

AIAI Grant UDL Example ~ Towson University

Title: Early Childhood Literacy

Faculty Developer: Sara Hooks

Course/Program or Department: Early Childhood Education ECED 360

Notes: 1 file



EARLY LITERACY: BEST PRACTICES AND MATERIALS

ECED 360

Fall 2017

Credit Hours: 3 credits

Course Dates: 8/28/17 – 12/20/2016

Course Meeting Time: Fridays 10:00 – 12:40

Location: HH 0014

Instructor: Dr. Sara D. Hooks

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Email: shooks@towson.edu

Campus mailbox: located in Main College of Education office – HH-304

Office hours: Monday 11:00 – 1:00, Fridays 8:30 – 9:30, or by appointment (meetings can be held face to face, via Skype, phone, FaceTime, or WebX – **Multiple Means of Engagement**)

Early Childhood Education Department

Early Childhood Education Office – HH019

Administrative Assistant: Julie Uhl 410-404-2572

Department Theme: Facilitator of Active Learning for All Children and Families in a developmentally, culturally and linguistically appropriate and inclusive environment.

Mission Statement: The mission of Teacher Education at Towson University is to inspire, educate, and prepare educators as facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced.

Conceptual Framework: Visit this website for details and graphic representation of the framework that guides what we do in the teacher education community at Towson.

<http://www.towson.edu/coe/cf2014/documents/ConceptualFramework.pdf>

Required Texts

There is no textbook for this course. Readings, videos, web-resources, and info-graphics will be accessible via the course Blackboard site and through the Cook Library. (*Multiple Means of Representation*)

Recommended Readings

Bennett-Armistead, Susan. (2005). Literacy and the Youngest Learner; Best Practices for educators of children from birth to 5. New York: Scholastic.

Diller, Debbie (2003). Literacy Work Stations: Making centers work. Portland, Maine: Stenhouse.

Fitzpatrick, Jo. (1997). Phonemic Awareness. Cypress, CA: Creative Teaching Press.

Honig, B., Diamond, L., Gutlohn, L. (2008). Teaching Reading Sourcebook. Berkeley, CA: Core Literacy Library.

Morrow, L. (2012). Literacy development in the early years: Helping children read and write. (7th ed.) New York. Pearson.

Snow, C.E., Burns, M.S., and Griffin, P. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press. Available on line:

http://www.nap.edu/openbook.php?record_id=6023&page=R1

Course Description and Objectives

This course is a combination of the MSDE (Maryland State Department of Education) requirements for *Instruction in Reading* and *Materials in Reading* as explained in the document *Reading Course Revisions Guidelines for Elementary, Early Childhood and Special Education*. This document can be found on-line at:

<http://www.marylandpublicschools.org/NR/rdonlyres/C90FEC83-190A-4EFD-92E1-7344E7527C2B/7875/ReadingCourseRevisionGuidelines1.pdf>.

The Early Childhood Special Education Candidate will:

1. Select, organize, and evaluate texts that support the development of the five essential components of reading. They will evaluate the core comprehensive programs to analyze researched based principles in the five essential areas of reading and language instruction. (NAEYC 1, 4, 5, InTASC 1,4,5,7,8 MSDE - M 1.1, - 1.5 CCSS – RF 1-4, RL 1-10, & RI – 1-10)
2. Evaluate the quality of children’s literature and other materials, including technology, to determine instructional purpose, developmental level, students’ interests, diverse, cultural and linguistic backgrounds, gender, English language learners and gifted and talented students. (NAEYC 1,2,4,5, InTASC 1,2,4,5,7,8 MSDE M 1.6, 1.7, 1.8 CCSS – RF 1-4, RL 1-10, & RI – 1-10)
3. Students will understand and use appropriate leveling systems for independent reading.(NAEYC 3,4 InTASC 4, 5, 6, 7, 8 MSDE M 1.6, 1.7, 1.8 CCSS – RF 1-4, RL 1-10, & RI 1-10)
4. Select appropriate materials that scaffold readers from developing to fluent readers, helping children self-select material to match their independent reading level. (NAEYC 4, 5, InTASC 4,5,6,7,8 MSDE - M 1.1, - 1.5 CCSS – RL 1-10, & RI – 1-10)
5. Collaborate with school-based teams, parents, and other community support programs to support and supplement reading instruction. (NAEYC 1,2,,3,4,5 InTASC 9,10 CCSS – RF 1-4, RL 1-10, & RI – 1-10)
6. Examine materials for establishing and managing a print-rich environment that supports literacy instruction. (NAEYC 1,4 , InTASC 1,2,3,4,5,7,8 MSDE - M 4.1, 4.2 CCSS – RL 1-10, & RI – 1-10)
7. Become knowledgeable about the history of reading instruction, best practices, National Reading Panel Research and Put Reading First. (NAEYC 4, 5 InTASC 4, 5, 9 MSDE – I - 1.1, 3.1 CCSS – RF 1-4, RL 1-10, & RI – 1-10)
8. Will select, organize, and evaluate text that supports the development of the five essential components of reading phonemic awareness, phonics, fluency, vocabulary, and comprehension. (NAEYC 1, 3, 4, 5, InTASC 1, 2, 4, 5, 6, 7, 8 MSDE – I - 1.1, 3.1 CCSS – RF 1-4, RL 1-10, & RI – 1-10)
9. Will examine scope and sequence in phonemic awareness and phonics in reading and language arts. (NAEYC 1, 3, 4, 5, InTASC 4, 5, 6, 7, 8 MSDE - I 1.3 CCSS RF 1-4)
10. Will examine word study routines found in systematic approaches, including word building, word sorting, word chaining, and speed drills. (NAEYC 1, 3, 4, 5, InTASC 4, 5, 6, 7, 8 MSDE - I 1.4, 1.5, 1.6, 1.7 CCSS RF 1-4)
11. Will examine instruction in fluent recognition of multi-syllabic words, including syllabication patterns, and recognition of morphemes. (NAEYC 1, 3, 4, 5, InTASC 4, 5, 6, 7, 8 MSDE - I – 1.8, 3.2, 3.2, 3.4, 3.5 CCSS RF 1-4)
12. Will examine and identify children’s needs across a continuum, learning to differentiate instruction for diverse populations, and children with disabilities (InTASC # 1, 2, 3, 4, 5, 6, 7, 8) (NAEYC # 1, 3, 4, 4b, 4c ,4d, 5, 5a-c) (MSDE - I 1.2, 4.1) (CCSS – RF 1-4, RL 1-10, & RI – 1-10)
13. Read the work of Isabel Beck and examine what it means to know a word and use it well. Instructional strategies for in-depth learning will include understanding differences between recognizing a word in print and understanding word meanings at a deeper level. (NAEYC 1, 3, 4, 5, 6, InTASC 4, 5, 8, 9 MSDE – I - 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8 CCSS L 1-6).

14. Will examine the expectations/norms for fluency as children develop reading skill, factors that may impact fluency and dysfluency, and instructional strategies supporting fluency development within a comprehensive reading program. (NAEYC 1, 3, 4, 5, InTASC 1, 2, 4, 5, 6, 7, 8, 9 MSDE - I – 1.8, 3.2, 3.2, 3.4, 3.5 CCSS RF)
15. Will examine effective comprehension instructional practices supported by current research. They will learn how to explicitly teach and scaffold students' independent use of comprehension skills and strategies. (NAEYC 1, 3, 4, 5, InTASC 1, 2, 4, 5, 6, 7, 8 MSDE – I – 5.2 CCSS RL RIT)
16. Will examine the importance of the five components of reading as they relate to the implementation of a comprehensive reading program. (NAEYC 1,2, 3, 4, 5, 6, InTASC 1,2, 4, 5, 6, 7, 8 MSDE - I – 4.2, 4.3, 4.4 MSDE - I – 5.2 CCSS – RL 1-10, & RI – 1-10)
17. Will examine the importance of writing and spelling in a comprehensive reading program and the relationship between specific underlying skills, knowledge of conventions, and fluent transcription. (NAEYC 1,2, 3, 4, 5, 6, InTASC 1,2, 4, 5, 6, 7, 8 MSDE - I – 5.4, 5.5 CCSS - W 1-8, SL 1-6, L 1-6)

NAEYC *INITIAL* STANDARDS FOR EARLY CHILDHOOD EDUCATION PROFESSIONAL PREPARATION PROGRAMS

Standard 1. Promoting Child Development and Learning

Participants prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships

Participants prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Key elements of Standard 2

- 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 their children's development and learning

Standard 3. Observing, Documenting, and Assessing to Support Young Children and

Families

Participants prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d: Knowing about assessment partnerships with families and with professional colleagues

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Participants prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Participants know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

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 approaches

4d: Reflecting on their own practice to promote positive outcomes for each child

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Participants prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Participants understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Participants use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

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.

Standard 6. Becoming a Professional

Participants prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

- 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, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for children and the profession

Standard 7. Early Childhood Field Experiences

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7

- 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)

Reference: Resource: National Association for the Education of Young Children (2011). 2010 NAEYC standards for initial and advanced early childhood professional preparation programs. p. 29-43. Retrieved from

http://www.naeyc.org/files/ncate/file/NAEYC%20Initial%20and%20Advanced%20Standards%2006_2011-final.pdf

InTASC STANDARDS: THE INTERSTATE TEACHER ASSESSMENT & SUPPORT CONSORTIUM

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every participant in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for participant learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Reference: CCSSO Interstate Teacher Assessment and Support Consortium, (April 2011)

Model core teaching standards: A resource for state dialogue. Council of Chief State School Officers, (pp. 11-20). Retrieved from http://ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf on January 5, 2012.

CoE Technology Standard:

The teacher uses available technology not as an end in itself, but as a tool for learning and communication, integrating its use in all facets of professional practice, and for adapting instruction to meet the needs of each learner.

Created by Towson University's College of Education in 2012 to promote the creative and effective use of technology in the classroom across all disciplines.

Maryland - Common Core State Standards Curriculum Framework (MCCSSCF). Here are the links to the Reading/English Language Arts Standards, Writing Standards, the Speaking and Listening Standards, and the Language Standards that teachers need to refer to, and align, all teaching and learning episodes that involve writing and literacy development:

Reading Literature:

http://mdk12.org/share/frameworks/CCSC_Reading_Literature_grk-2.pdf

Reading Informational Texts:

http://mdk12.org/share/frameworks/CCSC_Reading_Informational_Text_grk-2.pdf

Reading Foundational Skills:

http://mdk12.org/share/frameworks/CCSC_Reading_Foundational_Skills_grk-2.pdf

Writing:

http://mdk12.org/share/frameworks/CCSC_Writing_grk-2.pdf

Speaking and Listening:

http://mdk12.org/share/frameworks/CCSC_Speaking_Listening_grk-2.pdf

Language:

http://mdk12.org/share/frameworks/CCSC_Language_grk-2.pdf

The complete **Maryland State Common Core Curriculum Framework (MSCCCF)** is found at the MSDE website: **mdk12.org/instruction/commoncore**. All lesson plans must be based upon these standards and clusters of skills outlined in the nationally recognized Common Core Curriculum.

Participants in this course will examine the new assessment system called Partnership in Assessment for Readiness for College & Career (PARCC) and how it is aligned with the national

Common Core Curriculum. This assessment system replaced the Maryland State Assessment (MSA) for grades 3 – 8. The following link provides further information about PARCC:

<http://www.marylandpublicschools.org/MSDE/programs/parcc>

This course will also explore how Student Learning Outcomes (SLOs) as assessments will impact student success, and be a component of future teacher evaluations. More information on this aspect of student success and teacher/principal evaluation can be found at:

http://www.marylandpublicschools.org/MSDE/programs/tpe/t/lea_slo_examples

Abbreviations:

InTASC = Interstate Teacher Assessment & Support Consortium

NAEYC = National Association of Educators of Young Children

MSDE = Maryland State Department of Education

Reading Course Components according to MSDE standards:

P = Process and Acquisition **M** = Materials

I = Instruction **A** = Assessment

CCSS = Common Core State Standards of Maryland

R/ELA = Reading/English Language Arts:

RF = Reading Foundations **RL** = Reading Literature

RI = Reading Informational Texts **W** = Written Expression

SL = Speaking & Listening **L** = Language

Course Policies & Procedures

- **Cell Phones – Prohibited unless used for instructional purposes under the direction of the instructor. If you are waiting for a call about an urgent matter, please inform the instructor. If you receive a call about an urgent matter, please exit the classroom and return quickly.**



Please Recycle bottles & paper

Students may bring small snacks to eat while working in class. Please recycle any recyclable waste especially soda and water bottles.

Attendance Policy:

Attendance and active participation in this class are crucial to your success in this course. One **excused absence** is permitted without penalty. **Note:** Excused absences are defined as an absence when the participant has given notice by phone, email, or in person at least 24 hours **before the absence is taken**. Excused absences include **important** personal matters or serious illness. Students will not incur penalty to their final grade for the participant's one arranged absence. All other absences will result in a loss of 5 points from their professionalism grade. Regardless of type of absence, students are still responsible for submitting any assignments that are due that day via Blackboard, email to instructor, or with a classmate. The late policy outlined in this syllabus applies to all assignments submitted after the due date. Students should identify a classmate early in the semester who will help you with any attendance problems you may encounter.

Occasionally, the University closes because of severe weather threats or power outages. Participants and the instructor must maintain the assignment schedule and make-up any work missed **using on-line resources**.

Only in the case of an acute illness or emergency will an excuse be accepted after the absence has occurred with a doctor's note or police report submitted upon returning to class.

Multiple absences, lateness, or leaving early will jeopardize continuance in the course.

Participants whose absences are excused by the University for athlete scholars and those observing religious holidays will not be penalized, but advanced notice of these events must be given to the instructor.

Professionalism – Professional language and behavior are expected at all times during the course. This includes use of respectful language during face to face and written correspondence with the instructor and peers. Participants will adhere to confidentiality of students and their families and will demonstrate acceptance of diverse points of view. Please review the Student Academic Integrity Policy for additional information.

Papers and Assignments:

- **All drafts** and final copies of letters and papers must be **typed in 12 size Times New Roman**.
- **American Psychological Association (APA) Formatting & Style:** The standard format for any written work in the College of Education is by use of the current APA style, unless indicated as such by the instructor
- **Participants are responsible for keeping and maintaining the drafts and final copies of all their written work until the course is over** either on OneDrive, Google Drives, memory stick, or paper copies. Copies of all work should be with you at each class session or accessible by electronic means such as an email account or through Blackboard.
- **Students should bring the text and other required materials to each course meeting or keep access to electronic versions.**

- Grading is consistent with Towson University policy (see the undergraduate catalog).
- Proper spelling, punctuation, capitalization, use of complete sentences, and correct grammar are expected at all times.
- ***Policy on Late Assignments: Papers, assignments, or projects received after the due date will receive a 10% deduction in grade for the first 2 days late, and 5% for each subsequent day late. The instructor must adhere to the late policy to maintain fairness to students who submitted their papers and projects on time.***
- Students will receive a rubric or a checklist for most assignments to guide your progress through each project, lesson, and assignment, as well as guide how the assignment will be graded.

GRADING SCALE:

Letter Grade	Percentage	Description
A	93 -100% of the 365 pts	A grade in this category reflects exemplary work, knowledge and skill in writing. The participant exhibits an extra amount of effort in improving his/her skills with the craft of written expression. Participant's work is turned in promptly on the due date. Participant often goes beyond the requirements to show a creative understanding of and keen insight into each assignment.
A-	90 – 92% of the 365 pts	A grade in this category reflects very good work, shows knowledge and skill in writing. The participant puts forth good effort in improving his/her skills with the craft of written expression. Participant turns in work promptly on the due date. Participant more than adequately meets the requirements of assignments.
B+	86-89% of the 365 pts	A grade in this category reflects very good work, shows knowledge and skill in writing. The participant puts forth good effort in improving his/her skills with the craft of written expression. Participant turns in work promptly on the due date. Participant more than adequately meets the requirements of assignments.
B	80 – 85% of the 365 pts	A grade in this category reflects good work, with only a few inconsistencies in the use of accurate written skills and usage. The participant has put forth good effort in improving his/her skills. Participant has adequately met the requirement for the assignment.
C+	77-79% of the 365 pts	A grade in this category reflects acceptable work, with some inconsistencies in the use of written skills. The participant has

		put forth some effort in improving his/her skills. Participant has met basic requirements of assignments.
C	70-76% of the 365 pts	A grade in this category reflects acceptable work, with frequent inconsistencies in the use of written skills. The participant has put forth effort in improving his/her skills. Participant has met only barely the requirements of assignments.
D	60 –69% of the 365 pts	A grade in this category reflects very poor work with minimal effort put into the assignment. Little if any improvement in writing skills is demonstrated. Participant has not met the requirements of assignments.
F	0-59% of the 365 pts.	A grade in this category reflects incomplete or missing work, chronic failure to meet deadlines for assignments, lack of attendance to class, or has inappropriate or no excuses given for missing class, or exhibits excessive tardiness to class.

Academic Honesty:

PARTICIPANT ACADEMIC INTEGRITY POLICY – from the *University Handbook*

I Policy Statement:

The acquisition, sharing, communication, and evaluation of knowledge are at the core of a university's mission. To realize this part of its mission, a university must be a community of trust. Because integrity is essential to the purpose of an academic community, the responsibility for maintaining standards of integrity is shared by all members of that academic community.

As instructors, faculty members are ultimately responsible for maintaining the academic standards of integrity on which trust is founded because they set academic standards, award academic credit, and confer degrees when standards are met. To carry out these responsibilities, faculty members will reasonably assess that participant work submitted for academic credit is authentic as well as consistent with established academic standards. Therefore, academic evaluation includes a judgment that the participant's work is free from academic dishonesty of any type.

Through example in their own academic pursuits and through the learning environment that they create for their students, faculty members preserve and transmit the values of the academic community. They are expected to instill in their students respect for integrity and a desire to behave honestly. They must also take measures to discourage participant academic dishonesty.

The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

As responsible members of the academic community, students are obligated not to violate the basic standards of integrity. They are also expected to take an active role in encouraging other members to respect those standards. Should a participant have reason to believe that a violation of academic integrity has occurred, he/she is encouraged to make the suspicion known to a member of the faculty or university administration. Students should familiarize themselves with the university's policies, procedures, and definitions of types of violations.

Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards. The provisions of Towson University's Participant Academic Integrity Policy follow.

II. Reason for Policy:

To maintain and encourage high standards of academic integrity, and to comply with University System of Maryland Policy.

III. Policy on Faculty, Participant and Institutional Rights and Responsibilities for Academic Integrity which can be found at <http://www.usmd.edu/regents/bylaws/SectionIII/III100.html> Also, Check this site for complete information on this important aspect of any academic work submitted for grading. **Plagiarism is a serious offense.**

<http://inside.towson.edu/generalcampus/tupolicies/documents/03-01.00%20Participant%20Academic%20Integrity%20Policy.pdf>

Students are expected to follow the university's guidelines in regard to completion of the course requirements. Academic integrity is expected and required of all students at Towson University.

Using the work of others, or having someone else complete an assignment, is stealing and lying; which can be criminal depending on the circumstances. Academic dishonesty is unacceptable at Towson University.

Americans with Disabilities Compliance Act

Towson University is committed to providing equal access to its programs and services for students with disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you are a student with a disability and believe you may need accommodations for this course, please notify me with a memo from Disability Support Services (DSS). Since accommodations are not retroactive, it is strongly recommended that you provide me with notification as early as possible in the term. To register with DSS, or if you have questions about disability accommodations, contact Disability Support Services at 410-704-2638, or visit the DSS office in the Administration Building, Room 232. Information for students with disabilities can be located at Disability Support Services <http://www.towson.edu/dss/>

Additional Websites and Information

- Academic Achievement Center: <http://www.towson.edu/aac/>
- Blackboard: <http://www.towson.edu/>
- Cook Library, 524, 410-704-2291; <http://cooklibrary.towson.edu/>
- Counseling Center: 410-704-2512; <http://www.towson.edu/counseling/>

- Disability Student Services: 410-704-2638; <http://www.towson.edu/dss/>
- Towson Online Writing Site www.towson.edu/ows
- Writing Lab: Linthicum Hall, Room 308; Telephone: 410-704-3426
- TU Writing Center: 410-704-3426; <http://www.towson.edu/cla/centers/writing/>
- Assistance with APA Formatting Towson University Cook Library:
<http://cooklibrary.towson.edu/styleGuides.cfm#APA> APA tutorials:
<http://apastyle.apa.org/learn/> (new user tutorial- 22 min.)
- Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl/resource/560/01/>
- While the additional resources may be helpful, they should not be considered a substitute for directly consulting the APA manual (6th ed.).

Accreditation Documentation:

EARLY CHILDHOOD EDUCATION

College of Education

Mission Statement

The Department of Early Childhood Education is committed to the education of students interested in pursuing the knowledge, skills and dispositions critical to becoming professionals in the field of early childhood education.

The undergraduate major in Early Childhood Education is designed to prepare students to work with young children from birth through age eight, their families and communities. The graduates of the program are eligible for teacher certification to teach grades pre-kindergarten to third. The Faculty members are committed to preparing teachers/practitioners who will be facilitators of active learning in developmentally appropriate environments in public and private settings. The professional program is built upon a strong foundation in the liberal arts and sciences with a planned sequence of academic and professional course work combined with practicums and internships. The academic and the professional course work in early childhood education include reading, language arts, mathematics, integrated arts, science, and social science and technology. The internship experiences provide students with opportunities to apply the theoretical principles of teaching and learning within a supervised in-school environment. The internship experiences are located in settings throughout the Greater Baltimore Metropolitan Area surrounding communities where interns are engaged in practical and authentic experiences planning and implementing instruction for learners with diverse cultural backgrounds.

At the graduate level, the department offers three programs. One is a Master's in Early Childhood Education (M.Ed.), which offers advanced study for experienced educators. Students can follow a program in which there is a thesis option if the student is interested in advanced or doctoral study. Although the M.Ed. is not designed as an initial certification program, experienced practitioners without certification, such as those who have been working in Head Start and other programs for infants and preschoolers, may add certification requirements to the M.Ed. Another program offered by the Department is the Master of Arts in Teaching (M.A.T.) degree, designed for those individuals without a background of course work or experience in

classrooms with young children who wish to pursue initial teacher certification. The third program is the Certificate of Advanced Study (C.A.S.) in Early Childhood Education, which provides greater professional specialization and pre-doctoral preparation with 30 credits beyond the master's degree.

National Specialized Professional Association (SPA) Standards

The Early Childhood Education program utilizes the National Association for the Education of Young Children (NAEYC) Standards as the content and SPA-specific performance-based outcome standards for its teacher education curriculum. Please see enclosed matrix of SPA Standards and required courses.

National Professional Performance Outcome Standards

The Early Childhood Education program utilizes the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Standards as the performance-based outcome standards for its teacher education curriculum. Please see enclosed matrix of InTASC Standards and required courses.

Maryland State Department of Education Institutional Performance Criteria Based on the Redesign: Diversity

The Early Childhood Education program fully addresses the Redesign's Institutional Performance Criteria: Diversity. Please see enclosed matrix of Institutional Performance Criteria: Diversity and required courses.

Requirements for the Major

Early Childhood Education is a screened major. To meet both the University and Maryland State certification requirements, the student must complete a minimum of 54 hours in the arts and sciences, including University Core Curriculum requirements. The required professional education courses in Early Childhood Education total 72 hours, including 12 hours, or four courses, MSDE approved courses in the teaching of reading. Students must achieve a "C" or better grade and maintain a 3.0 grade point average for the major. Students must have satisfied the designated score for Maryland certification for PRAXIS I, SAT or ACT examinations, complete the Speech and Hearing Screening and have a minimal cumulative of 2.75 for admission eligibility to the major.

Alignment with Assessment System

The Early Childhood Education program is aligned with the Unit Assessment System, and reflects the InTASC standards and the standards of the National Association for the Education for Young Children (NAEYC).

The Unit Assessment System identifies performance assessments at five key transition points for teacher candidates: Admission to the Program, Preclinical Coursework; Admission to the

Clinical Experience; Exit from the Clinical Experience; and In-Service Performance/Postgraduate Feedback. Data gathered at each transition point are used by all programs to evaluate candidates, as well as program and unit performance.

The Unit Assessment Plan provides for common assessment of all candidates' knowledge, skills and dispositions. During the internship experience, candidates are evaluated by university supervisors as well as by mentor teachers using the InTASC standards, appropriate program content standards, and Towson University's Essential Dispositions for Educators. All candidates in the Unit are expected to demonstrate their understanding of the Essential Dispositions for Educators at the acceptable level by the conclusion of the internship. In addition, positive impact on student learning is evaluated through the requirement of a common artifact in the final portfolio evaluation. Praxis II data document mastery of content knowledge and pedagogical skills, and surveys of graduates and employers provide data on in-service performance of knowledge, skills and dispositions.

MSDE Institutional Performance Criteria

Programs prepare professional educators to teach a diverse student population (ethnicity, socio-economic status, English Language Learners [ELL], giftedness and inclusion of students with special needs in regular classrooms).

- a. The program provides instruction to - and assesses proficiency of - teacher candidates in developing and implementing integrated learning experiences for diverse student needs
- b. The program provides instruction to - and to assesses proficiency of - teacher candidates in planning instruction, adapting materials, implementing differentiated instruction, and to provide positive behavior support for students with disabilities in an inclusive classroom
- c. The program provides instruction to - and assesses proficiency of - teacher candidates in how to differentiate instruction for English Language Learners (ELL)
- d. The program provides instruction to - and assesses proficiency of - teacher candidates' in how to differentiate instruction for gifted and talented students
- e. The program provides instruction to - and assesses proficiency of - teacher candidates in how to collaboratively plan and teach with specialized resource personnel

For the Matrix:

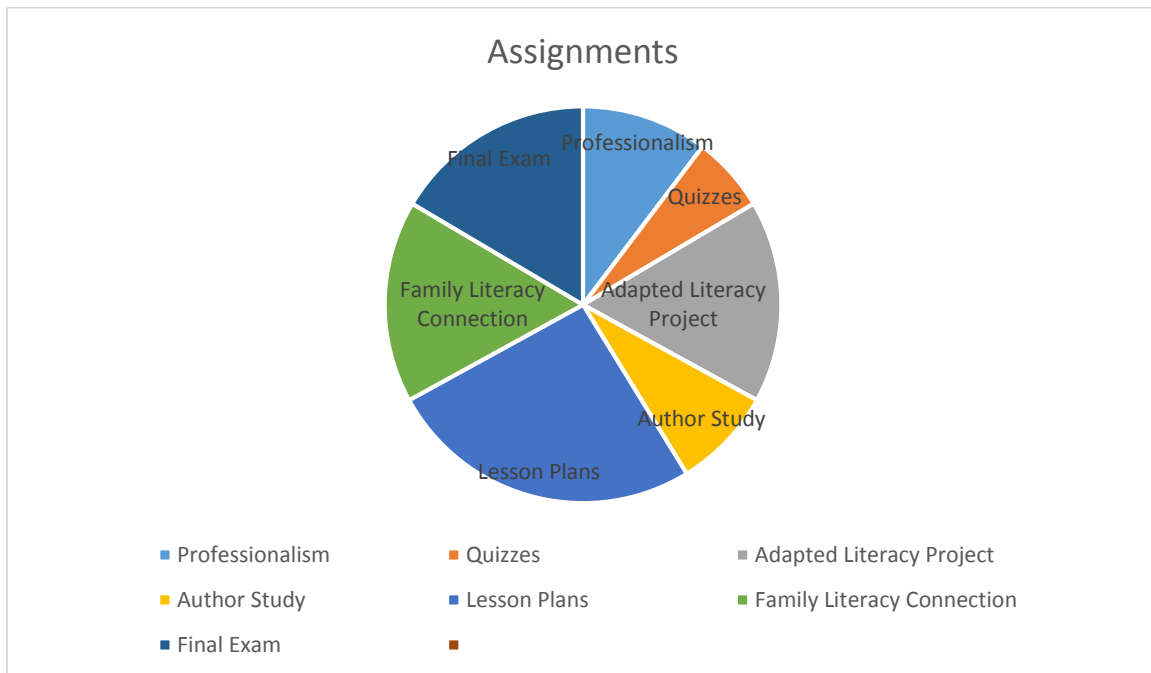
1. Experiences differentiating instruction for diverse students and diverse student needs
2. Experiences differentiating instruction for students with disabilities in an inclusive classroom
3. Experiences differentiating instruction for English Language Learners (ELL)
4. Experiences differentiating instruction for gifted and talented students
5. Experiences collaboratively planning with specialized resource personnel

Assignments

Assignment Name	Product	Points/%
Professionalism	<ul style="list-style-type: none"> • Attendance and arriving to each scheduled class on time • Engagement in large and small discussion groups • Use of professional language in all oral and written communication with the instructor and peers • Completion of in-class assignments 	30 points (10%)
Author Study	<ul style="list-style-type: none"> • Annotated Bibliography • Presentation 	25 points (~8%)
Adapted Literacy Project	<ul style="list-style-type: none"> • Completion of one of the project options outlined below • APA citations and references 	50 points (~16%)
Lesson Plans	<ul style="list-style-type: none"> • Interactive Read Aloud Lesson Plan 20 Points • Phonemic Awareness Lesson Plan 20 Points • Emergent Writing Lesson Plan 20 Points • Simulated Implementation 15 Points 	75 points (25%)
Family Literacy Connection Project	<ul style="list-style-type: none"> • Literacy Bag Materials • Reflection and rationale • Informal Class Presentation 	50 Points (~16%)
Quizzes	<ul style="list-style-type: none"> • 2 Formative Checkpoints related to the course objectives (10 points each) 	20 Points (~6%)
Final Exam	The final exam will measure participants' skills and knowledge of best practices in literacy and concepts aligned with the course objectives.	50 points (~16%)

Total		300 Points (100%)
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Visual Breakdown of Assignments (Multiple Means of Representation)



Explanation of Assignments

General Information: Assignments are designed to provide participants with opportunities to demonstrate their skills and knowledge related to the course objectives in a variety of ways, including oral and written language, creative projects, simulations, and presentations. (*Multiple Means of Action and Expression/ Multiple Means of Engagement*)

Assignment Descriptions

Assignment Name: Professionalism (30 Points)

This assignment aligns with the NAEYC Standard 6 for becoming an Early Childhood Education professional. Participants will earn professionalism points based on the following:

- Participants will attend each scheduled class session, arrive to each class on time, and come to each class with the required course materials. One excused absence is permitted without penalty. Please refer to the attendance policy in this syllabus for definition of excused absences. One excused lateness is permitted without penalty for special

circumstances and/or when the participant contacts the instructor in advance with a valid reason.

- Participants will engage in large- and small-group discussion, in-class activities, and projects. Dialogue will reflect that the participant completed the assigned readings, media, or other activities prior to coming to class.
- Participants will use professional language orally and in writing with the instructor and peers. For example, email correspondence will include an appropriate title, greeting, and salutation. Oral correspondence will include appropriate volume, tone, and body language. Any dispute or disagreement with the instructor or a peer will be discussed professionally and respectfully.
- Participants will engage in oral and written reflection during and in-between course sessions. Participants will reflect on their progress toward the course objectives, identify areas in need of support, and strategies to be successful in the course and the profession.

Assignment Name: Author Study (25 Points)

Participants will select a well-known author who has written children's books and study their body of writing that was done for young children. From the best of this author's work, create an annotated bibliography of at least 7 of their books. (A sample annotated bibliography will be available on the course site.) Participants will prepare a 5-7 minute presentation that includes background information on the author, overview of the author's style, and one or two examples of his/her work. Participants can choose their mode of presentation to include PowerPoint, video, or infographic. (*Multiple Means of Action and Expression*)

Quizzes (2 x 10 = 20 points)

Participants will demonstrate their skills and knowledge related to the course objectives throughout the course. Quizzes will measure participants' understanding of important terminology and concepts so that the instructor can provide feedback and make informed decisions regarding participants' learning needs. (*Multiple Means of Engagement*)

Adapted Literacy Assignment (50 Points)

Participants may choose from the options described below for this adapted literacy assignment (*Multiple Means of Engagement/ Multiple Means of Action and Expression*). The purpose of this assignment is for participants to apply their skills and knowledge related to the course objectives to promote a literacy rich environment for students with diverse learning and behavioral needs.

Adapted Book

Participants will adapt a children's book to meet a student's unique needs so that all students have access to curricular content. Participants should consider adapting books to meet a variety of student needs including motor skills, readability, interest, sensory, and visual needs.

Participants will submit the original book with the adapted book and a one- to two-page written report. The written report will a) explain the rationale for the book selection including why modifications were necessary, b) describe what modifications were made and how modifications will improve accessibility for a variety student needs, and c) demonstrate how readability was calculated and considered. Citations and references (at least 3) should be included in the report according to APA guidelines. Participants will also demonstrate how this adapted book is different from the adapted book completed as a requirement for another course.

Professional Development on an Instructional Strategy or Intervention

Participants will design a professional development session on an instructional strategy or intervention intended to improve one or more areas of literacy for young children with diverse learning and behavioral needs. Information presented should include: intended population for the intervention (Example: preschoolers with autism), detailed steps for how to implement, what resources are needed (including materials, time, training, and staffing), and research to support the strategy or intervention from peer-reviewed sources (why do you recommend this intervention or strategy based on evidence). Citations and references (at least 3) should be included according to APA guidelines.

Informative Brochure or Pamphlet for Families

Participants will design a user-friendly and visually appealing resource guide for families. The information should relate to aspects of early literacy development. The resource should contain facts about the importance of the guide with citations from credible sources. (Example: if the purpose of the guide is to promote phonemic awareness, the project should include information related to recommendations from the National Reading Panel and how phonemic awareness skills are related to later outcomes.) The guide can address a variety of literacy topics, such as (but not limited to): strategies for reading with their child, resources for English Language Learners, selecting appropriate literature, how literature can be used to address social/emotional skills, and/or how families can access literacy resources and supports for their child with a disability. Citations and references (at least 3) should be included according to APA guidelines.

Design a Model Classroom to Promote Literacy Development

Participants will design a literacy-rich early childhood environment. This can be physical, pictorial, or virtual. The design must be based on recommendations from credible sources, such as the report from the National Early Literacy Panel, course textbooks, and/or peer-reviewed articles. The design must reflect developmentally and culturally responsive literacy practices. The design must also reflect consideration for students with diverse needs, such as mobility needs. Participants will provide rationale for their design in a one-page hand out. The rationale should include citations and references (at least 3) according to APA guidelines.

Assignment Name – Lesson Plans (75 Points)

3 Plans x 20 points = 60 Points (Scoring guidelines can be found on the course site)

1 Lesson Simulation = 15 Points

1. **Interactive Read Aloud Lesson Plan (25 Points):** Directions: **Select a quality and appropriate picture book** (following criteria for Quality book selection given in class) appropriate for **students at your placement site**. Write a read-aloud plan using a before-, during, and after-reading strategy with this book. Focus on developing phonemic awareness and comprehension through:
 - a. a book introduction,
 - b. vocabulary support techniques,
 - c. analytical comments (think alouds), and
 - d. after-reading questions. (Participants should include higher-level thinking questions, open-ended questions, and text-dependent questions as well as

2. Phonemic Awareness Lesson Plan (25 points): Using the MD-CCRS, plan a Developmentally Appropriate (DAP) phonemic awareness lesson for your field placement class. Remember this is a phonemic awareness lesson, **NOT A PHONICS LESSON!**

3. Emergent Writing Lesson (25 points): Using the MD-CCRS, plan a Developmentally Appropriate (DAP) shared or interactive writing lesson for students in your placement. A written lesson plan highlighting the goals of your lesson, how you modeled writing strategies, and student expectations is required. Your lesson plan should highlight the gradual release model and how you are targeting student needs. **This lesson should be process writing or interactive writing and not a handwriting lesson.** The objective should focus on building phonemic awareness, phonics and print principles through writing.

4. Simulation: Participants will select on lesson to simulate in class. Participants can select from the following options for their simulation: video tape themselves delivering the lesson to a peer or group of peers, deliver the lesson to the class, or use animation software to demonstrate the lesson. (*Multiple Means of Action and Expression/ Multiple Means of Engagement*).

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Assignment Name: Family Literacy Connection Project (50 points)

The purposes of this assignment are to evaluate (1) your understanding of and ability to integrate information presented in class and in your readings related to early literacy: best practices and materials, (2) ability to develop respectful, reciprocal relationships with families in support of children's literacy learning and (3) your actions as an advocate for children's early literacy. You are responsible for preparing a family literacy bag on a theme of your choice targeting a child from your field placement. A copy of the grading rubric is provided in the course packet. NAEYC Core Standards: 1a, 1b, 2a, 2b, 4a, 4b, 4c, 5, 5d

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Assignment Name: Final Exam (50 points)

The final exam will measure participants' ability to apply skills and knowledge related to the course objectives which will be addressed throughout the course via presentations, activities, and assigned readings. It is important to keep handouts, notes, and other course materials organized throughout the semester to prepare for the exam. A study guide will be provided.

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Course Schedule – Fall 2017

!!!Please check email before coming to class during inclement weather!!!

Note: This course calendar is designed to help participants stay up to date on their work (*Multiple Means of Engagement*). The calendar is subject to change at the instructor's digression based on students' learning needs and/or unforeseen interruptions to the schedule.

Date/Class	Topics and Activities	Readings and Assignments Due Next Class
1. 9/1	<ul style="list-style-type: none"> Syllabus Scavenger Hunt and Assignments Overview Show What You Know Activity What makes an effective reading teacher? 	<ul style="list-style-type: none"> Read Syllabus Roskos, James, & Richgels (2003)
2. 9/8	Reading and writing development	<ul style="list-style-type: none"> Lesson Design Chapter Author Study Project and Presentation due next class
3. 9/15	<ul style="list-style-type: none"> Phonemic Awareness Concepts of Print Author Study Project and Presentation due 	<ul style="list-style-type: none"> Fresch & Harrison (2013)
4. 9/22	Course Release Day	Neuman & Roskos (2013)
5. 9/29	<ul style="list-style-type: none"> Print Awareness Read-Aloud Strategy 	<ul style="list-style-type: none"> Zucker, Ward, & Justice (2009) Trelease chapter

Date/Class	Topics and Activities	Readings and Assignments Due Next Class
6. 10/6	<ul style="list-style-type: none"> Phonics and Phonics Instruction 	<ul style="list-style-type: none"> Interactive Read Aloud Lesson Plan Due Next Class Cunningham (2000)
7. 10/13	<ul style="list-style-type: none"> Interactive Read Aloud Lesson Plan Due 	<ul style="list-style-type: none"> Beauchat, Blamey, & Walpole (2009)
8. 10/20	<ul style="list-style-type: none"> Course Release Day 	<ul style="list-style-type: none"> Phonemic Awareness Lesson Plan due next class
9. 10/27	<ul style="list-style-type: none"> Emergent Writing Phonemic Awareness Lesson Plan Due 	<ul style="list-style-type: none"> Van Ness et al.
10. 11/3	<ul style="list-style-type: none"> Writing Instructioninf 	<ul style="list-style-type: none"> Stahl (2013) Cabell et al. (2013)
11. 11/10	Course Release Day	<ul style="list-style-type: none"> Shared Reading Lesson Plan due next class
12. 11/17	<ul style="list-style-type: none"> Shared Reading Lesson Plan Due Vocabulary development and instruction 	<ul style="list-style-type: none"> Emergent Writing Lesson due next class Williams et al.
NO CLASS – THANKSGIVING BREAK		
13. 12/1	Emergent Writing Lesson Due	<ul style="list-style-type: none"> Family Literacy Connection and presentations due next class
14. 12/8	<ul style="list-style-type: none"> Review for final exam Family Literacy Connection and Presentations due 	
15. Exam Day TBD		