**Introduction to Early Childhood Education Environments**

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| **Instructor:** | **Office:** |
| **Phone:** | **Office hours:** |
| **Class Schedule:** | **Email:** |
| **Classroom** |  |

**Course Description:**

The purpose of this course is to explore early childhood environments for all children. Course activities include examining how the environment plays a role in early childhood education (ECE) settings. In this course, NAEYC and DEC standards that promote effective environments will be highlighted. This course ensures that a child’s growth is supported in all the domains of learning throughout ECE settings. We will look at common accommodations or modification to support a variety of child abilities.

**Required Text:**

Greenman, J. (2005). *Caring spaces. Learning places: Children's environments that work.* New York:Exchange Press.

Nelson, E. (2012). *Cultivating outdoor classrooms: Designing and implementing child-centered learning environments*. St. Paul, MN: Red Leaf Press.

**Please choose one of the following for the age group you are interested in working with.**

Harms, T., Cryer, D. & Clifford, R. (2007) *Early Childhood Environment Rating Scale (ECERS) or Family Child Care Environment Rating Scale (FCCERS) or Infant/Toddler Environment Rating Scale (ITERS) or School Age Care Environment Rating Scale (SACERS).* These can be ordered through the bookstore.

**Online Resources:**

* Teaching Research Institute: *Preparing Early Childhood Professionals for Inclusion*, Inclusion Curriculum Models for the Environment:
  + <http://teachingresearchinstitute.org/projects/pepi/enhancements>
  + <http://teachingresearchinstitute.org/pages/show/pepi-specialized-instruction-21?cms=true>
* National Association for the Education of Young Children. Teaching Young Children (NAEYC). Developmentally Appropriate Practice and Play Video:
  + [www.naeyc.org/tyc/next/video/dap](file:///\\groupr.wou.edu\groupr\tri\Train\Project%20PEPI%202011-2015\Syllabi\PAPI%20MODEL%20SYLLABI\Articulation%20Summit%202014\www.naeyc.org\tyc\next\video\dap)
* Head Start center for inclusion: Curriculum modifications and adaptations
  + <http://depts.washington.edu/hscenter/modules-curriculum-modifications>
* North American Association for Environmental Education (NAAEE) (2010) Reading:
  + <http://resources.spaces3.com/c518d93d-d91c-4358-ae5e-b09d493af3f4.pdf>
* Division for Early Childhood and National Association for the Education of Young Children: Joint Position Statement (2009):
  + <http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf>
* Heartland Community College, Heartland Equity and Inclusion Project (HEIP). (2012). Preschool Supportive Literacy Environments activity:
  + <http://www.heartland.edu/documents/heip/faculty2/CHLD101/Activities/PreschoolLiteracyEnvironments.pdf>
* Project Preparing Early Childhood Professionals for Inclusion **(**PEPI)
  + <http://teachingresearchinstitute.org/projects/pepi>

**Course Format:**

This class will include readings, hands-on active learning, small and large group discussion, individual reflective journaling, individual writing and presentations.

**Course Outcomes by National and State Standards:**

CEC = Council for Exceptional Children

DEC = Division for Early Childhood

INTASC = Interstate New Teacher Assessment Consortium

NAEYC = National Association for the Education of Young Children

ODE = Oregon Department of Education

Students will be able to:

1. Understand and apply current research and evidence-based practices to early childhood program policy and practice to structure early childhood environments that support learning and development to meet the needs of all children.
2. Understand and apply knowledge to room and outdoor arrangements that can have an effect of the overall developmental outcomes for children in the classroom.
3. Know, understand and design outdoor environments with equipment that is age and developmentally appropriate and inclusive of all children with in the program.
4. Know, understand and develop policies around outdoor and indoor environments for early childhood settings.
5. Know, understand and articulate the impact of IDEA and other laws as they relate to early childhood environments.
6. Gain an understanding of how an environment is designed and activities are conducted so that children learn or are exposed to multiple cultures and languages by, among other practices, allowing children and families to share their cultures and languages with others to the extent they desire (DEC Std. 5, NAEYC Std. 9).
7. Gain knowledge of how physical space and materials are structured and adapted to promote engagement, play, interaction, and learning by attending to children’s preferences and interests, using novelty, and responsive toys, providing adequate amounts of materials, and using defined spaces (DEC Std. 1, NAEYC Std. 9).

Student Inclusion Competencies

1. Demonstrate knowledge of typical and atypical child development (DEC, NAEYC, ODE).
2. Describe the characteristics of children with various learning needs in inclusive settings (DEC, CEC, NAEYC).
3. Describe the importance of involving families in the ongoing process of child development and learning (CEC, DEC, NAEYC, ODE).
4. Apply current research on child development across all areas of development, including temperament and play, to implement recommended practices in inclusive settings (DEC, ODE).
5. Develop, implement, and evaluate learning experiences and strategies with respect and consideration for the diversity of culture, class, and ability of young children and their families (DEC, NAEYC, ODE).
6. Apply evidenced-based practices and current technology to address the child's needs (DEC).
7. Implement a linked system approach to learning by connecting assessment, intervention and progress monitoring within the curriculum.
8. Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning (DEC, NAEYC, ODE).
9. Participate in the activities of professional organizations relevant to inclusive EI/ECSE/ECE services and advocate for educational policy related to inclusive EI/ECSE/ECE services.

***Tentative Course Schedule\*\****

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| **Week** | **Activities** | **What's Due** |
| 1 | * Introductions * Review course syllabus & expectations * Evidenced-based practices across ECE environments | **Readings:**  Greenman, Chapters 1, 2 and 6 |
| 2 | * Inclusion in indoor and outdoor environments * Anti-bias environment * Universal Design | * Journal response #1 due in class   **Readings:**  Greenman, Chapters 11, 13  Project PEPI: <http://documents.teachingresearchinstitute.org/AntiBiasChecklist-revised_2-6-15.pdf> |
| 3 | * Setting up the indoor environment (room arrangement) * Environmental Rating Scale | * Journal response #2 and 3 due in class   **Readings:**  Greenman, Chapters 4 and 5. |
| 4 | Indoor environment continued   * Child Care Licensing requirements for the indoor environment * Inclusion in the indoor environment * Floor Plans | **For Week 6**   * Journal response #4 due in class   **Activity: Design indoor environments**  **Readings:**  Greenman, Chapters 10, 12 |
| 5 | * Outdoor environments (arrangement, equipment/materials) * Child Care Licensing requirements | Journal response #5  **Readings:**   * Nelson, Chapter 1 * **Due: 1st Learning Environment Observation** |
| 6 | Outdoor environment continued   * Inclusion in the outdoor environment * Floor Plans | * Journal response# 6 due in class   **Readings:**   * Nelson, Chapter 2 and Appendices: E and F   **Activity: Design outdoor environment** |
| 7 | * What the environment says about a program and how to talk with families about how the environment promotes learning * Collaboration with other early childhood professionals to ensure the environment is set-up appropriately for all children in a program. | * Journal response # 7 due in class   **Readings:**  Greenman, Chapter 3   * **Project PEPI:** <http://teachingresearchinstitute.org/pages/show/pepi-specialized-instruction-21?cms=true> |
| 8 | * Observing and reflecting on the indoor and outdoor environments to ensure classroom goals and child outcomes are met * Understanding center and family childcare environments * Current State standards around environment | * Journal response #8 due in class   **Readings:**  Nelson, Chapter 5 and Appendix A |
| 9 | * Writing a policy for an early childhood setting * Other rating scales used to assess early childhood environments. | * Journal response #9 due in class   **Readings:**  **in your journals.**   * **Due: 2nd Learning Environment Observation** * Work on your final projects |
| 10 | * Wrapping up discussions * Complete post-assessment * Final Presentations | * Journal response #10 due in class   **Final Presentation due (1st round)** |
| Finals Week | * Final Presentations | **Final Presentation due (2nd round)** |