

COURSE: ECC 703.01 Early Childhood Curriculum, B-2nd grade

Instructor: Judy Sanchez

**Office Hours: Mon. & Wed. 5-7pm
by appointment only**

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Course Location: W709

Course Day and Time: Tue. 4:30-7:00 pm

Mode of Instruction: In-Person

Course Description

The principles involved in planning, implementing and evaluating developmentally appropriate, evidence-based curriculum for children from Birth through 2nd grade. The course focuses on relationships among developmental theory, philosophy, practice, and development of curriculum based on the needs and interests of young children including those who are culturally, linguistically, and ability diverse. The analysis of a wide range of early childhood curriculum models is emphasized. Explores the role of the teacher, the ethical framework for professionals in early childhood education, and the early childhood professional as advocate for children, families and the profession. Twenty hours of field experience are required.

Hunter College Conceptual Framework:

The Hunter College School of Education (HCSOE)

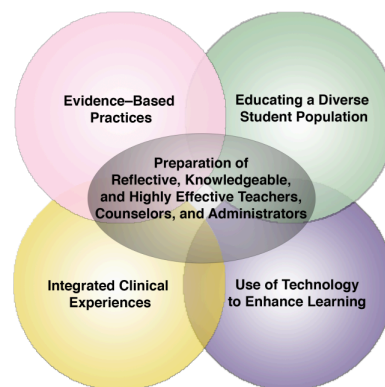
Conceptual Framework (abbreviated and expanded versions of the conceptual framework are available online at www.hunter.cuny.edu/soe/)

Evidence-Based Practices (EBP)

Integrated Clinical Experiences (ICE)

Educating a Diverse Student Population (EDSP)

Use of Technology to Enhance Learning (UTEL)



Hunter College School of Education

Conceptual Framework and mission statement:

The Hunter College School of Education is dedicated to the preparation of deeply thoughtful, knowledgeable and highly effective teachers, administrators and counselors. Our commitment is to educate these candidates – future professionals who will make a significant impact on the

++academic achievement, as well as the intellectual, social and emotional development of their students. The following list relates to the multiple competencies that promote effective learning:

Evidence-Based Practices

The School of Education grounds its course content in the best field-based research and practice. Faculty review findings from their respective disciplines to provide our candidates with the strategies needed for effective instruction. Our candidates master the theory and practice of effective pedagogy in their subject areas, and acquire the tools for reflection on and improvement of their professional work. They achieve a solid foundation in the history, philosophy, psychology, sociology and methodology of education that enriches their teaching. Candidates gain expertise in analyzing and using assessment of student performance to guide their instruction and create optimal learning environments for students.

Integrated Clinical Experiences

The School of Education ensures that its candidates understand and experience the realities of school contexts. We establish strong connections with partnering schools in New York City and surrounding areas. We provide extensive fieldwork with supportive supervision in these schools. Our candidates engage in carefully sequenced and comprehensively assessed clinical experiences prior to their graduation.

Educating a Diverse Student Population

The School of Education provides its candidates with the critical skills and understanding necessary to be responsive to the multiple challenges of all learners: students with a wide range of backgrounds, cultures, abilities and prior knowledge. We teach candidates to create humane and ethical learning communities in their classrooms and schools. They gain the ability to collaborate successfully with parents, families, community members, school faculty and staff in order to provide this support.

Use of Technology to Enhance Learning

The School of Education prepares candidates with the practical and theoretical knowledge of effective and judicious uses of technology in a variety of school settings and for a broad spectrum of learners. Formative and summative assessments of our candidates' technology competencies are a critical component of preparing them for tomorrow's schools. We believe that appropriate uses of educational technology enhance learning, assessment and communication.

Course Objectives

In developing an understanding of *evidence-based practice* the candidate will:

- gain an understanding of curriculum development for young children.
- examine the philosophical beliefs that guide early childhood curriculum and the social and historical contexts of various curriculum models in use today.
- recognize the value of play and identify its appropriate use in early childhood learning environments.
- use the NAEYC criteria for developmentally appropriate practice to assess, analyze and suggest improvement for existent early childhood environments.

- identify ways in which existent institutions (i.e., day care centers, schools, family day care) promote partnerships between parents and teachers.
- practice self-reflection and evaluate one's own effectiveness as a teacher and leader.
- strive to gain competence in best practices in early childhood education.

Through *integrated clinical experiences* the candidate will:

- explore early childhood curriculum within the urban cultural context in which NYC children live; encourage the healthy development of urban citizenship in young children.
- assess the quality of education and care offered to young children between birth and second grade in NYC by examining a range of care and learning environments using the NAEYC criteria for developmentally appropriate practice.

In learning to *educate a diverse population* the teacher candidate will:

- examine curricula and take steps to ensure that practices meet the needs of all children including children with disabilities, children of diverse cultural, linguistic and economic backgrounds.
- study the components of a developmentally appropriate early childhood environment and analyze how it contributes to or hinders the establishment of a caring learning community and culture.
- examine and apply in practice the NAEYC Advancing Equity statement for early childhood professionals.
- develop professional language to advocate for and communicate effectively on behalf of children and their families.

In learning to *use technology to enhance learning* the candidate will:

- use technology to enhance curriculum for young children in age appropriate ways and consider the specific needs of learners of diverse abilities and cultural and linguistic backgrounds.
- identify practices that are designed to protect children's psychological and physical safety and are developmentally appropriate according to accepted professional guidelines including NAEYC.
- identify factors that inhibit best practices in early childhood settings in both public and independent schools; take steps to correct such inhibiting factors in one's own setting.

This course addresses and requires the following School of Education Technology Competencies

- **Competency 1. Produce and manage learning documents.** This includes composing standard educational publications such as parent newsletters and handouts for students and class lists; it also includes teaching students how to prepare their own documents on a computer so that they are readable and useful.
- **Competency 7. Communicate using digital tools.** These include email, instant messaging, mobile phones, and text messaging for communicating with students, parents, and colleagues,

and knowing how to organize and manage these tools in the classroom so that they can be used for learning.

- **Competency 8. *Collaborate online for learning.*** Takes advantage of the tools listed above plus blogs, wikis, chats, audio and videoconferencing to bring outside resources into the classroom and to encourage academic collaboration among students.
- **Competency 8. *Create effective digital presentations.*** Using common tools for preparing slide shows, videos, and podcasts, the teacher can create presentations that follow the principles of communication, and can apply these design principles to the evaluation of students' digital work.

Alignment with the Teacher Performance Assessment (edTPA)

This course addresses several of the components and tasks required for completing edTPA including,

Task 1: Planning for Instruction

- Understanding Context for Learning Information, including educational philosophies and developmental theories to support decisions made during planning processes
- Creating a Learning Segment
- Identifying a Central Focus of a Learning Segment
- Writing Plans

Required Textbooks:

- Copple, C. & Bredekamp, S. (eds.) (2008). *Developmentally Appropriate Practice in Early Childhood Program*. Washington D.C.: NAEYC
- Dumbro, A, Jablon, J, Stetson, C (2011). *Powerful Interactions*. Washington D.C.: NAEYC
- Materials (articles, links, etc.) will be posted in the Course Material section of Google Classroom.

Recommended Reading

- Daly, L., & Beloglovsky, M. (2014). Loose parts: Inspiring play in young children.
- Derman-Sparks, L. & Edwards, J. (2010) *Anti-Bias Education for Young Children and Ourselves*. Washington D.C. NAEYC.
- Eliason, C. & Jenkins, L. (2015). *A Practical Guide to Early Childhood Curriculum*, 10th edition. New York: Pearson
- Geneva, G. (2010) *Culturally Responsive Teaching: Theory, Research, Practice*. Teachers College Press
- Gehart, C. & Mooney, X. (2000). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky*. St Paul, MN: Red Leaf Press
- Helm, J.H. & Katz, L. (2010). *Young Investigators: The Project Approach in the Early Years*. New York. Teachers College Press.
- Hirsch, L. (1984, 1996). *The Block Book*. Washington, D.C. NAEYC.
- Paley, V.G. (1981). *Wally's Stories*. Cambridge, MA. Harvard University Press. (along with any of her books)
- Pelo, A. (2008). *Rethinking Early Childhood Education*. Milwaukee, WI: Rethinking Schools
- Paris, D. (2012). *Culturally sustaining pedagogy: A needed change in stance, terminology,*

and practice. Educational Researcher

- Pratt, C. (2014) I Learn from Children: An Adventure in Progressive Education.
- Souto-Manning, M. (2013). Multicultural Teaching in the Early Childhood Classroom.

Supplemental Text

- Greene, J. (2010). Kindergarten in Photographs: A Mentor Teacher Shares Effective Organizing Strategies and Management Tips to Help You Create a Dynamic Teaching and Learning Environment
- Zigler, E.F., Singer, D., & Bishop-Josef, S. (2004) Children's Play, The Roots of Reading. Washington, D.C. ZERO TO THREE.
- Greenman, J. (2005) Caring Spaces, Learning Spaces: Children's Environments That Work. Redmond, WA. Exchange Press, Inc.
- Hendrick, J. (1980, 1986, 1990, 1994, 1998). Total learning: developmental curriculum for the young child. Upper Saddle River, NJ. Prentice Hall, Inc.
- Cohen, D.H., Stern, V. & Balaban, N. (2008) Observing and Recording the Behavior of Young Children. New York. Teachers College Press.

On-line Resources

- National Association for the Education of Young Children: <http://www.naeyc.org>
- Association for Childhood Education International: <http://www.acei.org>
- North American Reggio Emilia Alliance (NAREA): <http://www.reggioalliance.org>
- Education Resources Information Center (ERIC): <http://www.eric.ed.gov>
- Head Start Early Childhood Learning & Knowledge Center (ECLKC): <https://eclkc.ohs.acf.hhs.gov>
- Teaching Tolerance: <http://www.tolerance.org>.
- Defending the Early Years Project: <http://deyproject.org>.

Course Outline:

Session Dates	Topic	Readings	Assignments and Due Dates
Session 1 01/31/23	<i>Course Overview and Requirements</i> <i>Foundation of Early Childhood Education & Developmentally Appropriate Practice</i>	<u>Text:</u> DAP: Developmentally Appropriate Practice • <i>Intentional Teaching</i> <u>Article:</u> ➤ <i>Why Do You Want to Be An Early Childhood Educator?</i> ➤ <i>Seeing Children</i>	Bring 2 items that describe you personally or /and professionally.
Session 2 02/07/23	<i>The Power of Play</i>	<u>Text:</u> DAP: Developmentally Appropriate Practice • <i>The power of playful learning</i> <u>Article:</u> ➤ <i>Children's Lively Minds: Identifying Schemas</i> ➤ <i>Loose Parts: Inspiring Play in Young Children</i>	Due: Introduction- Poem (e-portfolio) Educational Philosophy (e-portfolio)

Session 3 02/14/23 Asynchronous day	<i>Family Engagement</i>	<u>Text:</u> DAP: Developmentally Appropriate Practice Engage in reciprocal partnerships with families and foster community connections <u>Webinar:</u> Build a Culture of Family Engagement Through Responsive Communication, by Mary Muhs Registration- Recorded webinar	Due: Complete professional development training Google Form
02/21/23	NO CLASS Follow Monday's Schedule		
Session 4 02/28/23	<i>Curriculum Foundation, Models, & Standards</i>	<u>Article:</u> Finding the Balance between Process and Product through perceptual lesson planning <u>Resources:</u> - NYS Early Learning Standards - Early Childhood Outcomes Framework	Due: Discussion Forum: Can DAP & Standards co-exist? (Post on Padlet)
Session 5 03/07/23	<i>Classroom Environments</i>	<u>Text:</u> Powerful Interactions: Part 2 Choose 1 Article: - Making the Environment the Third Teacher - Creating Environment of Success and Resilience - How can the Environment Inspire Curriculum - Create Diverse & Inclusive Learning Environments	Due: Family Engagement Plan
Session 6 03/14/23	<i>Curriculum Planning</i>	<u>Text:</u> Powerful Interactions: Part 3 <u>Resource:</u> Instructional Strategies	
Session 7 03/21/23	<i>Curriculum Implementation</i>	<u>Text:</u> DAP: Developmentally Appropriate Practice Chapter 10: Planning & Implementing	Due: Anticipatory Web

		<u>Suggested Readings:</u> ➤ <i>Block Off Time</i> ➤ <i>Calendar Time</i> ➤ <i>Circle Time to Small Group: Meeting Children's Needs</i>	Unit Rationale (e-portfolio)
Session 8 03/28/23	<i>Assessment and Reflection</i>	<u>Text:</u> DAP: Developmentally Appropriate Practice • <i>Chapter 8: Observing, Documenting, Assessing Children's Development & Learning</i> <u>Resource:</u> 70+ <i>Formative Assessment Strategies: Assessment for learning</i> <u>Suggested Readings:</u> <i>The Power of Documentation</i>	Due: <u>Discussion Forum:</u> How might Assessment support learning? (Post on Padlet)
Session 9 04/04/23	<i>Math, Science, and Technology</i>	<u>Article:</u> ➤ <i>Developing Mathematical Mindsets</i> ➤ <i>STEM in the Early Years</i> ➤ <i>Science in the Preschool Classroom</i>	Due: Fieldwork
NO CLASS Spring Break 04/05-04/13/23			
Session 10 04/18/23	<i>Physical Education and Creative Arts</i>	<u>Article:</u> ➤ <i>Why Motor Skills Matter</i> ➤ <i>Process vs Product</i> <u>Suggested reading:</u> Gross Motor Resources	Due: Lesson Plan 1: Math/Science
Session 11 04/25/23 Asynchronous	<i>Literacy</i>	<u>Readings:</u> So Much More than the ABC's - Schickedanz, J. & Collins, M. (2013) Washington DC. NAEYC ➤ <i>Chapter 1- What's involved in Learning to Read?</i> ➤ <i>Chapter 6- What's involved in Writing?</i>	Due: Lesson Plan 2: Physical Edu and/or Creative Arts

Session 12 05/02/23 Asynchronous	<i>Social Studies</i>	<u>Articles:</u> ➤ <i>Understanding Anti-Bias Educ.</i> ➤ <i>Multicultural Teaching in ECE</i> ➤ <i>Culturally Responsive Teaching</i>	Due: Lesson Plan 3: Literacy
Session 13 05/09/23	<i>Integrating Curriculum</i> & <i>Moving forward as professionals</i>	Choose 1 reading: ➤ <i>Reggio Emilia Approach</i> ➤ <i>Project Based Approach</i> ➤ <i>Inquiry Approach</i> <u>Text: DAP: Developmentally Appropriate Practice</u> ➤ Demonstrating Professionalism	Due: Final 3 Lesson Plans
Session 14 05/16/23 Remote			Due: Submit Portfolio Reflection Survey Teaching Demonstration on Flipgrid

Please use google doc. or word doc. formats. All assignments shall be uploaded onto Google Classroom!

Course Requirements:

A. Class Contribution

1. **Class Attendance & Punctuality:**

Teacher candidates are expected to be in the classroom every day. **Should you miss more than two class sessions, the final grade will be lowered by one letter grade.** With this being said, it is understood unforeseen circumstances or life events occur. If you are expected to miss a class meeting or be late, please contact me (via email/text), and inform me of the attendance. Teacher candidates are responsible for catching up with class content, responding to content or any information missed during your absence.

2. **Active Class Participation:** Student success is also influenced by active participation. Active participation encompasses completing all required readings, engaging in discussions and activities in class, along with fulfilling all requirements for course assignments. Your

contributions to our learning community, as well as your attention to the contributions of your peers, are instrumental to your professional growth.

- 3. Positive Professional Disposition:** Professional dispositions are the principles or standards that underpin a teacher's success in the classroom. They are the values, commitments, and professional ethics that govern how a teacher acts with students, families, colleagues, and communities. The basic aim of this course is also to cultivate a positive professional disposition. This includes a willingness to consider and discuss new ideas objectively (not necessarily accept them or 'go along with the crowd' to be educationally correct), curiosity, risk-taking, perseverance, and seriousness about improving one's self as a teacher. It can also include a sense of humor and social intelligence (e.g., the strategies and ability to make others feel comfortable and to contribute).

Students are expected to check their Hunter College email accounts/Google Classroom on a regular basis. In addition to weekly class meetings, important communication regarding the course will be done via email, using students' Hunter College email addresses.

4. Late Assignments.

No late assignments or extensions will be accepted without instructor approval. In order to receive an extension you should **send an email to me at least 48 hours prior to the assignment deadline.** The penalty for late submission without an approved extension will be **1 point per day.**

B. Assignments:

Fieldwork Assignments - (20 points)

You are required to complete fieldwork for this course.

Teacher candidates will be required to complete 10 hours of fieldwork in a classroom setting. Teacher candidates will select the age/grade. **Teacher candidates will be required to reach out to the school and schedule an observational date and time. If teacher candidates are not able to find a school setting, they will be required to notify the professor.** Teacher candidates will conduct observations of a classroom environment conducive to student learning. Teacher candidates will use the guiding questions template to support their observations.

Teacher candidates will submit **narrative** and **observational notes**.

Discussion Forum- (10 pts)

Teacher candidates will respond to deeper wonderings and inquiries into the reading and conversation topics. Teacher candidates will post and respond using the Padlet platform. Padlet is a collaborative web platform in which users can upload, organize, and share content to virtual bulletin boards. Teacher candidates are required to find **at least 2 colleagues** and comment on their response.

Criteria	Score			
	1	2	3	4

Critical Analysis	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or without supporting statements from the readings, outside resources, relevant research, or specific real-life application.	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research and do not consider alternative perspectives or connections between ideas. Sources are not cited	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.
Participation as a Member of the Learning Community	Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There are no replies to questions or comments. Discussion postings are at midpoint or later in the module or contributions are only posted on the last day of the module.	Discussion postings sometimes contribute to ongoing conversations as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by any personal experience or related research. Discussion postings respond to most postings of	Discussion postings contribute to the class' ongoing conversations as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by any personal experience or related research.	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by personal experience or related research

		peers several days after the initial discussion.		
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Family Engagement Plan (15 points)

Teacher Candidates will develop a Family Engagement Plan. The plan will include strategies and activities that create a foundation for partnerships between home and school (i.e. newsletters, parent day, workshops, etc.). It will encompass the funds of knowledge, embrace the individuality and uniqueness of families and promote learning. **The plan shall describe the value of family engagement at school and at least 5 strategies and activities with a brief description of each.**

The strategies can be formatted in bullet point form with a brief description. This should be 2.5-3 pages, double spaced.

Final Project: Interdisciplinary Curriculum ePortfolio (50 points)

The final project is to create an integrated curriculum plan e-portfolio. ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. Teacher candidates will use programs such as Weebly/Google Sites/Wix to create a comprehensive curriculum unit plan. This e-portfolio will showcase teacher candidates' capacity to develop and integrate developmentally appropriate curriculum for children from B- 8 years old. Teacher candidates will also apply understanding of theory and practice into planning and teaching. Teacher candidates will highlight their ability to foster students' learning through intentional teaching and learning practices. The e-portfolio **must** include:

1. **Introductory Page (1 points)**- "I am" Poem- Teacher candidate will develop a creative poem. The poem will highlight characteristics of the teacher candidate personally and professionally. See ["I Am" Poem sample](#)
2. **Educational Philosophy (3 points)** - Teacher candidates will write 2-3 pages in length educational philosophy. It shall be written in first person and in present tense. The educational philosophy defines your vision and purpose for education. The ideas about education and teaching should come from reflecting on your past experiences with education and the educational theories you have learned in your education courses. Beliefs, attitudes, values, and experiences influence a person's personal philosophy of education.
 - Here is an example of how to formulate your educational philosophy:
 - i. Ideally, your first paragraph should include why you feel that early childhood education is important and what you feel is the goal of education.
 - ii. Your body paragraphs will show your reader your teaching approach and why you teach/ will teach this way.
 - iii. Your conclusion paragraph can do a number of things-- reiterate your passion for teaching, state how you continue to improve as an educator, or discuss your positive relationships with your students.

3. **Unit Rationale (10 points)**- Teacher candidate will provide 1-1.5 page rationale as your overall justification for the unit. In essence, you are making an argument about how your approach to teaching this unit is pedagogically sound. Tell me the WHY.

In this rationale, you will...

- explain the goals for the unit and how it fits into your overall yearly goals. Use your readings and other articles to support your thinking.
 - support your argument about the pedagogical soundness of your curriculum through standards, and pedagogical theories.
 - If you cite sources, make an accompanying works cited list.
- I. **Anticipatory Web (2 points)**- Teacher candidates will provide an anticipatory web. An anticipatory web is a teacher's map. This includes content areas, activities, resources such as books, experts to be interviewed, and field trips to support the study. This web will help teacher candidates brainstorm and organize their ideas to create intentional learning experiences.
- II. **Lesson Plans (24 points)**- Teacher candidates will create **3 different lesson plans** focusing on the overarching unit/theme. A lesson plan is a detailed step-by-step guide that outlines the teacher's objectives for what the students will accomplish during the course of the lesson and how they will learn it. Creating a lesson plan involves setting goals, developing activities, and determining the materials that you will use. Teacher candidates must apply **at least 1 instructional strategy** into the lesson. **Teacher candidates are not permitted to use the Unit of Studies from the DOE to apply for this assignment. See rubrics.**

CRITERIA	SCORE			
	Underdeveloped	Developing	Proficient	Exceptional
TITLE & PURPOSE	Title & purpose vague or missing	Title & purpose given	Title & purpose reflect contents	Title & purpose are clear & align with standards
PURPOSE & GOALS	Not matched or connected to NAEYC/ NYS Standards; Concepts and assumptions of learning are not clear or not listed	Not adequately matched or connected to NAEYC/ NYS Standards; Concepts and assumptions of learning are sometimes not	Matched but not clearly connected to NAEYC/ NYS standards; Most concepts and assumptions of learning are developmentally	Matched and clearly connected to NAEYC/ NYS Standards; Major concepts and assumptions of learning are developmentally appropriate

		clear or not listed	appropriate	
TIMEFRAME	Poor use of lesson time	Lesson pacing is effective, to some extent, in accomplishing objectives	Effectively paces lesson to accomplish objectives, introduce activities, and appropriately end the lesson	Highly effective use of pacing and lesson time to accomplish objectives, seamlessly transition between activities, and end lesson smoothly-including a summary or assessment
OBJECTIVES *Subject matter knowledge, skills and application Reasoning ability	Objectives are not observable and also are not measurable; Application of subject matter knowledge and skills not evident; Domains and levels are not addressed	Objectives are either not observable or not measurable; Minimal application of subject matter knowledge and skills; Domains and levels are addressed limitedly	Objectives are somewhat observable and measurable; Stated application of subject matter knowledge and skills; Some domains are included, but not all three or not across all levels	Objectives are obviously observable and measurable; Clearly stated application of subject matter knowledge and skills; Includes all domains
RESOURCES & MATERIALS	Resources limited or not included	Resources included	Variety of resources included, integrates technology	Creative, connect to “real world” & variety, effectively integrates technology
ANTICIPATORY SET	Does not tap interest & prior knowledge, and describe procedures	Limited attempt to tap interest & prior knowledge, and describe procedures	Some attempt to open lesson by tapping interest & prior knowledge, and describe procedures	Lesson is creatively opened by tapping interest & prior knowledge, and procedures are described
PROCEDURES	Details are not provided to teach content; Teaching strategy not clear; Methods of student inquiry not evident;	Limited details provided to teach content; Teaching strategy not clear; Limited methods of	Detailed some content required for instruction; Some teaching strategies included with use of theory;	Detailed all content and resources required for instruction; Includes a variety of

	lower level questioning; limited use of technology	student inquiry used; lower level questioning; some use of technology	Some methods of student inquiry listed; some open ended questions included; appropriate use of technology	teaching strategies using theories; Used multiple methods or inquiry for student learning incorporating Bloom's taxonomy; effective use of technology
SPECIAL ACCOMODATIONS	Strategies not specific enough to support student learning based on TimeCircumstances, Tasks, Communication, Response Modes; No evidence of Differentiated Instruction	Some strategies not specific enough to support student learning based on Time-Circumstances, Tasks, Communication, Response Modes; Limited evidence of Differentiated Instruction	Strategies designed to allow success for most students based on TimeCircumstances, Tasks, Communication, Response Modes; Some Differentiated Instruction evident	Specific strategies designed to promote success for all students based on TimeCircumstances, Tasks, Communication, Response Modes; Differentiated Instruction clearly evident
CLOSURE	Summary not evident or does not reinforce learning	Limited use of summary to reinforce learning	Some summary provided to reinforce learning	Summary provided to reinforce learning and link to future learning
FAMILY ENGAGEMENT	Does not include family participation	Limited attempt to include family participation	Some attempt to include family participation	Demonstrates creativity and intentionally in applying strategies to include family participation.
ASSESSMENT	Not connected to objectives or not appropriate; Does not include plans for either formative or summative assessment; Does not include any ways to represent learning	Connected to objectives to a limited degree; Plans for either formative or summative assessment; States one way to represent learning; e.g. concept map,	Appropriate; connected to some objectives; Plans for formative or summative assessment; States at least two different ways to represent	Appropriate and connected to all objectives Specific description of formative and/or summative assessments; Details at least two different ways to represent

		quiz, reflective response	learning; e.g. concept map, quiz, reflective response	learning; e.g. concept map, quiz, reflective response
MEETING INDIVIDUAL NEEDS	Tasks partially allow or do not allow for individual differences	Student tasks align with objectives	Students have choices & variety of tasks of varying levels	Provides choices and open-ended activities for all abilities

- III. **Video Demonstration Lesson (10 points)** Teacher candidates will create a 10-minute video teaching demonstration. The demo lessons will demonstrate effective teaching strategies into practice. Teaching candidates will select **ONE** lesson plan out of the 3 required lesson plans to record. Students will use **Flipgrid** to create the video and receive video feedback from your instructor.

NAEYC Standards Assessed

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.

Standard 2 Building Family and Community Relationships

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and empowering families and communities through respectful, reciprocal relationships.

2c: Involving families and communities in young children's development and learning.

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 assessment partnerships with families and with professional colleagues to build effective learning environments.

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

Standard 4 Using Developmentally Effective Approaches

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

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

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.

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

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Writing Rubric

RUBRICS	A, A+	A-, B-, B	B-, C+, C	C- and Below
Integration of Knowledge	Writing demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	Writing demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	Writing demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	Writing does not demonstrate that the author has fully understood and applied concepts learned in the course.
Depth of Discussion	In-depth discussion & elaboration in all sections of the writing.	In-depth discussion & elaboration in most sections of the writing.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the writing or brief discussion in only a few sections.
Cohesiveness	Ties together information from all sources. writing flows from one	For the most part, ties together information from all	Sometimes ties together information from all sources. Writing	Does not tie together information. Writing does not flow and

	issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	sources. Writing flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
Spelling and grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources	More than 5 sources. Sources include class reading or alternative research-based articles. All web sites utilized are credible.	5 current sources. Sources include class reading or alternative research-based articles. All web sites utilized are credible.	Fewer than 5 current sources. Sources include class reading or alternative research-based articles. All web sites utilized are credible.	Fewer than 5 current sources. Sources include class reading or alternative research-based articles. Not all web sites utilized are credible, and/or sources are not current.
Citations	Cites all data obtained from other sources. APA citation style is used in all text.	Cites most data obtained from other sources. APA citation style is used in all text.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

NOTE: LATE ASSIGNMENTS WILL NOT BE ACCEPTED OR GRADED WITHOUT PRIOR APPROVAL BY THE INSTRUCTOR

Grades for the course will be determined as follows:

- Fieldwork Assignments (20 points)
- Discussion Forums (10 points)
- Family Engagement Plan (15 points)
- ePortfolio –Key Assessment (50 points)
- Class Participation & Attendance (5 points)

Total: 100 points

Hunter College Grade assignment standards are as follows:

Grade	Undergrad	Graduate
A+	97.5 - 100	97.5 - 100
A	92.5 – 97.4	92.5 – 97.4
A-	90.0 – 92.4	90.0 – 92.4
B+	87.5 – 89.9	87.5 – 89.9
B	82.5 – 87.4	82.5 – 87.4
B-	80.0 – 82.4	80.0 – 82.4
C+	77.5 – 79.9	77.5 – 79.9
C	72.5 – 77.4	72.5 – 77.4
C-	70.0 – 72.4	70.0 – 72.4
D	60.0 – 69.9	N/A
F	Below 59.9	Below 69.9

***Students must earn a B or better in this course in order to graduate**

School of Education Basic Technology Competencies Teacher Candidates who successfully complete this course will have opportunities to demonstrate the following technology competency:

1. Produce and manage learning documents through the completion of all assignments.
2. Communicate using digital tools through the use of Google Classroom
3. Collaborate online for learning through the use of Google Classroom.
4. Capture and edit images, audio, and video through the videotaped teaching observation and creation of video clips.

Expectations for Written Proficiency

- Students must demonstrate consistently satisfactory written English in coursework.
- The Hunter College Reading/Writing Center provides tutoring to students across the curriculum and at all academic levels. For more information, see <http://rwc.hunter.cuny.edu>

ATTENDANCE POLICIES

- Attendance at all classes and on-time arrival are expected.
- Missing more than **two classes**, due to any combination of absences, lateness, or leaving early (regardless of reason), will negatively affect your grade (loss of 15 points for more than three missed classes).
- In the event of an absence, it is the student's responsibility to notify the instructor and to obtain notes, updates, and materials/handouts.

ACADEMIC INTEGRITY STATEMENT:

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Academic Integrity

- Any deliberate borrowing of the ideas, terms, statements or knowledge of others without clear and specific acknowledgement of the source is intellectual theft and is called plagiarism.
- It is not plagiarism to borrow the ideas, terms, statements or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms, or statements encountered must provide full citations in an appropriate form.
- Except in those instances when students are engaged in collaborative efforts, it will be expected that students will complete and submit their own work. Ideas taken verbatim or paraphrased from other sources should be clearly acknowledged through the inclusion of appropriate reference notes. When in doubt regarding the appropriate way to handle a specific situation, students should consult the course instructor.
- *Course assignments submitted via Blackboard SafeAssign automatically check for information from other sources.*
- **PLAGIARISM IN ANY FORM WILL NOT BE TOLERATED AND MAY RESULT IN COURSE FAILURE OR EXPULSION IN ACCORDANCE WITH HUNTER COLLEGE POLICIES.**

ADA STATEMENT:

In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter College is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 /or VRS (646) 755-3129.

CUNY POLICY ON VIDEO RECORDING:

Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un--mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

HUNTER COLLEGE POLICY ON SEXUAL MISCONDUCT:

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain

intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link:

<http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>

FOOD AND HOUSING INSECURITY:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, for a list of resources and support. The [Hunter College Food Pantry, Purple Apron](#) and a free resource with pantry items, located in B103 of the West Building on the 68th Street Campus. The Purple Apron will be open each Tuesday and Friday from 1:00 pm to 4:00 pm to all currently enrolled Hunter students. Students visiting the Purple Apron will receive a shopping bag to fill with free non-perishable groceries including fruits, vegetables, grains, dairy and protein. Groceries will be available on a first-come, first-served basis. A valid Hunter ID is required for entry. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her to assist you with finding the resources you may need. Hunter also provides other resources (e.g. laptop loans, hotspots, financial assistance). Additional information is found [here](#).

SYLLABUS CHANGE POLICY:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Students will be notified of any changes during class meetings, in addition postings will be made to Google Classroom.