Catalog Description:
This course will provide opportunity for candidates to plan, implement and document the integrative possibilities in the PreK-4 curriculum. Play theories, research and methods are examined that encourage the development of intellectual dispositions in various cultures and contexts. Project work in Pre K classrooms will provide opportunity to observe, facilitate, and document emergent curriculum and aspects of all children’s learning.
Prerequisite:  ELED 132, 264 and admittance to department.

Purpose of Course:
Our purpose is to provide opportunities to explore ways to integrate and extend play and Project approach learning with each child in early childhood settings. Emphasis is placed on five teacher roles in developing creative, inclusive environments that promote healthy and happy children and families in the natural world. Teacher knowledge, and skills are developed in curriculum integration, observation, thoughtful planning, engagement and interactions, and ways to make learning visible.

Student Learning Outcomes:
The outcomes of this course are organized into the five NAEYC Standards and support the development of the ESU’s Beginning Educator Outcomes, which follow in parentheses after each objective. For further detail, see http://www.esu.edu/sps/CF/index.htm.

A. Child Development
1. The candidate will use and apply theories of human development, particularly research on learning, play and problem solving to design developmentally appropriate classrooms that foster academic and social competence. (BEO 3a, 3b, 3d)

B. Families and Communities
2. The candidate will design inclusive, creative environments that create a sense of community and support integrative projects, play, intellectual dispositions, and social skills. (BEO 4a, 4b, 4c)

3. The candidate will examine and make decisions about resources, materials, artifacts, and activities that reflect authentic cultural contexts and connect to families and the community. (BEO 3c, 5c)
C. Observation, Documentation and Assessment
4. The candidate will make learning visible by determining purpose, audience, methods, scoring tools and technologies for observation and documentation of children’s projects, learning and their teaching. (BEO 8b)

D. Teaching and Learning
5. The candidate will demonstrate central concepts, inquiry tools and structures of each content area and explore connections between and among them as they articulate a basic understanding of effective integrated, emergent, and collaborative curriculums. (BEO 2b)
6. The candidate will use their own knowledge and other resources, including PA’s Early Learning Standards to plan, implement and evaluate meaningful, challenging lessons, projects, and curriculum that promotes overall development and learning outcomes for all children. (BEO 7a, 7c, 7d)
7. The candidate will demonstrate the ability to thoughtfully select effective strategies, use high-quality resources, and design instructional materials that engage and extend student learning, foster creative and critical thinking, and advance social competence. (BEO 2e, 6)

E. Professionalism
8. The candidate will examine his/her beliefs about play, integration and documentation in light of various philosophical approaches and current research to determine areas of professional growth for himself/herself. (BEO 9d)
9. The candidate will be an advocate for developmentally appropriate integrative curriculum by promoting and supporting the unique contribution that play makes to children’s development, literacy and learning. (BEO 10)

Required Text:

Referenced Texts:

PA Early Learning Standards ~ 
http://www.portal.state.pa.us/portal/server.pt/community/standards/8709/early_learning_standards_for_pre-kindergarten/522221

Specified journal articles and websites
Content Outline:

A. Teacher as Player! Play at the Center of Learning
   1. Historical-Cultural Perspective of Play
   2. Developmental Impact of Play: Cognitive, Social-emotional, Physical
   3. Master Players: Observing children at play
   4. The Nature Connection
   5. Research on Play and Learning
   6. Play, Creativity & Meaning Making

B. Teacher as Co-Constructor: Powerful interactions
   1. Planning in the Integrated, Inclusive, Responsive Early Childhood Classroom
   2. Who Leads When? Child – Teacher Continuum
   3. Project Approach to Learning
   4. Project Planning in the Pre K classroom- Fieldwork
   5. Project Documentation Process
   6. Lesson planning: Multiple perspectives

C. Teacher as Designer: Something Happens Here!
   1. Elements for success: Creative, Inclusive, Engagement
   2. ZPD Learning Environment: The “Third Teacher”
   3. A sense of place: The aesthetic environment
   4. Nature’s classroom
   5. Choice Time: Curriculum Content, Process, and Products
   6. The continuum from emergent to designed (UBD)

D. Teacher as Researcher: Lens on Learning
   1. Documentation: Making Learning and Teaching Visible
   2. What’s your story? The documentation inquiry process
   3. ESU Works – Fieldwork
   4. Looking in Classrooms: A critical lens

E. Teacher as Advocate: Danger: Kids at Play!
   1. Play and Learning in Families and the Community,
   2. Playgrounds, and Museums: Experiential learning, Safety and Health
   3. Worth Work: Making Teaching Visible
   4. Learning from Master Teachers: Teaching analysis and reflections
# Learning Experiences and Assessments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assessment tool</th>
<th>Points - 100</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Play Narrative &amp; Class Expectations</td>
<td>Description Rubric</td>
<td>5</td>
<td>Sept. 6</td>
</tr>
<tr>
<td>2. Article response – blog posts (2) <a href="http://natureartplay">http://natureartplay</a></td>
<td>Description Rating Scale</td>
<td>10</td>
<td>Sept. 20</td>
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<tr>
<td>3. Classroom Design Project: 1) Environment observation using Aesthetic Environment Tool and 2) Redesign project</td>
<td>Description Rubric</td>
<td>20</td>
<td>Oct. 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Oct. 11</td>
</tr>
<tr>
<td>4. ESU at Work: Making teaching and learning visible documentation and reflection</td>
<td>Description Rubric</td>
<td>15</td>
<td>Oct. 27</td>
</tr>
<tr>
<td>5. Project Approach: Ongoing development and implementation of a project at your Preschool field site</td>
<td>Description Rubric</td>
<td>30</td>
<td>Nov. 29th, complete</td>
</tr>
<tr>
<td>6. Work in the Field</td>
<td>Description Rubric</td>
<td>10</td>
<td>Dec. 6th</td>
</tr>
<tr>
<td>7. Advocacy Project - Final</td>
<td>Description Rubric</td>
<td>10</td>
<td>Dec. 4th</td>
</tr>
</tbody>
</table>

**Portfolio Component**
Portfolio grades are kept on Tk20 each semester. For this course *Work in the Field* and the *Project Approach* are recorded.

**GRADING – separate handout**
Each assignment will have a Description and Rubric for assessment. These will be passed out as the project is assigned.

**Field Experience:**
This course is situated in inclusive Pre K classrooms and you will be expected to fulfill certain assignments for this course in your classroom. You are required to attend all planning sessions and participate fully in the school community. Professional behaviors and ESU dispositions are expected at all times in your setting. Your progress in the field will be monitored with dialogue among you, ESU faculty, and mentor teacher.
**COURSE EXPECTATION:**

This is a professional course in your major. It is expected that you are prepared and participate fully in class and demonstrate professional behaviors and dispositions at all times during class and in out of class experiences. Failure to do so may impact your ability to successfully complete the course and continue in your program. More information on the Students Code of Conduct and be found in the Student Handbook.


**Plagiarism or Cheating.**
Scholarship and honesty require that students cite any source material used in term papers and other special assignments. Any form of academic dishonesty, including (but not limited to) plagiarism or cheating at tests or exams, is a sufficient ground for failure in this course and for further academic discipline

**Academic Integrity Policy and Procedures**
All students are expected to adhere to the University’s Integrity Policy as outlined in the Undergraduate catalog. If you have questions in understanding this policy, please discuss this with the instructor, as violation of these policies result in severe consequences.

**Students with Disabilities:**
Students who are eligible for accommodations are invited to make an appointment to deliver their letter from the Office of Disability Services and to discuss their accommodation requests.

**Attendance Policy:**
Students are expected to attend all classes. More than two absences will cause reductions in the class grade. You are required to participate fully in the school community. Any days missed in the Field must be made up.

**Tentative Weekly Schedule**
See separate Calendar for Project dues dates and Readings. Visit ppinciotti.com often to stay up to date with overall calendar, assignments, changes, news, etc.
Bibliography
Gandini. L., Hill. L., Cadwell, L. (eds.) (2005). In the spirit of the studio : Learning from the atelier of Reggio Emilia (Early Childhood Education Series)
Katz, L, & Harris. J. (2004). Young investigators : The project approach in the early years.
Scheinfeld, D., Haigh, K. M. & Scheinfeld. S. J. P. (2008). We are all explorers : Learning and teaching with Reggio principles in urban Settings **


**Articles**


**Other Resources**

Reggio Videos – *Portrait of a Lion, An Amusement Park for Birds, Not Just Any Place*

[http://pzweb.harvard.edu/mlv](http://pzweb.harvard.edu/mlv)


[http://zerosei.comune.re.it/inter/reggiochildren.htm](http://zerosei.comune.re.it/inter/reggiochildren.htm)

[www.ecrp.uiuc.edu/v5nl/hong.html](http://natureartplay)
The Board of Directors of the Pennsylvania State Athletic Conference voted on Tuesday, July 14, to suspend all mandated conference athletic events and championships through the fall semester in response to the COVID-19 pandemic. The Board of Directors of the Pennsylvania State Athletic Conference voted on Tuesday, July 14, to suspend all mandated conference athletic events and championships through the fall semester in response to the COVID-19 pandemic. See All. See More. “I obtained my Bachelor’s degree at East Stroudsburg University in Early Childhood and Special Education. I felt that this program was an amazing fit for me. My professors were always supportive, pushing me to do better, and educating me to the best of their ability. This program exposed me to many different classrooms and I was able to gain a lot of experience and knowledge. It opened my eyes to classrooms I would love to work in and to classrooms that were maybe not the best fit for me. This program pushed me outside of my comfort zone and I am so appreciative for that. The program Founded as a normal school in 1893, East Stroudsburg University of Pennsylvania is a 4-year public school in the Poconos region of eastern Pennsylvania. ESU is home to colleges of Arts & Sciences, Education, Business, and Health Sciences granting undergrad degrees in 57 academic programs. In addition to classroom space, the ESU campus hosts the Schisler Museum of Wildlife and Natural History and the McMunn Planetarium. For a break from campus life, East Stroudsburg oversees a recreation area at nearby Marshalls Creek featuring a lodge and lake. Admissions. Key Admissions Stats.