

Introduction to Early Childhood Education Environments

Instructor:
Phone:
Class Schedule:
Classroom

Office:
Office hours:
Email:

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

- 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_update_dKS.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 within 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.

Communication with the Instructor:

If you have questions, concerns, or need to talk about assignments, etc. please contact the instructor through email, phone call, or visit during office hours.

Students Needing Course Accommodations:

If you feel you may need an accommodation for any type of disability, please contact Disability Services (telephone number). Instructors do not determine accommodations.

Assignments:

All assignments are due on the date specified by the instructor. Unless *prior* permission from the instructor has been obtained, no late assignments will be accepted.

Academic Dishonesty:

Dishonesty in any method such as, but not limited to, plagiarism or cheating on tests and assignments will not be tolerated. Students who misrepresent their work or commit other acts of academic dishonesty may receive a failing grade for the course. When you borrow from someone else's work, you must give them credit in the form of a citation or reference.

Email:

Please check your student email account regularly in order to receive any class announcements or clarifications.

Active Participation:

Participation and attendance are **essential** to this course. Each person's unique responses and insights help our class reflect and grow in new ways. Although participation styles vary, active participation in class and during small group activities is necessary to the learning process and success in this course.

Active participation will require reading the text and articles for small group discussions as well as preparing for discussion by critically reflecting on your own thoughts and connections about your reading, observations, and experiences. Reading, writing, and sharing in small groups or with the whole class helps create and sustain our community of learners.

Absences, habitual tardiness, and/or leaving early will lower your final grade.

If you must miss a class session, make arrangements to talk with me regarding your absence. I will arrange for you to make up for the absence. Late assignments without a prior notification and approval by me affect your final grade.

Tentative Course Schedule**

Week	Activities	What's Due
1	<ul style="list-style-type: none"> • Introductions • Review course syllabus & expectations • Evidenced-based practices across ECE environments 	Readings: Greenman, Chapters 1, 2 and 6
2	<ul style="list-style-type: none"> • Inclusion in indoor and outdoor environments • Anti-bias environment • Universal Design 	<ul style="list-style-type: none"> • Journal response #1 due in class Readings: Greenman, Chapters 11, 13 Project PEPI: http://documents.teachingresearchinstitute.org/AntiBiasChecklist-revised-2-6-15.pdf

3	<ul style="list-style-type: none"> • Setting up the indoor environment (room arrangement) • Environmental Rating Scale 	<ul style="list-style-type: none"> • Journal response #2 and 3 due in class <p>Readings: Greenman, Chapters 4 and 5.</p>
4	<p>Indoor environment continued</p> <ul style="list-style-type: none"> • Child Care Licensing requirements for the indoor environment • Inclusion in the indoor environment • Floor Plans 	<p>For Week 6</p> <ul style="list-style-type: none"> • Journal response #4 due in class <p>Activity: Design indoor environments</p> <p>Readings: Greenman, Chapters 10, 12</p>
5	<ul style="list-style-type: none"> • Outdoor environments (arrangement, equipment/materials) • Child Care Licensing requirements 	<p>Journal response #5</p> <p>Readings:</p> <ul style="list-style-type: none"> • Nelson, Chapter 1 <ul style="list-style-type: none"> • Due: 1st Learning Environment Observation
6	<p>Outdoor environment continued</p> <ul style="list-style-type: none"> • Inclusion in the outdoor environment • Floor Plans 	<ul style="list-style-type: none"> • Journal response# 6 due in class <p>Readings:</p> <ul style="list-style-type: none"> • Nelson, Chapter 2 and Appendices: E and F <p>Activity: Design outdoor environment</p>
7	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Journal response # 7 due in class <p>Readings: Greenman, Chapter 3</p> <ul style="list-style-type: none"> • Project PEPI: http://teachingresearchinstitute.org/pages/show/pepi-specialized-instruction-21?cms=true
8	<ul style="list-style-type: none"> • Observing and reflecting on the indoor and outdoor environments to ensure classroom goals and child outcomes are met • Understanding center and 	<ul style="list-style-type: none"> • Journal response #8 due in class <p>Readings: Nelson, Chapter 5 and Appendix A</p>

	<p>family childcare environments</p> <ul style="list-style-type: none"> • Current State standards around environment 	
9	<ul style="list-style-type: none"> • Writing a policy for an early childhood setting • Other rating scales used to assess early childhood environments. 	<ul style="list-style-type: none"> • Journal response #9 due in class <p>Readings: in your journals.</p> <ul style="list-style-type: none"> • Due: 2nd Learning Environment Observation • Work on your final projects
10	<ul style="list-style-type: none"> • Wrapping up discussions • Complete post-assessment • Final Presentations 	<ul style="list-style-type: none"> • Journal response #10 due in class <p>Final Presentation due (1st round)</p>
Finals Week	<ul style="list-style-type: none"> • Final Presentations 	<p>Final Presentation due (2nd round)</p>

**** Class assignments and calendar are subject to change with prior notice**

Assignments:

<p>Attendance and Participation</p> <p>Participation and attendance are essential to this course you must attend class sessions to receive materials for the final notebook. You will be required to be involved in activities including set-up and clean-up.</p>
<p>Journal Articles</p> <p>Each week you will be given at least one journal entry prompt for you to take time to reflect and write about. You will bring the completed response back to class the next week for discussion. You will also be turning in a copy of your response each week to the instructor</p>
<p>Environment Observation</p> <p>You will observe 2 early childhood classrooms, and write a 2-page reflection on each observation (using assignment rubric as a guide).</p> <p>Classrooms you can observe in include:</p> <ul style="list-style-type: none"> • Please add classrooms here
<p>Final Presentation</p> <p>During the last week of class, you will present what you have learned to the class in a 10-minute presentation. You will need to come prepared with a presentation and handout of a summary of the information you have learned in class. Your summary could be a copy of your Power Point presentation or if you have another style of presentation please ensure there is some sort of summary to go with it.</p>
<p>Total Points for all Assignments = 100</p>

Total class points available: 100

Grading: A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 84-86%

B- = 80-83%

C+ = 77-79%

C = 74-76%

C- = 70-73%

D+ = 67-69%

D = 64-66%

D- = 60-63%

F = below 60

Code of Student Responsibility

Members of this class are expected to read and adhere to *The Code of Student Responsibility*. The code describes academic dishonesty as well as examples of classroom disruption, and explains how the code may be applied. (Add where students can locate the Code.)

Diversity Statement

Add your college or university statement.