ECD 237 – Methods and Materials
Early Childhood Development
Business and Public Service

Semester Year

Catalog Course Description: This course includes an overview of developmentally-appropriate methods and materials for planning, and evaluating environments. Emphasis is on integrating divergent activities in each curriculum area.

Prerequisite(s):	ECD 101 and ENG 101
Credit Hours:	3.0
Class Schedule:	
	Lab
Instructor:	
Office:	
Office Hours:	
Telephone:	
E-mail:	
Campus Mailbox:	Beltline Campus-Richland Hall 126A or Airport Campus-Saluda Hall 119
Program Website:	www.midlandstech.edu/ecd

Program Director: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu
Program Assistant: Donya Albert, (803) 822-3358, albertd@midlandstech.edu
Departmental Assistant: Kim Bauer, (803) 822-3320, bauerk@midlandstech.edu
Interim Department Chair: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Textbook(s): Herr, J., &. Larson,Y.L. (2008). *Creative Resources for the Early Childhood Classroom*, New York: Thomson/Delmar Publishing. (Fifth Edition)

Gestwicki, C. (2009). *Developmentally Appropriate Practice*. New York: Thomson/Delmar Publishing. (Fourth Edition)

Course Objectives: Upon completion of this course the student will be able to:
1. Discuss the goals, benefits, and uses of assessment as a part of various curriculum models. (NAEYC 3a)
2. Explain the use of portfolios as an assessment tool. (NAEYC 3c*)*
3. Participate in a variety of developmentally appropriate curriculum approaches, especially those approved by the SC Dept. of Education: Creative Curriculum, Montessori, Project Approach, and High Scope. (NAEYC 4b*)*
4. Summarize the basics of developmentally appropriate curriculum models. (NAEYC 1a-c, 4c)
5. Participate in collaborative learning through group projects and research. (NAEYC 5c)
6. Research, explore and reflect on current research and best practices in the field of early education. (NAEYC 5d)

 Course Outcomes and Competencies:

Intended Course Outcome #5: Students will be able to use content knowledge to build meaningful curriculum.

Course Competency 5c: Students will be able to use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Performance Measurement Instrument and Success criteria: Students will successfully complete a thematic unit.

NAEYC Standards

1. PROMOTING CHILD DEVELOPMENT AND LEARNING
  1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
  1b: Knowing and understanding the multiple influences on early development and learning
  1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
  2a: Knowing about and understanding diverse family and community characteristics
  2b: Supporting and engaging families and communities through respectful, reciprocal relationships
  2c: Involving families and communities in young children's development and learning

3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
  3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
  3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
  3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
  3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
  4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
  4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
  4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
  4d: Reflecting on own practice to promote positive outcomes for each child

5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
  5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
  5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
  5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6. BECOMING A PROFESSIONAL
  6a: Identifying and involving oneself with the early childhood field
  6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
  6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
  6d: Integrating knowledgeable, reflective, and critical perspectives on early education
  6e: Engaging in informed advocacy for young children and the early childhood profession

7. EARLY CHILDHOOD FIELD EXPERIENCES
  7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
  7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Course Requirements:
1. Attend class and participate orally.
2. Attend required lab site visits.
3. Read all chapters and assignments.
4. Take two exams.
5. Complete all lab activities.
6. Complete one expert presentation on the state approved curriculum of choice.
7. Complete one unit plan including bulletin board.
8. Complete two professional journal articles and reviews.

Exams: Two exams will be given related to class instruction, lecture, discussions, and assignments.

Unit Plan: Each student will be required to develop a unit plan including lesson plans & bulletin board. Use forms attached. Choose a topic from the children's own interest. Use the Weekly Planning Sheet to map out lessons for the 5 days you will be planning for instruction. Also include changes to the environment for blocks, dramatic play, water/sand, science, carpentry, manipulative, and/or other areas. Be sure to balance active and quiet play as well as indoor and outdoor experiences.

Lesson Plans: Using the lesson plan form, write out one lesson for each of the following domains:
1. Language development
2. Gross Motor
3. Fine Motor
4. Creative experience
5. Cognitive

Lab Activities: Each student will be required to complete narrative observations on 3 of the 4 state approved curriculums: High-Scope, Creative, Montessori, and Project.

Journal Articles: Each student will be required to read and review *2 professional* journal articles regarding curriculum.

Make Up Assessment and Presentation Policy:

Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

Course Grading:

All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! Only work turned in on time will be eligible for all possible points. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.**

Exams (2 @ 100 points each)	200
Expert Presentation	200
Lab Activities	300
Unit Plan including lesson plans	200
Professional Journal Readings and Reviews (2 @ 50)	100
Total Points =	**1000**

Early Childhood Grading Scale:
A = 93-100   930-1,000 points
B = 85-92   850-929 points
C = 75-84   750-849 points
D = 70-74   700-749 points
F = Below 70   Below 700 points
W = Withdrawal before midterm
WF = Withdrawal after midterm with a failing grade on the last day attended

Note: Please keep all assignments for your final portfolio for ECD 243.

MTC Student Handbook:

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at http://www.midlandstech.edu/handbook/; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

Academic Integrity:

- The students of MTC have adopted the following Honor Code:
  As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.
- The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
- Cheating on tests includes:
  - Copying from another student's paper.
  - Copying or presenting someone else's work as your own.
  - Using unauthorized materials during a test.
  - Collaborating with any other person during a test without permission.
  - Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
  - Bribing any other person to obtain information about tests.
  - Substituting for another student, or permitting another student to substitute for you.
- Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
- The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
- For more information about academic dishonesty, see the Student Code.

Class Attendance and Participation:

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

Tardies: Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

Withdrawal: Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

Classroom Conduct and Preparation: All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

Make Up Assessment and Presentation Policy: Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

Portable Electronic Devices:

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college's emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

Student Email Accounts (*MyMTC* Email):

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to http://www.midlandstech.edu/myemail.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

MyMTC:

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to http://mymtc.midlandstech.edu.

Children on Campus:

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors' offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

Inclement Weather Policy:

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college's information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

Campus Emergency Protocol:

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: http://www.midlandstech.edu/Phone_Alert.htm.

Student Evaluation of Instruction:

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

Accessibility and Special Accommodations:

If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential. The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology, please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at disability@midlandstech.edu if you have any questions or concerns.

Copyright:

Work Left at the End of the Semester: Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call 822-3358 to make arrangements to pick up work.

Dress Code: All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

Transferability of Course: This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at www.midlandstech.edu/ecd to view program plans for transferring to four year colleges in this area.

DSS Hours: If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCD will translate the ECD classes into DSS hours. For more information, go to http://www.sc-ccccd.net/College_Courses.htm.

(Revised September 2013)

Course Topic Outline/Course Calendar with Assignments:

Class/Date	Topic	Assignments Due
1 **Meet in class**	First Day & Getting to Know You Review Syllabus & Course Expectations Establish Lab Sites Questions Chapter 1: Defining Developmentally Appropriate Practice	none
2	Chapter 2: Understanding Play: Its Importance in DAP Chapter 3: Planning for Developmentally Appropriate Curriculum	• Read Chapters 1-3
3 **Meet in class**	Chapter 4: A Consideration of Various Curriculum Models Chapter 5:Developmentally Appropriate Physical Environments: For Infants Chapter 6: Developmentally Appropriate Physical Environments: For Toddlers	• Read Chapters 4-6
4 *10 hours of labs should be done*	Chapter 7: Developmentally Appropriate Physical Environments: For Preschoolers Chapter 8: Developmentally Appropriate Physical Environments: For Primary-Aged Children Review for first exam	• Read Chapters 7-8
5 **Meet in class**	**First exam!** **Unit Plan Due Today!** **Journal Readings and Reviews Due Today!**	• Study for first exam • Complete unit plan • Complete 2 Journal Readings and Reviews
6	Chapter 9: Developmentally Appropriate Social/Emotional Environments: For Infants Chapter 10: Developmentally Appropriate Social/Emotional Environments: For Toddlers	• Read Chapters 9-10
7 **Meet in class** *20 hours of labs should be done*	Chapter 11: Developmentally Appropriate Social/Emotional Environments: For Preschoolers Chapter 12: Developmentally Appropriate Social/Emotional Environments: For Primary-Aged Children	• Read Chapters 11-12
8	Chapter 13: Developmentally Appropriate Cognitive/Language/Literacy Environments: For Infants Chapter 14: Developmentally Appropriate Cognitive/Language/Literacy Environments: For Toddlers	• Read Chapters 13-14
9 **Meet in Class**	**Expert Presentation Due**	• Read Chapter 15
10	Chapter 15: Developmentally Appropriate Cognitive/Language/Literacy Environments: For Preschoolers	• Complete Expert Presentation
11 **Meet in class**	**Submit 30 hours of lab time, notes, & summative report** *LABS WILL NOT BE ACCEPTED LATE* **Discuss Lab experiences**	• Labs
12	Chapter 16: Developmentally Appropriate Cognitive/Language/Literacy Environments for Primary-Aged Children	• Read Chapter 16
13 **Meet in class**	Catch up Day!	• Prepare for Final
14	Review for Final	•
	Final Exam	
	Celebration of Learning AC 143, 6-7:30pm	

PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.

ECD 237 Lab Site Time Verification Sheet

A total of 30 hours should be recorded on the lab site time verification sheet.

Facility Name	Time	Date	Teacher's or Director's Signature	Contact Number
Abner Montessori	*3:00-5:30*	*1/ 11/06*	*Teacher's Signature*	*803-345-9428*

Rubrics for Lab Activities & Report
****LABS will not be accepted after the due date!!****

Purpose/Goal: Students will conduct observations & activities as they study curriculum.

Total possible score: 200   Actual Score _____

Name: _____

Criteria	Excellent	Fair	Poor	Self	Points
Lab Site Verification Sheet Completed	30 or more hours completed in at least 3 of the 4 curriculums: Project, Montessori, Creative, and/or High-Scope Lab Site Verification Sheet filled out completely (dates, times, and signatures) (100)	20 or more hours completed in at least 3 of the 4 curriculums: Project, Montessori, Creative, and/or High-Scope Lab Site Verification Sheet filled out completely(dates, times, and signatures) (80-50)	Completed less than 20 hours in lab site and/or lab site verification sheet missing components (40-0)		
Observations & Reflections	Observations are complete, comprehensive, and include reflections on what was observed At least a page of notes per hour (100)	Observations are complete, comprehensive, but do not include reflections and/or Less than a page of notes per hour (80-50)	No observations or reflections (0)		
Comments:			**Total Points:**		

Purpose/Goal: Students will compile a summative report based on the information from lab sites.

Total possible score: 100   Actual Score _____

Criteria	Excellent	Fair	Poor	Self	Score
Summary	Incorporated lab sites that they visited (15)	Report shows limited incorporation of lab sites visited (10)	Omitted incorporating lab sites visited (0)		
Content	Content is fully developed, is clearly written, and easy to understand. Paper contains identifying factors for each curriculum, personal thoughts on curriculum, and identifies strengths and weaknesses of lab sites observed (50)	Content is partially developed, but is unclear or is incomplete, making it difficult to understand.. (40-30)	Content is not developed and/or is difficult to understand. (20-0)		
Length of paper	Paper is at least 3 typed pages, double-spaced, using 12-point font, and 1" margins. (15)	Paper is 3 typed pages, double-spaced, but typed with font larger than 12-point font and/or with margins more than 1". (30-10)	Paper is less than 3 typed pages. (0)		
Organization	Contains all 5 of the following components: an introduction paragraph, at least 3 body paragraphs, and a conclusion paragraph. (10)	Contains 3-4 of the following components: an introduction paragraph, at least 3 body paragraphs, and a conclusion paragraph. (5-3)	Contains 1-2 of the following components: an introduction paragraph, at least 3 body paragraphs, and a conclusion paragraph. (2-0)		
Mechanics	No spelling or grammatical errors. (10)	Minimal spelling or grammatical errors (5)	Many spelling and grammatical errors (0)		
			Total		

Name: _____   **Semester:** _____   **Instructor:** _____
Due Date: _____   **Date Received:** _____

ECD 237 – Methods & Materials - Thematic Unit Rubric - Possible Points: 200
Aligned with NAEYC Standards and Supportive Skills*

Directions: Each student will be required to develop a unit plan including lesson plans & bulletin board, using forms included in their syllabus. The student will choose a topic from the children's own interest. The student will use the Weekly Planning Sheet to map out lessons for 5 days of instruction. The student will include changes to the environment for blocks, dramatic play, water/sand, science, carpentry, manipulatives, and/or other areas. The student will describe one resource to support their unit. This Thematic Unit will count as 20% of the total grade for this course.

Criteria	Excellent	Good	Poor	Unacceptable	Self	Points
Knowing and understanding effective strategies and tools *NAEYC Standard 4b*	All components of each of the 5 lesson plans are completed and relate to the child's interest based theme/topic and domain 5 or more DAP books are listed to support the theme/topic (30)	Most of the components of each of the 5 lesson plans are completed and relate to the child's interest based theme/topic and domain 3 to 4 DAP books are listed to support the theme/topic (20)	3 components of each of the 5 lesson plans are missing incomplete, unclear, or do not relate to the child's interest based theme/topic and/or domain 1 to 2 DAP books are listed to support the theme/topic (10)	Majority of the components are missing incomplete, unclear, or do not relate to the child's interest based theme/topic and/or domain No DAP books are listed to support the theme/topic (0)		
Using developmentally effective approaches *NAEYC Standard 4c*	Each of the 5 lesson plans reflect developmentally effective approaches (30)	4 lesson plans reflect developmentally effective approaches (20)	1 to 3 lesson plans reflect developmentally effective approaches (10)	None of the lesson plans reflect developmentally effective approaches (0)		
Understanding content knowledge in early education *NAEYC Standard 5a*	The weekly planning sheet, each of the 5 lesson plans, & bulletin board demonstrate a thorough knowledge of content in early education (40)	Most of the weekly planning sheet, lesson plans, & bulletin board demonstrate a thorough knowledge of content in early education (30)	Some of the weekly planning sheet, lesson plans, & bulletin board demonstrate a thorough knowledge of content in early education (20)	None of the weekly planning sheet, lesson plans, or bulletin board demonstrate a thorough knowledge of content in early education (0)		
Using central concepts, inquiry tools, and structures of content areas *NAEYC Standard 5b*	Thoughtful changes are notated in all areas of the environment that incorporate the theme/topic (20)	Thoughtful changes are notated in most areas of the environment that incorporate the theme/topic (10)	2 to 4 thoughtful changes have been made to the environment (5)	No thoughtful changes are notated in the environment (0)		

10

Criteria	Excellent	Good	Poor	Unacceptable	Self	Points
Professional Standards and Resources *NAEYC Standard 5c*	Credible professional resources referenced in the Weekly Planning Sheet and on each of the 5 lesson plans. Resources demonstrate a multi-cultural approach to curriculum. Appropriate Early Learning Standard (or other standard/guideline) cited (15)	Credible professional resources referenced in the Weekly Planning Sheet and on most of the 5 lesson plans (10)	1 credible professional resource referenced in the Weekly Planning Sheet or lesson plans (5)	No credible professional resources referenced in the Weekly Planning Sheet or on any of the 5 lesson plans (0)		
Involving families & community *NAEYC Standard 2*	Unit includes an activity which engages the family and engages the community (10)	Unit includes an activity which engages the family or engages the community (8)	Family or community is minimally involved in the unit (5)	No mention of family or community in any unit activities (0)		
Reflection on own practice to promote positive outcomes for children *NAEYC Standard 4d*	Unit includes thoughtful reflection of student's learning including strengths & needs. Student reflects on activities to determine if they were appropriate for the age, individual needs, and culture of the children (15)	Unit includes a reflection of own strengths and needs and some reflection on activities(10)	Unit includes a minimal mention of student learning and activities (5)	Unit does not include any reflection (0)		
Positive relationships and supportive interactions *NAEYC Standard 4a*	Student reflects on teacher/child interactions and relationships from observations in the classroom and discusses how this impacts the thematic unit (20)	Reflection discusses teacher/child interactions and relationships(15)	Reflection on interactions is incomplete or unclear (10)	No reflection on relationships or interactions (0)		
Organization & concepts from general education *NAEYC Supportive Skill 2*	Unit easy to follow and read User-friendly. All concepts are accurate (10)	Most of the unit is easy to follow and read, user-friendly. Most concepts are accurate (8)	Unit somewhat easy to follow and read or many concepts not accurate (5)	Unit is not easy to follow or read or errors occur in majority of concepts (0)		
Grammar *NAEYC Supportive Skill 3*	No spelling or grammatical errors (10)	Three or less spelling or grammatical errors (8)	Four or five spelling or grammatical errors (5)	More than five spelling or grammatical errors (0)		
Total Score						

*NAEYC standards used in this assessment: 2: Building family and community relationships; 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children; 4b: Knowing and understanding effective strategies and tools for early education; 4c: Using a broad repertoire of developmentally appropriate teaching/learning practices; 4d: Reflecting on their own practice to promote positive outcomes for each child; 5a: Understanding content knowledge and resources in academic disciplines; 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines; 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child; **NAEYC Supportive Skills:** SS2 Mastering and applying foundational concepts from general education; SS3Written and verbal skills.

A=186-200;   B=170-185;   C=150-169;   D=140-149;   F=Below 140

Name: _____   **Instructor:** _____
Title of Journal Article: _____
Due Date: _____   **Date Turned In:** _____

Rubric – ECD 237 Professional Journal Article Review

<u>Purpose/Goal</u>: Student will prepare a typed journal article review *relating to young children and curriculum.*

<u>***JOURNAL ARTICLE REVIEWS MAY NOT BE EDITED AFTER THEY HAVE BEEN GRADED***</u>
<u>Journal article must be from an approved professional journal or it will not be accepted</u>

Total possible score: 50   (5% of final grade)   Actual Score _____

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
Topic	Paper relates to *young children and curriculum.* (8)	Paper relates to an early childhood topic, but not *young children and curriculum.* (2)	Paper does not relate to an early childhood topic (0)		
½ Page Summary	Summary review of article is ½ page and is clear and comprehensive. (14)	Summary review of article is less than ½ page summary and/or is difficult to understand. (6)	Does not include a summary of the article. (0)		
½ Page Reaction	Paper includes ½ page reaction to article that is clear and comprehensive. (14)	Paper includes less than ½ page reaction to article and/or is difficult to understand. (6)	Paper does not include a reaction to article. (0)		
Grammar/ Spelling/Sentence Structure	0-4 grammatical and/or spelling errors and 0-1 incomplete sentences. (8)	5-9 grammatical and/or spelling errors and/or 2-3 incomplete sentences. (4)	10 or more grammatical and/or spelling errors and/or 4 or more incomplete sentences. (0)		
APA Style	Paper is prepared in APA style: journal is cited in APA style at bottom of page, type is double-spaced, using 12-point font, and 1" margins on left, top, and bottom. (6)	3-4 components at left followed. (2)	1-2 components at left followed. (0)		
Total					

23 - 25 =A; 20 - 22 = B; 17 - 19 = C; 15 - 16 = D; 14 points or less = F

Name: _____   Date: _____

<u>Purpose/Goal</u>: The student will prepare an expert presentation on one of the four state-approved curriculums.

Topic: Creative High-Scope Montessori Project

Total Score:_____ of 200 points

Oral Presentation (100 pts)

Criteria	**Excellent Compliance**	**Average Compliance**	**Minimal compliance**	**Non-compliance**	**Self**	**Score**
Speaks Clearly	Speaks clearly and distinctly all the time, and mispronounces no words. (10)	Speaks clearly and distinctly all the time, but mispronounces one word. (7)	Speaks clearly and distinctly most of the time. Mispronounces no more than three words. (5)	Often mumbles or cannot be understood OR mispronounces more than three words. (0)		
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. (10)	Stands up straight and establishes eye contact with everyone in the room during the presentation. (8)	Sometimes stands up straight and establishes eye contact. (5)	Slouches and/or does not look at people during the presentation. (0)		
Volume	Volume is loud enough to be heard by all audience members throughout the presentation. (10)	Volume is loud enough to be heard by all audience members most of the time. (8)	Volume is loud enough to be heard by all audience members some of the time. (5)	Volume often too soft to be heard by all audience members. (0)		
Content	Shows a full understanding of the curriculum. (30)	Shows a good understanding of the curriculum. (25)	Shows a good understanding of parts of the curriculum. (15)	Does not seem to understand the curriculum very well. (0)		
Preparedness	Student is completely prepared and has obviously rehearsed. (15)	Student seems pretty prepared but might have needed a couple more rehearsals. (10)	The student is somewhat prepared, but it is clear that rehearsal was lacking. (5)	Student does not seem at all prepared to present. (0)		
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the curriculum. (15)	Student is able to accurately answer most questions posed by classmates about the curriculum. (10)	Student is able to accurately answer a few questions posed by classmates about the curriculum. (5)	Student is unable to accurately answer questions posed by classmates about the curriculum. (0)		
Visual	Visual fits in well with presentation and looks professional (10)	Visual fits in well with presentation but does not look professional (7)	Visual does not fit with presentation (5)	No visual (0)		
Comments: **Subtotal**						

13

Name: _____   Date: _____

<u>Purpose/Goal</u>: The student will prepare an expert presentation on one of the four state-approved curriculums.

Topic: Creative High-Scope Montessori Project

Handout (50 pts)

Criteria	Excellent Compliance	Average Compliance	Minimal compliance	Non-compliance	Self	Score
Topic	Handout relates to the curriculum and tied into presentation. (10)	Handout relates to the curriculum but not tied into the presentation (8)	Handout somewhat relates to the curriculum but not tied into the presentation (5)	Handout does not relate to the curriculum and does not tie into the presentation (0)		
Content	Shows a full understanding of the curriculum. (20)	Shows a good understanding of the curriculum. (15)	Shows a good understanding of parts of the curriculum. (8)	Does not seem to understand the curriculum very well.(0)		
Professionalism	Handout is typed. No grammatical and/or spelling errors. No incomplete sentences (10)	Handout is typed. 0-4 grammatical and/or spelling errors. (8)	Handout is not typed. 5-8 grammatical and/or spelling errors. (5)	Handout is not typed. More than 8 grammatical and/or spelling errors. (0)		
Resources	Handout includes 3 or more resources to learn more about the curriculum. (10)	Handout includes 2 resources to learn more about the curriculum. (7)	Handout includes 1 resource to learn more about the curriculum. (4)	Handout does not include any resources. (0)		
Comments:				**Subtotal**		

Demonstration lesson (50 pts)

Criteria	Excellent Compliance	Average Compliance	Minimal compliance	Non-compliance	Self	Score
Curriculum Style	Lesson relates to the curriculum and tied into presentation. (20)	Lesson relates to the curriculum but not tied into the presentation (15)	Lesson somewhat relates to the curriculum but not tied into the presentation (8)	Lesson does not relate to the curriculum and does not tie into the presentation (0)		
Content	Shows a full understanding of the curriculum. (20)	Shows a good understanding of the curriculum. (15)	Shows a good understanding of parts of the curriculum. (8)	Does not seem to understand the curriculum very well. (0)		
Preparedness	Student is completely prepared and has obviously rehearsed. (10)	Student seems pretty prepared but might have needed a couple more rehearsals. (7)	The student is somewhat prepared, but it is clear that rehearsal was lacking. (4)	Student does not seem at all prepared. (0)		
Comments:				**Subtotal**		

14

Spring 2012 ECD 237 Lab Sites

Lab Requirements:
1. *You are required to record on your lab site verification sheet (pg.7 of your syllabus) 30 hours or more hours of observation in **a NAEYC accredited center, a facility on this list, or a Montessori facility**. Your lab site verification sheet must be filled out completely including dates, times, signatures, and contact numbers.*
2. *You are also required to complete observations that are complete, comprehensive, and include reflections on what was observed. You must have at least a page of notes per hour. You can observe the teachers, environment, children, etc.*

Before you go to a Lab Site you must:
1. **Call and schedule an appointment before going to any of the lab sites!**
2. **Have your folder containing the following information with you <u>at all times</u> at lab sites: SLED background check, a negative TB test result, and completed health & physical form.**
3. **Call and let lab sites know if you are unable to get there at your scheduled time or if you are running late.**

Abner Montessori (Montessori)
432 East Boundary Street
Chapin, SC 29036
Roger Pryor
345-9428

Arthurtown CDC
223 Riley Street
Columbia, SC 29201
Virginia McDonald
254-9400

Bethel Hanberry CDC (Richland 2)
125 Boney Road
Blythewood, SC 29016
Sabina Mosso-Taylor
738-7378

Brockman Elementary *(Give them until after Labor Day to plan on visiting)*
2245 Montclair Drive
Columbia, SC 29206
Lynn Robertson
Office: (803) 790-6743

Children's Garden
4801 Colonial Drive
Columbia, SC 29203
Harriett M. Atkinson
333-0608

Columbia Federal Child Development Center
Strom Thurmond Building
1835 Assembly Street, Rm 113
Columbia, SC 29201
Elizabeth Bower
253-3050

Columbia Jewish Day School (Project)
5827 Trenholm Road
Columbia, SC 29206
Rabbi Meir Muller
782-1831

Harbison West Elementary CDC (Lex/Rich 5)
257 Crossbow Road
Columbia, SC 29212
Cathy Blankenship
732-8375

H. E. Corley Elementary School CDC (Lex/Rich 5)
1500 Chadford Raod
Irmo, SC 29063
Sara Webber
732-8175

Lake Murray Montessori School (Montessori) [Strictly observation]
1332 N. Lake Drive
Lexington, SC 29072
Joo Yeon Lee
996-1004

Living Springs Lutheran Church
4224 Hard Scrabble Road
Columbia, SC 29223
Tammy Mancuso
736-0776

Lonnie B Nelson CDC (Richland 2)
225 North Brickyard Road
Columbia, SC 29223
Sabina Mosso-Taylor
788-6911

McGregor Presbyterian Preschool and Kindergarten (Creative)
6505 Saint Andrews Road
Columbia, SC 29212
Rhonda Marino
781-2539

Midlands Elite Gymnastics
3630 Augusta Highway
Gilbert, SC 29054
Joy Padgett
892-4496

North Springs CDC (Richland 2)
1300 Clemson Road
Columbia, SC 29223
Sabina Mosso-Taylor
699-3556

Rice Creek Child Development (Richland 2)
4751 Hard Scrabble Road
Columbia, SC 29229
Sabina Mosso-Taylor
699-2900

SCALES Avenue Child Development
ATZJ PCA FC FT Jackson
FT Jackson, SC 29207
Earstine Dollarson
751-6225

Shandon Presbyterian CDC [FBI fingerprint too]
607 Woodrow Street
Columbia, SC 29205
Carol Holt Cooper or Traci Callahan
799-8533

Spears Creek Road CDC (Richland 2)
502 Spears Creek Church Road
Elgin, SC 29045
Sabina Mosso-Taylor
865-5355

Tender Years CDC
6862 Lower Richland Blvd.
Hopkins, SC 29061
Gail Harrell
783-5212

Washington Street United Methodist Church CDC
1401 Washington Street
Columbia, SC 29201
Felicia Yockel
254-8405

Lesson Plan

Activity Title: _____ Length of Time Required: _____ Age Group: _____

Type of Group: Individual _____   Small_____   Large _____

Setting for Activity: _____

Domain: (Only one)   ___ **Physical:** ___ Gross Motor   ___ **Cognitive/Discovery:** ___ Science
___ **Social**   ___ Fine Motor   ___ Math
                                                     ___ Health/ Self-help   ___ Creative
___ **Emotional**   ___ **Language**   ___ Problem Solving

SC Early Learning Standard/Guideline/Common Core (label and write out):

Objective (Process based, specific & must match Domain):

Materials/Equipment:

Preparation Needed:

Opening – (Connect with the Child/ren)):

Procedure: (step by step)

1.

2.

3.

4.

Open-ended Questions to Ask:

1.

2.

Evaluation (matches domain & objective – be very specific – what will you see the child doing to know he/she got it?):

Thematic Unit Planning Sheet: Theme: _____

Changes to the Environment	Dramatic Play	Art	Sand / Water / Sensory
	Blocks	Table Toys/Manipulatives	Library
	Music/Movement	Science/Discovery	Other: _____

	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Group time: Songs, finger plays, activities, games, transitions					
Language Development				:	
Gross Motor					
Fine Motor					
Creative Experience					
Cognitive					

Resource to support unit: _____

Display to support unit: _____

Families will be engaged by: _____

Children's Books

18

Assessment Record for _____

Assignments and Total Points	Tests	Lab Activities	Unit Plan	Expert Presentation	Articles
Chapter 1					
Chapters 2 & 3					
Chapter 4					
Chapters 5 & 6					
Chapters 7 & 8 Unit Plan Quiz	100		200		
Chapters 9 & 10					
Chapters 11 & 12					
Chapters 13 & 14					
Chapters 15 & 16 Expert Presentation				200	
Chapter 17 Journal Articles					100
Chapter 18					
Chapter 19 Lab Activities Quiz	100	300			
Totals	200/	300/	400/	200/	100/

A = 93-100   930-1,000 points
B = 85-92   850-929 points
C = 75-84   750-849 points
D = 70-74   700-749 points
F = Below 70   Below 700 points

Midland's Technical College
ECD 237 – Methods and Materials
Student Information Sheet & Syllabus Contract

Name: _____ **Phone:** _____

Address: _____

_____

Email Address: _____

Child Care Program: _____ **Phone:** _____

Emergency Contact Person: _____ **Phone:** _____

What I hope to learn from this class**:**

_____

_____

_____

What the instructor needs to know to help me be successful in this class:

_____

_____

_____

I, _____, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that *I must obtain a cumulative grade of at least "C" to successfully complete the course*.

In addition, **I understand the attendance requirements set forth by Midlands Technical College.**

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: _____ Date: _____

INSTRUCTOR: _____ Date: _____