

EDEC 4030
Integrated Curricular Practices in Early Childhood Education
Fall 2009

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Office hours by appointment

Wednesdays
10:00 – 12:45
J.J.Harris Elementary
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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 this course 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, various types of assessment, and the use of the human and built environment to support learning and teaching.

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 prior to the beginning of class. Also, please limit the use of laptops to activities directly related to our course.

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 the eLC or 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

1. **Class 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.
2. **Individual meetings--** I will ask you to meet individually with me on one or two occasions. We will schedule these meetings at a time that is convenient for both of us.

3. **Professionalism--** You are expected to behave professionally and ethically in all situations and contexts.
4. **Engagement--** I expect each of you to show your engagement with our class by:
 - a. Attending all classes
 - b. Being on time for class
 - c. Refraining from inappropriate classroom behaviors (e.g. texting, e-mailing, excessive chatting, etc.)
 - d. Paying attention
 - e. Participating in small group activities

Course Requirements

1. **Engagement** **10 points**
As described above, I expect that you will show consistent evidence of being engaged with our class.
2. **Weekly Assignments** **40 points**
Almost every week you will be asked to prepare an assignment to bring with you to class. These assignments will be based on the readings for the day and/or on reflections on your field work from the previous week. Often I will be asking you to integrate what you have experienced in the classroom with the readings and our class conversations.
4. **Visit an alternative educational institution and write a 2 page paper about it.** **10 points—due 12/11**
You will have a number of options to fulfill this requirement.
 - you may join me on a trip to a school in Auburn, AL
 - you may suggest a school you would like to visit
 - if you are unable to schedule this type of visit, you may spend an extra day in your field placement school, but you must spend the day in a different grade level.
5. **Unit Plan** **15 points—due 10/21**
You will create an approximately 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 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 by ability, at least one lesson or

assignment that is differentiated by interest, and at least one assignment that is differentiated by learning style.

- 6. Unit Analysis** **10 points—due 12/2**
After teaching your unit, you will reflect on the planning and execution of the unit. A specific list of questions will be provided.
- 7. Personal Statement** **15 points—due 12/11**
a) Personal Philosophy of Teaching (2-3 pages)
b) Classroom Management Plan (2-3 pages)

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

Tentative Topics for the Course

Integrated Curriculum

- Themes and projects
- Reggio Emilia
- Purposeful inquiry

Differentiated Instruction

Assessment

Human Environment and Behavior Management

- Classroom community
- Supporting self-regulation in children
- Procedures, rules and systems

Organization of the Built Environment

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Course Schedule

Date	Main Topic	Readings Due	Assignment Due
Aug. 19	Introduction to course	DeVries ch. 2	*****
Aug. 26	Review, synthesis and analysis of Integrated Curriculum ALSO: review of lesson planning	Dresden and Lee article	Question set about project work and integrated curriculum
Sept. 2	Setting up a Classroom: Physical Space	Fortson chapters 2 & 4 Marzano module 21	Map and question set about the organization of the classroom
Sept. 9	Responsive Classroom Management: Setting the Stage	Charney introduction and chapters 1 & 2	Preliminary teacher interview
Sept. 16	Responsive Classroom Management: Rules & Procedures	Charney chapter 3 Wong chapter 20	Question set about rules and procedures
Sept. 21 MONDAY No science	Responsive Classroom Management: Self-regulation	Charney chapters 5, 6, & 7	Plans for weekly lessons and/or preliminary plans for week long unit
Sept. 23	Responsive Classroom Management: Response to Difficulties	Charney chapters 10 & 11	TBA
Sept 30	No class	Science class instead	*****
Oct. 7	Differentiated Instruction	Tomlinson chapters 1, 2, & 5	TBA
Oct. 14	Differentiated Instruction	Tomlinson chapters 6, 7, & 8	TBA
Oct. 21	Differentiated Instruction: grading and reporting	Tomlinson & McTighe chapter 8	Plans for week's unit or series of lessons
Oct. 28	Assessment-introduction	Popham ch. 1	Question set about assessments
Nov. 4	Performance Assessments	Popham chapter 8 Stiggins chapter ____	TBA
Nov. 11	No class	IN THE FIELD	*****
Nov. 18	Assessment: Standardized Testing	Popham chapters 13 & 14	TBA
Nov.25	No class	THANKSGIVING BREAK	*****
Dec. 2	Job search	*****	Analysis of lessons
Dec. 11 FRIDAY	No Class	EXAM WEEK	1) paper on visit to alternative setting 2) personal statements

Other topics, guest speakers, etc.: centers, graphic organizers, morning meeting, GACE, legal issues, the beginning of school, sensory integration.

Assignments in yellow=major assignments

