



Course Syllabus

ECED 5460	Curriculum Design	Fall 2008
219 Webster Hall 5:30- 8:30 R Semester	Dr. Cheryl Breig-Allen 236 Webster Hall 961.2660 x 7652 allenb@webster.edu	3 credit hours

NOTE: The syllabus is subject to change in response to student needs and topics of interest that emerge.

COURSE DESCRIPTION:

Concurrent registration in ECED 5461 Preprimary Practicum and ECED 5462 Primary Practicum
 This course combines a theoretical and experiential investigation of curriculum for children ages birth through eight years, with primary emphasis on pre-kindergarten through the elementary grades. It emphasizes the roles of the teacher as observer, collaborator, facilitator, and organizer. Students will learn how to develop curriculum projections that are based on 1) ongoing documentation and study of children's current understanding and interests; 2) child development theory and research; 3) values and goals established with parents and community; and 4) consideration of contextual variables related to the school environment, family, and peer relationships. Emphasis is placed on continuity of learning experiences for children, integration of subject matter knowledge through project studies and daily life experiences, and a negotiated learning process, which allows children and teachers to adjust and readjust their expectations through ongoing questioning and reorganization of experiences.
 Prerequisites: ECED 5010 Foundations in Early Childhood Education, ECED 5430 Perceptual Motor Development and Language Acquisition in Young Children, and ECED 5431 Infant Toddler Practicum.

LEARNING OUTCOMES

Course Outcomes Students will:	Webster University SOE Goals and Dispositions	NAEYC Standards for Early Childhood Professional Preparation Missouri Standards for Teacher Education Programs (MoSTEP) NCATE Candidate Proficiencies
1. Develop the skills of listening to children, observing and documenting their ideas, actions, words, and work.	Goals 2.4 The informed instructor employs a variety of formal and informal assessments to monitor learning and modify instruction. Dispositions 2.4 listens respectfully to other points of view	NAEYC Standard 3. Observing, documenting and assessing to support young children and families 3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches MoSTEP 8.3 Evaluates the effect of class activities on both individual and class as a whole, collecting information through observation of classroom activities, questioning, and analysis of student work NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners
2. Draw upon knowledge of developmental theory, multicultural perspectives, and ongoing study of particular children when preparing the learning environment and learning experiences.	Goals 1.3 The knowledgeable learner identifies developmental factors in student learning; and 1.4 understands theoretical principles of effective instruction to plan learning experiences. 4.2 The responsive educator acknowledges social and cultural contexts to create effective teaching and learning environments. Dispositions 2.1 understands, respects and responds appropriately to diversity in a variety of settings	NAEYC Standard 1. Promoting child development and learning 1a. Knowing and understanding young children’s characteristics and needs 1b. Knowing and understanding multiple influences on development and learning 1c. Using developmental knowledge to create healthy, respectful, and challenging learning environments MoSTEP 2.1 Knows and identifies child development 3.4 Connects instruction to student’s prior experiences, family, culture and community

		<p>NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills</p>
<p>3. Learn how to support children’s learning in regard to the content areas of language arts, science, social studies, art, music, drama and movement through integrated learning experiences, project studies, and daily living experiences.</p>	<p>Goals 1.1 The knowledgeable learner knows content that supports conceptual understanding; and 1.2 applies tools of inquiry to construct meaningful learning experiences. 2.1 The informed instructor designs curriculum based on students’ prior knowledge, learning styles, strengths and needs; and 2.2 uses a variety of communication modes, media, and technology to support student learning. Dispositions 1.2 embraces an openness to change (adaptability, flexibility)</p>	<p>NAEYC Standard 4. Teaching and Learning 4b. Using developmentally effective approaches 4c. Understanding content knowledge in early education 4d. Building meaningful curriculum MoSTEP 1.5 Creates interdisciplinary learning 2.4 Knows theories of learning 4.1 Selects, creates and plans learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction. 7.3 Supports and expands learner expression in speaking, writing, listening and other media NCATE Content Knowledge Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p>
<p>4. Learn how to support autonomy and reciprocity among children.</p>	<p>4.3 The responsive educator adapts instruction to the learner’s knowledge, ability, and background experience; and 4.4 identifies resources for specialized services when needed. Dispositions 2.2 exhibits empathy 3.5 affects change with courage and confidence</p>	<p>NAEYC Standard 4. Teaching and Learning 4a. Knowing understanding and using positive relationships and supportive interactions MoSTEP 2.3 Encourages student responsibility 6.2 Manages time, space, transitions and activities effectively 9.1 Applies a variety of problem-solving strategies reflecting on practice, influences on student’s growth and learning and the complex interactions between them 10.2 Talks with and listens to students, is sensitive and</p>

		<p>responsive to signs of distress, and seeks appropriate help as needed to solve students' problems</p> <p>NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners Evidence of Dispositions</p>
<p>5. Act as mentors and co-learners who provoke curiosity, creative thinking, consideration of multiple perspectives and research among children and adults.</p>	<p>4.1 the responsive educator understands and responds appropriately to issues of diversity;</p> <p>4.2 acknowledges social and cultural contexts to create effective tea</p> <p>Dispositions 1.3 exhibits curiosity 3.3 communicates and collaborates in university and school cultures 3.4 accepts academic rigor (willingness to work/high expectations)</p>	<p>NAEYC Standard 1. Promoting Child Development and Learning 1a, 1b, 1c (see above) Standard 5. Becoming a Professional 5d. Integrating knowledgeable, reflective and critical perspectives on early education</p> <p>MoSTEP 5.2 Engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities</p> <p>NCATE Ability to Respond to Diversity Content Knowledge Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p>
<p>6. Develop skills of observation, documentation and research in order to continuously inform curriculum decisions and teaching responses.</p>	<p>3.1 The reflective collaborator values and integrates reflection to grow as a professional;</p> <p>Dispositions 1.4 engages in reflection 3.2 practices informed decision-making in university and school cultures</p>	<p>NAEYC Standard 5. Becoming a Professional 5c. Engaging in continuous, collaborative learning to inform practice</p> <p>MoSTEP 8.1 Employs a variety of formal and informal assessment techniques (e.g., observations, authentic assessments) 11.2 Applies current research on teaching and learning with technology to plan and deliver</p>

		<p>developmentally appropriate learning opportunities that integrate a variety of software, applications and learning tools to support the diverse needs of learners</p> <p>11.4 Uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning</p> <p>NCATE Ability of Utilize Technology Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p>
<p>7. Learn how to collaborate with parents as partners in the development, analysis, and implementation of curriculum.</p>	<p>3.2 The reflective collaborator promotes communication and collaboration with colleagues, families and community leaders;</p> <p>3.3 seeks relationships with families and students to support student learning; and</p> <p>3.4 initiates change that benefits students and their families.</p>	<p>NAEYC Standard 2. Building Family and Community Relationships 2c. Involving families and communities in their children's development and learning</p> <p>NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Evidence of Dispositions</p>

COURSE REQUIREMENTS

1. Content Area Seminars

Students will choose a content area (i.e., Language and Literacy: Mathematics; Science; Visual Arts; Music and Physical Movement; or Social Studies) and conduct a whole group discussion concerning main points from text, related readings, and issues identified in class. All students are expected to have read assignments before class discussion.

Seminar Framework

Developmental Base

Theoretical Foundation

Inquiry Process

Fieldwork Examples and Application

2A. Preprimary Curriculum Design, Documentation, Implementation, and Reflection Paper

Through the course students will be guided through a cyclical and continuous process of curriculum development that involves observation, documentation, reflection, projection, implementation and experience, relaunching the process as needed. This teaching-learning cycle engages the teacher as co-researcher and co-creator of curriculum with children, colleagues and parents. Connection to text and related articles is expected.

By the end of each 8-week term, in coordination with the preprimary and primary practica, students will have written a paper that addresses an entire cycle of the process using the curriculum framework.

Curriculum Framework

Context, Background and Rationale:

Review and discuss the information and observations used to help determine the appropriateness of this curriculum design. What sources influenced your decision to design this experience and how you designed it? These might include:

- observation and study of these children;
- information obtained about prior experiences of children (at school, home or community);
- information obtained about these children's interest or dispositions;
- curriculum goals;
- concerns and values of their parents;
- priorities and interests of the teaching team;
- understanding of child development and theories of learning; and
- curriculum and assessment guidelines suggested by NAEYC or other sources of literature on appropriate curriculum and assessment

Goals/Hypotheses/Questions:

- What do you intend for children to learn? What do you anticipate they will learn? What will they gain from this experience?;
- What questions do you have about children's learning processes and thoughts that might be answered through this experience?; and
- You may identify potential learning outcomes in a more specific way through the statement of objectives (e.g., the children will compare and contrast texture, smell, size, shape, and shades of color of seeds in fruits and vegetables).

Projected Plans, Strategies, and Procedures:

- Selection and organization of materials and tools to be used by children;
- Organization and preparation of the environment (Consider time, temperature, flow of activity, sound, organization of furniture arrangement of teacher and children in space, etc.);
- Preparation of children and/or parents (e.g., note sent home about upcoming study or a note to request that the child bring something or do something in preparation for the experience);
- Selection of children who will participate;
- Questions, comments, or their collective memories that you might restate with children to help them reflect and reconnect with prior learning or experiences that are related to the experience at hand;
- Flow and pace; and
- Strategies and procedures.

Plans for Observation, Documentation and Assessment:

- What methods of documented observation would be most useful and feasible (e.g., running records, time sampling, interviews, video recording, audio recording, or photographs)
- How will these documented observations will enable you to examine behavior and achievements related to the goals, hypotheses, questions, and/or intended learning objectives?;
- Who will collect or record the observations?; and
- How will you coordinate your plans with other teachers?

Reflection and Implementation:

- Examine documentation/assessment data;
- Reflect upon and analyze these records in regard to the goals, hypotheses, questions, and/or intended learning objectives; and
- Look for other significant outcomes that may have been unanticipated.

Standard Integration: (Which NAEYC Standards are addressed? Missouri Pre-K Standards?)Possible Implications for Future Work with These Children:

- Discuss possible implications for future work with these children.

Implications for Future Teaching Situations:

- Discuss what you learned that might be applied in future teaching situations.

2B. Primary Unit Plan**(See Page 15 Practicum Handbook)**

Papers should be 7-10 pages long, written in APA style and cite references used to inform decision-making. It should have at least 5-10 references (text and related articles) only one of which may be an internet source. Rubric follows course calendar.

COURSE CALENDAR**Week 1 Overview**

Week 2 Introduction to course, content, and expectations. Get acquainted and develop a profile of the class as individual and group learners. Review of practicum placements and requirements. Introduce core competencies required by the state of Missouri for early childhood curriculum.

Discussion topics:

- Goals for learning in this course (individual and group);
- Identification of strategies and experiences that should be incorporated in this course;
- Examination of knowledge, skills, values, and dispositions related to observation in early childhood education;
- Review of developmental theories and conceptual frameworks for early childhood curriculum;
- Introduction to the practicum experiences with emphasis on methods of observation Orientation to practicum placements, meet cooperating teachers, study the

environment. Examine the philosophy, history and values of schools and relate to other curriculum frameworks with which we are familiar..

- What is early childhood curriculum? ;
- What is it that teachers need to know about a school's educational philosophy, history, culture, and values that influence curriculum?;
- How can you learn about these forces on curriculum?; and How can we align international, national, state, district, and school level perspectives on curriculum?.
- The importance of play

Assignments

Seefeldt 1, 2,

Bredenkamp and Rosegrant 1, 2, 3

Handouts

Week 3 **Assignments**

Week 4 Seefeldt 3, 4

Bredenkamp and Rosegrant 11

Missouri Standards

Week 5 **Mathematics**

Week 6 **Assignments**

Seefeldt 5

Bredekamp and Rosegrant 4

Missouri Standards

Week 7 **Science**

Week 8 **Assignments**

Seefeldt 6

Bredekamp and Rosegrant 5

Missouri Standards

Week 9 **Art**

Week 10 **Assignments**

Seefeldt 9

Creativity Chapter

Bredekamp and Rosegrant 7

Week 11 **Physical Movement and Music**

Week 12 **Assignments**

Seefeldt 8

Bredekamp and Rosegrant 8, 10

Missouri Standards

Week 13 **Social Studies**

Week 14 **Assignments**

Seefeldt 7, 10

Bredekamp and Rosegrant 9

Missouri Standards

Week 15 **Synthesis**

Week 16 **Assignments**

Seefeldt 11, 12

Bredekamp and Rosegrant 12

Billman and Sherman

RESOURCES:**Texts**

- Bredekamp, S. & Rosegrant, T. (Eds.). (1995). *Reaching potentials: Transforming early childhood curriculum and assessment. Vol. 2.* Washington, D.C.: NAEYC
- Seefeldt, C. (Ed.). (1999). *The early childhood curriculum: Current findings in theory and practice (Third Edition).* New York: Teachers College Press.

Additional readings will be distributed during class sessions. Video and slides will be used to illustrate and examine concepts and strategies presented in class.

EVALUATION:**Rubric for Curriculum Design/Unit Plan Papers**

Proficient	Nearing Proficiency	Unsatisfactory
<ul style="list-style-type: none"> • Uses appropriate process of observation, reflection, interpretation and projection to study and support the cognitive development of young children. • Engages in reflection and interpretation of documented observations. • Explores principles, theories and relevant research addressed through assigned readings and class materials. • Draws from observations and theoretical framework to inform work with children. • Absence of usage and grammatical errors; accurate spelling; careful proofreading; follows APA manuscript format. 	<ul style="list-style-type: none"> • Uses few appropriate connections made to assigned readings or class materials. • Limited reflection or interpretation of observational data. • Content supported by adequate theoretical argument and some details to support. • Complex issues need further description and interpretation; adequate explanation of thinking. Logical, clear arrangement of basic ideas for practice. • Papers are readable but lack smooth flow of ideas. Required length of papers not met. Required number of references not met. Many errors in use of APA format. 	<ul style="list-style-type: none"> • Observations lack detail, clarity and focus. • Ideas not developed; lacks logic of support; confusing does not make sense • Unclear thinking and/or unsubstantiated arguments presented in written reflections. Few appropriate connections to text or class handouts. • Action plans or conclusions are not supported by theory, research and observations. • Spelling and grammatical errors are numerous enough to interfere with understanding. Does not follow APA format.

ATTENDANCE

Regular attendance will be taken and penalties imposed for excessive absences.

WRITTEN WORK

Assignments are due at class time on the date specified. Failure to turn in a paper on time can result in a penalty of one grade. Assignments are expected to be free of mechanical, typographical, grammatical, and spelling errors.

READING AND CLASS PARTICIPATION

Reading assignments will be given for each class. Chapters from texts should be read prior to class lecture and discussion on that topic. Students are responsible for all materials for all materials as assigned, including text and any supplemental readings. Class participation is strongly encouraged as we all have experiences from which others can learn. We need to build and construct our knowledge as we proceed through this course.

Assessments	Links to Course Outcomes	Percentage of Grade
Seminar Leadership	2, 3, 5	30%
Evidence of Behavior Supporting Dispositions and Responsibilities of Adult Learners	1, 2, 3, 4, 5, 6, 7	10%
Preprimary Curriculum Design Paper or Primary Unit Plan	1, 2, 3, 4, 5, 6, 7	70%

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE OR PICKED UP FROM INSTRUCTOR AFTER GRADES ARE POSTED. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMODATIONS POLICY:

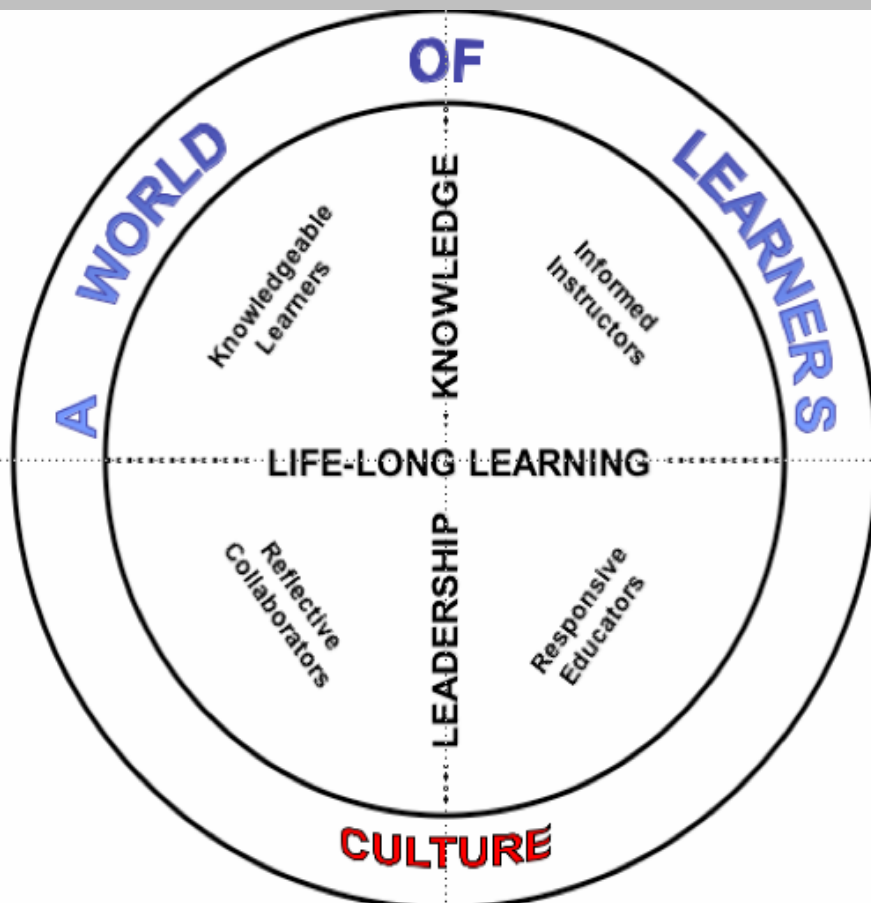
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center.

WEBSTER UNIVERSITY SCHOOL OF EDUCATION

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence
- 