher throughout the semester.

Demonstrate home-school relationship building. You might write a letter to families about yourself, curriculum project, or classroom newsletter; participate in a home visit; participate in parent-teacher conferences; or organize a family activity night.

Maintain a weekly dialogue journal with your mentor teacher or a personal daily reflection journal. Write about your successes, concerns and questions that arise.

Videotape a lesson. Write a self-analysis of teaching effectiveness.

Develop and implement lesson plans. Once careful planning has been demonstrated, you may use mentor teacher's lesson plan format. At least one lesson plan must address specifically anti-bias learning and experiences.

Design and implement an integrated project of study. University supervisor and mentor teacher must approve unit prior to implementation.

Participate in professional development activities (e.g., events and presentations planned by district or school; interview for a teaching position; complete a formal peer-review of teaching, including videotaping of a peer; conduct visits to observe teaching at other schools).

EVALUATION:

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

SUGGESTED STUDENT TEACHING OUTLINE:

Weeks 1-3

Orientation to placement

Get acquainted with the children and families

Learn classroom, playground and school policies and procedures

Tour the school and community

Assist mentor teacher as appropriate

Weeks 4 & 5

Choose one or more curricular areas (e.g., science, math) and plan and teach for the two weeks.

Continue participating with and/or teaching learning experiences planned by mentor teacher.

Supervise most routines.

Continue writing in journal and keeping anecdotal records.

Present "My Classroom Community" in seminar.

Weeks 6 & 7

Assume responsibility for teaching half a day (all morning or all afternoon). Plan all learning experiences, supervise all transitions, and supervise all adults in the classroom.

Continue writing in journal and keeping anecdotal records.

Make arrangements for mid-term conference at the school.

Weeks 8 & 9

In addition to half-day, begin assuming responsibility for three whole days per week.

Continue writing in journal and keeping anecdotal records.

Professional development activities must be completed by Week 9.

Weeks 10 -13

Assume responsibility for teaching for the next four weeks. Carry out all activities and supervise the entire group. During this period, implement your curriculum project, if possible.

Continue writing in journal and keeping anecdotal records.

Weeks 14 & 15

Continue teaching the entire day, if appropriate. Begin to wind down; complete remaining student teaching requirements.

Make arrangements for final conference.

Present analysis of 5-minute videotape and relevant lesson plans during seminar.