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EDME 359 559 Full Day Child Care Methods

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**Xavier University Montessori Teacher Education Program
Fall 2012**

Title of Course: EDME 359/559 Full Day Child Care Methods

Instructor: Donna Hutchinson-Smyth, M. Ed., Montessori Education & Curriculum and Instruction

Course Time: Thursdays 4:15 – 6:45 pm (August 23 – December 13)

Classroom: Joseph Hall, Rm. 312

Hours: 3 credit hours

Office Hours: By appointment

Contact Information: 513.745.1075 (work) or 513.233.8319 (cell)

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COLLEGE OF SOCIAL SCIENCE, HEALTH, AND EDUCATION

Department of Childhood Education and Literacy Mission Statement

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual moral and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori, and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmental effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

How Course Content connects to the Mission Statement for the Department of Childhood Education and Literacy

The assignments and activities in this course support the mission statement of the Department of Childhood Education & Literacy by including class discussions, visiting members from the community, and assignments about current critical issues in early childhood education including insights about children from diverse backgrounds and from different school structures whether urban, rural, and suburban. An emphasis on diversity is woven throughout the course to help support the candidates as they learn about the academic, moral, and social development of today's students including the importance of families and communities.

Objectives and Competencies to be achieved:

General Statement of Purpose

This course introduces the candidate to the methods and essentials of childcare and early learning in America, as well as the rules and regulations at both the state and local levels.

Skill Objectives

- To examine practices in care giving based on a thorough understanding of the stages of development of children from birth to six years.
- To develop a method of self-evaluation in order to improve skills as a caregiver.
- To demonstrate knowledge in how to set up a quality childcare environment.
- To develop a working knowledge of available community services.

Attitudes/Values:

- Caregivers have a lasting influence on the emotional development of children.
- Children should not be expected to do what is beyond their normal stages of development.
- Environment has an effect on the physical, emotional, and intellectual growth of children.
- Parental involvement is very important.
- Professionals in other fields provide services to child caregivers.

Methodology

- Lectures
- Visits to Montessori schools and classrooms
- Guest Speakers
- Presentations and discussion
- Films

MACTE Competencies

1. Montessori Philosophy & Human Development

- a. Comprehends and utilizes an understanding of the stages of human growth and development and educational theories with an emphasis from two and one-half through six years of age.

Assessment: Students will study, discuss, and review a variety of early childhood education theorists, including Piaget, Vygotsky, & Montessori. Assignments include: developmental characteristics power point presentation, Vygotsky newsletter, as well as three field experiences.

2. Classroom Leadership

- a. Demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children.

Assessment: Students will observe and document three field experiences, including infant/toddler, pre-school, and after school care (elementary age).

3. Community Involvement & Partnership with Families

- a. Demonstrates an awareness of community resources for additional support of children and families.

Assessment: Students will research and prepare a written report and oral presentation about two community agencies that support families and children.

NAEYC Standards

1. Promoting Child development and Learning
 - a. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Assessment – Through field experience observations, class discussions, and reading assignments, students will learn the characteristics of an ideal early childhood learning environment. These characteristics will be documented in a written report.

2. Building Family and Community Relationships
 - a. Knowing about and understanding diverse family and community characteristics.

Assessment – Students will discuss the importance of family relationships and role play parent conversations to understand and experience a variety of situations.

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

Assessment– Students will read and discuss from textbook the Ten Essentials for Teacher-Family Collaboration.

- c. Involving families and communities in their children’s development and learning.

Assessment: Students will research and prepare a written report and oral presentation about two community agencies that support families and children.

3. Using Developmentally Effective Approaches to Connect with Children and Families
 - a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.

Assessment – Through reading, role-play, discussion, and written reports, students will learn how to relate and communicate with both students and parents.

4. Become a professional
 - a. Identifying and involving oneself with the early childhood field

Assessment – Students will visit and observe during three field experiences where they will present themselves in a professional manner.

- b. Engaging in informed advocacy for young children and the early childhood profession

Assessment – Guest Speaker regarding Child Abuse and Ohio State Requirements

AMS Competencies

6.2.5.1 Child Development/Psychology

- (1) Theories of Development

Assessment – Students will read and discuss a variety of different early childhood education theorists. They will complete a report and describe the key elements of each theory.

6.2.5.2 Montessori Philosophy

(2) Philosophy specific to the method

Assessment – Students will read and discuss their thoughts about the method. They will complete an observation and report in a Montessori environment.

6.2.5.13 Administration

(1) Review of Licensing Requirements

Assessment – Students will read and review the Ohio state licensing requirements.

Required Textbook:

Beginning Essentials in Early Childhood Education, by Anne Miles Gordon and Kathryn Williams Brown.

Articles

1. “Letters to a Young Teacher” by Jonathon Kozol
2. “How Babies Think” by Alison Gopnik
3. “Unconditional Teaching” by Alphie Kohn
4. “Education in a Multicultural Society: Our Future's Greatest Challenge” by Lisa Delpit
5. “The Natural Environment as a Playground for Children: The Impact of Outdoor Play Activities in Pre-Primary School Children” by Ingunn Fjørtoft
6. “War Play: Balancing Children's Needs and Adults' Concerns” by Nancy Carlsson-Paige
7. “Societal Values and Policies May Curtail Preschool Children’s Physical Activity in Child Care Centers” by Copeland, Sherman, Kendeigh, Kalkwarf, and Saelens

Expectations & Professionalism

Attendance and Punctuality

- Effective use of class, including participation in group experiences;
- Individual and original work on all assignments (unless designated as a collaborative assignment);
- Completion of assignment on time; failure to submit on due date will result in a grade of “incomplete” until all work is submitted; late papers or albums will receive a deduction of 5 points for each class until submitted; late lesson plans will result in a deduction from the album grade of 1 point for each class until they are submitted;
- Montessori Students: See General Requirements in *Practicum Handbook for Early Childhood Montessori Students*.

Professionalism (integrity)

- Professionalism: Professional behavior is that which is expected of all teachers and is what you have come to expect of your teachers. This course is part of a teacher preparation program that leads to professional licensure and American Montessori Society credentials. Students are required to demonstrate behavior consistent with a professional career. In particular, students are expected to:
- Attend all class meetings and be on time. The professor should be notified of any absences in advance. More than two absences may result in the candidate’s need to withdraw from the class. Extended Medical or Family Emergency absences should be approved through the Dean of Social Science, Health and Education’s office. “Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.” (Xavier University Catalogue)
- Be responsible for your learning, prepare carefully and completely for class. Students should read the text and handout assignments as indicated on the course calendar and prepared to discuss the assigned readings during class. Correct grammar, mechanics, and spelling must be evident in all work that is submitted. All assignments must be typed. The standards for quality of written assignments are high.
- Interact professionally with professor, classmates, and cooperating teachers. Professional behavior includes cooperation with other students, faculty and school personnel. Be on time and be prepared! (See the Professional Disposition paper)
- Be Honest! The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the Xavier University student catalog for the official statement.
- Assignments are due on the date noted on the syllabus. Grades for assignments submitted past the due date will follow the class absence and grade form, see attached.
- Accommodations: Xavier University’s Learning Assistance Center can be reached by calling 745-3280 and is located in room 514 of the Learning Commons. The Writing Center is located in the Learning Commons room 400 and can be reached at 745-2875. Please discuss necessary accommodations with the professor.

Participation

- All students are expected to participate in the class experience. Participation is also required as part of your grade. As a professional, you are expected to be on time and attend each class. You are expected to participate in reading reflections, discussions, and activities during class, as well as to come to class prepared.

- Full participation: asking questions, listening respectfully to all others' questions and comments, supportive and constructive colleague to all class members; Students are expected to create a conversation and share information during class time. Each interaction will be noted by the instructor in each class. Qualitative data will be taken in anecdotal form and compiled at the end of the semester.

- **To learn, one must be present:** If you choose to use a computer for note taking, you must be present and engaged in the learning process around you. You will be asked on occasion to share your notes. Please refrain from texting and taking phone calls during class. Students who engage in texting during class will be considered absent.

ACADEMIC HONESTY

The pursuit of truth demands high standards of person honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

Undergraduate Academic Policies and Procedures

Office of the Registrar, Xavier University (2008, March 18). Retrieved August, 2009 from http://www.xu.edu/registrar/ugrd_policies.html 14

Sample of a Narrative Record

Matthew stacks five blocks into a tower. The tower falls. He places a big block on two small ones. The block falls off. Matthew lines up two small blocks then puts a big block on top of a longer one.

Matthew makes a tower of five blocks, a large one at the bottom, two small ones side by side next, then two larger ones on top. The tower is solidly built and stays put. Matthew takes the two top blocks off and arranges the remaining three in a tower. He makes another tower of four blocks of different sizes. He makes till another tower of four blocks, rearranging the positions of the blocks (he seems to be trying out consciously different designs).

Mother comes in: "What have you made?" Matthew looks at Mother and starts another one for her to see. Matthew: "Mommy." Mother: "What? What are you making?" Matthew builds a tower. Mother moves off.

Matthew calls to his mother and goes to find her in the hall. Mother: "What is it?" and accompanies Matthew back to his playroom. Mother looks on as Matthew builds a shaky tower of six blocks, two little ones at the bottom and the larger ones on top.

- Excerpt from *Observing Intelligence in Young Children*,
Jean V. Carew, Itty Chan & Christine Halfar, Prentice-Hall, Inc. 1976

Schedule of Classes and Assignments

- Aug 23 Introduction,
Review Syllabus and Expectations
Information regarding observation assignments
Community Building Experience
- Aug 30 What is the field of Early Childhood Education?
- **Read Chapter 1: History and Current Issues of Early Childhood Education**
 - **Read Article: “Letters to a young teacher” by Jonathan Kozol**
 - **Assignment Due:**
Reflection Paper #1: Early Childhood Self-Reflection
Interview your parents/guardians or those who raised you regarding the care you received from birth to age 5 and answer the following: How and why did they make the choice for your care? How did your experience shape your development as a child? What are your current values regarding early childhood care? (2 pages)
- Discussion: Child Care Round Table, History of Early Childhood Education & Current Issues
Film: *Babies*
- Sept 6 The Mental Landscape of the Young Children: Montessori Planes of Development
- **Read Chapters 3: Defining the Young Child**
 - **Read Article: “How Babies Think” by Alison Gopnik**
- Discussion: The Montessori Approach
Film: *Where do the Children Play?*
- Sept 13 Educating the Young Child: class off-site @ Terry’s Montessori 6:30 – 8 pm
- **Read Chapters 4: Developmental & Learning Theories**
- Sept 20 Defining the Young Child
- **Assignment Due:**
Group Project Due: This is a creative group presentation that focuses on the developmental characteristics of children ages birth to 8 year olds & 8 key Developmental Learning theories. (see assignment description)
- Share creative presentations.
- Sept 27 The Learning Environment: Class off-site @ Cincinnati Nature Center 4:45 –6:45
Guest Speaker: Courtney Delgado, Director & Kindergarten Teacher
- **Chapter 9: Creating Environments**
 - **Assignment Due:**
Observation Paper #1: Infant/Toddler Observation
- Discussion: The importance of nature and the outdoor environment for children.

- Oct 4 Families & Cultural Diversity in Early Childhood Education
 Guest Speakers: Danae Riggs & Jeff Hutchinson-Smyth
- **Read Chapter 8: Families and Teachers: An essential Partnership**
 - **Read Article: “Education in a Multicultural Society: Our Future's Greatest Challenge” by Lisa Delpit**
 - **Assignment Due:**
School Newsletter
 1. **Graduate Assignment:** Write a school newsletter article on the following topic: “The importance of play for your pre-school age child” (must reference 2 professional journal articles & relevant theorists)
 2. **Undergraduate Assignment:** Write a school newsletter article on a current issue in early childhood education (see graduate book list for topic ideas; must reference 2 professional journal articles and relevant theorists)
- Discussion: How will you demonstrate cultural competency?
- Oct 11 Teaching, Observation, and Assessment – fall break, weekend on-line assignment (TBA)
- **Read Chapters 6: Observation and Assessment: Learning to Read the Child**
- Oct 18 Building Family and Community Relationships
- **Read Chapter 2: Types of Programs**
 - **Assignment Due:**
Reflection Paper #2: Reflect on our guest speaker, the power shuffle activity, and our readings on Family & Cultural Diversity? What feelings and awareness emerged for you? How will the conversation and ideas discussed effect who you are and how you teach? (2 – 3 pages)
- Q & A Parent Panel: Come prepared with questions for a panel consisting of parents who have or had their children in various early childhood care setting.
 Discussion: Conversations with Parents & Ten Essentials for Teacher-Family Collaboration.
- Oct 25 Managing Children in a Child Care Environment
- **Read Chapter 7: Guidance Essentials**
 - **Read Article: “Unconditional Teaching” by Alphonse Kohn**
 - **Assignments Due:**
Observation #2: Pre-school Observation
- Discussion: Guiding Strategies, Driekurs, Positive Discipline.
 Film: Raising Cain – Protecting the Emotional Life of Boys
- Nov 1 Agency and Community Partners
- **Read Chapter 10: Curriculum Essentials**
 - **Assignment Due:**
Community Agency Interviews & Presentation (see assignment description).
- Discussion: Importance of Community Partners, Ohio Help Me Grow.
- Nov 8 Child Abuse - Prevention and Detection Training – 3 hours
 Guest Speaker: Beth Koenig, Medical Fun Facts
- **Read Chapter 5: Teaching: A Professional Commitment**

- Nov 15 Curriculum & Institutions: Opportunities to impact the Young Child
- **Read Chapter 11: Teaching Taking Development into Action**
 - **Read Article: “The Natural Environment as a Playground for Children: The Impact of Outdoor Play Activities in Pre-Primary School Children” by Ingunn Fjørtoft**
 - **Assignment Due:**
Reflection Paper #3: Describe your personal pedagogy of discipline and guidance, justify with both theory and experience. (2 pages)
- Discussion: Outdoor Education, the Medicated Child, & Sensory Perception Disorder
- Nov 22 NO CLASS: Thanksgiving Holiday
- Nov 29 Issues of Today: Media Culture, Violence, and Gender Roles
- **Read Article: “War Play: Balancing Children's Needs and Adults' Concerns” by Nancy Carlsson-Paige**
 - **Assignment Due:**
Observation Paper #3: School Age After-School Program
- Dec 6 Graduate Student Presentations & Article Discussion
- **Read Article “Societal Values and Policies May Curtail Preschool Children’s Physical Activity in Child Care Centers” by Copeland, Sherman, Kendeigh, Kalkwarf, and Saelens**
 - **Assignment Due:**
Resource Binders
- Dec 13 Graduate Student Presentations & Final Exam

Assignments & Grading

Attendance, Punctuality, Preparedness, and Professionalism	Please see guidelines on class absence form. Be prepared to share thoughts from reading assignments.	15 points
August 30 Reflection Paper #1: Early Childhood Self Reflection	2 pages	5 points
September 20 Developmental Stages Presentation	Creative Group Presentation	15 points
September 27 Observation #1: Infant/Toddler	Please see Form 1: 2-3 page reflection + 1 page narrative record	7 points
October 4 Newsletter Article	2 – 3 pages	9 points
October 18 Reflection Paper #2: Guest speaker/diversity discussion	2-3 pages	5 points
October 25 Observation #2: Pre-school Age	Please see Form 1: 2-3 page reflection + 1 page narrative record	7 points
November 1 Community Agencies Report and Presentation	2 – 3 pages	10 points
November 15 Reflection #3: Definition of Discipline	2 pages	5 points
November 29 Observation #3: School Age After-Care Program	Please see Form 2: 2-3 page reflection + 1 page narrative record	7 points
December 6 Resource Binders	Compiled Binder	5 points
December 6 & 13 Graduate Research Project and Presentation	4-5 page paper + 30 minute presentation	15 points
December 13	FINAL EXAM	10 points
TOTAL POINTS		100 points – undergraduate 115 points – graduate

If you turn in an assignment late, you will lose a letter grade on the assignment.

Written Assignments:

- Must be typed in a readable font and double spaced.
- Must contain correct grammar and spelling.
- Assignments will be graded on mechanics, grammar, content, and presentation of material (if applicable).
- Bibliography and references must be included, using APA format.

Grade Scale

100 – 97=**A** 96 – 93=**A-** 92-90=**B+** 89-87=**B** 86-84=**B-** 83-81=**C+**

FORM 1
INFANT/TODDLER OBSERVATION

Observer's Name: _____

Date: _____

Name of Center: _____

Arrival Time: _____ Departure Time: _____

Age of Students: _____

1. Environment – Please describe the environment. What did you see, hear, and feel.

2. Classroom Teachers – How do the teachers interact with the children?

3. Key Elements –

- Lessons, activities, and work observed
- Large group activities
- Small group activities
- Social interactions
- Independence/Initiative
- Drama, Music, Art
- Outside Activities

4. Other Observations and Thoughts

Signature of Teacher or Director of Center: _____

This observation should last 120 minutes.

Attach a 2 – 3 page reflection to this form and a 1 page narrative record.

**FORM 2
PRE-SCHOOL OBSERVATION**

Observer's Name: _____

Date: _____

Name of Center: _____

Arrival Time: _____ Departure Time: _____

Age of Students: _____

1. Environment – Please describe the environment. What did you see, hear, and feel.

2. Classroom Teachers – How do the teachers interact with the children?

3. Key Elements –

- Lessons, activities, and work observed
- Large group activities
- Small group activities
- Social interactions
- Independence/Initiative
- Drama, Music, Art
- Outside Activities (also describe outdoor environment)
- Cooperative Learning
- Other Observations and Thoughts

Signature of Teacher or Director of Center: _____

This observation should last 120 minutes.

Attach a 2 – 3 page report to this form and narrative record.

FORM 3
SCHOOL AGE OBSERVATION (After School Care Program)

Observer's Name: _____

Date: _____

Name of Center: _____

Arrival Time: _____ Departure Time: _____

Age of Students: _____

1. Environment – Please describe the environment. What did you see, hear, and feel.

2. Classroom Teachers – How do the teachers interact with the children?

3. Key Elements –

- Lessons, activities, and work observed
- Large group activities
- Small group activities
- Social interactions
- Independence/Initiative
- Drama, Music, Art
- Outside Activities (also describe outdoor environment)
- Cooperative Learning
- Technology
- Other Observations and Thoughts
- Signature of Teacher or Director of Center: _____

This observation should last 60 minutes.

Attach a 2 – 3 page report to this form and narrative record.