Leadership for Diverse Communities

LEE 171
Trends and Issues in Early Childhood Education
Fall 2020
Location: ZOOM   Wednesdays   7:00-9:50 pm

Our candidates are ethical, reflective and critical thinkers who value diversity and life-long learning. The faculty of the Kremen School of Education and Human Development foster the development of these dispositions. Candidates will reflect these dispositions in their work with students, families, and communities.

Dr. Jacques Benninga
http://fresnostate.edu/kremen/about/centers-projects/bonnercenter/about/about-benninga.html
Office Hours: Wednesday before class or by apt. (I am regularly available)
Office: ED 373 (but not this semester)
Phone: 696-9741
E-Mail: jackb@csufresno.edu

Catalog Description:
LEE 171. Trends and Issues in Early Childhood Education (3)
A study of the field of early childhood education, including its history, basic principles, and components such as DAP practices, parent relations, use of community resources, organization of programs, and best practices.

Texts:
1) Copple, C. & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: NAEYC.
2) Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children*. Boston, MA: Pearson.
3) Others as assigned

NOTE: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter. Chair's name: Dr. Imelda Basurto, LEBSE Department, Phone: (559) 278-0250 •
Email: ibasurto@mail.fresnostate.edu

Introduction
        My goal for this class is to provide for and with you an overview of the basic trends and issues in early childhood education. Some of you have extensive teaching experience and others of you have specific interests that you'd like to explore more deeply. I have those interests as well and fully understand. We'll attempt to make this class useful and meaningful so that each of you will emerge from it with a broad understanding of the history and trends of this rich area of education and a deeper understanding of the knowledge, dispositions, and research that make our field so unique.

Course Goals and Objectives:

NAEYC's Advanced Professional Preparation core standards for early childhood programs ask candidates to demonstrate competence at higher levels and with greater depth and specialization than those holding an initial degree, license or credential in early childhood education or child development. NAEYC affirms the value of having a common set of outcomes shared by all in the profession, whatever their preparation or professional role.

    Standard 1: Promoting Child Development and Learning

    Standard 2: Building Family and Community Relationships

    Standard 3: Observing, Documenting and Assessing to Support Young Children and Families

    Standard 4: Teaching and Learning

    Standard 5: Growing as a professional

Candidates in advanced programs are also expected to demonstrate competence in using each of the following professional tools, as these tools apply to their areas of specialization and professional roles. The Essential Tools for all candidates in Advanced Programs include:

1. Cultural competence
2. Knowledge and application of ethical principles
3. Communication skills
4. Mastery of relevant theory and research
5. Skills in identifying and using professional resources
6. Inquiry skills and knowledge of research methods
7. Skills in collaborating, teaching, and mentoring
8. Advocacy skills
9. Leadership skills

My Assumptions about you: I assume that students in this class will have had specific experiences in all or most of the following:

• child/adolescent development and issues related to exceptionalities

• classroom involvement as a tutor or instructional aide or teacher

• experience preparing lesson plans or creating activities for individual or small groups of children or whole classrooms of children

• access to computer/software, and expertise including access to the web

• background experience in cultural diversity, including second language acquisition theories.

• This class will be accessed through Canvas (for syllabus, assignments, and grade book) and Zoom for weekly classes.

COURSE SPECIFIC LEE 171 REQUIREMENTS AND ASSIGNMENTS
Course Requirements:
1) Read all assigned readings <u>before</u> coming to class and be ready to be engaged.
2) Class attendance is important. If you must be absent, call my office or leave an e-mail (best idea!). If you are absent from class, it is your responsibility to check on announcements made while you were away. Repeated absences will lower your grade. Get a buddy.
3) Complete all assignments in a professional manner. Grammar and punctuation are important and will contribute to the overall grade assigned to any written assignment.
4) Late assignments will be penalized. Very late assignments (more than two weeks late) may not be accepted.
5) NOTE: This syllabus and schedule are subject to change.

Major Class Assignments (described fully below):
    (1) A series of short papers on ECE history, research, philosophy and/or trends (syllabus, p.3-4).
    (2) Group presentation on significant aspects of *Developmentally Appropriate Practice in ECE* (2009) (syllabus, p. 5).
    (3) Paper/presentation and/or activities focusing on professional dispositions utilizing the Copple/Bredekamp and Feeney books (syllabus, p. 6).
    (4) Paper and presentation based on a recent book, TBD (syllabus, p. 7).

MAJOR CLASS ASSIGNMENTS
(1) ECE History, Research, Philosophy and/or Trends Paper (4-5 pages)
"The value of history lies in what it tells us about the world in which we live" (Tulane University). Our ECE field has a long and distinguished history, but the interpretation of that history is constantly re-defined by current practices.

I will make available several books/readings related to the history of education/early childhood education. You can find a lot of supplementary material online-- the web is a good source of information on historical figures and their times. I am very available for consultation. We'll spend the first few weeks of the semester looking at our rich ECE history and its connections to present practice. (NAEYC Essential Tools 1, 2, 8, 9)

<u>Assignment:</u> Throughout the first 4-6 weeks we'll review this history of ECE. Your task will be to explore, analyze and discover interesting people and interesting aspects of early childhood education on the topics we'll cover each week as it has (or has not) inspired thinking for today's professional. You will do this in a series of short papers you'll share with the class. Grammar and punctuation are important and will be considered in the grading. *Inspirational aspects* of the lives of these great leaders and the times in which they lived might be included. Why did he/she do this? What was the reaction? Were there sacrifices? Why are they great? What lessons can we learn from them in our time? The papers will be shared on the discussion board in Canvas (Addresses <u>CCTC Standards 2.1 and 2.2).</u>

(Good Source: Paciorek, Karen M. and Joyce H. Munro (Eds.) (1999), *Sources: Notable Selections in Early Childhood Education* (2nd Edition). Guilford, CT: Dushkin?McGraw Hill.)

* These people are all followers of Froebel
1762   Jean Jacques Rousseau author of ***Emile***
1801   Johann Pestalozzi author of ***How Gertrude Teaches Her Children***
1816   Robert Owen
1836   Wm McGuffey and his ***Ecclectic Reader***
*1837 Fredrich Froebel, Father of the Kindergarten
1837   Horace Mann Father of the American Common School
*1856 Margarethe Schurz established the first kindergarten
*1860 Elizabeth Peabody opened the first private kindergarten in Boston
*1873 Susan Blow opened the first public school kindergarten
1896   John Dewey started the Laboratory School at the University of Chicago
1907   Maria Montessori started her first preschool in Rome
1911   Arnold Gesell began his Child Development study at Yale
1921   Patty Smith Hill started a progressive nursery school at Columbia Teachers
         College and in 1926 founded what is now the NAEYC
1924   Childhood Education, the first professional journal in ECE was published
         by what is now AEYC (Association for the Education of Young Children)
1944   Young Children, the professional journal of NAEYC was first published.
1950   Erik Erikson published his writings on the eight Stages of personality
         growth and development and identified tasks for each stage of development.
1951   Jean Piaget published "The Origins of Intelligence" and became well known
          in America.
1960   The Day Care and Child Development Council was formed to publicize the
          need for quality services for children.
1964   The Economic Opportunity Act of 1964 was passed by Congress paving
         the way for Head Start (1965). What was the purpose of Head Start?
1967   The Follow Through program was initiated to extend Head Start
1984   The High/Scope Educational Foundation released a research study
         documenting the value of high quality preschool programs.
1989   The UN Convention on the Rights of Children was adopted by the UN
         General Assembly.
1990s • Reggio Emilia approach to early education
         • North Carolina Abecedarian Project
         • Early Head Start
         • Project Head Start
         • Effects of Universal Pre-K on Cognitive Development
         • High Scope Perry Preschool Study
         • Chicago Longitudinal Study (Child-Parent Preschool Center)
         • School Readiness and the Reading Achievement Gap
1995   Head Start Reauthorization established Early Head Start for low-income
         women and families with infants and toddlers.
PRESENT: Social-emotional learning (SEL), Transitional Kindergarten, exemplary ECE
     programs (Perry Preschool, Abecedarian, Chicago Child-Parent, Common Core, etc.
NOTE: A good, short guide to referencing: https://owl.english.purdue.edu/owl/resource/560/01/

(2) **Understanding and incorporating DAP in ECE** (Copple, C. & Bredekamp, S.)

Assignment Rationale:

"*Every day, policy makers, administrators, and teachers/caregivers make a great many decisions, at all levels, both long-term and short-term, that affect young children. It is those many decisions that determine whether what actually happens in a classroom or family childcare home is or is not developmentally appropriate. In their decision- making, effective early childhood educators keep in mind the identified goals for-children's learning and development, and they are intentional in helping every child achieve these goals. The core of developmentally appropriate practice lies in this intentionality—in the knowledge educators consider when they are making decisions, and in their always aiming for goals that are both challenging and achievable for children*" (NAEYC).

<u>Assignment Background:</u> The assignment will assess your knowledge, understanding and personal connection to what professionals in ECE should know and be able to do. The <u>NAEYC Standards and Essential Tools</u> addressed in this assignment include:

Standard 1. Promoting Child Development and Learning—candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 2. Building Family and Community Relationships—candidates know about, understand and value the importance and complex characteristics of children's families…. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Essential Tools 1. Cultural Competence—advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.

Essential Tools 2. Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to their professional role.

Essential Tools 5. Skills in Identifying and using Professional Resources—advanced program candidates demonstrate a high level of skill in identifying and using the human, material and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.

Essential Tools 7. Skills in Collaborating, Teaching and Mentoring—advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.

Essential Tools 8. Advocacy Skills—advanced program candidates demonstrate competence in articulating and advocating for sound professional practices…for the positive development and learning of all young children.

<u>CCTC Standards</u> addressed by include: 1.3.3, 2.2.1, 2.2.3, 2.3, 2.5, 2.10)

#2 ASSIGNMENTS SPECIFICS:
DAP and Professional Behavior and Professional Ethics (Three-Part Assignment)

(1) In groups (to be decided) you'll prepare an overview of one section of the DAP book reviewing pertinent (to you) sections of *Developmentally Appropriate Practice in Early Childhood Programs* and *Professionalism in Early Childhood Education*. You will include an overview of the introduction to the *DAP* book and the chapters related to children in your interest-age grouping;

(3) Professional Knowledge, Skills and Dispositions in ECE (Feeney, S. book)

    (1) Each of you will address the following questions (from Feeney):
- What is a professional?
- What knowledge and skills characterize what early childhood educators should know and be able to do?
- How should early childhood educators behave in their profession?

(4) Current Trends and Emphases

Although not yet determined, we'll be discussing and writing about one recent ECE book. As part of a group (or individually) you'll study the book and then turn in a 5-7 page overview of the book and provide some outside references on its topic and drawn from current research in the field. The paper will be due at the time of the final exam. Specific instructions will come later in the semester.

As part of the review/discussion, each of you (individually or as part of a group) will lead a discussion on at least one significant part of the chosen book and its related literature. Hopefully this will not be a presentation as much as it will be a discussion led by you in such a manner that the rest of us will have the best opportunity to understand and learn its major and relevant concepts.

Tentative Schedule of Classes and Topics:

Date		Assignment
	Topic #1 ECE HISTORY	
Aug 19	Intro to Class	Teaching in ECE--1st Assignment/reading (Handout)
Aug 26	Research and Theory of ECE	"Teaching in ECE: Understanding Practices Through Research and Theory" by Genishi, Ryan et al (Handout)
Sept 2	Begin History of ECE	
Sept 9	History of ECE Cont'd	Begin History of ECE
Sept 16	History of ECE Cont'd (Library Assignment)	History of ECE (Froebel and Dewey)
Sept 23	History of ECE Cont'd	History of ECE
Sept 30	History/Current practice in ECE	Short history Papers and presentations
Oct 7		Continuation and Transition
	Topic #2—DAP in ECE	
Oct 14	DAP and NAEYC Position Statement Review	DAP in ECE
Oct 21	DAP and NAEYC Position Statement Review (Group Work)	Group Presentations
Oct 28	DAP and Professional Ethics	DAP and Professional Ethics
	Topic #3—Professional Knowledge in ECE	Stephanie Feeney book
Nov 4	Professional Ethics in ECE NAEYC Code of Ethics Dilemma discussions	Professional Ethical Decision Making NAEYC Code of Ethics Assigned Readings
	Topic #4-Current Book Review	(To be determined)
Nov 11	Begin Current Book Discussion and Review	Class Discussion of Professionalism 2019 NAEYC Position Review Due
Nov 18	Book Review continued	
Nov 25	NO CLASS	THANKSGIVING
Dec 2	Book Review continued	
Dec 9	Final Class	
Dec 16	Final Exam period	All papers Due

Assignments and Point Values:

Readings along the way as assigned (1-3 anticipated): Google slide**;** Review of websites; reaction to John Dewey;	Short (1-2) page papers related to class readings particularly history and extra topics 3 points ea **9 pts max**
#1. History paper-- Your task will be to explore, analyze and discover one aspect of the roots of early childhood education as it has (or has not) inspired thinking for today's professional. You will do this in a 4 to 5-page paper (with 2-3 references) and a short in-class presentation.	Short papers and reactions related to your history readings 3 points ea **21 pts max**
Professional Knowledge, Skills and Dispositions in ECE-- each of you will write a 5-7 page research paper reviewing pertinent sections of *Developmentally Appropriate Practice in Early Childhood Programs* and *Professionalism in Early Childhood Education*. You will include an overview of the introduction to the *DAP* book and the chapters related to children in your interest-age grouping; address questions posed by Dr. Feeney; and conclude with your prescriptions for your own work place. You will then present your findings in class (can be done in a group).	3-Part Assignment: (1) Overview of DAP Book and presentation (**15 points**) (2) Discussion and Activities related to Professionalism in ECE (**10 points**) (3) Professional Ethics Scenario (**10 points**)
Book Study (TBD)	5-7 page paper **20 points** Presentation **5 Points**
Discretionary Points	Attendance/full participation/ etc. **10 points**
TOTAL POINTS AVAILABLE	**100 POINTS**

Grading Scale:
90-100   A
80-89   B
70-79   C

Required Syllabus Policy Statements

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Center Room 5 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of

viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material.   For copyright Questions & Answers: http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf

Intellectual Property provision: As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, **students may not record or use virtual/online instruction in any manner that would violate copyright law**. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.