

EDEC 4030/4030L
Integrated Curricular Practices in Early Childhood Education
Fall 2008—revised 8/22/08

Dr. Janna Dresden
Director of School Engagement Initiatives
jdresden@uga.edu
Aderhold G-10H
Office hours by appointment

Mon. & Weds. 1:25 – 3:20
Aderhold 430

Bulletin Course Description

Develop philosophical perspectives of teaching and classroom management, consider effective parent-teacher relations, and connect with the wider community as a resource context for teaching and learning. Plan and teach an integrated, thematic curriculum unit for prekindergarten through grade five as part of the field component.

Course Description

In these courses we will focus on using a variety of ideas and strategies to help us understand and plan for our work as teachers. Specifically, we will investigate integrated curricular practices, differentiated instructional strategies, and the use of assessment to support learning and teaching. In addition, we will examine the impact of family structure and cultural context on the experiences of children and their teachers.

Early Childhood Teacher Program Conceptual Framework

The conceptual framework for 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://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 for the Georgia Professional Standards Commission. The early childhood standards addressed in EDEC 4030 and the EDEC 4030L field ex4030L field experience include the following:

Standard I: Child Development and Learning—Sections ii, iii, iv, v, vi, vii

Standard II: Curriculum Development and Implementation—Sections i, ii, iii, xii, xiv, xv, xvi, xviii, xxiii

Standard IV: Assessment and Evaluation—Sections i, ii, iii, v

Standard V: Professionalism—Sections i, vi

Standard VI: Field Experiences—Sections i, ii, iii

Academic Honesty Policy

This course adheres to the academic honesty policy. Admission into UGA implies agreement with the following statement, "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." It is the expectation of the University community, as well as my personal expectation, that all written work will be original and that the contributions of others will be openly and appropriately acknowledged. Please visit the website of the Office of the Vice President for Instruction to become familiar with the complete University of Georgia academic honesty policy (<http://www.uga.edu/ovpi/honesty/acadhon.htm>).

Electronic Devices

Please turn off all cell phones and other communication devices prior to the start of class and when in schools, except in the case of emergency. In such a case, please inform me (or the classroom teacher) prior to the beginning of class.

Equity and Accessibility

I will do whatever I can to make sure that each and every one of you is successful in these courses and in your chosen profession. I expect you to tell me what I can do to help you be successful. If you have any special circumstances that you believe may affect your performance in class, in the school, or on course requirements, please meet with me to make the necessary accommodations. I will maintain complete confidentiality of any information that you choose to share.

Required Texts and Readings

All readings will be posted on WebCt. However, you might find it useful to purchase a copy of *The Differentiated Classroom: Responding to the Needs of All Learners*, by Carol Ann Tomlinson (2005) as we will be reading 6 chapters from this book and it is quite reasonably priced and available from a number of online bookstores.

Course Expectations and Requirements

1. **Attendance:** I expect you to be in class and prepared each day. Absences will only be excused if they are arranged in advance or, in the case of illness, explained as quickly as possible. As a common courtesy, you should offer an explanation when you are late for class. If you are unable to go to the school you should let your mentor teacher (and other school personnel, depending on school policy) know immediately and inform me of your absence, as well.

2. **Professionalism:** You are expected to behave professionally and ethically in all situations and contexts.
3. **Assignments** (all assignments will be explained in much greater detail during the semester):

a. Unit Plan **20 points** **Due Oct. 15**

You will create a 5 lesson unit plan that is based on the suggestions of the classroom teacher, the Georgia Performance Standards for the grade level you are working with, the curriculum of the school and district where you are working and, if at all possible, the interests of the children. This unit plan should show evidence of the integration of 3 different curricular areas, at least one lesson or assignment that is differentiated, and at least one instance of meaningful group work.

b. Unit Analysis **20 points** **Due Nov. 10**

After teaching your unit, you will reflect on the planning and execution of the unit. A specific list of questions will be provided.

c. Assessment Interview **10 points** **Due Oct. 22**

Set up a time to interview your mentor teacher about the different types of assessments that are used in his or her classroom. For each type of assessment, find out how they are developed, how frequently they are used, why they are used, how they are administered and how the results are interpreted and used. Write a 3 page paper describing what you learned.

d. Create an Assessment **15 points** **Due Nov. 17**

Design an assessment and use it with an individual child or group of children. Write a 3 page paper explaining the purpose of the assessment, how you developed it, and describing both the experience of administering it and the results of the assessment.

e. Personal Statement **20 points** **Due Dec. 8**

- 1) Personal Philosophy of Teaching (1-2 pages)
- 2) Classroom Management Plan (1-2 pages)

f. Short Assignments (1 point each) = 15 points

1) For every day when we will discuss readings in class (about once a week) you will be asked to write a 250 – 300 word response and e-mail it to me by 6 pm the evening before we will discuss the readings. There are 10 of these assignments and they are typed in red on the schedule.

2) For the first two Fridays that you spend in the field prior to the four week block, you will have a brief set of questions to answer about the classroom, school and community. Your responses to these questions will be due the following Mondays (Sept. 22 and 29).

3) On Weds. Nov. 12 you will bring with you to class your notes about classroom management for an in class activity.

4) On Weds. Nov. 19 you will bring with you to class your notes about the organization of centers for an in class activity.

5) On Weds. Aug. 20 you will bring with you to class your notes about the beginning of school for an in class activity.

g. Note about assignments: I will return all work to you by December 8 (except for the paper due that day). You will have the option to choose one assignment to rewrite to improve your grade. This rewritten paper will be due at the time scheduled for our final exam, Wednesday, December 17 at 3:00 pm.

Evaluation and Grading

The following scale will be used for grading:

A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D+	67 – 69
D	63 – 66
D-	60 – 62
F	59 or lower

EDEC 4030/4030L
Course Schedule Fall 2008

On Campus

*Planning for Teaching and Learning:
Integrated Curriculum, Differentiated Instruction
and Assessment for Learning*

Monday	Wednesday	Friday
Aug. 18 Introductions The Beginning of School	Aug. 20 The Beginning of School, cont.	Aug. 22 *****
Aug. 25 Procedures, the Organization of Space and Integrated Curriculum	Aug. 27 Integrated Curriculum READ: Cowhey chapter 8 Helm & Katz chapter 1	Aug. 29 *****
Sept. 1 LABOR DAY—NO CLASS	Sept. 3 Integrated Curriculum READ: Calkins chapter 26 Dresden & Lee article	Sept. 5 *****
Sept. 8 Differentiated Instruction READ: Tomlinson chapters 1, 2, 5	Sept. 10 Differentiated Instruction READ: Tomlinson chapters 6,7,8	Sept. 12 *****
Sept. 15 Differentiated Instruction READ: Cohen chapters 5 & 6	* TUESDAY SEPT. 16* MEET YOUR TEACHER DAY Wednesday Sept. 17 NO CLASS	Sept. 19 IN THE FIELD Take notes and write up observations (answer questions)
Sept. 22 Standards and Assessment READ: Gullo chapter 1 McAfee & Leong ch. 10	Sept. 24 Standards and Assessment READ: Wortham chapters 6,7,8	Sept. 26 IN THE FIELD Take notes and write up observations (answer questions)
Sept. 29 Assessment and Grading READ: Tomlinson & McTighe chapter 8 Stiggins, et al, chapter ?	Oct. 1 Catch up Day	Oct. 3 IN THE FIELD

In the Field

Week of	Work To Do
October 6	<ol style="list-style-type: none"> 1) Plan unit 2) Take notes about classroom management
October 13	<ol style="list-style-type: none"> 1) Do assessment interview with mentor teacher 2) Take notes about classroom management

On Campus

Debriefing and Planning

Monday	Wednesday	Friday
Oct. 20	Oct. 22	
<p style="color: blue; margin: 0;">TURN IN ASSESSMENT INTERVIEW</p> <p>Discuss plans for "created assessment"</p> <p>Debrief from 2 weeks in the field</p>	<p>UNIT PLANS RETURNED AND DISCUSSED</p>	

In the Field

Week of	Work To Do
October 27	<ol style="list-style-type: none"> 1) Teach Unit 2) Reflect on teaching –respond to questions for Unit Analysis 3) Take notes classroom management
November 3	<ol style="list-style-type: none"> 1) Create an assessment and administer it 2) Take notes about classroom management 3) Take notes about how centers are organized and used

Note: you will NOT be expected to go to the school on Friday, Oct. 31.

On Campus
*Classroom Management and
Teaching and Learning in the Context of
Families, Communities and Cultures*

Monday	Wednesday	Friday
Nov. 10 TURN IN UNIT ANALYSIS Debrief from time in the field with all cluster teachers from 11:15 – 1:10 in room 220. EDEC 4030 time used for interviews with Dr. Kittleson	Nov. 12 Classroom Management—bring field notes for an in-class activity	Nov. 14 *****
Nov. 17 TURN IN CREATED ASSESSMENT Mini-lecture on classroom management	Nov. 19 Classroom Management: the Organization of Centers—bring field notes for an in-class activity	Nov. 21 *****
Nov. 24 NO CLASS—Thanksgiving Break	Nov. 26 NO CLASS—Thanksgiving Break	Nov. 28 Thanksgiving Break
Dec. 1 Working with Families READ: Allen chapters 3,4, & 6	Dec. 3 Diversity and Multi-cultural education READ: 4-5 articles from A World of Difference	Dec. 5 *****
Dec. 8 LAST CLASS—Wrap Up TURN IN LAST PAPER	*****	*****