

EDEC 4020
Spring 2006
Decision Making for Planning, Teaching, and Organizing Early
Childhood Classrooms

Monday and Wednesday 1:25-3:20
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 socioeconomically, 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 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 so that you may refer to them during planning and reflective 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, and will also provide another set of course learning outcomes. 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 4020 include the following:

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

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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.**

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.

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.

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

* LiveText subscription

Additional readings

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 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.

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, spellchecked, 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 Evaluation and Assignments

Evaluation % of total grade

Participation 15%

Learner Autobiography 10%

Observation and Reflection 10%

Classroom Management Project 15%

Connected Lessons 25%

Final Portfolio 25%

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 and letters to mentor teacher & students' parents. You will also take responsibility for different classroom roles including leading class meetings. Details about each of these will be discussed during class throughout the semester.

Learner Autobiography (10%) Due January 11th.

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.

Observation Log and Reflection (10%) Due February 1st and 8th.

Write two 1-2 page papers summarizing your observations from the first 2 Friday observations in the classroom. Refer to specific activities, children's talk, and teacher talk that you recorded in your field notes. Also refer to course readings that guided your observations and helped you to make sense of them. Within these papers, 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 during your field experience. **An observation form will be provided for field notes.**

Classroom Management/Community Building Project (15%) Due April 12th.

1. Conduct two 20-minute observations during the 3 week portion of your field assignment focusing on classroom management, community building, and student behavior. Use the 2-column format of note-taking and note-making that you used with your first observation assignment. 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? Finally, respond to question c below as a brief summary:
- 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 in class.

Connected Lessons (25%) Draft due Feb. 6th; Revisions/reflections due March 29th

After your first week in the field, begin to plan 3-5 connected lessons. We will model and develop lesson planning templates in class. 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. You will also draw on observations and interactions with students incorporate their needs and interests. 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.

These questions should be asked during your first Friday observation

In preparing your final connected lesson assignment add reflections at the end of each day's plan that address the following questions:

- a. Regarding your observation about how the students responded to your lessons, what did they understand and not understand, what did they learn, and what do they still need to learn?
- b. What might you do differently next time in teaching these lessons?
- Use space in day 4 or 5 to add a new final reflection section that addresses the following summary question: c. What have you learned from planning and teaching these connected lessons that you would apply in future lesson planning and teaching?

Final Portfolio (20%) Due May 1st

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. A 3-ring binder is best for the portfolio, with dividers for each of the 4 NBPTS standards. These standards are:

- #1 *Understanding Young Children*
- #2 *Equity, Fairness, and Diversity*
- #4 *Promoting Child Development and Learning*
- #9 *Reflective Practice*

Reflections and evidence for each standard should be included. Evidence can be lesson plans, student work samples, photographs, evaluations, parent letters, etc. You will continue to work on your portfolios 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>

***Please understand that this syllabus is a work in progress. It may be adjusted periodically to meet the needs of the students.**

Course Schedule and Topical Outline

DATE	CLASS DISCUSSION/ACTIVITY	DUE
January 9	Introductions Syllabus Review Establishing a learning environment	
January 11	Opening activity Charney: Preface, Introduction, & Intentions (Chapter 1, pp. 1-26); Morning Meeting (pp. 45-49)	Paper bag activity Learner autobiography

January 16	HOLIDAY	
January 18	Tomlinson, C. A. (2002). Invitation to learn. <i>Educational Leadership</i> , 60(1), pp. 6-11. Peer review of letter drafts	Draft of letter to mentor teacher and students
January 23	Frank: Foreword and Chapter 1, pp. ix-xii, 1-14 (An Ethnographic Perspective) Wong Video	Letter to mentor teacher should have been mailed!
January 24	MEET YOUR TEACHER DAY	This is a good time to ask your mentor teacher about ideas for your connected lessons: topic, time allotment (per day & # of days), group size, materials
January 25	Charney: I See You, I See Everything (Chap. 2, pp. 27-68). Frank: Ethnographic Interviews for Teachers (Chap. 3, pp.	
January 27	1st FIELD OBSERVATION	
January 30	Tomlinson: Foreword & What is a Differentiated Classroom? (Chap. 1, pp. 1-8); Rethinking How We Do School—and For Whom (Chap. 3, pp. 17-24). Planning connected lessons (templates)	
February 1	Tomlinson: Good Instruction as a Basis for Differentiated Instruction (Chap. 5, pp. 36-46) Jacobsen, D.A., Eggen, P., & Kauchak, D. (2002). <i>Methods for teaching: Promoting student learning</i> , 6th ed. Upper Saddle River, NJ: Pearson Education, Inc., pp. 58-80.	Observation notes and reflections
February 3	2nd FIELD OBSERVATION	
February 6	Charney: The Critical Contract: A Student's Individual Goals for the Year (Chap. 5, pp. 123-139) Peer review of letter draft	Draft of parent letter Outline of connected lessons (on template)
February 8	Charney: The Voices of Teaching (Section 3, pp. 229-272) Wilson, L.H. (2004). <i>Teaching 201: Traveling beyond the basics</i> . Lanham, Maryland: Scarecrow Education, pp. 3-7.	Observation notes and reflection
February 10	3rd FIELD OBSERVATION	
February 13- March 10	FIELD EXPERIENCE	It is MOST important that you collect materials during your field experience that provide evidence of your attention to the 4 NBPTS. These will be kept in your portfolio

March 13-19	SPRING BREAK	
March 20	Sharing field experiences	
March 22	Charney: Making the Rules with Children (Chap. 3, pp. 69-106) Wong Video	
March 27	Charney: Teaching the Rules (Chap. 4, pp. 107-122) Frank: Making it Explicit (Chap. 4, pp. 40-54)	
March 29	Tomlinson: How Do Teachers Make It All Work? (Chap. 9, pp. 95-107)	Revised connected lessons with reflections
April 3	Charney: Using Logical Consequences When Rules are Broken (Chap. 6, pp. 143-164)	
April 5	Charney: Time-Out: Establishing Boundaries and Promoting Self-Control (Chap. 7, pp. 165-190)	
April 10	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.	
April 12	Poster projects: Creating your own classroom design	Classroom management plan
April 17	Topic from survey:	
April 19	Topic from survey:	
April 24	Topic from survey:	
April 26	Topic from survey:	
May 1	Celebration of the semester Teacher evaluations	Portfolios
May 3-9	Final exam week	