Northampton Community College
Early Childhood Infant and Toddler Development and Learning

Syllabus
Semester: SPRING 2015
Instructor: MEL SIVELLS
Course: EARL 128
Day / Time: W– 11:00-1:20 PM
Weather line: www.northampton.edu

Office Hours: MW 8:30 -10; R – 4 – 5 PM

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CATALOG DESCRIPTION

Catalog Description: Students learn developmental theories and milestones of children aged 0 to 3 within the context of cultural, linguistic, and abilities diversity. They are introduced to learning standards and infant/toddler curricula including the framework of Art as a Way of Learning (AWL). Students evaluate healthy and safe indoor and outdoor learning environments integrating Universal Design for Learning (UDL).

Requires 20 hours (2 hours / week) of field experience (labs) in infant/toddler caregiving settings. Early childhood programs must be a licensed family, group, center, Head Start, faith-based, pre-k or nursery school setting.

Total Credits: 3
Lecture Hours: 2
Lab Hours: 20

PREREQUISITES: EARL106 and EARL107 completion with a C or better.

Additional course fees: $10.00. *Child Abuse Registry, Criminal Background Check, and FBI clearances are required.

Also available through Online Learning. Video/DVD documentation of student teaching required (online students only).

This course is designed to promote student learning in relation to the standards and supportive skills outlined by the National Association for the Education of Young Children (NAEYC). The program standards define what you will know and be able to do when you graduate from the program. What you learn in each class and the assessment of your learning is linked directly to the six standards.

ONLINE SUPPORT:
NCC Help Desk: helpdesk@northampton.edu and Telephone number 610-861-5413
Office of Online Learning and Instructional Technology: onlinelearning@northampton.edu and Telephone number 610-861-4160
Like Us on Facebook at http://www.facebook.com/ncconlinelearning
EALR 128 Learning Outcomes

Course Learning Outcome 1: Child Development and Learning

Students use evidence based knowledge of child development and learning, uniqueness of each child's needs and multiple interacting influences to create safe, healthy, respectful, and inclusive learning environments that provide responsive, developmentally appropriate, and arts-integrated learning opportunities.

Student Learning Outcomes
1a. Observe, describe and explain infant and toddlers characteristics and needs for development and learning in all domains.
1b. Describe and explain multiple influences including cultural, linguistic and ability diversity that result in the uniqueness of each child’s development and learning.
1c. Apply evidence based knowledge of developmental characteristics and multiple influences to create, safe, healthy, respectful, and inclusive, aesthetic arts-integrated environments and opportunities that support each child’s development and learning.

Course Learning Outcome 2: Family and Community Relationship

Students use evidence based knowledge about complex and diverse characteristics of families and communities using multiple perspectives to support each child's development and learning through collaborative relationships.

Student Learning Outcomes:
2a. Describe and explain how diverse and complex characteristics including cultural, linguistic and ability diversity in families and communities affect the development and learning of each child.
2b. Describe and explain strategies teachers can use to build respectful, reciprocal relationships with families and communities including other professionals to promote each child’s development and learning.
2c. Apply evidence based knowledge to collaborate with families, communities, and other professionals to support each child’s development and learning.

Course Learning Outcome 3: Observing, Documenting, and Assessing to Support Young Children and Families

Students use evidence based knowledge about systematic observation and the goals, benefits, and appropriate uses of assessment in partnership with families and professionals to make decisions about Infant and toddler environments, curriculum, and interactions to support each child's development and learning.

Student Learning Outcomes:
3a. Describe and explain the goals, benefits, and uses of assessment.
3b. Apply ethical methods of systematic observation, documentation, and assessment.
3c. Describe and explain how to partner with families and professionals in each child’s assessment process.
3d. Apply evidence based knowledge of observing, documenting, and assessing to make decisions about environments, curriculum, and interactions to support each child’s development and learning.

**Course Learning Outcome 4: Using Developmentally Appropriate Approaches**

Students use evidence based knowledge to build positive relationships and supportive interactions as the foundation for their work with children and families. Students apply arts integrated, developmentally appropriate approaches and Universal Design for Learning to support each child’s development and learning.

**Student Learning Outcomes:**

4a. Describe, explain, and apply positive relationships and interactions to support each child’s development and learning.
4b. Describe, explain, and apply teaching skills and strategies including developmentally appropriate practices, and technology, to support each child’s development and learning.
4c. Use a broad repertoire of arts integrated, developmentally appropriate teaching / learning approaches, and Universal Design for Learning, to support each child’s development and learning.
4d. Reflect on own evidence based practices to support positive outcomes for each child’s development and learning.

**Course Learning Outcome 5: Using Content to Build Meaningful Curriculum**

Students use evidence based knowledge about infant toddler development, Universal Design for Learning, inquiry tools, and resources to design, implement and evaluate curriculum and experiences to support each child’s development and learning.

**Student Learning Outcomes:**

5a. Describe and explain the social, emotional, physical, cognitive, and language and literacy developmental domains of infants and toddlers.
5b. Describe and explain the central concepts, inquiry tools, and areas of developmental domains.
5c. Use evidence based knowledge, early learning standards, and Universal Design for Learning to design, implement and evaluate curriculum and experiences to support each child’s development and learning.

**Course Learning Outcome 6: Becoming a Professional**

Students use evidence based knowledge of ethical guidelines and professional standards. They engage in continuous and collaborative learning and demonstrate knowledgeable, reflective and critical perspectives to make informed decisions about advocating for Infants and Toddlers.
**Student Learning Outcomes:**

6a. Identify and reflect on career goals; identify and involve themselves with the profession.
6b. Describe and explain ethical guidelines, professional systems, standards and regulations in the field of early education.
6c. Describe and explain personal engagement in continuous, collaborative learning and demonstrate reflective and critical perspectives.
6d. Describe and explain ways to advocate for each child, family, and the profession.
6e. Describe and explain knowledge about becoming a professional who can articulate and practice an individual philosophy about infants and toddlers which includes evidence based practices and Universal Design for Learning.

**The following Supportive Skills are to be integrated in assessment as appropriate:**

2. Skills in mastering and applying foundational concepts from general education.
3. Written and verbal communication skills.
4. Skills in making connections between prior knowledge/experience and new learning.
5. Skills in identifying and using professional resources.

**Alignment of the Course Objectives (above) with National Association for the Education of Young Children, the Division for Early Childhood, and Pennsylvania Special Education Paraeducator Standards.**

<table>
<thead>
<tr>
<th>Course Objective #</th>
<th>NAEYC Standards/Course Learning Objectives</th>
<th>DEC Standards</th>
<th>PA Special Education Paraeducator Standards</th>
</tr>
</thead>
</table>
| 1                 | 1a: Knowing and understanding young children's characteristics and needs  
1b: Knowing and understanding the multiple influences on development and learning.  
1c: Using knowledge of development to create healthy, respectful, supportive, and challenging environments. | Development and Characteristics of Learners  
EC2K2, EC2K6, EC2K7  
Instructional Planning  
ES7K1  
Development and Characteristics of Learners  
Language  
EC6K1  
Development and Characteristics of Learners  
EC2K7, EC2S1, EC3S2  
Instructional Strategies  
EC4S1, EC4S2  
Learning Environments/Social Interactions  
EC5S2, EC5S5, EC5S6  
Instructional Planning  
EC7K1, EC7K2 | Individual Learning Differences  
SEP3K2  
Development and Characteristics of Learners  
SEP2K1. | Foundations  
SEP1K1, SEP2K2.  
Instructional Strategies  
SEP4S4,SEP4S5.  
Learning Environments/Social Interactions  
SEP5S1, SEP5S2, SEP5S4  
Instructional Planning  
SEP7S1, SEP7S2 |
<table>
<thead>
<tr>
<th>2</th>
<th>family and community characteristics.</th>
<th>EC2K5, EC2K6 Assessment, EC8K1 Development and Characteristics of Learners, EC2K5 Learning Environments and Social Interactions, EC5S7 Language, EC6S1, Instructional Planning, EC7S1 Assessment, EC8S1, EC8S2, EC8S6, EC8S11 Professional and Ethical Practices, EC9S2, EC9S3R, EC9S4 Collaboration, EC10S1, EC10S2, EC10S, EC10S8, EC10S9 Language, EC6S1 Assessment, EC8S1, EC8S2 Instructional Planning, EC7S1, EC7S7 Assessment, EC8K1, EC8S6, EC8S11 Professional and Ethical Practices, EC9S2, EC9S3 Collaboration, EC10S2 Professional and Ethical Practices, EC9S, EC10S1, EC10S3, EC10S8, EC10S9</th>
<th>SEP2K1, Language, SEP6K1 Collaboration, SEP10K1, Collaboration, SEP10S3, SEP10K2, SEP10S2, SEP10S1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3a: Understanding the goals, benefits and uses of assessment.</td>
<td>Instructional Planning, EC7K3 Assessment, EC8K3, EC8S4 Learning Environment/Social Interactions, EC5S7 Instructional Planning, EC7S3 Assessment, EC8K1, EC8S1, EC8S2, EC8S6, EC8S8, EC8S9, EC8S10 Professional and Ethical Practices, EC9S4 Collaboration, EC10S1, EC10S2 Learning Environments and Social Interactions, EC5S7 Instructional Planning, EC7K3, EC7S1 Assessment, EC8S, EC8S4, EC8S5, EC8S6, EC8S7, EC8S9, EC8S10, EC8S11</td>
<td>Assessment SEP8K1, SEP8S1, SEP8K2, SEP8K3, Assessment SEP8S2, SEP8S1.</td>
</tr>
<tr>
<td>4b: Knowing and understanding effective strategies and tools for early childhood education.</td>
<td>4c: Use a broad repertoire of developmentally appropriate teaching/learning experiences</td>
<td>4d: Reflecting on their own practice to promote positive outcomes for children.</td>
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</tbody>
</table>
DEC - Initial Special Education Professionals in Early Childhood Special/Education/Early Intervention, Birth to Eight Standards:

Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 4: Instructional Strategies
Standard 5: Learning Environments/Social Interactions
Standard 6: Language
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and Ethical Practice
Standard 10: Collaboration

6a: Identifying and involving oneself with the early childhood field.
6b: Knowing about and upholding ethical standards and other professional guidelines.
6c: Engaging in continuous, collaborative learning to inform practice.
6d: Integrating knowledgeable, critical and reflective perspectives on early education.
6e: Engaging in informed advocacy for children and the profession.
**SEP - Pennsylvania Special Education Paraeducator Standards:**
- Standard 1: Foundations
- Standard 2: Development and Characteristics of Learners
- Standard 3: Individual Learning Differences
- Standard 4: Instructional Strategies
- Standard 5: Learning Environments/Social Interactions
- Standard 6: Language
- Standard 7: Instructional Planning
- Standard 8: Assessment
- Standard 9: Professional and Ethical Practice
- Standard 10: Collaboration

### Textbooks and Resources:

**Textbooks:**

   ISBN: 978-0-07-802435-1

   ISBN:

   ISBN: 0-13-501646-0

**E-Portfolio:**

4. Students purchase Taskstream card from the book store to create an e-portfolio.

### Required Resources:

   ISBN: 0-8077-4640-1

Scoring Sheets for Environment Rating Scales available at: 


   Also available online at: [http://www.northampton.edu/x1328.xml](http://www.northampton.edu/x1328.xml); Click on ECE Manuals – Student

8. Department of Public Welfare. (Current edition). *The Pennsylvania Code: Child Day Care Center; Group Homes; Family Child Care Homes*. Harrisburg, PA:
DPW. (Referred to as “PA Code” in Course Calendar)
Available online at:
http://www.dpw.state.pa.us/provider/earlylearning/index.htm

   (Referred to as “NAEYC Code” in Course Calendar)
   Available online at:
   http://www.naeyc.org/positionstatements/ethical_conduct

    Also available online at:
    http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/
    Code%20of%20Ethics_updated_Aug2009.pdf

11. Council for Exceptional Children (CEC): CEC Ethical Principles for Special
    Education Professionals. Arlington, VA: CEC
    Also available online at:
    http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/Prof
    essionalStandards/EthicsPracticeStandards/CEC_Code_of_Ethics_for_Educator
    s_of_Persons_with_Exceptionalities.htm

    Statement of the Division for Early Childhood (DEC) and the National Association
    for the Education of Young Children (NAEYC)*. Chapel Hill: The University of
    North Carolina, FPG Child Development Institute.
    Also available online at:

    Plan (IFSP) Individualized Education Program (IEP)*. Harrisburg, PA: DPW.
    Available online at:
    http://www.dpw.state.pa.us/fordisabilityservices/earlyinterventionservices/earlyint
    erventionforms/index.htm Click on Individualized Family Service Plan (IFSP)

14. NAEYC position statement on curriculum, assessment, and program evaluation
    (with DEC-specific version)
    http://www.naeyc.org/positionstatements/cape

15. Cultural, Linguistic, and Ability Diversity (CLAD) Resource Packet
    Also available online at:
    http://www.northampton.edu/Early-Childhood-Education/Student-Resources-and-
    Presentations.htm

16. Sketch pad or notebook with unlined paper

17. Binders: Course Assessment Portfolio (1” size); TAOC Portfolio (3” size)

In addition to the required textbooks and resources, you will also need access to:

18. Computer

19. Digital Camera

20. Digital Video

21. Blue lab apron
Instructor Resources:


Course Policies

ECE Paperwork

All required paperwork for entry into the ECE program must be completed and submitted to the department secretary by the end of class three. This includes: Results of FBI Check, State Police Clearance, Child Abuse Check, current Health Assessment and two letters of reference. Failure to submit the required paperwork will result in being withdrawn from the course.

Class Attendance and Withdrawal:

Our courses are designed to give you some flexibility in your ability to access course content, submit assignments, and interact with your instructor and fellow students. However, these courses are not self-paced. You are expected to fully participate in all class activities, and to submit all assignments electronically by their due dates. If you are late to class a total of 3 times, it equates to one absence. You will be withdrawn from the course if you miss two weeks’ of classes. Please note: you may be locked out of the classroom for tardiness.

Note that if you do not participate in the class, submit assignments, or contact the professor during a consecutive two-week period, you may be withdrawn from the class on the recommendation of the professor. However, do not assume that this will happen automatically. Unless you officially withdraw, you may owe money and receive an "F" as your final grade.

Assignments: Written assignments must be completed and submitted electronically, use APA format, and be on time in order to receive credit. Printed forms (e.g. observation forms) must be downloaded from the ECE web site and typed; all other assignments must be typed (12-point size, double-spaced) including a cover page with the necessary information. Late Weekly Assignment or Reflection Journal work WILL NOT BE ACCEPTED – NO EXCEPTIONS.

Privacy Statement

Video assignments are designed to support your learning; however, we must respect the confidentiality of each child and their family. Any videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to You Tube, you must make sure it is unlisted and should be removed upon completion of your course. Make sure that every child you photograph or videotape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.
Students must complete ALL key assessments to pass this course

Consequences of Late Work or Missed Exams:
Assignment details and due dates can be found in the Assignments section of Blackboard. Late assignments will result in points deducted as follows:

- All weekly assessments (e.g. journals) are due on time. Late submissions will not be accepted.
- All major papers, projects, and quizzes will drop one percentage point for each week that they are late. Refer to rubrics for further information.
- All missed assignments and quizzes will get “0” points.

In case of unexpected emergencies that result in lateness, email your course instructor as soon as possible.

GENERAL COLLEGE POLICIES:

Class Attendance and Withdrawal: Class attendance and engagement in the learning process are critical factors in determining students’ success in their courses. NCC students are expected to attend all class sessions of courses in which they are enrolled, and are responsible for all material presented in class sessions of these courses.

A student who misses class more than twice the number of weekly meetings of the class (or the equivalent in short-term classes) may be withdrawn from the course by the instructor. Students who are withdrawn for poor attendance will receive a grade of W. Faculty may issue a withdrawal through the first 90% of the semester (14th week or equivalent in short-term classes). After the 90% period a student may not withdraw or be withdrawn.

In an internet-based distance learning course, a student is considered to have missed the equivalent of more than twice the number of weekly meetings of a traditional classroom course in a consecutive two-week period if there has been no participation by the student in the class through submission of assignments, attendance and participation in class sessions or contact with the Instructor in any way during the period.

Students who are withdrawn from the class for lack of attendance may appeal the enforced withdrawal to the instructor. If the instructor agrees to reinstate the student, he/she will be required to a complete a reinstatement form and return it directly to the Vice President for Student Affairs. If the appeal is denied, the student may speak with the appropriate academic dean and/or the Vice President for Student Affairs. Further discussion may take place with the faculty member, but the final decision on withdrawal rests with the faculty member.

Students will not be graded on attendance; however, students may be graded on class participation.

Academic Honesty Policy: Northampton Community College considers honesty to be essential to the learning experience. Academic honesty is one of the values that we expect members of the NCC community will apply in their work on this campus and take into their lives beyond NCC. Violations of academic honesty harm the learning experience and violate the expectations and values that we hope the NCC community
embraces. We expect all members of the NCC academic community to conduct themselves and their work ethically and honestly.

**Student Responsibilities**

- Students are solely responsible for their work and for making sure that their work represents their own honest efforts to meet the goals of the course.
- They are responsible for learning and following the policies and expectations of the college and for understanding the consequences of actions that violate the policy on academic honesty.
- They are responsible for showing that the work they present is theirs in whatever ways are deemed appropriate by the faculty for the course.

**Faculty responsibilities**

- Faculty members are responsible for demonstrating academic honesty in their work.
- They are responsible for making their expectations related to academic honesty clear to their classes including which activities and resources are allowed and the consequences for violations in their courses.
- They are responsible for communicating about violations of the academic honesty policy to students and their division Dean and to the Vice president for Student Affairs.

**Academic Honesty Violations:** Violations of the academic honesty policy include any actions that attempt to gain academic credit for work that does not represent the student’s own efforts and knowledge. They include, but are not limited to the following situations and examples:

- **Cheating on examinations and quizzes --**
  - Using notes, materials, and/or mechanical, electronic or technological devices not authorized by the instructor during examinations or quizzes.
  - Providing or receiving help on an examination or test in a manner not authorized by the instructor.
  - Buying, selling, improperly obtaining, or using any tests or examinations.
  - Posing as another student or allowing another student to pose as you when taking an exam or quiz.
  - Altering or adding answers on exercises, exams, or quizzes after the work has been graded.

- **Plagiarizing –**
  - Using the ideas or words of others without appropriate quotation and documentation that acknowledges the source or sources -- in other words, presenting someone else’s work as one’s own.
  - Copying, exact words, phrases or sentences without quoting and giving
credit to the source.
  o Using a paraphrased version of the opinions, work, or ideas of others without giving credit.
  o The wrongful appropriation of all or part of someone else’s literary, artistic, musical, mechanical, or computer-based work.

- Copying all or part of an assignment, (a research paper, lab report, or workbook) from another person or resource and presenting it as your own work.
- Purchasing an assignment and submitting it as your own work.
- Falsifying or inventing information, data or research material. Altering or forging records or submitting false records as part of course work or making false statements, excuses, or claims to gain academic credit or influence grading.
- Listing sources that you never consulted.
- Gaining unauthorized access to another person’s or the College’s computer system or tampering with or copying programs, files, data or access codes associated with coursework.
- Tampering with or damaging the work of others or preventing others from completing their own assignments.

Consequences of Violations: When a faculty member believes that a student has committed acts that violate the academic honesty policy, he or she will advise the student of the offense and the penalty imposed. A faculty member may apply one of the following penalties:

- A written warning, with the requirement that the assignment be redone within the instructor’s specified time.
- A failing grade for the assignment or test.
- An “F” grade for the course.

Commitment to Diversity: Northampton Community College is committed to creating and fostering learning and working environment based on open communication and mutual respect. This is an integral part of the College's academic mission to enrich our students' educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Equal Opportunity Office at 610-861-5496 or hwhitaker@northampton.edu

If you see it, report it
northampton.edu/reportit
**Policy Regarding Children:** The extended (defined as 30 minutes or more) presence of unattended children (including children of staff and students) under the age of 16 on campus, unless officially registered in a College program is strictly prohibited.

Children are not permitted in class. The classroom instructor has the authority to make an exception to this policy for an emergency circumstance, using the following criteria: if at all possible, students must contact the instructor prior to the class to seek permission; students may not request this special exception more than twice in one semester; and children may not be disruptive (i.e. – noisy, moving around, interfering with the teaching-learning process) or they will be asked to leave immediately with their parent/guardian.

**Disability Services:** Northampton Community College encourages academically qualified students with disabilities to take advantage of its educational programs. Services and accommodations are offered to students with disabilities at no additional cost to facilitate accessibility to College programs and facilities. These services are based upon each student’s individual needs and must be indicated by current documentation of disability. For more information, you can contact the Coordinator of Disability Services at 610-861-5342 or TDD (610) 861-5351 or view the Disability Services Webpage by following these links from the NCC home page (http://www.northampton.edu): Administration > Student Services > Students With Disabilities.

**Netiquette:** is the etiquette for electronic communications via email, threaded discussions on bulletin boards and online chats. This ensures that all students are being considerate of others, their time and opinions. Listed below are guidelines regarding personal conduct in your virtual classroom communications:

- Responses to other students should address the ideas or work submitted not the person.
- Being respectful is essential. Be understanding of diverse opinions, life experiences, cultures and backgrounds.
- Be mindful this is educational communication.
- Be cautious in using sarcasm or humor which may be misunderstood in online communications.
- Messages can express opinions and personal experiences but be concise. Using all capital letters is appropriate for distinguishing a heading or relevant topic but is also viewed as shouting online.
- Remember your Northampton Community College email is for educational purposes only.

**Class Preparation:** In order to prepare for each class, complete lab assignments and class assignments (e.g. reading text chapters, referring to web sites and articles, writing reflection papers, etc.) so that you can contribute to class discussion and get your questions answered. Your participation in the class sessions and paired / group activities will lead to positive learning outcomes for you as well as your peers.
Feedback on Assignments/Projects/Participation
Once your assignments have been submitted they will be graded. You will be able to view your grades and any written feedback in the Gradebook of Blackboard. You can expect to receive a grade and/or written feedback on your weekly assignments (journals, assignments, quizzes) with 5 business days of submission or at least a week prior to the next similar assignment is due.

Tutoring Services: The Learning Center at NCC provides free tutoring services, including real-time online tutoring. Please see the folder called Student Rights and Support Services in the Course Information page for details and applicable tutoring links. See the following website for the most up-to-date online tutoring schedule and information: http://www.northampton.edu/Student-Resources/Learning-Center/Tutoring-Services/Online-Tutoring.htm

Access the online tutor for ECE courses at the following email address: ecetutor@northampton.edu

Advising: The current ECE advisor is Andrea Powell. Her contact information is as follows:

![Image of Andrea Powell]

email: apowell@northampton.edu
Phone: 610-861-4145

Incomplete Policy: An Incomplete grade of “I” is issued only at the student’s request with the permission of the instructor, to allow completion of specific course work the student did not complete due to valid, unforeseen circumstances. The deadline for completing the course requirements is no more than 5 months after the date grades were due in the semester in which the “I” grade was issued. The professor will designate that the incomplete grade becomes a specific letter grade if the work is not completed.

For further information regarding any NCC procedures or policies refer to the current Student Handbook at the following link: http://www.northampton.edu/Documents/Academics/Student%20Handbook.pdf
INSTRUCTIONAL PLAN

Assignments Required and Weight of Each in Determining Final Grade:

- Child Assessment Paper ................................................................. 10%
- Teaching Skills and Strategies Project ............................................. 10%
- Teaching Skills and Strategies Evaluation ..................................... 5%
- Family and Community Partnership Paper .................................. 10%
- Labs ..................................................................................... 10%
- Video Assignments .................................................................... 6%
- *ITERS Environmental Assessment Project ................................ 10%
- Weekly Assignments ................................................................. 10%
- Reflection Journals .................................................................. 10%
- Participation ............................................................................ 10%
- Quiz ....................................................................................... 5%
- Course Assessment e-Portfolio ................................................... 2%
- TAOC e-Portfolio ..................................................................... 2%
- **Total** .................................................................................. 100%

Students must complete the following assessments in order to pass this course:

- All Key Assessments of the Course: Child Assessment Paper, Teaching Skills and Strategies, and Family and Community Partnership Paper
- Lab Attendance and Assignments
- Course Assessment e-Portfolio
- *TAOC e-Portfolio

**Please note:** Visiting Students or students who do not wish to complete the ECE Program will have an opportunity to be exempt from completing the TAOC e-Portfolio. Permission must be granted by the instructor. See below under TAOC e-Portfolio and Binder under Description of Assignments

In order to complete the course successfully, students must earn C or better in the following:

- Lab Assignments
- All Key Assessments
- Teaching Skills and Strategies Project and
- Teaching Skills and Strategies Evaluation

**Please note:** You must successfully complete ALL Early Childhood Courses with a C or better in order to qualify for Internship in your final semester.

Description of Assignments

Content related to Cultural, Linguistic, and Ability Diversity will be reflected within the assignments and in the course calendar.

- **Family and Community Partnership Project:** The purpose of this assessment is to interact with family members and explore community resources to develop the skills and knowledge required to build respectful, meaningful relationships. The project will provide you with learning experiences to (1) to partner with families to create a developmentally appropriate (age, ability, and culture) activity packet for your identified Child Assessment Child (CAC), (2) research community resources that will
enrich the development and learning of the infant and toddler through the arts, and (3) research community resources for families.

- **Teaching Skills and Strategies Project:** The purpose of this assessment is to reflect on your ability to practice the *Art as a Way of Learning® Teaching Skills and Strategies* during participation in labs within the context of cultural, linguistic and ability diversity of children and families. Lab assignments will provide you with opportunities to observe children and adults; interact with children to support, stretch, direct, and stimulate their learning; and assess their learning by using authentic assessment methods. You will use evidence based practice including NAEYC’s *Code of Ethical Conduct* as a guide to practice professionalism.

- **Teaching Skills and Strategies Evaluation:** Your course instructor will assign a final grade for your use of Teaching Skills and Strategies during labs based on multiple sources of evidence such as lab supervision, feedback from your cooperating teacher, and lab assignments. A letter grade of C or better must be obtained in order to pass this course.

- **Child Assessment Project:** You will gather evidence (see ‘Lab’ below of one child’s learning by observing and recording his/her actions in written and visual format by collecting samples of his/her work. You will use this evidence to (1) create a Child Assessment Portfolio, (2) write a Child Assessment Paper that documents your knowledge of child development and learning, and (3) prepare and/or implement a Parent Communication conference to partner with parents.

- **ITERS –Environmental Assessment Project:** The purpose of this assignment is to allow the student to interact with this assessment tool. The student will be able to articulate and demonstrate skills needed to develop supportive, inclusive learning climates, including collaborative, respectful partnerships between children, professionals, family members, and communities that are culturally and linguistically diverse. You will be able to demonstrate understanding for and the ability to design, implement, evaluate and adapt respectful, cohesive infant and toddler environments using evidence-based practices and building meaningful curriculum that are developmentally, individually, and culturally appropriate.

- **Lab:** Twenty (20) hours of documented lab work is required for this course. You will have ten 2-hour labs beginning with class 4 and continuing through class 13. You must secure a lab site and a cooperating teacher by the end of week 1 of the semester. You may choose to do your labs at your worksite. An *Understanding of Participation* form must be submitted by the lab site by end of week 3 of the semester.

  You will work under a cooperating teacher, completing weekly lab assignments. Lab requirements are as follows:

  o Health and safety requirement: As an online student, you are to verify that all requirements for your state or country are met. Please confirm with your lab site.

  o Procedures and Guidelines: Follow the Code of Ethical Conduct by The National Association for the Education of Young Children (NAEYC) for all interactions with children, parents, and colleagues.

  o Legal Considerations: Make sure that all children captured in photo / video have a signed release on file at the site (refer to Student Manual for a copy). Practice confidentiality by using numbers or fictitious names when
describing situations for discussions and/or writing observations. Never discuss children outside of our class.

- Attendance form must be signed by the cooperating teacher in order to get credit for each lab. If an emergency prevents you from attending a lab, notify your course instructor and your lab site.

Refer to **ECE Student Manual** for lab information.

- **Video Assignment (online only):** You will submit videos of your lab work during lab weeks 1, 5, and 8. These videos will allow you to reflect on your teaching skills and strategies through viewing yourself in action in labs as you interact with your Child Assessment Child (CAC) and other children during implementation of a Learning Experience Plan (LEP). They will also allow your instructor to ‘observe’ your interactions during labs. Refer to Privacy Statement in **Course Policies** in this syllabus above.

**Other Assignments:** The Key Assessments planned for this course do not address Standards 5 and 6, and therefore these standards will be assessed through a variety of experiences. These experiences include (but are not limited to):

- **Building Meaningful Curriculum for Infant and Toddlers Quiz:** This quiz will include identifying the symbol systems through the domain areas; discussing inquiry tools and materials used in infant and toddler classrooms to build knowledge and skills; and connecting evidence-based knowledge to practicum through vignettes and role play activities.

- **Becoming a Professional: Advocating for Infant and Toddlers in Early Care and Education:** You will explore different website and write a Reflection Journal on Advocating for Infant and Toddler Programs.

- **Weekly Assignments:** You will complete ten weekly assignments during the semester, focusing on reflection on evidence based practices primarily from the Caregiver’s Companion. This will help you to understand the cycle of learning and teaching.

- **Reflection Journals:** You will complete ten weekly journals during the semester, reflecting on your own learning of the course concepts.

- **Participation:** You will participate in weekly forums, responding to the guiding questions as well as interacting with others. This is an important aspect of the course where you will have an opportunity to share your thoughts as well as clarify your concepts. Participating in the class is considered not only participation, but also attendance.

- **Course Assessment e-Portfolio:** You will follow the step-by-step directions to build your e-portfolio for EARL 128. There are two systems for creating e-Portfolio – Google e-Portfolio and TaskStream e-Portfolio. If you already began documenting your work in a Google e-Portfolio you have two choices:
  - You can continue to maintain and document your work in Google finishing the program with a completed e-Portfolio in Google.
  - You can come aboard with TaskStream and post prior key assessments into your TaskStream account so that when you graduate you have a completed TaskStream e-Portfolio that documents all of your work.

**Recommendation from ECE Department:** If you are less than halfway through the program you should transfer your work into TaskStream.

- **Course Assessment Portfolio Binder:** Regardless of the system you use for your e-Portfolio, you will build a portfolio binder following the organization guide
provided with the assignment. This will serve as a back-up document for your e-Portfolio. You will submit the table of contents and photos as evidence of your binder.

- **TAOC e-Portfolio and Binder:** TAOC is the Transfer and Articulation Oversight Committee of the Department of Education in PA. According to the TAOC agreement, there is a statewide Program-to-Program articulation in ECE which allows students to transfer their credits from a 2-year-college to a 4-year-college if they submit a standard and outcomes-based TAOC Portfolio. You will build your TAOC portfolio by organizing required artifacts from each course on an ongoing basis. This will serve as your transfer portfolio. You will create TAOC portfolio using your e-Portfolio system and also in a binder. You will submit the table of contents and photos as evidence of your binder.

**Note:** Students taking this course for professional development or visiting students will be given an alternate assignment in place of the TAOC portfolio. Students entering a course after taking CDA will not have Task Stream/TAOC Portfolio. They must begin their TaskStream e-Portfolio and TAOC Portfolio with their first ECE course.

For complete descriptions of assignments and rubrics, refer to the Course Information section of Blackboard.

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**Save all your work!**

You are expected to save all your assignments on disks/thumb drives as back up data to safeguard against loss of your hard copy or problems with your hard drive. You will need artifacts from this and other courses to develop your TAOC Portfolio.

**Assessment Criteria:**

The general criteria for grading work are as follows:

- A = Students demonstrate ability to describe, explain, analyze, and apply information, reasoning, context, knowledge, and judgment.
- B = Students demonstrate ability to describe and explain information, reasoning, and knowledge.
- C = Students demonstrate ability to describe information.
- D = Students demonstrate partial ability to describe information.

**Grade Scale:**

The following grades are used in the Early Childhood department:

- A = 93 – 100 %
- A- = 90 – 92 %
- B+ = 87 – 89 %
- B = 83 – 86 %
- B- = 80 – 82 %
- C+ = 77 – 79 %
C = 73 – 76 %
D+ = 67 – 72 %
D = 60 – 66 %
F = 0 – 59 %

Please note: There are no A+ or C- grades. Any final grade below C means that the course must be repeated and passed in order to enroll in Internship.

Rubrics are provided for each graded assignment. Use your rubric as a guide for completing your assignment, to ensure that you are describing, explaining, and analyzing the course concepts by using your knowledge of related concepts from other courses. Grades are directly related to the quality of your analysis and critical thinking about the assigned questions. Use your own words to explain your thoughts rather than using phrases directly from textbooks and other resources. It is important for you to clearly reflect your understanding of the weekly topics.

Your final weighted percentage will be used to determine your final grade.
## Course Calendar

I reserve the right to change topics or assignments when necessary to make classes more relevant to current events or required student outcomes. Therefore, you should not submit assignments ahead of schedule unless you have obtained permission to do so. Check Announcements in Blackboard and the Assignments section for details and/or changes to assignments. Be sure to print out a copy of the Course Calendar with due dates listed. All assignments are due by midnight on Monday.

<table>
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<tr>
<th>Wk</th>
<th>Topic</th>
<th>Reading Print Materials</th>
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<th>Lab Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due</th>
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</thead>
</table>
| 1  | Principles of Caregiving for Infants and Toddlers | -Ch. 1 Principles, Practice, and Curriculum (ITC)  
- Ch. 1 (CC)  
- Website to explore: ECE Infant to Grade 4 Program Student Manual  
NAEYC/DEC Joint Position Statement on Inclusion  
NCC Student Resources Zero to Three  
NAEYC: DAP with Infant and Toddlers  
Developmentally Appropriate Practice | -Identifying examples of one or more adult behaviors that show respect to an infant or toddler  
- Define the word "curriculum" as it applies to infant and toddler care and education  
- Explain the roles of adults in infant and toddler care and education  
- Recognize the three knowledge bases of developmentally appropriate practice | Prenatal Development  
Influence on Brain Development  
NAEYC: DAP with Infant and Toddlers  
NAEYC/ DEC joint Position Statement on Inclusion  
I/T Curriculum slideshow  
Types of Child Care Settings  
Baby Brain Map | Lab Preparation:  
-Clearances  
-Sign up for lab  
-Give Coop's email to Instructor  
-(Instructor sends Letter and Understanding of Participation to Coop) | -Assignment 1 RIE Approach  
-CSEFEL: S/E Module 1- Forming Relationships  
-Lab preparation  
- REFLECTION JOURNAL: PRINCIPLES OF CAREGIVING  
Practice Responsive and Respectful Interactions | -Assignment 1: RIE Approach (in class)  
-Lab Preparation  
-Create YouTube Channel to upload video assignments |
| 2  | Caregiving as a Curriculum for Infant and Toddlers | Ch. 1 Principles, Practice, and Curriculum (ITC)  
Ch. 2 & 3 (CC)  
Chapters 2 & 3 (TS)  
Early Intervention | - Discuss characteristics of: Sensorimotor stage, Preoperational stage, and Concrete operational stage  
- Video for | Partnering to Build a Community of Learners – Group Work  
- I/T Education  
- Attachment Theory  
- Caregiving | Lab Site:  
- Infant/Toddler  
- Early Intervention  
- Activate | -Assignment 2  
-CSEFEL: Module 1 – Understanding Behavior: Making Sense of What You See and Hear  
-Lab Preparation | -Assignment 2: CSEFEL  
- REFLECTION JOURNAL: CAREGIVING AS A CURRICULUM |
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<td>3</td>
<td>Observing Infant / Toddlers</td>
<td>-Chapter 18 &amp; 19 (CC) -Chapter 1&amp;2 (TS)</td>
<td>- Observing Children – A Cultural Difference Include Child Abilities - Children construct knowledge in unique ways</td>
<td>• I/T PA ELS • The Power of Observation • Observing the Five Interactions ppt. • Ounce Scale Overview • ITERS Overview</td>
<td>• Review Lab Packet information</td>
<td>-Assignment 3 CSEFEL: Understanding Social /Emotional Development- while using observation strategies</td>
<td>2/4</td>
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<td></td>
<td>Elluminate Live: The Importance of Attachment Guest Speaker</td>
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<td>- Assignment 3 CSEFEL: Understanding Social /Emotional Development- while using observation strategies</td>
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**Assignments Due:**
- **2/4:**
  - Assignment 3 CSEFEL: Understanding Social /Emotional Development- while using observation strategies
  - REFLECTION JOURNAL: CULTURE, LANGUAGE, ABILITY DIVERSITY
- **2/9:**
  - Assignment 3 CSEFEL: Understanding Social /Emotional Development- while using observation strategies
  - REFLECTION JOURNAL: CULTURE, LANGUAGE, ABILITY DIVERSITY
  - Lab Preparation
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<th>Assignments Due 2/18</th>
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<tr>
<td>4</td>
<td>Nutrition, Health, and Safety of Infant /Toddlers</td>
<td>Ch. 15 16 &amp; 17 (CC) ITERS (Harms, Cryer, and Clifford) Indicators within categories The scoring process</td>
<td>Websites to explore: <a href="#">Choose My Plate</a> <a href="#">Healthy Meals Resource System</a> <a href="#">Partnership for Food Safety Education</a> <a href="#">Safe Sleep for Your Baby</a> <a href="#">SIDS Brochure</a> INCLUDE FEEDING STYLES OF DIFFERENT CULTURES-LOOK IN CSEFEL CO-SLEEPERS</td>
<td>Culture --child rearing practices Food and feeding routines-Gonzalez-Mena -List the four major categories of food safety practices that should be followed in home and center food preparation and serving -Describe the procedures included in “universal/standard precautions” and know how they apply to infant and toddler care -Discuss current recommendations on a variety of infant and toddler health and safety issues like sleep positions and equipment selection/use -Refine observation and other teaching skills based on self-reflection, cooperating teacher feedback, and faculty guidance</td>
<td>Lab Packet 1: (1) Child Running Record (CRR). Documentation / Sample of observed child’s experience (e.g. words, art/writing, sketch, and photo). (1) Teacher Running Record (TRR) recording the actions and language with child/children. Infant Toddler Environment Rating Scale of developmentally appropriate materials with highlighting toys and books related to cultural, linguistic, and ability diversity</td>
<td>-Assignment 4 -VIDEO REFLECTION JOURNAL -Upload video to YouTube channel and send to instructor -Lab Packet 1 w/ITERS Materials Checklist</td>
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<td>5</td>
<td>Play as Learning for Infant / Toddlers</td>
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| -Ch. 4 Play and Exploration as Curriculum (ITC)  
- Ch. 6 Perception (ITC)  
- Ch. 4 (CC)  
- Ch. 6 Infant Physical Growth and Brain Development (TS) | Websites to explore:  
Sensory Integrative Dysfunction in Young Children  
EMBEDDING  
SELF-REGULATION  
http://csefel.vanderbilt.edu/resources/inftodd/mod1/1-2.mpg |
| - Explain newborn’s capabilities within the five senses.  
- Explain four adult roles important to facilitating the play of infants and toddlers.  
- Describe the process infants and toddlers use to gather sensory information and how they use it. Also understand the connection between perceptual development and brain development.  
- Identify several indicators that children may display if they are struggling with sensory integration.  
- List five environmental factors that influence play in infant-toddler programs |
| Lab Packet 2:  
(1) CRR  
(1) Child Work Sample  
(1) TRR Signed Attendance Form  
Family and Community Project  
Assignment:  
Video/Photo release Form  
Family Interview Form  
*Family Language and Interest Survey  
Multiple Intelligences  
ITERS Step 2 | Assignment 5 – CSEFEL: Module 3-High Quality Supportive Environments Setting up the Environment to Support Play  
REFLECTION JOURNAL: PLAY IN AN I/T CLASSROOM  
Multiple Intelligences  
ITERS Step 2 |
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</table>
| 6  | The Infant / Toddler Physical Environment | -Ch. 12 The Physical Environment
-Appendix B (middle column) (ITC)
-Review ITERS
Websites to explore: Creating Indoor Environments for Young Children
Community Playthings: Infant and Toddler Spaces
ZERO TO THREE: Fact Sheet on Infants and Toddlers in Poverty
Assistive Technology for Infants and Toddlers
NAEYC: The Universal Design of Early Education | -Recognize the criteria used to set up and facilitate a Developmentally Appropriate and arts-integrated infant/toddler environment (both indoor and outdoor qualities)
-Explain what areas need to be provided for in the layout of an infant-toddler program
-Realize how the developmental appropriateness of the environment relates to safety and learning
-Discuss the varied considerations regarding environmental aspects of I/T classrooms like lighting, acoustics, aesthetics, etc. and how they differ from classroom settings for older children
-Environment modifications
-Describe the role that assistive technology may play | •Setting up I/T Environments
•Learning Center Safety
•Home Care Settings
•Aesthetic Assessment tool | Lab Packet 3: (1) Anecdotal Record Form for your CAC
(1) Documentation of Learning for your CAC Signed Attendance Form
*Photo/Video Release Form
*Family Interview/s. | Assignment 6
NAEYC: The Universal Design of Early Education (print this and place it your course binder)Watch the video on early intervention: Kids on the Move
Journal 6 – *There is no Reflection Journal this week
ITERS Step 3 | Lab Packet 3 Journal 6 |
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| 7  | Reciprocal Relationships: Children, Families and Staff Together | -Ch. 14 Adult Relations in Infant/Toddler Care and education Programs (ITC)  
-Ch. 20 (CC)  
-Standard 20 (PA ELS)  
Websites to explore: Early Childhood Today: Establishing Reciprocal Relationships with Families | -Describe reciprocity and strategies for developing that quality in parent-staff relationships  
-Define what blocks communication with families and ways to open communication and move to collaborative partnership patterns.  
-Interact with family members to discover the influence of family identity and diversity on a child’s development and learning patterns.  
-Link families to important early intervention resources and will be able to | •Personal Reciprocity  
•CC Providers Guide to EI  
•Inclusive Planning Checklist  
•IEP/IFSP Comparative Chart  
•Parent-Professional Relationships  
•What Role Does Culture Play in our Settings?  
•Talking to Families of Infants and Toddlers About Developmental Delays  
Video-An Unexpected Journey  
•Quiz I – Child Development | Lab Packet 4:  
(1) Observe and Respond form  
(1) Documentat ion of Learning for your CAC  
(1) Observation of Emergent Interests and reflection questions  
(1) LEP Draft: Sensorimotor LEP for Lab 5 - Preparing and Planning sections  
*Family Interview and Photo Release Forms Signed  
Attendance | Assignment 7  
-CONNECT Module: Transitions  
Development of I/T’s and their Families  
-No REFLECTION JOURNAL:  
ITERS Step 4 | Assignment 7  
Due: Lab Packet 4 |
discuss and be involved with basic concepts of IFSP’s
- Outline steps for sharing assessment information with families, specialists
- Focus on sensitivity
- Identify opportunities within the physical environment and the programming day to connect children to their family, community, and culture
- Refine their stretch, direct, support, and stimulate skills based on self-reflection, cooperating teacher feedback, and faculty guidance
- At-risk infants and toddlers
- NICU

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<th>Assignments Due *3/11</th>
<th>Spring Break Week</th>
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</table>
| 8  | Emotions, Feelings, and Attachments | -Ch. 5 Attachment
- Ch. Ch. 9 Infant Social Development (TS)
- Emotional development (PA ELS)
The Curriculum Guide
Video Review: DAP | - Describe the basic tenets of Erikson, Maslow, and temperament and attachment theories
- Describe and explain widely held expectations and milestones in the | • Erikson & Maslow Theories
• Exploring Temperaments
• CSEFEL Wiki Activity
• Social and Emotional Development | Lab Packet 5:
(1) Anecdotal Record Form for your CAC
(1) Documention of Learning for your CAC
(1) Completed | Lab Packet 5
Assignment 8 Caregivers Companion Reading 10
VIDEO REFLECTION | ITERS Environment Project Due
Assignment 8 Caregivers Companion Reading 10 – Question and Answer
VIDEO REFLECTION |
| Milestones | Sensorimotor LEP for Lab 5  
(1) Artifact from LEP for Lab 5  
(1) LEP Physical Development Draft for Lab 6 -  
Preparing and Planning sections  
(1) Feedback on Teaching Skills -  
Student Self Evaluation Form  
(1) Signed Attendance Sheet by student and Cooperating Teacher | JOURNAL -2 of 3  
-Attachment Disorders | -Upload video to YouTube channel and send to instructor  
JOURNAL |
|---|---|---|---|
| emotional domain  
-Explore factors like culture and family variations, disabilities and delays that influence a child's emotional development, and learn to use caution when making judgments about emotional development recognizing multiple explanations for visible indicators.  
-Understand how brain development is influenced by attachment  
-Define temperament components and resiliency factors  
Identify opportunities within the programming day for children to express themselves and their emotions through a variety of languages  
-Brainstorm a variety of strategies to support emotional development, assist children in dealing with strong emotions and developing self-direction  
-Refine teaching skills based on self-reflection, cooperating teacher feedback, and faculty guidance. |
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</table>
| 9  | Development of Motor Skills of I / T’s | -Ch. 7 Motor Skills (ITC)  
-Ch. 7 (CC)  
-Ch. 6 pp. 104-111 (TS)  
-Motor Development (PA ELS) Website exploration: Identifying Patterns of Developmental Delays  
Web Search: The Pros and Cons of Infant Walkers | -Describe the progression of both fine and gross motor skills during the infant and toddler years (including reflexive and voluntary movements) and how brain development impacts motor skill development  
-Describe and explain widely held expectations in physical domain, developmental milestones, how this area of development allows children to use the language of movement to communicate  
-Explore factors like culture and family variations, disabilities and delays that influence a child’s motor skill development and guidelines for communicating with families about their children’s development  
-Report on results of teaching experiences | •Self Portrait Activity  
•Physical Development Milestones  
•Effective Practice in Early Intervention for Families and Their Infants and Toddlers  
•Infant Walker Article | Lab Packet 6:  
1) Anecdotal Record Form for your CAC  
(1) Documentat ion of Learning for your CAC  
(1) Completed Physical Development LEP for Lab 6  
(1) Artifact from LEP for Lab 6  
(1) LEP Cognitive Development Draft for Lab 7 - Preparing and Planning sections  
(1) Signed Attendance Sheet by student and Cooperating Teacher | Assignment 9 Adaptive Technology Connect Modules | Lab Packet 6  
Assignment 9 - Adaptive Technology Connect Modules  
There is No Reflection Journal due this week  
Family and Community Partnership Project is due |
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<th>Assignments Due 4/1</th>
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<tr>
<td>10</td>
<td>Development of Cognition</td>
<td>Ch. 8 Cognition (ITC) Ch. 7 Cognitive Development in Infancy (TS) Cognitive Development (PA ELS) Websites to explore: Aid for Infants and Toddlers Connect Module 5 5 Key Warning Signs of Developmental Delays in Infant and Toddlers</td>
<td>-Describe the cognitive experience and how it changes from infancy to toddlerhood -Describe and explain widely held developmental expectations in cognitive domain, developmental milestones -Discuss factors like culture and family variations, disabilities and delays that influence a child's cognitive development -Compare and contrast the theories of Piaget and Vygotsky -Refine abilities to facilitate learning experiences for infants and toddlers that support natural curiosity and creativity, especially allowing them opportunities to create and solve problems. Refinements are based on self-reflection, cooperating teacher feedback, and faculty</td>
<td>• Transitioning from Infancy to Toddlerhood • Cognitive Domain Blog • 5 Key Warning Signs of Developmental Delays in Infants and Toddlers • SOCIOCULTURAL STUDIES OF FAMILIES OF CHILDREN WITH COGNITIVE DELAYS • As I Learn How to Teach • Piaget vs. Vygotsky • Using the Arts to Promote Creative Thinking</td>
<td>Lab Packet 7: (1) Anecdotal Record Form for your CAC (1) Documentation of Learning for your CAC (1) Completed Cognitive Development LEP for Lab 7 (1) Artifact of LEP for Lab 7 (1) Language and Literacy LEP for Lab 8 - Preparing and Planning sections (1) Planning Phase Descriptions Form with LEP for labs 5, 6, 7 completed (1) Family and Community Partnership Project: Sharing Resource</td>
<td>Assignment 10 Caregivers Companion Reading 8 Developmental Domains Reflection Journal Prep</td>
<td>Lab Packet 7 Assignment 10 Caregivers Companion Reading 8 There is No Reflection Journal due this week – But continue to add to your Developmental Domains Reflection due week 12</td>
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| 11 | Development of Language and Literacy in I/T’s | -Ch. 9 Language (ITC)  
-Ch. 8 Infant Language and Literacy (TS)  
-Communication and Emerging Literacy Development (PA ELS)  
Websites to explore: American Speech-Language-Hearing Association’s web page  
Sign Language: Enhancing Language Development in Infants and Toddlers  
Communication Development in Children with Language Delays | -Describe the stages and analyze widely held expectations in infant toddler language development and developmental milestones using appropriate development terms  
-Explore factors like culture and family variations, disabilities and delays that influence a child’s language development  
-Suggest ways to intervene which support literacy development in all children, including those with language delays  
-Describe opportunities in the I/T classroom for children to represent ideas and express thoughts and feelings  
-Refine teaching skills, especially in the area of |  
-Common Myths of Bilingual Learners  
-Bilingual Infant/Toddler Environments  
-Baby Sign Language Video  
-Bilingual Toddler Video  
-Twins Communicating  
-Stages of Language Acquisition  
-Speech and Language Delays | Lab Packet 8:  
(1) Observe and Respond form  
(1) artifact showing documentation of learning of your CAC  
(1) Completed LEP for Lab 8  
(1) One artifact showing the children engaged in your activity  
(L) LEP for Lab 9 - Preparing and Planning sections  
(1) Planning Phase Descriptions Form with LEP for labs 5, 6, 7, and 8 completed | Assignment 11  
Search for 5 developmentally appropriate children’s books for infants and toddlers | Lab Packet 8  
Assignment 11  
Search for 5 developmentally appropriate children’s books for infants and toddlers  
-Upload video to YouTube channel and send to instructor |
### WK 12: Promoting Social Skills

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<tr>
<td>- Chapter 11 Social Skills (ITC)</td>
<td>- Name three of Erickson's stages and what happens if the issues aren't resolved in each stage</td>
<td>• All I Really Need to Know I Learned in Kindergarten</td>
<td>Lab Packet 9:</td>
<td>Assignment 12: Promoting Social Skills</td>
<td>4/15</td>
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<tr>
<td>- Ch. 11 (CC)</td>
<td>- List early examples of social behavior and analyze widely held expectations in social domain</td>
<td>• CSEFEL Presentation.ppsx</td>
<td>(1) Anecdotal Record Form for your CAC</td>
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<td>- Social Skills (PA ELS)</td>
<td>- Explore factors like culture and family variations, disabilities and delays that influence a child’s social development</td>
<td>• Erikson Stages of Psychosocial Development</td>
<td>(1) Documentaton of Learning of your CAC</td>
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<td>- All I Really Need to Know I Learned in Kindergarten</td>
<td>- Suggest opportunities within an early care and learning program for infants and toddlers to build relationships and understand self</td>
<td>• Signs and Symptoms of Children Being Socially Delayed</td>
<td>(1) Completed LEP for Lab 9</td>
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<td>Website to explore: Helping Toddlers with Peer Group Entry Skills</td>
<td>- Refine planning, stretching, directing, and other teaching skills</td>
<td>• Social Behaviors Interactive Blog</td>
<td>(1) Artifact from your LEP for Lab 9</td>
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<td>Helping Young Children Channel Their Aggressive Energies</td>
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<td>(1) LEP for Lab 10 - Preparing and Planning sections</td>
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</tr>
<tr>
<td>Affirmations During Early Years</td>
<td></td>
<td></td>
<td>(1) Attendance Sheet signed by student and Cooperating Teacher</td>
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**Reflection Journal:**

I/T Domain Development
<table>
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<th>Wk</th>
<th>Topic</th>
<th>Reading Print Materials</th>
<th>Learning Experiences</th>
<th>Explorations</th>
<th>Lab Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due 4/22</th>
</tr>
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</table>
| 13 | Positive Guidance and Problem Solving for I / T's | - Ch. 11 Social Skills (ITC)  
- Ch. 9 Infant Social and Emotional Development (TS)  
Websites to explore: Strategies for Understanding and Managing Challenging Behaviors in Young Children American Academy of Pediatrics Fact Sheet on Biting  
ERIC Digest #ed327271 Positive Discipline  
http://actagainstviolence.apa.org/specialtopics/index.html | - Describe and implement at least three different effective, positive discipline strategies  
- Discuss typical and atypical "challenging behaviors in toddlers"  
- Reflect on and analyze personal teaching experience in an infant or toddler classroom, especially critiquing your ability to implement positive discipline techniques  
- Compile an objective, creative child assessment project | • Positive Discipline  
• CSEFEL Video Clip of Challenging Behaviors  
• Response to Challenging Behaviors  
• zerotothree article: Challenging Behaviors  
• Quiz II – Building Meaningful Curriculum for I/T's in the context of CLAD | Lab Packet 10:  
(1) Observe and Respond form  
(1) Documentation of Learning of your CAC  
(1) Completed LEP for Lab 10  
(1) Artifact from your LEP for Lab 10  
(1) Attendance Sheet signed by student and Cooperating Teacher  
(1) Planning Phase Descriptions Form with LEP for labs 5, 6, 7, 8, 9, and 10 completed  
(1) Feedback on Teaching Skills - Student Self-Evaluation Form | Assignment 13:  
CSEFEL: Challenging Behaviors  
REFLECTION JOURNAL: GUIDING CHALLENGING BEHAVIORS  
Quiz II – Building Meaningful Curriculum for I/T’s in the context of CLAD | Lab Packet 10  
Assignment 13  
CSEFEL: Challenging Behaviors – Module 3 and review Module 1–Temperaments  
Assignment 13:  
CSEFEL: Challenging Behaviors  
REFLECTION JOURNAL: GUIDING CHALLENGING BEHAVIORS  
Quiz II – Building Meaningful Curriculum for I/T’s in the context of CLAD |
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<th>Other Assignments</th>
<th>Assignments Due 4/29</th>
</tr>
</thead>
</table>
| 14 | Advocating for Quality I / T Programs | CSEFEL: Module 4: Leadership Strategies | Describe and explain ways to advocate for the profession and all children and families within the context of cultural, linguistic and ability diversity. | *Connecting with Infant and Toddler Professionals to Advocate*  
*Meet Other Advocates* | N/A | SCAVENGER HUNT  
Reputable Evidence based resources on advocating | Assignment 14  
REFLECTION JOURNAL: ADVOCATING FOR I/T PROGRAMS |
| 15 | Effective I / T Programs | -NCC’s Art as a Way of Learning Children’s Curriculum and Teaching Skills and Strategies Manual  
-PA Early Learning Standards for Infants and Toddlers  
-10 Principles of Care (in Ch. 1 of ITC) and Ron Lally Caregiving as Curriculum article (Chapter 2 in CC)  
-10 course journal entries |  
- 4b. Describe, explain, and apply evidence based teaching skills and strategies including developmentally appropriate practice, technology, and the arts to support each child’s development and learning.  
- 4d. Reflect on their knowledge of evidence based practice in order to promote positive social and emotional development | PowerPoint Presentation: *Routines to Promote Social and Emotional Development*  
Video Clip: *Promoting Social and Emotional Development*  
Video Clip: *Routines in Routines*  
Video Clip: *Responsive Routines* Interactive Blog | N/A | Artistic Representation of Infant and Toddler Development and Learning | Assignment 15  
Teaching Skills and Strategies Paper Due  
No Reflection Journal |
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<th>Topic</th>
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<td>16</td>
<td>Finals Week</td>
<td>Course syllabus Checklist Review</td>
<td>N/A</td>
<td>N/A</td>
<td>Child Assessment Project and TAOC Portfolio Course Binder</td>
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