

EDUC 500-01: Child Development



3 Credits

Dates of Course: Summer 2: June 29-July 27, 2020

Please Note: Students are encouraged to take some time to review the syllabus prior to the first week of the class. For any additional questions, we will address the first day of class.

Course Instructor(s)

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Communication Strategies: Email and phone are the best way to reach me.

TA: Jordana Lumerman

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Communication Strategies: Email and phone are the best way to reach me.

Office Hours meetings will be scheduled on an individual basis.

Email: I will do my best to respond by the end of the day -- 8 pm EST. Emails received after 8 pm EST will be responded to the following day. Emails received on the weekends or holidays will be responded to the next business day.

Phone: While email is the fastest way to contact me, I can also be reached via phone. I will do my best to return phone calls by the end of the day (8 pm EST). Phone calls received on the weekends or holidays will be responded to the next business day.

Course Description:

In this course, we will examine the interactions among the cognitive, social, emotional, linguistic, and physical development of children from infancy into adolescence. We will pay close attention to children as makers of meaning in the context of their development, including family, school, socio-economic class, and culture. Through reading classic and current literature, we will attend to some of the larger questions about development, such as the relationship between nature and nurture, the role of developmental theory, and the tension between the search for developmental universals and the reality of individual differences. The goal is to make developmental theory vibrant and meaningful so that the generalized theoretical child comes to enhance and inform how one understands individual children. Different developmental theories will be examined and related to the students' own background and their current experiences. We focus on the cognitive, social-emotional, and physical development of children – infancy through adolescence – from a developmental – interactionist perspective. We look at the ways cognitive, social, and affective aspects of development evolve from the interaction between the child and the child's environment.

Course Objectives:

- To develop an appreciation of how theory and knowledge in the area of development inform the practice of working with children and families.
- To develop an appreciation of the ubiquity of developmental variation.
- To develop an appreciation and openness to the role of culture in development.
- To critically consider the ways in which we "know" what we know about child development, by studying theory and research, by observing children, and by considering the cultural contexts of development.
- To begin or add to a personal knowledge base of information about families, children, child development, and cultural and developmental variation.

Graduate Students with Disabilities:

Bank Street has both a legal obligation and a philosophical commitment to making reasonable accommodations in order to meet the needs of students with learning or other disabilities. **If you have any learning needs that I should know about, please make a point of speaking with me as soon as possible.** Bank Street College complies with the ADA and has a Disability Services Office. If you are not registered, please contact Peggy McNamara, Coordinator of the Disability Services Office, at [212-875-4586](tel:212-875-4586) or email her at mam@bankstreet.edu to make an appointment.

This Course Fulfills NAEYC and ACEI Standards:

NAYEC: Standards 1 and 6

Standard 1: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development & learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

1a. Knowing & understanding young children's characteristics & needs, from birth through age 8.

1b. Knowing & understanding the multiple influences on early development & learning.

1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Standard 6: Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a. Identifying and involving oneself with the early childhood field

6b. Knowing about and upholding ethical standards and other early childhood professional guidelines

6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d. Integrating knowledgeable, reflective, and critical perspectives on early education

6e. Engaging in informed advocacy for young children and the early childhood profession

ACEI: Standards 1.0, 5.1, and 5.2

1.0 Development, Learning, and Motivation: Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

5.1 Professionalism: Professional growth, reflection, and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Professionalism: Collaboration with families, colleagues, and community agencies: Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Attendance Policy

I look forward to your attendance and active participation at all 10 sessions. The online classes will begin promptly at 5:15 pm. My plan for the evening class will incorporate approximately 1.5 hours online, followed by some individual asynchronous work. Please be on time and stay for the duration of all classes. Excessive and/or chronic lateness and absences will impact your grade. The maximum number of absences permitted is one for a summer class. More than that will jeopardize course credit. **In the case of an emergency or illness, if you must be absent, leave early, or be late to class, please inform me, via email, at the *earliest* possible opportunity.**

Academic Integrity

Students at Bank Street are expected to adhere to high standards of academic integrity. Students should be aware of the definition of plagiarism (see below); all violations will be taken seriously and may result in consequences as serious as expulsion.

Plagiarism is the use of another person's ideas, words, or theories as one's own – or without citation – in an academic submission.

What does this mean?

- All work submitted must be original.
- Any reference to another person's work (including ideas, theories, or concepts) must be cited explicitly. See APA Citation Guidelines.
- Work presented as actual experience cannot be invented or fabricated.

Writing Expectations and Revisions

The use of APA is required for all citations and references. I expect that your writing is well edited and meets graduate-level writing expectations at all points in the revision process. Please proofread all work, including drafts, for correct spelling and proper grammar prior to submission. Papers that do not adhere to the APA format for citations and references and/or require significant editing will be returned for revision. Writing style and format will impact your grade. Please refer to the library's website

<http://bankstreet.edu/library/research-tools/apa-reference-list-guide/> and the *Writer's Handbook* (available in the graduate suite) for more information.

I may require, or you may choose to rewrite assignments if significant changes are needed.

Rewrites are permitted for a grade of B- or below. Rewrites must be handed in within one week. The rewrite should be accompanied by the original with comments. Your final grade for the assignment will be a combination of the two submissions.

Note: Students have found the editing app www.grammarly.com to be very helpful.

Timeliness of Assignments and Hand-in Procedures

The assignments for this course are designed so that each one builds upon the previous one. Therefore, it is imperative that you submit your assignments in a timely manner (for you, and for

the instructor). If you need support with the organization regarding assignments, please let me know as soon as possible.

All assignments are due on the date posted. Please notify me by email *before* an assignment is due to arrange submission after the due date. Late work may impact your grade.

Make Up for Missed Classes

If you have an absence or have to miss a significant portion of the class, you must complete a two-page reflection to make up for the missed content and discussion of the required course readings/videos. Session agendas are posted in the Canvas community. Reflection papers should be electronically submitted to my email, entitled **(reflection, session #, and your name)**.

Policy on extensions and incompletes

Work must be handed in on time. Incompletes will not be given in this course unless you experience serious circumstances beyond your control (such as serious illness or emergency) and after a discussion with me at the earliest possible date. **According to college policy, incompletes *cannot* be offered if a student has a significant amount of missed work or a number of missed sessions.**

Religious Observance

The College respects individuals' religious observances. If you are unable to make any class session, because of religious observance, please notify the course instructor **by the first class session** so that an alternative means can be identified for fulfilling missed class material and course assignments.

Participation

Weekly Time Commitment:

Because each student reads and writes at an individual pace, it is not possible to predict with accuracy the amount of time anyone will spend online each day/week for this course. Keep in mind, however, that online activities must roughly approximate the time spent in a face-to-face class. This does not include the time students will spend with readings and assignments, which would be out-of-class assignments in a face-to-face course. This should give students some perspective on the time commitment needed, as well as the degree to which they must be self-motivated. **If a session is to be missed, students are expected to inform the instructor in advance and are expected to write a two-page reflection paper on the topic/reading for that session.** Although absent, students are responsible for the content missed. If more than one class is missed, students are at risk of receiving a no-pass for the course and must consult with the instructor immediately. Make-up assignments in addition to the reflection paper will be considered at the discretion of the instructor.

Online Communication

Reflection/aha moment:

Each class I will ask you to post an aha moment in padlet. This is meant to be a brief sharing of what has resonated with you in this session. **We will demonstrate how to use padlet in the first session.**

Grading/Evaluation Plan:

Assignments:

Assignment #1: Parent Interview: 25%

Assignment #2: Play Map and Reflection: 25%

Assignment #3: Reimagining Talking about Race and Planning for September: 25%

In-class Group work: 25%

Required Readings:

Our course readings come from required texts, eReserves, library databases, online, and on reserve in the Bank Street Library. If you are having trouble accessing a reading online, please try a different browser, before alerting me of any issues.

Mooney, C.G., (2006). *Theories of Childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*. MN, Redleaf Press
<https://bankstreet.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=563395&site=eds-live>

Mooney, C. G., (2009) *Theories of Attachment: An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus*. MN: Redleaf Press.

Tatum, B., (2017) *Why are all the black kids sitting together in the cafeteria and other conversations about race*. NY: Basic Books.

Many readings and resources will be accessible digitally through the library databases, as PDF links in Google Drive, online for web-based readings and resources, on the library's e-reserve system.

Readings and resources are organized by Required or Recommended. Each workweek Required Readings and Resources will be posted to the community separate from the Recommended.

Recommended can be read at any time. These additional resources can be used as references for your assignments. Additional recommended resources can be found in the course padlet.

General Class Guidelines for EDUC 500

We appreciate everyone, including instructors, following these guidelines so that we can create a space that is easy to navigate, and organized.

Due Dates:

Assignments: Assignments are due on the dates specified. 11:59 pm, EST.

Padlet: Monday entries are due by Tuesday 11:59 pm, EST., Wednesday entries are due by Friday 11:59 pm, EST.

Canvas Community Information: All class information can be found in our Canvas Community. Below you will find explanations of what and where this information is.

Agenda for Session 1: Getting Started

Monday, 6/29

- Introduction: Who are you?
- Overview of Bank Street Mission and Credo, course, syllabus, assignments
- Working online and building community
- **Small group work using Guiding questions:** Why do educators study child development?
 1. What are the complex interactions between nature and nurture, and how can I use this knowledge to uncover my assumptions about children?
 2. In what ways does development progress in a discontinuous stage like patterns and/or in what ways does it follow a continuous pathway
 3. What kinds of interventions make a difference in children's development
 4. In what ways is the child active in his/her own development and how can I understand and support the ways in which children construct their understanding of themselves and the psychosocial worlds of which they live?
- **Padlet: This activity will be done out of class.**


Using Padlet, create and post a picture of the artwork you create that meets the requirements of the exercise below.

After reading the [Bank Street Mission and Credo \(Links to an external site\)](#) and learning about the [Developmental Interaction Approach \(DIA\) \(Links to an external site\)](#) consider where in your home and work environments, local or national contexts, and/or in the media you see images that reflect your identity. (Think about your multiple and intersecting domains of identity such as culture, gender, ability, religion, race, etc.). What do those images tell you

about who you are or who you can be? Are there places you do not feel your identity is reflected in?

Using any medium of expression (art, music, poems, collage, movement, etc.), create a piece of art about the ideas that resonate for you and how those ideas connect to theory or your practice. What are the implications of this for thinking about the development of children's sense of self and identity? Share your thoughts by commenting on your posts and those of your colleagues on Padlet.

Required Readings:

1. Cuffaro, H., Nager, N., (2013). [*The Developmental Interaction Approach at Bank Street College*](#) , In Approaches to Early Childhood Education (6th Edition) pp.5-29. Pearson, New York.
2. Tatum, B., (2017) *Why are all the black kids sitting together in the cafeteria and other conversations about race*. NY: Basic Books. *Introduction pg. 73-79

Required Resources:

1. Bank Street Mission and Credo:
<https://www.bankstreet.edu/discover-bankstreet/what-we-do/mission-credo/>
2. Developmental Interaction Approach:
<https://www.bankstreet.edu/school-children/developmental-interaction/>
<https://www.bankstreet.edu/scholarly-initiatives/occasional-paper-series/1/>
3. Pierson, R., (2013, May). Every kid needs a champion (video file). Retrieved from https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Agenda for Session 2: Attachment

Wednesday, 7/1

Big Ideas:

- Attachment
- Infant development
- Brain development
- Theorists and DIA

Small group work using guiding questions:

- Bowlby defines an **attachment** as an enduring emotional bond characterized by a tendency to seek and maintain closeness to a specific figure, particularly during stressful situations. How does attachment play out in families affected by separation, think about the multiple ways that children are separated from their primary caregivers?
- How can caregivers, educators, and parents support a child and family with separation anxiety?

Padlet: This activity can be done out of class.

Using Padlet, create and post a picture or caption that meets the requirements of the exercise below. Consider how having a deeper understanding of brain development across age bands may impact an educator's understanding of environments, relationships, and cognitive, physical, and social-emotional development. Consider potential applications to your specific academic program or the academic program you are applying to.

Required Readings:

Mooney, C. G., (2010). *Theories of Attachment: An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus*. MN: Redleaf Press.

- Chapter 1 John Bowlby pp.17-24
- Chapter 2 Mary Ainsworth pp. 25-34
- Chapter 9 Separation Anxiety, pp. 111-120

Morelli, G.A., Rogoff, B., Oppenheim, D., & Goldsmith, D. (1992). [*Cultural variation in infants' sleeping arrangements and questions of independence*](#) . *Developmental Psychology*, 28, 604-613.

Required Resources:

***Marian Wright Edelman: What Parents and Teachers Need to Know*. (2014). Retrieved from racial consciousness <https://youtu.be/kO4-pX6k4Cw>**

Davidson Films. (2007). *Attachment theory across generations: John Bowlby*. Retrieved from <https://youtu.be/8ljZ4a8Uc8Q>

Souter, M. (2012, December 31) *The strange situation: Mary Ainsworth* [video file]. Retrieved from <https://youtu.be/QTsewNrHUHU>

UMass Boston (2009, Nov. 30) *Still face experiment: Dr. Edward Tronick* [video file].

Retrieved from <https://youtu.be/apzXGEbZht0>

Recommended:

Chart of Infant Behaviors:

<http://www.cog.brown.edu/courses/cg63/ChartOfInfantBehaviors.htm>

Stanford University Medical Center (2016, May 16). Mom's voice activates many different regions in children's brains, study shows Retrieved from

<http://www.psypost.org/2016/05/moms-voice-activates-many-different-regions-childrens-brains-study-shows-42880>

Mooney, C. G., (2009) *Theories of Attachment: An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus*. MN: Redleaf Press. Chapters 7 & 8

Agenda for Session 3: Culture and Development

Monday, 7/6

Bisola and Kids Visit

Nia, 2.5 years old

Adira, 10 months old

Big Ideas:

- Ecological models
- Parenting
- Temperament and dispositions
- Language
- Bronfenbrenner

Small group work using guiding questions:

- What do you see as the developmental and cultural significance of the presence or absence of bedtime routines and transitional objects (security blanket or special toy used to assist the child in falling asleep)?
- Why is it important for future teachers to explore these issues and concepts? How does it relate to your future work with children?

Padlet: This activity can be done out of class.

Using Padlet, Create an ecological model based on your personal experiences. How might understanding a student's environment help educators develop curriculum, support development, including family, and create spaces where students can learn? Share an aha moment on your posts in 1-2 sentences.

that meets the requirements of the exercise below. Create an ecological model based on your personal experiences. How might understanding a student's environment help educators develop curriculum, support development, including family, and create spaces where students can learn? Share an aha moment on your posts in 1-2 sentences.

Required Readings:

Mooney, C.G., (2006). *Theories of Childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*. MN, Redleaf Press

<https://bankstreet.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=563395&site=eds-live>

Read Chapter 1: John Dewey

Read Chapter 5: Lev Vygotsky

Christensen, J. (2016). A Critical reflection of Bronfenbrenner's development ecology model. *Problems of Education in the 21st Century*, (69), 22-28. [Electronic file] Retrieved from <http://oaji.net/articles/2016/457-1460961906.pdf>

Tatum, B., (2017) *Why are all the black kids sitting together in the cafeteria and other conversations about race*. NY: Basic Books.

- **Chapter 1: Defining Racism pgs. 83-97**

Yosso, T., (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education* 8(1) pg. 69-91.

Required Resources:

***Dr. Bettina Love on Cultural Memory in Youth Creativity and Hip Hop.* (2016). Retrieved from <https://youtu.be/0W7uDbD1I28>**

Davidson Films Inc. (June 21, 2010). "Vygotsky developmental theory" An introduction. [Video File] <https://www.youtube.com/watch?v=lnzmZtHuZPY&feature=youtu.be>

Carla Jeffrey (2015, Oct. 8) Goodness of fit one size does not fit all. [video file]. Retrieved from https://www.youtube.com/watch?v=-TH_3h_6bgk&feature=youtu.be

Agenda for Session 4: Developing and Fostering Prosocial Behaviors

Wednesday, 7/8

Big Ideas:

- Early childhood Development
- Executive function
- Self-regulation
- Language acquisition
- Observing and recording

Small group work using guiding questions:

- Considering the theorists you have read how can teachers support the development of prosocial development of young children?
- Why is it important for future teachers to explore these issues and concepts? In particular, think about the needs of younger children (0-5), this coming September.

Padlet: This activity can be done out of class.

Using Padlet, respond to the following prompt.

Watch the video [The Ideas Came from the Kids: The Developmental Interaction Approach at Castle Bridge](#). Share examples from the video or your own classroom where you would like to encourage more curiosity, collaboration, and/or identity development. Reply to your classmates with comments or questions.

Required Readings:

Rubin, K. (2001). *The play observation scale*. Center for children, relationships and culture, University of Maryland. Retrieved from <http://utsc.utoronto.ca/~marksch/psyc26/The%20Play%20Observation%20Scale.pdf>

Mooney, C. G., (2009) *An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. MN: Redleaf Press.

<https://bankstreet.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=563395&site=eds-live>

- Chapter 3, Erik Erikson, pg. 37-57
- Chapter 4, Jean Piaget, pg. 59-79

Child Mind Institute. [How can we help kids with self-regulation? \(Links to an external site.\)](#)Links to an external site. Preschool

Tatum, B., (2017) *Why are all the black kids sitting together in the cafeteria and other conversation about race*. NY: Basic Books Chapter 2: the Complexity of Identity pg. 99-108

Required Resources:

Learning to talk Zero to Three electronic file. Retrieved from

<https://www.zerotothree.org/early-learning/language-and-communication>

The research supporting native language instruction

<https://youtu.be/y68X-5iWr3I>

Understood (2018, Feb. 28) What is Executive Function [Video File] Retrieved from

<https://youtu.be/CYi2EzPkErs>

Life Kit Parenting (2019, May 15) *Cookie monster practices self regulation: NPR*

(video file) Retrieved from

https://www.youtube.com/watch?v=j0YDE8_jsHk&feature=youtu.be

Agenda for Session 5: The Power of Play

Monday, 7/13

Parent Interview Due Monday 7/13 by 11:59 pm.

Big Ideas:

- Private speech
- Child-centered play
- Scaffolding
- Access and Equity

Small group work using guiding questions:

- What do we know about play?
- What are children learning from play?
- Why is play important to development?
- How has play changed in the age of COVID?
- How can teachers support the need for play in the present age?

Please complete your mid-semester course evaluation

Padlet: This activity can be done out of class.

Using Padlet, respond to the following prompt.

View the video [Bank Street Learning to Teach, Part 2 \(Links to an external site.\)](#)Links to an external site.. Consider the readings and resources from this week and create a diagram/representation of your play scenario (ages 5-7). How did culture, (neighborhood, (characteristics/norms, gender, socioeconomic class) factor into your scenario? Create a caption that illustrates your thought.

Required Readings:

The Power of Play: A Pediatric Role in Enhancing Development in Young Children

Michael Yogman, Andrew Garner, Jeffrey Hutchinson, Kathy Hirsh-Pasek, Roberta Michnick Golinkoff, COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH and COUNCIL ON COMMUNICATIONS AND MEDIA

Pediatrics September 2018, 142 (3) e20182058; DOI: <https://doi.org/10.1542/peds.2018-2058>

<https://pediatrics.aappublications.org/content/142/3/e20182058> (Optional reading)

Biber, B. (1984). Play as a growth process. In B.Biber (Ed.), *Early education and psychological development*. New Haven: Yale University Press.
<https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1008&context=thinkers>

Tatum, B., (2017) *Wf-be8hy are all the black kids sitting together in the cafeteria and other conversation about race*. NY: Basic Books Chapter 3: The Early Years pgs. 111-129

Kimbro, R. T., & Schachter, A. (2011). Neighborhood poverty and maternal fears of children's outdoor play. *Family Relations*, 60(4), 461-475. Retrieved from
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3172153/>

Required Resources:

Developmental Milestones Chart (2007). Retrieved from
http://www.rsd.k12.pa.us/Downloads/Development_Chart_for_Booklet.pdf

Read: Preschool

Gray, P., 2014, June 14). *The decline of play* [video file]. Retrieved from
<https://youtu.be/Bg-GEzM7iTk>

The Science Behind Brain Breaks. (2020). Retrieved from
<https://www.youtube.com/watch?v=8zfKtJF0aA4#action=share>

Gavin, M. (December 2016). The magic of play: How it inspired and aids early development. *Kid's Health*. Retrieved on August 22, 2017.
<http://kidshealth.org/en/parents/play-magic.html#>

Agenda for Session 6: Cognitive Development in the Middle Years

Wednesday, 7/15

Jen and kids visit

Jake is almost 7 1/2

Jordyn is 5 1/2

Big Ideas:

- Middle Childhood
- Multiple intelligences
- Working memory
- Developmental variations

Small group work using guiding questions:

- Considering the readings and video resources from this week, what role does neural development play in the decision making of pre-teens?
- How does this knowledge help teachers when creating lesson plans for this age group?
- Consider your middle childhood experience and what methods were most conducive to your learning, provide a real-life example.

Padlet: This activity can be done out of class.

Using Padlet, respond to the following prompt.

Choose a clip from a movie or TV show that highlights or exemplifies one or more facets of middle-childhood development. Provide examples from the TV or movie clip and connect them to middle-childhood development. Consider the following:

- What is being learned?
- Are there examples of identity formation, peer relations, and/or moral development? What are they?
- How does that fit into what we know about middle-childhood development and identity formation? <https://vimeo.com/59262534>

Post both the clip and the connections to development in your response.

Required Readings:

Angier, N., (2011, December 28). [The hormone surge of middle childhood. \(Links to an](#)

[external site. \)Links to an external site.](#)

Loalada, S. (n.d.). Ch. 6 Middle Childhood. In L. (Ed.), *Lifespan Development*. Retrieved June 24, 2020, from <https://courses.lumenlearning.com/wm-lifespandevelopment/chapter/cognitive-development-during-middle-childhood/>

Required Resources:

Purefoy, D. (Producer) (2009). *Howard Gardner Multiple Multiple Intelligences* [video file]
Retrieved from <https://youtu.be/l2QtSbP4FRg>

Big Think (Producer) (2012). *Daniel Goleman introduces emotional intelligences* [video file].
Retrieved from <https://youtu.be/Y7m9eNoB3NU>

Pawan A (Producer) (2016). Supporting students with working memory challenges [video file]
Retrieved from <https://youtu.be/GLVo3woBkFQ>

A Girl Like Me. (2005). Retrieved from <https://vimeo.com/59262534>

Agenda for Session 7: Social-Emotional Learning

Monday, 7/20

Big Ideas:

- Peers
- Democratic classroom
- Arts education
- Moral Development

Small group work using guiding questions:

How might the principles of democratic classrooms support social-emotional learning, multiple intelligences, voice, and agency of students? In your small groups using concepts from the democratic classroom and developmentally appropriate practices for middle childhood (6-12 years) discuss and list teaching strategies, curriculum ideas, materials, and student or teacher-driven initiatives or program ideas that provide promote or support, education, awareness, inclusion, voice, access, and equity for the following:

- Developmental variations
- Race
- LGBTQIA
- Language
- Gender
- Culture

Padlet: This activity can be done out of class.

Using Padlet, respond to the following prompt.

Choose a quote from Maxine Greene's chapter from the book *Releasing the Imagination* (Links to an external site). Using the medium of your choice, create a representation of the quote you chose, its relations to child development and/or other readings, discussions throughout this course thus far, or your own practice. Post both your representation and the connections to development and/or practice in your response. Green, M., (1995). *Releasing the imagination Essays on education, the arts and social change. Texts and Margins San Francisco, CA. pgs. 134-151. [electronic file]. Retrieved from https://drive.google.com/file/d/1v2ibI8Ppp2_0xnR_v1B_FT6ncTja_yf/view?usp=sharing*

Required Readings:

Smits, C.,J. (2017, July 28). *Why all parents should care about arts education*. Retrieved from https://www.washingtonpost.com/news/parenting/wp/2017/07/28/why-all-parents-should-care-about-arts-education/?utm_term=.6a355966c20a

Green, M., (1995). *Releasing the imagination Essays on education, the arts and social change. Texts and Margins San Francisco, CA. pgs. 134-151. [electronic file]. Retrieved from https://drive.google.com/file/d/1v2ibI8Ppp2_0xnR_v1B_FT6ncTja_yf/view?usp=sharing*

Teaching Tolerance: A democratic classroom Retrieved from <https://www.tolerance.org/professional-development/democratic-classrooms>

I am giving you a website from NAEYC on social emotional development. Please select an article that corresponds with your age band or strikes your curiosity. <https://naeyc.org/resources/topics/social-and-emotional-development>

Required Resources:

Shafer, T., (2014, February 2). *Social emotional learning* [video file]. Retrieved from <https://www.youtube.com/watch?v=LbfpyJf1lho>

Social Emotional Learning 1010. (2007). Retrieved from <https://www.edutopia.org/video/social-and-emotional-learning-101>

Mirrors, windows and sliding doors

(2015). Retrieved from https://www.youtube.com/watch?v=_AAu58SNSyc

Agenda for Session 8: Self and Other

Wednesday, 7/22

Luke Muscat, MEd (Bank Street Alumni)

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Early childhood dance teacher

Author of

The Weight of Words (reading for today)

Big Ideas:

- Adolescent Development
- Changing Relationships
- Gender Identity Development

Small group work using guiding questions:

Considering popular culture and the ways that adolescents receive, share, and process information, how can educators use this knowledge when creating engaging lessons?

Padlet: This activity can be done out of class.

Using Padlet, respond to the following prompt. What kinds of messages were you given as a child about gender? Consider experiences in school, home, community, and school. What was your reaction and the reaction of others? What kinds of implications can gender toys, clothing, colors, etc. have on children's social-emotional learning and development?

Required Readings:

APA (2015). Gender identity development in young children. Retrieved from

<https://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Gender-Identity-and-Gender-Confusion-In-Children.aspx>

APA (2015). Gender nonconforming and transgender children. Retrieved from

<https://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Gender-Non-Conforming-Transgender-Children.aspx>

The Weight of Words: A Message to Dance Educators, Caregivers, and Society

Luke Muscat

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Please use the following link for this article:

<https://drive.google.com/file/d/1JTyZp7c3OBYejirKJtTERAgVe8BjUyzW/view?usp=sharing>

Resources:

Baker, J. (2010, May 10). *Middle childhood and psychosocial development of gender* [video file] Retrieved from <https://www.youtube.com/watch?v=7W20QTWuk1E&list=PLFF92AE9D0FE2D591&index=8>

CBS Sunday Morning (2014, June 8) *Stories of Young Transgender Children* [video file] Retrieved from https://www.youtube.com/watch?v=suCpc_JExYw

Dastagir, A., (2017, September, 21). *Gender stereotypes are destroying girls and killing boys*. Retrieved from <https://www.usatoday.com/story/news/2017/09/21/gender-stereotypes-destroying-girls-and-theyre-killing-boys/688317001/>

Jacqueline Woodson on “difficult” subjects in young people’s literature. (2017). Retrieved from <https://youtu.be/gcRwYlHcyzc>

Agenda for Session 9: Identity Development

Monday, 7/27

Tammie’s visit

Assignment #3: Reimagining Talking about Race and Planning for September (Survive and Thrive) due Monday 7/27 by 11:59 pm.

Big Ideas:

- Racial Identity Development
- Socioeconomics

Small group work using guiding questions:

Share examples of middle childhood and adolescent development (please provide examples of both in your discussion), and the impact of socioeconomic conditions on their development and search for self.

Padlet: This activity can be done out of class.

Using Padlet, respond to the following prompt. View the video [Frontline: Poor Kids \(Links to an external site.\)](#)[Links to an external site.](#)

Using Eng's article *Racial Violence Cast in Bronze Etched in Glass*, think about your own experiences related to race. Create an image, poem, collage, video, kinesthetic expression, or another form of aesthetic expression that portrays a moment or moments in your life that played a role in your own racial identity development. Please post both the expression and a description of your connection to racial identity development. (there will be space for students who do not want to share with others to share privately)

Required Readings:

Noguera, P. (2010, September 20). [Accept it: Poverty hurts learning.](#) *In Motion Magazine*.

Eng, K. (May 16, 2016). [Racial violence cast in bronze etched in glass](#)

Tatum, B., (2017) *Why are all the black kids sitting together in the cafeteria and other conversation about race*. NY: Basic Books Chapter 4: Identity Development pg. 131-164

Required Resources:

Cooper, A. (Producer) (2012). *A look at race relations from a child's eyes* [video file] Retrieved from <http://www.youtube.com/watch?v=GPVNJgfDwpw>

Marcus, K. (2015, July 8). *Bank Street School for Children Students & Faculty Talk About Race on WNYC* [video file] Retrieved from <https://www.bankstreet.edu/news-events/news/bank-street-school-for-children-student-faculty-talk-about-race-on-wnyc/>

Agenda for Session 10: Social Justice

Wednesday, 7/29

Topics:

- **Racial Literacy**
- **Intersectionality**
- **Institutional Racism**
- **White privilege**

Small group work using guiding questions:

- What is the teacher's role in developing both their own and student's citizen activism?
- How do we support children in the face of present-day social justice issues? ex. immigration, antisemitism, black lives matter
- What is the teacher's role in developing children's ability to navigate and to think critically about media literacy and social media?
- How do teachers "know their student" and support their sense of self within the community.
- How do teachers develop a safe space for children to explore social justice in the educational space?

Please complete your course evaluation.

Padlet: This activity can be done out of class.

Using Padlet, respond to the following prompt. Based on this week's topic, reflecting on your adolescence what of this week's topics has the most relevance and why? What does it tell you about yourself and this age group specifically?

Readings:

Cohn-Vargas, B (2015, April 20). *Teaching tolerance: Identity safe classrooms and school*. Retrieved from

<https://www.tolerance.org/magazine/identity-safe-classrooms-and-schools>

Tatum, B. (2017). *Why are all of the black kids sitting together in the cafeteria: And other conversations about race*. New York: Basic Books. Ch 10 Embracing a Cross-Cultural Dialog and Epilogue, Signs of Hope, Sites of Progress

Resources:

Chaffee, S., (2018, February). Social Justice Belongs In Our Schools

[video file]. Retrieved from <https://www.youtube.com/watch?v=ziW5JG6GTHk>

Pierson, R., (2013, May). Every kid needs a champion (video file). Retrieved from https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Assignments

Assignment #1: Parent Interview

Due 7/13 by 11:59pm

Instructions

Using the [Parent Interview questions](#), interview a parent (it could be your own). Your subject should not be a stranger, but rather someone with whom you have a relationship, whose background you know, and who will feel comfortable talking with you. It is important for meaningful data, for the participant's protection, and for your relationship with the person that you are not judgmental concerning the person's responses. If you interview your own parent or another parent who is close to you and you find yourself having emotional reactions to your interviewee's responses, please discuss your reactions with me.

After conducting the interview and reading, *all required reading for Session 1*, respond in writing to the following questions in a 5-7 page paper. (Do not include the script of the interview). Use data from your interview to illustrate and support your statements. References **beyond** the readings are **not** required. You can write up your responses in the form of an essay, or you can respond to each question in turn. **APA format for citations is required.** This includes a cover page, a reference page, and in-text citations.

- 1) In a sentence or two, describe the parent you interviewed. What is her/his relationship to you? How old are her/his children now? What is her/his cultural background?
- 2) What were the developmental goals for his/her children when they were infants? What were the feeding and sleeping arrangements for his/her child/ren? Is there a link

between her/his practices and ideas concerning infant sleeping and feeding arrangements, and her/his developmental goals for her/his children?

Describe/explain/elaborate on the link. If there was more than one child, were there differences in sleeping/feeding arrangements between them?

3) What do you see as the developmental and cultural significance of the presence or absence of bedtime routines and transitional objects (security blanket or special toy used to assist the child in falling asleep)?

4) What connections do you see between the parent's responses to the interview and her/his view of the concrete needs of the infant and parents? What connections regarding decisions can you attribute to the parent's cultural background? What cultural variables influenced the parent's decisions? (Ethnicity, religion, how they or their parents were raised, pop culture, doctor's advice, friends, books...etc.?)

5) How have your beliefs about co-sleeping been affected by this assignment?

Assignment #2: Play Maps

Due 7/20 at 11:59pm

Play Maps (assignment created by Deb Vilas)

Instructions:

1. Watch the video:

[New York Street Games](#)

[\(Links to an external site.\)](#)



2. Read [Vilas, D. \(2014\). Play Maps and Life Lines: New and Borrowed Techniques for Crossing Cultural and Generational Divides. \(2014\). Child Life Council Bulletin, Winter 2014. 32 \(1\).](#)

[\(Links to an external site.\)](#)

It contains instructions on how to do this activity.

Choose an adult caregiver in your life (parent, grandparent, mentor, aunt/uncle, nanny, adult sibling, etc.) and ask them to do the activity in person with you or at a distance. Create your own play maps. Talk with your caregiver after on the phone after or better yet, video chat to discuss your maps.

2. Share your maps in three slides via [slide share](#)

[\(Links to an external site.\)](#)

, or make a video or any other mode of expression that works for you. Include three aha moments that you got from the process and answer the guiding questions listed below.

Introduction:

The Play Map is an expressive art activity designed to connect children and adults with pleasurable memories of play. It connects the child with past joys, helping them imagine the present and future times of happiness. When done in tandem with a caregiver, it builds connection, attachment, and shared appreciation between adult and child.

Materials:

- Paper
- Pencil/Pen
- Crayons/Markers/Watercolor pencils/Paint Instructions

Instructions:

Draw/Paint a map of a place where you like to play as a child, showing the place, toys, types of play, and people involved. You can draw a place representing outdoors or inside, or one of each. See sample play map in the assigned article.

Ask the caregiver to do the same, thinking about childhood memories of places they played, people they played with, and the type of play they most enjoyed. Compare

your maps and share memories and details about games, rules, toys & playmates. How are they different and how are they the same?

Guiding questions for the reflection:

- What did you discover about yourself and your caregiver?
- How do you connect this activity with children and families you will be working with/already work with?
- Reflect on how you connect the children back to their childhood normalcy.
- What are the benefits of doing this with a patient and parent together? Think outside the box about various play partners: Patient & sib? Parent & sib? Parents in a support group?

Activity Tips:

- Provide a choice of art materials.
- Consider playing music in the background to accompany drawing (kid's choice), maybe a childhood favorite.
- For children who have been hospitalized a long time, you may need to add the prompt: "A map about what and where you played before you got sick".
- Consider asking the child to draw one map about their play at home and one that depicts their play at the school.

Assignment #3: Reimagining Race and Planning for September (Survive and Thrive) [How to do anti-racist work with NYC school communities: 5 experts weigh in](#)

Due 7/27 at 11:59 pm

Assignment based on the Bettina Love book, *We want to do more than survive Abolitionist Teaching and the Pursuit of Educational Reform* (you do not need to read the book but it is good reading when time allows)

I know as an educator that this task seems daunting and overwhelming in an already taxing mission, but courage and vision are required. Abolitionist teaching is choosing to engage in the struggle for educational justice knowing that you have the ability and human right to refuse oppression and refuse to oppress others, mainly your students. What does this approach look like in the classroom and beyond?

Bettina Love

We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom

This is a new assignment based on the period we are currently in as a nation and city, this assignment is about race. This past year the faculty and staff at Bank Street read and discussed race, this is one of the texts we read to explore how we teach and mentor those teaching children. As we begin to plan for the fall, it is imperative that we consider how we will meet the psychosocial (relating to the interrelation of social factors and individual thought and behavior) needs of our students. For the purposes of this assignment, I would like you to use child development theory to imagine how you might support your students (theory to practice). I recognize that some of you are not teaching, but based on your selected age band, think about how the theory might support your intentions and goals for your students. You may not have an option and maybe be told what you can do, but this exercise is about planning as if you could decide or have input. **In your plan don't forget to include joy and strength in your plan. Please be explicit about race.**

Feel free to use whatever modality you choose as long as your project addresses the following (examples: paper, website, slide presentation, art Misc.)

1. Age band, you are or will teach. If neither applies choose an age band.
2. **Use the article list above. How to do anti-racist work with NYC school communities: 5 experts weigh in** By Christina Veiga
3. **A minimum of 3** theorists covered in class. (feel free to use more)
4. **A minimum of 5 references**, 2 required text from class, 2 articles or videos from class, 1 additional resource of your choosing (feel free to use more if appropriate)
5. Concerns that you have about children.
6. How you as a teacher might address those concerns?