

M.S. in Education and Special Education
Early Childhood (Birth-Grade 2)
Specific Pedagogical Core Course

Syllabus: EdSE 626, Patterns of Parenting and Child Care in Relation to Early Intervention and Education (Birth – Grade 2)

Course Description (updated 1/12)

This course focuses on parents and families as the context for growth, development and learning; the similarities and differences in family structures and parenting styles in various cultural groups; parents and family members as teachers of young children and collaborators with professional educators; ways in which early childhood intervention programs build and expand on the foundation provided by parents; parental and family responses to and coping with a child with disabilities; how educators form constructive educational partnership with parents; familiarizing parents with special education laws and available, appropriate services; assisting parents in being advocates for their children with disabilities; family responses to various forms of disruption; and community resources for parents and their young children, including children with disabilities.

3 credits

Additional course resources, which may include suggested texts with an updated bibliography, videos and links to resources, may be found at <http://schools.webhop.org/touroresources626>.

Program Mission in Education & Special Education

The mission of the program is to educate, train and graduate individuals who embody and promote excellence in education. We accomplish this through aiding in students' development of the tools of effective thinking and learning, focused through essential components of the theory and practice of teaching. We hold that the primary goal of learning is to develop the skills and passion for further learning. The mission of our program therefore includes fostering in students the means and desire to seek ongoing professional development through independent learning opportunities as well as through formal education.

All persons are capable of developing their intellectual potential to higher levels. Our mission is to nurture this development in our students and provide them with the means and encouragement to do the same with their students. We accomplish this through fostering interaction with strong theoretical knowledge, and then facilitating experiential development through students putting this knowledge into practice in authentic classroom situations. Interwoven into students' learning and practice experiences is a dedication to multiculturalism, diversity, and global awareness; we instill in our graduates a commitment to bring the benefits of education to all children, adolescents, and adults, regardless of individual differences or special needs. To facilitate these goals, we foster technological literacy in our students towards the purpose of them empowering their own students with these skills.

Goal One- Theory and Research: Students will explore theoretical and conceptual frameworks such as philosophy and social theory that inform a modern understanding of education. Students will go on

to critically analyze these areas and integrate them into a larger understanding of educational practice.

Students will be able to:

1. Explain principles of effective instruction
2. Present effective lessons, drawing on both theoretical knowledge and knowledge of standards and requirements
3. Analyze and discuss basic principles of cognitive education as they relate to child development and learning
4. Apply knowledge of child development and learning to creation of developmentally appropriate and effective instructional tools
5. Create and present effective lessons that reflect a synthesis of theoretical and content knowledge
6. Analyze texts for validity of reasoning and drawing of inferences
7. Analyze and use research literature in the field of education and related disciplines
8. Combine varied elements of their course of study to produce a final culminating practicum project

Goal Two- Multiculturalism, Globalism and Diversity: Students will appreciate the implications of living in a global society. Further, students will demonstrate knowledge and competency in issues of diversity related to culture, gender, and ability within America. Students will encourage such interest and appreciation in the learners with whom they work. Students will relate globalism, diversity and multiculturalism to their professional role and explore these areas both within an academic context and through the real-life situations of teaching.

Students will be able to:

1. Interpret multiple perspectives held by different cultures on ways of understanding the world and themselves
2. Demonstrate through writing and discussion, appreciation for cultures that differ in important respects from the student's own culture
3. Encourage the exploration of global, diversity and multicultural issues among their peers and students
4. Analyze and critique the implications for teaching and learning within diverse and culturally varied school settings
5. Apply multicultural and diversity training to the creation of strategies for class environment, management, pedagogy and course planning
6. Reflect on and analyze their thinking and professional awareness for biases and prejudices in the context of what they learn about other cultures
7. Within field experience and practicum courses, apply enhanced knowledge of global, diversity and multicultural issues in real classroom situations

Goal Three-Learners with Special Needs: Students will appreciate issues and concerns specific to learners with special needs. This encompasses special education, gifted and at-risk learners. Further, students will apply this knowledge to develop plans of action for meeting the needs of these students that are in alignment with federal, state and local standards and requirements as well as current accepted theory.

Students will be able to:

1. Explain the relationship of special education theories, such as differentiation of instruction to fundamental areas of pedagogy such as: instructional planning, classroom management, and the act of teaching
2. Analyze the effectiveness of specific tools such as life-space interviews, and behavior contracts in effectively addressing problem behavior of individual children
3. Synthesize theory with specific mandates such as NYSED alternate assessment performance indicators to formulate strategies for addressing special learners' needs
4. Describe and evaluate the relationship between principles of special education and general principles of education such as cognitive theory
5. Formulate robust goal-oriented pedagogical practices for students based on effective use of IEP's
6. Demonstrate knowledge of critical legislation such as IDEA and Section 504 and the impact of concomitant concepts such as FAPE and LRE
7. Apply relevant local, state and national standards, such as Council for Exceptional Children (CEC) standards to developing strategies in key areas such as assessment, classroom management and lesson planning

Goal Four- Technological Literacy: Students will achieve technological literacy towards the purpose of effectively implementing technology in instructional practices and related areas.

Students will be able to:

1. Demonstrate knowledge and use of technology for instructional purposes.
2. Apply technology in academic research, planning, and organization
3. Describe the nature and use of appropriate assistive technology in meeting the needs of special education students
4. Apply technology to developing strategies in essential areas of pedagogy such as: instructional planning, classroom management, and the act of teaching
5. Understand and use technology, including assistive technology, for instruction and for assisting all children with gaining access to the curriculum
6. Comprehend the rapidly changing nature of technology and the need for ongoing learning to maintain technological literacy

Goal Five- Application of Professional Learning: Students will integrate knowledge gained through their course work, field experience and practicum into authentic teaching situations.

Students will be able to:

1. Enact effective lesson plans that accomplish lesson, unit and course objectives
2. Develop educationally significant assignments and projects that facilitate the accomplishment and measurement of lesson, unit and course objectives
3. Demonstrate principles of effective instruction within specific pedagogical content areas
4. Relate classroom practice and planning to relevant standards (CEC, NYSED Content, NAEYC) and demonstrate alignment with standards
5. Apply educational and content-specific theories to advance key areas of pedagogy, such as instructional planning, classroom management, and the act of teaching
6. Design and implement effective one-on-one intervention strategies with special needs and at-risk students

Student Learning Outcomes

Students will demonstrate the ability to:

1. identify typical patterns of human development – physical, sensory, motor, cognitive, language, and social emotions
2. discuss the role of the family as the cornerstone of our society, our most fundamental social institution and the child's first teacher
3. identify PL94-102 including Part C and Child Find, PL 99-457 and FERPA and the rights of parents and their children with disabilities in the early childhood years
4. identify the possible effects on the family of disabilities such as autism, sensory integration disorder, emotional behavior disorders and severe and multiple disabilities
5. describe strategies for the support of parents and their children in early intervention and early general education
6. identify the various components of appropriate child care and early intervention, including the role of the family in such interventions
7. describe the needs of siblings and extended family of children with disabilities
8. describe ways in which teachers and those working in early intervention can assist parents in learning of the availability of services, the right to services, and how to advocate for a child in need of services
9. identify methods of helping families through crisis periods
10. identify diversity among divorced, single parent, unmarried mothers, blended families, grandparents raising grandchildren, gay and lesbian couples, parents with HIV/AIDS, homeless families, and teenage parents and how to enlist this diverse group in the education of their children
11. identify the concepts and skills necessary for building positive parent-child relationships and relationships with all professionals working with the children for whom the teacher is responsible
12. identify the positive approaches to home visits
13. describe ways of fostering meaningful home environments for the development of early childhood students, including early literacy, numeration, and technological skills
14. describe Head Start, Even Start and Universal Pre K
15. discuss the necessary actions needed to help parents and students through transition into a new class or setting
16. describe the parental and environmental factors in child abuse and methods of reporting child abuse, neglect and domestic violence;

17. identify the characteristics of child abuse victims – anxiety, depression, anger, self-concept and post-traumatic stress disorder
18. discuss the impact of violence on the home and the school
19. describe the effects of poverty on children and their families and in the classroom;
20. identify appropriate approaches for talking and listening with parents from a diverse range of backgrounds
21. identify the community agencies which might be of service in the lives of some young children and families
22. describe the contents of and know how to use the IFSP and the IEP.

Suggested Topical Outline

1. human development – physical, sensory, motor, cognitive, language, social and emotional
2. the family – the cornerstone of our society and the parent as the child’s first teacher, and the responsibilities of the family
3. the basic needs of children in early childhood education
 - a. strategies for the support of parents and children in early education
 - b. positive home-school relations especially in special needs and inclusive settings
4. various disabilities and the effect of these disabilities on the family
 - a. disabilities include autism, sensory integration disorder and severe and multiple disabilities
5. the rights of students with disabilities and their parents as seen in PL 94-142, PL 99-457 and FERPA
 - a. the rights and roles of parents in the IFSP and the IEP
 - b. specific information required on an IFSP/IEP
6. effective communication between parents and teachers
 - a. active listening
 - b. conflict resolution
 - c. building consensus
 - d. understanding verbal and non-verbal communication
7. family’s reaction to the birth of a child with a disability
 - a. father’s reaction to the birth and raising of a child with a disability
 - b. ways of involving fathers in their children’s education
 - c. the needs of siblings and extended family

- d. obtaining a proper diagnosis of child with a disability
 - e. the empowerment of families with children with disabilities
 - f. families in crisis
8. diversity in the classroom as the result of
- a. divorce
 - b. single parenting
 - c. unmarried mothers
 - d. blended families
 - e. grandparents raising grandchildren
 - f. gay and lesbian couples
 - g. victims of AIDS and HIV
 - h. homeless families
 - i. teenage parents
9. diverse cultures in the classroom
- a. Asian American
 - b. African Americans
 - c. Hispanic
 - d. American Indian and others
10. developing meaningful home environments for early childhood students
- a. parents and teachers modeling positive discipline
 - b. the impact of early intervention and child care on the family
 - c. components of appropriate child care and early intervention
11. fostering early literacy and numeration with young children in the home
12. Head Start, Even Start, Universal Pre K
13. IDEA Part C and Child Find
14. play and its place with children in early childhood
15. child abuse, neglect and domestic violence
- a. characteristics of child abuse victims – anxiety, depression, anger, self-concept and post traumatic stress disorder
 - b. reporting child-abuse, neglect and domestic violence
16. the effects of poverty on children and their learning
17. violence at home and in school and its effect on both
18. the teacher as advocate for the young child
- a. active participation in various early childhood programs, including early intervention programs and inclusion programs
19. teacher/parent communication

- a. regular communication
- b. parent teacher conferences
- c. monthly class newsletter
- d. ideas for home-school communication
- e. tips for working with children at home
- f. parents and crisis periods
- g. assisting parents in advocating for their children

21. parents and program planning

- a. planning activities for families
- b. involving parents in collaboration
- c. parents and transitioning youngsters
- d. supporting parents whose children receive early intervention services

Course Requirements

Absences: Weekday classes: One absence permitted; a second absence requires an additional assignment; a third absence requires dropping the course. Sunday classes: one absence permitted, but an additional assignment is required; more than one absence requires dropping the course.

Completion of all assigned readings

Completion of papers, exams, and projects

Suggested Texts

Working with Families of Young Children with Special Needs, by R. A. McWilliam, Guilford, 2010.

Routines-Based Early Intervention: Supporting Young Children and Their Families,

1st Edition, by R. A. McWilliam. Baltimore: Brookes.

Teachers and Parents Working Together 4th Edition, by G. Olsen and M. Fuller. NY: Prentice Hall, 2011.

Suggested Methods

Class will be conducted using lecture format with practice exercises, role-playing, and peer discussion

Suggested Technology

The use of technology as a mode of teaching and learning is encouraged, particularly as a model for potential teachers to use technology in their own instruction.

- 1) Blackboard for posting of assignments, announcements, discussion groups
- 2) Use of Power Point, where appropriate, both for teaching of content and presentations by students
- 3) Use of video, where appropriate, for representation of course material
- 4) Use of internet-based topics and discussions, where appropriate during class time

Suggested Evaluation

Common Assignment: 20%

Additional Papers: 40%

Projects, presentations, etc.: 40%

Common Assignment and Additional Suggested Assignments

Papers should be 6-10 pages in length. Papers should be typed, double-spaced, and written in accordance with APA style guidelines. What follow include the common assignment completed by all students across sections of the course and two additional suggested assignments:

1- COMMON ASSIGNMENT:

Interview a parent of a child with special needs.

- *Discuss the family background and history briefly (to the extent you have access) – pregnancy, birth, infancy, toddlerhood, preschool and school age (if applicable) with associated milestones.*
- *When did the family begin to suspect that their child was not developing typically?*
- *What was the reaction and response when the child's difficulties were first realized?*
- *How did extended family and friends react?*
- *Describe the evaluation process and development of the child's IFSP and or IEP, including the parents' involvement in the process.*
- *How is the parent involved in the child's program (home based, center or school services)?*
- *What are the challenges and rewards of working with various educators and other professionals, such as speech, physical therapy, occupational therapy therapists, etc.? What are the parent's joys, sorrows, and frustrations related to raising this child?*
- *How does the situation with the child with special needs affect other siblings?*
- *What are the parents' hopes and dreams for their child?*
- *Reflect on the information you gathered in the interview. What did you learn that could help early childhood professionals work collaboratively with this family and other families.*
- *Use the information you gathered to develop a checklist of strategies, suggestions and guidelines for working in partnership with parents of children with special needs.*

2 - What are basic guiding principles in communicating constructively with parents and involving parents in positive parenting processes? Relate these principles to the specific situation in which you are working or doing field experience or practicum.

3 - How do the debates on multiculturalism affect your understanding of parenting and childcare processes and how you build positive relationships with parents?

You are free to express your beliefs and opinions, but they must be supported by appropriate evidence and valid reasoning. You should make reference to articles (from scholarly professional journals) that relate to the topics on which you write.

Assignments/evaluations should indicate their relationship to student learning outcomes and, where appropriate, NYS learning standards, common core standards, and CEC and NAEYC standards.

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The following standards are relevant to the course and its objectives and derive from New York State, the Council for Exceptional Children, and the National Association of the Education of Young Children:

New York State Learning Standards*

***Outcome 12—The standards relevant to the course are included here and are addressed within Outcomes #1, 6-9 above.**

STANDARD 1—LANGUAGE FOR INFORMATION AND UNDERSTANDING

Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

- gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams
- select information appropriate to the purpose of their investigation and relate ideas from one text to another
- select and use strategies they have been taught for notetaking, organizing, and categorizing information
- ask specific questions to clarify and extend meaning
- make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words
- support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

STANDARD 2—LANGUAGE FOR LITERARY RESPONSE AND EXPRESSION

Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

- read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers
- recognize some features that distinguish the genres and use those features to aid comprehension
- understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives
- use inference and deduction to understand the text
- read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning
- evaluate literary merit.

STANDARD 3—LANGUAGE FOR CRITICAL ANALYSIS AND EVALUATION

Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

- read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor
- make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement
- recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis
- evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully.

STANDARD 4—LANGUAGE FOR SOCIAL INTERACTION

Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

- listen attentively and recognize when it is appropriate for them to speak
- take turns speaking and respond to others' ideas in conversations on familiar topics
- recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations.

MATHEMATICS, SCIENCE AND TECHNOLOGY

STANDARD 1—ANALYSIS, INQUIRY, AND DESIGN

Analysis:

Abstraction and symbolic representation are used to communicate mathematically.

- use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environments.

2. Deductive and inductive reasoning are used to reach mathematical conclusions.

- use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.

3. Critical thinking skills are used in the solution of mathematical problems.

- explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.

Scientific inquiry:

The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

- ask “why” questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.
- question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings.
- develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.

2. Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

- develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate.
- share their research plans with others and revise them based on their suggestions.
- carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities (e.g., length, mass, volume, temperature, and time).

3. The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

- organize observations and measurements of objects and events through classification and the preparation of simple charts and tables.
- interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.
- share their findings with others and actively seek their interpretations and ideas.
- adjust their explanations and understandings of objects and events based on their findings and new ideas.

Engineering design:

Engineering design is an iterative process involving modeling and optimization finding the best solution within given constraints which is used to develop technological solutions to problems within given constraints.

- describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved.
- investigate prior solutions and ideas from books, magazines, family, friends, neighbors, and community members.
- generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices.
- plan and build, under supervision, a model of the solution using familiar materials, processes, and hand tools.
- discuss how best to test the solution; perform the test under teacher supervision; record and portray results through numerical and graphic means; discuss orally why things worked or didn't work; and summarize results in writing, suggesting ways to make the solution better.

STANDARD 3—MATHEMATICS

Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.

- use models, facts, and relationships to draw conclusions about mathematics and explain their thinking.
- use patterns and relationships to analyze mathematical situations.
- justify their answers and solution processes.
- use logical reasoning to reach simple conclusions.

Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.

- use whole numbers and fractions to identify locations, quantify groups of objects, and measure distances.
- use concrete materials to model numbers and number relationships for whole numbers and common fractions, including decimal fractions.
- relate counting to grouping and to place-value.
- recognize the order of whole numbers and commonly used fractions and decimals.
- demonstrate the concept of percent through problems related to actual situations.

3. Students use mathematical operations and relationships among them to understand mathematics.

- add, subtract, multiply, and divide whole numbers.
- develop strategies for selecting the appropriate computational and operational method in problem-solving situations.
- know single digit addition, subtraction, multiplication, and division facts.
- understand the commutative and associative properties.

4. Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.

- use concrete materials to model spatial relationships.
- construct tables, charts, and graphs to display and analyze real-world data.
- use multiple representations (simulations, manipulative materials, pictures, and diagrams) as tools to explain the operation of everyday procedures.
- use variables such as height, weight, and hand size to predict changes over time.
- use physical materials, pictures, and diagrams to explain mathematical ideas and processes and to demonstrate geometric concepts.

5. Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.

- understand that measurement is approximate, never exact.
- select appropriate standard and nonstandard measurement tools in measurement activities.
- understand the attributes of area, length, capacity, weight, volume, time, temperature, and angle.

- estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units.
- collect and display data.
- use statistical methods such as graphs, tables, and charts to interpret data.

Uncertainty:

6. Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.

- make estimates to compare to actual results of both formal and informal measurement.
- make estimates to compare to actual results of computations.
- recognize situations where only an estimate is required.
- develop a wide variety of estimation skills and strategies.
- determine the reasonableness of results.
- predict experimental probabilities.
- make predictions using unbiased random samples.
- determine probabilities of simple events.

7. Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.

- recognize, describe, extend, and create a wide variety of patterns.
- represent and describe mathematical relationships.
- explore and express relationships using variables and open sentences.
- solve for an unknown using manipulative materials.
- use a variety of manipulative materials and technologies to explore patterns.
- interpret graphs.
- explore and develop relationships among two- and three dimensional geometric shapes.
- discover patterns in nature, art, music, and literature.

STANDARD 4—SCIENCE

The Earth and celestial phenomena can be described by principles of relative motion and perspective.

- describe patterns of daily, monthly, and seasonal changes in their environment.

2. Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

- describe the relationships among air, water, and land on Earth.

3. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

- observe and describe properties of materials using appropriate tools.
- describe chemical and physical changes, including changes in states of matter.

4. Energy exists in many forms, and when these forms change energy is conserved.

- describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy.
- observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy).

5. Energy and matter interact through forces that result in changes in motion.

- describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.
- describe how forces can operate across distances.

The Living Environment:

Living things are both similar to and different from each other and nonliving things.

- describe the characteristics of and variations between living and nonliving things.
- describe the life processes common to all living things.

2. Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

- recognize that traits of living things are both inherited and acquired or learned.
- recognize that for humans and other living things there is genetic continuity between generations.

3. Individual organisms and species change over time.

- describe how the structures of plants and animals complement the environment of the plant or animal.
- observe that differences within a species may give individuals an advantage in surviving and reproducing.

4. The continuity of life is sustained through reproduction and development.

- describe the major stages in the life cycles of selected plants and animals.
- describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.

5. Organisms maintain a dynamic equilibrium that sustains life.

- describe basic life functions of common living specimens (guppy, mealworm, gerbil).
- describe some survival behaviors of common living specimens.
- describe the factors that help promote good health and growth in humans.

6. Plants and animals depend on each other and their physical environment.

- describe how plants and animals, including humans, depend upon each other and the nonliving environment.
- describe the relationship of the sun as an energy source for living and nonliving cycles.

7. Human decisions and activities have had a profound impact on the physical and living environment.

- identify ways in which humans have changed their environment and the effects of those changes.

STANDARD 1—HISTORY OF THE UNITED STATES AND NEW YORK

Students will use a variety of intellectual skills to demonstrate their understanding of Major ideas, eras, themes, developments, and turning points in the history of the United States and New York. The study of New York State and United States history requires an analysis of the Development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

- know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it
- understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents
- explain those values, practices, and traditions that unite all Americans.

2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

- gather and organize information about the traditions transmitted by various groups living in their neighborhood and community
- recognize how traditions and practices were passed from one generation to the next
- distinguish between near and distant past and interpret simple timelines.

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

- gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities
- classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious
- identify individuals who have helped to strengthen democracy in the United States and throughout the world.

4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

- consider different interpretations of key events and/or issues in history and understand the differences in these accounts
- explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State
- view historic events through the eyes of those who were there, as shown in their art, writings,

music, and artifacts.

STANDARD 2—WORLD HISTORY

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

- read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses
- explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop
- study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.

2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

- distinguish between past, present, and future time periods
- develop timelines that display important events and eras from world history
- measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points
- compare important events and accomplishments from different time periods in world history.

3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

- understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities
- gather and present information about important developments from world history
- understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.

4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

- consider different interpretations of key events and developments in world history and understand the differences in these accounts
- explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world

- view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

STANDARD 3—Geography

Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)

- study about how people live, work, and utilize natural resources
- draw maps and diagrams that serve as representations of places, physical features, and objects
- locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians.
- (Adapted from National Geography Standards, 1994)
- identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994)
- investigate how people depend on and modify the physical environment.

2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from: The National Geography Standards, 1994: Geography for Life)

- ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (Adapted from National Geography Standards, 1994)
- gather and organize geographic information from a variety of sources and display in a number of ways
- analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. (Adapted from National Geography Standards, 1994)

STANDARD 4—ECONOMICS

The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

- know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources
- explain how people's wants exceed their limited resources and that this condition defines scarcity
- know that scarcity requires individuals to make choices and that these choices involve costs
- study about how the availability and distribution of resources is important to a nation's economic growth
- understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

- investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.

2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

- locate economic information, using card catalogues, computer databases, indices, and library guides
- collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources
- make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary
- present economic information by developing charts, tables, diagrams, and simple graphs.

STANDARD 5—CIVICS, CITIZENSHIP AND GOVERNMENT

The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from The National Standards for Civics and Government, 1994)

- know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice
- explain the probable consequences of the absence of government and rules
- describe the basic purposes of government and the importance of civic life
- understand that social and political systems are based upon people's beliefs
- discuss how and why the world is divided into nations and what kinds of governments other nations have.

2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994)

- explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States
- understand the basic civil values that are the foundation of American constitutional democracy
- know what the United States Constitution is and why it is important. (Adapted from The National Standards for Civics and Government, 1994)
- understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government
- understand the structure of New York State and local governments, including executive, legislative, and judicial branches
- identify their legislative and executive representatives at the local, state, and national governments. (Adapted from The National Standards for Civics and Government, 1994)

3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

- understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation
- examine what it means to be a good citizen in the classroom, school, home, and community
- identify and describe the rules and responsibilities students have at home, in the classroom, and at school
- examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State
- understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service
- identify basic rights that students have and those that they will acquire as they age.

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

- show a willingness to consider other points of view before drawing conclusions or making judgments
- participate in activities that focus on a classroom, school, or community issue or problem
- suggest alternative solutions or courses of action to hypothetical or historic problems
- evaluate the consequences for each alternative solution or course of action
- prioritize the solutions based on established criteria
- propose an action plan to address the issue of how to solve the problem.

Council for Exceptional Children November 2002

Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Standard 2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the

characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Standard 4: Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Standard 5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Standard 6: Language

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators

regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Standard 9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services. (Outcomes 2, 3, 5)

NAEYC Standards for Early Childhood Professional Preparation 2001

1. Promoting child development and learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

2. Building family and community relationships

Candidates 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.

3. Observing, documenting, and assessing to support young children and families

Candidates 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 children's development and learning.

4. Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all young children.

4a. Connecting with children and families

Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

4b. Using developmentally effective approaches

Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to support young children's development and learning.

4c. Understanding content knowledge in early education

Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

4d. Building meaningful curriculum

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

5. Becoming a professional

Candidates 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 knowledge, 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.

College Statement on Needed Accommodations or Adaptions

If you are a qualified student with a disability seeking accommodations under The Americans with Disability Act or Section 504, The Rehabilitation Act, please see the course instructor at the earliest possible time for special arrangements, seating, and other accommodations.

College Statement on Academic Honesty and Integrity

You are expected to behave with the highest level of academic integrity. Cheating and other forms of dishonesty will not be tolerated and will receive the proper disciplinary action from the college. Classroom behavior that interferes with the instructor's ability to conduct the class or ability of students to benefit from the instruction will not be tolerated. All beepers and cellular phones should be turned off while class is in session. You are expected to come to class prepared (having done the assigned reading) and ready to participate in class discussion. Following these guidelines will enable you to maximize your time spent in class.

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the State Education Department. For these purposes, samples of students' work are made available to those professionals conducting the review. If you do not wish to have your work available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

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Additional course resources, which may include suggested texts with an updated bibliography, videos and links to resources, may be found at <http://schools.webhop.org/touroresources626>.

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