LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
TLLSC: TEACHING, LEARNING, AND LEADING WITH SCHOOLS AND COMMUNITIES

TLSC 252:
Foundations, Settings, and Standards of Effective Early Childhood Education
SPRING SESSION 2014, WEEKS 1 through 3

Instructor: Adam S. Kennedy, Ph.D. (LT1134)   Time: MWF, 8:15AM – 12:45 PM
Phone: 312/915/6857   Classroom: DUM 119
e-mail: akenne5@luc.edu   Office hours: by appointment
Cell: 630/886/9989   Office: WTC, Lewis Towers 1118

Module Description

Candidates will investigate the interlaced professions of early childhood education, early intervention, and early childhood special education. By exploring the diverse settings in which EC services are delivered, they will gain an overview of early education, experiences in a variety of program models/types, and learn standards of ethical behavior and practice, all in an exploration of contemporary issues in programs for typical children (and those with special needs) ages birth to eight and their families. This module includes three days of immersion in diverse early childhood sites: a public preschool offering both Head Start and ECSE, a non-profit agency providing comprehensive services for infants, toddlers, and preschoolers with special needs and their families, and a parochial setting providing inclusive preschool.

This module also provides a framework for studying the physical, cognitive, social, and emotional development of children birth through age eight. Candidates learn milestones in each area of development in the first eight years of life and learn to recognize typical and atypical development in young children. The relationship between genetics, environmental factors, and biological development will be considered. The use of observation skills to assess young children's development will be practiced, as well as applying developmental assessment to activity/lesson planning.

Finally, this module is designed to address required areas of competency in early intervention. It specifically addresses contexts and standards of practice for working with children and families within their communities. Teacher candidates will develop skills in understanding the role and mission of early childhood educators across many contexts, all through supervised experiences at partner sites that with include those serving infants and toddlers with special needs.

Essential questions regarding early childhood education explored in TLSC 252

1. How do historical, philosophical, legal, and empirical factors influence the education of young children? (ECSE: 11A, 11B, 11C, 11K, 11R—ECE 17G, NAEYC: 6d)
2. What are some examples of early childhood service delivery models, and approaches to collaborative assessment and instruction? (ECSE: 5D, ECE 11C, 12A, NAEYC: 4b)
3. How might relevant professional organizations, publications, and resources for professional development positively influence the work of early childhood educators? (ECSE: ECE: 17E, NAEYC: 6a, 6b)

4. How do standards of practice guide the work of early educators across a wide variety of educational settings?
5. What are the outcomes of early education? How do professionals in birth to three, preschool, and early elementary school conceptualize their role as 'effective' educators?
6. What are the benefits and challenges of inclusive programming for young children with special needs? (ECSE: 5D, ECE: 11E, 12A, NAEYC: 4b, 4c)

7. How do early childhood educators demonstrate an attitude that affirms and respects family, cultural, and linguistic diversity? (ECSE: 3B, 11F, ECE 9B, 9C, NAEYC: 2a)
8. How do early educators affirm and respect family, cultural, and linguistic diversity? (ECSE: 3B, 11F, ECE 9B, 9C, NAEYC: 2a)

Expected child development outcomes from TLSC 252 (with associated IL ECE and ECSE standards):

Developmental sequence:
1. Describe the phases of prenatal and postnatal development, including the influences of teratogens, maternal factors, health care, and childbirth. (NAEYC 1)

2. Cite major milestones of physical, cognitive, language, social, and emotional development from birth to age 8. (ECSE 2A, 2B, 2E; ECE 8A, 8D; NAEYC 1)

3. Explain the strengths, limitations, historical contexts, and interrelationships of notable theories of child development, including those of Erikson, Freud, Piaget, Bandura, Vygotsky, key behaviorists, and others. (ECSE 2E, 2F; ECE 8A, 8D, 8F, 8G, 9C; NAEYC 1)

Contextual factors:
1. Recognize the impact of heredity, nutrition, disease, injury, and emotional well-being on each domain of early development. (ECE 6A, 8F, 8G, 8H)

2. Identify personal and family characteristics, social relationships, and community factors that may protect young children from the effects of stress and environmental risks by increasing resiliency. (ECSE 2C; ECE 6A, 8F, 8G)

3. Utilize the lens of culture to examine issues affecting families of young children, including reproductive choices, child rearing practices, and reactions to disability. (ECSE 3B, 3C; ECE 9C)

4. Apply developmental theory in the interest of social justice by attempting to better understand the needs of children in oppressed minority groups (including young children from immigrant families, children living in poverty, etc.). (ECSE 3B, 3C; ECE8D, 8F, 9C; NAEYC 1)

Exceptionality:
1. Recognize both the characteristics and diversity of children with exceptional needs, and practice individualized decision-making as the core of planning developmentally appropriate learning activities for young exceptional children. (ECSE 2D, 2H, 3A)

2. Identify early indicators of possible learning, emotional, and behavior problems, as well as their impact on educational planning (ECSE 2H)

3. Describe the ways in which child characteristics and environmental factors interact to alter developmental trajectories. (ECSE 2A, 9A)

Observing development and conducting research:
Recognize appropriate methods for collecting data on children's development (naturalistic and systematic observation, interviews, case studies, formal assessment, ethnography, etc.), recognizing the importance of distinguishing between observational data collection and interpretive analysis. (ECSE 1B; ECE 11A; NAEYC 3)

This course has also been developed to specifically address the following NAEYC standards for personnel preparation in early childhood education:

1. Promoting Child Development and Learning
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

3. Observing, Documenting, and Assessing To Support Young Children and Families
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

5. Becoming a professional

The role of TLSC 252 in exploring diversity
Teacher candidates will have the opportunity to explore cultural, linguistic, ability and many other forms of diversity. They will work directly with diverse children and families to better understand the role of EC educators. They will begin to develop effective collaboration and communication skills for working with children birth to age five, as well as families. They will also apply prior learning related to families' culture and needs, and their implications for early childhood educators who are competent in addressing cultural and linguistic diversity.

Module Texts
Berk, L. E. (2008). *Infants and children: Prenatal through middle childhood (7th edition) Boston: Pearson/Allyn & Bacon.*
It is recommended that you purchase a used copy from Amazon. You will need this text for sequences 4 and 5.

Post, J., & Hohmann (2011). *Tender care and early learning: Supporting infants and toddlers in child care settings (2nd edition*). Ypsilanti, MI: High/Scope.
(~ $50.00 used on Amazon. Can also be purchased directly from High/Scope)

McWilliam, R.A. (2010). Routines-based early intervention. Baltimore, MD: Paul H. Brookes.
You can examine this text here

Gordon & Browne (2013/14). Beginnings and beyond: (9ᵗʰ edition). Belmont, CA Wadsworth.
You will need this text for both sequences 4 and 5.

Additional readings will be assigned and must be completed according to the sequence calendar. Many of these are already available online, with the remaining articles to be posted during the first weeks of the semester.

Expected dispositional outcomes
The following dispositions will be assessed during this module:
D3: Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)
D6: Collecting and analyzing community, school, family, and student data to guide educational decision making. (a2E) (IB)
D7: Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F) (IB)
D11: Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (d1D)
D13: Demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.
D15: Valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

IDEA Objectives for the evaluation of this course
Essential objectives for this course include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

The School of Education's Conceptual Framework
"Professionalism in Service of Social Justice" is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. Teacher preparation activities in the ECSE program have been designed to assist teacher candidates in taking the first steps toward embodying the principles of social justice by collaborating cross-culturally to make a lasting impact beyond the level of the individual. Meeting the needs of diverse children is a central focus of readings, class discussion, and of the ECSE program itself.

The following Conceptual Framework Standards are specifically addressed in this module:

Conceptual Framework Standards Candidates demonstrate…	Activities and Assignments
CF1: …an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	- Discussion Sessions
CF2: …knowledge and skills in a variety of school and professional settings.	-Presentations on various program types and instructional models -Community immersion
CF3: …an understanding of issues of social justice and inequity.	- Presentations and other activities highlighting features of underserved populations
CF4: …skills that will enable them to work effectively with diverse clients.	
CF5: …technological knowledge and skills which enhance education.	
CF6: …professional decision-making skills and behaviors in advancing social justice and service.	Immersion
CF7: …how moral and ethical decisions shape actions directed toward service to others.	Reflections
CF8: …an ability to apply principles in professional decision-making.	

Field-based components
Please note that this module includes visits to early childhood field sites. Please refer to the sequence grading table to see exactly what portion of assignment, module, and final grade points are dependent upon your attendance, participation, professionalism, and work in these field sites.

Fieldwork is critical to your work across all sequence modules. Failure to show up at any time for work in these sites is unacceptable and may be grounds for failure of a module, and therefore the sequence. Hours, start and end dates, days of attendance, and associated work are all indicated in the sequence calendar and grading table.

Technology
Technology is an essential tool for developing your professional skills and for completing any degree program. This sequence assumes a basic and practical knowledge of technology. It assumes that candidates are proficient at word processing (including creating tables and diagrams), communicating via Loyola Outlook e-mail, downloading Microsoft Word and Acrobat Reader files), and recording/presenting video clips. Anytime presentations are done, you must ensure that your files and software are compatible with Loyola's. Bring flash drives, various types of CDs/DVDs, videocassettes (and adapters), and other materials to class in advance of presentations so that you may test them for proper functioning and compatibility. Presentations are graded, so technology foul-ups should be avoided through careful planning and proactive work on assignments.

Assignments
1. Discussion sessions (25pts)
Information will be provided to registered candidates.

2. Comparative paper on models of early childhood education (20pts)
Information will be provided to registered candidates.

3. Online Discussion Board journal/activities

Information will be provided to registered candidates.

4. Professionalism in field settings (15 pts)
Information will be provided to registered candidates.

5. Final Exam (20pts)
Information will be provided to registered candidates.

6. Attendance (20 pts)
Information will be provided to registered candidates.

7. Participation (15 pts)
Information will be provided to registered candidates.

8. Collaborative Developmental Chart (10 pts)
Information will be provided to registered candidates.

9. Sequence Summative Assessment (10 pts)
Information will be provided to registered candidates.

<u>Assignments</u>
Assignments are expected on the dates noted. If an assignment must be submitted late, the instructors must be notified so that arrangements can be made with respect to how and where to turn it in. It is imperative that work be completed on time. For this reason, you must plan ahead and stay organized. Point deductions will be made according to the following schedule:

   a.   1 to 4 days late: 10% of points will be deducted
   b.   5 to 7 days late: 30% of points will be deducted
   c.   more than 7 days late: 50% of points will be deducted

<u>Assignments and Grading</u>
Final course grades will be assigned as follows:

Percentage	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F

The following three are standard sections included in every LUC syllabus:

<u>Academic Honesty</u>
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:
http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/