

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 2015**

Instructor:	Adam S. Kennedy, Ph.D.	Time:	MWF, 8:15AM – 12:45 PM
Phone:	312/915/6857	Classroom:	WTC, Maguire Hall, Rm 403
e-mail:	<a href="mailto:akenne5@luc.edu">akenne5@luc.edu</a>	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; ECE 8D, 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

### **IDEA Objectives**

This module is focused on the following competencies, and candidates will use the IDEA evaluation system at the end of Sequence 4 to determine the effectiveness of the module (and its instructor) in addressing these skills:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories

### **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

(You will need these texts for both sequences 4 and 5)

**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 or another retailer.

**Gordon, A.M., & Browne, K.W. (2013). *Beginnings and beyond: Foundations in early childhood education (9<sup>th</sup> edition)*. Belmont, CA Wadsworth.**

Additional readings will be assigned and must be completed according to the sequence calendar. Many of these are already available on Sakai, 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. Candidates will receive a rating of Target, Acceptable, or Unacceptable for each of the following TLLSC dispositions:

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)

### 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	Activities and Assignments
Candidates demonstrate...	
<b>CF1:</b> ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	- Discussion Sessions - Research paper
<b>CF2:</b> ...knowledge and skills in a variety of school and professional	-Presentations on various program types and

settings.	instructional models -Community immersion
<b>CF3:</b> ...an understanding of issues of social justice and inequity.	- Presentations and other activities highlighting features of underserved populations
<b>CF4:</b> ...skills that will enable them to work effectively with diverse clients.	
<b>CF5:</b> ...technological knowledge and skills which enhance education.	
<b>CF6:</b> ...professional decision-making skills and behaviors in advancing social justice and service.	- Community visits
<b>CF7:</b> ...how moral and ethical decisions shape actions directed toward service to others.	- Reflections
<b>CF8:</b> ...an ability to apply principles in professional decision-making.	- Final Exam

### **Field-based components**

Please note that this module includes community 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.

In terms of performing article searches, it is helpful to have had experience; however, a resource librarian (Tracey Ruppman in particular) is usually more than happy to help you with this. Finally, if you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

### **Assignments**

#### **1. Discussion sessions (25pts)**

Each candidate will lead one discussion session; these are held on Fridays throughout the semester. The sessions will require you to select a topic, read articles/chapters and other resources on this topic, make additional readings/resources available to the other candidates in class (this may be done via the instructor and Sakai), and then facilitating class discussion. Topics will focus on issues, trends, controversies, or current events in ECE/ECSE and correspond to topics in our text. Complete details on these assignments are available on Sakai in the Assignments section.

#### **2. Comparative paper on models of early childhood education (20pts) – due February 7th**

Candidates will choose two models (i.e., High/Scope, Waldorf, Reggio Emilia, Project Approach, Montessori) and compare them across several critical dimensions. Complete details for this paper are available on Sakai. All papers must conform to APA guidelines with respect to formatting of in-text citations and reference lists.

### **3. Online Sakai reflections and Google Site posts (15 pts) – due each week**

**Online Sakai Reflections** - Students will complete online reflections (3 @ 3pts each) in which they focus on aspects of an initial personal philosophy of ECSE. Essays will consist of responses to prompts after covering the topics in class. Essays should typically be at least three paragraphs and a minimum of 250 words. All entries should be checked for correct spelling, punctuation, and grammar.

**Google Site posts** – Candidates will post three resources per week to the Sequence 4 Google site (9 @ 1 pt each) as well as posting substantive comments to others' posted resources. These posts should include articles, position statements, and online resources that relate to the roles of early childhood educators. They may also include resources for families on a range of topics.

### **4. Focused Developmental Chart (30 pts) – Due March 2nd**

The purpose of this chart is to explore one area of early childhood development in great detail. Candidates develop a chart showing different stages of ONE aspect of physical, cognitive, and/or social-emotional development. Charts may be presented and explained in module sessions, including a description of how the project was planned. In addition to the chart, you will create a hypothetical activity to help develop the skill in your chart for a child of an age of your choice.

### **5. Final Exam (25pts) – Part 1 in class 4/30 (tentative); Part 2 due May 3rd**

Your final exam will consist of two parts. The first, in-class portion is a standardized exam focusing on essential principles, theories, and milestones of early childhood development. This will be done during finals week at our module's assigned time. A study guide will be provided. The second, take-home part will be individualized to matches your interests. Choices for the topic of this portion will be provided later in the sequence. It will include short answer questions, web quest activities, and individual research. You will choose the topical focus of your final and complete it during a designated time period at the end of the semester. It will be submitted to your instructor via Sakai.

### **6. Professionalism in field settings (10 pts)**

Once candidates enter field settings, expectations for professionalism are extremely. They include following basic expectations for punctuality, dress/shoes, hair/nails/jewelry. More importantly, however, they address your interactions with staff, children and families and your emerging skills as an effective early childhood educator. Expectations for professionalism will be covered during the sequence.

### **6. Attendance in class and community visits (10 pts)**

Attendance is critical to your success in this module. It is your responsibility to attend campus-based and field-based sessions, arriving and departing at the appropriate times. While it is helpful to know if you must miss a class, missed classes or tardiness will still result in point deductions for both attendance and participation. Any absence will result in loss of attendance, professionalism, AND participation points. More than one absence will result in failure of the module.

### **7. Participation (15 pts)**

Participation is more than talking in class; it involves allowing oneself to become fully engaged in the learning process. Good examples of participation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others' comments and presentations also count. You should also be sensitive to your own level of participation and either increase it **or decrease it** when appropriate. The goal is not to participate all of the time; rather, to participate fully and offer thoughtful and concise input. Your instructors reserve the right to deduct points for any issues of participation. You will earn participation points for demonstrating the behaviors listed above in addition to your meaningful participation in others' Discussion Sessions. Failure to read assigned articles or to participate actively in any discussion session will result in a loss of participation and professionalism points.

### **8. Sequence Summative Assessment (5 pts)**

Each sequence in the TLLSC ECSE program includes a summative assessment project for which points are shared across all of the sequence's modules. The sequence 4 summative assessment is a proposal for a submission for publication to one of two professional early childhood publications: *Young Children* or *Teaching Young Children*. You will work on these in teams of your choice and are expected to work on this project independently throughout the semester. You will be given time to collaborate during this spring's PLC sessions. PLC grades are given on a pass/fail basis, but candidate dispositions are also assessed during the PLC; failure to engage fully in this collaboration will result in Unacceptable ratings on dispositions associated with the PLC; a plan for remediation will then be developed with the TLLSC program directors and Sequence 4 and 5 lead instructors.

### **Assignments**

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

All written assignments (with the obvious exception of test protocols and notes) must be typewritten and conform to the reference formats specified in the *Publication Manual of the American Psychological Association*, 5<sup>th</sup> edition except where indicated. Please submit a paper copy of each assignment in class unless instructed otherwise. Early assignments are always welcome.

Assignments for TLSC 252 are listed in the table below.

Dimension	Description	When graded	Points	Running Total
<b>Attendance</b>	In class and field	points assigned after Week 3	10	10
<b>Professionalism</b>	In class and field	points assigned after Week 3	10	20
<b>Online Resources/Posts/Essays</b>	Sakai and Google Site, due weekly.	Points all distributed by Week 3	15	35
<b>Program Model Comparison Paper</b>	See Sakai Assignments Section	Due February 7 <sup>th</sup> , start of Week 5	20	55
<b>Developmental Chart</b>	See Sakai Assignments Section	Due March 2 <sup>nd</sup> , start of Week 8	30	85/55%
<b>Discussion Sessions</b>	See Sakai Assignments Section	Week determined by candidate	25	110/71%
<b>Participation points</b>	In class and field	Points assigned at the end of Week 11 after final Discussion Session	15	125
<b>Sequence 4 Summative Assessment</b>	Article proposal	graded April 25 <sup>th</sup> , Week 15	5	130
<b>Final Exam</b>	In class and take-home at end of Sequence 4	Week 16	25	155
<b>TOTAL</b>				<b>155</b>

### **Assignments and Grading**

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:**

### **Academic Honesty**

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](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](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/>

### **EthicsLine Reporting Hotline**



Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

### **Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:  
[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Cyberbullying\\_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)  
[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Netiquette\\_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)

### **Supplemental resources**

- <http://www.aap.org/> The American Academy of Pediatrics is dedicated to the health of all children and committed to the attainment of optimal physical, mental, and social health and well-being for all infants, children, adolescents, and young adults.
- <http://www.betterbabycare.org> Better Baby Care site supports safe and healthy, family centered, and developmental care.
- <http://csefel.uiuc.edu> This project is designed to strengthen the capacity of Head Start and child care programs to improve the social and emotional outcomes of young children.
- [www.illinoisearlylearning.org](http://www.illinoisearlylearning.org) The Illinois Early Learning Web site is an effective means of providing evidence-based, reliable information for parents, caregivers, and teachers of young children in the State of Illinois.
- [www.isbe.net](http://www.isbe.net) The Illinois State Board of Education website provides access to Early Learning, Early Childhood, and Special Education (provides access to Early Childhood Special Education).
- <http://education.umn.edu/icd/icdOLD//harriscenter> The Irving B. Harris Training Center for Infant and Toddler Development serves as a model for blending research with practice and policy.
- [www.naeyc.org](http://www.naeyc.org) National Association for the Education of Young Children has for its purpose, "leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children."

- <http://nccic.org/> The National Child Care Information Center is a national resource that links information and people to complement, enhance, and promote the child care delivery system, working to insure that all children and families have access to high-quality comprehensive services.
- <http://www.nectac.org/default.asp> The National Early Childhood Technical Assistance Center supports the implementation of the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). Their mission is to strengthen service systems to ensure that children with disabilities (birth through five) and their families receive and benefit from high quality, culturally appropriate, and family-centered supports and services.
- [www.nhsa.org](http://www.nhsa.org) National Head Start Association is a private not-for-profit membership organization that provides a national forum for the continued enhancement of Head Start services for poor children ages 0 to 5 and their families.
- [www.nieer.org](http://www.nieer.org) The National Institute for Early Education Research supports early childhood education initiatives by providing objective, nonpartisan information based on research.
- [www.ounceofprevention.org](http://www.ounceofprevention.org) The Ounce of Prevention was established to promote the well-being of children and adolescents by working with families, communities, and policy-makers.
- <http://www.pitc.org/> The Program for Infant/Toddler Caregivers is committed toward promoting responsive, caring relationships for infants and toddlers.
- <http://www.zerotothree.org> Zero to Three is a leading resource on the first three years of life. Its goal is to strengthen and support families, practitioners and communities to promote the healthy development of babies and toddlers.