



boulder journey school



TEACHER
EDUCATION
PROGRAM



University of Colorado Denver
School of Education & Human Development

ECED 6300 Contextual Curriculum 1
Fall 2019 Course Syllabus
Learning, Developmental, and Family Sciences
School of Education and Human Development (SEHD)
University of Colorado Denver

INSTRUCTOR AND COURSE INFORMATION

Instructor Name: Alison Maher

Instructor Office Hours: By appointment at Boulder Journey School

Instructor Phone: 303-443-8909 (work) 720-231-3060 (cell)

instructor Email and/or other contact information: alison.maher@boulderjourneyschool.com (preferred method of communication)

Class Meeting Days: Wednesdays

Class Meeting Hours: 9:15 – 10:30 am or 2:15 – 3:30 pm

Class Location: Boulder Journey School Teacher Education Room

COURSE OVERVIEW

In *The Hundred Languages of Children* (2012), Loris Malaguzzi, one of the leading visionaries of the Reggio Emilia Approach, shares the following with regard to curriculum development:

“What educators acquire by discussing, proposing, and launching new ideas is not only a set of professional tools but also a work ethic that gives more value to being part of a group and to having interpersonal solidarity, while at the same time strengthening intellectual autonomy (p. 63)”.

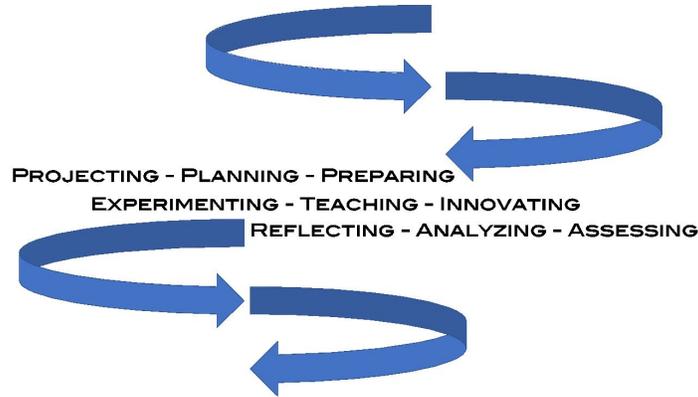
The approach to curriculum developed in this course reflects these ideas expressed by Malaguzzi.

University Course Catalog Description

This course focuses on the role of the teacher in developing a contextual curriculum that deeply engages learners. Developing curriculum includes observing learners, documenting observations using technology, and reflecting on documentation with colleagues to intentionally implement curriculum plans.

Course Overview

Learning happens in relation to and as a result of experiences, environment, relationships, family, community, culture and politics. Thus, we need a curriculum that is complex, one that closely connects teaching and learning, one where teachers, in partnership with others, make projections, experiment in the classroom, reflect on what has occurred and as a result, refine future teaching to improve the quality of teaching and learning. This diagram represents the contextual curriculum planning process:



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This course is intended to promote a strong connection between curriculum development, context and culture and ongoing authentic assessment. Additionally, the assignments are intended to promote ongoing teacher professional development in relation to classroom experiences, acknowledging the teacher as a lifelong learner, and ultimately elevating the field of Early Childhood Education.

Course Goals and Learning Objectives

Graduate Students will demonstrate the ability to:

1. Observe and document young learners for the purpose of assessment and planning to develop and implement a curriculum that is relevant, meaningful and contextual. (Parts 1 - 5)
2. Reference Early Learning and Development Guidelines and/or Colorado Academic Standards in curriculum planning. (Parts 1 - 5)
3. Use literature related to child development and learning theories to enhance curriculum design. (Parts 1 - 5)
4. Collaborate with colleagues to design and implement the curriculum. (Parts 1 - 5)
5. Prepare materials to invite and provoke learning. (Part 1)
6. Organize group learning experiences that offer the potential for peer learning and the potential for a differentiated curriculum based on cultural and linguistic backgrounds, as well as individual strengths and goals. (Part 2)
7. Integrate technology into the classroom in a developmentally appropriate manner, and use technology in the curriculum design process. (Part 3 and Parts 1-5)
8. Extend the curriculum beyond the walls of the classroom, outdoors and into the community, engaging families and community members. (Part 4)
9. Reflect on the roles a teacher can assume within each learning experience. (Part 5)
10. Demonstrate how curriculum development and assessment are interwoven. (Parts 1 - 5)

Course Prerequisites

An open mind will support you in re-envisioning curriculum development in a manner that is suited for contemporary society.

Course Credits

3 credits

Required Texts and Materials

Purchase books online or through Boulder Journey School prior to Orientation:

Edwards, C., Gandini, L., & Forman, G. (Eds.). (2012). *The hundred languages of children: The Reggio Emilia experience in transformation* (3rd ed.). Santa Barbara, CA: Praeger.

Hall, E., & Rudkin, J. (2011). *Seen and Heard: Children's rights in early childhood education*. New York, NY: Teachers College Press.

Online resources to be posted in Canvas:

Allen, R. , Bowers, L. G., & Cartwright, B. (n.d.). *Colorado early learning & development guidelines*. (1-11). Retrieved from <https://www.cde.state.co.us/early/eldgs>
<https://www.cde.state.co.us/early/preschoolstandardsresources>

- Bassett, P. (2012). *Schools of the future*. Retrieved from <https://www.youtube.com/watch?v=y0cqrhvgBB0>
- Bernheimer, S, & Jones, E. (2019) The gifts of the stranger: Learning from others' differences. *Spotlight on Young Children: Equity and Diversity*, 5-16.
- Brandt, R. (1995). Punished by rewards: A conversation with Alfie Kohn. *Educational Leadership*, 53(1). Retrieved from <http://www.alfiekohn.org/teaching/pdf/Punished%20by%20Rewards.pdf>
- Colorado Child Care Rules and Regulations (the first 2 links: 7.701 and 7.702)
http://coloradoofficeofearlychildhood.force.com/oec/OEC_Providers?p=providers&s=Rules-and-Regulations&lang=en
 (click on Printer Friendly and the list will appear)
- o 7.701- General Rules for all Child Care Centers
 - o 7.702- Rules Regulating Child Care Centers (Less than 24-Hours) - this link has specific information/rules for operating Early Childhood Schools that are not overnight facilities.
- Daugherty, L., Dossani, R., Johnson, E., & Wright, C. (2014). *Moving beyond screen time: Redefining developmentally appropriate technology use in early childhood education*. Retrieved from https://www.rand.org/content/dam/rand/pubs/research_reports/RR600/RR673z2/RAND_RR673z2.pdf
- Dweck, C. (2015). Growth Mindset, Revisited, *Education Week*, (35)5, 20-24. Retrieved from <https://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>
- Dweck, C. (2014). *The power of believing that you can improve*. Retrieved from https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve
- Gandini, L. (2003). Values and Principles of the Reggio Emilia Approach: <http://www.learningmaterialswork.com/pdfs/ValuesAndPrinciples.pdf>
- Hawkins, D. (1965). Messing about in science. *National Science Teachers Association*, 2(5).
- Hedges, H., Cullen, J. and Jordan, B. (2011). Early Years Curriculum: Funds of Knowledge as a Conceptual Framework for Children's Interests. *Journal of Curriculum Studies* 48 (2), 185-205.
- Howard, S. (2006). Essentials of Waldorf early childhood education. *Gateways: A Newsletter - Waldorf Early Childhood Association of North America*, 51, 6–12. Retrieved from <http://www.waldorfearlychildhood.org/uploads/Howard%20Article.pdf>
- International Association for Steiner/ Waldorf Early Childhood Education. (n.d.) *What is waldorf early childhood education?*. Retrieved from http://www.iaswece.org/waldorf_education/what_is.aspx
- Krechevsky, M. (2001). Form, function, and understanding in learning groups: Propositions from the reggio classroom. In Project Zero & Reggio Children (Eds.), *Making learning visible* (pp. 246-268). Reggio Emilia, Italy: Reggio Children.
- Krechevsky, M., Mardell, B., & Romans, A. N. (2014) Engaging city hall: Children as citizens. *The New Educator*, 10(1), 10-20. doi:10.1080/1547688X.2014.868212
- Krechevsky, M., Mardell, B., & Rivard, M., & Wilson, D. (2013). Unpacking the practice of documentation. In M. Krechevsky, B. Mardell, M Rivard, & D. Wilson (Eds.), *Visible learners: Promoting reggio inspired approaches in all schools* (pp. 74-94). San Francisco, CA: Jossey-Bass.
- Kuh, L., LeeKeenan, D., Given, H., & Beneke, M. (2019) Moving beyond anti-bias activities: Supporting the development of anti-bias practices. *Spotlight on Young Children: Equity and Diversity*, 17-30.
- Louv, R. (2016). *Excerpt from last child in the woods*. Retrieved from <http://richardlouv.com/books/last-child/excerpt/>
- Maher, A., & Hall, E. (2016). Creating a culture of scientific inquiry among educators in an early childhood context. *Exchange*, May/ June 2016, 57-60.
- Mullick, N. (2012). *Caine's arcade*. Retrieved from <https://www.youtube.com/watch?v=falFNkdq96U>

National Association for the Education of Young Children. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf>

National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. (2012). *Technology and interactive media as tools in early childhood programs serving children from birth through age 8*. Retrieved from <http://www.naeyc.org/content/technology-and-young-children>

Oken-Wright, P. (2001). Documentation: Both mirror and light. *Innovations In Early Education: The International Reggio Exchange*, 8(4), 5-15.

Shapiro, J. (2015). The american academy of pediatrics just changed their guidelines on kids and screen time. *Forbes*. Retrieved from <http://www.forbes.com/sites/jordanshapiro/2015/09/30/the-american-academy-of-pediatrics-just-changed-their-guidelines-on-kids-and-screen-time/#4975183a137c>

State of Colorado. (2009). *Colorado kids' outdoor bill of rights*. Retrieved from <http://www.funoutdoors.com/files/Colorado%20Kids%20Outdoor%20Bill%20of%20Rights%20Information.pdf>

The Denver Waldorf School. (n.d.). *What is anthroposophy?*. Retrieved from <http://www.denverwaldorf.org/what-is-anthroposophy/>

ASSIGNMENTS

Weekly Attendance and Participation

It is expected that you will arrive to all classes on time and prepared. If it is necessary to miss a class or to arrive late, please communicate this to the instructor and they will assign a make-up assignment.

You should offer verbal contributions in class that demonstrate that you have completed all homework assignments prior to class. If you are more comfortable speaking in small groups, perhaps give yourself the goal of speaking at least once per class in the large group. Your contributions are expected to offer insights, new perspectives, and provocations to your peer's thinking. When met with different perspectives in class you are expected to meet these differences with an open mind and receptive attitude. Remember, different perspectives are food for thought, opportunities for growth and learning, as opposed to a critique on you or your ways of thinking.

Attendance and participation will be reflected in your grades for the assignment Parts 1 - 5 (See Rubric below for more details about how attendance and participation will be figured into your grades for each part of the assignment.)

Assignments

Part 1 - Preparing materials

1. Based on classroom observations, the Early Learning and Development Guidelines or Colorado Academic Standards, class readings, homework and class discussions, plan for a classroom experience where you carefully **prepare materials**. Collaborate with your co-teachers to develop and implement your plans.
3. Observe and document the experience, using one or more tool(s) for documentation (photos, videos, notes, sketches, work samples, charts and/or graphs). Organize your documentation into a 5 - 10 slide Powerpoint or Google Slides presentation, selecting only the highest quality photographs and videos, and concluding with questions for further consideration.
5. Write a 4 page, double-spaced reflection paper, with references and a reference page, that includes responses to the questions outlined here: <https://docs.google.com/document/d/1xJ8xbAtyFZr0RPaU9iYRlrfFsNWPArIN-JGWR7sAHp4/edit> Be Include insights and recommendations regarding **how to prepare materials**.
6. Submit your Powerpoint or Google Slides presentation and reflection paper using Canvas by 7:00 am on September 18.
7. Present your work in class once during the semester. See <https://docs.google.com/document/d/15WbSL3HrialKAECWXuAuCIFxK6kLdlQ-UBTfuLjDAeA/edit> to determine the date and part of the assignment you will present. If you would like to switch the date and part you will present, please coordinate with peers and email the instructor(s) together.

8. Use excerpts from your Powerpoint or Google Slides presentation and reflection paper to create a portfolio entry for the young learners involved with the experience, demonstrating your understanding that curriculum development and assessment are interwoven.

Part 2 - Organizing Learning Groups

1. Based on classroom observations, the Early Learning and Development Guidelines or Colorado Academic Standards, class readings, homework and class discussions, plan for a classroom experience in which you carefully **organize learning groups**. Collaborate with your co-teachers to develop and implement your plans.
3. Observe and document the experience, using one or more tools for documentation (photos, videos, notes, sketches, work samples, charts and/or graphs). Organize your documentation into a 5 - 10 slide Powerpoint or Google Slides presentation, selecting only the highest quality photographs and videos, and concluding with questions for further consideration.
5. Write a 4 page, double-spaced reflection paper, with references and a reference page, that includes responses to the questions outlined here:
<https://docs.google.com/document/d/1xJ8xbAtyFZr0RPaU9IYRlrFfsNWPArIN-JGWR7sAHp4/edit> Be Include insights and recommendations regarding **how to organize learning groups**.
6. Submit your Powerpoint or Google Slides presentation and reflection paper using Canvas by 7:00 am on October 9.
7. Present your work in class once during the semester. See <https://docs.google.com/document/d/15WbSL3HrialKAECWXuAuCIFxK6kLdlQ-UBTfuLjDAeA/edit> to determine the date and part of the assignment you will present. If you would like to switch the date and part you will present, please coordinate with peers and email the instructor(s) together.
8. Use excerpts from your Powerpoint or Google Slides presentation and reflection paper to create a portfolio entry for the young learners involved with the experience, demonstrating your understanding that curriculum development and assessment are interwoven.

Part 3 - Integrating Technology

1. Based on classroom observations, the Early Learning and Development Guidelines or Colorado Academic Standards, class readings, homework and class discussions, plan for a classroom experience in which you carefully **integrate technology**. Collaborate with your co-teachers to develop and implement your plans.
3. Observe and document the experience, using one or more tools for documentation (photos, videos, notes, sketches, work samples, charts and/or graphs). Organize your documentation into a 5 - 10 slide Powerpoint or Google Slides presentation, selecting only the highest quality photographs and videos, and concluding with questions for further consideration.
5. Write a 4 page, double-spaced reflection paper, with references and a reference page, that includes responses to the questions outlined here:
<https://docs.google.com/document/d/1xJ8xbAtyFZr0RPaU9IYRlrFfsNWPArIN-JGWR7sAHp4/edit> Be Include insights and recommendations regarding **how to integrate technology** .
6. Submit your Powerpoint or Google Slides presentation and reflection paper using Canvas by 7:00 am on October 30.
7. Present your work in class once during the semester. See <https://docs.google.com/document/d/15WbSL3HrialKAECWXuAuCIFxK6kLdlQ-UBTfuLjDAeA/edit> to determine the date and part of the assignment you will present. If you would like to switch the date and part you will present, please coordinate with peers and email the instructor(s) together.
8. Use excerpts from your Powerpoint or Google Slides presentation and reflection paper to create a portfolio entry for the young learners involved with the experience, demonstrating your understanding that curriculum development and assessment are interwoven.

Part 4 - Extending the Curriculum Beyond the Walls of the Classroom

1. Based on classroom observations, the Early Learning and Development Guidelines or Colorado Academic Standards, class readings, homework and class discussions, plan for a classroom experience where you carefully **extend the curriculum beyond the walls of the classroom, outdoors and/or into the community**. Collaborate with your co-teachers to develop and implement your plans.
3. Observe and document the experience, using one or more tools for documentation (photos, videos, notes, sketches, work samples, charts and/or graphs). Organize your documentation into a 5 - 10 slide Powerpoint or Google Slides presentation, selecting only the highest quality photographs and videos, and concluding with questions for further consideration.

5. Write a 4 page, double-spaced reflection paper, with references and a reference page, that includes responses to the questions outlined here:
<https://docs.google.com/document/d/1xJ8xbAtyFZr0RPaU9iYRlRfFsNWPArIN-JGWR7sAHp4/edit> Be Include insights and recommendations regarding **how to extend the curriculum beyond the walls of the classroom, outdoors and/or into the community.**
6. Submit your Powerpoint or Google Slides presentation and reflection paper using Canvas by 7:00 am on November 20.
7. Present your work in class once during the semester. See <https://docs.google.com/document/d/15WbSL3HrialKAECWXuAuCIFxK6kLdlQ-UBTfuLjDAeA/edit> to determine the date and part of the assignment you will present. If you would like to switch the date and part you will present, please coordinate with peers and email the instructor(s) together.
8. Use excerpts from your Powerpoint or Google Slides presentation and reflection paper to create a portfolio entry for the young learners involved with the experience, demonstrating your understanding that curriculum development and assessment are interwoven.

- Part 5 - Reflecting on the Role of the Teacher**
1. Based on classroom observations, the Early Learning and Development Guidelines or Colorado Academic Standards, class readings, homework and class discussions, plan for a classroom experience in which you carefully **reflect on the roles a teacher can assume within each learning experience.** Collaborate with your co-teachers in order to develop and implement your plans.
 3. Observe and document the experience, using one or more tools for documentation (photos, videos, notes, sketches, work samples, charts and/or graphs). Organize your documentation into a 5 - 10 slide Powerpoint or Google Slides presentation, selecting only the highest quality photographs and videos, and concluding with questions for further consideration.
 5. Write a 4 page, double-spaced reflection paper, with references and a reference page, that includes responses to the questions outlined here:
<https://docs.google.com/document/d/1xJ8xbAtyFZr0RPaU9iYRlRfFsNWPArIN-JGWR7sAHp4/edit> Be Include insights and recommendations regarding **the roles a teacher can assume within each learning experience.**
 6. Submit your Powerpoint or Google Slides presentation and reflection paper using Canvas by 7:00 am on December 11.
 7. Present your work in class once during the semester. See <https://docs.google.com/document/d/15WbSL3HrialKAECWXuAuCIFxK6kLdlQ-UBTfuLjDAeA/edit> to determine the date and part of the assignment you will present. If you would like to switch the date and part you will present, please coordinate with peers and email the instructor(s) together.
 8. Use excerpts from your Powerpoint or Google Slides presentation and reflection paper to create a portfolio entry for the young learners involved with the experience, demonstrating your understanding that curriculum development and assessment are interwoven.

Grading Rubric

Note: Instructor will assess each of the five parts of the assignment using the following rubric:

Criteria	Below B- 79 or fewer points	B- to B 80 - 86 points	B+ to A- 87 - 93 points	A 94 - 100 points
	<i>Not meeting expectations and not passing</i>	<i>Met some expectations</i>	<i>Met most expectations</i>	<i>Met or exceeded all expectations</i>
Attendance	You have had an unexcused absences and/or several excused absences. You have not completed make up assignments.	You have more than one excused absence. You have completed make up assignments.	You have one or no excused absences. You have completed make-up assignments.	You have perfect attendance.
Homework and Class	You have failed to come to class prepared	You have come to class somewhat prepared to	You have come to class prepared to participate	You have come to class prepared to

Participation	to participate.	participate.	and you offer valuable insights to the conversations.	participate and you offer a number of extremely valuable insights to the conversations.
Timeliness	The presentation and/or reflection paper are not submitted on time and there is no communication to Instructor(s) prior to the deadline.	The presentation and/or reflection paper are not submitted on time, but there has been communication with Instructor(s).	The presentation and reflection paper are submitted on time.	The presentation and reflection paper are submitted on time.
Editing	The presentation and/or reflection Paper contains a significant amount of grammatical errors and typos.	The presentation and/or reflection paper contains several grammatical errors and typos.	The presentation and/or reflection paper contains almost no grammatical errors and typos.	The presentation and/or reflection paper contains no grammatical errors and typos.
Presentation	The presentation does not include 5 - 10 slides, nor does it include documentation of a classroom experience.	The presentation includes 5 - 10 slides, but does not include documentation of a classroom experience.	The presentation includes 5 - 10 slides, but does not include a sufficient amount of documentation of a classroom experience.	The presentation includes 5 - 10 slides, and includes documentation of a classroom experience.
Documentation	The documentation is of poor quality. Photographs are not clear, cropped, aesthetically pleasing, and clutter-free and/or they do not communicate a high level of professionalism. Videos are not edited in length, emphasizing what is of significance.	The documentation could be improved in terms of quality. Photographs are not clear, cropped, aesthetically pleasing, and clutter-free and/or they do not communicate a high level of professionalism. Videos are not edited in length, emphasizing what is of significance.	The documentation is of high quality. Photographs are clear, cropped, aesthetically pleasing, and clutter-free and they communicate a high level of professionalism. Videos are edited in length, emphasizing what is of significance.	The documentation is inspiring, valuable to the field of Early Childhood Education and is of extremely high quality. Photographs are clear, cropped, aesthetically pleasing, and clutter-free and they communicate a high level of professionalism. Videos are edited in length, emphasizing what is of significance.
Research Questions	The presentation does not include questions for further research.	The presentation includes questions for further research, but the questions are not related to the documentation and/or the reflection paper.	The presentation includes questions for further research that are related to the documentation and the reflection paper.	The presentation includes questions for further research that are related to the documentation and the reflection paper. The questions for further research are not only relevant, but are also extremely insightful and provocative.

Length of Paper	Paper is not a minimum of 4 pages and does not include responses to the questions outlined here: https://docs.google.com/document/d/1xJ8xbAtyFZr0RPaU9IYRlRfFsNWPAPriN-JGWR7sAHp4/edit	Paper is 4 pages in length includes some responses to the questions outlined here: https://docs.google.com/document/d/1xJ8xbAtyFZr0RPaU9IYRlRfFsNWPAPriN-JGWR7sAHp4/edit	Paper is 4 pages in length and includes some in depth responses to the questions outlined here: https://docs.google.com/document/d/1xJ8xbAtyFZr0RPaU9IYRlRfFsNWPAPriN-JGWR7sAHp4/edit	Paper is 4 pages in length and includes all in depth responses to the questions outlined here: https://docs.google.com/document/d/1xJ8xbAtyFZr0RPaU9IYRlRfFsNWPAPriN-JGWR7sAHp4/edit
Content of Paper	Paper is not clearly articulated and does not include insights and recommendations related the assigned topic (preparing materials, organizing learning groups, integrating technology, extending the curriculum beyond the walls of the classroom, or reflecting on the role of the teacher). The paper does not demonstrate depth of thinking related to the topic.	Paper is clearly articulated, but does not include significant insights and recommendations related the assigned topic (preparing materials, organizing learning groups, integrating technology, extending the curriculum beyond the walls of the classroom, or reflecting on the role of the teacher). The paper does not demonstrate depth of thinking related to the topic.	Paper is clearly articulated, and includes some significant insights and recommendations related the assigned topic (preparing materials, organizing learning groups, integrating technology, extending the curriculum beyond the walls of the classroom, or reflecting on the role of the teacher). The paper demonstrates depth of thinking related to the topic.	Paper is clearly articulated, and includes significant insights and recommendations related the assigned topic (preparing materials, organizing learning groups, integrating technology, extending the curriculum beyond the walls of the classroom, or reflecting on the role of the teacher). The paper demonstrates depth of thinking <i>and</i> innovation related to the topic.
Portfolio Entries	Excerpts from the presentation and the reflection paper have not been used to make a portfolio entries for the young learners involved. Or, the portfolio entries are of low quality.	The portfolio entries are of low quality.	The portfolio entries are of high quality and truly capture who the young learners are.	The portfolio entries are of high quality and truly capture who the young learners are. The portfolio entries are also aesthetically pleasing and dynamic.

Grade Dissemination

Assignment	Points Possible	Percent of Final Grade	Due Date
Part 1	100	20%	Sept 18
Part 2	100	20%	Oct 9
Part 3	100	20%	Oct 30
Part 4	100	20%	Nov 20
Part 5	100	20%	Dec 11
Total potential points for course = 500			

Grading Scale

470 - 500 points	A
450 - 469 points	A -
435 - 449 points	B +
420 - 434 points	B
400 - 419 points	B -
399 or fewer points	Not passing

Expectations on Instructor Feedback

instructor will offer verbal feedback in class weekly. Instructor will offer written feedback on each graded assignment within a week of submission. If you have questions, please schedule an appointment by emailing instructor.

Course Schedule

Week Date	Topic	Readings and Assignments
Week 1 Aug 14	Image of the Competent Child, Children's Right to Participate	-Write a handwritten letter to yourself that you will read at the end of the year and put in an envelope with your name and bring to class. Consider: Why did you start this program? Why do you want to teach? What do you hope to accomplish in your career? What words of wisdom do you have for your future self? -Reflect on your earliest school experiences, both positive and negative, and come to class prepared to share.
Week 2 Aug 21	Intro to ECED 6300, Contextual Curriculum, Curriculum Planning, NAEYC	- Read the National Association for the Education of Young Children (NAEYC) Position Statement on Developmentally Appropriate Practice http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf making notes about any aspects of this position statement that you want to actively work on within yourself this semester. Bring these notes to class. - Look up definitions for the words "curriculum" and "planning" and/or write your own definitions. Bring these definitions to class. - Read the <i>ECED 6300 Fall 2019 Syllabus</i> and bring questions to class.
Week 3 Aug 28	The Process of Documentation	- Read Chapter 9 in <i>Visible Learners: Promoting Reggio Inspired Approaches</i> . - Read "Documentation: Both Mirror and Light". -Read "Creating a Culture of Scientific Inquiry". - For 2 minutes, videotape a part of the day in your classroom that you feel could be improved. (You can be the videographer or you can ask someone else to do so if you would like to be in the video.) Watch the video. Take notes about what you notice, using the questions outlined here https://docs.google.com/document/d/1xJ8xbAtyFZr0RPaU9IYRlRfFsNWPArIN-JGWR7sAHp4/edit as a framework for your analysis. Be sure to include your suggestions for how quality of learning could be improved during that part of the day.
Week 4 Sept 4	The Theory of the Hundred Languages of Children, The	- Read p. 3, and Chapters 16 and 17 in <i>The Hundred Languages of Children</i> . - Considering the idea of "rich normality" from Chapter 16, select a material (any material - clay, legos, cameras, rocks, paint, paper, balls, tools, baby dolls, wire, etc.) that you currently offer to children in your indoor or outdoor classroom,

	Environment as the Third Teacher, Literacy	<p>explore the properties and potential of the material yourself (not with children). Reflect on what you learned about the material by exploring it, and then write a list of at least 30 ways that you could offer or present the material to provoke learning.</p> <p>-Search the following using Google Images and/or Pinterest for added inspiration:</p> <ul style="list-style-type: none"> ● Reggio Inspired Materials ● Waldorf Materials ● Open Ended Materials ● Natural Classroom Materials ● Montessori Materials
Week 5 Sept 11	Materials, Mathematics, Motivation and Self-efficacy	<p>- Bring a small pile of paper and cardboard to class, along with a pair of scissors.</p> <p>- Read Chapters 18 in <i>The Hundred Languages of Children</i>.</p> <p>-Read "Messing about in Science" by David Hawkins.</p> <p>- Watch the youtube video: Caine's Arcade: https://www.youtube.com/watch?v=falFNkdq96U</p>
Week 6 Sept 18	Learning Groups, Collaboration, Social Construction of Knowledge	<p>- Complete Part 1 of the ECED 6300 assignment.</p> <p>- Read "Form, Function, and Understanding in Learning Groups".</p> <p>- Read "The Gifts of the Stranger: Learning from Others' Differences".</p>
Week 7 Sept 25	Learning Groups, Collaboration, Social Construction of Knowledge	<p>- Read http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1615&context=psychfa_cpub</p> <p>- Plan for, implement and document the same learning experience twice with a small group of children in your class, carefully considering group formation and group composition each time. Consider how you can alter the group size and/or the group composition when you repeat the learning experience. (For example, lead the same experience twice, once with a group size of 3 and once with a group size of 10. Or, lead the same experience twice, once with children who have worked with the materials before and once with those who have not. Or, set up a classroom experience in the environment and observe how children self-form a group. Repeat the same experience with a group that you have selected. Or, lead an experience with children who are the same age, and then again, with a multi-age group.) Come to class prepared to share what you learned by doing this.</p>
Week 8 Oct 2	Learning Groups, Collaboration, Social Construction of Knowledge	<p>-Document the following:</p> <p>How much of your day is spent working as a whole group? Small group? In pairs? What is the optimal group size?</p> <p>How do you group children? What factors do you consider?</p> <p>Who forms learning groups? Teachers? Young learners? Both? What are the advantages of teacher formed groups and what are the advantages of groups formed by young learners?</p> <p>How do you respond when you have formed a group and a young learner from another group wants to join?</p> <p>What are the special considerations when forming groups with infants and toddlers?</p> <p>How do children build knowledge together?</p>
Week 9 Oct 9	Technology and Young Children, NAEYC	<p>-Complete Part 2 of your ECED 6300 assignment.</p> <p>- Review the NAEYC page dedicated to technology and young children (ie: Key Messages Summary, Examples of Effective Practice - by age group, Webcast, Dual Language Learners, Family Involvement, etc.): http://www.naeyc.org/content/technology-and-young-children</p>

<p>Week 10 Oct 16</p>	<p>Integrating Technology into the Classroom</p>	<p>-Read Chapter 19 in <i>The Hundred Languages of Children</i>. Pay special attention to the ways in which modern technologies were integrated into projects. -Read the following articles: http://www.rand.org/content/dam/rand/pubs/research_reports/RR600/RR673z2/RAND_RR673z2.pdf https://www.colorado.edu/ftcp/sites/default/files/attached-files/ftcp_memo_to_faculty_42.pdf http://www.forbes.com/sites/jordanshapiro/2015/09/30/the-american-academy-of-pediatrics-just-changed-their-guidelines-on-kids-and-screen-time/#4975183a137c (Note: Copy and paste this link and then click “continue to article” in the top right corner.) - Write a list of the technologies that you use in your personal/professional life and bring this list to class. Include every technology you can imagine (bread maker, GPS, scissors, sewing machine, copy machine, cameras, flashlights, computer, etc.) Bring this list to class for group analysis.</p>
<p>Week 11 Oct 23</p>	<p>Co-planning, Video and Photographic Documentation, Assessment and Self-Assessment</p>	<p>-Discuss and plan with peers for Part 3. <i>What have you documented and what does this reveal about how to develop future learning experiences?</i> <i>What will you do?</i> <i>What will your young learners do?</i> <i>Where will you be?</i> <i>What planning and preparations do you need to do?</i> <i>What materials do you need?</i> <i>What questions will you ask?</i> <i>How will you document?</i> <i>What will you document ?</i></p>
<p>Week 12 Oct 30</p>	<p>Nature Education, Forest Kindergarten</p>	<p>-Complete Part 3 of your ECED 6300 assignment. - Read the Colorado Kids Outdoor Bill of Rights: http://www.funoutdoors.com/files/Colorado%20Kids%20Outdoor%20Bill%20of%20Rights%20Information.pdf -Read an excerpt from <i>Last Child in the Woods</i> by Richard Louv http://richardlouv.com/books/last-child/excerpt/ -Watch an interview with Richard Louv http://richardlouv.com/books/last-child/videos/ -Watch a video of your choice by Earth Guardians https://www.youtube.com/user/earthguardiankids</p>
<p>Week 13 Nov 6</p>	<p>Documentation, Curriculum Planning, Student Engagement, Civic Participation, Children as Citizens</p>	<p>- For two days, track the amount of time you spend indoors and the amount of time you spend outdoors. Also, indicate what the young learners and what the teachers are doing during these times. Bring this documentation to class. - Read http://www.pz.harvard.edu/sites/default/files/Engaging%20City%20Hall%20-%20Children%20as%20Citizens.pdf - Watch https://www.youtube.com/watch?v=9cudn_vSdCY - Browse http://www.growingupboulder.org/ for examples of youth participation in our area.</p>
<p>Week 14 Nov 13</p>	<p>Schools of the Future, Motivation, Growth Mindset</p>	<p>-Read http://www.alfiekohn.org/teaching/pdf/Punished%20by%20Rewards.pdf -Read https://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html -Watch this TEDx Talk (9 minutes) by Carol Dweck on developing a growth mindset. What implications does this have for the role of the teacher: https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve</p>

		-Watch this TEDx Talk (27 minutes) by Pat Bassett https://www.youtube.com/watch?v=y0cqrhvgBB0 Pat is addressing parents and administrators in his TEDx Talk about schools of the future. Take notes on what he suggests is the role of the teacher and bring your notes to class.
Week 15 Nov 20	Anti-Bias Education, Funds of Knowledge and The Role of the Teacher	-Part 4 due -- Read " <i>Moving Beyond Anti-Bias Activities: Supporting the Development of Anti-Bias Practices</i> ". -- Read " <i>Early Years Curriculum: Funds of Knowledge as a Conceptual Framework for Children's Interests</i> " -- Coordinate with your colleague(s) to have someone videotape 5 minutes of you teaching. Note: You can use this video to submit for Part 5 if you would like.
Week 16 Nov 27	No class – Thanksgiving Break	N/A
Week 17 Dec 4	The Role of the Teacher, Self-Assessment, Video Documentation, Image of the Child	-Read Chapter 9 in <i>The Hundred Languages of Children</i> and write a list of the various teaching strategies identified in the chapter. -For one day, chart where the teachers are in the classroom, including their body positions, for every hour on the hour. -Read Chapter 10 in <i>The Hundred Languages of Children</i> and select 2 quotes, related to the role of the teacher, that are meaningful to you. Bring these quotes to class, along with your copy of your book. -Read "Your Image of the Child - Where Teaching Begins" by Loris Malaguzzi, which is located in this same folder. Come to class prepared to discuss how this article relates to the role of the teacher.
Week 18 Dec 11	Contextual Curriculum	-Complete Part 5 of your ECED 6300 assignment. - Work in teams to make cartoons reflecting what we learned this semester about teaching and learning. - Complete end of semester feedback forms: <ul style="list-style-type: none"> • What are the most significant things you learned as a result of this course? (What did you learn related to preparing materials, organizing learning groups, integrating technology, extending the curriculum outdoors and into the community, and reflecting on the role of the teacher? What did you learn related to curriculum and the process of observation/documentation in general?) • How will this course impact your future practice as a teacher? • What else would you like to learn related to this course?
Week 19 Dec 18	No class in exchange for participating in end of year presentations/assessments at Watershed School – date and time TBD	-Browse the Watershed School website: http://www.watershedschool.org/ so that you have a context for their approach to curriculum and assessment that we will observe.

COURSE POLICIES & PROCEDURES

Late Work Policy

Assignments that are submitted late will result in a grade reduction. (See Rubric for more detailed information.)

Re-submit Policy

Instructor may ask you to re-submit work when deemed necessary.

Teacher Education Program Support Plan Protocol

If you are struggling to meet expectations, you will be placed on a Support Plan. The Support Plan will include additional services to support your success.

COURSE POLICIES & PROCEDURES: Health of the Course Community

Inclusive Policies and Practices

Your instructor is firmly committed to equity, diversity, and inclusion in all areas of campus and social life. She will work to promote an anti-discriminatory environment where everyone is welcome and where each individual's dignity is affirmed. She recognizes that discrimination can be direct or indirect and take place at both institutional and personal levels, and it is shaped by histories and structures of power imbalances. Discrimination and oppression are unacceptable, and consistent with the mission of the school, your instructor is committed to facilitating conversations that advance the disruption of oppression of any form. Thus, we will work together to affirm each other's dignity, being careful and intentional with our use of language and other communicative modes. We will do our best to find truth in what we oppose and error in what we espouse before declaring truth in what we espouse and error in what we oppose. Our interactions will be brave and kind, as we collectively move together toward a more just and compassionate society.

Student Code of Conduct

As graduate students, you are expected to submit all work on time that is of quality, reflecting high level thinking and attempts to grow in your understanding around course material. You are expected to engage in learning throughout the semester and be open to the learning experiences offered through course assignments and material even if at first you may not connect with them. Part of the graduate student experience is the opportunity to engage with unfamiliar material whose relevance has yet to be discovered, that has the potential to contribute to your growth and learning in unexpected ways. If you are having a hard time connecting with course material or feel that the assignments are not challenging your thinking, you are expected to reach out to the instructor so you can collaborate around strategies to support your experience in the course. You are expected to maintain professional behavior at all times with peers and your instructor. This means treating peers and your instructor with respect, including in your online communications. by receiving feedback from peers and your instructor as opportunities for growth and learning, by contributing in valuable ways to small group discussions, and by reflecting a high regard for course material and assignments in your discussions. If at any point you feel that you are not receiving the same level of professionalism from others that is expected of you, please reach out to your instructor..

All CU Denver students are bound by the Student Code of Conduct, which serves to outline student rights and responsibilities as well as behavioral expectations. If a potential violation of the Student Code of Conduct is brought to our attention, you may be asked to meet with a conduct officer to address the situation. See <http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf>

COURSE POLICIES & PROCEDURES: Communication & Technology Use

Email and Other Communication Approaches

Please email your instructor if you have a question or need clarification about any aspect of the course. Instructor(s) will respond to email communication within 24 hours. If you feel that a meeting would benefit your learning experience in the course, please reach out through email to set up a time and day that works for you both.

Technology

Canvas is the online learning management system for all courses. At the same time, it is necessary for you to keep all of your personal work for the program in your personal Google Drive folder system. As such, Canvas is calibrated for you to submit all major assignments as URL links, which you will generate directly from your work in Google Drive (docs, slides, folders, etc.)

You will receive communication from the Instructor through your University email address and through Canvas inbox. Please check both regularly (i.e. daily). The Instructor checks email frequently during the week and will attempt to respond to email messages promptly.

[Click Here](#) to view additional University of Colorado Denver policies and resources.

