

**Instructor:** Amy Wolfe, MS

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**Office** 1217

**Office Hours:** Monday 10:00-11:00, Tuesday 3:00-4:00, Wednesday 2:00-3:00, Thursday 12:00- 2:00 and as needed

**Office Phone:** 304-424-8000 EXT 430

**Cell:** 740-517-1299

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**Name of Course:** Strategies in Early Education

**Course#:** Education 302

**Course Schedule:** Tuesday 4:00-6:45

**Credit Hours:** 3

**Catalog Course Description:**

This course is a study of essential concepts, inquiry tools, and structure of content areas for early education. The course includes identification of resources to deepen understanding of appropriate materials, manipulatives, media, and technology for young learners. Student will practice observation skills/techniques. (Prerequisites: Admission to Teacher Education Program) (Corequisite: Field Experience) (Concurrent enrollment in EDUC 402 required)

**Required Textbooks:**

Cryer, D., Harms, T., & Riley, C. (2003). *All About the ECERS-R*. New York: Teacher College Press.

Jablon, J., Dombro, A., & Dichtelmiller, M. (2007). *The Power of Observation*. Washington DC: Teaching Strategies.

Cryer, D., Harms, T., & Riley, C. (2003). *Early Childhood Environment Rating Scale*. New York: Teacher College Press.

Dodge, D., Colker, L., & Heroman, C (2002). *The Creative Curriculum for Preschool*. Washington DC: Teaching Strategies.

**Supplementary and Resource Materials:**

<http://www.creativecurriculum.net>

**Course Objectives**

Teacher candidates will:

- Document young children's learning and development over time for the purpose of planning developmentally appropriate programs.
- Define the role of documentation and assessment in decision making in standards based early childhood instruction.
- Observe, document, and assess young children's cognitive, social, emotional, physical, and language development over time: interpret, report results and design instructional strategies to meet the needs of the children.
- Understand how to refer children, when necessary, for further screening and evaluation.
- Identify sources of a variety of classroom models and strategies used to achieve different curricular goals and objectives.
- Demonstrate the use of appropriate technology to record, assess and interpret observations and documentations.
- Integrate and employ the use of 21st Century Skills in the early education classroom.
- Employ knowledge of learning centers to meet early childhood content standards.

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**Name of Course:** Early Education Curriculum

**Course#:** Education 402

**Credit Hours:** 2

**Course Schedule:** Tuesday 7:00- 8:45

**Course Objectives**

- Examine academic goals and objectives and programmatic issues for Pre-K curriculum on a state and national level.
- Apply knowledge of child development to inform practice and to create meaningful, integrated learning environments that incorporates the diverse backgrounds and abilities of young children.
- Identify sources of a variety of classroom models and strategies used to achieve different curricular goals and objectives.

- Develop learning goals and objectives that meet content standards for early childhood curriculum models.
- Prepare, execute, and evaluate developmentally appropriate lesson plans for early childhood classroom settings.
- Demonstrate the use of 21st Century Skills and technology in the early education classroom
- Employ knowledge of the use of informal and formal assessment strategies to plan and individualize curriculum and teaching strategies and collaboration with other professionals.

**Required Textbooks:**

Branscombe, N., Castle, K., Dorset, A., Surbeck, E. & Taylor, J. (2003). *Early childhood curriculum: A constructivist perspective*. Boston: Houghton Mifflin Company.

NAEYC. (2005). *Early childhood program standards and accreditation criteria: The mark of quality in early childhood education*. Chicago: NAEYC.

**Supplemental Material:**

1. WV Early Learning Standards Framework and Approved Curricula list:  
[www.wvdhhr.org/oss/pieces/ta/curriculum.asp](http://www.wvdhhr.org/oss/pieces/ta/curriculum.asp)

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**Emergency Evacuation - Upon activation of the building fire alarm, all building occupants must exit the building to a position of safety away from the building. If you will require assistance during an emergency evacuation, please contact the instructor so that arrangements can be made in advance. All students are encouraged to familiarize themselves with the locations of emergency exits. Information concerning emergency exits is posted in this classroom**

**Requirements:** Students are expected to demonstrate proper command of the English language, in all written work. Points will be deducted for errors in spelling, grammar, and punctuation. Students will be responsible for all assigned readings, including textbook assignments and handouts, prior to class attendance.

**Attendance:** Each student is expected to attend each scheduled class. Any absence must be documented in an email (subject: "Notification of Absence- Course Title") to the Instructor by midnight prior to the scheduled class. Unusual or serious emergencies are permitted to be phoned in then followed up with an email within 24 hours of the missed class.

Since attendance, class participation, and applying course content through in class projects and assignments are closely related, attendance will impact your final grade. Attendance/ participation are worth 50 points toward the final grade. Grading will be determined as follows:

|           |                    |       |
|-----------|--------------------|-------|
| 0/1       | approved absences- | 50/50 |
| 2/3       | approved absences- | 30/50 |
| 4         | approved absences- | 10/50 |
| 5 or more | approved absences- | 0/50  |

If you are absent, you are responsible for finding out what work you have missed.

**Late Assignment Policy:** I expect you to submit all work on time. Each missed deadline will result in penalties. The amount of the penalty is determined by how late the submission is.

If your assignment is:

24 hours late, a 10% penalty will be applied to the total possible points for the assignment

48 hours late, a 20% penalty will be applied to the total possible points for the assignment

72 hours late, a 30% penalty will be applied to the total possible points for the assignment

I will not accept work more than 72 hours after its due date.

**Student Conduct:** Students will be expected to adhere to the student code of conduct spelled out in the WVU-P Student Handbook. Behavior that interferes with the rights of other students to learn or the right of the instructor to teach will not be permitted. A warning will be issued to any student failing to adhere to this requirement. \*This includes the use of cell phones in the classroom.

**LAC:** Tutoring services are available to all students having difficulty in English, mathematics, or the sciences. You may discuss any academic problems with your instructor or visit the Learning Assistance Center in room 1210.

**Counseling:** Professional counselors are available to assist all students with personal or academic problems. You may arrange to see a counselor by visiting the Student Assistance Center in room 1213 or by calling 424-8211.

**Considerations:** Any student requiring special consideration for completing class assignments or testing must meet with the instructor during the **first** week of class to discuss arrangements.

#### Disability Statement

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (424-8378).

#### Social Justice Statement

West Virginia University at Parkersburg is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (424-8378).

| Date        | Assigned Reading (To be completed before class)  | Topics  | Due  |
|-------------|--|---|--|
| August 25   | Course Overview<br>Syllabi<br>Introductory Activities  | DAP in Early Childhood<br><br>Intro to CC<br><br>Individual Study Ideas (library)                             |  |
| September 1 | Pages 8-9 in Early Childhood Curriculum<br><br>NAEYC: Early Childhood Curriculum, Assessment and Program Evaluation (handout)<br><br>WV Early Learning Content Standards<br><br>View Prezi on Reggio Emilia be prepared to discuss | STANDARDS<br><br>Standards for children<br><br>Image of the Child- Where Learning Begins<br><br>Reggio Emilia | Written Reflection:<br><br>Summarize: What is the position of NAEYC on Curriculum, Assessment, and Program Evaluation?<br><br>Evaluation: In what ways do you agree or disagree with the statement? What questions, ideas, and concerns do you have? |
| September 8 | ECERS-R up to page 9/ All About the ECERS "About This Book"  | STANDARDS<br>Standards for programs and teachers  |  |

|              |  |   |   |
|--------------|--|---|---|
|              | NAEYC Early Childhood Program Standards and Accreditation Criteria                                     |   |   |
| September 15 |  | STANDARDS   | Facilitator Assignment:<br>Each of you will facilitate a discussion about 3 sections of All About the ECERS/ the ECERS R. Hit on key points for your areas. Pose open ended questions, present examples etc to facilitate a professional discussion.              |
| September 22 | EXAM 1<br><br>Early Childhood Curriculum Chapter 1, 2, 3<br><br>The Hundred Languages of Children poem | CURRICULUM<br>The Aims of Constructivist Curriculum<br><br>How Constructivist Assumptions Guide Practice<br><br>Learning and Three Kinds of Knowledge                           |   |
| September 29 | Early Childhood Curriculum Chapter 4, 5, 6, 7  | CURRICULUM<br>Authentic Tasks, Choice, and Decision Making<br><br>Social Interaction, Play and Projects<br><br>Problem Posing, Solving, Reflection<br><br>The Role of Community |   |
| October 6    | Creative Curriculum Intro, Chapter 1, 2, 4   | CURRICULUM<br><br>Theory/ Theorists<br><br>The Creative Curriculum<br>How Children Learn and Develop<br>The Learning Environment<br>The Teachers Role                           |   |
| October 13   | Creative Curriculum Chapter 3 and 6- 16 as assigned  | CURRICULUM<br><br>What Children Learn<br><br>11 Interest Areas  | Interest Area Presentations<br>Describe the area. What is the potential for learning there? What materials are essential? What materials could be added to enhance studies or projects?<br>Why are these materials being offered? (Site professional resources in |

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|-------------|---|--|---|
|             |   |  | EC field)<br>Lesson Plan File for Area<br>(10 lesson plans)<br>Visual representation of<br>the area and materials<br>offered. |
| October 20  | EXAM 2  |  |   |
| October 27  | Early Childhood Curriculum<br>Chapter 8, 9                                | PLANNING<br>Building Constructivist<br>Curriculum<br>Constructivist Models | Completed ECERS<br>Evaluation on Field<br>Placement Classroom   |
| November 3  |   | PLANNING<br>A Prepared Environment   |   |
| November 10 | Early Childhood Curriculum<br>Chapter 10<br><br>The Teacher As Researcher | PLANNING<br>Constructivist Evaluation:<br>Assessment and<br>Documentation  | Classroom Maps with<br>Rationale based on child<br>development and drawing<br>on ECERS, NAEYC, and CC                         |
| November 17 | The Power of Observation  | ASSESSMENT   | Planning that includes<br>families assignment<br><br>CC.net lesson plans due  |
| November 24 | THANKSGIVING  |  |   |
| December 1  |   | ASSESSMENT<br>Documentation  | Transcription of<br>conversation with children<br><br>Anecdotal Notes<br>Observation<br><br>Digital Photos                    |
| December 4  |   | ASSESSMENT   | Create a Learning Story<br><br>"Daily Journals" to parents<br>due   |
| December 15 | FINAL EXAM  |  | Individual Study<br>Presentation<br><br>CC.net sharing  |
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## GRADING

Attendance/ Participation 50 points

Individual Study 100 points

You will select a topic related to early childhood education for individual investigation and study. On the first day of class, you will visit the library and browse resources there. You should select a topic that is interesting and meaningful to you and have it approved by your instructor. Throughout the semester, you will meet with your instructor to discuss your investigation and how you will share what you are learning with others. Your final product is due the last day of class.

Written Reflection 20 points

You will write a response to an NAEYC position statement

Facilitator Assignment 100 points

You will facilitate a discussion of about 3 sections of All About the ECERS/ the ECERS R. Hit on key points for your areas. Pose open ended questions, present examples etc to facilitate a professional discussion.

Exam 1 50 points

Interest Area Presentations 100 points

You will present 3 interest areas to the class. Describe the area. What is the potential for learning there? What materials are essential? What materials could be added to enhance studies or projects?

Why are these materials being offered? (Site professional resources in EC field)

Lesson Plan File for Area (10 lesson plans)

Visual representation of the area and materials offered.

Exam 2 50 points

ECERS R on Field Placement Site\* 100 points

You will complete an ECERS assessment on the environment of the classroom in which you are completing your field placement.

Classroom Maps with Rationale 50 points

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You will create an Ideal Classroom Map with a written rationale based on child development and drawing on ECERS, NAEYC, and CC

Including Families 30 points

You will plan an experience that includes families in your classroom.

Transcription\* 33 points

You will transcribe a conversation with children in your field placement.

Anecdotal\* 33 points

You will complete an anecdotal record observation in your field placement.

Digital Photos\* 33 points

You will document children's learning using digital photos in your field placement.

Documentation\* 100 points

You will create documentation of an experience in your classroom using children's words, your observations, photos, and / or video.

Daily Journals\* 100 points

You will write daily journals on your experiences in your field placement as you would send to families.

Field Placement Journals 50 points

You will maintain an electronic journal on your field placement which will be emailed to your instructor by midnight the day of each visit. Journals should be written in Posner format.

CC.net planning\* 100 points

You will complete a lesson plan on CC.net and complete the Small Groups planning form.

CC.net assessment presentation\* 100 points

You will assess two children in CC.net and present your work to your classmates at the end of your field placement.

Final 50 points