

EDEC 4020
FALL 2008
Decision Making for Planning, Teaching, and Organizing Early Childhood Classrooms

Mondays and Wednesdays
Room 319

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Office Hours: 10-12 daily or by appt.

Course Purpose: The purpose of this course is to engage in reflective decision-making related to organizing, planning, and developing instruction in classrooms Pre-K – 5th grades as well as implementation of those decisions. Major topics to be address include lesson and unit planning, classroom management, family involvement, culturally relevant pedagogy, and special education. The Georgia Extended Framework for Teaching will guide our work this semester.

Standards Addressed by this class:

1. Standard I: Child Development and Learning
2. Standard II: Curriculum Development and Implementation
3. Standard III: Family and Community Relationships
4. Standard IV: Assessment and Evaluation
5. Standard V: Professionalism
6. Standard VI: Field Experiences
7. Standard VII: Teaching of Reading
8. Standard VIII: Georgia Special Requirements

**For a detailed listing of PSC Standards addressed within this course please visit
<http://www.coe.uga.edu/syllabus/edec/>

Resources for standards:

1. Georgia Extended Framework for Teaching
<http://www.gapsc.com/EducatorPreparation/GeorgiaFramework.asp>

2. Georgia Framework for Teaching
http://www.teachersbridge.org/library/GA_Framework_0806_1page.pdf

3. Teacher Bridge
<http://www.teachersbridge.org/>

4. National Board for Professional Teaching Standards
<http://www.nbpts.org/>

Course Texts

Albert, L. (1996). *Cooperative Discipline*. Circle Pines, MN: American Guidance Services, Inc.

Allen, J. (2007). *Creating Welcoming Schools: A Practical Guide to Home-School Partnerships with*

Ayers, William. (2001). *To Teach: The Journey of a Teacher*. New York: Teachers College Press.

Frank, C. (1999). *Ethnographic Eyes: A Teacher's Guide to Classroom Observation*. Portsmouth, NH: Heinemann.

Johnston, P. (2004). *Choice Words: How our Language Affects Children's Learning*. Portland, ME: Stenhouse Publishers.

**** **Additional Readings will be supplemented throughout the course.**

Writing Criteria

Assignments for this course, (with the exception of in-class assignments), are expected to be typed using 12pt, Times Roman font, one inch margins on all four sides, double-spaced and spellchecked. Your writing will be assessed on your essential ideas as well as the clarity, organization, and depth of what you write. Grading will take into consideration students' grammar, punctuation, spelling, and proper citation format. Please refer to editing resources such as the latest edition of the APA format guide as well as on campus resources for writing. Students are strongly encouraged to proofread each others' work; this will develop good professional practices.

ACADEMIC HONESTY AND PLAGERISM

This course will adhere to the academic honesty policy of the university. All of your work is expected to meet the standards of the 'Culture of Honesty' policy. Students should refer to the university website for these guidelines. <http://www.uga.edu/honesty/>

Course Expectations

This course includes a four week field experience lab. All students must pass both the university and field experience (EDEC 4020 and EDEC 4020L) in order to pass the course and progress to EDEC 4030. A separate syllabus will be provided for the EDEC 4020 Lab component of this course. Students are expected to exhibit the professionalism in their attendance, punctuality, and completion of course assignments.

Course Assignments and Evaluation

- Attendance (100 Points)
- Participation (100 Points)
- Class Assignments (100 Points)
- Reflections (6) (100 Points)
- Burning Question Research (200 Points)
- Portfolio (200 Points)
- Field Experience (200 Points) [*A separate syllabus will be provided*]
 - Connected Lessons – *75
 - Reflections - *50
 - Peer Observation(s) *50
 - Seminar Participation – *(25)

Components with * indicate distribution of the overall 200 points allocated toward the field experience.

Grading Scale

A = 100 – 95

A- = 94 – 90

B+ = 89 – 87

B = 86 – 83

B- = 82 – 80

C+ = 79 – 77

C = 76 – 73

C- = 72 – 70

Attendance and Participation

Students are expected to attend each class period. In the case of an emergency, students are expected to communicate the reason for an absence. Absence from class will affect your grade from the class; this will be discussed with students as needed.

Likewise, students are expected to participate in class discussions, reflection exercises, and small groups throughout the semester.

*Attendance and punctuality are also expected for entire the field experience including school-based seminars, which will be detailed in a separate syllabus.

**Reflections Rubric
(100 Points)**

The purpose of reflections assignment is to record your response to readings and discussions throughout the course. Your reflections create an opportunity for students to share their thoughts, experiences, and opinions privately. **Six** reflections have been scheduled throughout the course. Please see the course schedule for due dates.

Reflections **should not** be a summary of what is read. What you write in your reflection should demonstrate:

- 1) How your prior knowledge has been influenced by the readings and discussions.
- 2) Your understanding of multiple perspectives associated with the topics discussed.
- 3) Questions that remain after reading, OR connections you've made while reading.
- 4) How the reading/topic/discussion may influence your future teaching.

- Reflections are due at the start of class on the day they are due.
- Your reflections will be evaluated as follows:

Criteria	Possible Points Award
Demonstrates changes in prior knowledge of topic after reading.	25
Identifies multiple perspectives, or makes connections from content area methods, experiences, or other readings within the topic.	25
Identifies remaining questions after reading, or thoughts spurred from the reading.	25
Identifies influences on future teaching.	25

NOTE: Final grade for reflections will be determined by an average of grades received for all six reflections.

Burning Question Research Rubric (200 Points)

Burning question research is intended to foster your professional development as per state and national teaching standards.

Directions: Select a specific topic within elementary education that you would like to investigate. Formulate a research question to guide your investigation of the topic. Please note that questions leading to a “yes” or “no” response will not be helpful as you will be expected to write a paper as a result of your research. You may use resources from your field experience for this assignment. In addition, you are expected to have between 4-6 sources such as professional articles, books, or interviews with experts.

To report your findings, write a paper (between 8-10 pages in length) that includes an introduction of the problem/question you identified, multiple perspectives you find in the answer to your question, and how your findings will influence your teaching. Each student will make a 10-15 minute presentation to share their findings with the class. Follow APA format for citations where appropriate.

Use the rubric below as your guide toward an ‘A’ for this assignment.

Criteria	Points
Author discusses how findings will influence the author’s teaching, or role as a teacher.	20
Author provides an introduction of the problem/question identified.	15
Author identifies multiple perspectives to address burning question and provides appropriate citations for these ideas throughout paper.	20
Author makes connections to class readings, field experiences, course discussions, or content area courses. [Insight]	20
Paper is typed with a 12pt font, double-spaced; one inch margins and includes a reference list of at list 4 – 6 sources from research/professional journals/sources.	10
Paper contains very few errors in spelling, grammar, or punctuation. Paper is well organized.	10
Author conducts a 7-10 minute presentation, which includes visuals or handouts.	5

Professional Portfolio (200 Points)

“A portfolio is not merely a file of course projects and assignments, nor is it a scrapbook of teaching memorabilia. A portfolio is an organized, goal-driven documentation of your professional growth and achieved competence in the complex act called teaching.”

From: How to Develop a Professional Portfolio: A Manual for Teachers by Campbell, Cignetti, Melenyzer, Nettles, and Wyman (1997) Boston, MA: Allyn and Bacon

WHY take the time to develop a portfolio?

- National Certification includes the development of a portfolio...you'll be on your way!
- Developing a portfolio will make you aware of your strengths as you participate in job searches.
- Good teachers learn from their experiences. A portfolio helps you document those experiences and to share them with others.
- Portfolios document your professional growth.
- Maintaining a portfolio will assist you in your yearly evaluations as a teacher.

ORGANIZATION

Your portfolio will be organized based on the Georgia Framework for Teaching. *[Note: If you do not plan to teach in Georgia you may organize your portfolio based on the National Certification Standards, or you may select another state's professional standards. Please include a copy of those standards in your portfolio.]* A copy of those standards may be found at http://www.gapsc.com/EducatorPreparation/Documents/GA%20Framewk_Principles.pdf. In addition, the GA standards have been posted in our WebCT course.

*** To effectively accomplish this assignment you must document your professional development in each of the six domains. This will require artifacts to support your achievements.**

FORMAT

There are two, possibly three formats to contain your portfolio work.

- 1) Hard copy – usually accomplished through a three-ring binder, or extended file box with tabs.
- 2) CD format – Note this will require a scanner to upload images of artifacts.
- 3) LiveText – Checking to see if this is electronic storage system is still available to students.

Portfolio Rubric

Criteria	
Portfolio is clearly organized based on six professional standard domains, including a table of contents.	25
Student provides a reflection showing comprehension of each standard documented within the portfolio. Description includes personal connections and evidence of growth within the standard. In addition, descriptions should include explicit connections to the artifact/data included within each standard. Include: how your work in this standard influenced student learning, or may impact student learning in the future.	25
Portfolio contains artifacts/data sources that document students' professional development. Artifacts are clearly labeled, including a brief description of the artifact.	20
Artifacts/data sources well aligned to the standard they are intended to document.	20
Portfolio reflects careful thought and creativity of the student.	10

Questions to guide your descriptions of each standard:

1) What did you choose? 2) Why did you choose it? 3) What did you learn? 4) How did it impact student learning?