

COURSE SYLLABUS

LEE 233: Curriculum and Assessment in Early Childhood Education (ECE)

Fall 2020

KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT (KSOEHD)
Department of Literacy, Early, Bilingual, and Special Education
Early Childhood Education Graduate Program

Units: 3	Instructor Name: Dr. Pei-Ying Wu
Time: Monday, 7:00pm-9:50pm (synchronous meetings)	Office Location: ED 25A
Location: All class meetings will be held online.	E-Mail: peiwu@mail.fresnostate.edu
Website: To access the course login to <u>Canvas</u> (https://fresnostate.instructure.com) using your Fresno State username and password. For help with Canvas, contact the Academic Technology Resource Center at 278-7373 or send an email to canvas@mail.fresnostate.edu .	Telephone: 559-278-0052
Office Hours: 1:00-3:00 pm Mondays and by appointment. All the office hours will be held via web conferencing.	

Health Screening: Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days; you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information:

www.fresnostate.edu/coronavirus

Course description: Design of appropriate curriculum and assessment for young children. Includes standards, planning, project approach, integration of play and materials. Use of observation, rubrics and portfolios to document play, development and learning. Organizing learning environments in ECE settings, infants through grade three. *It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in*

class. Since this is a 3 unit class, you should expect to study an average of 6 hours outside of class each week.

Prerequisites for the course: Admission to MA in Education (ECE Option) or permission of instructor.

COURSE MATERIALS

Required Texts:

1. Kostelnik, M. J., Soderman, A.K. & Whiren, A. P. (2019). *Developmentally appropriate curriculum*. 7thed. Upper Saddle River, NJ: Pearson Education. ISBN 978-0-134747675 (6th edition is acceptable; rental is available for approximately \$25-\$60)
2. Wortham, S. C. & Hardin, B. J. (2015). *Assessment in Early Childhood Education*. 7th ed. Upper Saddle River, NJ: Pearson Education. ISBN 978-0-133802917 (rental is available for approximately \$20-\$30)
3. Helm, J. H. & Katz, L. (2011). *Young investigators: The project approach in the early years*. 3rd ed. NY: Teacher's College Press. ISBN 978-0-807756904 (e-book is available on HML Library website)
4. LEE 233: Curriculum and Assessment Reader (on Canvas).

Optional Texts:

1. Edwards, C. & Rinaldi, C. (2010). *Diary of Laura*. Redleaf Press. ISBN 978-1-933653-52-5

These journals and websites may be helpful for required assignments for this course:

RESEARCH AND PRACTICE

<http://ecrp.uiuc.edu/>

JOURNAL OF EARLY CHILDHOOD RESEARCH

<http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201641>

EARLY CHILDHOOD RESEARCH QUARTERLY

http://www.elsevier.com/wps/find/journaldescription.cws_home/620184/description

CENTER FOR EARLY CHILDHOOD RESEARCH

<http://eci.uchicago.edu/>

RESEARCH ON EARLY CHILDHOOD EDUCATION (Historical—1960s-1989)

<http://www.nwrel.org/scpd/sirs/3/topsyn3.html>

NATIONAL CENTER FOR EARLY DEVELOPMENT AND LEARNING

<http://www.fpg.unc.edu/~ncedl/>

CLEARINGHOUSE ON EARLY EDUCATION AND PARENTING

<http://ceep.crc.uiuc.edu/poptopics.html>

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

<http://www.naeyc.org/>

COURSE SPECIFIC

Specializations

The ECE Graduate Program includes two specializations. Each student must identify one of the two specializations as the focus for their graduate studies.

ECE Teacher Leader:

This specialization provides advanced study for ECE teacher leaders who are primarily interested in teaching in classrooms or comparable settings—infant/toddler program, preschool, kindergarten-third grade. Within this focus is preparation for ECE Specialist Credential– PreK-3 (also requires a Multiple Subject Teaching Credential and two years teaching at two different grade levels, preschool through third grade).

ECE Program Leader:

This specialization provides advanced study for ECE program leaders who work or are planning to work as supervisors or administrators in ECE programs or agencies or as instructors at two- or four-year higher education institutions. Research and policy in ECE is another emphasis for this specialization.

Course Standards

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 ECE 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. The advanced standards for this course are as follows:

NAEYC STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

NAEYC STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

*2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning

NAEYC STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

*3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

*3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection

NAEYC STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

*4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity.

4d: Reflecting on own practice to promote positive outcomes for each child

NAEYC STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

*5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

NAEYC STANDARD 6. GROWING AS A PROFESSIONAL

6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research.

Course Goals and Objectives

1. Become familiar with theories, history and models of curriculum in relation to children's development and education in the social, emotional, cognitive, creative and physical domains. (CTC 2.2, CTC 2.1, CTC 2.2.3)
2. Observe, facilitate and document children's learning and development through a well-designed, research-based curriculum and offer appropriate guidance to promote integration of all children and foster social competence. (CTC 2.2.3, 2.3.7, 2.3.11)
3. Plan a varied, developmentally appropriate curriculum that addresses all domains and content areas and differentiates instruction based on assessment and other individual characteristics utilizing a variety of resources including teacher-made and commercial curriculum materials. (CTC 2.3.2, 2.3.4, 2.3.5, 2.3.6, 2.3.8, 2.3.9, 2.5.1, 2.5.2)
4. Design appropriate ECE curriculum and learning environments that integrate theory and research in early childhood education for children from birth through eight years old. (CTC 2.1.2, CTC 2.2.1, 2.4, 2.7.1, 2.8.5, 2.9.4)
5. Recognize cultural, ethnic and linguistic differences in learning styles and afford curriculum materials and experiences that are appropriate and relevant to the backgrounds of children. (CTC 2.3, 2.3, 2.5)
6. Develop and use appropriate, multifaceted assessment plans that include informal or performance-based measures as well as standardized tests as a basis for understanding individual differences, curriculum planning, teaching and program evaluation. (CTC 2.3.1, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.7.1, 2.7.2)
7. Understand the professional responsibility of early childhood educators to work collaboratively with parents and others to advocate for children's right to developmentally appropriate curriculum, appropriate and valid assessments and the importance of play in early childhood education. (CTC 2.1.1, 2.6, 2.6.8, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.9.3)

8. Read, interpret and synthesize research on curriculum and assessment to improve early childhood education programs, classroom environments and work with children and families. (CTC 2.1.1)

STANDARDS FOR ECE CURRICULUM AND ASSESSMENT

NAEYC Position Statement on Developmental Appropriate Practice:

<http://www.naeyc.org/positionstatements/dap/>

NAEYC Position Statements on Curriculum, Assessment and Evaluation

<http://www.naeyc.org/positionstatements/cape/>

California Standards and Resources

Infant and Toddler

Infant/Toddler Learning and Development Foundations

<http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

Infant/Toddler Curriculum Framework

<http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf>

Infant Toddler Learning and Development Guidelines

<http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Preschool

Preschool Learning Foundations, Volume 1-Volume 3

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

<http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>

<http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf>

Preschool Curriculum Framework, Volume 1- Volume 3

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf>

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf>

<http://www.cde.ca.gov/sp/cd/re/documents/preschoolframeworkvol3.pdf>

Preschool Program Guidelines

<http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf>

Transition Kindergarten

<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>

Kindergarten-Grade 12

Content Standards for California Public Schools (K-12)

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<http://www.cde.ca.gov/be/st/ss/>

Curriculum Frameworks for California Public Schools (K-12)

Frameworks are blueprints for implementing the content standards

<http://www.cde.ca.gov/be/st/ft/>

ECE Assessment
Desired Results Assessment System
<http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>

COURSE REQUIREMENTS

Fully Online Course:

This course will be delivered entirely online. All students are required to have personal digital devices, a student e-mail account, and internet access. The digital device needs to equip with a web camera for video conferencing and recording. We will be using “Canvas” and “Google Classroom”, Web-Based E-Learning portal systems. Canvas and Google Classroom can be accessed 24-hours a day, seven days a week from any computer with an internet connection. You can access the Fresno State Canvas server at <http://fresnostate.edu/academics/canvas/> and the Google Classroom through Google Apps.

Contact **the Academic Technology Resource Center** if experiencing problems using Fresno State's Canvas system:

Visit them on the second floor of the Henry Madden Library in the Center for Faculty Excellence.

Call them at 278.7373

Email them at canvas@mail.fresnostate.edu

Required Assignments:

The required assignments below for this course are:

1. In-Class Tasks/Assignments
2. Co-Inquiries on Readings
 - 2.1 Reflective Summary and Facilitating Online Discussion: Team-based work*
 - 2.2 Individual Questions and Responses
3. ECE Curriculum and Assessment Review
 - 3.1 ECE Curriculum Review
 - 3.2 ECE Assessment and Test Review
4. Specialty Area Summary and Exemplary Curriculum Presentation: Independent work
 - 3.1 [Demonstration of Knowledge] Specialty Area Summary Paper
 - 3.2 [Demonstration of Skills] Exemplary Curriculum OR Assessment Presentation/Demonstration
5. Lab Activities - Curriculum Project & Documentation: Team-Based work*
6. [Demonstration of Disposition] Charter School Curriculum and Assessment Plan (Final Take-Home Exam): Independent work

*For independent work, students have to work independently; for team-based work, students are encouraged to collaborate.

1. In-Class Tasks/Assignments

(NAEYC 1a, 1b, 3a, 3b, 4b, 5a, 6c, 6d)

In each class, the instructor will engage students in different types of tasks/activities (e.g. project review activities, children's book sharing, etc.). In most cases, the instructor will assign grades to these tasks/activities.

[Points]

All In-Class Tasks/Assignments are graded as full credit (completed and submitted by the designated time), half credit (late or make-up assignments), or no credit (not completed and submitted). Total=10 points.

2. Collaborative Inquiry on Readings (Co-Inquiry)

(NAEYC 1.a, 1.c; CTC 2.1, 2.2.2, 2.2.3, 2.3, 2.3.6, 2.3.7, 2.3.10, 2.3.11)

2.1 Reflective Summary and Facilitating Online Discussion: The class will engage in co-inquiry dialogue each week by reflecting on assigned readings, discussing course questions and examining related documentation. Prior to class, read chapters/materials indicated on calendar.

Each week, one group will develop a written summary of the assigned reading and make it available for all class members (see detailed instruction below) on Canvas by the designated time AND facilitate a co-inquiry discussion. The rest of the students will respond to the summary-writing group's post individually with at least 1 question regarding the reading by the designated time. The summary-writing group will then select provocative questions and facilitate online discussion.

The reflective summary needs to include:

1) Eight key points (total) that were of interest and have implications for practice discussed in the texts. Each key point selected should provide an idea or strategy from texts that members of the group want to remember and that can be applied to your specific work or future work as an ECE Program or ECE Teacher Leaders.

2) Reflection on how the key points connect to:

- Your own learning experience in schools AND/OR
- Aspects of your current or previous teaching (environment, teaching practices, curriculum development and implementation, assessment design and administration, etc.) AND/OR
- Reflections on the prior class activities/discussions AND/OR
- Changes you would like to make to your curriculum and/or assessment AND/OR
- Observations about the trends and content of curriculum and/or assessment

Not all of the aforementioned aspects need to be covered, but it is expected that the presentation will be rigorous in the sense that you will explicitly reference course activities/readings and use specific examples from your personal history as well as your current teaching. [NAEYC 2,4,5]

2.2 Individual Questions and Responses: The summary-writing group will facilitate an online discussion on the Google Classroom. The rest of the students are expected to ask at least 1 question and make 2 comments on others' post.

[Points]

2.1 All reflective summaries and online discussion facilitation are graded as full credit (completed and submitted on time) or no credit (not completed or not submitted on time). 1 point each submission, Total=10 points.

2.2 Individual questions and responses are also graded as full credit (completed and submitted on time) or no credit. Total=5 points.

3. ECE Curriculum and Assessment Reviews

(Curriculum Review: NAEYC 3a, 3b; CTC 2.32, 2.33, 2.34, 2.35, 2.36, 2.38, 2.39, 2.51, 2.52;
Assessment Review: NAEYC 5a; CTC 2.31, 2.41, 2.42, 2.43, 2.44, 2.45, 2.71, 2.72)

3.1 ECE Curriculum Review: Locate a published curriculum or curriculum materials related to an ECE model, approach or program: Project approach, Reggio Emilia approach, Montessori, Waldorf, High Scope, Tools of Mind, Creative Curriculum, etc. Prepare a curriculum review using the manual, literature and research to determine its historical evolution, philosophical model or theoretical basis, key components, content, merits, and strengths and limitations in meeting DAP guidelines. Prepare a 2-3 page review and a reference list (APA style is required) and briefly discuss your findings in small groups.

3.2 ECE Assessment and Test Review: Locate a published ECE assessment or test that is individually or group administered and related to the specialty area or grade level you are teaching. Prepare a test review using references such as the technical manual and Buros Yearbook of Mental Measurements, review the test to determine its purpose; age groups, norming sample, reliability and validity. Prepare a 2-3 page review and a reference list (APA style is required) and briefly discuss your findings in small groups.

[Points]

3.1 The ECE Curriculum Review and small group discussion are due in class as indicated on the calendar. Total=7.5 points.

3.2 The ECE Assessment and Test Review and small group discussion are due in class as indicated on the calendar. Total=7.5 points.

4. Specialty Area Summary and Exemplary Curriculum/Assessment Presentation

(NAEYC 5, 5a; CTC 2.1.1)

“Specialty Area” refers to the curriculum/assessment area that drives your research and development of expertise. It may include: (1) Any content area: mathematics, science, social studies, visual and performing arts, music, physical education, health safety and nutrition; (2) ECE approaches or models; or (3) Assessment approaches: Early Intervention, Standardized Tests, Documentation, Observation, Portfolios and other qualitative approaches. To complete this assignment, you need to select a specialty area topic related to your particular interest, ask a research question, use professional resources, and synthesize the latest research and exemplary practices to answer the research question.

3.1 [Demonstration of Knowledge] Specialty Area Summary Paper: Prepare a 2-3 page research summary and a reference list (APA style is required) on a specific area curriculum or assessment

topic related to your particular interests. The summary must go beyond what is covered in the assigned readings and needs to include but not limited to the following aspects:

- (1) The synthesis of the latest research and exemplary practices;
- (2) The answer to your research question;
- (3) How the research and exemplary practices meet the needs of children and families and improve the ECE field;
- (4) Formal evaluations including critiques of the literature's effectiveness and theoretical soundness;
- (5) Implications for the exemplary practices across age levels in early childhood education;

Please use at least one book and at least 3 articles from scholarly periodicals (approved by the instructor) for your investigation. Scholarly periodicals among others: Elementary School Journal, Child Development, Childhood Education, Early Childhood Research Quarterly, Journal of Research in Early Childhood Education, Early Childhood Research and Practice (online), Educational Leadership, Kappan, Young Children and Beyond the Journal (online). Other sources must be approved in advance.

3.2 [Demonstration of Skills] Analysis of an Exemplary Curriculum OR Assessment Practice: Present your findings about selected, research-based, exemplary curriculum OR assessment/test with the group (approximately 15 mins/per person). If appropriate, please bring materials, resources or children's books to demonstrate what it looks like in classroom contexts or when you work with children by using the such strategy/practice/approach/model.

[Points]

This summary and presentation are due in class as indicated on the calendar. Total=20 points.

5. Lab Activity: Curriculum Project & Documentation

(NAEYC 1a, 1b, 1c, 3b, 4d,7a, 7b; CTC 2.1.1, 2.2.3, 2.3.2, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8, 2.3.9, 2.3.11, 2.5.1, 2.5.2, 2.6, 2.6.8, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.9.3)

The goal of this assignment is for you to design and implement a curriculum and create documentation of children's learning process. Some part of this project is completed during class but some fieldwork outside of class will also be required. A permission letter for parents to sign is required for making documentation and will be provided by the instructor. For anyone not having access to children in a classroom, it is possible to make an arrangement with the Huggins Early Education Center.

In a small group, you need to complete the following tasks together:

- (1) Topic and site selection: Choose a topic and select a site or multiple sites to conduct in-depth investigation with a group of children. The topic can be child-initiated or teacher-initiated, but it needs to be developmentally appropriate and meaningful to young children and their lives.

- (2) Documentation diaries: Each group member is required to complete three documentation diaries (usually one or two pages as illustrated in the text, Laura’s Diary) of a child or group of children’s learning process at the selected site(s). The first two diaries need to be completed prior to the phase of project planning AND the third one toward the end of project implementation. The documentation may include observational notes and descriptions, photos, video, or children’s work.
- (3) Project planning: Based on practices and content knowledge suggested in the weekly readings as well as relevant early learning standards, develop your goals for this project and design focusing activities and common experiences that will provoke children’s curiosity and move them into the next phase of investigation.
- (4) Investigation: Implement your focusing activities in a site of interest. The investigation process may include but not limited to assessing children’s knowledge about the topic (need to specify assessment strategies), collecting and organizing children’s questions, engaging them in problem solving and data collection, and providing various materials for exploration and representation.
- (5) Project Documentation: During the project period, you also need to create an organized record of observations, photos, video, materials, etc. that demonstrates children’s learning and development over the course of this project.
- (6) Reflection: Evaluate the effectiveness of your project by analyzing and interpreting your documentation and suggest any changes you might make to better support children’s learning.
- (7) Class Presentation: Give a 20-25 minutes PowerPoint presentation that demonstrates your knowledge about project-based learning, your skills to successfully implement a project and to analyze young children’s learning and development, and your ability to reflect on your own practice.

[Points]

This project is completed according to course calendar. Total=20 points. 15 points will be graded by the instructor based on the content and presentation of the plan and 5 points will be based on the peer evaluation.

6. Charter School Curriculum and Assessment Plan

(NAEYC 2c, 3a, 3b, 4b, 5a; CTC 2.1.1, 2.1.2, 2.2.1, 2.4, 2.6, 2.6.8, 2.7.1, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.9.3, 2.9.4)

For the Charter School Plan, students write a plan for a DAP charter school that describes a curriculum and assessment component based on their specialty area paper. It may be limited to an ECE level—infant/toddler, preschool, kindergarten or primary grade. In the Plan, include a description of the recommended practices, teaching strategies, assessment and evaluation, school or classroom design, special features, centers, drawings, diagrams and a list of professional and/or children’s resources.

The plan should include the following:

- Curriculum: Briefly provide the curriculum area or program and its components.
- Rationale: Using our course texts and your specialty area paper, provide the background information and relevant ECE research that are the basis for the curriculum approach and program being recommended.

- Description: Explain the philosophy of the program, principles, teaching strategies, practices and activities to be utilized in the ECE charter school.
- Assessment: Describe how results of the curriculum and program will be assessed using formal and informal measures. Parent participation should be included.
- Design: Using drawings or diagrams, explain what the school and classroom will look like. Include special features or areas such as a parent resource area or materials collection.
- Resources: List professional books, materials and children's books that would be available at the school.
- Length: The plan is typically 5-7 pages in length.

[Points]

The final take-home exam must be submitted according to the due date indicated. Total=20 points.

Grading Policy

Assignments will be graded according to criteria discussed in class. All grades are determined by the instructor based on quantity and quality of work. Qualitative assessment of Charter School assignment is based on a rubric and the final exam is based on points. See the grade composition in below.

Assignment / Schedule / Points/ Standard Alignment

Due Date	Assignment	Points	NAEYC Standard Met	CTC Standard Met
Monday in Class	1. In-Class Tasks/Assignments	10	1a, 1b, 3a, 3b, 4b, 5a, 6c, 6d	2.1, 2.21, 2.22
Thursdays by midnight	2.1 Reflective summary*	15	1.a, 1.c	2.1, 2.2.2, 2.2.3, 2.3, 2.3.6, 2.3.7, 2.3.10, 2.3.11
From Thursday to Sunday	2.2 Discussion facilitation* & Individual question and responses to online discussions			
9/28	3.1 ECE Curriculum Review Paper	7.5	3a, 3b	2.32, 2.33, 2.34, 2.35, 2.36, 2.38, 2.39, 2.51, 2.52
	3.2 ECE Assessment and Test Review Paper	7.5	5a	2.31, 2.41, 2.42, 2.43, 2.44, 2.45, 2.71, 2.72
10/19 by 4pm	4.1 Specialty Area Summary	10	5, 5a	2.11
10/19 by 4pm	4.2 Exemplary Curriculum/Assessment Presentation	10	5, 5a	2.3.2, 2.3.4, 2.3.5, 2.3.6, 2.3.8, 2.3.9, 2.5.1, 2.5.2
11/30 or 12/7 by 4pm	5. Curriculum Project & Documentation (Documentation Diary #1 due on 10/26; #2 due on 11/2)	20	1a, 1b, 1c, 3b, 4d, 7a, 7b	2.11, 2.23, 2.32, 2.34, 2.35, 2.36, 2.37, 2.38, 2.39, 2.311, 2.51, 2.52, 2.6, 2.68, 2.81, 2.82, 2.83, 2.84, 2.93
12/14 by midnight	6. Charter School Curriculum and Assessment Plan	20	2c, 3a, 3b, 4b, 5a	2.11, 2.12, 2.21, 2.4, 2.6, 2.68, 2.71, 2.81, 2.82, 2.83, 2.84, 2.85, 2.93, 2.94
Total Score		100 points		
90-100 % is A; 80-89% is B; 70-79% is C; 60-69% is D; <59% is F				

Note: Students can earn extra points by participating professional development events that are recommended by the instructor.

Zoom: This course requires the use of Zoom, which is a video and web conferencing program that can be used for any type of online meeting. Zoom functionality includes synchronous (live) or asynchronous (pre-recorded) lectures, online class meetings, virtual office hours, student presentations, etc. For additional details and guidelines on using Zoom, review the **Zoom at Fresno State Start Guide**.

Access your Zoom account using this link: fresnostate.zoom.us

COURSE CALENDAR*

[Check Canvas or Google Classroom for changes]

	Date	Topics	Due
1	Aug 24	Library Instruction Introduction, Syllabus “Getting to know you” Survey	“Getting to know you” Survey Form co-inquiry reading groups & sign up for presentation dates.
2	Aug 31	<i>An Overview of Curriculum & Assessment in Early Childhood</i> Explain ECE Curriculum and Assessment Reviews	DAC Part 3 pp. 275-277 Assessment in ECE, Ch.1 Curriculum & Assessment Reader <u>Co-Inquiry Reading Summary #1</u> due on 8/27
3	Sept 14	<i>Linking Assessment and Curriculum</i> Explain Specialty Area Summary and Exemplary Curriculum/Assessment Presentation Assignment	DAC Ch.1, 7 Assessment in ECE, Ch.2 Curriculum & Assessment Reader <u>Co-Inquiry Reading Summary #2</u> due on 9/10
4	Sept 21	<i>ECE Curriculum Models/Approaches/Frameworks</i>	Curriculum & Assessment Reader <u>Co-Inquiry Reading Summary #3</u> due on 9/17
5	Sept 28	ECE Curriculum and Assessment Reviews	ECE Curriculum and Assessment Review Papers due in class
6	Oct 5	<i>Project Approach The Environment, Play in Relation to Curriculum</i> Explain Curriculum Project Assignment	Young Investigators Ch. 1-4 (pp.1- 41) Curriculum & Assessment Reader <u>Co-Inquiry Reading Summary #4</u> due on 10/1
7	Oct 12	<i>Setting the Stage for Learning Infant and Toddler Curriculum</i> Curriculum Project Begins. Curriculum Project Working Station #1	DAC Ch. 3, 4 Curriculum & Assessment Reader <u>Co-Inquiry Reading Summary #5</u> due on 10/8
8	Oct 19	Exemplary Curriculum/Assessment Presentation	<u>Specialty Area Summary and Exemplary Curriculum/Assessment Presentation Slides</u> due on 10/19 by 4pm
9	Oct 26	<i>QRIS System Classroom Assessment and Documentation</i> Curriculum Project Begins. Curriculum Project Working Station #2	Assessment in ECE, Ch.5, 6 Curriculum & Assessment Reader <u>Documentation Diary #1</u> due today by 7pm <u>Co-Inquiry Reading Summary #6</u> due on 10/22
10	Nov 2	<i>Curriculum in Cognitive Domain Checklist, Rubric, Rating Scales, and Teacher-Designed Assessment</i> Curriculum Project Working Station #3	DAC Ch. 11 Assessment in ECE, Ch.7, 8 <u>Documentation Diary #2</u> due today by 7pm <u>Co-Inquiry Reading Summary #7</u> due on 10/29
11	Nov 9	<i>Early STEAM Curriculum</i>	Curriculum & Assessment Reader

		Curriculum Project Working Station #4	<u>Co-Inquiry Reading Summary #8</u> due on 11/5
12	Nov 16	<i>Curriculum in Aesthetic Domain</i> Curriculum Project Working Station #5	DAC Ch. 9 Curriculum & Assessment Reader <u>Co-Inquiry Reading Summary #9</u> due on 11/12
13	Nov 23	<i>Curriculum and Assessment in Affective and Social Domain</i> Curriculum Project Working Station #6	DAC Chapters 6, 10,14 <u>Co-Inquiry Reading Summary #10</u> due on 11/19
14	Nov 30	Curriculum Project & Documentation Presentation #1	<u>Curriculum Project Due</u> <u>Presentation Slides</u> due 11/30 by 4pm
15	Dec 7	Curriculum Project & Documentation Presentation #2	<u>Curriculum Project Due</u> <u>Presentation Slides</u> due on 12/7 by 4pm
Finals week			Days
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday
Final Paper due			Dec 14

* The course schedule is subject to change in the event of extenuating circumstances.

TOPIC DESCRIPTION

<p>Dispositions About Curriculum and Assessment ECE leaders examine their own dispositions, beliefs and biases about ECE curriculum and assessment of young children. A variety of ECE philosophies and curriculum models are presented to explore views on early learning, teaching skills, the value of ECE and beliefs about the early education at various levels—infant toddler, preschool, K-3, home environment, the role of the family, culture and socio-economic status as factors in learning and development. ECE leaders choose a specialty topic in curriculum and assessment in order to deepen knowledge in a specific area of ECE research and practice. The course emphasizes that quality ECE teaching has been shown to have a lasting, positive influence on children’s success in learning and in life.</p>
<p>ECE Curriculum Models and Best Practices ECE curriculum and assessment that correspond to early learning standards are addressed throughout the course. Some of the ECE curriculum models include: Cognitive-Developmental, High Scope, Montessori Method and Reggio Emilia Approach. Relevant and recent research on best practices is reviewed important for designing developmentally appropriate lessons in the cognitive, language, affective, social, aesthetic and emotional domains and project approach. Key concepts, skills, strategies and curriculum goals and objectives are discussed in readings and lectures and practiced through class presentations and assignments. ECE leaders must demonstrate research-based methods for ECE instruction and identify related research, curricula, texts, materials and resources. As a class, ECE leaders examine components essential to designing a well-rounded, comprehensive ECE program.</p>
<p>Teaching Strategies in the Content Areas Knowledge of ECE teaching strategies is central to competence in teaching and administration in ECE programs. ECE leaders review an array of ECE curricula, materials and resources for teaching. Varied curricula and teaching strategies are modeled by the instructor and practiced by the class. ECE leaders engage in their own small group project to learn the phases of</p>

inquiry-based learning. Using early learning standards, creative lessons in the content areas of literacy, mathematics, social studies, science, music, drama and the arts are presented to motivate and teach learners at the infant-toddler, preschool, K and primary levels.

Assessment

Principles and methods of formative and summative assessment are examined in the course. Candidates learn how formal and informal measures are used in ECE to assess children’s development, learning, behavior and interests and also for ECE program evaluation and accreditation. To become familiar with the variety of assessments, ECE leaders select and present an ECE assessment and discuss how it is administered, scored and interpreted. Assessments include surveys, inventories, questionnaires, individually and group administered tests, observations of the classroom and home to gather data from children, parents and teachers. Results may be used to determine risk factors or children who may require early intervention.

Teaching All Children (English Learners, High Risk Learners, Children with Special Needs)

Learning how to adapt ECE curriculum for inclusive and special education settings leads to increased opportunities for access and equity for all children. Teaching methods, specially designed materials and individualized teaching are explored. A variety of curricula, strategies responsive to diversity and multilingual classrooms and assessment alternatives are presented in the readings, demonstrations and course lectures. Different approaches and programs for English learners are compared. ECE leaders learn to enhance learning and development of diverse learners using culturally relevant lessons, artifacts, contextualized experiences, visuals and active learning.

Using Technology

Technology is incorporated into teaching ECE curriculum and assessment practices covered in this course. Students use technology for teaching, for collaboration on lab assignments and to make a presentation on their project and specialty area to the class. Students learn how to locate internet resources appropriate for research, ECE teaching and program improvement.

Role as a Professional Educator

The use of professional resources (e.g. standards, professional journals and organizations) is infused throughout the course through lectures, activities, and assignments. The importance of parent and community partnerships to improve literacy are discussed throughout the course.

Contact Information for Chair: 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.

[Dr. Imelda Basurto, LEBSE, ibasurto@mail.fresnostate.edu, 559.278.0250]

COURSE AND UNIVERSITY POLICIES

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.

ATTENDANCE. Attend all class sessions on time unless you are ill or have a personal or family emergency. You must sign in and record attendance time. Due to co-inquiry discussion and lab activity requirements, more than 2 unexcused absences or 2 excused absences may result in a lower grade.

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.

CELL PHONES: Out of respect for everyone’s learning experience, cell phones are to be turned off during class except when an emergency call is expected, during breaks, or for in-classroom activities approved by the instructor. Cell phones must be stowed at all times, and not visible on the desk, clothing, lap, etc. Cell phones may not be used to record, transmit, photograph or video without prior arrangement and permission of the instructor. Violation of this policy will result in requiring the student to remove his or her cell phone from my classroom for the remainder of the semester.

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 Madden Library 1049 (278-2811).

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 (Policy/Legal Statements) or the University Catalog (University policies)

STUDENT CONDUCT: In accordance with university policies and California state law, students are expected to be responsible, civil and respect others and their property. Examples of unacceptable behaviors include: destruction, damage or misuse of university property; dishonesty, falsifying information or misrepresentation; lewd or obscene behavior; disruption of a university-related activity; conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct; and unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose (For more information and additional prohibitions see: *California Code of Regulations, TITLE 5 Education, Division 5*. Board of Trustees of the California State Universities, Subchapter 4. Student Affairs, Article 2. Student Conduct § 41301).

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 . . . conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

MAKE UP POLICY FOR PLANNED AND UNPLANNED ABSENCES: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. The instructor may require a doctor's note to verify illness for absence during examinations or for late assignments. When a student is absent for an extended period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

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 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."

During class, use of the computer is for approved, in-classroom activities only such as note-taking or class presentations. Use of the computer for non-class related activities including, but not limited to, social networking, e-mail, other personal access/communication or unauthorized audio or visual recording or transmission of classroom activities, lectures, students or their work are strictly prohibited. Violation of this policy will result in requiring the student to remove the computer from my classroom for the remainder of the semester.

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Sharing and Social Media: The unauthorized use, sharing or transmission of materials and photos, video, etc. (for example, other students in our class, myself, children, schools, teachers, families, etc.) during or outside of class via the internet, phone, texting, “tweets,” social media, etc. as related to my class, assignments or field experiences are prohibited and may be grounds for disciplinary action including, but not limited to, being dropped from my course or requesting to have you dismissed from the program.