William Paterson University
College of Education
Department Educational Leadership and Professional Studies

Theme - Preparing Inquiring Educators for Diverse Settings:
Developing Knowledge, Application, Dispositions

COURSE OF STUDY

1. **Title and Number of Credits:** ELEC/CIEC 6340**,** Issues and Trends in Early Childhood
(3 graduate credits)

2. **Course Description:** This course is designed to examine recent issues and trends in early
   childhood education. Inclusion, observation and assessment of children in classroom
   settings, multiculturalism, ethics, and advocacy are some of the topics that are explored.
   Educators of young children must be prepared to include children with special needs in
   general education classrooms, make classroom adaptations, use support services, and
   develop a sense of community among children. Understanding and utilizing a range of
   techniques for observing, recording, and assessing children's growth and development and
   integrating multicultural, anti-bias perspectives as well as incorporating the diverse cultures
   of children and families into the early childhood classroom will also be studied. Additionally,
   this course will offer opportunities to discuss ethics and ethical dilemmas and the role of the
   early childhood teacher as advocate for children, families, schools, communities and the
   profession. This course meets 3 credits toward the Supervisor's Certificate.

3. **Pre-requisite:** None

4. **Course Objectives;**

   1. Understand the types of special needs that children may have in early childhood
      programs (including autism, loss of hearing or vision, children with selective mutism,
      etc.) and ways to adapt the teaching/learning environment through readings, discussions,
      guest speakers, and developing case studies.
   2. Understand collaborative use of support services to enhance learning for the child with
      special needs through readings, discussions, and developing case studies.
   3. Introduce various models for observing, recording, and assessing young children's
      social/emotional development and progress in cognitive areas through readings, guest
      speakers, sharing observation and sampling various observation and assessment
      instruments.
   4. Present ways to infuse an anti-bias curriculum and multiculturalism, and create a sense of
      community for all children and families through readings, discussions, and projects.
   5. Present appropriate children's literature to stimulate discussions of diversity and
      multicultural perspectives of children's home and family life and address issues of
      bias and stereotyping by designing curriculum webs centering around
      children's diversity picture books.

6. Explore ethics through readings, discussions, and case studies of ethical dilemmas faced by early childhood teachers.
7. Discuss the importance of advocacy and engage in advocacy activities and political activism in one's school and/or community.

5. **Student Learning Outcomes;** The graduate-candidate will be able to:

1. Demonstrate an understanding of the types of special needs that children may have, critically examine what support services are available, and how to adapt the environment for those children through discussions, collaborations with other professionals, case studies, and written reports.
2. Demonstrate an understanding of specific ways and instruments to observe, assess and document children's behavior and cognitive skills and the classroom environment by learning about and using parts of the COR, Continuum, Work Sampling, NJ EL AS system and other tools.
3. Demonstrate an understanding of multiculturalism/anti-bias approach and ways to counteract stereotyping and bias by selecting and examining one's own beliefs and also by using children's literature that focuses on diversity in early childhood classroom settings to stimulate discussion and awareness of diversity in young children.
4. Examine and discuss the NAEYC Code of Ethical Conduct and explore solutions to case studies of various ethical dilemmas and other ethical dilemmas that candidates have encountered.
5. Engage in an act of advocacy in the candidate's school setting that involves advocating for students, families, the school, the community, or the profession and write a letter to a local, state or national elected official taking a stand on a political issue in education.

Student Learning Outcomes	NJ Teaching Standards	NAEYC Advanced Standards	NCATE Standards	COE Advanced Competencies	NJDOE ECE/CCCS Standards
1.	1,2,3,4,5, 6,7,8,9,11	1,2,3,5,7, 9	1 2 3	1,2,3,5,6	N/A
2.	2,3,4,5,6, 7,8	3,4	1	3,4	N/A
3.	1,2,3,6,8, 9,11	1 2	24	2,3,5	P-3:3.1, 3.2,6.1, 6.3, 6.4, 7.1
4.	9,10,11	2,5,7	1	1,2,3,5	N/A
5.	9,10,11	3,8	1,2	3,5,6	N/A

6.   **Course Content:**
1. Inclusion:
    a. Historical perspectives: P.L. 90-538. P.L. 93-644, P.L. 94-142, P.L. 98-199, P.L. 99-457, P.L., 101-576.
    b. Policy foundations: P.L. 101-336, the Americans with Disabilities Act and other recent legislation
2. Goals of early childhood services for children with disabilities (including children with loss of hearing and/or vision, children with autism, children with Down Syndrome, children with speech delays, children with emotional problems, etc.): mainstreaming, least restrictive environment, inclusion
    a. Designing inclusive environments
    b. Instructional strategies
    c. Case Studies
3. Family resources, priorities and concerns, services for English language learners, etc.
    a. Collaborations with families and other professionals
4. Observation and authentic assessment:
    a. Historical perspectives
    b. Various models, instruments, and strategies for naturalistic, authentic observation
    c. Various models, instruments, and strategies for authentic assessment of children's class
        work
5. Diversity:
    a. Historical perspectives
    b. Exploring one's own beliefs and biases
    c. Examining stereotypes and biases affecting various groups (including racial and ethnic prejudice, ageism, sexism, etc.)
6. Teaching with a Multicultural Perspective:
    a. Various models and strategies for presenting diversity issues and/or discussing bias issues with young children: Williams, Derman Sparks, Kendall, Paley, York, Nieto and others
    b. Developing curriculum to support diversity using diversity picture books and other tools
7. Ethics:
    a. Defining "ethics" and the importance of professional ethics
    b. Read and discuss the NAEYC Code of Ethics (Revised April 2005)
    c. Focus of ethical responsibilities to children, families, colleagues, community & society
    d. Discuss ethical dilemmas encountered by early childhood teachers and case studies and
        apply the Code to these situations
8. Advocacy:
    a. Defining "advocacy"
    b. Historical & political perspectives - understanding federal, state, & local governmental policies and ways to advocate for change
    c. Define and discuss the importance of advocacy and political activism
    d. Discuss the various ways that early childhood teachers can become advocates for children, families, schools, communities, and the profession

e. Engage in an act of advocacy in one's own setting
f. Write a letter to an elected official stating one's position on an educational matter in the news or affecting children, families, schools, communities or the profession

7. **Teaching/Learning Methods:**
   1. Interactive discussions (whole group and small group) in person and online (using Blackboard)
   2. Lecture and PowerPoint presentations
   3. Reading
   4. Journaling
   5. Case Studies
   6. Online video clips, DVDs and other multimedia technologies
   7. Guest lecturers
   8. Written papers, oral presentations and other projects

8. **Evaluation Methods:**
   1. Student Learning Outcome # 1 *: Quality of case study of child with special needs using attached rubric (NCATE Assessment #4)
   2. Student Learning Outcome *#2:* Quality of observation & assessment report using attached rubric
   3. Student Learning Outcome #3*: Quality of multicultural perspectives/diversity picture book project using attached rubric (NCATE Assessment #7)
   4. Student Learning Outcome #4: Participation in small group discussions of case studies of ethical dilemmas
   5. Student Learning Outcome #5*: Quality of advocacy project using attached rubric (NCATE Assessment #6)

   * = Critical Assessment

9. **Recommended Textbook/Readings:**

   Beaty, J. (1997). *Building bridges with multicultural picture books.* Upper Saddle River, NJ: Merrill.

   Paley, V. (1995). *Kwanzaa and me: A teacher's story.* Cambridge, MA: Harvard University Press.

   Jablon, J., Dombro, A. L., & Dichetelmiller, M. L. (2007). *The power of observation* (2nd ed.). Washington, DC: Teaching Strategies.

   Helm, J. H., Beneke, S., & Steinheimer, K. (2007). *Windows on learning: Documenting young children's work.* New York: Teachers College Press.

   Harms, T.; Clifford, R.M.; & Cryer, D. (1998). *Early childhood environment rating scale* (Rev. ed.). New York: Teachers College Press.

10. **Preparers' Names and Date:** Dr. Janis Strasser, Spring, 2000

11.   **Original Department Approval Date:** Spring, 2003

12.   **Reviser's Name and Date:** Dr. Janis Strasser, Spring, 2010

13.   **Department Revision Approval Date:** Spring, 2010; Fall 2010

14.   **Bibliography:**

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Bisson, J. (1999). *Celebrate!: An anti-bias guide to enjoying holidays in early childhood programs.* St. Paul, MN: Redleaf Press.

Bolden, T. (2001). *Tell all the children our story: Memories and mementos of being young and black in America.* New York: Harry N. Abrams.

Bredekamp, S., & Rosegrant, T. (1992). *Reaching potentials: Appropriate curriculum and assessment for young children.* Washington, DC: NAEYC.

Campbell, D. (2000). *Portfolio and performance assessment.* Boston: Allyn and Bacon.

Chrisman, K., & Couchenour, D. (2002). *Healthy sexual development: A guide for early childhood educators and families.* Washington, DC: NAEYC.

Clay, J. W. (2004). Creating safe, just places to learn for children of lesbian and gay parents: The NAEYC code of ethics in action. *Young Children, 59*(6), 34-38.

Copple, C., & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs* (3rd ed.). Washington, DC: National Association for the Education of Young Children.

Cryer, D., Harms, T., & Riley, C. (2003). *All about ECRS-R: A detailed guide in words and pictures to be used with the ECERS-R.* New York: Teachers College Press.

Darling-Hammond, L., Einbender, L., Frelow, F., & Ley-King, J. (1993). *Authentic assessment in practice: A collection of portfolios, performance tasks, exhibitions, and documentation.* New York: NCREST, Teachers College.

Espinosa, L. (2010). *Getting it right for young children from diverse backgrounds: Applying research to improve practice.* Washington, DC: NAEYC.

Feeney, S., Galper, A., & Seefeldt, C. (2009). *Continuing issues in early childhood education.* Upper Saddle River, NJ: Pearson.

Gonzalez-Mena, J. (2011). *Foundations of early childhood education: Teaching children in a diverse setting* (5th ed.). New York: McGraw Hill.

Isenberg, J. P., & Jalongo, M. R. (1997). *Major trends and issues in early childhood education: Challenges, controversies, and insights.* New York: Teachers College Press.

Hull, K., Goldhaber, J., & Capone, A. (2002). *Opening doors: An introduction to inclusive early childhood education.* New York: Houghton Mifflin Company.

Israel, S. (2004). Ethical dilemmas for early childhood educators: The ethics of being accountable. *Young Children, 56*(6), 24-32.

Jensen, M. A. (2004). Engagement in advocacy and policy research: The critical role of motivation, obstacles, and resources. *Journal of Early Childhood Teacher Education, (25)*1, 93-99.

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Jones, G. W., & Moomaw, S. (2002). *Lessons from Turtle Island: Native curriculum in early childhood classrooms.* St. Paul, MN: Redleaf Press.

Kendall, F. (1996). *Diversity in the classroom: New approaches to the education of young children.* New York: Teachers College Press.

Koeppel, J. (1992). The sister schools program: A way for children to learn about cultural diversity when there isn't any in their school. *Young Children, 48*(1), 44-47.

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McAfee, O., Leong, D., & Bodrova, E. (2004). *Basics of assessment:* A primer for early childhood educators.   Washington, DC: NAEYC.

Neugebauer, B. (1992). *Alike and different: Exploring our humanity with young children.* Washington, DC: NAEYC.

Nuttall, E. V., Romero, I., & Kalesnik, J. (1999). *Assessing and screening preschoolers: Psychological and educational dimensions.* Needham Heights, MA; Allyn & Bacon.

Puckett, M. B., & Black, J. K. (2000). *Authentic assessment of the young child: Celebrating development and learning*. Upper Saddle River, NJ: Prentice Hall/Merrill.

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Robinson, A., & Stark, D.R. (2002). *Advocates in action: Making a difference for young children*. Washington, DC: NAEYC.

Shores, E. & Grace, K. (1999). *The portfolio book*. St. Paul, MN: Redleaf Press.

Sparks, L. D., & Edwards, J. O. (2009). *Anti-bias education for young children and ourselves*. Washington, DC: NAEYC.

Strasser, J. (2000). *Beautiful me! Celebrating Diversity through literature and art. Childhood Education, 77*(2), 76.

Tabors, P. O. (2008). *One child, two languages: A guide for preschool educators of children learning English as a second language* (2nd ed.). Baltimore, MD: Brookes Publishing.

Teaching Tolerance Project (1997). *Starting small*. Montgomery, AL: Southern Poverty Law Center.

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Williams, K. C., & Cooney, M. H. (2006). Young children and social justice. *Young Children, (62)*2, 75-82.

Willis, C. (2006). *Teaching young children with autism spectrum disorder.* Beltsville, MD: Gryphon House.

Wolpert, E. (2005). *Start seeing diversity: The basic guide to an anti-bias classroom.* St. Paul, MN: Redleaf Press.

York, S. (1992). *Developing roots and wings: A trainer's guide to affirming culture in early childhood programs.* St. Paul, MN: Redleaf Press.

Websites

Association for Children of New Jersey: http://acnj.org

Code of ethical conduct and statement of commitment: A position statement of the national association for the education of young children: www.naeyc.org/about/positions/PSETH05.asp

National Association for Bilingual Education: http://www.nabe.org

National Association for the Education of Young Children: http://www.naeyc.org

National Association of Multicultural Education: http://www.nameorg.org

National Center for Learning Disabilities: http://www.recognitionandresponse.org

National Institute for Early Education Research: http://www.nieer.org