

EDEC 4020  
Fall 2004  
**Decision Making for Planning, Teaching, and Organizing Early  
Childhood Classrooms**

A study of the methods used to plan and implement meaningful instruction in elementary classrooms

Tuesday 12:30 – 4:15 p.m.

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### **Course Purpose**

The purpose of this Block 2 course is to support you as we work together through issues of planning, teaching, and organizing instruction for elementary students. The 11 components of the National Board of Professional Teaching Standards (NBPTS) will be used to guide all of our work both in this class and in EDEC 4030. This semester we will focus on standards related to knowing students, planning, reflection, and teaching diverse learners in developmentally appropriate ways.

### **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

### **Course Expectations**

This course contains both a field and university component. **Each student must pass both the university and field component of EDEC 4020 and EDEC 4020L in order to pass the course and progress to student teaching.**

Adherence to group authored norms is an expectation of professionals that desire improving their craft. Norms will be reviewed each class period and used in self-evaluations as well as teacher evaluations at mid term and at the end of the course.

It is your responsibility to exhibit professionalism of that required by a beginning teacher. Examples include attending all classes, timely communication via email, promptness, diligence, conveying an attitude of someone excited about becoming a teacher, 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.

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.

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

## Optional Resources

Articles in OIT

Web pages

[www.responsiveclassroom.org](http://www.responsiveclassroom.org) (Responsive Classroom – Northeast Foundation for Children)

[www.readwritethink.org](http://www.readwritethink.org) (IRA/NCTE lesson plans)

[www.ascd.org](http://www.ascd.org) (Association for Supervision & Curriculum Development)

[www.carolhurst.com](http://www.carolhurst.com) (Carol Hurst's Children's Literature Site)

[www.ncte.org](http://www.ncte.org) (The National Council of Teachers of English)

[www.proteacher.net](http://www.proteacher.net) (Proteacher Community)

[www.ira.org](http://www.ira.org) (International Reading Association)

[www.nbpts.org](http://www.nbpts.org) (National Board for Professional Teaching Standards)

[www.yahooligans.com](http://www.yahooligans.com) (Yahooligans – the Web Guide for Kids)

## Building a Responsive Learning Environment

Learning is an act of collaboration. Together we will build and maintain a responsive learning environment to facilitate the collaborative learning process. In a responsive learning environment, members of the learning community (students and teachers) are likely to engage in a collaborative discourse to share and understand each other's views. In this class, you will be encouraged to engage in empathy, perspective taking, and thinking and feeling as pathways to knowing.

## 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. Please communicate **in advance** with Ms. Bhukhanwala regarding any absences via email or in person. Unexcused absences from class or the field experience will affect your grade and can result in failure of the course.

## Writing Criteria

Writings for the course will be assessed both on what you write (your essential ideas) and how well you write. All assignments (with the exception of reflective journal entries and talking points) should be word-processed in a readable 12-point font, double spaced, spell-checked, and grammatically correct. I encourage you to use each other to proofread work, as this is 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.

| <b>Evaluation</b>                         | <b>Points</b> |
|---|---------------|
| Participation                             | 15            |
| Learner Autobiography                     | 15            |
| Synthesis of Readings & Class Discussions | 10            |
| Children's Thinking Project               | 20            |
| Connected Lessons                         | 25            |
| Final Portfolio                           | 15            |
| <b>Total possible number of points</b>    | <b>100</b>    |

These will finally get converted into letter grade

|         |                |
|---------|----------------|
| Grade A | 90- 100 points |
| Grade B | 80- 89 points  |
| Grade C | 70- 79 points  |

## **Course Requirements**

### **Participation (15%)**

This class will be taught through dialogue, with most of the time devoted to reaction, reflection, application, and discussion of topics. 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 to 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 August 31<sup>st</sup>.**

Think back on your experiences as a learner in school. What impacted your learning? Who influenced you? What were some of your most memorable moments? Why were they so memorable? How was your culture 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. The length should be between 5-10 pages.

### **Synthesis of Readings & Class Discussions (10%) - Due September 7<sup>th</sup>**

Write a 2 to 3 page paper synthesizing the readings and class discussions based on knowing yourself, knowing your students, and building a classroom community. Within this paper, address how you're making sense of the topics and the implications they hold for you as a teacher.

**Children’s Thinking Project (20%) – Draft due September 28<sup>th</sup> ; Final due November 23<sup>rd</sup>**

Conduct a children’s thinking project to explore a student’s understanding of the concept or topic you taught in one of your connected lessons. Write a reflection that includes: 1) what you might do differently next time, 2) the child’s understanding of the concept or topic of the lesson taught, 3) practical implications for your classroom, and 4) what you learned from the project that can help you become a better teacher. You will share the results of your children’s thinking project in small groups. You will be provided with examples of projects done in previous courses.

**Connected Lessons (25%) – Draft due October 5<sup>th</sup>; Final copy due November 16<sup>th</sup>**

For the field experience, you will prepare 3-5 connected lessons which you will implement in your classroom. 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 following:

- the topic
- materials you will use
- group size
- the duration of the lesson
- the number of days you will be allowed to teach.

**Final Portfolio (15%) – Due December 7<sup>th</sup> (No later than 5:00 p.m.)**

Create a portfolio of your semester’s work both in class and in the field (teaching philosophy and sample lesson plans). The purpose here is for you to present evidence of your learning through these experiences. You should also include reflections upon your growth in accordance with each of the four NBPTS standards covered throughout this course. Each reflection should consist of a two- to three-paragraph summary of how each artifact you have chosen reflects your learning. Also describe the potential impact on student learning. You will create an electronic portfolio using these documents. Your portfolio must be turned in no later than 5:00 p.m. on December 7. Your portfolio construction will continue in 4030.

**Tentative Course Schedule**

|  |   |  |
|--|---|--|
| August 24, 2004<br><b>Introduction</b>                       | Introduction, establishing a learning environment<br>Kriete, R. (2002). <i>Morning meeting</i> . Greenfield, MA: NEFC, pp. 148-217.   |  |
| August 31, 2004<br><b>Knowing Yourself and Your Students</b> | 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.<br>Oldfather, P., West, J., White, J., & Wilmarth, J. (1999). <i>Learning through children’s eyes</i> . Washington DC: | Due:<br>*Talking Points<br>*Learner<br>Autobiography |

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|  | <p>APA, pp. vii-23 &amp; 77-87.<br/> Tomlinson, C. A. (2002). Invitation to learn. <i>Educational Leadership</i>, 60(1), pp. 6-11.</p>  |   |
| September 7<br>2004<br><b>Writing Goals<br/> and Objectives<br/> Planning and<br/> instruction</b> | Jacobsen, D.A., Eggen, P., & Kauchak, D. (2002). <i>Methods for teaching: Promoting student learning</i> , 6 <sup>th</sup> ed. Upper Saddle River, NJ: Pearson Education, Inc., pp. 58-80.<br>Lesson planning hand outs<br>Goals and objectives<br><br>Group planning sessions  | Due:<br>*Talking Points<br>*Letters to mentor and parent(s) of students<br>*Synthesis of Readings & Class Discussions |
| September 14<br>2004   | <b>Meet Your Teacher Day</b>  |   |
| September 17<br>2004   | Half Day Field Placement  |   |
| September 21,<br>2004<br><b>Building Learning Communities and Knowing yourself as a Learner.</b>   | Charney, R. (2002). <i>Teaching children to care</i> . Greenfield, MA: Northeast Foundation for Children, pp. 1-26.<br>Peterson, R. (1992). <i>Life in a crowded place: Making a learning community</i> . Portsmouth, NH: Heinemann, pp. 1-9.<br>Wolk, S. (2003). Hearts and minds. <i>Educational Leadership</i> , 61(1), p.14-18.<br>Silver, H., Strong, R., & Perini, M. (2000). (Eds.) <i>So each may learn: Integrating learning styles and multiple intelligences</i> . Alexandria, VA: ASCD, pp. 5-37.<br>Wilson, L.H. (2004). <i>Teaching 201: Traveling beyond the basics</i> . Lanham, Maryland: Scarecrow Education, pp. 3-7.<br>Modalities and products | Due:<br>*Talking Points<br>*Draft of letters to mentor teacher & parent(s) of students<br><br>Talking Points          |
| September 28,<br>2004<br><b>Planning &amp; Instruction<br/> Establishing the Teacher Role</b>      | Group lesson presentations & feedback<br><br>Charney, R. (2002). <i>Teaching children to care</i> . Greenfield, MA: Northeast Foundation for Children, pp. 229-272.   | Due:<br>*Group lesson presentations<br>*Talking points  |
| Friday,<br>September 24,<br>2004   | Half Day Field Placement  |   |
| September 28,<br>2004<br><b>NBPTS &amp; Child Thinking Project</b>                                 | National Board for Professional Teaching Standards (1, 2, 4, & 9) – Early Childhood Certification<br><a href="http://www.nbpts.org/pdf/ec_gen_2ed.pdf">http://www.nbpts.org/pdf/ec_gen_2ed.pdf</a><br>Oldfather, P., West, J., White, J., & Wilmarth, J. (1999). <i>Learning through children’s eyes</i> . Washington DC:   | Due:<br>*Talking points<br>*Child Thinking Project draft  |

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|  | APA, pp. 25-76.  |   |
| Friday,<br>October 1, 2004   | Half Day Field Placement   |   |
| October 5, 2004<br><b>Work day and Classroom Management</b>                    | <p>Child Thinking Project Peer Reviews &amp; Planning Sessions</p> <p>Charney, R. (2002). <i>Teaching children to care</i>. Greenfield, MA: Northeast Foundation for Children, pp. 143-164 &amp; pp. 419-423.</p> <p>Erwin, J. (2003). Giving students what they need. <i>Educational Leadership</i>, 61 (1), pp. 19-23.</p> <p>Hall, P., &amp; Hall, N. (2003). Building relationships with challenging children. <i>Educational Leadership</i>, 61 (1), pp. 60-63.</p> <p>Jacobsen, D.A., Eggen, P., &amp; Kauchak, D. (2002). <i>Methods for teaching: Promoting student learning</i>, 6<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Education, Inc., pp. 258-269.</p> <p>Marzano, R., &amp; Marzano, J. (2003). The key to classroom management. <i>Educational Leadership</i>, 61 (1), pp. 6-13.</p> | <p>Due:</p> <p>*Talking points</p> <p>*Connected lessons draft</p>  |
| Monday<br>October 11, 2004 –<br>Wednesday<br>November 3, 2004                  | No class – field placements  | <p>Due:</p> <p>Field Reflections</p> <p>*Friday, 10/15</p> <p>*Friday, 10/22</p> <p>*Friday, 10/29</p> <p>*Friday, 11/5</p> |
| November 9, 2004<br><b>Field Reflections and becoming an effective teacher</b> | <p>Group discussions about field experience (school environment, classroom culture, lessons learned, new questions, NBPTS applications, teacher-student relationships, classroom management, etc.)</p> <p>Community Inquiry Project Presentations</p> <p>McEwan, E. (2002). Who is the effective teacher? In <i>Ten traits of highly effective teachers: How to hire, coach, and mentor successful teachers</i>. Thousand Oaks, CA: Corwin Press, Inc, pp. 1-23.</p> <p>Stronge, J. (2002). <i>Qualities of effective teachers</i>. Alexandria, VA: ASCD, pp. 13-22.</p>   | <p>Due:</p> <p>*Community inquiry project presentation</p> <p>*Talking points</p>   |
| November 16, 2004<br><b>Creating E-portfolio</b>                               | E-portfolio construction – guest speaker Gretchen Thomas   | <p>Due:</p> <p>*Connected lessons</p>   |
| November 23, 2004<br><b>Children's Thinking</b>                                | Share Children's Thinking Projects in small groups   | <p>Due:</p> <p>*Children's Thinking Project</p>   |

| <b>Project</b>  |   |                         |
|---|---|-------------------------|
| November 30,<br>2004<br><b>Reflective<br/>Teaching and<br/>establishing<br/>classroom<br/>routines and<br/>procedures,<br/>Classroom<br/>design</b> | Eby, J.W., Herrell, A.L., & Hicks, J. (2002). <i>Reflective Planning, teaching, and evaluation k-12</i> , 3 <sup>rd</sup> ed. Upper Saddle River, NJ: Merrill Prentice Hall, pp. 3-19.<br>Charney, R. (2002). <i>Teaching children to care</i> . Greenfield, MA: Northeast Foundation for Children, pp. 27-68<br>Denton, P., & Kriete, R. (2000). <i>The first six weeks of school</i> . Greenfield, MA: Northeast Foundation for Children, pp. 1-26, 33, 83, 121, 155.<br>Clayton, M. (2001). <i>Classroom spaces that work</i> . Greenfield, MA: Northeast Foundation for Children, pp. 12-15, 22-39, 61-69, 119-131. | Due:<br>*Talking points |
| December 7,<br>2004   | No class.   | Due:<br>*Portfolio      |
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