William Paterson University
College of Education
Department of Early Childhood and Elementary Education
Wayne, New Jersey

Theme - Preparing Inquiring Educators for Diverse Settings:
Developing Knowledge, Application, Dispositions

COURSE OF STUDY

1. **Title and Number of Credits:** Issues and Trends in Early Childhood (3 graduate credits)

2. **Course Description:** This course is designed to examine recent issues and trends in early childhood education. Inclusion, observation and assessment of children in classroom settings, multiculturalism, ethics, and advocacy are some of the topics that are explored. Educators of young children must be prepared to include children with special needs in general education classrooms, make classroom adaptations, use support services, and develop a sense of community among children. Understanding and utilizing a range of techniques for observing, recording, and assessing children's growth and development and integrating multicultural, anti-bias perspectives as well as incorporating the diverse cultures of children and families into the early childhood classroom will also be studied. Additionally, this course will offer opportunities to discuss ethics and ethical dilemmas and the role of the early childhood teacher as advocate for children, families, schools, communities and the profession. This course meets 3 credits toward the Supervisor's Certificate.

3. **Pre-requisite:** None

4. **Course Objectives:**

   1. Understand the types of special needs that children may have in early childhood programs (including autism, loss of hearing or vision, children with selective mutism, etc.) and ways to adapt the teaching/learning environment through readings, discussions, guest speakers, and developing case studies.
   2. Understand collaborative use of support services to enhance learning for the child with special needs through readings, discussions, and developing case studies.
   3. Introduce various models for observing, recording, and assessing young children's social/emotional development and progress in cognitive areas through readings, guest speakers, sharing observation and sampling various observation and assessment instruments.
   4. Present ways to infuse an anti-bias curriculum and multiculturalism, and create a sense of community for all children and families through readings, discussions, and projects.
   5. Present appropriate children's literature to stimulate discussions of diversity and multicultural perspectives of children's home and family life and address issues of bias and stereotyping by designing curriculum webs centering around children's diversity picture books.
6. Explore ethics through readings, discussions, and case studies of ethical dilemmas faced by early childhood teachers.

7. Discuss the importance of advocacy and engage in advocacy activities and political activism in one's school and/or community.

5. **Student Learning Outcomes:** The graduate-candidate will be able to:

1. Demonstrate an understanding of the types of special needs that children may have, critically examine what support services are available, and how to adapt the environment for those children through discussions, collaborations with other professionals, case studies, and written reports.

2. Demonstrate an understanding of specific ways and instruments to observe, assess and document children's behavior and cognitive skills and the classroom environment by learning about and using parts of the COR, Continuum, Work Sampling, NJ EL AS system and other tools.

3. Demonstrate an understanding of multiculturalism/anti-bias approach and ways to counteract stereotyping and bias by selecting and examining one's own beliefs and also by using children's literature that focuses on diversity in early childhood classroom settings to stimulate discussion and awareness of diversity in young children.

4. Examine and discuss the NAEYC Code of Ethical Conduct and explore solutions to case studies of various ethical dilemmas and other ethical dilemmas that candidates have encountered.

5. Engage in an act of advocacy in the candidate's school setting that involves advocating for students, families, the school, the community, or the profession and write a letter to a local, state or national elected official taking a stand on a political issue in education.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>NJ Teaching Standards</th>
<th>NAEYC Advanced Standards</th>
<th>NCATE Standards</th>
<th>COE Advanced Competencies</th>
<th>NJDOE ECE/CCCS Standards</th>
</tr>
</thead>
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<td>3.</td>
<td>1,2,3,6,8,9,11</td>
<td>12</td>
<td>24</td>
<td>2,3,5</td>
<td>P-3:3.1, 3.2,6.1, 6.3, 6.4, 7.1</td>
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<td>4.</td>
<td>9,10,11</td>
<td>2,5,7</td>
<td>1</td>
<td>1,2,3,5</td>
<td>N/A</td>
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<tr>
<td>5.</td>
<td>9,10,11</td>
<td>3,8</td>
<td>1,2</td>
<td>3,5,6</td>
<td>N/A</td>
</tr>
</tbody>
</table>
6. **Course Content:**

1. **Inclusion:**
   b. Policy foundations: P.L. 101-336, the Americans with Disabilities Act and other recent legislation

2. **Goals of early childhood services for children with disabilities (including children with loss of hearing and/or vision, children with autism, children with Down Syndrome, children with speech delays, children with emotional problems, etc.): mainstreaming, least restrictive environment, inclusion**
   a. Designing inclusive environments
   b. Instructional strategies
   c. Case Studies

3. **Family resources, priorities and concerns, services for English language learners, etc.**
   a. Collaborations with families and other professionals

4. **Observation and authentic assessment:**
   a. Historical perspectives
   b. Various models, instruments, and strategies for naturalistic, authentic observation
   c. Various models, instruments, and strategies for authentic assessment of children's class work

5. **Diversity:**
   a. Historical perspectives
   b. Exploring one's own beliefs and biases
   c. Examining stereotypes and biases affecting various groups (including racial and ethnic prejudice, ageism, sexism, etc.)

6. **Teaching with a Multicultural Perspective:**
   a. Various models and strategies for presenting diversity issues and/or discussing bias issues with young children: Williams, Derman Sparks, Kendall, Paley, York, Nieto and others
   b. Developing curriculum to support diversity using diversity picture books and other tools

7. **Ethics:**
   a. Defining "ethics" and the importance of professional ethics
   b. Read and discuss the NAEYC Code of Ethics (Revised April 2005)
   c. Focus of ethical responsibilities to children, families, colleagues, community & society
   d. Discuss ethical dilemmas encountered by early childhood teachers and case studies and apply the Code to these situations

8. **Advocacy:**
   a. Defining "advocacy"
   b. Historical & political perspectives - understanding federal, state, & local governmental policies and ways to advocate for change
   c. Define and discuss the importance of advocacy and political activism
   d. Discuss the various ways that early childhood teachers can become advocates for children, families, schools, communities, and the profession
e. Engage in an act of advocacy in one's own setting
f. Write a letter to an elected official stating one's position on an educational matter in the news or affecting children, families, schools, communities or the profession

7. **Teaching/Learning Methods:**
   1. Interactive discussions (whole group and small group) in person and online (using Blackboard)
   2. Lecture and PowerPoint presentations
   3. Reading
   4. Journaling
   5. Case Studies
   6. Online video clips, DVDs and other multimedia technologies
   7. Guest lecturers
   8. Written papers, oral presentations and other projects

8. **Evaluation Methods:**
   1. Student Learning Outcome # 1 *: Quality of case study of child with special needs using attached rubric (NCATE Assessment #4)
   2. Student Learning Outcome #2: Quality of observation & assessment report using attached rubric
   3. Student Learning Outcome #3*: Quality of multicultural perspectives/diversity picture book project using attached rubric (NCATE Assessment #7)
   4. Student Learning Outcome #4: Participation in small group discussions of case studies of ethical dilemmas
   5. Student Learning Outcome #5*: Quality of advocacy project using attached rubric (NCATE Assessment #6)

   * = Critical Assessment

9. **Recommended Textbook/Readings:**


10. **Preparers' Names and Date:** Dr. Janis Strasser, Spring, 2000
11. **Original Department Approval Date:** Spring, 2003

12. **Reviser's Name and Date:** Dr. Janis Strasser, Spring, 2010

13. **Department Revision Approval Date:** Spring, 2010

14. **Bibliography:**


Koeppel, J. (1992). The sister schools program: A way for children to learn about cultural diversity when there isn't any in their school. *Young Children, 48*(1), 44-47.


Websites

Association for Children of New Jersey: http://acnj.org

Code of ethical conduct and statement of commitment: A position statement of the national association for the education of young children:
www.naeyc.org/about/positions/PSETH05.asp

National Association for Bilingual Education: http://www.nabe.org

National Association for the Education of Young Children: http://www.naeyc.org

National Association of Multicultural Education: http://www.nameorg.org

National Center for Learning Disabilities: http://www.recognitionandresponse.org

National Institute for Early Education Research: http://www.nieer.org
GRADING RUBRIC FOR MULTICULTURAL PICTUREBOOK (NCATE ASSESSMENT 7)

Course: Issues in Early Childhood Education, Dr. Janis Strasser

<table>
<thead>
<tr>
<th>Category</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content 5 pts.</td>
<td>Presentation communicates important ideas and strategies for using the picture book for strengthening multicultural awareness and understanding about bias. The activities are developmentally appropriate and relevant to the picture book. Presentation contains multicultural perspectives and is free of bias (4-5 pts.)</td>
<td>Presentation communicates some relevant ideas and strategies for using the picture book for strengthening multicultural awareness and understanding about bias. Presentation contains multicultural perspectives and is free of bias (3 pts.)</td>
<td>Presentation does not communicate appropriate ways to use the book to strengthen multicultural awareness and understanding about bias and/or book is inappropriate for group. Presentation shows bias or lack of understanding about multiculturalism. (0-2 pts.)</td>
<td></td>
</tr>
<tr>
<td>2. Format 5 pts.</td>
<td>Use of engaging visuals (PowerPoint, slides, video, sample projects, etc.) to help illustrate how you used the picture book with children. Presentation is well planned and well timed (4-5 pts.)</td>
<td>Use of some visuals (PowerPoint, slides, video, sample projects, etc.) to help illustrate how you used the picture book with children. Evidence of some planning (3 pts.)</td>
<td>Speaker does not have any visuals prepared, or visuals are not relevant to book. Presentation is not planned ahead of time. (0-2 pts)</td>
<td></td>
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</table>

Total Score for Oral Presentation: 

T A U (Circle one)

9-10 pts.=Target, 6-8 pts. =Acceptable, Less than 5 pts.=Unacceptable

Comments:
# GRADING RUBRIC FOR MULTICULTURAL PICTUREBOOK (NCATE ASSESSMENT 7)

Course: Issues in Early Childhood Education, Dr. Janis Strasser

## WRITTEN PRESENTATION 10 points

<table>
<thead>
<tr>
<th>Category</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>3. Content 5 pts.</td>
<td>Paper has clear introduction and conclusion that describes how the book supports diversity/multiculturalism. Writer connects his/her beliefs to educational theorists. References/citations, are used throughout paper (from course readings, other materials, and/or class discussions) (minimum of 4) and the Bibliography is correctly written in APA format. The curriculum web has excellent activities that are developmentally appropriate, creative, and support diversity. Paper demonstrates a multicultural perspective and is free of bias (4-5pts)</td>
<td>Paper has an introduction and conclusion that is relevant to how the picture book supports diversity/multiculturalism. Some readings and theories are used to support writer's ideas and a Bibliography is correctly written in APA format with a minimum of 3 references. The curriculum web has some good activities Paper demonstrates a multicultural perspective and is free of bias (3pts.)</td>
<td>ONE OR MORE OF THE FOLLOWING OCCUR: No introduction or conclusion. The picture book is not appropriate. Thoughts are not organized or relevant. Less than 3 references or citations. Web is not included or is not appropriate. The paper shows little or no understanding about diversity/multiculturalism (0-2 pts.)</td>
<td></td>
</tr>
<tr>
<td>4. Format 5 pts.</td>
<td>Paper is approx,2 pgs. &amp; is divided into paragraphs. Format is APA style. Paper is free of errors in grammar, spelling, &amp; punctuation. Paper is completed on a word processor (10-12 pt. font, double spaced). (4-5 pts)</td>
<td>Paper is approx,2 pgs., &amp; adequately explains project. Format is APA style. Paper has minimal errors in grammar, spelling, &amp;/or punctuation, but is readable. Paper is completed on a word processor (10-12 pt. font, double spaced). (3 pts)</td>
<td>Paper is too short or long. Format is not APA. Multiple errors in grammar, spelling &amp;/or punctuation. Paper not completed on word processor or is not 10-12pt. double spaced. (0-2 pts.)</td>
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</table>

Total Score for Written Pap T A U (Circle one)

9-10 pts.=Target, 6-8pts. =Acceptable, Less than 5 pts=Unacceptable

Comments:

## COMBINED ORAL PRESENTATION & WRITTEN PAPER (If no oral presentation was done, the points for the written report are doubled) ___ T A U (Circle one)

Target= 18-20 pts. Acceptable =12-17 pts. Unacceptable = less than 12 pts.

Plagiarism is an automatic failure in the assignment. Papers turned in late may have 5 pts. deducted.
## GRADING RUBRIC FOR CASE STUDY (NCATE ASSESSMENT 4)

### Name

Case Study Child

### Course

**Issues in Early Childhood Education**, Dr. Janis Strasser

### ORAL PRESENTATION 10 points

<table>
<thead>
<tr>
<th>Category</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content</td>
<td>Presentation communicates important ideas &amp; strategies about modifying the environment &amp; curriculum. Presentation contains multicultural perspectives &amp; is free of bias &amp; has ideas for families. (3-4pts.)</td>
<td>Presentation communicates some relevant ideas and strategies. Presentation contains multicultural perspectives and is free of bias. (1-2 pts.)</td>
<td>Many ideas &amp;/or strategies are not developmentally appropriate, &amp;/or presentation contains bias. (0 pts.)</td>
<td></td>
</tr>
<tr>
<td>2. Format</td>
<td>Use of engaging visuals (PowerPoint, slides, video, sample projects, etc.) to help illustrate accommodations, and/or curriculum for the case study child. Presentation is well planned and well timed. (3pts.)</td>
<td>Use of some visuals (PowerPoint, slides, video, sample projects, etc.) to help illustrate accommodations, and/or curriculum for the case study child. Evidence of some planning,(1-2 pts.)</td>
<td>Presentation involves only speaking with no artifacts, technology, or visuals (0 pts)</td>
<td></td>
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<tr>
<td>3. Handout</td>
<td>Handout contains info, that is very useful (3 pts)</td>
<td>Handout contains info, that is somewhat useful (2 pts.)</td>
<td>No handout, or handout that is not useful (0 pts)</td>
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### Total Score

#### Comments:

**GRADING RUBRIC FOR CASE STUDY (NCATE ASSESSMENT 4)**  
Course: Issues in Early Childhood Education, Dr. Janis Strasser

**WRITTEN PRESENTATION 10 points**

<table>
<thead>
<tr>
<th>Category</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Score</th>
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</thead>
</table>
| 4.Content 5 pts. | Introduction & conclusion that describes how the case study child is integrated into the classroom.  
Parent component.  
Classroom environment & curriculum are discussed.  
At least one resource who is a professional knowledgeable in special education.  
Beliefs connected to educational theorists. References/citations, are used throughout paper (from course readings, other materials, and/or class discussions) (minimum of 4).  
Multicultural perspective & free of bias.  
Technology mentioned. (4-5 pts.) | Introduction & conclusion that is relevant to how the case study child is integrated into the classroom.  
Parent component.  
Classroom environment & curriculum are discussed.  
At least one resource who is a professional knowledgeable in special education.  
Some readings & theories used to support ideas & a minimum of 3 references.  
Multicultural perspective & free of bias. (3 pts.) | ONE OR MORE OF THE FOLLOWING OCCUR: No (or weak) introduction &/or conclusion. Content is not developmentally appropriate or based on theories that support modifications described. Thoughts are not organized. Bias is evident. (0-2 pts.) |       |
| 5. Format 5 pts. | Paper is approx.2 pgs. & is divided into paragraphs.  
Format is APA style & includes at least 4 references.  
Paper is free of errors in grammar, spelling, & punctuation.  
Paper is completed on a word processor (10-12 pt. font, double spaced). (4-5 pts) | Paper is approx.2 pgs., & adequately explains project.  
Format is APA style & includes 2-3 references  
Paper has minimal errors in grammar, spelling, &/or punctuation, but is readable.  
Paper is completed on a word processor (10-12 pt. font, double spaced). (3 pts) | Paper is too short or long.  
Format is not APA.  
1 or no references.  
Multiple errors in grammar, spelling &/or punctuation.  
Paper not completed on word processor or is not 10-12pt. double spaced. (0-2 pts.) |       |

Total Score for Written Paper ________

Comments:

COMBINED ORAL PRESENTATION & WRITTEN PAPER (If no oral presentation was done, the points for the written report are doubled) __________ T A U (Circle one)

Target=17-20 pts.  
Acceptable = 12-16 pts.  
Unacceptable = less than 12 pts.  
Plagiarism is an automatic failure in the assignment. Papers turned in late may have 5 pts. Deducted
# Grading Rubric for Advocacy Project (NCATE Assessment #6), Dr. Janis Strasser
Course: CIEC634 Issues & Trends in Early Childhood Education

<table>
<thead>
<tr>
<th>Category</th>
<th>Target (4-5 points)</th>
<th>Acceptable (3 points)</th>
<th>Unacceptable (2 or less pts)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relevancy of Project (1-5 points)</td>
<td>* Topic is relevant &amp; important as an advocacy issue</td>
<td>* Topic is somewhat relevant as an advocacy issue</td>
<td>* Topic is not relevant for an advocacy project (0-2 pts)</td>
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<tr>
<td></td>
<td>* Project demonstrates a multicultural perspective &amp; is free of bias</td>
<td>* Project demonstrates a multicultural perspective &amp; is free of bias</td>
<td>* Project has a biased perspective (0 pts)</td>
<td></td>
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<tr>
<td>2. Project Implementation (1-5 points)</td>
<td>Project is conducted in a way that advocates for meaningful change</td>
<td>Project is conducted in a way that advocates for some change</td>
<td>Project does not support change (0-2 pts)</td>
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<tr>
<td>3. Documentation of Project (1-5 points)</td>
<td>Clear documentation of project is included (letters, photos, artifacts, etc.)</td>
<td>Some documentation of the project is included (at least 1 form of documentation)</td>
<td>No documentation is included (0 pts.)</td>
<td></td>
</tr>
<tr>
<td>4. Format (1-5 points)</td>
<td>* Paper is 1-2 pgs. has clear introduction &amp; conclusion that articulates the main goals of the project</td>
<td>* Paper is 1-2 pgs., &amp; adequately explains project.</td>
<td>* Thoughts are not adequately organized to explain project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Bibliography is APA style &amp; includes at least 3 references</td>
<td>* Bibliography is APA style &amp; includes at least 2 references</td>
<td>* No references and/or citations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Paper is free of errors in grammar, spelling, &amp; punctuation</td>
<td>* Paper has minimal errors in grammar, spelling, &amp;/or punctuation, but is readable.</td>
<td>* Multiple errors in spelling, punctuation, grammar &amp;/or style</td>
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<tr>
<td></td>
<td>* Paper is completed on a word processor (10-12 pt. font, double spaced)</td>
<td>* Paper is completed on a word processor (10-12 pt. font, double spaced)</td>
<td>* Paper is not completed on a word processor</td>
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Comments

Total Score: 17-20=Target, 12-16=Acceptable, less than 12=Unacceptable

5 pts may be deducted for papers handed in late, unless prior arrangements are made.