**Developing a High Quality Syllabus**

Enhancing Course Design, Content, and Delivery [[1]](#footnote-1)

| **Camille Catlett**  FPG Child Development Institute  [**camille.catlett@unc.edu**](mailto:camille.catlett@unc.edu) |
| --- |

Wheatley, M. J. (2009). *Turning to one another: Simple conversations to restore hope to the fut*ure (pages 32-33). San Francisco: Berrett-Koehler Publishers, Inc.

**Review of Vermont Early Childhood Syllabi** [**http://fpg.unc.edu/presentations/vt-syllabus-review**](http://fpg.unc.edu/presentations/vt-syllabus-review)

* Over half of the syllabi reviewed included significant emphasis (two or more specific occurrences) on **families/ family engagement** (60% of syllabi reviewed), **equity and diversity** (62%), and **children with disabilities** (67%). Less emphasis was seen (41%) on **young children who are** **DLLs**.
* Fewer than half of the syllabi reviewed (36% of the 52 reviewed) explicitly mentioned the **VELS**; just 21% reflected significant emphasis. Almost two-thirds of the syllabi (64%) never mentioned the VELS.
* Four tools (**ASQ, CLASS, ERS, TS GOLD**) that are part of Vermont’s systems for measuring program quality were rarely mentioned in any of the syllabi. One syllabus explicitly incorporated the ASQ, one incorporated the CLASS, two incorporated one of the ERSs, and none incorporated TS GOLD.
* **Trauma-informed services and supports** and **EC mental health**, areas of significant legislative and programmatic importance in Vermont, were each mentioned only once.
* In general, indicators were **least** likely to be mentioned as part of course assignments. For example, looking at the example of **equity and diversity**, while 67% of the syllabi reviewed had some emphasis on this content in the readings, only 27%, roughly a fourth of the syllabi, required students to apply that content in the course assignments.

**Professional Development**

National Professional Development Center on Inclusion. (2008). *What do we mean by professional development in the early childhood field?* Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.**1** [**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI\_ProfessionalDevelopmentInEC\_03-04-08\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf)

**Evidence-Based Practices**

Evidence-Based Practice Empowers Early Childhood Professionals and Families**1**

**https://files.eric.ed.gov/fulltext/ED496613.pdf**

CONNECT 5-Step Learning Cycle [**http://community.fpg.unc.edu/connect-modules/5-step-learning-cycle**](http://community.fpg.unc.edu/connect-modules/5-step-learning-cycle)

**Developmentally Appropriate Practices**

NAEYC. (2009). *Developmentally appropriate practice in early*

*childhood programs serving children from birth through age 8*.

[**https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf**](https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf)

What are children asking of us? Dear Teacher [**https://www.youtube.com/watch?v=kYS3TzhSm4Y**](https://www.youtube.com/watch?v=kYS3TzhSm4Y)

**Getting Explicit about Content and Values in Course/Presentation Design**

Catlett, C., Maude, S., & Skinner, M. (2016, October). *The blueprint process for enhancing early childhood preservice programs and courses.* Unpublished manuscript.**1** [**http://fpg.unc.edu/resources/blueprint-process-enhancing-early-childhood-preservice-programs-and-courses**](http://fpg.unc.edu/resources/blueprint-process-enhancing-early-childhood-preservice-programs-and-courses)

* Background – Blueprint pages 4-5
* The Blueprint Process – Blueprint page 6
* Phase 1 – Values Clarification – Blueprint page 6
* Phase 2 – Course Deconstruction/Reconstruction – Blueprint page 8
  + Vermont Syllabus Rubric**1** – separate handout
  + Check your intentionality**1** – handout page 6
* Phase 3 – Program Alignment

**Qualities of Good Assignments**

Source: Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass.

* ***Why are you giving this assignment?***
  + What is the purpose?
  + What do you expect students to learn by completing it?
* ***What should the completed assignment look like?***
  + What should be included?
  + Who is the audience for the assignment (e.g., families, children)?
  + How should the completed assignment be formatted?
  + What knowledge, skills, or dispositions should be reflected?
  + Have you explained any terms that may be fuzzy to your students, such as *compare, evaluate*, and *discuss*?
* ***How are learners to complete the assignment? How do you expect them to devote their time and energy?***
  + What readings, reference materials, and technologies are they expected to use?
  + Can they collaborate with others? If so, to what extent?
  + What assistance can you provide while they are working on the assignment? (e.g., are you willing to critique drafts)?

**Alternatives to Consider**

|  |  |  |
| --- | --- | --- |
| Abstract or executive summary | Field notes | Portfolio |
| Advertisement or commercial | Game invention | Poster, display or exhibit |
| Annotated bibliography | Graph, chart, diagram, flowchart, infographic, or other visual aid | Presentation or demonstration, with or without PowerPoints |
| Blog | Handbook or instruction manual | Proposal for and justification of a solution to a problem |
| Briefing paper | Journal or log |
| Brochure or pamphlet | Letter to an editor, business, or leader | Reflection on what and how one has learned |
| Campaign speech |
| Case study or analysis | Model, simulation, or illustration | Review and critique of one’s own work, that of a peer, a performance, an exhibit, a writer’s arguments (e.g., an op ed), or how something could have been done better |
| Collaborative group activity | Narrative |
| Database | Newspaper story or news report on a concept or event |
| Debate or discussion (plan, participate, or lead) |
| Plan to research and solve a problem |
| Editing or revising a poorly prepared paper |
| Plan to conduct a project or provide a service | Survey, including an analysis of the results |
| Evaluation of opposing points of view or the pros and cons of alternate solutions to a problem |
| Plan to engage new audiences or partners | Teaching a concept to a peer or a child |
| Website |

Assignment Makeovers**1**

**Resources for Incorporating an Emphasis on the Vermont Early Learning Standards (VELS)**

* Vermont Early Learning Standards (VELS)

[**http://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf**](http://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf)

* The VELS online[**http://vels.education.vermont.gov/**](http://vels.education.vermont.gov/)
* Vermont Early Learning Standards Introduction video [**https://youtu.be/U3zsHsE8pNU**](https://youtu.be/U3zsHsE8pNU)
* Vermont Shorthand Guide
* The Vermont Early Learning Standards – A Resource for Families
* Using the Vermont Early Learning Standards to Support Each and Every Child’s Full Participation
* Vermont Personas
  + Vermont Personas Alignment Chart

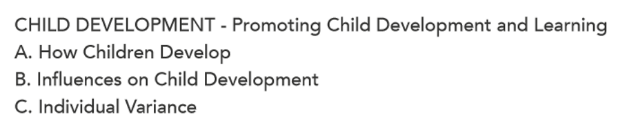
**Domain-Specific Resources**

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| **Domain & month featured in The Right Stuff** | **Two pages of resources** | **Multiple pages of annotated resources** |
| **Approaches to Learning**  September 2016, October 2017 | Two pages of FREE resources for families and professionals in The Right Stuff listserv  Organized by child age, from birth-Grade 3  [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff) | FREE evidence, print, audiovisual, and online resources  Each entry specifies the ages of children for which it is relevant  [**http://fpg.unc.edu/presentations/ vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections) |
| **Creative Arts**March 2017 |
| **Language** December 2016 |
| **Literacy**April 2017 |
| **Mathematics**September 2017 |
| **Moving, Growing, Being Healthy**  July 2017 |
| **Science**November 2017 |
| **Social-Emotional Development**  October/November 2016, Feb 2017 |
| **Social Studies**December 2017 |

**Core Value and Priority Resources**

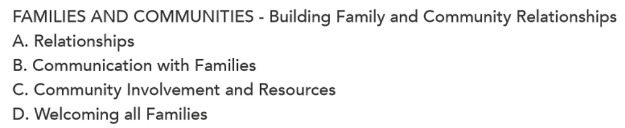
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| **Topic & month featured in The Right Stuff** | **Two pages of resources** | **Multiple pages of annotated resources** |
| **Family Engagement**May 2017 | Two pages of FREE resources for families and professionals  Organized by child age, from birth-Grade 3  [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff) | FREE evidence, print, audiovisual, and online resources  Each entry specifies the ages of children for which it is relevant  [**http://fpg.unc.edu/presentations/ vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections) |
| **Culture, Diversity and Equity** Feb 2018 |
| **Children who are Dual Language Learners**June 2017 |
| **Promoting the Full and Equitable Participation of Young Children through Practices that Reduce Suspension and Expulsion**  February 2017, March 2018 |
| **Inclusion** August 2017 |
| **Play**January 2018 |
| **Building Resilience** April 2018 |

**Resources for Addressing Revised Core Knowledge & Competencies for Early Childhood Professionals**



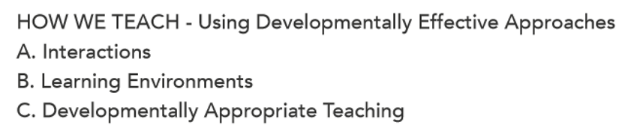
Child Development and Learning Resources

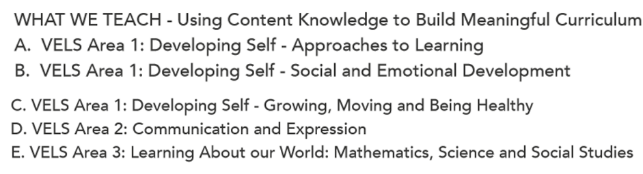
[**http://scriptnc.fpg.unc.edu/child-development-conception-through-age-8**](http://scriptnc.fpg.unc.edu/child-development-conception-through-age-8)

Child, Family and Community Resources

[**http://scriptnc.fpg.unc.edu/child-family-and-community**](http://scriptnc.fpg.unc.edu/child-family-and-community)

Vermont Family Engagement Resources  [**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections)

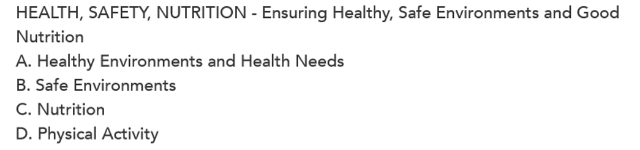
**Master Class 3** [**http://fpg.unc.edu/presentations/master-class-3**](http://fpg.unc.edu/presentations/master-class-3)(PowerPoints, resources, and activities focused on environments, interactions, and individualizing)

VELS Domain Resource Collections [**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections)

VELS Developing Self Institute (Approaches to Learning, Social and Emotional Development, Growing, Moving and Being Healthy) [**http://www.puentesculturales.com/projects/vermont- mworkshop/developing-self/**](http://www.puentesculturales.com/projects/vermont-%20%20%20%20%20mworkshop/developing-self/)

VELS Communication and Expression Institute (Language, Literacy, Creative Arts & Expression) [**http://www.puentesculturales.com/projects/vermont-workshop/communication-and-expression/**](http://www.puentesculturales.com/projects/vermont-workshop/communication-and-expression/)

VELS Learning About the World Institute (Math, Science, Social Studies) [**http://www.puentesculturales.com/projects/vermont-workshop/learning-about-our-world/**](http://www.puentesculturales.com/projects/vermont-workshop/learning-about-our-world/)

Health, Safety, and Nutrition Resources[**http://scriptnc.fpg.unc.edu/edu-153-health-safety-and-nutrition-0**](http://scriptnc.fpg.unc.edu/edu-153-health-safety-and-nutrition-0)

Vermont Growing, Moving, and Being Healthy Resources

[**http://fpg.unc.edu/presentations/vermont-resource- collections**](http://fpg.unc.edu/presentations/vermont-resource-%20collections)

Supporting Each and Every Young Child and Family’s Full and Equitable Participation: Vermont Guiding Principles**1**

[**http://fpg.unc.edu/presentations/full-and-equitable-participation-principles**](http://fpg.unc.edu/presentations/full-and-equitable-participation-principles)

**Assume nothing**

The Danger of a Single Story

[**https://www.ted.com/talks/chimamanda\_adichie\_the\_danger\_of\_a\_single\_story?language=en**](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)

Assume Nothing videos**1**

**Personas** [**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections)

**Resources, activities and assignments**

* SCRIPT-NC [**http://scriptnc.fpg.unc.edu/resource-search**](http://scriptnc.fpg.unc.edu/resource-search)
* Vermont Resource Collections [**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections)
* Master Class 1: Supporting Diverse Young Children and Their Families [**http://fpg.unc.edu/presentations/master-class-1**](http://fpg.unc.edu/presentations/master-class-1)
* Master Class 2: Supporting Young Children Who are Dual Language Learners and Their Families [**http://fpg.unc.edu/presentations/master-class-2**](http://fpg.unc.edu/presentations/master-class-2)
* Master Class 3: Environments and Interactions to Support Young Learners of Diverse Abilities [**http://fpg.unc.edu/presentations/master-class-3**](http://fpg.unc.edu/presentations/master-class-3)
* From Article to Action – coming soon to[**http://www.dec-sped.org**](http://www.dec-sped.org)

**Free internet sources for images**

* Milestones in Action Photo Video Library [**https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html**](https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html)
* NY Public Library Domain Collections [**http://www.nypl.org/research/collections/digital-collections/public-domain**](http://www.nypl.org/research/collections/digital-collections/public-domain)

**Free sources for videos**

* Results Matter Video Library [**http://www.cde.state.co.us/resultsmatter/rmvideoseries**](http://www.cde.state.co.us/resultsmatter/rmvideoseries)
  + Catalog [**http://www.cde.state.co.us/resultsmatter/rmvideolibrarycatalog**](http://www.cde.state.co.us/resultsmatter/rmvideolibrarycatalog)
* CONNECT Modules [**http://community.fpg.unc.edu/connect-modules/**](http://community.fpg.unc.edu/connect-modules/)
* Illustrations of DEC Recommended Practices [**http://ectacenter.org/decrp/type-illustrations.asp**](http://ectacenter.org/decrp/type-illustrations.asp)

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| **Landing Pads** |

SCRIPT-NC Landing Pads [**http://scriptnc.fpg.unc.edu/resource-search**](http://scriptnc.fpg.unc.edu/resource-search)

Just the Facts, Ma’am – free evidence sources, position statements, current research findings

Read All About It – free articles and publications

See for Yourself – free audiovisual resources, including video clips, PowerPoints, recorded webinars

Find It Online – free online resources including websites, modules, simulations

* Child Development [**http://scriptnc.fpg.unc.edu/resources/resource-handout-child-development-conception-through-age-8**](http://scriptnc.fpg.unc.edu/resources/resource-handout-child-development-conception-through-age-8)
* Child, Family & Community [**http://scriptnc.fpg.unc.edu/resources/child-family-and-community-landing-pad**](http://scriptnc.fpg.unc.edu/resources/child-family-and-community-landing-pad)
* Children with Exceptionalities [**http://scriptnc.fpg.unc.edu/resources/matrix-resources-edu-221-children-exceptionalities**](http://scriptnc.fpg.unc.edu/resources/matrix-resources-edu-221-children-exceptionalities)
* Health, Safety and Nutrition

[**http://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Health%20Safety%20Nutrition%20Landing%20Pad%20handout\_0.pdf**](http://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Health%20Safety%20Nutrition%20Landing%20Pad%20handout_0.pdf)

* Infants, Toddlers, and Twos [**http://scriptnc.fpg.unc.edu/resources/handout-resources-support-infants-toddlers-and-twos**](http://scriptnc.fpg.unc.edu/resources/handout-resources-support-infants-toddlers-and-twos)
* Introduction to Early Childhood Education Landing Pad

[**http://scriptnc.fpg.unc.edu/resources/matrix-resources-edu-119-introduction-early-childhood-education**](http://scriptnc.fpg.unc.edu/resources/matrix-resources-edu-119-introduction-early-childhood-education)

* Language and Literacy [**http://scriptnc.fpg.unc.edu/resources/language-literacy-handout**](http://scriptnc.fpg.unc.edu/resources/language-literacy-handout)
* Social-Emotional Development/Child Guidance [**http://scriptnc.fpg.unc.edu/resources/child-guidance-resources**](http://scriptnc.fpg.unc.edu/resources/child-guidance-resources)

**Listservs**

**The Right Stuff** is a free, one-way listserv that is distributed monthly. Each issue features resources for supporting the learning and development of young children who are culturally, linguistically, and individually diverse, birth to Grade 3, and their families. All resources are readily available and free. **The Right Stuff** may be freely shared or reproduced. Past issues are available at [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff)

To receive your copy of The Right Stuff each month, send an email **with no message** to

[**subscribe-the\_right\_stuff\_listserv@listserv.unc.edu**](mailto:subscribe-the_right_stuff_listserv@listserv.unc.edu)

**BabyTalk** – monthly, birth to 36 months

To join the listserv, send an email **with no message** to [**subscribe-babytalk@listserv.unc.edu**](mailto:subscribe-babytalk@listserv.unc.edu)

Past issues are archived at[**http://fpg.unc.edu/resources/baby-talk-archive**](http://fpg.unc.edu/resources/baby-talk-archive)

**Natural Resources** – weekly, birth through Grade 3

To subscribe, send an email **with no message** to [**subscribe-natural\_resources2@listserv.unc.edu**](mailto:subscribe-natural_resources2@listserv.unc.edu)

**Faculty Finds –** targeted tofaculty & professional development providers; content and instructional resources, tools

Send an email with **no message** to [**subscribe-facultyfinds@listserv.unc.edu**](mailto:subscribe-facultyfinds@listserv.unc.edu)

Past issues are archived at [**http://fpg.unc.edu/resources/faculty-finds**](http://fpg.unc.edu/resources/faculty-finds)

**Resources within Reason** – bi-monthly, birth-8, emphasis on children with or at risk for disabilities and inclusion

Subscribe or view past issues at [**http://www.dec-sped.org/resources-within-reason**](http://www.dec-sped.org/resources-within-reason)

Everyday leadership: Drew Dudley [**https://www.ted.com/talks/drew\_dudley\_everyday\_leadership**](https://www.ted.com/talks/drew_dudley_everyday_leadership)

**Check Your Intentionality**

Course/Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Topics** | **Explicit and Intentional Emphasis** | | | | **What will be accomplished?** | |
| **Family Engagement** | **Children who are DLLs** | **Children with Disabilities; Inclusion** | **Racial/ethnic Diversity; Equity** | **Knowledge Acquisition** | **Knowledge Application** |
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**Magic 8 Practices**

Farran, D. C., Meador, D., Christopher, C., Nesbitt, K. T., & Bilbrey, L. E. (2017), Data-driven improvement in prekindergarten classrooms: Report from a partnership in an urban district, *Child Development, 88*(5), 1466-1479. [**http://onlinelibrary.wiley.com/doi/10.1111/cdev.12906/abstract**](http://onlinelibrary.wiley.com/doi/10.1111/cdev.12906/abstract)

1. **Reduce time spent in transition.** Time moving from one activity to another is time when children aren’t learning or engaged, which also increases the likelihood of negative behaviors.
2. **Improve level of instruction.** Asking children open-ended, inferential questions and asking them to reflect on what they’ve learned or make predictions based on what they know improves student retention of new material and better prepares them for kindergarten.
3. **Create a positive climate.** Using positive language to reinforce desired behavior rather than disapproving of specific student actions has a positive effect on children’s ability to self-regulate.
4. **Increase time teachers listen to children**. Children whose teachers spent significant time listening to them showed a stronger grasp of math concepts, letters and sight words. Children who spoke more frequently also had stronger self-regulation and vocabulary skills.
5. **Plan sequential activities.** When children participated in activities that followed a logical order, like completing a puzzle or writing a message, they engaged in higher level thinking, which improved their problem-solving skills.
6. **Promote cooperative interactions between children.** Children who worked often with peers were more involved in classroom activities, had better language skills, and were better at self-regulation.
7. **Foster high levels of child involvement.** Children are better at reading comprehension, vocabulary and math when they are actively involved in an activity, like when a teacher asks them to answer questions or make predictions about the book she’s reading.
8. **Provide math opportunities.** Children who take part in multi-part math problems and discuss math concepts are better prepared for kindergarten and early math success, which is a strong predictor of late elementary school achievement.

1. This handout and other resources in it may be downloaded at [**http://fpg.unc.edu/presentations/master-class-syllabus**](http://fpg.unc.edu/presentations/master-class-syllabus) [↑](#footnote-ref-1)