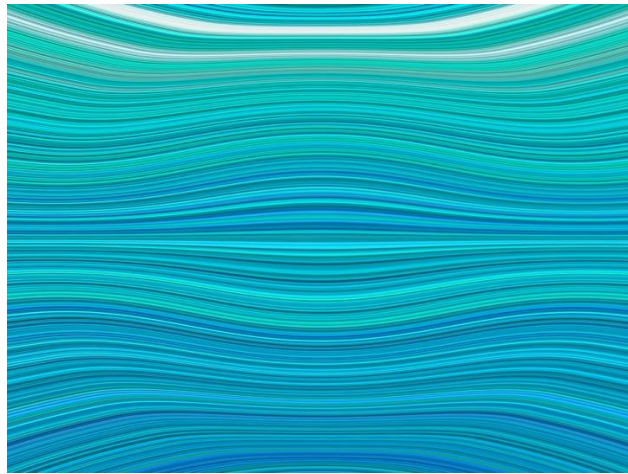


New Mexico Early Childhood Education & Development Articulation Catalog of Courses and Programs



Associate & Bachelor Degree Programs

*The New Mexico Early Childhood
Higher Education Task Force
2018*

New Mexico Early Childhood Education & Development

Articulation Catalog of Courses and Programs

Recommended Syllabi and Supporting Documents for

Foundational (AA) and

Upper (Bachelor's) Levels

Early Childhood Care and Education Programs

Developed by:

New Mexico Early Childhood Higher Education Task Force

Revised Fall 2019

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Introduction

New Mexico higher education institution representatives have met monthly as the New Mexico Early Childhood Higher Education Task Force for many years in a committed effort to develop an articulated statewide curriculum for early childhood teacher preparation, infant family studies and early childhood administrative programs. This book has been developed collaboratively by higher education faculty and program directors at two-year and four-year institutions in New Mexico offering degree programs in early childhood care and education for the purpose of aligning programs and curricula across the state. The results of this work are presented here in the *New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs*.

This Catalog serves as the articulated agreement among New Mexico's participating institutions of higher education that offer degree programs in the field of early childhood care and education. The *New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs* replaces New Mexico's Universal Catalogue of Courses for Early Care, Education, and Family Support as the articulation agreement between New Mexico's higher education institutions and catalog of courses/programs in early childhood education and development. This supports New Mexico's students in streamlining the transfer of credited college coursework and in maintaining consistency in program requirements between the state's higher education institutions. Additionally, the programs and courses included here are in alignment and inherent to the [New Mexico Early Childhood Education and Care Department's Early Care, Education, and Family Support Professional Development System](#), as well as the New Mexico Public Education Department's professional licensure system. The alignment of higher education and these two state departments works to ensure highly qualified caregivers, educators, home visitors, early interventionists, program administrators and mentors in the field of early childhood services.

The programs and coursework laid out in this volume are reflective of the developmental-interactive perspective of early childhood. This perspective centers

on learning in relationships, individualized assessment based on developmental observations that informs curricular decision-making, and full inclusion of all learners, as well as family and community. The programs and coursework presented here are grounded in concepts of guidance, reflective practice, social justice, anti-bias and the democratic classroom. Children are seen as individuals, growing and learning each at their unique pace, in their own way and within the context of each of their home cultures.

We acknowledge and thank the faculty member representatives from the higher education institutions across New Mexico who worked collaboratively in this process over the years. The commitment of the *Early Childhood Higher Education Task Force* began in 1995 with a core group of individuals determined to develop the first Birth through Grade 3 teaching license in New Mexico. We would also like to acknowledge the generous support of this process provided by the Thornburg Foundation. Our collaborative energy continues today as we are committed to maintaining excellence in all areas of early childhood higher education programming in New Mexico.

The New Mexico higher education institutions that have participated in the creation and maintenance of this articulation agreement are as follows:

New Mexico State University – Main Campus
University of New Mexico – Main Campus
Eastern New Mexico University
New Mexico Highlands University
Northern New Mexico College
Western New Mexico University
Eastern New Mexico University – Roswell
Eastern New Mexico University – Ruidoso
Navajo Technical University
New Mexico State University – Alamogordo
New Mexico State University – Carlsbad
New Mexico State University – Dona Ana
New Mexico State University – Grants
University of New Mexico – Gallup
University of New Mexico – Los Alamos
University of New Mexico – Taos

University of New Mexico – Valencia
Central New Mexico Community College
Clovis Community College
Mesalands Community College
New Mexico Junior College
San Juan College
Santa Fe Community College
Southwestern Indian Polytechnic Institute (SIPI)
Luna Community College

How To Use This Catalog of Courses

The New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs is designed to serve as a set of template guides for faculty, adjunct instructors and others in early childhood education programs that offer this coursework. This catalog is organized by degree programs. Each degree section includes suggested syllabi, each containing suggested textbook lists and assignments, student learning outcomes, semester overviews and sequence of topics and courses within the program. These syllabi provide a template for each class within the articulation agreement. The sample syllabi are based on core competencies for each degree level (Associate and Bachelor). The indicators for core competencies are cumulative, i.e., a bachelor's degree includes not only the competencies and indicators for that level, but all competencies and indicators at previous levels.

Included in this catalog is an *Appendix* to serve as a resource to all New Mexico teacher training programs. Included are the Task Force's recommended and best practices for instructors and practicum students in our *New Mexico Practicum Guidelines*. There are also sample practicum forms from New Mexico institutions of higher education which can be adapted and used to meet the individual needs of member institutions.

All early childhood Associate and Bachelor degree programs across the

state of New Mexico, in order to maintain articulation across programs, must follow the course sequencing and syllabi templates as their basic framework for developing specific courses and programs. **Each instructor may revise any syllabus to meet his/her own needs as long as there is no change in the following: course prefix and number, course title, course credits, course description, and course competencies.** This catalog is color coded where required text is indicated in **red** and suggestions are indicated in **black**. Course competencies, as listed in the sample syllabi, must be included *as written* in all New Mexico Associate and Bachelor degree program syllabi. These core competencies, and the identified indicators of the New Mexico Early Childhood Teacher License found in the *Common Core Content*, must be met by students successfully completing the courses and/or programs. Any faculty member, however, may select to add additional competencies to be addressed within any course, but no competencies in the syllabi as written in the *Recommended Syllabi, September 2018* may be omitted.

In each syllabus template, the required text is indicated in **red font** and should be copied, cut and pasted from this catalog into each institution's respective course syllabi. Recommendations and suggested text are indicated in **black font**. Text that is required to be pasted in each institution's course syllabi is indicated in **red font** and includes:

- **course title and credit hours**
- **course description**
- **course competencies**

These portions are intended to maintain fidelity to the articulation agreement across New Mexico institutions of higher education that offer early childhood education certificate and degree programs. This catalog also includes *suggested* textbooks, activities, student learning outcomes and semester timelines with topical areas.

Foundational Documents

New Mexico Early Learning Guidelines - Birth through Kindergarten

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

https://www.newmexicokids.org/wp-content/uploads/2015/05/Early_Learning_Guidelines_Birth_thru_Kindergarten_July_2014.pdf (English)

http://www.newmexicokids.org/wp-content/uploads/2016/03/Early_Learning_Guidelines_SP_JAN_2015_BW1.pdf (Spanish)

Developmental Interaction Approach

The Developmental Interaction Approach (DIA) offers a pedagogical structure – a theoretical stance, rather than a specified curriculum model. It is within this theoretical stance, that the teacher approaches the creation of curriculum. This approach includes a dual emphasis on development and interaction to produce a curriculum framework. The DIA describes guidelines for early childhood educators who construct theory-driven curriculum that emerges from their program and community.

“This (document) has been written in an effort to define and describe in detail the curricular approach that is expected to be implemented in New Mexico's early childhood care and education programs. This is especially true of the curriculum when implementing New Mexico's Authentic Observation Documentation Curriculum Planning Process” (2015, p. 2).

<https://www.newmexicokids.org/wp-content/uploads/2015/06/NMCurriculum-Final-Draft-7-151.pdf>

New Mexico Curriculum Brief

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

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

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

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

https://cyfd.org/docs/FY13_NM_PreK_Curriculum_Policy_Brief.pdf

Levels of Certification and Licensure for New Mexico's Early Care, Education and Family Support Professionals

LEVELS OF CERTIFICATION AND LICENSURE:

Certificates issued by the Office of Child Development/CYFD. Teacher licenses issued by the Public Education Department.

45-Hour Entry Level Certificate

NM Child Development Certificate (state-issued equivalent to the CDA)

- Infant and Toddler
- Preschool

Vocational Certificate } Issued in these 3 areas
Associate Degree Certificate }

Bachelor's Degree Certificates:

Early Childhood Educator: Birth-Age 4

Early Childhood Program Administrator

Family Infant Toddler Specialist

Early Childhood Teacher License:

Birth through Age Eight

- Birth-Age 4
- Age 3-Grade 3

Professional Certificate in Family, Infant Toddler Studies

45-Hour Entry Level Course

Seek advisement and talk with early childhood faculty
Choose a Pathway & Plan General Education Coursework

Associate Degree/Lower Division Professional Pathways

Common Core Early Childhood Coursework

Early
Childhood
Educator

Early
Childhood
Program
Admin.

Family,
Infant Toddler
Specialist

Continue Pathway & Plan Electives/Licensure Endorsement

Bachelor's Degree Professional Pathways

Common Core Early Childhood Coursework

Early
Childhood
Educator
Birth - Age 4

Early
Childhood
Educator
Age 3 - Age 8

Early
Childhood
Program
Admin.

Family,
Infant
Toddler
Specialist

New Mexico's Professional Pathways for Early Care, Education and Family Support Certification and Licensure

Universal Catalogue of Courses

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

Foundational Level					
Associate Degree/Lower Division Courses – Prerequisites for Upper Division Courses					
Common Core Courses					
Professionalism (2 credits)	Child Growth, Development, & Learning (3 credits)	Health, Safety & Nutrition (2 credits)	Family & Community Collaboration (3 credits)	Guiding Young Children (3 credits)	Assessment of Children & Evaluation of Programs (3 credits – EC SPED/ECED)
Choose a Professional Pathway					
Early Childhood Teacher (Birth–Grade 3)		Early Childhood Program Administration		Family Infant Toddler Studies	
Introduction to Language, Literacy & Reading (3 credits)		Program Management I (3 credits)		Infant-Toddler Growth, Development & Learning (3 credits)	
Curriculum Development through Play – Birth through Age 4 (3 credits)		Effective Program Development for Diverse Learners and Their Families (3 credits)		Practicum (2 credits)	
Practicum (Birth through Age 4) (2 credits)		Practicum (2 credits)		Caregiving for Infants and Toddlers (3 credits)	
Curriculum Development & Implementation – Age 3 through Grade 3 (3 credits)		Professional Relationships (3 credits)		Family Infant Toddler Professionals, Families & Communities (3 credits)	
Practicum (Age 3 through Grade 3) (2 credits)		Practicum (2 credits)		Practicum (2 credits)	

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

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

Upper Division Courses Bachelor's Degree				
Common Core Courses				
Research in Child Growth, Development & Learning (3 credits)		Family, Language and Culture (3 credits)		Young Children with Diverse Abilities (3 credits – EC SPED/ECED)
Choose a Professional Pathway				
Early Childhood Teacher Licensure		Early Childhood Program Administration	Family, Infant Toddler Studies (Early Intervention & Home Visiting)	
Concentration: Birth through Age 4	Concentration: Age 3 through Grade 3	Assessment, Curriculum Development & Program Evaluation: Advanced Program Management (4 credits) Practicum (2 credits) Professional Leadership (3 credits) Internship (6 credits) Related Electives (9 credits)	Advanced Knowledge & Practical Application (Strategies and Techniques to Support Early Learning) (3 credits – EC SPED/ECED) Practicum (2 credits)	
Advanced Caregiving for Infants & Toddlers (3 credits)	The Integrated Early Childhood Teaching & Learning Series:		Infant and Toddler Assessment & Evaluation (3 credits – EC SPED/ECED) Practicum (1 credit)	
Emergent Literacy (3 credits)	Teaching & Learning Math and Science (4 credits)		Internship (8 credits)	
Integrated Curriculum – Birth through Age 4 (4 credits) Practicum (2 credits)	Teaching & Learning Reading and Writing (3 credits)		Reflective Practice Seminar (1 credit)	
	Teaching & Learning Social Studies, Fine Arts and Movement (3 credits)		Related Electives (6 credits)	
Licensure Option: Student Teaching (9 credits) Seminar (3 credits)	Teaching & Learning Practicum (2 credits) Student Teaching (9 credits)			
Non-Licensure Option: Related Electives (12 credits)	Student Teaching Seminar (3 credits)			

WHY DO I NEED SPECIALIZED EDUCATION TO WORK WITH YOUNG CHILDREN?

Because...

- ⇒ the early years are the most important for learning
- ⇒ young children learn in special ways
- ⇒ quality programs for young children require staff who:
 - understand developmentally appropriate practices
 - facilitate all aspects of child development and learning
 - establish partnerships with families and the community
 - design programs and curriculum that are culturally and linguistically appropriate
 - provide a healthy, safe, and challenging learning environment



For more information about New Mexico's Early Care, Education and Family Support Professional Development System:

Contact the New Mexico
Office of Child Development.
(505) 827-7946

or

Contact your regional Early
Childhood Training and Technical
Assistance Program

or

Contact the early childhood
faculty at your local institution of
higher education

or

Additional information is available
at **www.NewMexicoKids.org**



NEW MEXICO'S Early Care, Education & Family Support Professional Development System

for those wanting to work as a:

- teacher
- child-care teacher
- home visitor
- program administrator
- early interventionist
- mentor or
- program development specialist with children birth through third grade, their families and programs they attend.

New Mexico's Career Lattice for Early Care, Education, and Family Support

The levels of the Common Core Content and Competencies that follow correspond to levels of certification and licensure available from the state of New Mexico. Altogether, this spiraling system of professional development is referred to as the New Mexico Early Care, Education and Family Support Career Lattice. The term *career lattice* is meant to create the vision of a trellis that provides multiple pathways for growth and development, as opposed to a career ladder that enables only vertical movement along a single track.

Because the New Mexico Early Care, Education and Family Support Professional Development System encompasses all systems serving children birth through third grade and their families, the term *career lattice* is the most appropriate way to describe how individuals can move horizontally, vertically, and/or diagonally within a single system, or across systems as positions become available and/or as professional preparation enables them to seek and move into positions with more responsibility and increased compensation.

The special features of New Mexico's career lattice are the following:

- Individuals can enter the career lattice at any point in their growth and development as professionals. Depending on their professional aspirations, individuals may remain where they are or pursue multiple opportunities for their future professional development.
- Professional preparation and corresponding certification and licensure within the career lattice are recognized by a number of different systems, enabling individuals to move between systems.
- Each level of certification and/or licensure is based upon study that builds upon and increases skills and knowledge in the same competency areas. As a result, all professional preparation "counts" toward work at the next level.
- All personnel build upon the same core content with the opportunity to pursue areas of concentration. Early Childhood Teacher – Birth through Age 4

(Pre-K), Early Childhood Teacher – Age 3 (Pre-K) through Grade 3, Family, Infant Toddler Studies (FIT), or Early Childhood Program Administration.

The levels of the career lattice are as follows:

- 45-Hour Entry Level Course – a basic course that introduces the areas of competency at the awareness level. The certification of completion is awarded by the Office of Child Development, Children, Youth and Families Department.
- New Mexico Child Development Certificate – a state-issued certificate that is equivalent to a CDA credential and approved by the federal Office of Head Start. The requirements for this certificate include the completion of 4 specifically identified courses in early childhood education. The certificate of completion is awarded by the Office of Child Development, Children, Youth and Families Department.
- 1-Year Certificate – certificate earned after completion of 29 credits in early childhood education toward an associate degree program. The certificate indicates completion of the early childhood “vocational” courses within an approved associate degree program, most often completed in the student’s first year. The Office of Child Development, Children, Youth and Families Department awards a state certificate upon completion of this vocational course of study.
- Associate Degree – a two-year program consisting of approximately 60 credits, including both early childhood content (29 credits as described above) and general education content (approximately 30 credits) available at all two-year and some four-year institutions. The degree is awarded by the institution, and the certificate of completion is awarded by the Office of Child Development, Children, Youth and Families Department.
- Bachelor’s Degree Licensure Option – a four-year program consisting of approximately 120-122 credits, available at some public four-year institutions in the state. Approved Bachelor’s degree programs lead to the New Mexico Early Childhood License: Birth through Age 4 (PreK) or Age 3 (Pre-K) through Grade 3. The degree is issued by the institution and the license is awarded by the New

Mexico Public Education Department.

- Bachelor's Degree Non-Licensure Option - a four-year program consisting of approximately 120 credits, available at some public four-year institutions in the state. Approved Bachelor's degree programs lead to a certificate issued by the Office of Child Development, Children, Youth and Families Department in Birth through Age 4 (Pre-K), or Age 3 (Pre-K) through Grade 3, or Early Childhood Program Administration or Family, Infant and Toddler Studies (FIT). The Degree is issued by the institution.

- Master's Degree – consisting of 33 to 42 hours of graduate work in early childhood and related areas, available at graduate universities in the state. The degree is awarded by the institution.

- Doctoral Degree – consisting of 66 to 72 hours of graduate work in early childhood education or related areas and additional degree completion requirements (comprehensive exam, doctoral dissertation, etc.). This degree is available at some 4-year universities in the state. The degree is awarded by the institution.

The career lattice is designed so that each level up to the graduate level fully articulates with the next level. That is for example, the New Mexico Child Development Certificate counts toward work for the certificate; a certificate constitutes the equivalent of the first year of work toward an associate degree; and an associate degree transfers to any early childhood program at four-year institutions as the first two years of work toward a bachelor's degree.

Articulated Educational Pathways and Degree Programs

**ASSOCIATE DEGREE PROGRAM IN
ECED TEACHER TRAINING
PATHWAY**

ECED 1110 Child Growth, Development, and Learning
(3 credit hours)

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

- Armstrong, T. (2017). *Multiple intelligences in the classroom*. (4th Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Berk, L. E. (2008). *Child development* (8th ed.). Boston, MA: Pearson Education, Inc.
- Berk, L. E. (2015). *Infants and children*. Boston, MA: Pearson Education, Inc.
- Casper, V. & Theilheimer, R. (2009). *Introduction to early childhood education: Learning together*. New York: McGraw-Hill.
- Charlesworth, R. (2013). *Understanding child development* (10th ed.). Clifton Park, NJ: Delmar Cengage Learning.
- Feldman, R. (2009). *Child development* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Mooney, C. (2013). *Theories of childhood: Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky* (2nd ed.). St. Paul, MN: Redleaf
- Peterson, R. & Felton-Collins, Victoria. (1987). *The Piaget handbook for teachers and parents*. New York, NY: Teachers College Press.
- Puckett, M. B., Black, J., Wittmer, D., & Petersen, S. (2008). *The young child: Development from prebirth through age eight* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
- Trawick-Smith, J. (2014) *Early childhood development: A multicultural perspective* (7th ed). Upper Saddles River, NJ: Prentice Hall.

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

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

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

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

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

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

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

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

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

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

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

STUDENT LEARNING OUTCOMES (recommended)

Students will:

1. Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning.
2. Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight.
3. Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs.

ASSIGNMENT IDEAS (suggested):

Child case study with observations covering all developmental areas. Read and reflect on professional journal articles: Select five articles (minimum of two pages in length) from Young Children magazine. Read the articles and provide the following information: title of article and author; month and year of the YC Journal; summary of the article (2-4 Sentences); a description of FIVE ideas that you learned from the reading.

Parent interviews/ Role plays of parent interview

Reflective paper on parental style

Weekly reading reflections

Reflective/Dialog journal

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

Prepare a mini comparative case study on a child in each of the three different age groups (i.e., infant/toddler, preschool, school age)- Using NM Early Learning Guidelines.

Reflective paper on the NM Early Learning Guidelines.

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. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Weeks 1-2 The Field Early Childhood Development (A.1, A.2, A.3)

- Definition of early childhood development

- History and need for early childhood development
- Early childhood development theories
- Research and assessment

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

- Prenatal development
- Genetics
- Brain development
- Childbirth
- Newborns

Week 5-6-7 Infants and Toddlers (A.1, A.2, A.3, A. 4, A.7, A.8, A.9, A.10, A.11)

- Physical growth
- Cognitive growth
- Language and literacy development
- Social and emotional development

Weeks 8-9-10 Preschool Years (A.1, A.2, A.3, A. 4, A.7, A.8, A.9, A.10, A.11)

- Physical growth
- Cognitive growth
- Language and literacy development
- Social and emotional development

Weeks 11-12-13 School-Age Children (A.1, A.2, A.3, A. 4, A.7, A.8, A.9, A.10, A.11)

- Physical growth
- Cognitive growth
- Language and literacy development
- Social and emotional development

Weeks 14-15-16 Addressing Diversity in Child Development (A.2, A.3, A.4)

- Family structures
- Parenting styles and beliefs
- Influence of adult-child interactions
- Family stressors and resilience

ECED 1115 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 indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest.

SUGGESTED TEXTS (newer versions may be available):

Anspaugh, D., & Ezell, G. (2009). *Teaching today's health* (9th ed.). San Francisco, CA: Benjamin Cummings/Addison Wesley.

Aronson, S. (2012). *Healthy young children: A manual for programs*. (5th ed.). Washington, DC: NAEYC.

Marotz, L. R., Cross, M. Z., & Rush, J. M. (2012). *Health, safety, and nutrition* (9th ed.). Clifton Park, NY: Delmar Cengage Learning.

National Center for Education in Maternal and Child Health. (2007). *Bright futures: Guidelines for health supervision of infants, children, and adolescents* (3rd ed. Revised). Available from: <http://www.brightfutures.org/publications>.

Robertson, C. (2009). *Safety, nutrition and health in early education* (4th ed.). Clifton Park, NY: Delmar Cengage Learning.

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the [New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs](#). The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

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

Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially and emotionally). B.3

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

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

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

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

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

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

STUDENT LEARNING OUTCOMES (recommended)

Students will:

1. Demonstrate knowledge of resources for families with regard to all issues relating to health, safety and nutrition.
2. Design a curriculum and program, both indoors and outdoors, that emphasizes the importance of health, safety and nutrition.
3. Evaluate and explain the referral process when services and resources are needed by children and families.

ASSIGNMENT IDEAS (Suggested):

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

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

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

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

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

Interview a teacher regarding student health concerns and incident reporting. Invite guest speakers from Children's Mental Health, Child Care Nutrition Bureau, or CYFD Protective Services. Write a reflection on the presentation discussing application of information presented.

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

Write two page letter regarding nutritional guidelines for parents who pack their child's lunches:

This letter should be addressed to parents of a preschool child attending child care. The one page letter should include recommended nutritional guidelines for packing lunches. Page two should include a week of nutritious well-balanced lunches parents can pack for their children.

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. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Weeks 1-2-3 Promoting Children's Health (B.1, B.3, B.4, B.7)

- Introduce child well-being
- Promoting children's health through daily observations
- Promoting children's health through assessment

Weeks 4-5-6 Medical Conditions and Illnesses (B.1, B.2, B.3, B.5, B.6, B.7, B.8)

- Children and medical conditions
- Universal precautions and/or infectious diseases
- Maintaining a healthy environment

- Identifying and managing childhood illnesses

Week 7-8-9 Safety Management (B.1, B.3, B.5)

- Guidelines for safe environments
- Implementing safety practices
- Emergency procedures
- Emergency care and first aid

Weeks 10-11 Protecting Children from Abuse and Neglect (B.1, B.3, B.4)

- Abuse and neglect
- State, local and program reporting procedures
- Identify resources available for children and families
- Family involvement in health and safety
- Activity plans for involving families

Weeks 12-13 Basic Nutrition (B.1, B.5, B.7, B.8)

- Nutrition guidelines
- Nutrients for energy and growth

Weeks 14-16 Nutrition and Young Children (B.1, B.5, B.7, B.8)

- Feeding infants
- Feeding toddlers and young children
- Planning menus and food safety
- Teaching about nutrition

ECED 1120 Guiding Young Children
(3 credit hours)

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

Albrecht, K. & Forrester, M. (2014). *Social emotional tools for life*. St. Paul, MN: Red Leaf Press.

Casper, V. & Theilheimer, R. (2009). *Introduction to early childhood education: Learning together*. New York: McGraw-Hill.

Gartrell, D. (2014). *A guidance approach for the encouraging classroom* (6th ed.). Clifton Park, NY: Delmar Cengage Learning.

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

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

Hearron, P. F., & Hildebrand, V. (2013). *Guiding young children* (9th ed.). Upper Saddle River, NJ: Prentice Hall

Kohn, A. (2006). *Beyond discipline: From compliance to community* (9th ed.). Alexandria, VA: ASCD.

Levin, D. (2013). *Beyond the remote-controlled childhood. Teaching young children in the media age*. Washington, DC: NAEYC.

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

COURSE COMPETENCIES:

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

Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture and society. A.6

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

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

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

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

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

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

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

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

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

Demonstrate knowledge of assessment techniques, interpretation of assessment

information in the application of this data to curriculum development or intervention planning. F.9

STUDENT LEARNING OUTCOMES (recommended)

Students will:

- A. Use assessment and evaluation to apply developmentally appropriate and culturally relevant guidance techniques to support children with self-regulation and problem-solving skills.
- B. Articulate the guidance philosophy of your classroom with respect for diverse families and cultural practices.
- C. Apply knowledge of child growth and development, mental and physical health, and socio-emotional development to support positive guidance techniques in a classroom setting.

ASSIGNMENT IDEAS (Suggested):

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.

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

Work in a small group, prepare and deliver a fifteen-minute presentation on positive discipline to a parent group. Prepare a 10-15 minutes PowerPoint presentation for the parents of your children at school a part of a parents' school night. In your presentation, explain to parents why their role is so important for their child's development and give them practical ideas/strategies of how to positively interact with their children as well as how they should deal with challenging behaviors at home.

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

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

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

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

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

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

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

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

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

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

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

Research practical strategies to help young children strengthen self-regulation skills in a PreK classroom. Write a paper explaining each strategy in detail and how you would apply those strategies in an educational setting. Present your findings via PowerPoint, etc. Suggested paper length is 3 to 4 pages. Remember to cite your references.

Prepare a lesson related to social and emotional learning. Your lesson should contain: 1) the topic of the lesson; 2) the objectives/goals for your lesson (what you want the students to learn); 3) the materials needed for the lesson; 4) how you need to arrange the classroom for the lesson; 5) how you will group students for the lesson; 6) a detailed description of the lesson (of what you are going to do and the activities proposed); 7) how you are going to assess student learning; and 8) what modifications/accommodations you will need to implement for students with special needs in your classroom.

Design a classroom for preschool children.

This environment must reflect the topics including reflections of what you have learned about Reggio Emilia, The Anti-Bias Curriculum, multicultural curriculum, supporting children with special needs, Environmental Ratings Scales and establishing a healthy basic school environment.

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. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Weeks 1-2- The Guidance Approach (A.7, A.10, A.11, E.3)

- Introduction to the guidance tradition
- Historical influences
- Child development and guidance
- Brain development and guidance
-

Week 3-4 Understanding Challenging Behaviors (A.11, B.1,C.1,C.4, C.7, A.6,E.3)

- The concept of Mistaken Behavior
- Sources of aggression and challenging behavior
- Cultural responsiveness and mistaken behavior
- Positive teacher-child relationships
- Communication with parents
-

Weeks 5-6-7 Guidance in the Classroom (A.7, A.10, A.11, B.1, E.3, E.7)

- Developmentally Appropriate Practices (DAP)
- Creating environments for prosocial behaviors
- Managing scheduling and routines
- Guidelines vs. rules
- classroom meetings

Weeks 8-9-10 Guidance Techniques (A.7, A.11, A.10, B.1, E.3)

- Communicating with the individual
- Conflict management
- Problem solving

Weeks 11-12-13 Interventions (A.11, B.1, C.1, E.3, A.7, F.9)

- Conflicts and intervention
- Crisis and intervention
- Crisis management techniques
- Comprehensive guidance
- Individual guidance plans and family partnerships

Weeks 14-15-16 Violence (A.6, A.11, B.1)

- Societal violence
- Impact of violence on children
- Anti-bias education and liberation teaching
- Bullying
- Cultural competence and family engagement

ECED 1125 Assessment of Children and Evaluation of Programs
(3 credit hours)

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

- Bohart, H. & Procopio, R. (2018). *Spotlight on young children. Observation and assessment*. Washington, DC: NAEYC.
- Cohen, D., Stern, V., Balaban, N. & Gropper, N. (2008). *Observing and recording the behavior of young children* (5th ed.). New York, NY: Teachers College Press.
- Cohen, L., & Spenciner, L. (2010). *Assessment of children and youth with special needs* (4th ed.) Boston, MA: Allyn & Bacon.
- Ensher, G. L., Bobish, T., Garner, E., & Reison, C. (2007). *Partners in play: Assessing infants and toddlers in natural contexts*. Clifton Park, NY: Delmar Cengage Learning.
- Gronlund, G., & Engel, B. (2007). *Focused PortfoliosTM: A complete assessment for the young child*. St. Paul, MN: Red Leaf Press.
- Harms, T., Cryer, D., & Clifford, R. M. (2007). *Infant/toddler environment rating scale*. New York, NY: Teachers College Press.
- Harms, T., Cryer, D., & Clifford, R. M. (2004). *Early Childhood Environment Rating Scale*. New York, NY: Teachers College Press.
- Harms, T., Cryer, D., & Clifford, R.M. (2007). *Family Child Care Environment Rating Scale*. New York, NY: Teachers College Press.
- Harms, T., Jacobs, E.V., & White, D.R. (2013) *School-Age Care Environment Rating Scale*. New York, NY: Teachers College Press.

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

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

Mindes, G. (2015). *Assessing young children* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

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

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

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

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the [New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs](#). The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

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

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

Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations

for Individual family service plans (IFSP) and individual education plans (IEP). F.3

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

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

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

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

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

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

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

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

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

STUDENT LEARNING OUTCOMES (recommended)

Students will:

1. Use authentic observation as the foundation for assessment and growth and development.
2. Identify and describe age, culturally, and linguistically appropriate assessment tools for young children.
3. Identify IFSP and IEP procedures and the roles of multidisciplinary teams in serving children in the process of evaluation.

4. Describe the effects of cultural and socio-economic factors on evaluation and key legal and ethical issues in assessment.

ASSIGNMENT IDEAS (Suggested):

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

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

Review assessment tools for infant/toddlers, preschoolers and school age and critique whether or not they are developmentally and culturally appropriate. Review at least two assessment instruments to determine the appropriateness for a given linguistic and/or cultural background.

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

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

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

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

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

View video or CD vignettes of children in early childhood settings. Focusing on one

child, write a detailed running record observation. Analyze your observations and assess the child's skills in the following areas: fine/gross motor, social/emotional, cognitive/language.

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Weeks 1 & 2 Overview of Assessment (F.11, F.12, F.10)

- Overview of scope of early childhood settings- Infants through primary education
- Purposes and definitions of assessment
- Developmentally appropriateness in assessment of children

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

- Stakeholders in assessment process
- Foundations of the assessment system
- Focus on standards
- Common Core standards

Week 5 Family Partnerships (F.8, F.2)

- Establishing relationships with families
- Strategies for engaging families in the assessment process
- Obtaining information from families
- Parental rights

Weeks 6 Observation as a tool (F.3, F.7)

- Observation as an assessment tool
- Being a good observer
- Planning for observation
- Recording methods for observation
- Limitations of observation

Weeks 7 & 8 Basic Measurement Concepts (F.4, F.1)

- Basic concepts of statistics and measurement

- Types of scores- raw, mean, range, standard deviation, percentile, developmental quotients, standard scores
- Standardized instrument development
- Evaluating and choosing instruments
- Administering standardized instruments

Weeks 9-10 Choosing Assessments (F.6, F.7, F.9)

- Choosing an instrument for assessment
- Cultural sensitivity
- Responsibility and errors in using standardized assessments
- Early childhood screenings and diagnosis
- Multidisciplinary teams
- Individualized Education Plans
- Individualized Family Service Plans
- Using multiple measures
- Performance assessments
- Child study

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

- Role of assessments in the intervention process
- Challenging behaviors
- Response to Intervention

Weeks 14 & 15 & 16 Communication and Reporting (F.5, F.8)

- Conferences with families
- Grading in the early years
- National and state mandates: Licensing regulations, accreditation standards (NAC, NAEYC, Head Start Performance Standards)
- Program evaluation & review, family surveys, staff evaluations
- Defining the role and purpose of program evaluation

ECED 1130

Family and Community Collaboration

(3 credit hours)

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

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

Casper, V. & Theilheimer, R. (2009). *Introduction to early childhood education: Learning together*. New York, NY: McGraw-Hill.

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

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

Gestwicki, C. (2016). *Home, school, and community relations* (9th ed.). Clifton Park, NY: Delmar Cengage Learning.

Howell, J. & Reinhard, K. (2015). *Rituals and traditions. Fostering a sense of community in preschool*. Washington, DC: NAEYC.

Redman, G. & Redman, A. (2010). *A casebook for exploring diversity* (4th ed.). Upper Saddle River, NJ: Pearson.

Robles, W., & Beck, V. (2013). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies* (4rd ed.). Clifton Park, NY: Delmar Cengage Learning.

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

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the *New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs*. The following objectives are taken from the New Mexico Public Education Department'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 and skill in building positive, reciprocal relationships with families. C.1
- Articulate an understanding of a safe and welcoming environment for families and community members. C.2
- Develop and maintain ongoing contact with families through a variety of communication strategies. C.3
- Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4
- Articulate understanding of the complexity and dynamics of family systems. C.5
- Demonstrate understanding of the importance of families as the primary educator of their child. C.6
- Involve families and community members in contributing to the learning environment. C.9
- Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11
- Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions; family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities); home language and ethnicity. C.12
- Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, English language instruction, and economic assistance. C.13
- Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. E.14

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

STUDENT LEARNING OUTCOMES (recommended):

1. Identify and demonstrate methods of effective and professional communication with linguistically and culturally diverse families.
2. Identify biases and how biases could affect relationships with children and families through self-reflection.
3. Apply knowledge of diverse family structures and cultural values through a strengths-based approach to create a safe welcoming classroom environment for families and community.
4. Use community resources to support linguistically and culturally diverse families and children.

ASSIGNMENT IDEAS (Suggested):

Review a variety of formal and informal communication strategies and create examples (i.e., bulletin boards, newsletters, emails, webpage). Complete a family tree and/or oral history project.

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

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

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

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

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

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

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

Role-play of 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. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Weeks 1-2-3 Understanding Families (C.4, C.5, C.12)

- Culture
- Race and ethnicity
- Changing family structures
- Culture and the family
- The United States as a culturally diverse society

Weeks 4-5-6 Multicultural Education (C.1, C.2, C.9, C.12)

- The history of equality in education
- Beginnings of multicultural education
- Approaches and models of multicultural education

Week 7-8-9 Implementing Multicultural Education (C.4, C.6, C.12)

- Curriculum planning
- Implementing standards in a diverse classroom
- Language diversity
- Meeting the needs of English Language Learners (ELL)
- Developing a multicultural classroom environment
- Designing classroom activities

Weeks 10-11-12 Engaging Families (C.1, C.2, C.3, C.5, C.9, C.11, C.12, E.14)

- Working together towards collaboration
- Defining family engagement
- Identify a variety of informal and formal communication strategies
- The role of program policies and procedures

- Activities for engaging families
- The role of the professional as advocate for children and their families

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

- Changing communities
- The school, neighborhood, and community
- Community participation in the learning environment
- Identify community resources and organizations to meet the various needs of families

ECED 2110 Professionalism
(2 credit hours)

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

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

Feeney, S., Freeman, N. K., & Moravcik, E. (2000). *Teaching the NAEYC code of ethical conduct: Activity sourcebook*. NAEYC.

Feeney, S., Freeman, N. K., & Moravcik, E. (2016). *Teaching the NAEYC code of ethical conduct: A resource guide*. NAEYC.

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

Goffin, S. (2015). *Professionalizing early childhood education as a field of practice. A guide to the next era*. St. Paul, MN: Red Leaf Press.

Gordon, A. M., & Browne, K. W. (2016). *Beginnings and beyond: Foundations in early childhood education* (10th ed.). Clifton Park, NY: Delmar Cengage Learning.

Lemov, D. (2015). *Teach like a champion*. San Francisco, CA: Jossey-Bass

McDonald, M. & Ruggieri-Vesey, K. (2002). *Teachers' messages for report cards* (3rd ed.). Greensboro, NC: Fearon Publishing.

Morrison, G. (2017). *Fundamentals of early childhood education* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Washington, V., Gadson, B., Amel, K. (2015). *The new early childhood professional. A step-by-step guide to overcoming Goliath*. Washington, DC: NAEYC.

COURSE COMPETENCIES:

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

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

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

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

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

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

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

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

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

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

STUDENT LEARNING OUTCOMES (recommended)

1. Demonstrate a commitment to the principles of professionalism and code of ethics in the field of early childhood education.
2. Identify the historical and theoretical foundations of early childhood education and demonstrate how these apply to current practice, theory and events in the field.
3. Demonstrate how to effectively advocate for families and children through understanding of public policy, legal issues, and current regulations.

ASSIGNMENT IDEAS (Suggested):

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

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

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

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

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

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

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

Identify and access ten early childhood websites. Describe what is available on each

website and how one would use this information as a professional.

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

Choose to write a paper, create a picture slide show, or be creative to describe the development of your life. Former projects have been: picture collages, written papers, slideshows, poster boards, etc.

The goal of this assignment is to describe the influences of the overlapping social, cultural, socio-economic and historic context that have influenced your development. Create a project that addresses the following points as they relate to your life.

Visit the Head Start Website at <https://eclkc.ohs.acf.hhs.gov/programs/article/head-start-programs> . Write a 2 or 3 page paper discussing what are the goals of Head Start Programs and what the Head Start programs do to reach those goals for young children. Browse the site in order to get the information you need to write your paper.

Using the NAEYC Code of Ethics. Write a 3 page paper discussing: 1) Why is it important for ECE teachers to have a code of ethics? 2) Discuss each of the 4 sections of the code of ethics. 3) How do you intend to incorporate the Code of Ethics' Core Values in your profession as a ECE teacher?

Developmentally Appropriate Practice is at the core of a good early childhood education. Visit the NAEYC website at <http://www.naeyc.org/DAP> and read about DAP. Write a two page paper describing what is DAP; why it is important and describing some teaching strategies used within the DAP approach to educating young children.

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. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

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

- NAEYC's Six Standards of Professionalism
- Review of NAEYC's Code of Ethical Conduct
- Developmentally Appropriate Practices (DAP)
- Pathways to becoming an early childhood professional
- NM's Early Care, Education, and Family Support Professional Development System

- Developing a philosophy of education
- Understanding current issues in early childhood education
- Public policies affecting children, families, and programs for young children

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

- History of child development and early education
- The importance of learning theories

Week 5-6 Implementing Early Childhood Programs (G.4, F.12)

- Review of various program models (i.e., Montessori, Head Start, Reggio Emilia, High Scope)
- Federal programs
- Inclusive classrooms
- Aspects of quality early childhood education
- Administration of programs to include supervision and evaluation
- Developmental-Interaction Approach

Week 7-8-9 Early Intervention and Inclusion (B.4, C.11, G.2)

- The Individuals with Disabilities Education Act (IDEA)
- Making referrals to appropriate professionals for early intervention
- New Mexico Early Learning Guidelines and Early Childhood Observational Tool
- Principles of developmental observational assessment and curriculum design for full inclusion
- Individual Family Service Plans (IFSP) and Individual Education Plans (IEP)

Week 10-11 Abuse Prevention (B.4, C.11, G.2)

- Signs of emotional distress, child abuse, and neglect in young children
- Effects of emotional distress, child abuse, and neglect in young children
- Reporting to designated authorities in cases of suspected abuse or neglect

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

- Children with disabilities
- Teaching ELLs
- Multicultural education
- Changing families
- Parent and family involvement

Week 15-16 Professional Presentation and Technology (G.7)

- Documentation of children's growth and development
- Early childhood teaching and learning philosophies
- Collegiality

ECED 2115 Introduction to Language, Literacy, and Reading (3 credit hours)

COURSE DESCRIPTION:

This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches, 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 (newer versions may be available):

Bardige, B. S. (2016). *Talk to me baby! How you can support young children's language development*. (2nd Ed.) Baltimore, MD: Paul H. Brooks Publishing Company

Birckmayer, J., Kennedy, A., & Stonehouse, A. (2008). *From lullabies to literature: Stories in the lives of infants and toddlers*. Washington, D.C.: NAEYC

Beaty, J., & Pratt, L. (2014). *Early literacy in preschool and kindergarten: A multicultural perspective* (4th ed.). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Christie, J., Enz, B., & Virkelich, C. (2014). *Teaching language and literacy: Preschool through the elementary grades* (5th edition). Boston, MA: Allyn & Bacon.

Cooper, J., Kiger, N., & Robinson, M. (2012). *Helping children to construct meaning* (8th ed.). Belmont, CA: Wadsworth, Cengage Learning.

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

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

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

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

Morrow-Mandel, L. (2015). *Literacy development in the early years: Helping children read and write*(8th ed.). Boston, MA: Pearson.

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

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

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

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

Schickedanz, J., & Collins, M. (2012). *So much more than the abc's: The early phases of reading and writing*. Washington, DC: NAEYC.

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

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the [New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs](#). The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate knowledge of the many functions that language serves in the cognitive,

social, and emotional aspects of development in the formative years. A.7

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

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

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

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

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

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

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

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

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

STUDENT LEARNING OUTCOMES (recommended)

1. Explore how experiences and attitudes toward literacy learning may impact teaching practices.
2. Develop a foundation for understanding language acquisition, literacy development, and the components of literacy for children birth-3rd grade.
3. Demonstrate an understanding of the developmental order of phonological awareness skills in children.
4. Build learning activities and outcomes based on understanding of literacy development in children birth-3rd grade.
5. Integrate the concepts and skills learned during the semester to create a literacy experience for kindergarten-3rd grade students.
6. Work collaboratively to promote community, home and school-based literacy.

ASSIGNMENT IDEAS (Suggested):

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

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

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

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

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

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

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

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

Set up a rich writing center for a preschool classroom.

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

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

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

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

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

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Weeks 1-2 Introduction (A.7, A.8)

- Foundation of language and literacy continuum
- Common Core or NM Early Learning Guidelines
- Comprehensive literacy instruction and programming

Week 3 Oral Language Development (A.7, A.9, D.4, E.10)

- Language acquisition
- [Phonological awareness skill development](#)
- Observing language development (birth-5 years)
- Contributing factors for variations of language acquisition
- Strategies for English Language Learners (ELL) and students with special needs

Week 4 Collaborating with Families (E.9)

- Natural context of home for literacy
- Home literacy experiences
- Parent education

Week 5 Oral Language Learning (D.4, D.7)

- Emergent and early reading acquisition
- Language rich classroom environments
- [Exposure to rhyme, alliteration, blending and segmenting](#)
- Language-centered activities
- Promoting oral language in the elementary grades.
- Including families, ELL, and children with special needs

Week 6 Emergent Literacy Strategies

- Print-rich classrooms
- Literacy enriched play centers
- Sharing books with young children
- Shared writing
- Including families, ELL, and children with special needs

Week 7 Teaching Early Reading and Writing (D.4, E.11)

- Early reading instruction
- Alphabet instruction; [recognition and production](#)
- Print [knowledge](#)
- Early writing instruction
- Including families, ELL, and children with special needs

Week 8 Beginning Reading Instruction (D.4, E.11)

- The reading process
- Elements of beginning reading instruction
- Reading environment
- Comprehension instruction
- The reading lesson
- Including families, ELL, and children with special needs

Week 9 Reading Instruction Grades 3-5 (D.4, E.11)

- Content of grades 3-5 reading instruction
- Comprehension process
- Teaching read-to-learn skills and strategies
- The reading lesson
- Monitoring reading progress
- Including families, ELL, and children with special needs

Weeks 10-11 Creating Writers (A.8, C.8, C.10)

- Essentials of teaching writing
- Preparing the classroom environment
- Structure of teaching writing
- Explicit teaching of writing
- Including families, ELL, and children with special needs

Weeks 12-13 Mechanical Skills of Writing

- Spelling
- Grammar
- Capitalization and punctuation
- Handwriting-cursive and/or manuscript
- Including families, ELL, and children with special needs

Week 14 Assessing Early Literacy

- Determining what children know
- Ongoing assessment tools
- On-Demand assessment
- Standardized tests
- Assessing ELL, sharing assessment results with parents

Weeks 15-16 Assessing What Older Students Know

- Miscue Analysis
- High-Stakes assessment of reading and writing
- Classroom-Based assessment of reading performance
- Assessing writing performance

ECED 2120 Curriculum Development through Play: Birth through Age 4 (PreK)

(3 credits)

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

Bohart, H., Charner, K., & Koralek, D. (2015). *Spotlight on young children. Exploring play.* Washington, DC: NAEYC.

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

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

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

Hirsch, E. (2006). *The block book* (3rd ed.). Washington, DC: NAEYC.

Isbell, R., & Yoshizawa, S. (2016). *Nurturing creativity. An essential mindset for young children's learning.* Washington, DC: NAEYC.

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

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

Nell, M., Drew, W., & Bush, D. (2013). *From play to practice. Connecting teachers' play to learning.* Washington, DC: NAEYC.

- Paley, V. G. (1990). *Molly is three*. Chicago, IL: University of Chicago Press.
- Paley, V. G. (1992). *You can't say you can't play*. Boston, MA: Harvard University Press.
- Paley, V. G. (2004). *A child's work: The importance of fantasy play*. Chicago, IL: University of Chicago Press.
- Rivkin, M., & Schein, D. (2014). *The great outdoors. Advocating for natural spaces for young children*. Washington, DC: NAEYC.
- Rogers, C., & Sawyers, J. (1988). *Play in the lives of children*. Washington, DC: NAEYC.
- Van Hoorn, J. M., Nourot, P. M., Scales, B. R., & Alward, K. R. (2015). *Play at the center of the curriculum* (6th ed.). Upper Saddle River, NJ: Prentice Hall.
- Swim, T. J. (2013). *Infants and toddlers: Curriculum and teaching* (8th ed.). Belmont, CA: Wadsworth.
- New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the [New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs](#). The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

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

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

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

Adapt content to meet the needs of each child, including the development of

individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6

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

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

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

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

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

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

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

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

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

STUDENT LEARNING OUTCOMES (recommended)

1. Explain how young children develop and learn with knowledge of the concepts,

inquiry tools, and structure of content areas appropriate for different developmental levels.

2. 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.
3. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.
4. Design curricula and learning environments based on developmental observational assessment, children's interests and relevant content topics.

ASSIGNMENT IDEAS (Suggested):

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

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

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

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

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

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

Observe a child playing for at least one hour. Write a paper addressing the following

questions: Who was playing? How were they playing? What was being said? Correctly identify at least 2 types of play you saw (see “Types of Play” in book). Identify any role the adults in the room may have played during the observation. Identify 3 benefits of the play you saw. What in the play supports these benefits? Pinpoint two concepts you learned from doing this assignment?

Demonstration of Curriculum (Infant/Toddler)- see sample assignment and rubric in Appendix.

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. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Weeks 1-2 Principles, Practice, Relationships (D.1, D.2)

- Review of how young children learn and develop
- Review of Developmentally Appropriate Practices and Curriculum (Birth-4)
- Responsive caregiving as curriculum
- Defining infant and toddler education.

Weeks 3-4 Caregiving, Play, and Exploration as Curriculum (E.1, E.2, E.5, E.8)

- Infant and toddler curriculum
- Planning for relationships-attachment
- Daily routines as curriculum
- Adult roles in play
- Encouraging interactions
- Environmental Factors that Influence Play
- Application to children with special needs and families

Week 5 Attachment with Infants and Toddlers (E.1, E.6, E.7)

- Milestones of Attachment
- Brain Research
- Measuring Attachment
- Attachment Issues

- Application to children with special needs and families

Week 6 Infant and Toddler Perception (D.6, E.1, E.4, E.5, A.11)

- Sensory Integration
- Hearing
- Smell and Taste
- Touch
- Sight
- Multisensory experiences and the Environment(indoor/outdoor)
- Application to children with special needs and families

Week 7 Motor Skill Development of Infants and Toddlers (E.6, E.11, D.5)

- Physical growth and motor skills
- Brain Growth and motor skills
- Large Motor Development and locomotion
- Small motor skill and manipulation
- Fostering motor development
- Application to children with special needs and families

Week 8 Infant and Toddler Cognition (E.11, D.7)

- Supporting Cognitive Development
- Sensorimotor Experiences and cognition-Piaget
- Sociocultural Influences and cognition-Vygotsky
- Brain Development-Brain based learning
- Application to children with special needs and families

Week 9 Language Development of Infants and Toddlers

- Progression of language development
- Receptive language
- Expressive language
- Early language development and the brain
- Supporting language development and early literacy
- Application to children with special needs and families

Week 10 Emotional Development

- Development of Emotions and Feelings

- Temperament and Resiliency
- Development of coping strategies-self calming techniques
- Developing self-direction, self-regulation skill
- Brain development and emotions
- Application to children with special needs and families

Weeks 11-12 Developing Social Skills in Infants and Toddlers

- Early social behaviors
- Stages of Psychosocial Development-trust, autonomy, initiative
- Guidance-security for infants, toddler limits
- Teaching prosocial skills
- Healthy Brain Growth
- Application to children with special needs and families

Weeks 13-14 Physical Environment

- Safety-creating a safe environment
- Healthy-creating a sanitary and healthy environment
- Nutrition-feeding infants and toddlers
- Learning environment- classroom layout, eating, sleeping, diapering, and toileting
- Developmentally appropriate environment for infants and toddlers-materials for inside and out
- Assessing Quality-The infant and toddler environment encouraging mobility, open-closed dimension, simple-complex dimension
- Observation

Week 15 Social Environment (D.5, D.6, F.9)

- Identity formation-cultural identity and gender identity
- Self-concept
- Attachment
- Self-image
- Teachers modeling self-esteem

Week 16 Parent and Family Relationships

- Parent-caregiver relations
- Strategies for establishing relationships with parents and families
- Communicating with parents and families

- Parent education
- Supporting and working with parents and families of children with special needs.
- Respectful caregiver relationships-modeling

**Curriculum Development through Play Practicum:
Birth through Age 4 (PreK)**
(2 credits)

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

Chenoweth, L., & Bold, M. (2007). *Reflections: Preparing for your practicum & internship*. Belmont, CA: Wadsworth.

COURSE COMPETENCIES:

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

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

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

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

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

experiences. E.4

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

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

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

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

STUDENT LEARNING OUTCOMES (recommended)

1. Provide or facilitate a variety of activities that foster development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills.
2. Based in observation and interaction with children, explain using a strengths-based perspective, how each child is unique and can be encouraged through diverse ways, including creative play.
3. Utilize a physical setting, schedule, routines, and transitions to provide quality experiences that promote children's development and learning.

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

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

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

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

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

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

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

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

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

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

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

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

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

ECED 2130 Curriculum Development and Implementation:
Age 3 (PreK) through Grade 3
(3 credits)

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

- Althouse, R., Johnson, M., & Mitchell, S. (2003). *The colors of learning. Integrating the visual arts into the early childhood curriculum*. New York, NY: Teachers College Press.
- Cook, R., Klein, D, & Tessier, A. (2007). *Adapting early childhood curricula for children with special needs* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Eliason, C., & Jenkins, L. (2012). *A practical guide to early childhood curriculum* (10th ed.). Columbus, OH: Pearson Education.
- Harlan, J., & Rivkin, J. (2007). *Science experiences for the early childhood years: An integrated approach* (9th ed.). Columbus, OH: Merrill.
- Hendrick, J., & Weissman, P. (2010). *Total learning: Developmental curriculum for the young child* (8th ed.). Upper Saddle River, NJ: Pearson-Merrill Prentice Hall.
- Helm, J. H., & Helm, A. (2006). *Building support for your school: How to use children's work to show learning* (7th ed.). New York, NY: Teachers College Press.
- Kostelnik, M., Soderman, A., & Whiren, A. (2010). *Developmentally appropriate curriculum: Best practices in early childhood education* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
- LaRocque, M., & Darling, S. M. (2008). *Blended curriculum in the inclusive K-3 classroom: Teaching all young children*. Boston, MA: Pearson Education.
- Paley, V. G. (2001). *In Mrs. Tully's room*. Cambridge, MA: Harvard University Press.

- Pigdom, K., & Woolley, M. (1993). *The big picture. Integrating children's learning*. Portsmouth, NH: Heineman.
- Seefeldt, C. (2009). *Social studies for the preschool/primary child* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Mathematics* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Strasser, J., & Bresson, L. (2017). *Big questions for young minds. Extending children's thinking*. Washington, DC: NAEYC.
- 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).
- Vascellaro, S. (2011). *Out of the classroom and into the world*. New York, NY: The New Press.
- Wien, C. (2014). *The power of emergent curriculum. Stories from early childhood settings*. Washington, DC: NAEYC.
- New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the [New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs](#). The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

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

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

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

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

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

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

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

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

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

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

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

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

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

STUDENT LEARNING OUTCOMES (recommended)

1. Explain how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
2. 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.
3. Students will demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.
 4. Design curricula and learning environments based on developmental observational assessment, children's interests and relevant content topics.

ASSIGNMENT IDEAS (Suggested):

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

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

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

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

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

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

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

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

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Week 1 Review of Development of Children Age 3–Grade 3 (D.2, E.1)

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

Week 2 Curriculum (D.2, D.6, E.1, E.2, E.4, E.5)

- Defining curriculum for preschool and school age children
- Introduction and overview of various curriculum models
- Individualizing curriculum to meet the diverse needs of students
- The purposes and benefits of child guided play
- Methods to include small group projects, large group instruction,
- Cooperative learning and inquiry experiences

Week 3 Curriculum Planning (D.2, D.3, D.4, E.1, E.2, E.4, E.5, E.7)

- Planning based on observation
- Rigid vs flexible curriculum planning
- Goals and objectives
- Standards based curriculum planning- Common Core, NM ELGs
- Writing appropriate lesson plans that facilitate the development of the whole child
- Various approaches to curriculum planning- thematic, emergent, project based etc.
-

Week 4 Curriculum Planning (A.11, E.6, E.7, E.12)

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

Week 5 Inclusive Environments (E.1, E.6, E.7)

- Developmentally appropriate materials and equipment for indoor and outdoor environments
- The importance of the physical setting, scheduling, and routines
- Creating environments that encourage and support play
- The role of the adult in the environment and in facilitating learning
- Appreciating the uniqueness and creativity of each child
- Making appropriate adaptations and modifications
- Collaborating with families and other team members

Week 6 Assessment (D.5, D.6, F.9)

- The role of assessment in curriculum development and intervention planning
- Observing and assessing
- Planning curriculum based on documentation of children's interests and activities
- Forms of assessment
- Adapting content to meet requirements of IFSPs and IEPs
- The role of the family in the assessment process
- Differentiated instruction based upon assessment

Week 7 Family and Community Partnerships (D.6)

- The benefits of family partnerships in early childhood education
- The benefits of family engagement
- Guidelines and best practices for building strong family relationships

Week 8 Appreciating Diversity (E.2, A.11, D.6)

- Perspectives on diversity
- Developing classrooms focused on diversity
- Creating a diverse curriculum and classroom
- Children with special needs
- Prosocial skills
- Anti-Bias curriculum

Week 9 Curriculum Implementation- Health and Wellness (A.11, D.2, D.3, E.2, E.4)

- Physical health and fitness
- Physical movement and games
- Food and nutrition experiences

- Social and Emotional health
- Stress and resiliency
- Character Education
- Activities and experiences
- Suggested resources and lesson planning

Week 10 Curriculum Implementation- Language Development (D.2, D.3,D.7, E.2)

- Development of early language
- Guidelines for oral language development
- Listening and speaking
- Activities and experiences
- Suggested resources and lesson planning

Week 11 Curriculum Implementation- Literacy (D.2, D.3,D.4, E.2, E.4)

- [Phonological Awareness](#)
- Comprehensive literacy approaches
- Key aspects of reading instruction
- Supporting struggling readers
- Writing
- Activities and experiences
- Suggested resources and lesson planning

Weeks 12-13 Curriculum Implementation-Science (D.2, D.3, E.2, E.4)

- Physical science concepts
- Environmental concepts
- Life science
- Activities and experiences
- Suggested resources and lesson planning

Week 14 Curriculum Implementation- Math (D.2, D.3, E.2, E.4)

- Teaching number concepts
- Algebra concepts
- Geometry
- Measurement
- Data analysis and probability

- Activities and experiences
- Suggested resources and lesson planning

Week 15 Curriculum Implementation- Music and Movement (D.2, D.3, E.2, E.4, E.5)

- Teaching music in the classroom
- Developing music appreciation
- Songs and singing
- Rhythm activities
- Creative and expressive movement
- Activities and experiences
- Suggested resources and lesson planning

Week 16 Curriculum Implementation-Art and Drama (D.2, D.3, E.2, E.4, E.5)

- Creativity
- Preparing and organizing art activities
- Dramatic play
- Activities and experiences
- Suggested resources and lesson planning

**ECED 2131 Curriculum Development and Implementation Practicum:
Age 3 (Pre-K) through Grade 3
(2 credits)**

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

Chenoweth, L., & Bold, M. (2007). *Reflections: Preparing for your practicum & internship*. Belmont, CA: Wadsworth.

COURSE COMPETENCIES:

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

- Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5
- Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5
- Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.7
- Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

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

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

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

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

STUDENT LEARNING OUTCOMES (recommended)

1. Provide or facilitate a variety of activities that foster development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive and adaptive/living skills.
2. Based in observation and interaction with children, explain using a strengths-based perspective, how each child is unique and can be encouraged through diverse ways, including creative play.
3. Utilize a physical setting, schedule, routines, and transitions to provide quality experiences that promote children's development and learning.
4. 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.

ASSIGNMENT IDEAS (Suggested):

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

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

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

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

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

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

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

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

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

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

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

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

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

BACHELOR DEGREE PROGRAM
ECED TEACHER TRAINING
PATHWAY

ECED 4200 Research in Child Growth, Development, and Learning

(3 credit hours)

PREREQUISITE: ECED 1110 Child Growth, Development, and Learning

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

Booth, W., Colomb, G., Williams, J., Bizup, J., & FitzGerald, W. (2016). *The craft of research* (4th ed.). Chicago, IL: Chicago University Press.

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

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

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

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

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

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

Slavin, R. (1992). *Research methods in education*. Boston, MA: Allyn and Bacon.

Thomas, R. (2005). *Teachers doing research. An introductory guidebook*. New York, NY:

Pearson.

New Mexico Early Learning Guidelines

SUGGESTED WEBSITE:

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

COURSE COMPETENCIES:

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

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

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

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

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

Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society. A.6

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

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

Demonstrate understanding of conditions of children, families, and professionals; the

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

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

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

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

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

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

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

STUDENT LEARNING OUTCOMES (suggested):

- Design and conduct a research project with young children utilizing one of the methodologies presented in the course.
- Demonstrate an in-depth understanding of development in young children, including the influence of context, cultural practices, and positionality in all domains of development.
- Engage in critical reflection, especially as it pertains to conducting ethical research with vulnerable populations, such as children.
- Identify appropriate assessment measures, in support of the chosen research methodology, to aid in gathering of data for research study.

ASSIGNMENTS IDEAS (Suggested):

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

Teacher-as-Researcher Project. To fully understand the ideas of child growth, development, and learning, it is essential to participate as a teacher researcher. The partnered assignment will cover the entire semester with 3 separate grades: A research proposal, prepared by you and your partner (if applicable), including your research topic, question, and methodology will be submitted jointly, prior to the start of the research project. Include this paper as Chapter One.

- Individually, you and your research partner (if applicable) will write a research report outlining what your research question was, what informed your research, and what your data and findings were. This part of the research project may not be completed jointly. Although the data is shared, the report is individual. This report is Chapter Two.
- Using whatever format will convey your research process and findings most effectively, share a 10 minute presentation on your research with you colleagues.

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

- Describe the ideas you brought to this class about early childhood research?
- Describe any experiences that you have had in conducting research or being part of a research study. Describe your interest in conducting research.
- Describe why you think it is important that teachers conduct research in their own classroom and not wait for a “researcher” from a university or agency to come in and do research?
- Discuss how you feel about having a partner who will work with you to conduct research?
- Describe events you have observed and experiences you are having that connect you to educational theorists. What do you believe the connection is, and how does

it support and/or contradict the concepts proposed within those theories?

- As you examine more closely, and conduct research with, young children, what feelings and emotions arise in you? How are those emotions impacting your work?

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

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

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

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

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

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

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

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

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

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

- Social and affective development in infancy and toddlerhood

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

- Language development in infancy and toddlerhood

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

- Physical and motor development in the preschool years

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

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

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

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

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

- Physical and motor development in the early primary years

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

- Cognitive development and learning in the early primary years

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

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

Week 15-16 Holistic approach to child development (G.5, G.7)

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

ECED 4030 Family, Language, and Culture

(3 credit hours)

PREREQUISITE: ECED 1130 Family and Community Collaboration

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

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

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

Berger, E.H. (2016). *Parents as partners in education: Families and schools working together* (9th ed.). Columbus, OH: Pearson.

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

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

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

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

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COURSE COMPETENCIES:

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

Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society. A.6

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

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

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

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

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

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

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

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

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

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

Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's

individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. H.7

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

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

STUDENT LEARNING OUTCOMES (suggested):

1. Articulate understanding of the connection of the family, home language and cultural context to a child's positive growth, development and learning.
2. Demonstrate ability to form relationships and partnerships with parents, families and other stakeholders.
3. Engage in critical reflection, especially as it pertains to establishing positive relationships with families and including them in the learning environment.
4. Demonstrate flexible teaching strategies that acknowledge children's learning differences and/or developmental pace, as well as the influence of contextual cultural practices on individual children.
5. Engage with children to build expressive and receptive language and concept development skills, to model and promote positive social interactions and to increase social and emotional competence of all children.

ASSIGNMENT IDEAS:

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

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

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

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

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

informational handout (e.g., brochures), if visiting an agency.

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

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

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

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

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

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

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

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

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

- Social, political, economic contexts of families

- Cultural, racial, and linguistic differences

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

- Culture and dialogue

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

- Funds of knowledge

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

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

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

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

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

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

Week 14 Family resources (C.13)

- Parent and community engagement
-

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

- Family, language, and culture interconnection

ECED 4820 Young Children with Diverse Abilities

(3 credit hours)

PREREQUISITE: ECED 1125 Assessment of Children and Program Evaluation

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

Allen, E., & Cowdery, G. (2015). *The exceptional child: Inclusion in early childhood education* (8th ed.). New York, NY: Thomas/Delmar Learning.

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

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

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

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

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

Hooper, S., & Umansky, W. (2014). *Young children with special needs* (6th ed.). Pearson

Publishing.

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

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

Division for Early Childhood. (2016). *DEC recommended practices with Examples*. Retrieved from <http://www.dec-sped.org/recommendedpractices>

Turnbull, A., Turnbull, R., Erwin, E., Soodak, L., & Shogren K. (2015) *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust*

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RECOMMENDED WEBSITES:

- Center for Response to Intervention in Early Childhood; www.crtiec.org
- Division for Early Childhood of the Council for Exceptional Children; www.dec-sped.org
- National Professional Development Center on Inclusion; www.npdci.org
- National SpecialQuest Leadership Team on Inclusion; www.specialquest.org

COURSE COMPETENCIES:

This course is part of the *New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs*. The following objectives are taken from the New Mexico Public Education Department'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 how certain differences may be associated with rate of development and developmental patterns associated with developmental delays or specific disabilities. A.3

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

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

- Demonstrate understanding of the importance of families as the primary educator of their child. C.6
- Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies. C.7
- Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11
- Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions, family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities), home language and ethnicity. C.12
- Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6
- Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2
- Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4
- Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.12
- Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. F.2
- Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for individual family service plans (IFSP) and individual education plans (IEP). F.3
- Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families. F.8

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

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

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

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

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

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

Demonstrate the use of reflective practice. I.16

STUDENT LEARNING OUTCOMES (suggested):

1. Discuss the history, philosophy, principles, current issues, trends, and best practices in early intervention/early childhood special education.
2. Explain learning and developmental implications of being at-risk, and having developmental delays or disabilities.
3. Identify federal and state legislation, policies, and provisions for young children (0-8) at-risk of or having disabilities.
4. Discuss the benefits of inclusion for children with disabilities and those that are typically developing.
5. Recognize the impact of disabilities on family systems.
6. Discuss the principles and methods to work with and support families in a manner that respects and accommodates cultural, linguistic, ethnic, regional and socioeconomic diversities.
7. Explain the role of team members in assessment, program planning, intervention and transition.
8. Discuss the need/methods to collaborate/consult among agencies and professionals in this and related fields.

9. Explain the importance of natural environments and communities as places of learning.
10. Recognize the implications of cultural differences on assessment, programming and evaluation of young children (0-8) with special needs.

ASSIGNMENT IDEAS (suggested):

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

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

During a family visit, videotape interactions between parent and infant; analyze types of interactions in regards to positive relationship-building, and communicative/social links between parent and child.

Videotape may be shared through feedback and discussion with parent about positive interactions which increase/enhance parent/child relationships. (Signed parental permission for educational uses is required)

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

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

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

Research about the program type, curriculum, or teaching method

- History and philosophy of program
- Purpose of program; goals for the children
- Goals for family/care providers
- Funding of program
- Who owns or runs the center, school, or home?
- Upon what curriculum is the program based?

- How is the program funded? Parent fees, subsidies, state or federal funds?
- Qualification of teachers and aides, including education and experience
- Parent participation policies
- Ratios of teachers to children
- Environment - indoors and outdoors
- Resources for children (manipulatives, age appropriate activities, etc.)
- Supervision and staff support
- Fees (how much, by age of child?); sliding scale, subsidized, or parent fees?
- Type of records kept on children – developmental assessments?
- Does the program collaborate with other service providers?
- Organizational hierarchy – program management

Reflection

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

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

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

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

Visit the NM PED Website and read the RTI manual. Also, visit the Center for RTI in Early Childhood at www.crtiec.org. Click on resources and then click the first link : MTSS - Annotated Resource List. There you will find a comprehensive list of academic articles related to RTI in early childhood education. Read at least two articles listed. Then, write a 5 page paper on the importance of RTI in early childhood education.

Using the DEC RECOMMENDED PRACTICES document as a guide, visit an early childhood program and write a case study paper discussing and giving examples of how the program addresses (or not) EACH of the seven areas (assessment, environment, family, instruction, interaction, teaming and collaboration, and transition).

Young Children may present developmental delays in various areas:

Communication/Speech, Socio-Emotional , Fine Motor, Gross Motor, etc. Choose one of those areas and write a 5 page paper (APA style), describing the characteristics of children who have delays in that specific area and strategies that teachers and parents can use to help these children to "catch up" in the areas they are behind.

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. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

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

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

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

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

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

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

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

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

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

- Transitions
- IEP development
- Implementation of IEPs

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

- Sensory integration
- Communication
- Social/emotional skills

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

- Cognition
- Speech and language
- Learning disabilities
- Autism

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

- Physical and motor disabilities
- Sensory impairments
- Multiple disabilities

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

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

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

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

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

- Related services
- Service coordination
- Assistive technology

ECED 4310 Advanced Caregiving for Infants and Toddlers

(3 credit hours)

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

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

Bergen, D., Reid, R., & Torelli, L. (2009). *Educating and caring for very young children. The infant/toddler curriculum* (2nd ed.). New York, NY: Teachers College Press.

Gonzalez-Mena, J., & Eyer, D. W. (2015). *Infants, toddlers and caregivers: A curriculum of respectful, responsive, relationship-based care and education* (10th ed.). New York, NY: McGraw-Hill.

Gonzalez-Mena, J. & Eyer, D. W. (2006). *The caregiver's nion: Readings and professional resources* [Student Edition] (7th ed.). New York, NY: McGraw-Hill.

Zero to Three. (2008). *Caring for infants and toddlers in groups: Developmentally appropriate practice*. Washington, DC: Author.

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SUGGESTED MATERIALS:

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

Washington, DC: Zero to Three.

Lally, J. R. (2008). *Curriculum and lesson planning: A responsive approach*. WestEd.,
Retrieved from www.pitc.org/cs/pitclib/download/pitc_res/

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

COURSE COMPETENCIES:

This course is part of the New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs. The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals (see Common Core Content manual) as well as New Mexico Department of Health's Family Infant Toddler competencies. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Demonstrate collaboration and use of appropriate communication with team through

adherence to confidentiality practices. (*6.1 7.3, **Level 1, Thinking, Level 1, Reflection, ***F.2, G.1)

Reflect on contribution as a professional concerned with the well-being of infants/toddlers and families. (*7.2, ** Level 1, Reflection, ***I.16)

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

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

STUDENT LEARNING OUTCOMES (suggested):

1. Identify and articulate developmentally appropriate elements of quality programming for infants and toddlers in safe, healthy, responsive, and caring environments.
2. Articulate concepts such as nurturing relationships, cultural competence, recognition of diverse learning needs, appropriate guidance techniques and partnerships with diverse families, cultures and communities.
3. Develop a theoretical understanding of infant and toddler development in the context of the close relationship with the caregiver.
4. Demonstrate knowledge of child development in all domains for typically and atypically developing infants and toddlers.
5. Demonstrate understanding of the benefit of primary relationships on a child's positive development, especially in the social-emotional domain.
6. Provide caregiving practices and programming that supports language , cognitive and socio-emotional development.

ASSIGNMENT IDEAS (suggested):

Include a mandatory component that provides the student with advanced hands-on experience working with infants and toddlers. The student will obtain a placement in the community at an agency which serves infants, toddlers (with typical and/or atypical development) and their families. The student may arrange their own placement that meets with the instructor's approval. Ideally, a group of two - three students could share each placement. This will allow students to discuss their placement with other classmates sharing the same experience, to collaborate with their classmates on the final paper and presentation, and, perhaps, to coordinate transportation. A community field experience contract will be completed and signed by the student and agency at the beginning of the semester that stipulates the days and hours of commitment.

Develop a weekly journal that includes reflection on the competencies for the course.

Describe strengths, where skills, knowledge, and attitudes need support and growth, and how to enhance skills, knowledge, and attitudes.

Respond in discussion and written reflection to weekly course discussions concerning supporting strong nurturing relationships, developing cultural competence of children, identifying and supporting diverse learning needs and styles of every child, knowing appropriate guidance techniques and articulating issues and models for developing support partnerships with the families, cultures, and community represented.

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

Conduct a face-to-face interview of a family with a child between the ages of birth and 3 years old. Ask a list of open-ended questions designed to help you gain knowledge and understanding about the family's interests, priorities, concerns and everyday routines. (Do not interview child without obtaining written consent from parents/family.)

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Week 1 Introduction to field experience

- Introduction of course requirements and community field experience requirements

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

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

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

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

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

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

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

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

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

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

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

Presentations of self-selected infant/ toddler caregiving issues by students that may include:

- Early language and literacy
- Systems building, collaboration, and teaming
- Social-emotional development
- Reflective practice
- Infant/toddler mental health
- Play in infant/toddler caregiving
- Challenging behaviors in infant/toddler caregiving
- Brain development
- Child abuse and neglect
- Screening, assessment, and diagnosis

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

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

environments.

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

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

ECED 4170 Emergent Literacy

(3 credit hours)

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

COURSE DESCRIPTION:

This advanced course is designed to prepare early childhood professionals to study literacy development, specifically oral language, writing and reading. This course focuses on children from birth through Pre-K, including children with diverse abilities. Through a developmental approach, the course addresses: 1) recent theory and research that translates into practical strategies, assessment materials, and preparation of literacy rich environments, 2) the socio-cultural contexts in which children develop literacy, 3) culturally, linguistically, and developmentally appropriate literacy curricula, 4) processes used to determine the appropriateness of various literacy strategies, 5) assessment, evaluation, and accountability, and 6) literacy leadership.

SUGGESTED TEXTS (newer versions may be available):

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

Birckmayer, J., Kennedy, A., & Stonehouse, A. (2008). *From lullabies to literature. Stories in the lives of infants and toddlers*. Washington, DC: NAEYC.

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

McGee, L., & Richgels, D. (2012). *Literacy's beginnings: Supporting young readers and writers* (6th ed.). Boston, MA: Pearson.

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

Parlakian, R. (2003). *Before the abcs. Promoting school readiness in infants and toddlers*. Washington, DC: ZERO TO THREE.

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

Association.

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

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

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

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

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

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

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

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

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

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

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

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

Demonstrate and facilitate conceptual understanding of family roles in the development of their infant and toddler, including support for family acquisition of knowledge concerning infant and toddler's growth, learning, and development and cultural

and linguistic diversity represented within the home setting. H.1

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

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

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

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

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

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

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

STUDENT LEARNING OUTCOMES (suggested):

1. Explain learning theories, principles and processes related to reading and writing.
2. Demonstrate an understanding of the developmental order of phonological awareness skills in children.
3. Identify important developmental milestones in early literacy development, including oral language and symbolic representation.
4. Use selected assessments, including classroom observations, to determine a young child's strengths and challenges in reading and writing.
5. Implement a curriculum that provides opportunities for play that integrates reading and writing and facilitates bilingualism in ways that are culturally relevant to children.
6. Engage in critical reflection, especially as it pertains to connecting to individual children's learning differences and/or developmental pace.

ASSIGNMENT IDEAS (suggested):

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

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

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

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

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

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

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

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

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

- Why did you choose this particular format for your book?
- What does the construction, content, and proposed implementation of the

- book demonstrate about you as an educator?
- What does the construction, content, and proposed implementation of the book demonstrate about your beliefs about children and how children learn?

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

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

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

Collect writing samples from two children at different levels of skill and understanding. Collect at least four (4) samples. For each piece of writing answer the following questions: (1) Based on this sample, what does this child know about writing? (2) Based on this sample, what does this child need to learn about writing?(3) What would be the next step for this child?

Mini practicum journal reflections:

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

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

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

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

Week 3 Literacy development & diversity (D.4, E.11, H.1, I.3, I.5)

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

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

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

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

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

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

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

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

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

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

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

Weeks 13-14 Home language and literacy (A.8, H.1, I.11, I.12)

- Involving families in language and literacy development

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

- Becoming a literacy leader
- Policy recommendation

ECED 4240 Integrated Curriculum: Birth through Age 4 (PreK)

(4 credit hours)

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

COURSE DESCRIPTION:

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

SUGGESTED TEXTS (newer versions may be available):

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

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

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

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

Copple, C., Bredekamp, S., Koralek, D., & Charner, K. (2013). *Developmentally appropriate practice: Focus on infants and toddlers*. Washington, DC: NAEYC.

Copple, C., Bredekamp, S., Koralek, D., & Charner, K. (2013). *Developmentally appropriate practice: Focus on preschoolers*. Washington, DC: NAEYC.

Epstein, A. (2014). *The intentional teacher. Choosing the best strategies for young children*. Washington, DC: NAEYC.

Harlan, J., & Rivkin, J. (2007). *Science experiences for the early childhood years: An*

integrated approach (9th ed.). Columbus, OH: Merrill.

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

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

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

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

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

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

New Mexico Early Learning Guidelines

COURSE COMPETENCIES

This course is part of the [New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs](#). The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

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

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

- Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals. E.13
- Demonstrate content knowledge (e.g., art, music, movement, science, math, literacy, social studies, and technology) and familiarity with a wide variety of resource in academic disciplines and apply that knowledge in the development, unique for infants and toddlers. H.2
- Demonstrate ability to work collaboratively as an advocate with families and IFSP and IEP team members to provide developmentally supportive environment. H.3
- Demonstrate conceptual understanding of curriculum development and implementation for children birth - four (0-4) years of age and the ability to articulate theoretically-based rationale for differences between infant/toddler curriculum and learning environments, and for children older than four (4). H.4
- Articulate and demonstrate conceptual understanding of respectful, responsive, and reciprocal interactions that serve as basis for infant/toddler curriculum and learning environments. H.5
- Articulate and apply coherent theoretical knowledge and understanding of young children's characteristics and needs as encompassing multiple, interrelated areas of children's development and learning - including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning processes, and motivation to learn. H.6
- Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. H.7
- Apply theoretical knowledge of and ability to provide screening and assessment implementation, and evaluation of curriculum. I.1
- Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language, occupational therapy) when planning curriculum and teaching strategies for young children in diverse abilities. I.2
- Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to adult-directed and from free exploration to scaffolded support or teacher modeling. I.3

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

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

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

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

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

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

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

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

Demonstrate the use of reflective practice. I.16

STUDENT LEARNING OUTCOMES (suggested):

1. Demonstrate flexible teaching strategies that acknowledge children's learning differences and/or developmental pace, as well as the influence of contextual cultural practices on individual children.
2. Engage with children to build expressive and receptive language and concept development skills, to model and promote positive social interactions and to increase social and emotional competence of all children.

3. Create curricula that spans a continuum from child-initiated to adult-directed and from free exploration to scaffolded support that involves play and supports children's learning differences.
4. Create and implement developmentally appropriate curriculum that integrates content areas that are foundational to later academic subjects, such as science, social studies, numeracy and literacy.
5. Conduct observations in an early childhood setting and have ability to relate classroom observations, assessments and instruction to developmental continuums and learning outcomes (e.g., ELGs and Common Core Standards).
6. Demonstrate knowledge of standards that are used by a professional organization, a school district or other agency in planning curriculum.
7. Implement a curriculum that is reflective of the local context and experience of children in the community; inclusive of families when possible.

ASSIGNMENT IDEAS (suggested):

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

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

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

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

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

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

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

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

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

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

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

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

In small groups, describe what an integrated curriculum would look like for infants, toddlers, and preschool children. (Each small group should take a different age group.) Write a rationale for the importance of integrated curriculum to enhance children's learning.

Analyze current research and practice related to conceptual development and inquiry tools used for infants, toddlers, and preschoolers. Note changes that occur over the first four years of life.

Design a complete thematic unit plan to be implemented within an inclusive classroom setting.

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Weeks 1-2 Early skill development (H.6, H.7, I.2, I.16 across all weeks)

- Review of content areas for birth through Pre-K:

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

Week 3 Young learners (E.3, H.3, H.6, H.7, I.2, I.3)

- How infants and toddlers learn; teaching and learning strategies
- Self-discovery vs. adult-directed learning
- Facilitating growth in health/emotional wellness, language/literacy, motor/movement, arts, numeracy, science, and social studies

Week 4 Learning in natural environments (E.3, H.3, H.5, H.7)

- Strategies for embedding learning opportunities
- Facilitating each child's unique strengths and interests
- Suggested activities for arts and health

Week 5 Language and literacy (A.5, H.2, I.5)

- Strengthening language and literacy
- Suggested activities for language and literacy
- Adaptations for children with diverse abilities

Week 6 Content areas (A.5, H.2)

- Supporting numeracy, social studies, and science
- Suggested activities for numeracy, social studies, and science
- Adaptations for children with diverse abilities

Week 7 Inclusive learning environments (E.13, H.6, I.2, I.14)

- Creating a supportive learning environment for infants and toddlers

Week 8 Early skills (H.3, H.4)

- Teaching and learning strategies for preschoolers
- Similarities and differences in learning styles

Week 9 Healthy, happy children (A.5, E.3, H.2, I.7)

- Supporting social/emotional well-being

- Facilitating each child's unique creativity
- Suggested activities for arts and health
- Adaptations for children with diverse abilities

Week 10 Early academic skills (A.5, H.2, H.4)

- Integrating pre-literacy and pre-numeracy in everyday activities
- Suggested activities for pre-literacy and pre-numeracy
- Adaptations for children with diverse abilities

Week 11 Linking knowledge and experience (A.5, H.2, I.4, I.14)

- Creating meaningful experiences for learning social studies and science
- Suggested activities for social studies and science
- Adaptations for children with diverse abilities

Week 12 Enhancing skills (H.3, H.4, I.8)

- Technology as a teaching/learning method
- Appropriate software for preschool children

Week 13 Inclusive learning environments (E.13, H.6, I.2, I.14)

- Creating a supportive learning environment for preschool children

Weeks 14-15 Curriculum and context (A.5, H.4, I.4, I.10, I.14)

- Integrating curriculum across content areas
- Emergent curriculum

ECED 4250 Integrated Curriculum Practicum: Birth through Pre-K

(2 credits)

COURSE DESCRIPTION:

This practicum course follows the pre-requisite practicum courses, Curriculum Development through Play – Birth through Age 4 and Curriculum Development & Implementation – Age 3 through Grade 3, at the associate level. The field-based component of this course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences in natural environments and center-based programs. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized.

COURSE COMPETENCIES:

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

- Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5
- Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5
- Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.7
- Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4
- Demonstrate understanding that each child's creative expression is unique and can be

encouraged through diverse ways, including creative play. E.5

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

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

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

STUDENT LEARNING OUTCOMES (suggested):

1. Create and implement developmentally appropriate curriculum that integrates content areas that are foundational to later academic subjects, such as science, social studies, numeracy and literacy.
2. Identify and use a variety of materials and methods that are appropriate for different developmental levels in an early childhood setting.
3. Implement a curriculum that is reflective of the local context and experience of children in the community; inclusive of families when possible.
4. Conduct observations in an early childhood setting and have ability to relate classroom observations, assessments and instruction to developmental continuums and learning outcomes (e.g., ELGs and Common Core Standards) for the purpose of creating integrated, developmentally appropriate curricula.
5. Create a classroom environment that facilitates play, exploration, sensory experiences, problem solving, blocks of uninterrupted time and cooperative learning.

ASSIGNMENT IDEAS (suggested):

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

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

Case Study: Select a young child (birth through age 4) to observe multiple times over the course of the semester. Use a variety of methods to record your observations. As a final project, use the information from these observational notes, classroom discussions and the textbook, to provide a complete case study presentation. Describe their ability in three developmental areas and what that means for curriculum development for this

child.

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

Elements to consider:

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

Reflection Journal: Keep weekly observational entries in a journal.

Examples:

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

Written Lesson Plans: Prepare written lesson plans to include goals and objectives for each activity for children in a center-based setting. Written plans should be inclusive in the planning strategies to meet the varying needs of the children, include anti-bias

materials, and provide experiences to cover all content areas.

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

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

Discuss with the family how you might support them in planning for involvement in community activities. Help develop positive behavior support strategies that will allow the young child to be successful in participation in community settings, with typical peers, and in community activities. Accompany the family on a community outing when possible to evaluate the outcomes of the strategies that were developed.

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

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

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

ECED 4130 Teaching and Learning Math and Science
(4 credit hours)

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

COURSE DESCRIPTION:

The focus of this advanced curriculum course is on the standards, principles, and practices in teaching mathematics and science to young children in preschool through grade 3. An emphasis is placed on developing a content-rich integrated math and science curriculum that focuses on children's development and interests, includes appropriate content, processes, environment, and materials with an emphasis on problem-solving as the major means of constructing basic concepts. Field experiences required.

SUGGESTED TEXTS (newer versions may exist):

Carin, A., & Bass, J. (2008). *Activities for teaching science as inquiry* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Charlesworth, R. (2016). *Math and science for young children teaching* (8th ed.). Clifton Park, NY: Cengage Learning.

Clements, D. H., & Sarama, J. (2014). *Learning and teaching early math: The learning trajectories approach* (2nd ed.). New York, NY: Routledge.

Duschl, R., Schweingruber, H. ,& Shouse, A. (2007). *Taking science to school: Learning and teaching science in grades K-8*. New York, NY: National Academy Press.

Edson, T. (2014). *Starting with science: Strategies for introducing children to inquiry*. Portland, ME: Stenhouse Publishers.

Hammerman, E. (2006). *Essentials of inquiry-based science, K-8*. Thousand Oaks, CA: Corwin Press.

Harlan, J., & Rivkin, J. (2008). *Science experiences for the early childhood years: An integrated approach*. Columbus, OH: Merrill.

Heroman, C. (2017). *Making and tinkering with stem*. Washington, DC: NAEYC.

Lind, K. (2005). *Exploring science in early childhood education*. New York, NY: Thomson Delmar Learning.

National Research Council, Committee on Early Childhood Mathematics. (2009). *Mathematics learning in early childhood: Paths toward excellence and equity*. Washington, DC: National Academic Press.

Settlage, J., & Southerland, S. (2007). *Teaching science to every child: Using culture as a starting point*. New York, NY: Routledge Publishing.

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

Shillady, A. (2013). *Spotlight on young children. Exploring Science*. Washington, DC: NAEYC.

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

This course is part of the [New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs](#). The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate understanding and apply the following mathematical concepts:

- the arithmetic of real numbers and their subsets of rational numbers, integers, and whole numbers including a large repertoire of interpretations of the four basic operations and ways they can be applied, and an understanding of place value and its implications for ordering numbers and estimation.
H.2.a.i
- three dimensional geometry based on the concept of distance, and two dimensional geometry as a method of drawing plans and representing three (3) dimensional objects H.2.a.ii
- measurement of length, perimeter, area, time, weights, and temperature

H.2.a.iii

- handling money problems such as cost and unit price. H.2.a.iv

Demonstrate understanding and skill in the constructions of solids, measurements of their volumes and surface areas, drawing their projections, and making plans for their construction; defining relevant variables and writing formulas describing their relationships in problem-solving activities; and using measurement tools and appropriate techniques for recording data and displaying results. H.2.b

Facilitate curriculum with open-ended activities that promote children's expansion of the material learned, and in which children learn to use a variety of mathematical skills and concepts, including problem solving, reasoning, and logic. H.2.c

Provide opportunities for children to learn how to use tools, technology, and manipulatives in problem solving. H.2.d

Establish a classroom environment of respect for cultural diversity and gender equity in which all children develop skills in communicating, discussing, and displaying mathematical ideas. H.2.e

Demonstrate understanding and apply the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific inquiry. H.3.a

Apply the scientific method to develop children's abilities to identify and communicate a problem, and to design, implement, and evaluate a solution. H.3.b

Demonstrate the ability to integrate a variety of technologies into planned science activities. H.3.c

Establish a classroom environment of respect for cultural diversity and gender equity where all children participate fully in science learning. H.3.d

Support play in young children's learning and development from age Pre-K-grade 3. I.6

Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.7

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.9

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (zero to three, NAEYC, DEC) for curriculum-decision making. I.13

Demonstrate the use of reflective practice. I.14

STUDENT LEARNING OUTCOMES (suggested):

1. Create and implement developmentally appropriate curriculum that demonstrates integration of the content areas of math and science.
2. Demonstrate knowledge of Standards that are used by a professional organization, a school district or other agency in planning curriculum.
3. Design and implement lessons/activities using the CCSS for math or science which involve the scientific method and play-based learning.
4. Implement a curriculum that is reflective of the local context and experience of children in the community; inclusive of families when possible.
5. Engage in critical reflection, especially as it pertains to connecting to individual children's learning differences and/or developmental pace.
6. Create and implement activities that facilitate the development of math and science concepts/skills.

ASSIGNMENT IDEAS:

In a primary grade classroom, look for evidence of science curriculum and teaching. Are science books and tools of inquiry available? Are boys and girls equally involved in science experiences? Is science valued in this classroom? Write a reflection paper.

Classroom Observations: Choose one K-3rd grade child to study in detail concerning his/her math and science concept formation. Highlight this child's work with formal and informal mathematics and science. In addition to reporting your observations of times specifically scheduled for math and science, describe when you saw mathematical or scientific thinking occur at times other than the designated math or science periods.

Create a Counting Book that would be relevant for the diverse classroom of students. Select one inquiry math activity and one inquiry science project to present to the class. Explain 1) why you chose each activity/project, 2) the concept to be learned, and 3) the grade/age level for which the activity/project is developmentally appropriate. Then demonstrate and provide practice with your peers for each activity and project. A copy of

the lesson plan should be provided to the instructor.

Use the math or science activity presented above, or prepare a new lesson. In your practicum setting, have a peer observe the presentation of the lesson and evaluate the effectiveness of this lesson. Both members of the pair should write a reflection paper that documents the understanding of the students concerning the mathematical or scientific (or both) concepts.

Read and review four educational articles that concern science and/or math education for the young child. Each review will be typed and double-spaced. Answer the following questions in the reviews: a) Could you take the information in this article and instantly implement the project in your own classroom? b) What age group and scientific or mathematical concept is this article targeting? c) Does this article address multicultural science or math education? and d) Are there ways to improve this activity? (Be sure to give a brief description of the activity).

Develop a unit with a small group of peers with an overarching theme that integrates science and math. Each student in the group will develop three lessons per subject under the overarching theme. Putting them all together, a unit is formed that is ready to use in a classroom.

Develop an annotated bibliography of quality children's literature to use in teaching science and math.

Generate a list of a minimum of five process skills that science helps to develop in young children. Include five science experiences that would assist a child in practicing each skill.

Choose three children between ages 4-8 and ask several questions about conservation of numbers, counting, and place value. Analyze mistakes they make and determine whether they can conserve numbers. Make instructional recommendations for each child based on your findings.

Develop a game that will help children remember basic mathematical combinations (addition/ subtraction, or multiplication and division). Play the game with a peer and discuss the strengths of the game.

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Weeks 1-2 Foundations of mathematics (H.2.a.i-iv, H.3.a, I.13)

- Learning theories
- Science and mathematics standards
- Acquisition and development of concepts and thought
- Science and math curriculum considerations

Week 3-4 Promoting inquisitive minds (H.2.b, H.3.d, I.12)

- Math and science in the child's natural world
- Young children as thinkers
- What classroom environment promotes learning?

Week 5-6 Scientific methods (H.2.c, H.3.b)

- Problem-solving
- Scientific inquiry
- Guiding exploration

Week 7 Numeracy skills (H.2.d, H.2.e, I.6)

- Early numeracy
- Early number and science concepts
- Organizing patterns, and change

Week 8 Reasoning and logic (H.2.a, H.3.a, I.6)

- Measurement and observation
- Estimation

Week 9 Incorporating symbols (H.2.b, H.2.d, H.3.c, I.7)

- Representations

Week 10 Application of concepts (H.2.a. i-iv, H.3.b, I.7)

- Algebraic thinking
- Life Science

Week 11 Advanced systems (H.2.a.i, H.3.a)

- Place value
- Physical science

Week 12 Applications (H.2.a, H.3.a)

- Addition/subtraction
- Earth and space science

Week 13 Applications (H.2.a, H.3.a)

- Multiplication/division
- Environmental science

Week 14 Applications (H.2.a, H.3.a)

- Fractions
- Systems

Week 15 Applications (H.2.a.ii, H.3.a)

- Geometry
- Health Science

Week 16 Assessing and modifications (I.6, I.13, I.14)

- Assessment of those who struggle
- Standardized testing of math and science

ECED 4110 Teaching and Learning Reading and Writing

(3 credit hours)

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

Lower division courses and Research in Child Growth, Development, and Learning; Family, Language, and Culture; and Young Children with Diverse Abilities.

COURSE DESCRIPTION:

The foundation of this course is an understanding of the reading process including the relationship between reading, writing, listening, and speaking; individual needs and abilities in reading instruction; and how to organize classrooms and select materials to support literacy development. Concepts of phonological and phonemic awareness, phonics instruction, vocabulary development, fluency, and comprehension are integrated with the use of developmentally appropriate authentic assessment techniques, language/literacy immersion, and multicultural children's literature.

SUGGESTED TEXTS (newer versions may be available):

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2007). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (4th ed.). Upper Saddle River, NJ: Pearson.

Blamey, K., Beauchat, K. (2016). *Starting strong evidence based early literacy practices*. Portland, ME: Stenhouse.

Cunningham, P. M., & Allington, R. L. (2010). *Classrooms that work: They can all read and write* (5th ed.). New York, NY: Pearson.

Genishi, C., & Dyson, A. H. (2009). *Children, language and literacy: Diverse learners in diverse times*. New York, NY: Teachers College Press, or Washington, DC: National Association for the Education of Young Children (NAEYC).

Goodman, Y., Watson, D., & Burke, C. (2005). *Reading miscue inventory: From evaluation to instruction* (2nd ed.). Katonah, NY: Richard C. Owen Publishers.

New Mexico Early Learning Guidelines

New Mexico State Content Standards, Benchmarks and Performance Standards for *Language Arts*. New Mexico Public Education Department's web page (www.ped.state.nm.us/nmstandards.html)

Rea, D., & Mercuri, S. (2006). *Research-based strategies for English language learners: How to reach goals and meet standards, K-8*. Portsmouth, NH: Heinemann.

Reutzel, R. & Cooter, R. (2015). *Teaching children to read. The teacher makes the difference* (7th ed.). Boston, MA: Pearson.

Rowell, J. & Strickland, D. (2006). *Family literacy experiences: Creating reading and writing opportunities that support classroom learning*. Portland, ME: Stenhouse.

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

Van Sluys, K. (2005). *What if and why?: Literacy invitations for multilingual classrooms*. Portsmouth, NJ: Heinemann.

COURSE COMPETENCIES:

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

Demonstrate an understanding of the foundations of reading and language including research on children's literacy development, the relationship between oral and written language, and how children learn to speak, read, write, and listen. H.1.a

Demonstrate knowledge of the cultural, linguistics, environmental, and physiological factors in reading and language arts development. H.1.b

Articulate characteristics of proficient and non-proficient readers and the teacher's role in support of all literacy development. H.1.c

Demonstrate an understanding of language structure including graphophonics, semantics, syntax, and pragmatics systems. H.1.d

Demonstrate understandings of the use of classroom reading assessment to understand students' instructional needs and modify instruction appropriately. H.1.e

Link assessment and instruction to New Mexico language arts content standards, benchmarks, and performance standards. H.1.f

Apply strategies of differentiated instruction based on the needs of children in all areas of literacy development including oral language development. H.1.g

Facilitate activities to develop fluency; the ability to read text accurately and rapidly. H.1.h

Facilitate vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature, cultural relevancy, and students' experiences. H.1.i

Facilitate comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading, activities to develop fluency, the ability to read text accurately and rapidly; and study strategies. H.1.j

Facilitate writing instruction, including different types of writing for different audiences and purposes, spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing. H.1.k

Demonstrate knowledge of how children develop literacy through the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom; evaluation of text for quality, cultural, and linguistic appropriateness; and the creation of opportunities for students to consider, respond to and discuss spoken and written materials including children's literature, non-fiction, technological media, stories, poems, biographies, texts from various subject areas. H.1.l

Support play in young children's learning and development from Age 3 - grade 3. I.6

Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.7

Demonstrate the ability to analyze and critique early childhood curriculum experiences in

terms of the relationship of the experiences to the research base and professional standards. I.9

Establish high-quality and meaningful language and pre-literacy experiences across the developmental continuum, using language, reading, and writing to facilitate skill development while strengthening children's cultural identity. I.10

Demonstrate knowledge of second-language acquisition and bilingualism including the diversity of home language environments. I.11

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (Zero to Three, NAEYC, DEC) for curriculum-decision making. I.13

Demonstrate the use of reflective practice. I.14

STUDENT LEARNING OUTCOMES (suggested):

1. Explain learning theories, principles and processes related to reading and writing.
2. Identify important developmental milestones in early literacy development, including oral language and phonological processing.
3. Conduct observations in an early childhood setting and have ability to relate classroom observations, assessments and instruction to developmental continuums and learning outcomes (e.g., ELGs and Common Core Standards).
4. Use selected assessments, including classroom observations, to determine a young child's strengths and challenges in reading and writing.
5. Implement a curriculum that provides opportunities for play that integrates reading and writing and facilitates bilingualism in ways that are culturally relevant to children.
6. Engage in critical reflection, especially as it pertains to connecting to individual children's learning differences and/or developmental pace.

ASSIGNMENT IDEAS (suggested):

Write a Literacy Autobiography. Reflect on personal experiences as a literate person and

demonstrate how these experiences with literacy influence understanding of teaching and learning. How did you learn to write? How did you learn to read? How do you feel about school and learning? How did this evolve? What teachers, family members, and/or events helped shape you into the “literate” person you are today? (5-7 pages)

Observe reading instruction in a first or second grade classroom. Are teachers helping children learn phonics and comprehension strategies? Do children seem interested and motivated to learn to read? How could the teacher be more responsive to the children’s individual differences in reading ability and interest? Write a response paper.

Develop an Annotated Multicultural Text Set. Read culturally relevant children’s literature and create a text set that focuses on a selected concept or topic, and includes books, charts and maps, informational pamphlets, poetry and songs, photographs, non-fiction books or almanacs, or encyclopedias. The topic is yours to select but you must provide a rationale for your choice by connecting it to the lives of the children with whom you work in your practicum. End with how you might use this information with children in Pre-K-grade 3.

Author’s Study. Select a children’s author and gather the information needed to conduct an author study with students. Learn about this author’s life and write a short biography (1-2 pages). Provide an up-to-date bibliography of the author’s books. End with how you might use an author’s study with children in Pre-K-grade 3.

Case Study of a Reader. In your practicum placement get to know one child well through authentic, reflective, contextualized observation, and assessment. You will implement various literacy assessments in your clinical classroom. You will include explanations for your assessments as well as reflections on the experience itself. Analyze what you learn about this child in light of research and professional knowledge in literacy. Write a final report of conclusions in a clearly expressed, well-organized, carefully crafted summary of the child’s skills, competencies, knowledge, and dispositions. (See practicum syllabus)

From your practicum placement bring writing samples to class from two children. Collect the writing samples from children at different levels of skill and understanding. Collect at least four (4) samples. For each piece answer the following questions: 1) What does this child know about writing? 2) What does this child need to learn about writing? 3) What would be your next teaching step for this child?

Read-Aloud/Guided & Shared Reading/Storytelling Lessons and Video Project. Plan and deliver three lessons. One teacher candidate will teach and the other will videotape the jointly planned lesson. The teacher candidate who videotapes will also download the

tape and create a digital file (if it isn't already) that can be viewed using either Windows Media Player or QuickTime. You will turn in your lesson plans, a CD with video of each lesson, and a short written reflection of this process/experience. (See practicum syllabus)

To understand the writing process, create a predictable book to use in the classroom. Begin with prewriting, writing, binding, to publishing/sharing own predictable books.

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Weeks 1-2 Foundations of literacy (H.1.a, I.6, I.7)

- Review of emergent literacy processes
- [Phonological awareness and phonemic skills](#)
- Creating a community of readers

Week 3 Listening and Speaking (I.10, I.13)

- Role of [oral language](#)
- Children's literature
- Reading aloud
- Reader response

Week 4 Role of Environment (H.1.b, I.9, I.11, I.12)

- Supporting children who are culturally and linguistically diverse
- Role of family
- Home languages
- Anti-bias children's literature

Weeks 5-6 Authentic assessments (H.1.e, H.1.f)

- Assessment

- Child observation or *Kidwatching*
- Print awareness
- Miscue analysis
- Running records
- Cueing systems

Week 7-8 Reading process (I.9, I.14)

- Reading workshop
- Mini-lessons
- Independent reading
- Leveled books

Weeks 9 Concepts of reading skills (H.1.c, H.1.d, H.1.g)

- Phonics and word study
- Guided reading
- Readers who struggle

Weeks 10-11-12 Literacy link to experiences (H.1.h, H.1.i, H.1.j)

- Reading comprehension
- Schema
- Creating mental images
- Comprehension strategies

Weeks 13-14 Writing process (H.1.k, I.13)

- Mechanics of writing
- Writing prompts
- Revising and editing

Week 15-16 Publishing (H.1.k, I.14)

- Making books
- Sharing books

ECED 4140 Teaching and Learning Social Studies, Fine Arts, and Movement

(3 credit hours)

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

COURSE DESCRIPTION:

The course focuses on the aims, scope, and integration of methods of teaching social studies, the fine arts, and movement across the curriculum. This course emphasizes an integrated approach to teaching the “what and why” of social studies; assessing student learning; planning units, lessons, and activities; developing effective instructional strategies; and acquiring knowledge of social studies content. Concepts of expressive art include the visual arts, music, movement, and drama.

SUGGESTED TEXTS (newer versions may be available):

Cartron, C. E., & Allen, J. (2007). *Early childhood curriculum: A creative play model* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse.

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

Isenberg, J. P., & Jalongo, M. R. (2014). *Creative thinking and arts-based learning* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Mayesky, M. (2006). *Creative activities for young children* (8th ed.). Clifton Park, NY: Delmar Learning.

Parker, W. (2011). *Social studies in elementary education* (14th ed.). Boston, MA: Pearson.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Social studies* (2nd

ed.). Upper Saddle River, NJ: Prentice Hall.

New Mexico Early Learning Guidelines

COURSE COMPETENCIES:

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

Demonstrate an understanding of the principles of teaching and learning processes that underscore social studies concepts and can translate these into meaningful learning activities focusing on inquiry, authenticity, and collaboration. H.4.a

Demonstrate understanding that social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, sociology, and the interdisciplinary relationship of all facets of social studies. H.4.b

Demonstrate understanding that the definition of social studies requires that children be socially aware of and are active participants in local, state, national, and global issues; and that children recognize and respect diverse local and global perspectives concerning cultures other than their own. H.4.c

Implement a variety of teaching strategies to assist children to use multiple resources including primary (e.g., documents, artifacts/regalia, direct observation, human resources, personal background) and secondary (e.g., books, newspapers, internet) as part of the inquiry/research process. H.4.d

Create curriculum experiences that provide opportunities for children to appreciate the historical development of democratic values, institutions, nations, and cultures. H.4.e

Demonstrate the ability to plan for and engage children in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions. H.4.f

Demonstrate the ability to plan for and engage children in the presentation of social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology. H.4.g

Demonstrate an understanding and implementation of arts activities such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to young children's developmental levels interests. H.5.a

Demonstrate knowledge of the distinctions, connections, and integration between arts disciplines and arts experiences and encourages study and active participation that leads to skill development and appreciation. H.5.b

Facilitate curriculum in which children communicate at a basic level in the four (4) art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline. H.5.c

Create a classroom environment with exemplary works of art from a variety of cultures and historical periods and provide opportunities for students to discuss and respond to them. H.5.d

Demonstrate an understanding of motor skill development in young children and apply knowledge of age and developmentally appropriate psychomotor and cognitive activities. H.5.e

Create and use appropriate instructional cues and prompts for motor skills, rhythms, and physical activity. H.5.f

Apply an understanding of child development knowledge coupled with child performance data to make informed instructional decisions. H.5.g

Support play in young children's learning and development from age Pre-K - grade 3. I.6

Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.7

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.9

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (zero to three, NAEYC, DEC) for curriculum-decision making. I.13

Demonstrate the use of reflective practice. I.14

STUDENT LEARNING OUTCOMES (suggested):

1. Understand and apply principles of teaching and learning that focus on social studies, fine arts and movement.
2. Create developmentally appropriate curriculum that integrates art and movement with social studies concepts that are foundational to later academic subjects such as history, geography or archeology.
3. Incorporate a variety of social studies concepts and professional standards in the creation of activities involving writing, art, music, drama, dance and technology.
4. Create and implement curriculum that is reflective of the culture and experience of children in the early childhood setting, as well as experiences at the local, state, national and global levels.
5. Create a classroom environment that facilitates dance, music, theater, and visual arts.

ASSIGNMENT IDEAS (suggested):

Write a brief paper, answering the question, “Why teach social studies?” Consider how your background (class, race, ethnicity, gender, religion, geographic locale, family constellation, attributes, funds of knowledge, etc.) and experiences influence attitude and beliefs about social studies.

Observe an art, music, or movement activity. The activity may be teacher directed or child initiated. Some questions to think about might be: Who initiated the activity? What materials were available or were made available? What instructions were given? How much time was allowed for the activity? How did the children respond to the activity? How did the teachers respond to what the children were doing? After observing, evaluate the activity as to its value as aesthetic education. Did the activity stimulate the children’s creative abilities? Was it age appropriate? How did the activity make you feel? Would you try this with another group of children? If so, what modifications, if any, would be needed? Write up your observation and evaluation (3-5 pages).

Conduct a literature review through library and online search. The review must include

research findings and best teaching practices in social studies or fine arts for young children Pre-K-grade 3.

In groups of 2-3, develop a three-week integrated unit plan that teaches young children social studies and fine arts as integrated with other content areas. Select and/or construct teaching materials that are developmentally appropriate for their selected age group. The unit plan will be presented in class using audiovisual aids and other technology.

Heritage Project. An important aspect of families and communities is how they pass down their heritage and traditions from one generation to the next. This project is designed to help you delve into your past to think of ways that your family passed cultural knowledge through the arts. Do you remember a song your grandmother used to sing to you? Did your mother show you how to sew? Maybe your father let you work with his pottery wheel, or your next door neighbor showed you how to use woodworking tools. Think of a skill or activity (not simply a family tradition) that you learned as a child. If possible, talk to the person who taught you what you know and ask them about where they learned it. Have you passed it on to someone you know? Think about how knowing that person and skill/activity enriched your life. Write a paper (2-4 pages) detailing your thoughts, memories, and experiences.

Attend an art or cultural event in the community (a play, concert, museum, art exhibit). Write a short (1-2 pages) review of the event, including type of event, scope of work presented, your evaluation of the quality of the work, whether you would recommend it to someone else, and its accessibility to the community (location, cost, schedule, etc.). Did this event inspire you as a teacher? How might you use the information learned as a teacher?

Obtain a drawing from one of the children in your field placement site. This may be either something that the child voluntarily gives you or something that you ask permission to use. Write on the back of the artwork the child's age, grade, your name, and a simple explanation of the way the drawing was made.

Bring a favorite children's song or fingerplay to class. Write down the lyrics of a song or words and movement to a fingerplay and be able to teach it to your group.

Bring a favorite piece of visual art to class. A piece of art that can be hung on the wall or displayed on a shelf (not a poem, song, dance performance, etc.). Write the name of the work or description and why it's your favorite.

Bring to class a song for movement - song that tells you how to move while you're singing/listening. Write the lyrics, author, and reference (if known).

Multicultural book - A picture book that respectfully depicts human diversity. It may either be a story from a minority culture or one that has people of diversity as the main

characters. It should not be a book that tries to show diversity through using a variety of animals. Write the APA reference for the book and what about the book you feel would appeal to young children.

Social Studies concept with props - Bring a story which is presented/extended with puppets, flannel board characters, masks, or other props. Write title, reference, summary of story, and a description of the props.

Share natural items - Bring small items found outside to be used in class for a collage. How might you use natural materials in the classroom?

Alternative holiday activity - Using the underlying universal themes of many holidays, present an activity that celebrates the theme as opposed to a specific holiday. Write the plan for the activity, and what holiday(s) your activity could replace.

EVALUATION:

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences. In addition, see Appendix III *Sample Assignments and Rubrics*, for appropriate evaluation and grading rubrics.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Week 1 Principles of curricula integration (H.4.a, H.4.b, I.9)

- Why integrate curricula?
- Learning theory review: multiple intelligences, learning preferences, applying learning modalities

Week 2 Opportunities for incidental teaching (I.6, I.7)

- Socially shared learning
- Zone of proximal development
- Scaffolding
- Levels of cognitive play

Weeks 3-4-5 Increasing child's awareness (H.4.c, H.4.f)

- Developing a rationale for teaching social studies to young children
- Economics, environmental education, and political science.
- Social studies for the preschool/primary child also includes socio-emotional

learning, living a community and the world, and democracy

Week 6 Embracing diversity and self-identity (H.4.d, H.4.f)

- Valuing individual and cultural diversity
- Fostering children's sense of identity

Weeks 7-8 Involving culture (H.4.d, H.4.e, H.5.d, I.12)

- Embracing home and school cultures
- Learning about past and the concept of time (history)
- Culturally sensitive and integrated curriculum through the exploration of the arts and creativity

Week 9 Arts curricula (H.5.a, H.5.b, H.5.c)

- Understanding children's artistic development
- Symbolic representation
- Visual arts, dance, music, theater

Weeks 10-11 Application through the arts (H.4.g)

- Geography and maps
- Maps, globes, time lines, and graphics

Weeks 12-13 Incorporation of motor skills (H.5.e, H.5.f)

- Incorporating music and movement
- Scaffolding drama

Weeks 14-15 Intentional curricula planning (H.5.g, I.13, I.14)

Week 16

ECED 4150 Teaching and Learning Practicum

(2 credit hours)

COURSE DESCRIPTION:

The field practicum is a co-requisite course with Teaching and Learning Reading and Writing; Teaching and Learning Math and Science; Teaching and Learning Social Studies, Fine Arts, and Movement. The field-based component of this set of courses will provide experiences that address curriculum content and practice teaching that is relevant for children Pre-K - Grade 3 in developmentally and culturally sensitive ways.

COURSE COMPETENCIES:

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

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

Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language) when planning curriculum and teaching strategies for young children with diverse abilities. I.1

Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to an adult-directed and from free exploration to scaffolded support or teacher modeling. I.2

Apply an understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer-term). I.3

Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills. I.4

Apply knowledge to create environments that enrich and extend children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity. I.5

Support play in young children's learning and development from age Pre-K - grade 3. I.6

Demonstrate the ability to promote positive social interactions and engage children in learning activities while actively working to increase social and emotional competence of all children. I.8

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.9

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (zero to three, NAEYC, DEC) for curriculum-decision making. I.13

Demonstrate the use of reflective practice. I.14

STUDENT LEARNING OUTCOMES (suggested):

1. Take an active role in an assigned classroom for at least 60 hours.
2. Collaborate with a master-level teacher to design, implement, and assess activities or lessons that are aligned with common core standards and are engaging to children.
3. Create curricula that spans a continuum from child-initiated to adult-directed and from free exploration to scaffolded support or teacher modeling.
4. Engage in informal opportunities with children to build expressive and receptive language and concept development skills, to model and promote positive social interactions and to increase social and emotional competence of all children.
5. Work collaboratively with other professionals to create developmentally appropriate curricula in the content areas and to identify authentic assessments of the children's progress in the respective content areas.
6. Reflect on ways to improve instructional practice and curricula design.

ASSIGNMENT IDEAS (suggested):

See Appendix B for **Lesson Plan format** for following assignment/lesson ideas.

Fine Arts and Social Studies

After spending a week in field placement, do you see evidence of student learning in

social studies? Are the children studying a social studies topic? If so, what teaching strategies does the teacher use?

In conjunction with your field placement teacher, plan and present one activity to the children with whom you work that integrates art into the subject area of your choice. The activity could be having the children use a new art technique to illustrate their stories, exploring the growth of a plant through detailed drawing, or acting out the water cycle with symbolic movements, etc.

Write a paper (3-5 pages) outlining your plan for integrating subject areas in your future classroom and justifying your use of the arts. Use your ideal future job placement (grade, type of school) to discuss how you will integrate art, music, and movement into all other subjects. Include at least one paragraph on each of the following topics:

- The importance of creativity and how it can be fostered in the early childhood classroom.
- How you plan to incorporate creative activities into your daily routine and all subject areas, and the types of authentic arts experiences you will provide.
- How you will use other resource personnel (art, music, PE teachers, librarians, fellow teachers, technology resource people, etc.) to expand and enrich the arts component of your classroom.
- How you might respond to pressure to use worksheets or provide cookie cutter craft projects.
- What might you tell parents about the importance of the arts for their children's development.
- What policies/routines will you have in place to make your classroom arts experiences run smoothly.

Reading and Writing

Plan and implement three reading lesson plans: 1) Read aloud, 2) Shared book experience, 3) Guided reading group. Write a paper after teaching each lesson, including reflections on how well objectives were met, evidence that objectives were met, a description of what happened during the lesson, how students responded, and labeled student artifacts.

Literacy Block Plan. Develop week-long plans for daily two-hour literacy block, which includes materials and texts used for Morning Message, read aloud, shared reading, interactive writing, whole-class phonics, and comprehension mini-lesson; learning centers in which student could work independently, guided reading, independent and journal writing, silent reading, etc.

Case Study/ "Kidwatching" assessment assignment. The following assessments must be completed at practicum site (grades K-3). Study one child. Analyze what is learned about this child in light of your professional knowledge of literacy. Report conclusions in a clearly expressed, well-organized, carefully crafted summary of the child's skills, competencies,

knowledge, and dispositions.

Activity file: Create a file of resources for teaching early literacy, including sections for the following topics below:

- Comprehension - Develop a file of resources and activities for teaching reading comprehension strategies. The emphasis will be on building connections with students' schemata, creating sensory images, inferring, recognizing text structure (including story structure and the structure of simple expository texts).
- Fluency – Create a bibliography of Readers' Theatre script resources, children's literature that would lend itself to Reader's Theatre, texts to use for choral reading, and other texts appropriate for reading aloud.
- Vocabulary & Spelling - Develop a file of strategies, activities, and websites for teaching vocabulary and spelling effectively that include attention to word chunks, meaning, context, etc.
- Writing - Create a section of resources for effective writing instruction.

Math and Science

Mathematics & Science Board Game. Create an original board game in two languages (i.e., Spanish and English) for bilingual children in Pre-K- grade 3 dual language settings. The board game must integrate both mathematical and science concepts for the students with whom you are working in your field placement setting. As part of the assignment you will also be required to implement your board game in the classroom you have been assigned. Document the game's implementation; you must take pictures of the children playing the game (permission required from parents for photos).

Choose a topic of your choice from Age 3–grade 3 mathematics and science and develop it into a single lesson. Use the ECED required lesson plan format provided in the field placement handbook which requires extensive reflection on past lessons.

Choose one of the mathematics or science textbooks/materials in use in your mentor teacher's classroom and critique it. Be sure to provide a complete citation for the textbook or material. You may want to choose one activity and focus on these questions in the critique:

What science or math does it involve?

- Where does it fall short?
- Consider the learning theory behind it, how does the author believe children learn?
- Based on the content, does the author approach a concept by telling children or by facilitating exploration?
- Do the exercises go beyond rote drill to encourage critical thinking?
- Is it readable?

- Can children learn from using it?
- Is it easy to plan a good lesson with this textbook?

Teacher Interview: Interview your cooperating teacher to determine her views about teaching mathematics and science in the early childhood classroom.

Classroom Observations: Choose one student to study during the semester in detail concerning his/her mathematics and science concept formation. Highlight this child's work with formal and informal mathematics and science. In addition to reporting your observations of times specifically scheduled for math and science, describe when you saw mathematical or scientific thinking occur at times other than the designated math or science periods. Refer to your readings.

In groups, develop a unit with an overarching theme that uses science and math. Each student in the group will develop three lessons per subject under the overarching theme. Putting them all together, a unit is formed that is ready to use in the practicum classroom. Share with mentor teacher and ask to implement unit.

Early Childhood Education and Development Mentoring Teacher Certificate Courses

The requirements to enroll in the Mentor Teacher program are:

- AA degree or higher in early childhood education (or closely related field)
- 3 + years of early childhood lead-teaching experience
- Current early childhood practitioner in a licensed ECECD childcare center or PED elementary classroom.

ECME 2141 (CNM) Early Childhood Mentorship I

(3 credits)

COURSE DESCRIPTION

This course examines the role of mentor teacher and addresses the methods and principles of guiding pre-service early childhood students. Students will examine the concept of professional growth while developing skills and strategies for mentorship. Adult learning theories, cultural competency, conflict resolution, parent involvement, and professionalism will be studied and applied to early childhood mentoring.

TEXTBOOKS/RESOURCES:

Whitebook, M. & Bellm, D. (2013) Supporting teachers as learners: A guide for mentors and coaches in early care and education. Washington, D.C.: American Federation of Teachers.

COURSE COMPETENCIES

Mentor Teacher Competencies

Section A: Curriculum and Documentation (including environment, expressive language, culturally relevant curriculum, and linking theory to practice)

Mentor Teacher Competency A4: Assist practicum students in developing skills and understanding of the physical environment, schedule, routines, and transitions for children and how to use these experiences to promote children's development and learning.

Mentor Teacher Competency A5: Model and mentor practicum student on how to study and encourage young children's creative expression, including creative play.

Mentor Teacher Competency A6: Model and mentor practicum students in understanding diversity and know how to create learning opportunities and environments that are responsive to differences among children and that foster children's appreciation of and respect for diversity.

Mentor Teacher Competency A7: Facilitate conversations and model how to create programs that reflect the cultures and languages of the families and children served and the importance of cultural connections for children and their families.

Mentor Teacher Competency A8: Assist practicum students with understanding current research and evidence-based practices regarding the value of play and learning for young children.

Mentor Teacher Competency A9: Model and mentor practicum students on how to facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive and adaptive/living skills.

Section B: Self Reflection, Personal Effectiveness, and Reflective Practices

Mentor Teacher Competency B2: Facilitate reflective dialogue to examine one's own pedagogical knowledge base as well as practicum students' knowledge base.

Mentor Teacher Competency B3: Understand the importance of reflecting on and continually assessing one's own practice and know how to utilize resources and opportunities to enhance professional development and effectiveness.

Mentor Teacher Competency B4: Model and mentor practicum students on the benefits and limitations of child-initiated play and exploration versus adult-facilitated strategies in supporting children's learning and development.

Section C: Adult Learning, Leadership and Collaboration

Mentor Teacher Competency C1: Assist practicum students with understanding current research and evidence-based practices regarding responsive routines and environments.

Mentor Teacher Competency C2: Provide guidance, support, professional development, and mentoring to practicum students on collaboration, respectful communication, and confidentiality.

Mentor Teacher Competency C3: Model and mentor effective communication skills and adopt multiple modes of communication for the workplace

Mentor Teacher Competency C4: Understand best practices and current research regarding conflict resolution and problem solving.

Mentor Teacher Competency C5: Model and mentor practicum students on how to develop warm, responsive family-teacher relationships that allow for the open exchange of home and cultural information.

Mentor Teacher Competency C6: Understand and implement adult learning theories when working with pre-service early childhood teachers.

STUDENT LEARNING OUTCOMES

By the end of this course the student will be able to:

1. Describe how to assist practicum students in the design, implementation, and evaluation of learning experiences that promote all children's development and learning.
2. Define reflective practice and use facilitate reflective dialogue to examine one's own pedagogical knowledge base as well as practicum students' knowledge base.
3. Research and apply anti-bias curriculum in the early childhood environment.
4. Use knowledge of adult learners in the context of mentoring.
5. Create written plans on effective communication with mentee including how to resolve conflicts, how to listen to different perspectives and provide constructive feedback.

ECME 2142 (CNM) Early Childhood Mentorship II

(3 credits)

COURSE DESCRIPTION

This course builds on the knowledge and skills gained in Early Childhood Mentorship I in guiding pre-service early childhood students. Students will engage in practices that lead to becoming self-aware educators who use ongoing reflection and growth in examining their own practice and as mentors. Students will use self-reflection tools that enhance their role as mentor teachers in early childhood settings.

REQUIRED TEXTBOOKS/RESOURCES

Whitebook, M & Bell, D. (2013) *Supporting teachers as learners: A guide for mentors and coaches in early care and education*. Washington, D.C.: American Federation of Teachers.

COURSE COMPETENCIES

Section A: Curriculum and Documentation (including environment, expressive language, culturally relevant curriculum, and linking theory to practice)

Mentor Teacher Competency A1: Assist practicum students in the design, implementation, and evaluation of learning experiences that promote all children's development and learning.

Mentor Teacher Competency A2: Develop strategies to assist practicum students in increasing their understanding of factors that influence children's growth and development and use this knowledge to create environments in which all children can grow and learn.

Mentor Teacher Competency A3: Develop strategies to assist practicum students in increasing their understanding of the interconnectedness of developmental domains and milestones especially in terms of application to individual children.

Mentor Teacher Competency A5: Model and mentor practicum student on how to study and encourage young children's creative expression, including creative play.

Mentor Teacher Competency A7: Facilitate conversations and model how to create programs that reflect the cultures and languages of the families and children

served and the importance of cultural connections for children and their families.

Section B: Self Reflection, Personal Effectiveness, and Reflective Practices

Mentor Teacher Competency B1: Mentor practicum students on how to incorporate self and collaborative evaluations as part of their professional growth.

Mentor Teacher Competency B3: Understand the importance of reflecting on and continually assessing one's own practice, and know how to utilize resources and opportunities to enhance professional development and effectiveness.

Mentor Teacher Competency B5: Study, read, and share with practicum students, professional journals, periodicals, and books to stay current on, and deepen professional knowledge.

Section C: Adult Learning, Leadership and Collaboration

Mentor Teacher Competency C4: Understand best practices and current research regarding conflict resolution and problem solving.

Mentor Teacher Competency C5: Model and mentor practicum students on how to develop warm, responsive family-teacher relationships that allow for the open exchange of home and cultural information.

STUDENT LEARNING OUTCOMES (suggested):

1. Create a document that uses theory to support how creative expression and play are implemented in your classroom.
2. Connect reflective practice and evaluation to enhancing professional practices and effectiveness as an educator.
3. Develop and implement a cultural diversity plan that honors the diversity of language and culture in the early childhood classroom.
4. Create a mentor profile based on student's understanding of curriculum and documentation, self-reflection, and leadership and collaboration skills.

ASSOCIATE DEGREE PROGRAM IN ECED PROGRAM ADMINISTRATION

ECED 2215 Program Management

(3 credit hours)

COURSE DESCRIPTION

This course emphasizes the technical knowledge necessary to develop and maintain an effective early care and education program. It focuses on sound financial management and vision, the laws and legal issues that affect programs, and state and national standards such as accreditation.

COURSE COMPETENCIES

PA1 -- Demonstrate knowledge of personal leadership style, diversity awareness, and relationship.

PA2 -- Demonstrate knowledge of planning, developing, maintaining and improving the effectiveness of an inclusive early care and education organization.

PA3 -- Demonstrate knowledge of laws and legal issues that affect programs.

PA4 -- Demonstrate knowledge of sound financial planning and inclusive program management.

STUDENT LEARNING OUTCOMES (suggested):

1. Apply knowledge of program management to develop a comprehensive program philosophy.
2. Demonstrate the ability to develop systems that are effective for quality program operation.
3. Use program information to develop a comprehensive program budget
4. Model best practices that integrate various leadership styles.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Week 1

- Discussion of Class; Etiquette/ Commitments/Collaboration

Week 2

- Leadership Theories, Leadership Styles

Weeks 3-4-5

- Evaluating and Creating a Philosophy and Mission Statement
- Systems Thinking Theory
- The Components of Learning Organization

Week 6

- Director Panel

Weeks 7-8

- Budget Development & Financial Planning

Week 9

- Recruitment & Retention of Staff

Weeks 10-11

- Applications; Interviewing, Hiring
- Director Interviews

Weeks 12-13

- Laws and Legal issues
- Communication; Problem Solving; Conflicts; Discipline problems with staff

Weeks 14-15

- Self & Program Development

Week 16

ECED: 2280 Professional Relationships

(3 credit hours)

COURSE DESCRIPTION

This course addresses staff relations that will foster diverse professional relationships with families, communities and boards. Topics of staff recruitment, retention, support and supervision will lay the foundation for positive personnel, family and community relationships.

COURSE COMPETENCIES

PA5 -- Demonstrate knowledge of personnel management, staff support, supervision, and professional development within a diverse and inclusive organization.

PA6 -- Demonstrate an awareness of appropriate communication and collaboration skills.

PA7 -- Demonstrate knowledge that promotes effective professional relationships with families, communities, and board members.

PA8 -- Demonstrate knowledge of technology uses and skill acquisition.

STUDENT LEARNING OUTCOMES (suggested):

1. Determine the role of a program administer in personnel management, staff support, supervision, and professional development.
2. Identify and apply ethical and legal requirements in maintaining a professional relationship with subordinates, the community, clients, and fellow administrators.
3. Research and use technologies which may be used in an early childhood setting.
4. Identify and describe legal and ethical considerations in the employment of others.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Week 1

- Discussion of Class; Etiquette/ Commitments/Collaboration

Week 2

- Creating the Culture

Weeks 3-4-5

- Leading Meetings
- Training Staff

Week 6

- Team Building and Motivating

Weeks 7-8

- Coaching; Program Administration pathway
- Influencing/Correcting Employee Performances & Behaviors

Week 9

- Influencing/Correcting Employee Performances & Behaviors (Part 2)

Weeks 10-11

- Building Relationships with Families
- Celebrations & Storytelling, P.E.A.C.E. PLAN

Weeks 12-13

- Critical Reflection/Call to Action/Evaluation of Course

Weeks 14-15

ECED 2140

Effective Program Development for Diverse Learners and their Families (3 credit hours)

COURSE DESCRIPTION

This course addresses the role of a director/ administrator in the implementation of family-centered programming that includes individually appropriate and culturally responsive curriculum in a healthy and safe learning environment for all children and their families.

Co-requisite: *Effective Program Development for Diverse Learners and their Families Practicum* – Includes completing 45 hours in a field-based setting. Completion of 45 hours of field-based experience is required for successful completion of this course AND the co-requisite course.

COURSE COMPETENCIES

PA9 -- Demonstrate knowledge of developing and maintaining a healthy and safe learning environment.

PA10 -- Demonstrate knowledge of the impact of the environment on children's learning and development.

PA11 -- Demonstrate knowledge of early care and education curriculum that is individually, culturally, linguistically, and developmentally responsive.

PA12 -- Demonstrate knowledge of family/community involvement in effective program development.

PA13 -- Demonstrate knowledge of a director's role as an educational leader in an inclusive setting.

STUDENT LEARNING OUTCOMES (suggested):

1. Describe important aspects of leadership that an administrator in an early childhood setting must demonstrate.
2. Identify and implement culturally appropriate multicultural curriculum in the early childhood classroom.
3. Observe a classroom and identify good practice within the classroom environment.
4. Use research to apply high quality early childhood curriculum at the programmatic level.
5. Identify how culture and socioeconomic factors influence the early childhood classroom and programs.

ASSIGNMENT IDEAS (suggested):

Invite learners to observe, rate and discuss an early care and education outdoor environment using an indoor and outdoor environment rating scale.

Write a short paper in which you show your understanding of how the environment can impact children's learning.

In a short paper, compare and contrast a variety of curriculum models. List benefits and gaps of each model.

Describe how you would assist a teacher in selecting appropriate books for her preschool classroom.

Ask learners to brainstorm the many ways that families can be involved in sharing ideas and materials in collaboration with teachers and create an invitation to families to join in a collaborative curriculum planning session.

Create a role-play opportunity for learners to role-play conflict situations with parents.

Invite learners to read and discuss case studies relevant to interactions between program directors and teachers or families.

Invite learners to use technology to create a one-page newsletter or a power point presentation to share relevant information with families of children in an early care and education program.

SUGGESTED COURSE OUTLINE (based on 16 week semester):Week 1

- Introductions; outline of course; expectations; time commitment; background; where we are going. Introduction to effective program development, Changing times and the quest for quality. NAEYC Code of Ethics.

Week 2

- The components of an effective program, Code of ethical conduct; program quality: The evidence base.

Weeks 3-4-5

- Supervision; family relationships and communication; health and safety; environment as curriculum.
- Health, safety and nutrition checklists; how do you measure quality; standards for accreditation, Issues in measuring program quality.
- Facility management: evaluation, maintenance, security, abuse prevention awareness, early learning standards and quality improvement initiatives: A systemic approach to supporting children's learning and development; New Mexico Pre-K Standards.

Week 6

- Impact of the environment on children's learning; Introduce ECERS, ITES, Quality rating and improvement systems: Achieving the promise for programs, parents, children and early childhood systems.

Weeks 7-8

- Planning for indoor and outdoor environments ; developmentally appropriate practice; selection of equipment, professional development and quality initiatives.
- Planning for indoor and outdoor environments; developmentally appropriate practice; selection of equipment

Week 9

- Understanding curriculum issues: individual, cultural, linguistic and developmentally responsive. Rethinking technical assistance to support quality improvement. The NM FOCUS program and other state initiatives.

Weeks 10-11

- Curriculum continued: goals and teaching strategies; assessment and planning, early childhood policy and implications for quality.
- Family and community collaboration: supporting families; program quality through the lens of disruptive innovation theory.

Weeks 12-13

- Including children, staff and families in planning the program

Weeks 14-15

- Inclusion as a goal that is challenged by funding, societal pressures, achievement.

Week 16

ECED 2141 Effective Program Development for Diverse Learners and Families Practicum

(2 credit hours)

COURSE DESCRIPTION

Provides opportunities for students to apply knowledge gained from ECED 2141: Effective Program Development for Diverse Learners and their Families in a practicum setting. (45 hours per term)

Co-requisite: *Effective Program Development for Diverse Learners and their Families*
Includes completing 45 hours in a field-based setting. Completion of 45 hours of field-based experience is required for successful completion of this course AND the co-requisite course.

COURSE COMPETENCIES

PA9 -- Demonstrate knowledge of developing and maintaining a healthy and safe learning environment.

PA10 -- Demonstrate knowledge of the impact of the environment on children's learning and development.

PA11 -- Demonstrate knowledge of early care and education curriculum that is individually, culturally, linguistically, and developmentally responsive.

PA12 -- Demonstrate knowledge of family/community involvement in effective program development.

PA13 -- Demonstrate knowledge of a director's role as an educational leader in an inclusive setting.

STUDENT LEARNING OUTCOMES (suggested):

1. Assist in developing and maintaining a healthy and safe learning environment.
2. Create an environment that supports and expands children's learning and development.
3. Assist and support teachers in implementation of early care and education curriculum that is individually, culturally, linguistically, and developmentally responsive.
4. Demonstrate ability to include family/community in effective program development.
5. Demonstrate knowledge of a director's role as an educational leader in an inclusive setting.

ASSIGNMENT IDEAS (suggested):

Identify and gather information that you will need about your community and develop a questionnaire for a relevant needs assessment.

Journaling: Begin your reflection on your level of mastery of the competencies articulated in this course.

Develop a Resource Guide to community and other resources that you will need as a Director.

Administer parts of the Program Administration Scale in your early childhood program or in a community early childhood program.

ECED 2281 Professional Relationships Practicum

(2 credit hours)

COURSE DESCRIPTION

Provides opportunities for students to apply knowledge gained from: Professional Relationships in a practicum setting. (45 hours per term) Co-requisite: *Professional Relationships (3 cr.)* Includes completing 45 hours in a field-based setting. Completion of 45 hours of field-based experience is required for successful completion of this course AND the co-requisite course.

COURSE COMPETENCIES

PA5 -- Demonstrate knowledge of personnel management, staff support, supervision, and professional development within a diverse and inclusive organization.

PA6 -- Demonstrate an awareness of appropriate communication and collaboration skills.

PA7 -- Demonstrate knowledge that promotes effective professional relationships with families, communities, and board members.

PA8 -- Demonstrate knowledge of technology uses and skill acquisition.

STUDENT LEARNING OUTCOMES (suggested):

1. Demonstrate knowledge that promotes effective professional relationships with families, communities, and board members.
2. Utilize appropriate communication and collaboration skills.
3. Create systems that can build effective/supportive relationships with staff.

ASSOCIATE DEGREE PROGRAM IN
ECED
INFANT FAMILY STUDIES PATHWAY

Infant Family Studies

PROGRAM COMPETENCIES

The following objectives and competencies will be addressed throughout the Infant Family Studies program:

* when citing the New Mexico Dept. of Health FIT Competencies

**when citing the New Mexico Infant Mental Health Association: Areas of Expertise

1. Demonstrate knowledge of child development in the context of primary relationships and in the domains of perceptual, motor, social, emotional, communication, adaptive, and cognitive growth for typically and atypically developing infants and toddlers

- a. Demonstrate understanding of infant and toddler development theories including the ability to critically examine these theories (*1.1, ** Level 1, Theoretical Foundations, and I. A, I. G.)
- b. Be able to describe milestones, characteristic trends and individual variation in the normal development of physical-motor capacities, perception, cognition, learning, language, personality, emotional and social behavior (*1.1, ** Level 1, Theoretical Foundations, and I. A., I. D.)
- c. Understand possible meanings of infant states of consciousness, behaviors and cues (*1.1, ** Level 1, Theoretical Foundations, Thinking, and Reflection, and I. I., I. J.)
- d. Demonstrate knowledge of brain development and the fundamentals of early attachment (* 1.1, ** Level 1, Theoretical Foundations, and I. D.)
- e. Demonstrate understanding of how infant's biological predispositions and environmental experiences (including cultural experience) interact to influence development (*1.1, ** Level 1, Theoretical Foundations, and I. B.)
- f. Identify how delays or risk factors may affect different domains of development, including attachment and socio-emotional development; sensory, perceptual and motor development; and cognitive development (i.e., knowledge, understanding, communication and language) (*1.1, ** Level 1, Theoretical Foundations, Thinking, and Reflection, and I.C.)
- g. Demonstrate understanding of how infant/toddler personality, behavior, strengths, delay, or risk factors may affect child-caregiver interactions (*1.1., ** Level 1, Theoretical Foundations, Thinking, and Reflection, and I.C.)
- h. Demonstrate knowledge of the developmental sequence of language and literacy of infants and toddlers in the context of family and culture (*1.2, ** Level 1, Theoretical Foundations, and 1.H.)

2. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and childrearing practices as they influence an infant's development and learning

- a. Demonstrate an awareness that there are various cultural differences in childrearing practices (e.g., feeding, sleep routines, health and nutrition, guidance, and nurturing) (*1.2, 2.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and I.F.)
- b. Demonstrate basic knowledge of cultural practices specific to the infant or toddler's health, including health conditions and developmental delays (*1.2, 2.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. H.)
- c. Show awareness that families' health practices may be culturally appropriate and not indicative of child abuse or neglect (*2.1, 2.2, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. G.)
- d. Demonstrate basic knowledge of infant mental health (*1.2, 2.1, 2.2, ** Level 1, Theoretical Foundations, Systems Expertise and Direct Service Skills and II. A.)
 - i. Demonstrate understanding of processes to support building positive parent-child relationships within the context of individual development of the infant and toddler and frameworks of family, community, and culture
 - ii. Understand the dynamics for families' capacity for change within cultural contexts to support infant toddler mental health.

3. Demonstrate basic knowledge of the characteristics of the conditions associated with developmental delay (e.g., biological, environmental, medical factors) as well as those characteristics which place the infant and toddler at risk for delayed development (e.g., biological, environmental and/or medical)

- a. Demonstrate basic knowledge of the characteristics of the conditions associated with developmental delay (e.g., biological, environmental, medical factors) as well as those characteristics that place the infant or toddler at risk for delayed development (e.g., biological, environmental and/or medical) (*1.1, ** Level 1, Theoretical Foundations, and I. C.)
- b. Identify how delays or risk factors may affect different domains of development, including attachment and socio-emotional development; sensory, perceptual and motor development; and cognitive development (knowledge, understanding, communication, and language) (*1.1, ** Level 1, Theoretical Foundations, and I. D.)

- c. Demonstrate basic knowledge of how health problems, chronic disorders, or communicable diseases impact the infant or toddler and his or her family (*1.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. G.)
- d. Know basic hygiene practices, including universal precautions and health checks (*1.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. E.)

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

- a. Form responsive affectionate relationships with infants and toddlers (*1.2., 4.1, ** Level 1, Direct Service Skills, and IV.a.A.)
- b. Promote mutually satisfying, growth-promoting interactions between parents/caregivers and children (*4.1, 4.2, **Level 1, Direct Service Skills, IV.a A, C)
- c. Provide trust and security for infants and toddlers (*4.1, 4.4, ** Level 1, Direct Service Skills, and IV.a. A.)
- d. Help toddlers learn to control their impulses while giving them space to work through their emotions (*4.4, ** Level 1, Direct Service Skills, and IVb.B, D)
- e. Be aware of and provide for experiences that allow both child and parent to adjust to the program (*5.1. 5.2, ** Level 1, Systems Expertise, and IV. G; IV. b. B.
- f. Understand how play supports infant/toddler learning (*4.2, 4.3, 4.4, 4.5, 5.1I, ** Level 1, Direct Service Skills, and IV.a. B.)
- g. Provide an environment that encourages self-regulation (*5.2, ** Level 1, Direct Service Skills, and IV.b. A. F)
- h. Take advantage of unplanned encounters that allow toddlers to show competence (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV. b. C)
- i. Allow toddlers to make choices where appropriate (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV.b. B)
- j. Provide and, as necessary, adapt challenging toys and materials that ensure success (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV. b. G, H, L)
- k. Select and use age appropriate books that represent children's home and cultural environment (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV.I, J, K)
- l. Offer, and as necessary, adapt a variety of activities and experiences that promote creativity and creative expression, including music, art, and sand and water play (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV.b. E 13.)
- m. Allow infants and toddlers to develop relationships with one or two main adults and support involvement of families. (*4.2, 4.4, ** Level 1, Direct Service Skills, Level 1, Systems Expertise, and IV.M, N)

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

- a. Gather information with direction and supervisory support as a component of developmental, health, and assessment screening of infants and toddlers, while assuring confidentiality (*4.1, 6.1I , ** Level 1, Direct Service Skills, Level 1, Systems Expertise, and IV. a. F, IV.b. M)
- b. Demonstrate collaborative strategies with families to support and expand on as appropriate their everyday routines and activities as primary learning opportunities for the infant/toddler (*5.2, ** Level 1, Direct Service Skills, Level 1, Systems Expertise, and IV.a. E)

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

- a. Assess own professional growth areas in the context of strengths and challenges.(* 7.2, 7.3 **Level 1, Thinking, Level 1, Reflection, and IV. a. E.)
- b. Demonstrate collaboration and use of appropriate communication with team through adherence to confidentiality practices. (*6.1 7.3, ** Level 1, Thinking, Level 1, Reflection, and IV. a. F)
- c. Discuss the IFSP process and how it impacts infants/toddlers and their families. (*3.2, 6.1, ** Level 1, Thinking, Level 1, Reflection, and IV.a. F)
- d. Identify professional team members who might participate in the IFSP process. (*3.2, 6.1, ** Level 1, Thinking, Level 1, Reflection, and IV. a. F)

Infant Family Studies Program Learning Outcomes

Following completion of the Infant Family Studies program, the student will be able to:

- Demonstrate ability to define and apply caregiving practices and programming that support the optimal development of all infants and toddlers using a team approach.
- Demonstrate ability to participate as a member of a team to exchange information that will enhance the child's development and family's understanding.
- Demonstrate basic understanding of and respect for the family's role in the development of their infant and toddler within diversity of culture, community and ability.
- Demonstrate basic level of ability to work collaboratively with the family and the community toward promoting the health, welfare, and development of infants and toddlers, including those with/or at-risk for developmental delay.
- Demonstrate ability to carry out responsibilities with infants and families in a professional manner and engage as member of the profession.
- Demonstrate knowledge of child development in the context of primary relationships and in the domains of perceptual, motor, social, emotional, communication, adaptive, and cognitive growth for typically and atypically developing infants and toddlers.
- Demonstrate basic understanding of the impact of the staff-parent relationship as it relates to positive, mutually satisfying and growth-promoting parent-child interactions.
- Demonstrate basic knowledge of the characteristics of the conditions associated with developmental delay (e.g., biological, environmental, medical factors) as well as those characteristics which place the infant and toddler at risk for delayed development (e.g., biological, environmental and/or medical).
- Knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and childrearing practices as they influence an infant's development and learning.
- Demonstrate ability to promote good health, nutrition and a safe environment for infants and toddlers, including those with or at-risk for developmental delay.

ECED 2240 Infant-Toddler Growth and Development (Prenatal to 3)

(3 Credits)

COURSE DESCRIPTION

Provides both basic knowledge of typically and atypically developing young children from the prenatal period to 36 months and a foundational understanding for the promotion of the health, well-being and development of all infants and toddlers within the context of family, community and cultural environments. The course examines infancy and toddlerhood with an emphasis on the interrelationship of cognitive, physical, social and emotional development, mental health and early parent-child relationships. Students must complete the co-requisite practicum class to pass this course.

*Co-requisite course: *Infant Toddler Growth and Development Practicum*. Successful completion of 45 hours of field based experience is required to pass this course AND the co-requisite course. Students must pass a background check to successfully complete the course requirements.

COURSE COMPETENCIES

This course is part of the [New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs](#). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- * when citing the FIT Competencies
- ** when citing the New Mexico Infant Mental Health Association Areas of Expertise.

1. Demonstrate knowledge of child development in the context of primary relationships and in the domains of perceptual, motor, social, emotional, communication, adaptive, and cognitive growth for typically and atypically developing infants and toddlers.

- a. Demonstrate understanding of infant and toddler development theories including the ability to critically examine these theories (*1.1, ** Level 1, Theoretical Foundations, and I. A, I. G.)
- b. Be able to describe milestones, characteristic trends and individual variation in the normal development of physical-motor capacities, perception, cognition, learning, language, personality, emotional and social behavior (*1.1, ** Level 1, Theoretical Foundations, and I. A., I. D.)

- c. Understand possible meanings of infant states of consciousness, behaviors and cues (*1.1. ** Level 1, Theoretical Foundations, Thinking, and Reflection, and I. I., I. J.)
 - d. Demonstrate knowledge of brain development and the fundamentals of early attachment (* 1.1, ** Level 1, Theoretical Foundations, and I. D.)
 - e. Demonstrate understanding of how infant's biological predispositions and environmental experiences (including cultural experience) interact to influence development (*1.1, ** Level 1, Theoretical Foundations, and I. B.)
 - f. Identify how delays or risk factors may affect different domains of development, including attachment and socio-emotional development; sensory, perceptual and motor development; and cognitive development (i.e., knowledge, understanding, communication and language) (*1.1, ** Level 1, Theoretical Foundations, Thinking, and Reflection, and I.C.)
 - g. Demonstrate understanding of how infant/toddler personality, behavior, strengths, delay, or risk factors may affect child-caregiver interactions (*1.1., ** Level 1, Theoretical Foundations, Thinking, and Reflection, and I.C.)
 - h. Demonstrate knowledge of the developmental sequence of language and literacy of infants and toddlers in the context of family and culture (*1.2, ** Level 1, Theoretical Foundations, and 1.H.)
2. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and childrearing practices as they influence an infant's development and learning
- a. Demonstrate an awareness that there are various cultural differences in childrearing practices (e.g., feeding, sleep routines, health and nutrition, guidance, and nurturing) (*1.2, 2.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and I.F.)
 - b. Demonstrate basic knowledge of cultural practices specific to the infant or toddler's health, including health conditions and developmental delays (*1.2, 2.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. H.)

STUDENT LEARNING OUTCOMES (suggested):

1. Demonstrate understanding of significant theories of child development.
2. Identify and describe significant milestones in child development.
3. Identify and describe major stages in infant brain development
4. Apply understanding of how delayed development will affect the different domains physical-motor, perception, cognition, learning, language, personality, emotional, and social behavior.
5. Explore and describe cultural differences in child development.

ASSIGNMENT IDEAS (suggested):

Develop a case study using an organized process for the study of an individual infant and toddler –that includes, their unique characteristics; development (typical, atypical), within the context of individual, family, community and cultural frameworks.

Create a child development continuum poster that includes developmental stages defined by age and learning domain.

Explore early childhood resource websites.

Observe infant or toddler behavior within a natural environment (mall, restaurant, etc.)

Interview expecting parents regarding their expectations of parenting, parents of newborns regarding parenting responses to the neonatal period, and parents of two year olds regarding child rearing practices.

Describe and compare different infant - toddler child rearing cultural practices between at least two identified cultures.

Respond to videos :

(i.e. Zero to Three video resources <http://www.zerotothree.org/>, Discovery Health videos resources <http://health.discovery.com/centers/infant-toddler/development/development.html> , Child Development Media (CDM) resources, <http://www.childdevelopmentmedia.com/infant-toddler-development.html>, Home Visiting series of videos in CDM website <http://www.childdevelopmentmedia.com/home-visiting.html>)

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Week 1

- Introduce Infant and Toddler Developmental: Theory Models, Systems and Research

Week 2

- Prenatal and post-natal Influences; Relationships; Attachment: Risks and Considerations for Typical and Atypical Development

Weeks 3-4-5

- Environmental Influences Impact on Development
- Brain Development, Sensory Systems and Attachment- Physiological Development- Relationships Matter
- Overview of Theoretical Frameworks; Development in the Context of Relationships

Week 6

- Infancy (0-12 months) - Physical Development/Relationships

Weeks 7-8

- Infancy (0-12 months) - Bonding and Attachment/ Relationships
- Social and Emotional Foundations of Development/Relationships Language Development Toddler Development across Domains Language and literacy

Week 9

- Toddlers- (12 months-3 years)- Attachment and Risk Factors

Weeks 10-11

- Toddler Social and Emotional Development

Weeks 12-13

- Assessing Infants and Toddlers in Natural Environments

Weeks 14-15

Week 16

ECED 2150 Relationships and Reflective Practice in Infant Family Studies

(3 Credits)

COURSE DESCRIPTION

This course is intended to develop a philosophical and ethical base for the Family, Infant, Toddler entry-level practitioner. Students will develop professional skills in advocacy, policy, family and collegial relationship-building, and reflective practice. Students are required to complete a field experience of 45 hours.

*Co-requisite: *Relationships and Reflective Practice in Infant Family Studies Practicum*– Includes completing 45 hours in a field based setting. Successful completion of 45 hours of field based experience is required to pass this course AND the co-requisite course.

COURSE COMPETENCIES:

This course is part of the *New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs*. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- * when citing the FIT Competencies
- ** when citing the New Mexico Infant Mental Health Association Areas of Expertise.

1. Demonstrate knowledge of child development in the context of primary relationships and in the domains of perceptual, motor, social, emotional, communication, adaptive, and cognitive growth for typically and atypically developing infants and toddlers
 - g. Demonstrate understanding of how infant/toddler personality, behavior, strengths, delay, or risk factors may affect child-caregiver interactions (*1.1., ** Level 1, Theoretical Foundations, Thinking, and Reflection, and I.C.)
 - h. Demonstrate knowledge of the developmental sequence of language and literacy of infants and toddlers in the context of family and culture (*1.2, ** Level 1, Theoretical Foundations, and 1.H.)
2. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and childrearing practices as they influence an infant's development and learning

- a. Demonstrate an awareness that there are various cultural differences in childrearing practices (e.g., feeding, sleep routines, health and nutrition, guidance, and nurturing) (*1.2, 2.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and I.F.)
 - b. Demonstrate basic knowledge of cultural practices specific to the infant or toddler's health, including health conditions and developmental delays (*1.2, 2.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. H.)
 - c. Show awareness that families' health practices may be culturally appropriate and not indicative of child abuse or neglect (*2.1, 2.2, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. G.)
 - d. Demonstrate basic knowledge of infant mental health (*1.2, 2.1, 2.2, ** Level 1, Theoretical Foundations, Systems Expertise and Direct Service Skills and II. A.)
 - i. Demonstrate understanding of processes to support building positive parent-child relationships within the context of individual development of the infant and toddler and frameworks of family, community, and culture
 - ii. Understand the dynamics for families' capacity for change within cultural contexts to support infant toddler mental health
4. Demonstrate ability to define and apply caregiving practices and programming that supports the optimal development of all infants and toddlers using a team approach.
- a. Form responsive affectionate relationships with infants and toddlers (*1.2., 4.1, ** Level 1, Direct Service Skills, and IV.a.A.)
 - b. Promote mutually satisfying, growth-promoting interactions between parents/caregivers and children (*4.1, 4.2, **Level 1, Direct Service Skills, IV.a A, C)
5. Demonstrate ability to participate as a member of a team to exchange information that will enhance the child's development and family's understanding
- b. Demonstrate collaborative strategies with families to support and expand on as appropriate their everyday routines and activities as primary learning opportunities for the infant/toddler (*5.2, ** Level 1, Direct Service Skills, Level 1, Systems Expertise, and IV.a. E)
6. Reflect on contribution as a professional concerned with the wellbeing of infants/ toddlers and families.
- a. Assess own professional growth areas in the context of strengths and challenges. (* 7.2, 7.3 **Level 1, Thinking, Level 1, Reflection, and IV. a. E.)
 - b. Demonstrate collaboration and use of appropriate communication with team

through adherence to confidentiality practices. (*6.1 7.3, ** Level 1, Thinking, Level 1, Reflection, and IV. a. F)

c. Discuss the IFSP process and how it impacts infants/toddlers and their families.

(*3.2, 6.1, ** Level 1, Thinking, Level 1, Reflection, and IV.a. F)

d. Identify professional team members who might participate in the IFSP process.

(*3.2, 6.1, ** Level 1, Thinking, Level 1, Reflection, and IV. a. F)

STUDENT LEARNING OUTCOMES (suggested):

1. Demonstrate knowledge of child development in the domains of perceptual, motor, social, emotional, communication, adaptive, and cognitive growth for typically and atypically developing infants and toddlers.
2. Demonstrate understanding of the benefit of primary relationships on a child's positive development, especially in the social-emotional domain.
3. Identify and describe ethical and professional considerations to be followed in working with families.
4. Identify and articulate developmentally appropriate elements of quality programming for infants and toddlers in safe, healthy, responsive, and caring environments.
5. Articulate concepts such as nurturing relationships, cultural competence, recognition of diverse learning needs, appropriate guidance techniques and partnerships with diverse families, cultures and communities.

ASSIGNMENT IDEAS (suggested):

Develop a case study using an organized process for the study of an individual infant and toddler that focuses specifically on the social/emotional and language domains.
Document the process of establishing relationships with peers and caregivers.

Create a child development booklet that includes developmental stages defined by age with attention to the formation of relationships and other aspects of social/emotional growth.

Research Attachment Theory and write a comprehensive paper that includes historical development of the theory, research and researchers, and implications for contemporary children.

Demonstrate through a class presentation, caregiving practices that support optimal development of all infants and toddlers in a specified area of care.

Classroom presentations on local home visiting programs and early intervention agencies, including the suggested best practices of both groups.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Week 1

Weekly/Ongoing competencies:

- Identify how home visitors and other professionals can promote parents' understanding of early social and emotional development;
- Identify and describe ethical and professional considerations to be followed in working with families.
- Identify and describe key behaviors in caregiver and infant relationships
- Identify and describe key behaviors in caregiver and infant relationships. Toddler Developmental Theory models, systems and research.

Week 2

- Topic: The Value of Relationships

Weeks 3-4-5

- FIT, EHS, home visiting; introduction to case study
- Professional ethics in relationships

Week 6

- Information gathering and collaborative goal-setting using relationship-based practices

Week 7

- Collaborating with families to support and nurture infant/toddler interactions and emerging daily routines.

Week 8

- New Mexico Family Infant Toddler Program; State of New Mexico Home Visiting Program.

Week 9

- Case study Part 2: Next steps

Weeks 10-11

- Collaboration among team members including the family to evaluation the effectiveness of individual programming
- Relationships among team members including the family and community collaborators

Weeks 12-13

- Reflective practice in relationship-based programming; relationships among service systems
- Facilitating transitions

Weeks 14-15

- Research paper

ECED 2241 Infant Toddler Growth and Development Practicum

(2 Credits)

COURSE DESCRIPTION

This course provides application of knowledge gained from *Infant Toddler Growth and Development*.

*Co-requisite course: *Infant Toddler Growth and Development*. Successful completion of 45 hours of field based experience is required to pass this course AND the co-requisite course. Students must pass a background check to successfully complete the course requirements.

COURSE COMPETENCIES

This course is part of the [New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs](#). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency: The competencies for this degree pathway are cited as follows:

* when citing the FIT Competencies

** when citing the New Mexico Infant Mental Health Association

2. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and childrearing practices as they influence an infant's development and learning
 - a. Demonstrate an awareness that there are various cultural differences in childrearing practices (e.g., feeding, sleep routines, health and nutrition, guidance, and nurturing) (*1.2, 2.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and I.F.)
 - b. Demonstrate basic knowledge of cultural practices specific to the infant or toddler's health, including health conditions and developmental delays (*1.2, 2.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. H.)
 - c. Show awareness that families' health practices may be culturally appropriate and not indicative of child abuse or neglect (*2.1, 2.2, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. G.)
 - d. Demonstrate basic knowledge of infant mental health (*1.2, 2.1, 2.2, ** Level 1, Theoretical Foundations, Systems Expertise and Direct Service Skills and II. A.)
 - i. Demonstrate understanding of processes to support building positive

- parent-child relationships within the context of individual development of the infant and toddler and frameworks of family, community, and culture
 - ii. Understand the dynamics for families' capacity for change within cultural contexts to support infant toddler mental health
- 3. Demonstrate basic knowledge of the characteristics of the conditions associated with developmental delay (e.g., biological, environmental, medical factors) as well as those characteristics which place the infant and toddler at risk for delayed development (e.g., biological, environmental and/or medical)
 - a. Demonstrate basic knowledge of the characteristics of the conditions associated with developmental delay (e.g., biological, environmental, medical factors) as well as those characteristics that place the infant or toddler at risk for delayed development (e.g., biological, environmental and/or medical) (*1.1, ** Level 1, Theoretical Foundations, and I. C.)
 - b. Identify how delays or risk factors may affect different domains of development, including attachment and socio-emotional development; sensory, perceptual and motor development; and cognitive development (knowledge, understanding, communication, and language) (*1.1, ** Level 1, Theoretical Foundations, and I. D.)
 - c. Demonstrate basic knowledge of how health problems, chronic disorders, or communicable diseases impact the infant or toddler and his or her family (*1.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. G.)
 - d. Know basic hygiene practices, including universal precautions and health checks (*1.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. E.)
- 4. Demonstrate ability to define and apply caregiving practices and programming that support the optimal development of all infants and toddlers using a team approach.
 - a. Form responsive affectionate relationships with infants and toddlers (*1.2., 4.1, ** Level 1, Direct Service Skills, and IVa.A.)
 - b. Promote mutually satisfying, growth-promoting interactions between parents/caregivers and children (*4.1, 4.2, **Level 1, Direct Service Skills, IV.a A, C)
 - c. Provide trust and security for infants and toddlers (*4.1, 4.4, ** Level 1, Direct Service Skills, and IV.a. A.)
 - d. Help toddlers learn to control their impulses while giving them space to work through their emotions (*4.4, ** Level 1, Direct Service Skills, and IVb.B, D)

- e. Be aware of and provide for experiences that allow both child and parent to adjust to the program (*5.1. 5.2, ** Level 1, Systems Expertise, and IV. G; IV. b. B.
- f. Understand how play supports infant/toddler learning (*4.2, 4.3, 4.4, 4.5, 5.1I, ** Level 1, Direct Service Skills, and IV.a. B.)
- g. Provide an environment that encourages self-regulation (*5.2, ** Level 1, Direct Service Skills, and IV.b. A. F)
- h. Take advantage of unplanned encounters that allow toddlers to show competence (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV. b. C)
- i. Allow toddlers to make choices where appropriate (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV.b. B)
- j. Provide and, as necessary, adapt challenging toys and materials that ensure success (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV. b. G, H, L)
- k. Select and use age appropriate books that represent children's home and cultural environment (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV.I, J, K)
- l. Offer, and as necessary, adapt a variety of activities and experiences that promote creativity and creative expression, including music, art, and sand and water play (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV.b. E 13.)
- m. Allow infants and toddlers to develop relationships with one or two main adults and support involvement of families. (*4.2, 4.4, ** Level 1, Direct Service Skills, Level 1, Systems Expertise, and IV.M, N)

STUDENT LEARNING OUTCOMES (suggested):

1. Demonstrate basic understanding of the impact of the staff-parent relationship as it relates to positive, mutually satisfying and growth-promoting parent-child interactions.
2. Use basic understanding of and respect for the family's role in the development of their infant and toddler within diversity of culture, community and ability.
3. Develop a basic level of ability to work collaboratively with families toward promoting the health, welfare, and development of infants and toddlers, including those with or at-risk for developmental delay.
4. Demonstrate ability to carry out responsibilities with infants and families in a professional manner and engage as a professional.

ASSIGNMENT IDEAS (suggested):

Practicum Tasks: Must require a total of 45 hours in the field. Practicum experiences working with typical and/or atypical developing infants and toddlers can include:

- * preparing the environment,
- * interacting with children,
- * Practicing good health, safety and nutrition procedures.
- * Identify the cognitive, physical, emotional, and social characteristics of specific children between birth to 36 months (with typical and atypical development).
- * Identify developmental norms from birth to 36 months as they relate to individual children in practicum setting.
- * Identify daily routine tasks for infant/toddler caregiving.
- * Practicum Formal Observations (e.g., record observations of children from birth to 36 months and analyze observation data).
- * Practice daily routine tasks required for infant care giving.
- * Self-assessment of interaction with infants and toddlers and families.
- * Practicum log and reflections
- * Professional Growth Plan
- * Explore strategies for working with families in practicum setting with a diversity of cultural, language and family backgrounds.

ECED 2151 Relationships and Reflective Practice in Infant Family Studies Practicum

(2 Credits)

COURSE DESCRIPTION

This course provides application of knowledge gained from *Relationships and Reflective Practice in Infant Family Studies*.

*Co-requisite: *Relationships and Reflective Practice in Infant Family Studies*
Successful completion of 45 hours of field based experience is required to pass this course AND the co-requisite course. Students must clear a background check in order to successfully complete the course requirements.

COURSE COMPETENCIES

This course is part of the *New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs*. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- * when citing the FIT Competencies
 - ** when citing the New Mexico Infant Mental Health Association Areas of Expertise.
1. Demonstrate knowledge of child development in the context of primary relationships and in the domains of perceptual, motor, social, emotional, communication, adaptive, and cognitive growth for typically and atypically developing infants and toddlers
 - a. Demonstrate understanding of infant and toddler development theories including the ability to critically examine these theories (*1.1, ** Level 1, Theoretical Foundations, and I. A, I. G.)
 - b. Be able to describe milestones, characteristic trends and individual variation in the normal development of physical-motor capacities, perception, cognition, learning, language, personality, emotional and social behavior (*1,1, ** Level 1, Theoretical Foundations, and I. A., I. D.)
 - c. Understand possible meanings of infant states of consciousness, behaviors and cues (*1.1. ** Level 1, Theoretical Foundations, Thinking, and Reflection, and I. I., I. J.)
 - d. Demonstrate knowledge of brain development and the fundamentals of early attachment (* 1.1, ** Level 1, Theoretical Foundations, and I. D.)

- e. Demonstrate understanding of how infant's biological predispositions and environmental experiences (including cultural experience) interact to influence development (*1.1, ** Level 1, Theoretical Foundations, and I. B.)Service Skills, and I.F. 4.
- 2. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and childrearing practices as they influence an infant's development and learning
 - a. Demonstrate an awareness that there are various cultural differences in childrearing practices (e.g., feeding, sleep routines, health and nutrition, guidance, and nurturing) (*1.2, 2.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and I.F.)
 - b. Demonstrate basic knowledge of cultural practices specific to the infant or toddler's health, including health conditions and developmental delays (*1.2, 2.1, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. H.)
 - c. Show awareness that families' health practices may be culturally appropriate and not indicative of child abuse or neglect (*2.1, 2.2, ** Level 1, Theoretical Foundations and Direct Service Skills, and II. G.)
 - d. Demonstrate basic knowledge of infant mental health (*1.2, 2.1, 2.2, ** Level 1, Theoretical Foundations, Systems Expertise and Direct Service Skills and II. A.)
 - i. Demonstrate understanding of processes to support building positive parent-child relationships within the context of individual development of the infant and toddler and frameworks of family, community, and culture
 - ii. Understand the dynamics for families' capacity for change within cultural contexts to support infant toddler mental health
- 4. Demonstrate ability to define and apply caregiving practices and programming that support the optimal development of all infants and toddlers using a team approach.
 - a. Form responsive affectionate relationships with infants and toddlers (*1.2., 4.1, ** Level 1, Direct Service Skills, and IV.a.A.)
 - b. Promote mutually satisfying, growth-promoting interactions between parents/caregivers and children (*4.1, 4.2, **Level 1, Direct Service Skills, IV.a A, C)
 - c. Provide trust and security for infants and toddlers (*4.1, 4.4, ** Level 1, Direct

Service Skills, and IV.a. A.)

- d. Help toddlers learn to control their impulses while giving them space to work through their emotions (*4.4, ** Level 1, Direct Service Skills, and IV.b.B, D)
 - e. Be aware of and provide for experiences that allow both child and parent to adjust to the program (*5.1. 5.2, ** Level 1, Systems Expertise, and IV. G; IV. b. B.
 - f. Understand how play supports infant/toddler learning (*4.2, 4.3, 4.4, 4.5, 5.1I, ** Level 1, Direct Service Skills, and IV.a. B.)
 - g. Provide an environment that encourages self-regulation (*5.2, ** Level 1, Direct Service Skills, and IV.b. A. F)
 - h. Take advantage of unplanned encounters that allow toddlers to show competence (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV. b. C)
5. Demonstrate ability to participate as a member of a team to exchange information that will enhance the child's development and family's understanding
- a. Gather information with direction and supervisory support as a component of developmental, health, and assessment screening of infants and toddlers, while assuring confidentiality ((*4.1, 6.1I , ** Level 1, Direct Service Skills, Level 1, Systems Expertise, and IV. a. F, IV.b. M)
 - b. Demonstrate collaborative strategies with families to support and expand on as appropriate their everyday routines and activities as primary learning opportunities for the infant/toddler (*5.2, ** Level 1, Direct Service Skills, Level 1, Systems Expertise, and IV.a. E)
6. Reflect on contribution as a professional concerned with the wellbeing of infants/ toddlers and families.
- a. Assess own professional growth areas in the context of strengths and challenges.(* 7.2, 7.3 **Level 1, Thinking, Level 1, Reflection, and IV. a. E.)
 - b. Demonstrate collaboration and use of appropriate communication with team through adherence to confidentiality practices. (*6.1 7.3, ** Level 1, Thinking, Level 1, Reflection, and IV. a. F)

STUDENT LEARNING OUTCOMES (suggested):

1. Demonstrate basic understanding of the impact of the staff-parent relationship as it relates to positive, mutually satisfying and growth-promoting parent-child interactions.

2. Use basic understanding of and respect for the family's role in the development of their infant and toddler within diversity of culture, community and ability.
3. Develop the ability to reflect on one's professional practice to access professional growth and improvement in work with infants, toddlers and families.
4. Demonstrate ability to carry out responsibilities with infants and families in a professional manner and engage as a professional.

SUGGESTED COURSE OUTLINE (based on 16 week semester:

Week 1

- Introductory week to practicum setting to familiarize student with policies, procedures, and schedule at site.

Week 2 to 14

- Sequence of organized practicum assignment experiences

Week 15

- Individual consultation and reflective practice with instructor and/or Mentor Teacher, based on items suggested in Assignment Ideas.

ECED 2245 Effective Principles and Practices in Infant Family Studies

(3 Credits)

COURSE DESCRIPTION

This course is intended to assist students in developing strong nurturing relationships with infants/toddlers in partnership with caregivers. Students will gain an understanding of how children learn in the context of the relationships with their primary caregivers, how to meet the needs of very young children (birth to three years of age) in a variety of care giving settings, and how to meet the needs of adults who are addressing the needs of very young children and their families through relationship-based practices.

COURSE COMPETENCIES

This course is part of the *New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs*. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- * when citing the FIT Competencies
 - ** when citing the New Mexico Infant Mental Health Association Areas of Expertise.
-
1. Demonstrate knowledge of child development in the context of primary relationships and in the domains of perceptual, motor, social, emotional, communication, adaptive, and cognitive growth for typically and atypically developing infants and toddlers
 - a. Demonstrate understanding of infant and toddler development theories including the ability to critically examine these theories (*1.1, ** Level 1, Theoretical Foundations, and I. A, I. G.)
 - b. Be able to describe milestones, characteristic trends and individual variation in the normal development of physical-motor capacities, perception, cognition, learning, language, personality, emotional and social behavior (*1.1, ** Level 1, Theoretical Foundations, and I. A., I. D.)
 - c. Understand possible meanings of infant states of consciousness, behaviors and cues (*1.1. ** Level 1, Theoretical Foundations, Thinking, and Reflection, and I. I., I. J.)

- d. Demonstrate knowledge of brain development and the fundamentals of early attachment (* 1.1, ** Level 1, Theoretical Foundations, and I. D.)
 - e. Demonstrate understanding of how infant's biological predispositions and environmental experiences (including cultural experience) interact to influence development (*1.1, ** Level 1, Theoretical Foundations, and I. B.)
 - f. Identify how delays or risk factors may affect different domains of development, including attachment and socio-emotional development; sensory, perceptual and motor development; and cognitive development (i.e., knowledge, understanding, communication and language) (*1.1, ** Level 1, Theoretical Foundations, Thinking, and Reflection, and I.C.)
 - g. Demonstrate understanding of how infant/toddler personality, behavior, strengths, delay, or risk factors may affect child-caregiver interactions (*1.1., ** Level 1, Theoretical Foundations, Thinking, and Reflection, and I.C.)
 - h. Demonstrate knowledge of the developmental sequence of language and literacy of infants and toddlers in the context of family and culture (*1.2, ** Level 1, Theoretical Foundations, and 1.H.)
4. Demonstrate ability to define and apply caregiving practices and programming that support the optimal development of all infants and toddlers using a team approach.
- a. Form responsive affectionate relationships with infants and toddlers (*1.2., 4.1, ** Level 1, Direct Service Skills, and IVa.A.)
 - b. Promote mutually satisfying, growth-promoting interactions between parents/caregivers and children (*4.1, 4.2, **Level 1, Direct Service Skills, IV.a A, C)
 - c. Provide trust and security for infants and toddlers (*4.1, 4.4, ** Level 1, Direct Service Skills, and IV.a. A.)
 - d. Help toddlers learn to control their impulses while giving them space to work through their emotions (*4.4, ** Level 1, Direct Service Skills, and IVb.B, D)
 - e. Be aware of and provide for experiences that allow both child and parent to adjust to the program (*5.1. 5.2, ** Level 1, Systems Expertise, and IV. G; IV. b. B.
 - f. Understand how play supports infant/toddler learning (*4.2, 4.3, 4.4, 4.5, 5.1I, ** Level 1, Direct Service Skills, and IV.a. B.)
 - g. Provide an environment that encourages self-regulation (*5.2, ** Level 1, Direct Service Skills, and IV.b. A. F)
 - h. Take advantage of unplanned encounters that allow toddlers to show competence (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV. b. C)
 - i. Allow toddlers to make choices where appropriate (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV.b. B)

- j. Provide and, as necessary, adapt challenging toys and materials that ensure success (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV. b. G, H, L)
 - k. Select and use age appropriate books that represent children's home and cultural environment (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV.I, J, K)
 - l. Offer, and as necessary, adapt a variety of activities and experiences that promote creativity and creative expression, including music, art, and sand and water play (*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, ** Level 1, Direct Service Skills, and IV.b. E 13.)
 - m. Allow infants and toddlers to develop relationships with one or two main adults and support involvement of families. (*4.2, 4.4, ** Level 1, Direct Service Skills, Level 1, Systems Expertise, and IV.M, N)
6. Reflect on contribution as a professional concerned with the wellbeing of infants/ toddlers and families.
- a. Assess own professional growth areas in the context of strengths and challenges. (* 7.2, 7.3 **Level 1, Thinking, Level 1, Reflection, and IV. a. E.)
 - b. Demonstrate collaboration and use of appropriate communication with team through adherence to confidentiality practices. (*6.1 7.3, ** Level 1, Thinking, Level 1, Reflection, and IV. a. F)

STUDENT LEARNING OUTCOMES (suggested):

1. Develop a theoretical understanding of infant and toddler development in the context of the close relationship with the caregiver.
2. Observe an experienced infant caregiver and reflect on the physical, social, emotional practices that create relationships with young children.
3. Demonstrate knowledge of child development in all domains for typically and atypically developing infants and toddlers.
4. Demonstrate understanding of the benefit of primary relationships on a child's positive development, especially in the social-emotional domain.
5. Provide caregiving practices and programming that supports language, cognitive and socio-emotional development.

ASSIGNMENT IDEAS (suggested):

Keep a reflective practice journal that documents and analyzes observations of an experienced infant caregiver.

Create a booklet of infant/toddler development that includes sections on infant states of consciousness, behaviors, cues, and indications of receptive, as well as expressive, language and communication.

Classroom presentations of caregiving practices and expansive language interaction that supports cognitive and socio-emotional development.

Research and write a paper that explains the role of interaction (serve and return) in an infant's ability to form relationships with attention to Attachment and other theories.

SUGGESTED COURSE OUTLINE (based on 16 week semester):

Week 1

- Orientation to course

Week 2

- Infant and toddler development in the context of primary care relationships/brain development.

-

Weeks 3-4-5

- Meeting the needs of children within the context of their primary caregiver relationship. Principles of respectful interactions with families and their children. Professional ethics in relationships
- Supporting primary caregivers in understanding social and emotional development.
- Supporting the family system: Learning pyramid and addressing the primary care givers' questions about child development

Week 6

- Effects of trauma/traumatic events on the developing brain.

Week 7

- Home visiting practice: Purpose of home visiting; Understanding your role; Importance of creating relationships; Reflective Practice

-

Week 8

- Competent care providers: Characteristics of center/home-care based professionals

Week 9

- Professionals who serve families in the family home/community: Home Visitors, Developmental Specialists, Early Interventionists

Weeks 10-11

- Understanding the purpose and function of inclusive Practice; Supporting primary caregiver to use natural environments and everyday routines to interact with their children
- Assessment and Evaluation: Helping families cope with special needs of their child and services available to support the child and family.

Weeks 12-13

- Understanding the purpose and function of inclusive practice: Laws and regulations that guide the practice of inclusion of children with special needs.
- Reflective practice in relationship-based programming; relationships among service systems

Weeks 14-15

- Facilitating transitions

Appendix A: ECED Practicum

Quality Components and Related

Forms

Quality Components of ECED Practicum Experiences

Sample Practicum Agreement/Contracts

ECED Practicum Timesheet

Sample ECED Lesson Plan with Rubric, Age 3 (PreK)-Grade 3

Sample Practicum Observation Feedback Form

Required Quality Components of Early Childhood Education Practicum Experiences

- Prerequisites to the Practicum classes; minimum = Child Growth, Development and Learning; best practice = Child Growth, Development and Learning; Health, Safety and Nutrition; and Guiding Young Children.
- Fingerprinting and Criminal Background Check required, with personal liability insurance for students in field experience courses recommended.
- Practicum hours must be completed in a setting with children, not in a seminar or college-peer class.
- Minimum number of Practicum hours = 45 per course; number of Practicum hours recommended for best practice = 60 per course.
- Both the minimum and the recommended number of Practicum hours are to be conducted over time to best focus on the developmental growth of the children.
 - In a 16-week semester, the Practicum hours are required to extend at least 10 weeks, with 14 weeks recommended as best practice.
 - In a 12- or 13- week trimester, the Practicum hours are required to extend at least 8 weeks, with 10 weeks recommended as best practice.
 - In an 8-week semester, the Practicum hours are required to extend at least 6 weeks, with 8 weeks recommended for best practice.
- Number of on-site visits or observations from the College/University Supervisor; minimum = 2; best practice = 3 or more
- At least one of the observations by the College/University Supervisor is conducted on-site and in person, with no more than one of the observations being conducted via video recording. Best practice: all observations conducted in person.
- Minimum = maximum of 12 students in a Practicum class; best practice = maximum of 10 students
- Best practice = co-requisite courses of Curriculum and Practicum taught by the same college/university instructor.

- The Practicum setting will be deemed appropriate for the field experience if the setting meets at least THREE of the following criteria:
 1. The Cooperating Teacher holds at least an associate-level degree in ECE or related fields and at least the education level being pursued by the Practicum student.
 2. The Cooperating Teacher has three or more years' experience as a lead teacher in an ECE setting AND has at least one ECE credential, such as a CDA or CDC.
 3. The facility is a licensed child care and education center through CYFD and has a quality ranking of 3 Star or above; or is a public school early childhood program, including charter schools; or is a Head Start center of excellence; or is accredited through the National Association for the Education of Young Children or a similar entity.
 4. The director of the facility has a bachelor's level credential in ECE or related fields.
 5. The Cooperating Teacher has obtained the Professional Mentor Teacher certificate or its equivalent through CYFD.

Or, the setting is a public, charter, Bureau of Indian Education/ Affairs, or contract school with a Level II teacher serving as the Cooperating Teacher.

Or, the practicum instructor deems the setting and cooperating teacher to be appropriate.

- Required Diversity of Placement by age of child and type of setting:
 - Practicum for Curriculum Development through Play required age range of children = Birth through Age 4, with an understanding that the ideal focus is on infants and toddlers.
 - Curriculum Development and Implementation Practicum required age range of children = 3 years through Grade 3, with an understanding that the ideal focus is on preschool and the early primary grades.
 - Each Practicum class must be in a different setting with different aged children; ideally students will conduct practicum field experiences in two of the following settings: a public school early childhood program, including charter schools; center-based child care; home care; Head Start; tribal child care or tribally approved programs; Family and Child Education Programs; and lower primary grades.
 - Practicum students are highly discouraged from conducting their field experience in their own classroom, and it is only allowed when the College/University Supervisor has determined that that placement is the best of available options. In cases where the only and/or best option is for a Practicum student to conduct the practicum in their own class where they are

employed, the minimum amount of visits from the College/University Supervisor becomes 4, with the amount of visits for best practice to be 6 or more per semester. In order to meet the required diversity of placement, only one of the Practicum classes can be conducted in one's own classroom. Students who are employed as a lead teacher in their own classroom should work with their administrator to switch classrooms with another teacher in their program so they are in another classroom for practicum hours.

- Evidence of Completion:

- At a minimum, Practicum students must keep a time log of completed practicum hours that includes a description of activities, date and amount of time spent and signature of the Mentoring Teacher confirming that hours were completed. A copy of this is given to the College/University Supervisor at the end of the semester.

- Evaluation from the College/University Supervisor will ideally include a developmental component that demonstrates the practicum student has built upon his/her challenges and strengths throughout his/her practicum experiences. Additional documentation could include executed lesson plans with feedback from the College/University Supervisor, formal observational feedback documenting growth over time, and/or other suggested types of demonstration of course competencies found in the *New Mexico Early Childhood Education & Development Articulation Catalog of Courses and Programs*.

Sample Pre-Field Experience

Conference Checklist

Directions: All students doing education-based Field Experience classes are evaluated at the end of each semester using the Post-Field Experience Professionalism Checklist based on the discussion points below. Prior to or during the first week of Field Experience, students should sit down with their Cooperating Teachers to discuss each item and how it relates to their time at the school site. Following the student/Cooperating Teacher conferences, this sheet should be signed by the student and the Cooperating Teacher and then turned into the Faculty Supervisor. At the completion of the Field Experience, the Post-Field Experience Professional Evaluation will be filled out by the Cooperating Teacher and turned in to the Faculty Supervisor via the student or email.

Student Name: School/Center Site:

COURSE NUMBER AND TITLE:

I have discussed PROFESSIONAL BEHAVIOR AND ENGAGEMENT expectations with my Cooperating Teacher:

- ☐ Becoming familiar with site functions, routines, and procedures
- ☐ Following appropriate dress and grooming policies
- ☐ Being reliable, punctual, and responsible
- ☐ Participating actively in classroom activities
- ☐ Following directions with adequate supervision

I have discussed INTERPERSONAL COMMUNICATIONS AND RELATIONS expectations with my Cooperating Teacher:

- ☐ Exhibiting understanding and respect for others
- ☐ Establishing open and honest relations with others

- ☐ Consulting with sponsor mentor and staff as appropriate
- ☐ Interacting and building rapport with children/families/adults/clients
- ☐ Conveying ideas and thoughts clearly

I have discussed PROFESSIONAL JUDGEMENT expectations with my Cooperating Teacher:

- ☐ Handling confidential information in an appropriate way
- ☐ Demonstrating a willingness to admit mistakes
- ☐ Flexibility and adapting to new situations
- ☐ Follows through with sponsor directed assignments and projects
- ☐ Soliciting feedback and accepting constructive criticism

I have discussed ORGANIZATIONAL COMPETENCIES expectations with my Cooperating Teacher:

- ☐ Working with adequate supervision
- ☐ Being prepared for site activities and responsibilities
- ☐ Displaying resourcefulness and innovation
- ☐ Exhibiting positive decision-making and problem solving skills
- ☐ Upholding professional conduct and the code of ethics in this field

I verify that I have discussed all the items above with my Cooperating Teacher and am prepared to follow all school site professional guidelines and requirements.

Student Signature: _____ Date: _____

I verify that I have discussed all the items above with the practicum student.

Cooperating Teacher Signature: _____ Date: _____

If you have questions/concerns, contact the Field Experience Coordinator at:

Sample Post-Field Experience

Evaluation Checklist

Directions: All students doing education-based Field Experience classes are evaluated using the Professionalism Practicum Checklist below. Please rate the student's professionalism using the following scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. Once completed, please email the form or send it in a sealed envelope with the student to the Faculty Supervisor.

Student Name: Student ID: School/Center Site:

Person Filling Out Form & Position: Contact (phone/email): Date:

COURSE NUMBER AND TITLE:

SECTION I: PROFESSIONAL BEHAVIOR AND ENGAGEMENT

1. Is familiar with site functions, routines, and procedures ☐1 ☐2 ☐3 ☐4 ☐5
2. Personal dress and grooming is appropriate ☐1 ☐2 ☐3 ☐4 ☐5
3. Is reliable, punctual, and responsible ☐1 ☐2 ☐3 ☐4 ☐5
4. Participates actively in classroom activities ☐1 ☐2 ☐3 ☐4 ☐5
5. Follows directions with adequate supervision ☐1 ☐2 ☐3 ☐4 ☐5

Total for items in Section I: _____

SECTION II: INTERPERSONAL COMMUNICATIONS AND RELATIONS

6. Exhibits understanding and respect for others ☐1 ☐2 ☐3 ☐4 ☐5
7. Establishes open and honest relations with others ☐1 ☐2 ☐3 ☐4 ☐5
8. Consults with sponsor mentor and staff as appropriate ☐1 ☐2 ☐3 ☐4 ☐5
9. Interacts and builds rapport with children/families/adults/clients ☐1 ☐2 ☐3 ☐4 ☐5

10. Conveys ideas and thoughts clearly ☐1 ☐2 ☐3 ☐4 ☐5

Total for items in Section II: _____

SECTION III: PROFESSIONAL JUDGEMENT

11. Handles confidential information in an appropriate way ☐1 ☐2 ☐3 ☐4 ☐5

12. Demonstrates a willingness to admit mistakes ☐1 ☐2 ☐3 ☐4 ☐5

13. Exhibits flexibility and adaptability to new situations ☐1 ☐2 ☐3 ☐4 ☐5

14. Follows through with sponsor directed assignments and projects ☐1 ☐2 ☐3 ☐4 ☐5

15. Solicits feedback and accepts constructive criticism ☐1 ☐2 ☐3 ☐4 ☐5

Total for items in Section III: _____

SECTION IV: ORGANIZATIONAL COMPETENCIES

16. Works with adequate supervision ☐1 ☐2 ☐3 ☐4 ☐5

17. Is prepared for site activities and responsibilities ☐1 ☐2 ☐3 ☐4 ☐5

18. Displays resourcefulness and innovation ☐1 ☐2 ☐3 ☐4 ☐5

19. Exhibits positive decision-making and problem solving skills ☐1 ☐2 ☐3 ☐4 ☐5

20. Upholds professional conduct and the code of ethics in this field ☐1 ☐2 ☐3 ☐4 ☐5

Total for items in Section IV: _____ OVERALL TOTALS: _____

ADDITIONAL COMMENTS (use additional pages if necessary):

Cooperating Teacher Signature (if digitally submitted, please type): _____ Date: _____

If you have questions/concerns, contact the Field Experience Coordinator at:

To: Sponsor Teacher, School Principal

From:

Re: Education Field Experience

Course # and Title: _____

Instructor Name: _____ Email: _____

Student Name: _____ Phone #: _____

Approximate Hours of School Observation Requesting: _____

On behalf of (*institution*), thank you for consideration of allowing our student to complete his/her field experience assignment at your school. The student is expected to follow the ethics and professional standards of the teaching profession and abide by the rules and policies of the district/school.

In the best interest of the children and the teaching profession, *institution* students will be required to observe or participate in instruction in a classroom setting and then share reflections related to their experiences through their classroom discussion and assignments. Education students have been informed of how to maintain confidentiality during this process. Students may observe, assist small groups of young learners or teach a class. If you have any questions regarding the role of the student asking to participate in your classroom, or if any student concerns arise, please do not hesitate to contact the student's instructor.

Giving our students the opportunity to be in your classroom is a valuable and essential component of our ability to prepare them for both the joys and challenges of the teaching profession. We appreciate you and the gracious experiential contribution you offer to students attending *institution*.

Sample Contract for Field Experience

Requirements of the Field Experience

- * Attendance and participation in weekly seminars (no more than 15% of the course absences allowed).
- * Completion of required hours in the field.
- * Satisfactory final evaluation of professionalism.

Procedures regarding Code of Ethics

1. (*Higher Ed. Institution*) students will not disclose confidential information about the school site, students or school personnel without authorization from the Cooperating Teacher and/or Director.
2. During reflective class discussion, (*Higher Ed. Institution*) students will not use full names of students or school personnel. (*Higher Ed. Institution*) students will use non-judgmental assessment of the situation being discussed by stating only the facts of the situation and reflecting on how they would handle a similar situation.
3. (*Higher Ed. Institution*) students will not post any information, commentary or photos related to the field experience on any social media platform or any other public domain.
4. (*Higher Ed. Institution*) students will not use disciplinary action against a school site student; they will not determine curriculum, program or assessment procedures without the approval of the Cooperating Teacher.
5. (*Higher Ed. Institution*) students will uphold the (*Higher Ed. Institution*) Code of Ethics and the rules and routines of their host school at all times.
6. (*Higher Ed. Institution*) students are required by law to report any suspected child abuse and/or neglect to the appropriate authority.
7. Professional behavior and dress at the placement site are expected and (*Higher Ed. Institution*) students will adhere to the guidelines listed in the Field Experience Professionalism Checklist.

Background Check

- * All students are required to provide proof of fingerprinting/background check to the setting in which they will be doing their field experience.

* If a student does not receive a clear background check they must drop the course and will be barred from future field experience classes until any background check discrepancies are resolved.

* Student must return the below signed form to their (*Higher Ed. Institution*) instructor(s) by the third week of class.

_____ I have read the syllabus and understand the requirements and responsibilities of the Field Experience.

_____ I understand that unsuccessful completion of the Field Experience will prevent me from passing the course.

_____ I understand that the program does not guarantee subsequent placements if an initial placement fails to work out for any reason.

_____ I understand the procedures regarding the Code of Ethics and accept that a violation of these responsibilities may result in an unsuccessful completion of the course and/or expulsion from the program.

By signing below I am indicating that I have read and agree to all the terms of the Field Experience Contract.

(*Higher Ed. Institution*) Student's Name _____

Student Signature _____ Date _____

PLEASE PRINT CLEARLY

To be filled out by the director, principal, or administrator at practicum site in which a (*Higher Ed. Institution*) student is completing 20 hours or more of Field Experience (DO NOT DETACH).

_____ (student) has provided me with proof of a successful background clearance and fingerprinting check done within the past two (2) years. They are permitted to fulfill their Field Experience requirements at our site.

School/Center: _____

Cooperating Teacher/Director _____

Signature _____ Date _____

Sample ECED Practicum Student Agreement

(To be completed before the start of the practicum)

Student _____ Date _____

School _____ Teacher _____

Both parties agree that:

- 1) The Cooperating Teacher and the student will schedule practicum times to provide the student with a broad range of supervised experiences that will promote the student's learning and understanding of Early Childhood Education. The student will clear all proposed practicum sites with the Instructor before any scheduling is done. Students will schedule their practicum hours by themselves although your Instructor will assist you if needed. The focus of this practicum is Pre-K through grade 3.
- 2) The student agrees to learn and comply with all school rules.
- 3) The student will not only be an observer, but will assist with activities as directed by the Cooperating teacher, as long as the student is comfortable with the activities. Any conflict should be brought to the Instructor. The student will write a lesson plan for one activity in each practicum setting which the student will implement in the classroom. The lesson plan will be approved by the Instructor and Cooperating Teacher prior to implementation.
- 4) The student will not be in charge of the entire class but may work with a small group of children. The student will not be asked to "cover" for a teacher on break or be counted as part of the required teacher-child staffing ratio. The student may assist with activity set-up & clean-up but is not to be assigned daily chores e.g. changing diapers or washing dishes.
- 5) The Cooperating teacher agrees to initial the student's "Summary of Observation Hours" after each visit, and to complete a short evaluation form at the end of the practicum.
- 6) The student agrees to schedule 20 hours of practicum in each of 3 settings for a total of 60 hours.
- 7) The host school/Cooperating Teacher reserves the right to terminate this placement for just cause, subject to prior consultation with the student and professor if possible.
- 8) The professor will observe the student for one hour during the practicum placement, typically when the student is implementing her lesson plan.
- 9) The cooperating school and (*Higher Ed. Institution*) agree not to discriminate with regard to race, color, national origin, sex, sexual orientation or handicap in the student completing the practicum.

Supervising Teacher _____ Date _____

Student _____ Date _____

Sample ECED PRACTICUM TIMESHEET

Name: _____
 Semester: _____ Instructor: _____
 School/Center: _____
 Address: _____

Each student must complete the NM state requirement of 60 hours of participation time.

Visit	Visit Date	Time In	Time Out	Total Hours	Teacher's Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
19					
19					
20					
21					
				TOTAL HOURS:	

Student Signature: _____ Date: _____

Sample ECED Practicum Observation Feedback Form

Student:

Date:

School/Center:

Observer:

Observation Summary:

Learning Activities:

Practicum Student Strengths:

Suggestions:

Skills Checklist and Observation Notes

Interactions

- ☐ Use of eye contact
- ☐ Moving about the room interacting with children
- ☐ Active participation
- ☐ Addresses children by name
- ☐ Appropriate use of humor
- ☐ Tone of voice
- ☐ Variety of intonations
- ☐ Variety of levels of volume
- ☐ Models polite language interactions for children
- ☐ Use of wait-time

Language Expansion

- ☐ Engages in language expansion techniques with children
 - ☐ active listening to children
 - ☐ labeling and providing vocabulary in interactions
 - ☐ restating children's language for modeling and comprehension
 - ☐ eliciting language responses from children
- ☐ Questioning techniques (asks questions at level of):
 - ☐ knowledge
 - ☐ application

- ___analysis
- ___synthesis
- ___evaluation

Classroom Management

- ___Use of anticipatory signals
- ___Smooth transitions
- ___Use of redirection
- ___Use of social problem-solving skills
- ___Facilitation and modeling of conflict resolution skills
- ___Consistency and clear directions
- ___Use of public/private voice
- ___Use of proximity
- ___Use of specific feedback

4	3	2	1	Not Observed
Distinguished	Proficient	Apprentice	Novice	Not observed
Consistently exceeds in performance of the tasks. Consistently exceeds in demonstrating the knowledge, skills and attitudes associated with the task.	Consistently performs the task Consistently demonstrates the knowledge, skills and attitudes associated with the task.	Performs the task intermittently. Intermittently demonstrates the knowledge, skills and attitudes associated with the task.	Rarely performs the task. Rarely demonstrates the knowledge, skills and attitudes associated with the task.	Task not observed Did not Demonstrate the knowledge, skills and attitudes associated with the task. Or there was not opportunity to observe this task.

Child Growth, Development and Learning

Practicum student has age-appropriate expectations of the children

4 3 2 1 Not Obs.

Converses with children during caregiving and classroom routines

4 3 2 1 Not Obs.

Facilitates social problem solving with the children

4 3 2 1 Not Obs.

Provides materials appropriate to children's interests and abilities

4 3 2 1 Not Obs.

Practicum student observes children for developmental growth and learning

4 3 2 1 Not Obs.

Health, Safety and Nutrition

Practicum student responds appropriately to safety issues

4 3 2 1 Not Obs.

Is pro-active in maintaining an environment that promotes health and safety

4 3 2 1 Not Obs.

Is aware of and responsive to allergies and special health concerns in the classroom

4 3 2 1 Not Obs.

Washes hands regularly

4 3 2 1 Not Obs.

Developmentally Appropriate Content

Practicum Student interacts appropriate to children's abilities, interests and needs

4 3 2 1 Not Obs.

Demonstrates knowledge of integrated curriculum across learning domains

4 3 2 1 Not Obs.

Observes and documents observations of children

4 3 2 1 Not Obs.

Uses observational information to guide interactions and planning with children

4 3 2 1 Not Obs.

Professionalism

Practicum student accepts and carries out responsibilities in the classroom

4 3 2 1 Not Obs.

Shares ideas and concerns with teachers

4 3 2 1 Not Obs.

Collaborates effectively with others

4 3 2 1 Not Obs.

Uses feedback to improve planning and performance

4 3 2 1 Not Obs.

Reports to site promptly and consistently

4 3 2 1 Not Obs.

Dresses appropriately to actively engage with children

4 3 2 1 Not Obs.

Helps set up and clean up as necessary

4 3 2 1 Not Obs.

Summary Comments:

Appendix B: Sample Lesson Plans

Sample LESSON PLAN FORMAT

The following are basic components of a formal lesson plan. This format is one of many ways to articulate a lesson plan.

Basic Information: Grade Level, Content, Lesson Time

Summary of the Children's Characteristics and Needs:

In this section you will provide information about the diverse abilities of the children for which this lesson is intended. You will need to collaborate with your practicum teacher to gain some of this information.

- Developmental Levels of Students - Specifically list developmental levels that relate to your lesson. For example, if you are teaching a reading lesson then list information about the student(s) abilities in reading.
- Learning Styles/Multiple Intelligences - What kinds of learners are the children in the class?
- English Language Learners - Which students speak another language? What languages do they speak?
- Diverse Abilities - This should include but is not limited to
 - Medical Needs - Medications, Allergies, Hearing Aids, etc.
 - IEPs (Individualized Education Plans) that apply to the content being taught and the necessary modifications and/or accommodations to be made.

Accommodations:

List all the accommodations you will make for students. For example, what accommodations will you make for the children's characteristics and needs listed above in the IEP? How will you adapt your lesson to include the child who has ADHD and has a difficult time sitting still and paying attention? How will you communicate the content of the lesson to English language learners? How will you alter the lesson to meet the needs of readers who have advanced skills and those who struggle within the same lesson? What will you do for the child who has a learning disability in writing? How will your lesson meet the needs of the diverse learning styles of students in your classroom, e.g., auditory learners as well as the kinesthetic learners, etc.?

Connection to Theory:

Discuss what theory and/or theorist forms the basis for your lesson. Explain why the lesson is appropriate for the students.

Prior Knowledge:

List what the students already know about concepts and/or skills directly

connected to the lesson. Make a connection to what has been previously taught in this area. For example, what have the students been learning about punctuation prior to this lesson? You may want to consult the state standards or speak to the teacher.

Learning Objectives and Standards:

List clear and appropriate objectives. These must be stated in measurable terms. (Check your verbs.)

List the NM state curriculum standards that support your content objectives. There must be a clear connection between the objective and the standard. These should also be aligned with your assessment.

Materials and Resources:

All materials and resources used during the lesson must be listed. These materials and resources should reflect the children's ages, abilities, languages, and cultures. Remember that it is important for the materials and resources to actively engage children in meaningful ways. Make sure you choose materials and resources that will accommodate for the diverse challenges of your students. Review your section on children's characteristics and needs. For example, what materials will you use to accommodate for both the visual and kinesthetic learners?

Effective Approaches and Technology:

List the effective approaches you will use to teach your lesson. These may include but are not limited to fostering oral language, child-initiated inquiry, adult-directed learning, free exploration, teacher modeling/demonstration, centers, technology, thematic units, manipulatives, hands-on learning, the arts, and cooperative/collaborative learning.

Management Routines and Learning Environment:

In this section you will provide information about positive classroom plans and routines. Explain how you will create respect for students and support the learning process. List the management procedures. For example, if a student does not follow directions what will happen? Specifically, how will you handle challenging behaviors? What routines will you use during your lesson? For example, will you call students by table to move to the carpet area? By being intentional in your planning and writing down procedures ahead of time, there will be a strategy to implement with children as needed during the instruction of the lesson.

Instructional Procedures:

Be very specific! Spell out what you are going to do and what the students are going to

do. Include what you are going to say. You must include all of the following:

- Building Interest/Excitement - How will you begin the lesson to capture the student's interest and attention?
- Anticipatory Set - Explain the purpose/objective of the lesson to the students. "Today we will learn ... because"
- Make a connection to what students have previously been learning or what they will learn next. "Yesterday we learned about ... and now we are going to ..."
- Specific Steps - What you will do and say and what the children will do and say. This outlines the entire lesson. First Next ...
- Lesson Closure - How will end the lesson? How will you communicate to students what they have learned from the lesson?
- Early and Late Finishers - What activities or procedures do you have planned for these students? What will the early finishers do while the rest of the class is still working?

Assessment:

The assessment must be directly aligned with the objectives and standards. It should measure the objectives and standards. The assessment should be attached – checklist, rubric, observational form, performance assessment, interview, work sample, teacher created test, etc. The criteria must be included. For example, if you are using a checklist then you must explain your criterion system. A check means A check minus means ... A check plus means ... If you collect observational notes, you must include what you are observing.

Post Lesson Reflection:

As part of becoming an early childhood professional you must continually reflect on your teaching, practices, and planning skills. In order to do this you must analyze your own teaching. How might you have improved the lesson? What other materials and/or instructional directions might you have used to provide more clarity? How will you support during the next lesson to remain on task, improve skills, etc.?

Sample ECED Lesson Plan Rubric Age 3 (PreK)-Grade 3

	Unacceptable (1 pt)	Developing (2 pts)	Competent (3 pts)
1. Written Communication Skills (NAEYC 5c-d)	Written plan contains many errors and is unclear or uses inappropriate language. Professional appearance is lacking.	Writing is acceptable and professional. Written plan contains one or more grammatical or spelling errors.	Written plan is clear, well organized, professional, and free of grammatical and spelling errors.
2. Summary of Children's Characteristics and Needs (NAEYC 1a-c)	Summary lacks focus on the specific group of students for which the lesson is intended. There is little information about the children's characteristics and needs.	Summary includes some information about the class but lacks details about multiple areas like developmental levels, special needs (IEPs), social/ emotional issues, health conditions, diverse language abilities, and learning styles.	Detailed summary includes information about the class like developmental levels, special needs (IEPs), social/ emotional issues, health conditions, diverse language abilities, and learning styles.
3. Accommodations (NAEYC 1a-b, 2a, 4b, 5d)	Little or no accommodations are listed. The lesson does not make adjustments for diverse students.	General accommodations are listed. Most of these address student differences, interests, and needs (see above). The accommodations seem to be effective.	Specific, meaningful accommodations for student differences, interests, and needs are listed (see above). These may include differences in culture, gender, abilities, and multiple intelligences.
4. Connection to Theory (NAEYC 1a-c)	Little or no connection is made to child development theory and/or theorists. The lesson is missing a theoretical basis and may not be developmentally appropriate for young children.	The lesson is generally connected to child development theory and/ or theorists. A simple explanation of the appropriateness of the lesson is provided.	A strong connection is made to child development and theory and/or theorists. The lesson is theoretically sound. An explanation of why the lesson is developmentally appropriate for these students is provided.
5. Prior Knowledge (NAEYC 1a-b,4a,c-d)	Prior knowledge information is missing or does not apply to the lesson.	General information about the student's prior knowledge is listed.	Detailed information about the student's prior knowledge is listed. This includes connections to previously taught standards/ objectives.

6. Learning Objectives and Standards (NAEYC 1a-b, 4b-d)	The objectives and/or standards are missing or are inappropriate for young children. There is no connection between the objectives/standards and the assessment.	Objectives are listed but may not be the most appropriate for the targeted skills. Measurable terms are used for the objectives. The objectives are generally connected to the SC state curriculum standards and the assessment.	Clear and age appropriate objectives are stated using measurable terms. These are appropriately challenging for the children. The state curriculum standards support and are connected to the objectives and the assessment.
7. Materials and Resources (NAEYC 1a-c, 2a, 4b-c)	Many materials and/or resources are missing or are inappropriate. Materials/ resources do not match the needs of the children for the lesson.	Essential materials and resources are listed. Some of the materials take into account the children's ages, abilities, languages, and cultures. Materials and resources make the lesson content interesting and engaging.	Materials and resources take into account the children's ages, abilities, languages, and cultures. A detailed list of all needed materials is provided. A variety of materials/resources are used to actively engage the children with the content.
8. Developmentally Effective Approaches and Technology (NAEYC 1a-c, 4a-d, 5c-d)	The lesson is based on procedures and/ or activities that are not developmentally appropriate for young children. Students do not have an active role in the lesson.	Most of the lesson utilizes developmentally appropriate approaches but some aspects of the lesson are limited. Students are actively involved in the lesson.	Developmentally effective approaches are listed and utilized with children during the lesson. These may include but are not limited to fostering oral language communication, child-initiated inquiry, adult directed learning, free exploration, teacher modeling, centers, technology, units of study, manipulatives, hands-on learning, the arts, and cooperative learning. The approach to the lesson engages students in meaningful and active ways.

9. Management Routines and Learning Environment (NAEYC 1a-c, 4a-b)	Little or no information is provided concerning the management of materials, classroom routines, and dealing with challenging behaviors. There is no plan for supporting students or creating a respectful environment.	General information is provided about creating respect for students and supporting them in the learning process. Major classroom management routines are listed but may not be appropriate for young children. There is a plan that provides for managing materials, resources, or dealing with challenging behaviors.	Clear evidence about the classroom environment includes creating respect for each student and supporting children in the learning process. Classroom management routines are listed and appropriate for young children. A detailed plan is provided for managing materials, resources, and dealing with challenging behaviors.
10. Instructional Procedures (NAEYC 1a-b, 4a-d)	Procedures are sketchy and lack details. Many steps are missing. The sequence is out of order and does not meet the needs of students. There is no plan for early or late finishers.	Most procedures are outlined but at least one aspect of the procedures is missing. The sequence is logical, paced appropriately, and meets the needs of students. Accommodating for early and late finishers is missing or lacks meaning. The procedures are tied to lesson objective, standards and/or assessment.	Specific procedures are outlined that include building excitement (anticipatory set), purpose of the lesson, reviewing previous learning, and lesson closure. The sequence is logical and reflects appropriate pacing and knowledge of student needs. Procedures address early and late finishers. The instruction is strongly aligned with the lesson objectives/standards and assessment. Content is accurate and actively engages children in the learning process. All three learning modalities are in place to make the lesson productive.
11. Assessment (NAEYC 3a-c, 5d)	The assessment is missing or is inappropriate. There is no connection to the objectives/standards.	The assessment is generally linked to the objectives/standards. The assessment is described but not attached.	Assessment rubrics, checklists, etc. are attached with criteria for evaluation. Informal observation assessments include questions or descriptions of student expectations (What is being observed?). The assessment is tightly

			linked to the objectives/standards.
12. Post Lesson Reflection (NAEYC 1a-b, 3a-c, 4a-d, 5b-d)	The analysis is weak and addresses less than three aspects of the post lesson reflection. There is no insight into future teaching improvements.	The analysis addresses at least three important aspects of the reflection: strengths and weaknesses of the lesson's implementation, reflections about student performance, a plan for re-teaching, or suggestions for improving future teaching.	Comprehensive analysis includes a thoughtful discussion of all of the following: strengths and weaknesses of the lesson's implementation, reflections about student performance, a plan for re-teaching, and suggestions for improving future teaching.

Appendix C: Sample Assignments and Other Resources

Sample Assignment: Demonstration of Curriculum

ECED 2120 Curriculum Development through Play: Birth through Age 4 (PreK)

This assignment has three parts:

- Curriculum Design (actually create it)
- Curriculum Explanation and Rationale (written)
- In Class Demonstration (presentation)- Be sure to sign up for a presentation time!

Pt. 1 Curriculum Design

Based on your observations for your Case Study, design curriculum that addresses an area of challenge in your Case Study child's development. Review your observations, developmental baseline and second developmental checklist to identify where your child needs scaffolding. Design curriculum that addresses each of these areas:

- Interactions
- Materials
- Activities

You may create a specific type of learning material or toy, or you may design an activity, or you may design a learning center in the classroom, or even plan intentional interactions around a particular topic or skill.... Or all of the above...

Design the curriculum and try it out with your Case Study child. Observe how it worked or didn't...? Observe how the child interacted with this curricular choice.

Pt. 2 Curriculum Explanation and Rationale (a. template and b. paper)

Identify at least two principles of practice from the *Developmental Interaction Approach* and provide a written explanation of how they relate to the curriculum that you designed. Include an explanation of why you made the curricular choices that you made. Be sure to link these choices back to observations and assessments in your paper.

Pt. 3 In Class Demonstration (presentation)

Create a presentation of the curriculum that you designed for your Case Study child. The presentation should include:

- Demonstration of the intentional interactions
- Visual presentation of materials and/or arrangement of the learning environment
- Demonstration of use of materials
- Demonstration of any teacher-led activities
- Visual components and/ or props

You can demonstrate these aspects of your curriculum through role play, posters, a PowerPoint, photographs, actual learning materials, etc.

Be sure to make your presentation visually interesting! See the rubric for grading details.

Copy and paste the template below, including the rubric, into a word document or click on the link to open the template. Then you can type into the form and turn it in when you make your presentation:

Assignment - Infant/Toddler Curriculum Demonstration Project

Part 2 a.: Curriculum Explanation and Rationale (template)

Today's date: _____

Child's Name: _____

Child's DOB: _____ *Age:* _____

Based on the observations and the developmental baseline summary what domain is most challenging for this child?

In what domain does this child need the most scaffolding?

Briefly describe the curricular choices that you have made to scaffold this child in:

Interactions:

Materials/Learning Environment:

Activities:

Briefly explain how these curricular choices were made based on observation and assessment:

LINK => [ECED Curr Demonstration Project-1.docx](#)

Part 2 b.: Developmental Interaction Approach (paper)

Identify at least two principles of practice from the Developmental Interaction Approach and explain in paragraph form how they are connected to the curriculum that you designed.

Rubric for Assignment - Demonstration of Curriculum

Points Possible	Points Awarded
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Part 1:

Curriculum Design

Verbal explanation of how curricular choices were made based on observations and developmental baseline is clear. Curricular choices are developmentally appropriate for the age of the child and connected to at least two learning domains.

Part 2 a.:

Curriculum Explanation and Rationale (template)

Curriculum explanation is clear and easy to follow.
The choices make sense, are developmentally appropriate for the age of the child, and are fully explained.
All required components are included.

Part 2 b.:

Developmental Interaction Approach (paper)

Identify at least two principles of practice from the Developmental Interaction Approach and explain how they relate to these curricular choices.
Explanation of how curricular choices were made based on observations and developmental baseline is complete and understandable.

Part 3

Curriculum Demonstration (presentation)

Demonstration of chosen interactions, use of materials and teacher-led activities
Visually interesting presentation with props and visual elements

OTHER ASSIGNMENT RESOURCES

Useful Links:

Child Growth and Development

<http://scripync.fpg.unc.edu/resources/ideas-and-strategies-incorporating-dec-recommended-practices-health-safety-and-nutrition>

Health, Safety, and Nutrition

<http://scriptnc.fpg.unc.edu/resources/ideas-and-strategies-incorporating-dec-recommended-practices-health-safety-and-nutrition>

Guiding Young Children

<http://scriptnc.fpg.unc.edu/resources/social-emotional-development-child-guidance-ideas-and-strategies-incorporating-dec-recommended-practices>

Family and Community Collaboration

<http://scriptnc.fpg.unc.edu/resources/child-family-and-community-ideas-and-strategies-incorporating-dec-recommended-practices>

Introduction to Language, Literacy, and Reading

<http://scriptnc.fpg.unc.edu/resources/language-and-literacy-ideas-and-strategies-incorporating-dec-recommended-practices>

Appendix D: Catalog Editing Instructions

Introductory sections (Foundational Documents, Career Lattice):

- Book Antiqua font, 12pt, 1.5 line spacing

Formatting specifications:

- 12pt, Calibri font for the courses
- prerequisites: right alignment, no indentation
- course description: right alignment with 1/2" indentation
- competency sections: right alignment with 1/2" hanging indent
- APA format for textbook citations
- assignments: right alignment, no indentation
- semester overview: right alignment, solid bullet points with 1/2" indentation
- 1.15 spacing between text lines