

Murray State University
COURSE SYLLABUS

Revised Summer 2007

DEPARTMENT: ACS COURSE NUMBER: SED 660 CREDIT HOURS: 3

- I. TITLE:** Problems in Special Education: Early Childhood Math and Literacy Summer Academy
- II. CATALOG DESCRIPTION:** This is an advanced seminar dealing with special topics. Course may be repeated as additional topics are offered.
- III. PURPOSE:** This course is an exploration of early language, emerging literacy and mathematics theory and strategies for teaching/facilitating math and literacy skills in preschool children.
- IV. COURSE OBJECTIVES:**
The behaviors listed below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Objectives reference the Kentucky IECE Teacher Standards (IECE) and the Kentucky Early Childhood Core Content (EC).

Upon successful completion of this academy participants will be able to:

- A. Demonstrate knowledge of early language and literacy development included in the 8 Dimensions of Literacy (NAEYC/IRA), recommendations in Early Childhood Mathematics (NAEYC/NCTM) and the Kentucky Early Learning Standards. (IECE I, II, III, IV, V, VIII, IX) (EC 1,4,5,6,Level 5)
- B. Demonstrate knowledge of theories and developmental characteristics of early mathematics included in National and Kentucky Early Learning Standards. (IECE I, II, III, IV, VIII, X) (EC 1 Level 5)
- C. Develop and implement an integrated Standards-Based Project incorporating language, literacy, and mathematics. (IECE I, II, III, IV, V, VIII, X) (EC 4,5,6 Level 5)
- D. Explore and demonstrate an understanding of developmentally appropriate informal/formal assessment procedures in language, literacy, and mathematics. (IECE III, IV) (EC 5 Level 5)
- E. Demonstrate knowledge of appropriate adaptations to encourage the development of language, literacy, and mathematic skills in children with special needs, children who are learning English as a second language, and children from a variety of cultural and ethnic traditions. (IECE I, II, III, IV, VIII) (EC 4 Level 5)
- F. Demonstrate the ability to plan and implement family involvement activities and family literacy and mathematical experiences. (IECE VIII) (EC 6 Level 5)
- G. Evaluate their own classroom using the Early Language and Literacy Classroom Observation (ELLCO). (IECE I, II, III, IV, VIII, X) (EC 3,4 Level 5)

The College of Education Theme of Educator as a Reflective Decision-Maker is addressed in this course by asking students to complete daily reflections.

The EPSB Themes of Diversity, Assessment, Closing the Achievement Gap, Literacy/Reading are explored in this course through course readings, topics discussed and assignments.

V. CONTENT OUTLINE:

- A. Literacy content
- B. Mathematics content
- C. Standards based project approach
- D. Child assessment
- E. Family involvement
- F. Curriculum and assessment adaptations and modifications
- G. Technology

VI. INSTRUCTIONAL ACTIVITIES:

A variety of instructional techniques will be used including assigned readings, cooperative learning activities, small and large group discussion, role play, performance events such as presentations, demonstrations, case studies and technology.

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

None

VIII. RESOURCES:

Participants may use the Early Childhood Regional Training Center Materials Center and COE Computer Lab.

IX. GRADING PROCEDURES:

Academy Requirements:

A. Standards-Based Project- (Pre-Academy)

Each participant will read Chapters 1-3 in *Young Investigators: The project approach in the early Years*. They will also respond to questions about the content and reflect on how the project approach is similar or different to their current practice.

Sample Questions-Reflections

Chapter 1 p.3 using the chart on figure 1.2 identify which approach best parallels the experience you currently provide in your classroom.

List 4-5 practices you would need to implement to move toward using a standards-based project effectively.)

Highlight your experiences with child-initiated topics. What types of classroom dynamics lend themselves more effectively to teacher-initiated topics?

Teachers often lament obtaining parent involvement may be a challenge. Based upon your reading of Chapter 2 what opportunities does the project approach offer to increase the involvement of families?

- B. Standards-Based Project (Post Academy)
Participants will develop and implement an integrated standards-based project and allow the publication of this project on the KDE website.
- C. Evaluate Classroom (Post Academy)
Evaluate preschool classroom using the ELLCO and ECERS-E. Each participant will receive an *Early Literacy and Language Classroom Observation (ELLCO)* and *Early Childhood Environmental Rating Scale-Extended (ECERS-E)*. You will use the instruments in your own classroom setting, report, and reflect on the results. Based on results of the ELLCO and 4 mathematic items on ECERS-E students will submit a classroom improvement plan and implementation plan after attending the academy to academy faculty.
Academy faculty will visit participants classrooms during September/October, 2007 to administer the ELLCO and ECERS-E. This evaluation will be compared with documentation submitted by participants.
- D. Participants will be actively engaged in the Academy through journaling, discussion, oral and written responses.
- E. Participants will attend a follow-up day in November, 2007. The focus of the follow-up day will be the Standards Based Project.
- F. Participants participating in the academy for graduate credit or receiving a stipend will be expected to complete the same required activities. Participants enrolled for graduate credit will be graded on the following scale:

A=90-100% of total points
 B=80-89% of total points
 C=70-79% of total points
 D=60-69% of total points
 E=below 59% of total points

X. ATTENDANCE POLICY:

This class adheres to the attendance policy in the current MSU *Graduate Bulletin*.

XI. ACADEMIC HONESTY POLICY:

This class adheres to the academic honesty policy in the current MSU *Graduate Bulletin*.

XII. REQUIRED TEXTS:

Epstein, A. (2007). *The intentional teacher*. Washington, D.C.: NAEYC.
 Smith, M., & Dickinson, D. (2002). *User's guide to the early language and literacy classroom*. Baltimore: Brookes Publishing.
 Sylva, K., Siraj-Blatchfor, I., & Taggart, B. (2003). *Assessing quality in the early years: Early childhood environment rating scale*. Oakhill, Va.: Trentham Books Limited.
 Helm, J. H., & Katz, Lillian. (2001). *Young investigators: The project approach in the early years*. New York: Teachers College Press.
 Seefeldt, C., & Galper, A. (2004). *Active experiences for active children*. Upper Saddle River, N.J.: Pearson Education Inc.

Required Readings

- Building a Strong Foundation for School Success-Kentucky's Early Childhood Continuous Assessment Guide.* (2005). Kentucky Department of Education & Cabinet for Health and Family Services.
<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+a+Strong+Foundation+for+School+Success+Series.htm>
- Building a Strong Foundation for School Success-Kentucky's Early Childhood Standards.* (2003). Governor's Office of Early Childhood Development, Kentucky Department of Education, Cabinet for Health and Family Services & The Ford Foundation.
<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+a+Strong+Foundation+for+School+Success+Series.htm>
- Early Childhood Curriculum, Assessment and Program Evaluation.* (2003). A joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). Retrieved from
<http://www.naeyc.org>
- Early Childhood Mathematics: Promoting Good Beginnings.* (2002). A joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Council for Teachers of Mathematics (NCTM). Retrieved from www.naeyc.org
- GrahamDoyle, B., & Bramwell, W. (2006) *Promoting emergent literacy and social-emotional learning through dialogic reading.* International Reading Association, 59, 554-564.
- Neuman, S. B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write.* National Association for the Education of Young Children.
- Neuman, S.B. & Roskos, K. (2005) Whatever happened to developmentally appropriate practice in early literacy? *Young Children* 60 (4): 22-26.

XIII. PREREQUISITES:

None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:

Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

THIS SYLLABUS MAY BE CHANGED BASED ON DISCRETION OF THE INSTRUCTORS.

