

EDEC/CHFD 4020
Decision Making for Planning, Teaching, and Organizing Early Childhood Classrooms

Spring 2005
430 Aderhold Hall
M & W 7:45-9:00 AM

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Course Description:

Reflective decision making that incorporates the major themes, concepts, and skills involved in organizing, planning, and developing instruction in early childhood classrooms

Goals and Objectives:

1. To reflect on and critically examine educational philosophies and practices in the past and present for decision making
2. To become more aware of how our beliefs and attitudes influence our teaching practices
3. To gain skills in observing and assessing children, classroom environments, and teaching approaches
4. To become knowledgeable about various curriculum approaches used in early childhood classrooms
5. To become more sensitive to diversity issues and how they effect children's learning
6. To become knowledgeable about the application of developmentally appropriate practice in classroom settings
7. To identify appropriate classroom organization and management techniques that promote the emotional, social, physical, and academic development of students
8. To produce creative and related teaching materials to accompany teaching strategies

Required Texts:

Available through WebCT. Check out the Readings and Assignments section.

Attendance and Punctuality:

Class attendance and punctuality are required. Students who are late in 3 or more classes will result in a letter grade deduction. Also, as stated in the prekindergarten handbook, unexcused and undocumented absences will result in a letter grade deduction per absence or unsatisfactory grade in the field. A "C" or above is required in all courses to be able to move to the next block/level. This policy is in place unless otherwise stated in course syllabi. Students are responsible for communicating with all university faculty and/or school cooperating teacher to let them know reason of absence. It is the student's responsibility to provide the program coordinator the following information as soon as possible after an absence:

Date
Course(s) missed
Field day missed and proposed make up day
Reason
Attached documentation

Establishing a respectful learning community:

Thoughtful reflections and honest sharing are a critical component of this class. Please respect all members' personal views, values, experiences, and backgrounds. Please turn off cellular phones or pagers during the class.

Academic Honesty:

Students are expected to conform to The University of Georgia's academic honesty policy (http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm). Unless otherwise stated in writing by the instructor, all assignments and exams are to be completed without assistance of other students.

Confidentiality:

In order to keep confidentiality, please use pseudonyms when discussing individual children, families, and teachers in or outside of the class.

Assignments:

- Unless otherwise indicated, all assignments should be typed (double-spaced, 1 inch margin, Times New Roman, font size 12). No cover page is necessary. Type your name (or your group members' names) at the top of the left side and the assignment title at the top of the right side of the first page. Late submissions are not acceptable.

Field Assignments

1. Community, School, & Class Description (Due 1/26):

This assignment consists of two components: First, community and school description to be done in a small group; second, class description to be done individually.

1) Community & School Description (minimum 3 pages): Work with your peers at your assigned school to learn about the community and school. Submit only 1 copy of the group description. For this assignment, follow the guidelines below:

- a. The community surrounding the school: One way that you might want to learn about the community is to map the neighborhood of the school (Keep in mind that some schools have multiple neighborhoods with different SES and characteristics). Indicate what each spot on your map represents (e.g., a particular business, church, park, library) and some activities or services provided in that area. As you describe the community, think about ways in which the places you visit and the people you talk to might be used for a field-trip or a guest speaker for your classroom children's learning. Who are the local people? What kinds of job opportunities are there for families? What are some local events that children and their families can participate? What people, landmarks, or resources would you be able to utilize for your teaching? What do the children and school employees talk

and know about the community that may influence your decision making for planning and teaching?

- b. The school: Talk with the principal and school staff and navigate the web to find out the information about the school, including number of students, student demographics (ethnicity, socioeconomic status of students, number or percentage of students receiving free and reduced lunch), number of classrooms and grade levels, number of faculty and support personnel, and special features (e.g., curricular focus, student and/or parent support services, intervention programs, after-school programs). Try to see whether you can link the characteristics of the community to those of the school.

2) Class Description (2 pages): Describe your classroom individually by including information about grade level, number of students (gender, SES, ethnicity, special needs), adults in the classroom and their educational backgrounds, classroom schedules, classroom rules or management systems, the teacher's predominant teaching style (e.g., use of textbooks, curriculum model, centers), and a drawing of the classroom setting with the label of each area.

2. Integrated Lesson Plan (Due 3/23):

Develop a lesson plan that integrates two areas of the curriculum (e.g., science & math, art & reading) and that includes methods of assessment. Although not mandatory, you are encouraged to think about and choose a topic that reflects your understanding about the community surrounding the school and that can be meaningful to the children. Teach this lesson in your classroom with a small group of children or the whole class. Your final draft of the lesson plan should include your original lesson plan, any changes you made in the plan (based on your university instructor's or your classroom teacher's comments), and your evaluation of the effectiveness of your lesson. Some discussion in your paper should center on how your assessment strategy was utilized to ensure whether and how you and the children achieved the instructional goal. The lesson must be formally approved by both the university instructor and the cooperating teacher before its implementation. A draft of the lesson plan for instructor review is due 2/9. Your lesson plan should be 2 to 3 pages and your evaluation 1 to 2 pages. The final draft is due 3/23.

Class Assignments

1. Group Presentation (Due on the respective presentation days):

Students will work in small groups of 4 to 5 students. Each group will be responsible for presenting one of the curriculum models covered in class (e.g., High/Scope, Creative Curriculum, Montessori, Bank Street, Reggio, and Multicultural/Anti-bias Curriculum). Each group will provide their classmates and the instructor with three articles discussing the specific model. The first article should discuss the general background of the model, the second should center on how the instruction is delivered, and the third can be on any area of the model. Articles should be submitted to the instructor one week prior to the presentation day so she can upload them in the course WebCT. The presentation should be prepared:

- (a) to answer class questions on the readings,
- (b) to give a general background of the model, and
- (c) to provide a demonstration of two or more activities consistent with the model.

Class peers will evaluate the presentations (returned to the instructor), and each group member will compose a critique of their own presentation (1-2 pages for the entire presentation) and a suggestion for their grade for the presentation to the instructor by the class period following their presentation.

2. Classroom Management Case Study Essay:

The class does not meet on April 13. Instead, a case of classroom management will be posed on a website. Each student should check out the website on that day, compose an essay responding to the case, and submit the essay by 4/18. Students should revisit their essays on 4/27 and submit their revised essays on 5/2. The address of the website will be provided at a later date.

Exams:

1. Quizzes:

Students are required to read the assigned materials *before* class and to be prepared to actively discuss them in class. A few times during the semester there will be brief in-class quizzes on assigned readings.

2. Exams 1 & 2:

The first exam will be taken in-class on 2/14. The exam will be composed of multiple-choices and short-answer items. The second exam will be taken home. The exam questions, which will consist of short-answer items and essays, will be distributed in class on 4/6. Each student should put a hard copy of her answers in the instructor's mailbox in 427 Aderhold (Department of Elementary & Social Studies) by 4/11 (no class) 9:00 AM.

Grading:

1. Field-Based Assignments

- Community, School Description 50 points
- Class Description 30 points
- Integrated Lesson Plan 100 points

2. Class Assignments

- Group Presentation 100 points
- Case Study Essay 100 points

3. Exams

- Quizzes 70 points
- Midterm Exam 100 points
- Final Exam 100 points

- A 585-650
- B 520-584
- C 455-519
- D 390-454
- F Below 389

The course is divided into three segments: First, history and issues of early childhood education; second, early childhood curriculum models; and third, classroom organization and management. The following schedule is a draft. Students should refer to the “Readings & Assignments” section in WebCT for complete listing of readings and assignments.

| Date | Topics & Readings | Assignments |
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| Week 1: January 10 | Course Overview | |
| SEGMENT I: History & Issues of Early Childhood Education | | |
| January 12 | Early Educational Thinkers Braun, S. J., & Edwards, E. P. (1972). Early educational theorists. In Authors, <i>History and theory of early childhood education</i> (pp. 10-44). Belmont, CA: Wadsworth Publishing Company. | |
| Week 2: January 17 | No Class (M.L.K. Day) | |
| January 19 | ECE in the United States Nourot, P. M. (2000). Historical perspectives on early childhood education. In J. L. Roopnarine, & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (3 rd ed., pp. 3-37). Upper Saddle River, NJ: Prentice Hall. | |
| Week 3: January 24 | Kindergarten 1. Walsh, D. J., Chung, S., & Tufekci, A. (2001). Friedrich Wilhelm Froebel. In J. A. Palmer, L. Bresler, & D. E. Cooper. <i>Fifty major thinkers on education: From Confucious to Dewey</i> (pp. 94-99). New York: Routledge. 2. Morando, C. (1990). A look at kindergartens: Past and present practices. In J. S. McKee (Ed.), <i>The developing kindergarten</i> (pp. 5-23). East Lansing, MI: Michigan Association for the Education of Young Children. 3. Hill, P. S. (1996). The function of kindergarten. In Johnson, M. A. & Roberson, G. F. <i>A century of early childhood: History, trends and issues</i> (pp. 29-36). Needham Heights, MA: Simon & Schuster Custom Publishing. | |
| January 26 | Head Start & Prekindergarten 1. Powell, D. R. (2000). The Head Start program. In J. L. Roopnarine, & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (3 rd ed., pp. 55-75). Upper Saddle River, NJ: Prentice Hall. 2. Jalongo, M. R., Bauer, K., Conrad, N. K., & Cardy, T. (1998). National public school prekindergarten: Issues and future directions. <i>Dimensions of Early Childhood</i> , 26, 3-11. 3. Check out information under the section of “About Pre-K” available at the website of the Georgia Department of Early Care and Learning: http://www.osr.state.ga.us/PreK/About_Prek.html | Community, School, & Class Description Due |
| Week 4: January 31 | NAEYC Position Statement & DAP 1. Bredkamp, S., & Carol Copple (Eds.) (1997). <i>Developmentally appropriate practice in early childhood</i> | |

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| | <p><i>programs</i> (revised ed., pp. 3-30), Washington, DC: NAEYC.</p> <p>2. New, R. S. (1994). Culture, child development, and developmentally appropriate practices: Teachers as collaborative researchers. In B. L. Mallory & R. S. New (Eds.), <i>Diversity & developmentally appropriate practices: Challenges for early childhood education</i> (pp. 65-83). New York: Teachers College Press.</p> | |
| February 2 | <p>Integrated Lessons and Units</p> <p>1. Fogarty, R. (1996). Ten ways to integrate curriculum. In Johnson, M. A. & Roberson, G. F. <i>A century of early childhood: History, trends and issues</i> (pp. 343-348). Needham Heights, MA: Simon & Schuster Custom Publishing.</p> <p>2. TBA</p> | |
| Week 5: February 7 | <p>Assessment</p> <p>1. Shepard, L. A. (1999). The influence of standardized tests on the early childhood curriculum, teachers, and children. In B. Spodek & O. N. Saracho (Eds.), <i>Issues in early childhood curriculum</i> (pp. 166-189). Troy, NY: Educator's International Press, Inc.</p> <p>2. Helm, J. H., & Beneke, S., & Steinheimer, K. (1998). <i>Windows on learning: Documenting young children's work</i> (p. 36, pp. 111-129 & 143-150). New York: Teachers College Press.</p> | |
| February 9 | <p>Looping & Multi-age</p> <p>1. Roopnarine, J. L., & Clawson, M. A. (2000). Mixed-age classrooms for young children. In J. L. Roopnarine, & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (3rd ed., pp. 221-237). Upper Saddle River, NJ: Prentice Hall.</p> <p>2. Chirichello, M., & Chirichello, C. (2001). A standing ovation for looping: The critics respond. <i>Childhood Education</i>, 78, 2-9.</p> | Draft of Integrated Lesson Plan Due |
| Week 6: February 14 | EXAM 1 (in class) | Exam 1 |
| <p>SEGMENT II: Early Childhood Curriculum Models</p> | | |
| February 16 | <p>Contributions of Piaget and Vygotsky to ECE</p> <p>1. Donaldson, M. (1978). Piaget's theory of intellectual development. In Author, <i>Children's minds</i> (pp. 138-157). New York: W.W. Norton & Company.</p> <p>2. Smith, P. K., & Cowie, H. (1989). Learning in a social context. In Authors, <i>Understanding children's development</i> (pp. 349-366). Cambridge, MA: Basil Blackwell.</p> | |
| Week 7: February 21 | <p>Constructivism</p> <p>Forman, G., & Landry, C. (2000). The constructivist perspective on early education: Applications to children's museums. In J. L. Roopnarine, & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (3rd ed., pp. 149-174). Upper Saddle River, NJ: Prentice Hall.</p> | |
| February 23 | <p>High Scope Student Handouts</p> | Group Presentation |

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| Week 8: February 28 | Psychoanalytic Contributions to ECE TBA | |
| March 2 | Creative Curriculum Student Handouts | Group Presentation |
| Week 9: March 7 | The philosophy of Maria Montessori Wolfe, J. (2000). Maria Montessori. In Author, <i>Learning from the past: Historical voices in early childhood education</i> (pp. 225-247). Mayerthorpe, Alberta: Piney Branch Press. | |
| March 9 | Montessori Student Handouts | Group Presentation |
| Spring Break (March 14 & 16) | | |
| Week 10: March 21 | Student-Teacher Relationships TBA | |
| March 23 | Bank Street Student Handouts | Group Presentation Final Draft of Integrated Lesson Plan Due |
| Week 11: March 28 | Contributions of Progressivism and Gardner to ECE 1. Kilpatrick, W. H. (1918). The project method. <i>Teachers College Record, XIX</i> , 319-335. 2. Gardner, H. (1993). Multiple intelligences. In Author, <i>Frames of mind</i> (pp. 86-111). New York: Basic Books. | |
| March 30 | Reggio Student Handouts | Group Presentation |
| Week 12: April 4 | Anti-Bias Curriculum 1. Derman-Sparks, L., & the A.B.C. Task Force (1989). Why an anti-bias curriculum? In Authors, <i>Anti-bias curriculum: Tools for empowering young children</i> (pp. 1-9). Washington, DC: NAEYC. 2. Derman-Sparks, L., & Ramsey, P. G. (2000). A framework for culturally relevant, multicultural, and antibias education in the 21 st century. In J. L. Roopnarine, & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (3 rd ed., pp. 379-404). Upper Saddle River, NJ: Prentice Hall. | |
| April 6 | Anti-Bias Curriculum Student Handouts | Group Presentation |
| Week 13: April 11 | EXAM 2 (take home) | Exam 2 Answers By 9:00 AM |
| SEGMENT III: Classroom Organization & Management | | |
| April 13 | Online Case Study (No Class) | |
| Week 14: April 18 | Classroom Organization & Management TBA | Initial Case Study Essay |

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| April 20 | Classroom Organization & Management TBA | |
| Week 15: April 25 | Classroom Organization & Management TBA | |
| April 27 | Classroom Organization & Management TBA | |
| Week 16: May 2 | Classroom Organization & Management TBA | Revised Case Study Essay |