

EDEC 4020/4020L
Spring 2005
Decision Making for Planning, Teaching, and Organizing Early
Childhood Classrooms

Monday and Wednesday 10:10 – 12:05

Barbara Hicks
Co-instructor
bhicks@uga.edu

Dr. Alleksaht-Snider
Co-instructor
marthaas@coe.uga.edu

427 Aderhold Hall
706.542.4244 – office
Office hours by appointment

Course Purpose

The purpose of this Block 2 course is to support your learning about planning, teaching, and organizing instruction for socioeconomically, linguistically, and ethnically diverse preschool and elementary students. The Georgia Professional Teaching Standards (www.gapsc.com) will be used to guide our work in this class. This semester, we will inquire about how knowing students, thoughtful planning, and teacher reflection develop our ability to teach diverse learners in developmentally appropriate and culturally responsive ways. The Georgia Professional Teaching Standards that we will address in relation to these areas of study are: Standard I, sections i, v; Standard II, sections i, iii, xi, xiv, xvi, xviii, xix; Standard 5, sections i, v, vi; and Standard 6, sections i, ii, iii. The standards can be found in the course LiveText website (www.college.livetext.com), so that you may refer to them during planning and reflection **assessment of your learning**. Additionally, we will begin to explore the National Board Professional Teaching Standards (NBPTS, www.nbpts.org) as a guide for developing your goals for becoming an accomplished teacher who successfully promotes student learning **and as a guide for your ongoing learning about teaching**. Our reflections on teaching in light of the NBPTS will set the stage for lifelong professional development in teaching.

The conceptual framework for educator preparation programs in the College of Education states that the college "aspires to prepare exemplary, reflective professionals to serve a diverse global community" (see <http://ncate.coe.uga.edu/framework>). The early childhood program shares that aspiration and seeks to prepare exemplary and reflective teachers of young children **who situate themselves in a diverse global community**.

Course Expectations

It is your responsibility to exhibit professionalism as a beginning teacher. You show professionalism by attending all classes and arriving promptly, maintaining communication, taking responsibility for your learning, and treating your colleagues with the utmost respect.

Course Materials

Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, k-8*. Northeast Foundation for Children: Massachusetts.

Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH : Heinemann.

Oldfather, P., & West, J. (with White, J., & Wilmarth, J.). (2000). *Learning through children's eyes: Social constructivism and the desire to learn*. Washington, DC: American Psychological Association.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.

Bel-Jean Packet, available for purchase at Bel-Jean Copy Print Center

LiveText subscription

Optional Resources

Articles in OIT

Web pages

www.responsiveclassroom.org (Responsive Classroom – Northeast Foundation for Children)

www.readwritethink.org (IRA/NCTE lesson plans)

www.ascd.org (Association for Supervision & Curriculum Development)

www.carolhurst.com (Carol Hurst's Children's Literature Site)

www.ncte.org (The National Council of Teachers of English)

www.proteacher.net (Proteacher Community)

www.ira.org (International Reading Association)

www.yahooligans.com (Yahooligans – the Web Guide for Kids)

Attendance

Attendance is imperative because our time together is valuable. Prompt attendance in class and in the field is expected as it reflects your dedication and professionalism—and your colleagues depend on you. Communication with instructors, mentor teachers, and UFs regarding any absence is required. Absence from class can affect your grade. Your grade will be lowered by one grade if you have missed more than 2 classes.

Writing Criteria

Writings for the course will be assessed both on what you write (your essential ideas) and how well you write (**clarity, organization, depth and insight**). All assignments (with the exception of reflective journal entries) should be word-processed in a readable 12-point font, double spaced, spell-checked, and **stylistically using correct form**. This means that **grammar, proper punctuation, correct spelling, use of appropriate citation and adherence to assignment guidelines will be part of the grading process**. You may want to refer to editing resources and guidelines provided in the Bel-Jean Packet., **or you may want to take advantage of campus resources for supporting writing development**. We encourage you to use each other to proofread work, as we are a community of educators and learners. Expect that drafts of your work will be shared with others for encouragement and feedback. Please remember that professional teachers are held to the very highest standards in written and oral communication.

Course Evaluation and Assignments

Evaluation	% of total grade
Participation	15%
Learner Autobiography	15%
Observation and Reflection	10%
Children's Thinking Project	20%
Connected Lessons	25%
Final Portfolio	15%
TOTAL	100%

Participation (15%)

This class will be taught through dialogue, with **much** of the time devoted to reaction, reflection, application, and discussion of **readings**. We all share responsibility to make the class session relevant and meaningful. In order for that to happen, you will need to attend class sessions, prepare the readings and contribute equally to the work of small group activities. You will also be required to complete reflective journal entries, letters to mentor teacher & students' parents, and a community inquiry project. Details about each of these will be discussed during class throughout the semester.

Learner Autobiography (15%) – Due January 26th

Think back on your experiences as a learner in school, **aged 4-12**. What impacted your learning? Who influenced you? What were some of your most memorable moments? Why were they so memorable? How were your cultural funds of knowledge acknowledged or not acknowledged in school? How will your experiences influence you as a teacher? Consider these questions as you write your learner autobiography, but do not feel limited by them. See pages 60-66 in *Learning Through Children's Eyes: Social Constructivism and the Desire to Learn* for an example.

Observation Log and Reflection (10%) – Due February 7th

Write a 2 to 3 page paper synthesizing your observations **from your first week in the classroom**. Refer to specific activities and teacher talk that you recorded in your fieldnotes. Also refer to course readings that guided your observations and helped you to make sense of them. Within this paper, address how you're making sense of your observations, the implications they hold for you as a beginning teacher., and the questions that you want to pursue in further observations.

Children's Thinking Project (20%) – Draft due March 23rd; Final due April 13th

Conduct a children's thinking project to explore a student's perspective on learning and/or school. Write a reflection that includes: 1) the child's understanding of the concept **or topic discussed**, and 2) what you learned from the project that can help you **to become** a better teacher. You will share the results of your children's thinking project in small groups.

Connected Lessons (25%) – **Draft Due February 21st; Final copy due March 28th**

After your first week in the field, begin to plan 3-5 connected lessons. These lessons should incorporate 1 or more content areas and the lessons should build upon each other across 3-5 days. They will be connected to each other as you develop a key concept, skill or idea over time.

They will also be connected in the sense of making connections to children's lived experiences and community life. Before planning these lessons, you will need to consult with your mentor teacher about:

- the topic and materials you will use
- group size
- the amount of time each day and the number of days you would teach.

Final Portfolio (15%) – Due May 10th (no later than 3:00pm)

Your portfolio is an opportunity to pull together a reflection on your learning about teaching during the first semesters of your early childhood program. You will draw on your work in classes and the field to provide evidence of your developing skills, knowledge and dispositions for becoming an early childhood teacher. You will use the four NBPTS Standards introduced in this course as a guide for your reflection and evidence gathering. Each reflection should consist of a two to three paragraph summary of your growth and its impact on student learning. You will create an electronic portfolio using these documents. Your portfolio must be available for viewing no later than 3pm May 10th, as this is the end of our final exam scheduled time. However, portfolios can be made available for viewing beginning on Monday, May 2nd. This work will continue in 4030.

Academic Honesty Policy

The academic honesty policy is in effect during this course. Please refer to the Undergraduate Bulletin to become familiar with this policy. "Students at The University of Georgia are responsible for maintaining and adhering to the strictest standards of honesty and integrity in every aspect of their lives. Honesty in academic matters is a large part of this obligation. Specific regulations governing student academic conduct are contained in the Student Handbook and these should avoid any misunderstanding." – Undergraduate Bulletin

Tentative Course Schedule

Monday January 10, 2005 Introduction	Introduction, establishing a learning environment	
Wednesday January 12, 2005 Knowing Yourself	Kriete, R. (2002). <i>Morning meeting</i> . Greenfield, MA: NEFC, pp. 148-217. Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. <i>Theory Into Practice</i> , XXXI (2), pp. 132-141.	
Monday January 17, 2005	Martin Luther King, Jr. Holiday	
Wednesday January 19, 2005 Knowing your students	Oldfather, et al., pp. vii-23 & 77-87. Tomlinson, C. A. (2002). Invitation to learn. <i>Educational Leadership</i> , 60(1), p. 6-11.	Due: * Draft of letter to mentor teacher

Monday January 24, 2005 <i>Planning and Observing in Classrooms</i>	Tomlinson, Chapter 1 (Learning Environments) Frank, Forward and Chapter 1, pp. ix-xii; 1-14 (An Ethnographic Perspective)	Due: * Letter to mentor teacher
Tuesday January 25, 2005	Meet Your Teacher Day	
Wednesday January 26, 2005 <i>Building and Observing Learning Communities</i>	Charney, p. 1-26. Frank, Chapter 3, (Ethnographic Interviews for Teachers)	Due: * Learner Autobiography
Monday January 31, 2005 to Friday February 4, 2005	1-week field experience	
Monday February 7, 2005 <i>School Community Inquiry</i>	Frank, Chapter 2 (The Neighborhood Map)	Due: *Observation Log and reflection
Wednesday February 9, 2005 <i>Planning & Instruction</i>	Tomlinson, Chapter 3 (Rethinking How We Do School) Internet website exploration and Group Lesson Planning Sessions	Due: *Parent Letter Draft
Friday, February 11, 2005	Half Day Field Placement	
Monday February 14, 2005 <i>Planning & Instruction</i>	Tomlinson, Chapter 5 (Good Instruction As a Basis for Differentiated Teaching) Group lesson presentations & feedback	Due: *Parent Letter Final
Wednesday February 16, 2005 <i>Establishing the Teacher Role</i>	Group lesson presentations & feedback Charney, p. 229-272.	Due: *Group lesson presentations
Friday, February 18, 2005	Half Day Field Placement	

Monday February 21, 2005 NBPTS and Children's Thinking Project	National Board for Professional Teaching Standards (1, 2, 4, & 9) – Early Childhood Certification http://www.nbpts.org/pdf/ec_gen_2ed.pdf Oldfather, et al., p. 25-76.	Due: *Connected Lessons Draft
Tuesday February 22, 2005 to Friday March 11, 2005	3-Weeks Field Placement	
Monday March 14, 2005 to Friday March 18	SPRING BREAK	
Monday March 21, 2005	Share/discuss field experiences	
Wednesday March 23, 2005 Classroom Management	Charney, p. 419-423. Erwin, J. (2003). Giving students what they need. <i>Educational Leadership</i> , 61 (1), pp. 19-23. Hall, P., & Hall, N. (2003). Building relationships with challenging children. <i>Educational Leadership</i> , 61 (1), pp. 60-63. Marzano, R., & Marzano, J. (2003). The key to classroom management. <i>Educational Leadership</i> , 61 (1), pp. 6-13.	Due: *Draft of children's thinking project
Monday March 28, 2005 Instructional Strategies	Tomlinson, Chapter 8 (Instructional Strategies to Support Differentiation) Cooperative Groups Selected Readings (teaching children the skills needed to work cooperatively)	Due: *Revised Connected Lessons, including reflections
Wednesday March 30, 2005 Community Inquiry Project Presentations	Community Inquiry Project Presentations	
Monday April 4, 2005 Effective Teachers	Tomlinson, Chapter 9 (How Do Teachers Make It All Work?)	Due: *Community inquiry project presentation

Wednesday April 6, 2005 <i>Creating an E-portfolio</i>	E-portfolio – guest speaker Gretchen Thomas	
Monday April 11, 2005 <i>Creating an E-portfolio</i>	E-portfolio construction	
Wednesday April 13, 2005 <i>Children's Thinking Project</i>	Share Children's Thinking Project in small groups	Due: *Children's Thinking Project
Monday April 18, 2005 <i>Reflective Teaching</i>	Eby, J.W., Herrell, A.L., & Hicks, J. (2002). <i>Reflective Planning, teaching, and evaluation k-12</i> , 3 rd ed. Upper Saddle River, NJ: Merrill Prentice Hall, pp. 3-19.	
Wednesday April 20, 2005 <i>Establishing Classroom Routines and Procedures</i>	Charney, p.. 27-68	Due: *Portfolios may begin to be turned in
Monday April 25, 2005 <i>Classroom Design</i>	Clayton, M. (2001). <i>Classroom spaces that work</i> . Greenfield, MA: Northeast Foundation for Children, pp. 61-69, 119-131. Cooperative Group Selected Readings (how structuring the environment can support strategies)	
Wednesday April 27, 2005	Celebration	
Monday May 2, 2005	Final Portfolio	Due: *Portfolios may begin to be completed and made available for viewing.
Thursday May 5, 2005 to Tuesday May 10, 2005	Finals week	Due: *Final Portfolio must be available for viewing no later than 3:00 pm on 5/10.