EarlyEdU Alliance™

A Higher Education Collaborative for
Head Start and Early Childhood Teaching

Engaging Interactions and Environments
Syllabus — In-Person Course

Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

Course Description

Early childhood is a time of rapid growth and development; children's early experiences have a profound effect on their later outcomes. About seventy percent of 3- and 4-year-olds are enrolled in some type of early care and education setting, and this number continues to grow. Early childhood education has the potential to foster children's skills and learning, and high quality programs can influence children's long-term success. The benefit of high quality early educational experiences is even greater for children from economically disadvantaged backgrounds. The key components of a high quality early learning experience include environments that are: (1) well organized and rich with materials that support children's learning, and (2) provide regular opportunities for children to engage in warm, responsive, and instructionally supportive interactions with caregivers. This course is designed to increase participants' knowledge about the importance of high quality early childhood education, and the specific types of environments and interactions that support the development of children's social-emotional, cognitive, and early academic skills.

Objectives

Participants will be able to:

1. Identify and describe well-organized and materials-rich environments and ways in which they support children's growth and skill development.
2. Identify and describe warm, responsive, and instructionally supportive interactions and ways in which they support children's growth and skill development.
3. Explain how designing high quality environments and engaging in high quality interactions includes being sensitive to, and incorporating of, children's cultural and linguistic diversity.
4. Identify effective and ineffective environments and interactions in videos of their own and other teachers' early childhood classrooms.
5. Enact and exhibit effective classroom interactions.

Grading

Participation/Professionalism	10%
In-Class Activities	20%
Weekly Assignments	40%
Final Assignment	30%

Expectations

Participation/Professionalism (10%: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions.

In-Class Activities (20%: Grading per Instructor)

In-class activities may consist of, but are not limited to, discussions, observations, idea-sharing and generation, and planning exercises. Some class activities are designed as quick checks of your understanding, engagement, and application of course information. Other class activities require you to work in pairs or small groups, and present findings to the rest of the class. You are expected to participate in all in-class activities.

Weekly Assignments (40% total: Grading per assignment rubrics)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and lectures. Assignments vary and may include lesson plan development, filming yourself delivering classroom activities with children, reflection, action plans, graphic organizers, and practice using skills in your daily life. You are expected to complete all assignments in a timely manner, and contact the instructor as soon as possible if you are unable to do so.

- Applied Assignments: In this course, you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include action plans, preparing cue cards and other materials, creating schedules and routines, and activity matrices. These assignments help bridge theory to practice.
- Video and Communities of Reflection and Practice (CORP) Assignments: In this course, you will video record yourself working with children, teachers, and/or families. You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide coach quality feedback to yourself and peers.

Final Assignment (Session 12, 13, and 14 only) (30%: Grading per assignment rubric)

In sessions 12, 13, and 14, participants will be asked to plan for instructional interactions and video record themselves engaging in a planned activity with children. Participants will share a video clip in session 14 and present the rationale and reflection on the experience.

Note on Filming

As noted above, in some assignments participants will be asked to film classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the EarlyEdU Coaching Companion.

Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

Your experience in this class is important to us, and it is the policy and practice of the_____ to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with _____ to discuss and address them. If you have already established accommodations with _____, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

Course Schedule

Session	Topic	Readings and Assignments
1	**Course Introduction** Introductions, Objectives, and Course Overview The Need for This Course Guiding Frameworks Course Logistics Video Reflection and Feedback	**Readings** ECLKC website overview. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching Early Head Start National Resource Center. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc Framework for Effective Everyday Practice: Supporting School Readiness for All Children (from NCQTL). http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/house-framework.pdf U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (HHS/ACF/OHS). (2015). *Getting started with the Head Start Early Learning Outcomes Framework.* http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/getting-started.pdf HHS/ACF/OHS. (2015). *Head Start Early Learning Outcomes Framework*, 22-33. http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf Zero to Three: National Center for Infants, Toddlers, and Families http://www.zerotothree.org **Assignments** *EIE S1 Assignment Exploring Resources* *EIE S1 Assignment Self-Introductions Video*

Session	Topic	Readings and Assignments
2	**Importance of Engaging Environments** Why Do Classrooms Need to be Engaging? What Do Engaging Environments Look Like? Engaging Environments: Things Engaging Environments: Decisions Intentional Environments	**Readings** Friedman, S. (May, 2005). Environments that inspire. *Young Children* on the Web, 1–9. https://www.naeyc.org/files/yc/file/200505/04Friedman.pdf Friedman, S. (May, 2005). Questions and follow-up for environments that inspire. *Young Children* on the Web, 1–8. http://journal.naeyc.org/btj/200505/03Friedman.pdf **Assignments** *EIE S2 Assignment Introduce Your Classroom Video*
3	**Importance of Engaging Interactions** The Importance of Early Relationships Engaging Classroom Interactions Social and Emotional Support Classroom Organization Instructional Interactions	**Readings** Ostrosky, M. M., & Jung, E. Y. (2005). Building positive teacher-child relationships. *What Works Briefs Series 12*. Urbana, IL: Center on the Social Emotional Foundations for Early Learning. http://csefel.vanderbilt.edu/briefs/wwb12.pdf Dombro, A., Jablon, J., & Stetson C. (2010). Powerful interactions begin with you. *Teaching Young Children, 4*(1), 12–14. https://www.naeyc.org/files/tyc/file/TYC_V4N1_Powerful_Interactions.pdf **Assignments** *EIE S3 Assignment Baseline Video and Reflection* *EIE S3 Assignment Baseline Video CORP*

Session	Topic	Readings and Assignments
4	**Fostering Connections** Children's Social-Emotional Development Strategies for Fostering Connections Establishing an Emotional Connection Show Children You Enjoy Being Their Teacher Be Respectful Difficult Moments	**Readings** Hyson, M., & Taylor, J. L. Caring about caring: What adults can do to promote young children's prosocial skills.*Young Children, 66*(4), 74–83, http://www.naeyc.org/files/yc/file/201107/CaringAboutCaring_Hyson_OnlineJuly2011.pdf Zhai, et al. (2011). Classroom-based interventions and teachers' perceived job stressors and confidence: Evidence from a randomized trial in Head Start settings. *Early Childhood Research Quarterly 26*(4), 442-452. http://www.sciencedirect.com/science/article/pii/S0885200611000214 **Assignments** *EIE S4 Assignment Child Interaction and Reflection*
5	**Being Sensitive to Children's Needs** Introduction to Being Sensitive to Children's Needs Display Awareness of Children's Needs Acknowledge Emotions and Provide Individual Support Help Resolve Problems Using the Strategies	**Readings** None for this session. **Assignments** *EIE S5 Assignment Teachable Moments*

Session	Topic	Readings and Assignments
6	**Following Children's Lead** Introduction to Following Children's Lead Following Children's Lead: Definition and Strategies Encourage Children to Express Their Ideas Build on Children's Interests Provide Choices Challenges Bringing the Strategies Together	**Readings** Matthews, K. (2012). Unplanned explorations and lively minds. *Teaching Young Children, 5*(3), 1–4. http://www.naeyc.org/tyc/files/tyc/file/V5N3/TYC V5N3 31R(1).pdf Ward, G., & Dahlmeler C. (2011). Rediscovering joyfulness. *Young Children, 66*, 94–98. **Assignments** *EIE S6 Assignment Social and Emotional Support Video* *EIE S6 Assignment Social and Emotional Support CORP*

Session	Topic	Readings and Assignments
7	**Fostering Positive Classroom Behavior** Well-Organized Classrooms Strategies for Fostering Positive Classroom Behavior Strategy: Provide Clear Behavioral Expectations Strategy: Use Proactive Management Strategy: Redirect Student Misbehavior Using the Strategies Together Fostering Positive Classroom Behavior and the HSELOF	**Readings** Ratcliff, N. (2001). Use the environment to prevent discipline problems and support learning. *Young Children, 56*(5), 84–87. Gartrell, D. (January, 2012). From rules to guidelines: moving to the positive. *Young Children*, *67*, 56–58. Santos, R. M., & Ostrosky, M. M. (n.d.). Understanding the impact of language differences on classroom behavior. *What Works Briefs Series 2.* Urbana, IL: Center on the Social Emotional Foundations for Early Learning. http://csefel.vanderbilt.edu/briefs/wwb2.pdf Sigler, E.A., & Aamidor, S. (2005). From positive reinforcement to positive behaviors. *Early Childhood Education Journal*, *32*(4), 249–253. **Assignments** *EIE S7 Assignment Exploring Resources*

Session	Topic	Readings and Assignments
8	**Providing Schedules and Routines** Overview: Schedules and Routines Strategies: Schedules and Routines Strategy: Maximize Learning Time Strategy: Have Consistent Routines Strategy: Facilitate Effective Transitions	**Readings** Ostrosky, M. M., Jung, E. Y., Hemmeter, M. L., & Thomas, D. (2003). Helping children understand routines and schedules, *What Works Briefs Series 3*. Urbana, IL: Center on the Social Emotional Foundations for Early Learning. http://csefel.vanderbilt.edu/briefs/wwb3.pdf Ostrosky, M. M., Jung, E. Y., Hemmeter, M. L., & Thomas, D. (2003). Helping children make transitions between activities. *What Works Briefs Series 4.* Urbana, IL: Center on the Social Emotional Foundations for Early Learning. http://csefel.vanderbilt.edu/briefs/wwb4.pdf Alter, P. J. & Conroy, M. A. (n.d.). Preventing challenging behavior in young children: Effective practices. *Technical Assistance Center for Social Emotional Intervention for Young Children*. http://www.challengingbehavior.org/do/resources/documents/rph_preventing_challenging_behavior.pdf Bredekamp, S. (2011). Effective practices in early childhood education. Upper Saddle River, New Jersey: Pearson Education. (Focus on Chapter 8, p. 239–244). Frank Porter Graham Child Development Institute (2005). How is the pre-K day spent? *Early Developments, 9*(1), 22–27. Chapel Hill, NC. http://fpg.unc.edu/resources/early-developments-vol-9-no-1 **Assignments** *EIE S8 Assignment Developing A Routine* *EIE S8 Assignment Planning Transitions*

Session	Topic	Readings and Assignments
9	**Facilitating Student Interest in Learning** Overview: Facilitating Student Interest in Learning Strategies: Facilitating Student Interest in Learning Strategy: Expand Children's Involvement Strategy: Provide a Variety of Materials and Activities Strategy: Use Explicit Learning Goals	**Readings** Revisit: Friedman, S. (May, 2005). Environments that inspire. *Young Children* on the Web, 1–9. https://www.naeyc.org/files/yc/file/200505/04Friedman.pdf Castro, D., Ayankoya B., & Kasprzak C. (2010). The New Voices ~ Nuevas Voces Guide to Cultural and Linguistic Diversity in Early Childhood. Baltimore, MD: Brookes. Copple, C., & Bredekamp, S. (2009). To be an excellent teacher. In C. Copple & S. Bredekamp (Eds.), *Developmentally appropriate practice in early childhood programs* (3rd ed., pp. 33–50). Washington, DC: National Association for the Education of Young Children. Dombro, A. L., Jablon, J. R., & Stetson, C. (2011). *Powerful interactions: How to connect with children to extend their learning.* Washington, DC: National Association for the Education of Young Children. **Assignments** *EIE S9 Assignment Well-Organized Classrooms Video* *EIE S9 Assignment Well-Organized Classrooms CORP*

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Session	Topic	Readings and Assignments
10	**Supporting Problem-Solving and Reasoning** How Children Learn Types of Instructional Interactions Overview: Supporting Problem-Solving and Reasoning Strategies for Supporting Problem-Solving and Reasoning Strategy: Help Children to Compare and Categorize Strategy: Observe and Predict Strategy: Provide Opportunities to Test Predictions	**Readings** Salmon, A. (2010). Tools to enhance children's thinking. *Young Children, 65*(5). 26-31. http://www.naeyc.org/tyc/files/tyc/file/V4N5/Tools%20to%20Enhance%20Young%20CHildren's%20Thinking.pdf Willingham D.T., (2009). Why Participants Don't Like School. San Francisco: Jossey-Bass **Assignments** *EIE S10 Assignment Testing Predictions*

Session	Topic	Readings and Assignments
11	**Encouraging Children to Create and Link** Overview: Encouraging Children to Create and Link Strategies for Encouraging Children to Create and Link Strategy: Provide Opportunities to Brainstorm Strategy: Connect Learning to Children's Own Lives Strategy: Link Learning with Previous Knowledge Strategies in Combination	**Readings** Duborsarsky, M., Murphy, B., Roehrig, G., Frost, L.C., Jones, J., & Carosloin, S.P. (2011)., Incorporating cultural themes to promote preschoolers' critical thinking in American Indian Head Start classrooms. *Young Children*, *66*(5), 20–29. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/culture_and_diversity/Incorportaing-cultural-themes.pdf **Assignments** *EIE S11 Assignment Prompts in Centers*
12	**Supporting Language Development** Overview: Supporting Language Development Strategies for Supporting Language Development Strategy: Engage in and Extend Conversations Strategy: Introduce Novel Words Strategy: Ask Open-Ended Questions	**Readings** Jablon, J., & Stetson, C. (2007). Tips for Talking with Children. *Teaching Young Children, 1*(1), 8–9. **Assignments** *EIE S12 Assignment Planning Instructional Interactions* *EIE S12 Assignment Instructional Interactions Chart*

Session	Topic	Readings and Assignments
13	**Providing Feedback** Overview: Providing Feedback Strategies for Providing Feedback Strategy: Engage in Back-and-Forth Exchanges Strategy: Ask Children to Explain Thinking Strategy: Scaffold Children's Learning Strategy: Encourage Efforts Providing Feedback vs. Supporting Language Development	**Readings** Dweck, C. S. (2012). *Mindset: How You Can Fulfill Your Potential.* Constable & Robinson Limited. http://news.stanford.edu/pr/2007/pr-dweck-020707.html **Assignments** *EIE S13 Assignment Instructional Interactions Video*
14	**Video Sharing** Sharing Videos Giving Feedback Presentations	**Readings** None for this session. **Assignments** None for this session. *(In-Class Presentations will occur in this session)*

Session	Topic	Readings and Assignments
15	**Intentional Teaching** Activity: *Unexpected Opportunities* Review of Foundation Blocks Activity: *Applied Activity, Part 1–3* Intentional Teaching and Know-See-Do-Reflect Framework	**Readings** Epstein, A. (2007). *The intentional teacher: Using the best strategies for young children's learning*. National Association for the Education of Young Children: Washington, DC. http://www.naeyc.org/books/the_intentional_teacher_excerpt **Assignments** None for this session.

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