

EDEC 4020
Spring 2006

**Decision Making for Planning, Teaching, and Organizing Early
Childhood Classrooms**

Monday and Wednesday 10:10 – 12:05
Room 417

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Course Purpose

The purpose of this Block 2 course is to support your learning about planning, teaching, and organizing instruction for socio-economically, linguistically, and ethnically diverse preschool and elementary students. The Georgia Professional Teaching Standards and the GSTEP principles will be used to guide our work in this class and to provide our goals for the learning outcomes for 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 can be found below and in the course LiveText website (www.college.livetext.com), so that you may refer to them during planning and reflective assessment of your learning.

Conceptual Framework and Standards

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 by committing itself to the standards for early childhood education of the Georgia Professional Standards Commission (see 505-3-.17 at <http://www.gapsc.com/TeacherEducation/Rules/Rules.asp>). The early childhood standards addressed in EDEC/CHFD 4020L include the following:

STANDARD I: Child Development and Learning

The program shall prepare early childhood professionals who:

- (i) Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children.
- (ii) Use knowledge of how children differ in their development and approaches to learning to support the development and learning of individual children.
- (iii) Demonstrate understanding of the conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities.
- (iv) Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities.
- (v) Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.

- (vi) Demonstrate understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of children.
- (vii) Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences.

STANDARD II: Curriculum Development and Implementation

The program shall prepare early childhood professionals who:

- (i) Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.
- (ii) Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, and make decisions.
- (iii) Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
- (iv) Demonstrate a high level of competence in use of the English language areas and know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- (v) Know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.
- (vi) Know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.
- (vii) Know, understand, and use the major concepts and modes of inquiry from the social studies—integrated study of history, geography, the social sciences, and other related areas—to promote P-5 students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- (viii) Know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements, of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among P-5 students.
- (ix) Know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
- (x) Know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for P-5 students.
- (xi) Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
- (xii) Create, evaluate, and select developmentally appropriate materials, equipment, and environments.
- (xiii) Evaluate and demonstrate appropriate use of technology with children, including assistive technologies for children with disabilities.

- (xiv) Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity.
- (xv) Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.
- (xvi) Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.
- (xvii) Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEP's and IFSP's into daily activities and routines.
- (xviii) Establish and maintain physically and psychologically safe and healthy learning environments for children.
- (xix) Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- (xx) Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.
- (xxi) Implement basic health, nutrition, and safety management practices for children, including those regarding childhood illness and communicable diseases.
- (xxii) Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services when necessary.
- (xxiii) Recognize signs of emotional distress, child abuse, and neglect in children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.

STANDARD III: Family and Community Relationships

The program shall prepare early childhood professionals who:

- (i) Establish and maintain positive, collaborative relationships with families.
- (ii) Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.
- (iii) Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
- (iv) Support parents in making decisions related to their child's development and parenting.
- (v) Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
- (vi) Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.
- (vii) Link families with a range of family-oriented services based on identified resources, priorities, and concerns.
- (viii) Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.

STANDARD IV: Assessment and Evaluation

The program shall prepare early childhood professionals who:

- (i) Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices.
- (ii) Observe, record, and assess children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences.
- (iii) Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
- (iv) Participate and assist other professionals in conducting family-centered assessments.
- (v) Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information.
- (vi) Communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.
- (vii) Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

STANDARD V: Professionalism

The program shall prepare early childhood professionals who:

- (i) Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.
- (ii) Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for children and the early childhood profession.
- (iii) Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.
- (iv) Demonstrate awareness of and commitment to the profession's code of ethical conduct.
- (v) Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
- (vi) Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.
- (vii) Serve as advocates on behalf of children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.
- (viii) Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.

STANDARD VI: Field Experiences

The program shall prepare early childhood professionals who:

- (i) Observe and participate under supervision of qualified professionals in a variety of settings in which children are served (such as public and private; centers, schools, and community agencies).

- (ii) Work effectively over time with children of diverse ages (pre-schoolers, or school-age), with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems.
- (iii) Demonstrate ability to work effectively during full-time (totally at least 300 clock hours) supervised student teaching and/or practica experiences in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities.
- (iv) Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

STANDARD VII: Teaching of Reading

The program shall prepare the Early Childhood classroom teacher to meet the standards for an endorsement for Classroom Teacher of Reading as specified in Rule 505-3-.52. The program shall (i) conform to the IRA Standards for Reading Professionals, Classroom Teacher Candidate, 2003. http://www.reading.org/resources/issues/reports/professional_standards.html and (ii) prepare candidates to provide instructional practices grounded in scientifically based reading research (SBRR). <http://www.nationalreadingpanel.org/>

STANDARD VIII: Georgia Special Requirements

The program shall meet all requirements specified in Rule 505-2-.020, Special Georgia Requirements. These requirements are in the areas of:

- (i) Content knowledge assessments (Praxis II)
- (ii) Standards of conduct
- (iii) Recency of study
- (iv) Special education
- (v) Teaching of reading and writing
- (vi) Computer skill competency

Course Expectations

It is your responsibility to exhibit professionalism as a beginning teacher. You show professionalism by attending all classes and arriving promptly, communicating honestly and thoughtfully, taking responsibility for your learning, and treating your colleagues with the utmost respect. At the heart of teacher professionalism is a focus on children and their learning.

This course contains both a field and a university-based 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.

Our Learning Community

Learning is an act of collaboration. Together we will build and maintain a responsive learning environment to facilitate the collaborative learning process. A meaningful learning community is built on trust, respect, care, appreciation, and support. Within a caring and an ethical environment, we will engage in a collaborative exchange of ideas and understandings. The goal is to create a psychologically safe space where members of the learning community feel free to express their perspectives and at the same time feel safe to be challenged and stretched. In this class, you will be encouraged to engage in empathy, perspective taking, and thinking and feeling as pathways to knowing. Rather than emphasizing “right or wrong answers,” our hope is that members of this learning community seek to understand and not to judge others. Therefore, remember to be sensitive, appreciative, and respectful as we participate in shared conversations.

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. Advance communication with instructors, mentor teachers, and University Facilitators in the field regarding any absence is required. Absence from class can affect your grade and will be discussed with individual students if and when the need arises.

Schedule for the Field

Meet Your Teacher Day is Tuesday, January 24th. The full-day Friday field experience dates are January 27th, February 3rd, and February 10th. The full-time field experience will begin on Monday, February 13th and will end on March 10th. You will receive a full syllabus for your field experience course (4020L) which will provide detailed information.

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 recommended in class, 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 Materials

Johnston, P. H. (2004). *Choice words: How our language affects children's learning*. York, ME: Stenhouse Publishers.

MacKenzie, R. (1996) *Setting limits in the classroom, revised : How to move beyond the dance of discipline in today's classrooms*.

Oldfather, P; West, J., White; J; & Wilmarth, J. (1999). *Learning through children's eyes – Social constructivism and the desire to learn*. Washington DC: APA

Selected articles and chapters accessed through WebCT and/or OIT

Assignments

Evaluation

The primary purpose of the evaluation system is to support the quality of your work as you strive to become the best teacher you can be. Rather than a point system on each project, you will receive check, check plus or check minus, along with specific feedback on your products. You will also receive feedback from your classmates. The self-reflection that will be done through your electronic portfolio will also be vital for your professional development and evaluation in this course.

Evaluation of your progress in the course will be based on assessment of the following:

Participation

This class will be taught primarily through dialogue, with much of the time devoted to reaction, reflection, application, and discussion of readings. We all share responsibility to make the class meetings relevant and meaningful. In order for that to happen, you will need to attend class, prepare the readings and contribute equally to the work of small group activities. We will ask for self-evaluation regarding participation and we will provide feedback on this important part of our work together during the semester.

Dual entry diaries Due January 18, February 8, April 5

You will keep a dual entry diary, typed on computer. The diary needs to be done with each reading and brought to every class meeting. It will be useful in your critical reflection, and will serve as a basis for class and/or small group discussions. Please provide a summary or overview of the reading first, and then diary write entries (“juicy” quotes that you will select) from each assigned reading along with your own particular responses to those quotes. Be sure to identify sources and with each entry, identify page numbers of the selection. As we begin each discussion, you will be expected to have your dual entry diary open and available. Your diary will be turned in to us periodically. Each time you submit your diary, please include only the entries from that particular time period.

Letters to Mentor Teacher and Students’ Parents. Preliminary Draft Due January 11th, Final Draft Due January 18th

You will write letters to your mentor teacher and another to students’ parents for the purpose of introducing yourself. In these letters you might describe your background, special talent or interests, and your hopes and dreams for your experience in your field experience and/or what you hope to offer the children during your time in the field. The content of this letter needs to be of the highest quality, with perfect grammar and spelling.

Observation Log and Reflection Due March 20th

During your first week in the classroom, create field notes based on your observations about what is taking place. Write a 4-6 –page paper summarizing your observations. Refer to specific activities, children’s talk, and teacher talk that you record in your fieldnotes with a 2-column format that we will describe in class. Structure your paper in the following way:

- 1) A **brief** description of the setting (grade level, physical environment, number of students, diversity, etc.
- 2) Address the following questions:
 - What adjectives might describe the classroom?
 - How does it feel to be a child in this classroom?
 - What do the children enjoy?
 - How would you describe the student-teacher relationships? student-student relationships?
 - What sorts of phrases does the teacher use to support the students’ sense of self-worth?

- What are the structures that guide the activities and the behavior of the class?
- 3) Write conclusions and questions for future observations and explaining how what you have learned will affect your teaching in this classroom.

Classroom Management/Community Building Project – Due April 24

1. Conduct two 20-minute observations during the 4 week portion of your field assignment focusing on classroom management, community building, and student behavior. Use a 2-column format of note-taking and note-making. At the end of each observation, write a brief reflection in response to questions a and b:
 - a. What does this observation tell you about a classroom management and community-building approach used by your mentor teacher and how students respond to the approach?
 - b. What are you learning from your observations and interactions in this classroom about effective and ineffective approaches to building a learning community and to managing children of this age? Link your observations to ideas presented in Setting Limits in the Classroom. Write a vignette of a “classroom dance” that you observed between yourself and a student, or a teacher and students.
 - c. What questions do you have about building learning communities and classroom management with pre-kindergarten through fifth grade children?
2. You will outline a community building and classroom management plan detailing how you hope to provide the optimal learning environment for your students. We will develop guidelines for the plan in class.

Connected Lessons

You will prepare a series of 3-5 connected lessons to implement while you are in the field. These lessons will incorporate one or more content areas and the lessons will build upon preceding lessons across 3-5 days. Through these lessons you will develop a key concept, skill or idea over time and make explicit connections to children’s lived experiences and community life. To help you prepare, we will model and develop various lesson planning templates in class.

The lessons will be created in *LiveText*, which is a web-based tool we are very excited about. You will be provided with a good orientation to this process by Scott Smith on Monday, January 23 in computer lab 227/228.

The lessons will be based on the following:

- Observations of the children in your classroom;
- Information you gain from your mentor teacher about the requirements of the curriculum;
- Your pre-assessment of students’ prior knowledge of content.
- Depending on the situation, we hope it may be possible to take into consideration your particular interests and passions.

Before planning these lessons, you will need to consult with your mentor teacher about the following:

- The topic and materials you will use; (you are encouraged to be resourceful in finding materials, going beyond the textbook resources);
- The size of group you will be teaching;
- The amount of time you will teach each day and the number of days you would teach.
- Ask the mentor teacher what he or she knows about the students’ prior knowledge in relation to the topic selected and if they have been previously introduced to the concepts and information. You will also do a pre-assessment with the children before beginning your specific planning;

After you have taught each connected lesson, you should immediately write reflections which will be placed in an additional section below each lesson plan in LiveText.

Address the following questions regarding your lesson:

- *How did the students respond to the lesson?*
- *What did they understand and not understand?; what did they learn, and what do they still need to learn?*
- *What do you feel especially good about the lesson?*
- *What might you do differently next time in teaching this lesson?*
- *How do you need to alter the next lesson(s) based on what took place in today's lesson?*

When you have completed teaching the series of connected lessons, add a final reflection that addresses the whole series of lessons and address the following question: *What have you learned from planning and teaching these connected lessons that you would apply in future lesson planning and teaching?*

Live Text Final Portfolio

Your portfolio is an opportunity to document and reflect on your learning about teaching during the first semesters of your early childhood program. You will draw on your work in classes and from the the field to provide evidence of your developing skills, knowledge and dispositions for becoming an early childhood teacher. Each reflection should consist of a two to three paragraph summary of your growth and its impact on student learning as they related to the GSTEP and PSC Standards. You will create an electronic portfolio using these documents. Your portfolio must be available for viewing no later than 3pm December 12, as this is the end of our final exam scheduled time. However, portfolios can be made available for viewing beginning on Monday, December 5. This work will continue in 4030.

Academic Honesty Policy

The academic honesty policy is in effect during this course. All academic work must meet the standards contained in 'A Culture of Honesty.'" Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/asadhon.htm>

Course Schedule and Topical Outline

Monday, January 9

Introductions
Course overview

Wednesday, January 11th

Introduce 4020 Lab requirements

Readings:

Understanding By Design, Ch. 1

Setting Limits in the Classroom, Ch. 1

Due: Draft: letter to mentor teacher for peer review

Monday, January 16 - Martin Luther King Holiday (No Class)

Wednesday, January 18

Elements of a lesson plan

Connected lessons

Teaching for meaning

Readings:

Understanding By Design, Ch. 2 and 3

Setting Limits in the Classroom, Ch. 2 and 3

Due: Letter to mentor teacher (final draft)

Monday, January 23

Meet in computer labs 227/228 at 10:10 am.

Livertext presentation by Scott Smith

Preparations for Meet Your Teacher Day

Readings:

Understanding By Design, Ch. 4

Tuesday, January 24

Meet Your Teacher Day

Wednesday, January 25

Collaboration on lesson design practice by whole class

Considering alternative planning templates

Bloom's Taxonomy

Considering Essential Questions

Reading:

Understanding by Design, Ch. 5

Friday, January 27

Full day in field

Monday, January 30

More on lesson planning: Small groups will develop lessons

Reading: *Understanding by Design*, Ch. 11

Wednesday, February 1

Group lesson presentations

Friday, February 3

Full day in Field

Monday, February 6

Building a learning community

Readings: Charney, Ch. 1

Due: Draft of connected lessons due for peer review

Wednesday, February 8

Guest speaker: Julia Hammond – on Morning Meeting

Readings: Charney, Ch. 2 and 3

Friday, February 10

Full day in field

Monday, February 13 – Friday, March 10 -:

Full time in field!!!!

March 13 – 17: Spring break!!

Monday, March 20

Discussion of field experiences

Due: Observation log and reflections

Wednesday, March 22

Why theory matters: Social constructivism, early childhood education and motivation

Reading: *Learning through Children's Eyes*, pp. 1-45.

Monday, March 27

Preparation for Children's Thinking Project

Readings:

Stalking the Fuzzy Sunshine Seeds

Learning Through Children's Eyes, pp. 57-91

Wednesday, March 29

The importance of language in teaching

Reading: *Choice Words*, Ch. 1-4.

Monday, April 3

The importance of language in teaching, (cont.)

Reading: *Choice Words*, Ch. 5 -6

Wednesday, April 5

The importance of language in teaching, (cont.)

Reading: *Choice Words*, Ch. 7-8

Monday, April 10

To be determined

Wednesday, April 12

Planning Thematic Units

Reading: *Reflective Planning, Teaching and Evaluation*, Ch. 5

Monday, April 17

Children Thinking Projects

Due: Full draft for peer review

Wednesday, April 19

Guest speaker on technology

Monday, April 24

Sharing Classroom management/community building projects

Due: (The above projects)

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Wednesday, April 26

Reviews of E-Portfolios

Monday, May 1: Last day of class

Fri. May 5: Finals ; E-Portfolios due

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GSTEP Framework

The GSTEP Framework is a replicable statewide induction tool that identifies the knowledge, skills, dispositions, understandings, and other attributes of accomplished teaching. It provides a structure through which novices and their mentors are able to assess and analyze teaching practice.

GSTEP Framework Guiding Principles

The following principles guided the development of the GSTEP Framework:

- **The Process Principle:** Learning to teach is a career-long process.
- **The Support Principle:** Successful engagement in the process of learning to teach requires support from multiple partners.
- **The Ownership Principle:** Professional teachers have ownership of their careers, which they create and design.
- **The Impact Principle:** Effective teaching yields evidence of student learning.
- **The Equity Principle:** All teachers deserve high expectations and support.
- **The Dispositions Principle:** Productive dispositions affect student learning, teacher growth, and school climate positively.
- **The Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

1. Content & Curriculum

Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.

Accomplished teachers:

- demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.
- understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.
- stay current in their subject areas as engaged learners and/or performers in their fields.
- relate content area(s) to other subject areas and see connections to everyday life.
- carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).
- interpret and construct school curriculum that reflects state and national content area standards.

2. Knowledge of Students & Their Learning

Teachers support the intellectual, social, physical, and personal development of all students.

Accomplished teachers:

- believe that all children can learn at high levels and hold high expectations for all.
- understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).
- are sensitive, alert, and responsive to all aspects of a child's well-being.

- understand how factors in environments inside and outside of school may influence students' lives
- are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.
- establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.

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3. Learning Environments

Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Accomplished teachers:

- create a learning community in which students assume responsibility, participate in decision making, and work both collaboratively and independently.
- organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.
- understand and implement effective classroom management.
- recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.
- are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.
- access school, district, and community resources in order to foster students' learning and well being.
- use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4. Assessment

Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

Accomplished teachers:

- understand measurement theory and the characteristics, uses, and issues of different types of assessment.
- use pre-assessment data to select or design clear, significant, varied and appropriate student learning goals.
- choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.
- involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
- develop and use valid, equitable grading procedures based on student learning.
- use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.
- use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
- are committed to using assessment to identify student strengths and needs and promote student growth.

5. Planning & Instruction

Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

Accomplished teachers:

- articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.
- plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
- understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.
- monitor and adjust strategies in response to learner feedback.
- vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- use appropriate resources, materials, and technology to enhance instruction for diverse learners.
- value and engage in planning as a collegial activity.

6. Professionalism

Teachers recognize, participate in, and contribute to teaching as a profession.

Accomplished teachers:

- continually examine and extend their knowledge of the history, ethics, politics, knowledge of the history, ethics, politics, organization, and practices of education.
- understand and implement laws related to rights and responsibilities of students, educators, and families.
- follow established codes of professional conduct, including school and district policies.
- systematically reflect on teaching and learning to improve their own practice.
- seek opportunities to learn based upon reflection, input from others, and career goals.
- advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.
- assume leadership and support roles as part of a school team.

Georgia Professional Standards Commission for Early Childhood

1. STANDARD I: Child Development and Learning

The program shall prepare early childhood professionals who:

- (i) Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children.
- (ii) Use knowledge of how children differ in their development and approaches to learning to support the development and learning of individual children.
- (iii) Demonstrate understanding of the conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities.
- (iv) Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities.
- (v) Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
- (vi) Demonstrate understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of children.

(vii) Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences.

2. STANDARD II: Curriculum Development and Implementation

The program shall prepare early childhood professionals who:

- (i) Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.
- (ii) Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, and make decisions.
- (iii) Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
- (iv) Demonstrate a high level of competence in use of the English language areas and know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- (v) Know, understand, and use fundamental concepts in the subject matter of science-including physical, life, and earth and space sciences-as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.
- (vi) Know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.
- (vii) Know, understand, and use the major concepts and modes of inquiry from the social studies integrated study of history, geography, the social sciences, and other related areas-to promote P-5 students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- (viii) Know, understand, and use-as appropriate to their own knowledge and skills-the content, functions, and achievements, of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among P-5 students.
- (ix) Know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
- (x) Know understand, and use-as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for P-5 students.
- (xi) Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
- (xii) Create, evaluate, and select developmentally appropriate materials, equipment, and environments.
- (xiii) Evaluate and demonstrate appropriate use of technology with children, including assistive technologies for children with disabilities.
- (xiv) Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity
- (xv) Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.
- (xvi) Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.
- (xvii) Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEP's and IFSP's into daily activities and routines.
- (xviii) Establish and maintain physically and psychologically safe and healthy learning environments for children.
- (xix) Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.

- (xx) Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.
- (xxi) Implement basic health, nutrition, and safety management practices for children, including those regarding childhood illness and communicable diseases.
- (xxii) Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services when necessary.
- (xxiii) Recognize signs of emotional distress, child abuse, and neglect in children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.

3. STANDARD III: Family and Community Relationships

The program shall prepare early childhood professionals who:

- (i) Establish and maintain positive, collaborative relationships with families.
- (ii) Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.
- (iii) Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
- (iv) Support parents in making decisions related to their child's development and parenting.
- (v) Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
- (vi) Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.
- (vii) Link families with a range of family-oriented services based on identified resources, priorities, and concerns.
- (viii) Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.

4. STANDARD IV: Assessment and Evaluation

The program shall prepare early childhood professionals who:

- (i) Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices.
- (ii) Observe, record, and assess children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences.
- (iii) Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
- (iv) Participate and assist other professionals in conducting family-centered assessments.
- (v) Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information.
- (vi) Communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.
- (vii) Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

5. STANDARD V: Professionalism

The program shall prepare early childhood professionals who:

- (i) Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.
- (ii) Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for children and the early childhood profession.
- (iii) Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.
- (iv) Demonstrate awareness of and commitment to the profession's code of ethical conduct.

- (v) Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
- (vi) Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.
- (vii) Serve as advocates on behalf of children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.
- (viii) Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.

6. STANDARD VI: Field Experiences

The program shall prepare early childhood professionals who:

- (i) Observe and participate under supervision of qualified professionals in a variety of settings in which children are served (such as public and private; centers, schools, and community agencies).
- (ii) Work effectively over time with children of diverse ages (pre-schoolers, or school-age), with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems.
- (iii) Demonstrate ability to work effectively during full-time (totally at least 300 clock hours) supervised student teaching and/or practical experiences in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities.
- (iv) Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

7. STANDARD VII: Teaching of Reading

The program shall prepare the Early Childhood classroom teacher to meet the standards for an endorsement for Classroom

Teacher of Reading as specified in [Rule 505-3-.52](#).

- (i) The program shall conform to the IRA Standards for Reading Professionals, Classroom Teacher Candidate, 2003. <http://www.reading.org/advocacy/standards/>
- (ii) The program shall prepare candidates to provide instructional practices grounded in scientifically based reading research (SBRR). <http://www.nationalreadingpanel.org/>

8. STANDARD VIII: Georgia Special Requirements

(i) The program shall meet all requirements specified in [Rule 505-2-.020](#), Special Georgia Requirements. These requirements are in the areas of:

- (i.) Content knowledge assessments (Praxis II)
- (ii.) Standards of conduct
- (iii.) Recency of study
- (iv.) Special education
- (v.) Teaching of reading and writing
- (vi.) Computer skill competency