EDHD 210: Foundations of Early Childhood Education
Fall 2012; Monday 1:00 – 3:45 p.m.
1107 Benjamin

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Phone: 301/405-3122
Office Hours: Wednesdays 10:00 -11:30 and by appointment

Course Description

This course is designed to provide an overview of historical, philosophical, psychological, educational, and contemporary influences on the field of early childhood education. It is intended primarily for students planning to apply to the Early Childhood Education program. For most students, this course is taken in conjunction with EDHD 220, which will provide a series of practicum experiences. Students not enrolled in 220 will need to make arrangements at the University’s Center for Young Children in order to complete assignments that involve observation of an EC classroom.

Students will explore historical antecedents and current research in early childhood education, the development of primary models of curriculum and pedagogy in the field, and the relationship between critical aspects of young children’s development and the creation of learning opportunities in the classroom. The concept of developmentally appropriate practice and its application across different developmental levels and early childhood classrooms will be introduced and connected with discussion in EDHD 220. Issues in developing and implementing high quality early childhood education experiences for young children will be addressed, including the importance of family, culture, and community, the needs of diverse learners, the role of assessment in early learning, and the support of children’s emotional and social well being as essential components of the learning process.

Students will also become familiar with the overall conceptual framework for teaching adopted by the College of Education for all teacher education programs. Within this framework, teacher education is viewed as a process of preparing teachers as reflective practitioners. Reflective practitioners use research-based inquiry to become competent teachers. Standards for professional practice developed by the National Association for the Education of Young Children (NAEYC) will also inform and provide a framework for the course and the ECE program.

Course Objectives

Upon completion of this course, students should be able to:

1. Make connections between historical antecedents and current approaches to research and curriculum development in the education of young children. (NAEYC :1,2, 3, 4, 5, 6; COE: Learners, Social and Cultural Context; InTASC 1, 2)

2. Compare and contrast the philosophical, theoretical and curricular differences of various programmatic models of early childhood education. (NAEYC: 1, 2, 3, 4; COE: Learners, Pedagogy, Subject Matter, Curriculum; InTASC 1, 2, 3)
3. Recognize the fundamental tenets of developmentally appropriate practice and apply those to specific classroom practices. (NAEYC: 1, 2, 3, 4, 5, 6; COE: Learners, Curriculum, Social and Cultural Contexts, Pedagogy, Assessment, Technology; InTASC: 3, 4, 5, 6, 7, 8).

4. Describe the developmental changes in children’s cognitive, affective, social and emotional understanding and how these influence early childhood education. (NAEYC: 1, 2, 4; COE: Learners, Social and Cultural Contexts, Pedagogy; InTASC: 1, 2, 3, 7, 8).

5. Recognize the need for individualization and develop strategies for meeting the needs of diverse children in the classroom. (NAEYC: 1, 2, 3, 4; COE: Learners, Social and Cultural Contexts, Pedagogy; InTASC: 1, 2, 3, 7, 8).

6. Identify issues related to authentic assessment in early childhood education. (NAEYC: 1, 3, 4, 5; COE: Learners, Pedagogy, Subject Matter, Educational Goals and Assessment; InTASC: 4, 5, 6, 7, 8).

7. Engage in personal reflection about one’s philosophy of teaching and its implications for early childhood education as well as professional development as a teacher. (NAEYC: 6; COE: All; InTASC: 9, 10).

8. Develop an awareness of the importance of family, culture and community in young children’s development and learning. (NAEYC: 1, 2; COE: Learners, Social and Cultural Context; InTASC: 1, 2, 3)

9. Use knowledge of developmentally appropriate practices for young children and standards for knowledge to develop lesson plans. (NAEYC: 1, 4, 5; COE: Pedagogy, Subject Matter, Curriculum, Assessment; InTASC: 4, 5, 6, 7, 8).

Required Readings**


**Additional readings may also be assigned. In addition, there may be on-line resources that will be assigned.

Course Requirements

1. Class participation is an integral part of this course. Classes may involve small group discussion, planning, producing, and presenting, in addition to general discussion. Your classmates will be depending on you to be there and to be an active participant. Your own early childhood experiences as well as your practicum participation serve as an important basis for our class discussions. Therefore, it is assumed that you will be present, ON TIME and ready to participate in class. It is courteous to let the instructor know in advance if you absolutely must be absent. If an emergency should arise, please be sure to leave me a message via voicemail or email (see numbers on first page). The College of Education Foundational Competencies for Teacher Education includes the expectation that professional behavior of promptness

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and attendance extends to coursework as well as placements. Please see the section on Student Expectations for further information.

2. **Course readings** provide an important knowledge base for the field as well as for this particular class. Please read required assignments *prior* to class so that you may participate fully in the discussion. Readings may not necessarily be discussed directly in class, but it is assumed that you will have read the materials so that it may serve as a jumping off point for discussion. Further, readings are usually essential to understanding and completing assignments successfully.

3. **All written assignments** are to be typed/word-processed and double-spaced and must follow APA (American Psychological Association) format. *Please use spell-check and proofread, as points will be deducted for an excessive number of careless errors.* Due to the potential for transmission of computer viruses, electronic submissions (e.g., attachments via email or on a disc) will not be accepted under any circumstances. Please see the section on Student Expectations for further information.

4. **Assignments are due in class on the date scheduled, at the beginning of class.** Please see the section on Student Expectations for further information. All assignments should include an Honor Code statement, written and signed by the student.

5. **Three written assignments, a mid-term and a final exam, in-class small group activities, and overall classroom participation will serve as the basis for evaluation of your performance in this course.** Each of the assignments is identified below with due dates and value; additional information about these assignments is either attached to the end of the syllabus or will be forthcoming.

1. Philosophy of education (**Due: 10/1**)
2. Mid-Term (**10/29**)
3. Classroom organization plan (**Due: 11/19**)
4. Lesson plan (**Due: 12/10**)
5. Final Exam (date to be determined)
6. Participation in in-class small group activities and overall class participation

**Grading Scheme**

Overall class participation (incl. small group activities): 60 points
Philosophy of education: 40 points
Classroom organization plan: 75 points
Lesson plan: 75 points
Mid-term exam: 75 points
Final exam: 75 points

Total: 400 points

**GRADES WILL BE AWARDED ON THE BASIS OF TOTAL POINTS:**

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Professional Standards and the College of Education Conceptual Framework

National Association for the Education of Young Children (NAEYC) (See Appendix A)

1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing to support young children and families
4. Teaching and Learning
   4a: Connecting with children and families:
   4b: Using developmentally effective approaches
   4c: Understanding content knowledge in early education
   4d: Building meaningful curriculum
5. Becoming a professional

The Interstate Teacher Assessment and Support Consortium (INTASC) (See Appendix B)

THE LEARNER AND LEARNING
1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

CONTENT
4. Content Knowledge: [InTASC 4]
5. Application of Content: [InTASC 5]

INSTRUCTIONAL PRACTICE
6. Assessment: [InTASC 6]
7. Planning for Instruction: [InTASC 7]
8. Instructional Strategies: [InTASC 8]

PROFESSIONAL RESPONSIBILITY
9. Professional Learning and Ethical Practice: [InTASC 9]
10. Leadership and Collaboration: [InTASC 10]

College of Education Conceptual Framework
(See Appendix C)

Knowledge of:
- Subject Matter
- Pedagogy
- Learners
- Curriculum
- Educational Goals and Assessment
- Social and Cultural Contexts
- Technology
### Alignment of Standards/COE Framework with Course Assignments

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<tr>
<th>Standards/Framework</th>
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<th>Mid-Term Exam</th>
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**Student Expectations**

**Academic integrity**

The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.studenthonor council.umd.edu/whatis.html](http://www.studenthonor council.umd.edu/whatis.html). This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else’s work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

**Honor Pledge**

The Honor Pledge (“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”) should be handwritten and signed on all papers, projects, and other academic assignments submitted for evaluation in this course.

Any question of plagiarism or cheating of any kind will not be tolerated and will be immediately reported to the Honor Council.

**Religious observances**

The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, they must contact the instructor before the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

**Late Papers**

All papers and projects will be submitted at the beginning of class according to the schedule outlined in this syllabus. Late papers and projects will not be accepted in this course and will result in a failing grade for the assignment. If students have questions regarding the expectations of an assignment, they must meet with the course instructor well in advance of the due date.
Extra Credit

All assignments are identified in this syllabus along with the applicable weight of each assignment in determining a final course grade. As such, extra credit assignments will not be given and should not be requested.

Course evaluations

As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Missed single class due to illness: Once during a semester, a student’s self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student’s absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.
Assignment Requirements

All papers must be **typewritten, double spaced**, with **1-inch standard margins, 12-point font size**, and be written according to **APA (American Psychological Association) format**, including references, **without exception**. Students should refer to the following link or any other online source for samples of APA reference and style format (it is not necessary to purchase the APA style manual; however, if you plan to take more psychology or human development courses or plan to go to graduate school, it might be a good investment).

http://www.umuc.edu/library/libhow/apa_examples.cfm

**No electronic submissions of assignments will be accepted.** The course instructor will only accept hard copies and will not be responsible for printing students’ papers. Please plan accordingly so that your paper is printed and ready to hand in at the beginning of class on the due date.

When a student’s writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she should utilize the services of the UM Writing Center prior to submission of subsequent assignments. If I write “please see me” on your paper, it is a good idea to take this advice!

**Participation**

Class participation is critical to course success. The in class experience cannot be replicated through readings alone. The lectures and discussions that take place in the classes are the most important part of the course and essential to fulfillment of course objectives. It is impossible to participate if a student is not in class, thus full participation points cannot be given when attendance/tardiness is an issue.

**Cell Phones**

Out of respect for your peers and the course instructor all students are expected **to turn off their cell phones during class**. In the event it is essential to have your phone “on” due to an emergency of some sort, you are expected to use the “silent” mode.

**Laptops**

**Laptops and other electronic devices:** The use of laptops and other electronic devises unfortunately present a distraction for both students and instructors, as the temptation to use these for things other note-taking is hard to resist. **Therefore, laptops and other electronic devices are NOT permitted in class, except in the following cases: they are to be used for a specific class activity; you have an identified special learning need that requires the use of such a device for note taking; you speak with me individually and obtain permission for use.** Students are cautioned that inappropriate use of laptops during class time has a negative impact on participation.
SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS**

9/10
Introduction to the course; what does it mean to be a teacher in early childhood education; what is school like for young children? What are the major trends and issues in ECE today?

9/17
History and theory in early childhood education and development
Bredekamp: Ch. 1, 2; Mooney Ch. 3, 4, 5

9/24
History and theory in early childhood education and development (cont’d.)
Mooney: Ch. 1-2

10/1
Developmentally Appropriate Practice (DAP)
Bredekamp: Ch. 3
PHILOSOPHY OF EDUCATION PAPER DUE

10/8
Development and learning
Bredekamp: Ch. 4

10/15
Individual differences and cultural variation
Bredekamp: Ch. 5, 6

10/22
Planning for curriculum
Bredekamp: Ch. 9, 10

10/29
Mid-term

11/05
Families, community
Bredekamp: Ch. 7

11/12
Social and Emotional Development
Bredekamp: Ch. 8

11/19
Curriculum, Standards, and Assessment
Bredekamp: Chs. 11-15 (over next 4 class sessions)
CLASSROOM ORGANIZATION PLAN DUE
\underline{11/26}
Curriculum: language arts, social studies

\underline{12/03}
Curriculum: math, science

\underline{12/10}
Understanding Connections between development, standards and assessment
Final thoughts: Reflections on becoming a professional
Bredekamp: Ch. 16
LESSON PLAN DUE

FINAL EXAMINATION: DATE TO BE DETERMINED

(**subject to change; additional readings may be assigned)
Assignment Descriptions (Subject to Revision)

ASSIGNMENT #1: Philosophy of Education
In this assignment, please respond to the following open-ended statements to begin to articulate your view of education and young children’s learning. For each statement, you should provide approximately one paragraph that accurately captures your current beliefs and knowledge as it relates to early childhood education, and provide examples where it will enhance your answer. Please note that there are no correct answers to these statements. You should provide a thoughtful and well-written completion for each statement. You do not need to do any research for this assignment - this is your ‘jumping off’ point in your professional development. This assignment should be around 2-3 pages typed, double-spaced.

I believe the purposes of education are …

I believe that children learn best when …

The curriculum of any classroom should include certain “basics” that contribute to children’s social, emotional, intellectual and physical development. These basics are …

Children learn best in an environment that promotes learning. Features of a good learning environment are …

All children have certain needs that must be met if they are to grow and learn at their best. Some of these basic needs are …

I would meet these needs by …

A teacher should have certain qualities. Qualities I think important for teaching are …

Grading Rubric (40 points: detailed rubric will be distributed in class):
Completes statements with well-articulated responses, including examples where appropriate (20). Statements logically follow each other and are well organized (10 points). Overall clarity of paper, organization, style, fidelity to assignment expectations, use of appropriate format, conventions of writing are followed (10).

ASSIGNMENT #2: Classroom Organization Plan

In this assignment, you will develop a plan for organizing an early childhood classroom, including a description and drawing of a floor plan, ordering of equipment to ‘outfit’ your classroom, and a daily schedule. The starting point for this assignment is based on observations done at one of your placement sites for EDHD220. You are to observe a classroom where you are NOT assigned for your 220 practicum. If you are not taking 220, you MUST complete your assignment based on observations at the Center for Young Children (no exceptions!). The guidelines for this assignment are as follows:

1. Identify a different classroom (from the one where you participate for 220) and observe the classroom for at least two separate, 15 minute periods (not on the same day). Identify 4
aspects of the overall classroom design (physical environment) that are positive attributes of the program and provide a rationale, based on developmentally appropriate practice guidelines and knowledge of children’s development, for why these work well.

2. Describe two changes (additions, deletions, enhancements) that you would make to the classroom design based, once again, on your knowledge of DAP and children’s development and learning.

3. Draw a diagram of the classroom that combines the existing design with your suggested changes. Highlight your changes. This diagram must be neatly drawn (does not have to be to scale).

4. Develop a list of general equipment (e.g., furniture, blocks, and large muscle equipment) and materials and supplies (smaller items such as manipulatives, books, and consumables) that you would use to outfit three centers or areas in your classroom. You should use on-line equipment catalogs to complete this assignment. Once again, you should use the observed classroom as the starting point, but you are to identify at least 5 ways in which your equipment would be different and why (based on DAP). Maximum imaginary budget is $1,000.00. You do not have to include the cost of furniture (tables, carpets or chairs) in your budget.

6. Create a daily schedule (including times) for your classroom. Here, start with the observed classroom schedule; what works well, what doesn’t? Describe at least two ways that you would alter it and provide a rationale.

This assignment has no page number requirement, but probably would be about 7 to 10 pages.

More specifically, your paper should include:

☐ Title Page: Name, date, school, classroom observed (dates and times observed), location of classroom, age/grade level (include if multiage).

☐ Introductory paragraph: Provide a brief overview of your paper, the focus of your observation, the age level you are working with, etc. Describe when you observed, what was going on during that time, any interesting and/or out of the ordinary activities that took place during that time.

☐ Identification of 4 aspects of overall current classroom design that are positive attributes of the program. Provide a rationale for each aspect based on developmentally appropriate practices (reference these sections).

☐ Identification of two changes you propose to make to classroom design, based on your knowledge of DAP and children’s development and learning. Provide a rationale: WHY are you proposing these changes? HOW will they enhance or support children’s development and learning? (Use references to support your claims).
Diagram of the classroom: combine existing design with suggested changes. Identify changes (e.g., use highlighter, other color or some other means to identify these changes. Diagram should be neatly drawn (or computer generated). Graphing paper is acceptable. All areas of room should be labeled.

Description of 3 centers for which you will develop a list of general equipment, materials and supplies. Make a list of everything that you would need in those 3 centers, from furniture to manipulatives. Use the observed classroom as a starting point, identify at least 5 ways in which your equipment would be different and WHY. Once again, use your knowledge of developmentally appropriate practice and overall development and learning to support your decisions. Cite appropriate references and be sure to include all the resources from which you can order the equipment.

Daily schedule (including times) for your classroom. Once again, start with the schedule for your observed classroom, and then describe at least two ways in which you would alter it and provide a rationale for WHY this is important.

Reference list at the end of your paper with all of your citations. Refer to the APA style website for correct referencing both in this list and in the body of your paper.

Grading Rubric (75 points; more detailed rubric will be distributed in class): Overall organization of paper: all sections are included as specified in assignment directions, with required components for each section. (5); Positive aspects of classroom design: 4 positive components are identified, and a rationale based on developmentally appropriate practice is provided for each. References are included to support rationale. (15); Two changes are proposed for classroom design, which are based on DAP and children’s development and learning. A rationale is provided for each change which identifies how they will enhance and support children’s development and learning. References are included to support rationale. (10); Diagram of the classroom combines existing design with suggested changes, and is drawn neatly or computer generated. (10); Centers (3) are described, and a list of general equipment, materials and supplies are included. Identification of at least 5 ways in which equipment will be different is included, and a rationale is provided based on overall development and learning. References are used to support decisions, and resource list is included. (15); Daily schedule (with times) is detailed. Two ways in which the schedule differs from CYC schedule is detailed with rationale. (10); Overall clarity of paper, organization, style, fidelity to assignment expectations, use of appropriate format, conventions of writing are followed (10).

Assignment #3: Lesson Plan

To be distributed.