

EDEC 4030/4030L
Spring 2005
Integrated Curricular Practices in Early Childhood Education

Monday and Wednesday 1:05-3:00

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Course Purpose

The purpose of this Block 3 course is to support you as we work together through issues of planning, teaching, and evaluating integrated curriculum. Specifically, we will focus on curriculum development, subject matter integration, reflection, communication, classroom organization and management, family involvement, and teaching diverse learners in developmentally appropriate ways. The Georgia Professional Teaching Standards (www.gapsc.com) will be used to guide our work in 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 standards can be found below and in the course LiveText website, so that you may refer to them during planning and reflection. Additionally, we will explore the National Board of Professional Teaching Standards (NBPTS, www.nbpts.org) as a guide for developing your goals for becoming an accomplished teacher who successfully promotes student learning. Our reflections on teaching in light of the NBPTS will set the stage for lifelong professional development in teaching.

Early Childhood Teacher Preparation Program Conceptual Framework

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. The early childhood standards addressed in EDEC 4030, the student teaching experience, include the following (please see LiveText website):

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, xxii

STANDARD III: Family and Community Relationships – sections i, v, vi, vii

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

The academic honesty policy is in effect during this course. Please refer to the Undergraduate Bulletin to become familiar with this policy. "Students at The University of Georgia are responsible for maintaining and adhering to the strictest standards of honesty and integrity in every aspect of their lives.

Honesty in academic matters is a large part of this obligation. Specific regulations governing student academic conduct are contained in the Student Handbook and these should avoid any misunderstanding.” – Undergraduate Bulletin

Course Expectations

This course contains both a field and university component. **Each student must pass both the university and field component of EDEC 4030 and EDEC 4030L in order to progress to student teaching.**

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

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

Course Materials

Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, k-8*. Northeast Foundation for Children: Massachusetts.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* 2nd ed.

Association for Supervision and Curriculum Development: Virginia.

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

LiveText subscription, available at the University of Georgia bookstore.

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. Communication with instructors, mentor teachers and UFs regarding any absence is required. Absence from class and/or excessive tardiness can affect your grade.

Writing Criteria

Writings for the course will be assessed both on what you write (your essential ideas) and how well you write. All assignments (with the exception of reflective journal entries and talking points) should be word-processed in a readable 12-point font, double spaced, spell-checked, and grammatically correct. I encourage you to use each other to proofread work, as this is a community of educators and learners. Expect that drafts of your work will be shared with others for encouragement and feedback. Please remember that professional teachers are held to the very highest standards in written and oral communication.

Evaluation	% of total grade
Participation	15%
Inquiry Project/Learner Contract	15%
Integrated Unit	15%
Audio Tape Reflective Analysis	15%
Book Club	20%
Final Portfolio	20%

Course Requirements

Participation (15%)

This class will be taught through dialogue, with much of the time devoted to reaction, reflection, application, and discussion of topics. We all share responsibility to make the class session relevant and meaningful. In order for that to happen, you will need to attend class sessions, prepare the readings, and 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. Details about each of these will be discussed during class throughout the semester.

Inquiry Project/Learner Contract (15%) – *Learner Contract (1/19), Inquiry Project (4/25), Inquiry Presentation (4/27)*

Complete an inquiry project in order to extend the work we will do this semester. We will collaborate with you as you select and design your inquiry project. You should select from the following list of broad topics for your research: working with diverse students, working with families, working in an inclusive classroom, or assessment. We suggest that you consider which Book Club you would like to join (see description below) prior to designing your inquiry project and constructing your learner contract so that the Book Club reading deepens your inquiry research. You will construct a learner's contract that will address the following elements of your project: 1) a timeline of your inquiry and research, 2) personal goals for completing this project, and 3) a description of your final product. If you have a burning question about teaching and learning that has emerged from your last two semesters of study and field experience that doesn't fit neatly into the three categories above, you can discuss it with us. We will set aside time during class to meet with you individually or in small groups to provide the support and guidance needed to complete this project.

Integrated Unit (15%) - *Draft of integrated unit web &/or brainstorming (2/7), Draft of integrated unit goals (2/7), Draft of integrated unit (2/11), Final draft of integrated unit and reflection (3/28)*

Create five connected, interdisciplinary lessons that incorporate an aspect of differentiated instruction and are culturally responsive in nature. Along with your lessons, you should include any planning webs and/or lists of resources used during the planning stages of your unit. You should follow the same format we used last semester when writing your integrated unit. For your final reflection, you will identify a critical incident that occurred during implementation of your unit and write a summary about the incident that includes a description of the incident, your reaction to the incident, how the incident changed your perspective or understanding of teaching, and how you will use this new knowledge and understanding to further develop your teaching.

Audio Tape Reflective Analysis (15%) – Analysis (4/6)

You will audiotape 15-30 minutes of a questioning and discussion activity with a group of students. You will transcribe sequences of questions and responses. Then, using frameworks for analyzing questions and responses discussed in class, you will analyze your transcription. Finally, you will evaluate your questioning skill strengths and consider aspects you would like to improve.

Book Club (20%) - Book Club Dialogue Reflective Journals & Presentations (4/18)

You will select a book to read independently and discuss with other members in your book club. The following is a beginning list of possible books:

- The Essential Conversation: What Parents and Teachers Can Learn from Each Other – Sara Lawrence-Lightfoot
- Growing Up Poor – Edited by Robert Coles, Randy Testa, & Michael Coles
- White Teacher – Vivian Paley
- Teaching through the Storm – Karen Hankins
- Using Assessments to Teach for Understanding: A Casebook for Educators - Edited by Judith H. Shulman, Andrea Whittaker, & Michele Lew.
- Class Actions: Teaching for Social Justice in Elementary and Middle School – Edited by JoBeth Allen
- Just Teach Me, Mrs. K. – Mary Mercer Krogness
- Unequal Childhoods: Class, Race, and Family Life – Annette Lareau

You might consider selecting a book that will complement the work you are doing for your inquiry project. Book Clubs will meet several times throughout the semester during our class meetings to discuss your reading. You will also keep a dialogue response journal to document your thoughts and questions that arise. In addition, you will work with your Book Club to reach an agreement about how your group will present your learning and understanding gained from your reading.

Final Portfolio (20%) – Due no later than 3pm Wednesday, May 4th

Your portfolio is an opportunity to pull together a reflection that demonstrates your learning about teaching throughout your work in the 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 National Board of Professional Teaching Standards identified for 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. You will create an electronic portfolio using these documents. Your portfolio must be available for viewing no later than 3pm Wednesday, May 4th, as this is the end of our final exam scheduled time. However, portfolios can be made available for viewing beginning on Wednesday, April 27th. This work will continue in EDEC 4040.

Tentative Course Schedule

Monday January 10, 2005 <i>Introduction</i>	Introduction Nadine Cohen – UGA libraries/research resources	
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Wednesday January 12, 2005 Goal Setting	Charney – chapter 5, pp. 123-138	
Monday January 17, 2005	No class – MLK	
Wednesday January 19, 2005 Introduction to Differentiated Instruction	Tomlinson – chapters 1 & 2, pp. 1-15	Due: *Draft of letter to mentor teacher *Draft of learner contract
Thursday, January 20, 2005	Meet Your Teacher Day	
Monday, January 24, 2005 Integrated Curriculum	*Bel-Jean – Planning Thematic Units *Bel-Jean – The Interdisciplinary Concept Model: A Step-by-Step Approach for Developing Integrated Units of Study	Due: *Letter to mentor teacher
Wednesday January 26, 2005 Differentiated Instruction – Planning Lessons by Student Readiness & Interest	Tomlinson – chapters 8 & 9, pp. 45-59	
Thursday, January 27, 2005	Half Day Field Placement	
Monday January 31, 2005 Differentiated Instruction – Planning Lessons by Student Learning Profiles	Tomlinson – chapter 10, pp. 60-71 Continue integrated unit planning	
Wednesday February 2, 2005 Assessment	*Bel-Jean - Evaluation and Accountability *Bel-Jean – Assessment & Evaluation: A Newsletter of Assessment Issues and Resources	
Thursday February 3, 2005	Half Day Field Placement	
Monday February 7, 2005 Questioning & Discussion Skills	*Bel-Jean – Conducting Recitations and Discussions *Bel-Jean – The Importance of Good Questions *Bel-Jean – Teacher Questioning Strategies for Primary Grades	Due: *Draft of integrated unit web &/or brainstorming *Draft of integrated unit goals

Wednesday February 9, 2005 <i>Differentiating Content, Process, & Product</i>	Tomlinson – chapters 11, 12 & 13, pp. 72-92	
Thursday February 10, 2005	Half Day Field Placement	
Friday February 11, 2005	No Class - Draft of integrated unit due	Due: *Draft of integrated unit
Monday February 14, 2005 – Friday March 11, 2005	No Class - Four Week Field Experience	
Monday March 21, 2005 – Friday March 18, 2005	No Class – Spring Break	
Monday March 28, 2005 <i>Field Debriefing & Inclusion</i>	*Bel-Jean – The Inclusive Writing Workshop *Bel-Jean – Classroom Management in Inclusive Settings	Due: *Final draft of integrated unit and reflection
Wednesday March 30, 2005 <i>Future Teacher Seminar Series</i>	No class during our scheduled time due to evening meeting time. <i>Instead, we will meet from 5:00-6:30 pm</i> for a seminar on inclusion regarding working with children with special needs.	
Monday April 4, 2005 <i>Beginning the School Year -Making Classroom Rules with Children</i>	Charney – chapter 3, pp. 69-106	
Wednesday April 6, 2005 <i>Teaching the Rules</i>	*Charney – chapter 4, pp. 107-122 *Bel-Jean – Culturally Responsive Classroom Management: Awareness into Action *Bel-Jean – Urban Teachers’ Use of Culturally Responsive Management Strategies	Due: *Audio Tape Reflective Analysis
Monday April 11, 2005 <i>Classroom Management</i>	Charney – Jigsaw chapters 13, 14, & 15 *Bel-Jean – Linguistic Diversity and Classroom Management	
Wednesday April 13, 2005 <i>Managing a Differentiated Classroom & Preparing Students and Parents for a Differentiated Classroom</i>	Tomlinson – chapter 6 & 7, pp. 32-44	

Monday April 18, 2005 <i>Diversity in Schools & Classrooms</i>	Book Club Presentations *Bel-Jean – Class Differences: Economic Inequality in the Classroom	Due: *Book Club Dialogue Reflective Journals
Wednesday April 20, 2005 <i>Family Involvement</i>	*Bel-Jean – Teachers’ Perspectives on Their Work with Families in a Bilingual Community *Bel-Jean – Why Some Parents Don’t Come to School *Bel-Jean – What Do Parents Want from Principals and Teachers? *Bel-Jean – Building a Parent-Teacher Alliance	
Monday April 25, 2005 <i>Setting Up Your Classroom</i>	*Bel-Jean –	Due: *Inquiry Project
Wednesday April 27, 2005 <i>Celebration & Inquiry Project Presentations</i>	Inquiry Project Presentations	
Wednesday May 4, 2005	Final Portfolio	Due *Final Portfolio

