

EDEC 4030
Spring 2003
Integrated Curricular Practices in Early Childhood Education

A study of the methods to thoughtfully select meaningful content and create curriculum that integrates subject matter.
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Tuesday 8:00-11:50
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Office hours by appointment

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. The 11 components of the National Board of Professional Teaching Standards (NBPTS) will be used to guide all of our work over the semester. Specifically we will focus on curriculum development, subject matter integration, reflection, communication, classroom organization and management, and teaching diverse learners in developmentally appropriate ways.

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.

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 pass the course and 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 Texts

Chen, M. (Ed.) (2002). *Edutopia: Success stories for learning in the digital age*. Jossey-Bass: San Francisco.

Charney, Ruth Sidney (2002). *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8*. Northeast Foundation for Children: Massachusetts.

Materials Needed

3 ring binder; 12 dividers

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. Please communicate with me regarding any absences via email or in person. Any absence from class or the field experience will affect your grade and can result in failure of the course.

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 weekly reflections) 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.

Assessment

The main goal of the assessment in this course will be to help support your development as an educator. Class time will be allotted for feedback from your peers that can be used to support responsive revision in the development of your best work. As the next stage in the process, I will provide additional feedback for your consideration. Grades will be given as check +, check, or check-. Clear guidelines and instructions will be given for each assignment. Final course grades will be based assignment completion, attendance, reflection, and professionalism. Midterm conferences will offer specific directives to students that are not performing at levels where they would earn the highest grade available.

Primary Responsibilities

<i>Assignment</i>	<i>Description</i>	<i>Date Due</i>
Weekly Reflections to Course Readings	Each week you will be given three prompts to guide your response to the readings. The reflections should be written on loose-leaf paper. These responses are not guided by quantity of writing but quality.	Each Tuesday
Letter to Mentor Teacher	Draft a professional letter to your mentor teacher that introduces yourself and your interests. Think	<i>First draft:</i> January 21 st

	of this as a “get to know you” letter. Bring a draft to class to give and receive feedback.	<i>Final draft:</i> January 28 th
Letter to Parents of Students	Write a letter to the parents introducing yourself, your interests, where you are from, how long you will be working in the classroom, and any other pertinent information you wish to add. <i>Make it attractive using clip art and borders. Use a readable font size (14 pt. or larger).</i>	<i>First draft:</i> January 21 st <i>Final draft:</i> January 28 th
Philosophy of Teaching and Learning	Write a 1-2 page document that outlines and supports your philosophy of teaching and learning. You will specifically address your views regarding the following areas: teaching and learning, the nature of the child, role of the teacher, communities and families, and collaboration.	February 4 th
Student Connection	During the first week of your field experience you should interact in some way with each student in the class: by talking with them, working with them during seatwork time, or reading some of their work (with the teacher’s permission). At the end of the experience, create a classroom keepsake that includes some form of personal information about each student, thanking them for this experience, and that you are looking forward to the next time you will see them. Each student’s name should appear with some reference, i.e. “It was fun to see Meredith and Erica read aloud the story of about the crickets.” Make sure that you turn in a copy to me.	March 25 th
Unit Project	Design a 5-10 day series of continuous, connected lessons. Each lesson should be written according to the EDEC standard format, and should be reflected upon after teaching. Additional unit requirements include pre-assessment and post assessment activities, as well as evidence of the use of multiple paths to learning.	March 25 th
Critical Incident	Select one situation in which you observed and incident that helped confirm or adapt you philosophy of teaching. The incident should stand out to you, and can be rewarding, puzzling, devastating. It could have caused an epiphany, a crisis, or a moment of insight.	Parts 1 and 2: April 1 st Parts 1, 2, and 3: April 8 th

	Write a 2-3 page paper about the critical incident. Part 1 is a description of the incident. Part 2 will describe the conclusion to the event and your own thoughts. Part 3 will be your final conclusion following a small group discussion (to be held in class).	
Community of Sharing Group Project	While in the field, note effective planning, behavior management, phrases, rewards, and survival techniques. As a group, design a <i>creative</i> presentation in which to share strategies, ideas, and tips that you think would benefit your classmates as they prepare for the student teaching and their first year. Groups will be determined by your school placements. Each person should have something to take with them at the end of your project.	Date Due: April 1 st
Burning Question	Throughout the semester, and particularly after the field experience, start to focus in on a specific area of early childhood education that you wish to know more about. Create a burning question that you wish to gather information about. Examples of burning questions: How do teachers stay current on educational practice? What are best practice techniques in the area of science education? How do teachers connect to families? How can I bridge direct phonics instruction with a whole language philosophy? Your job in this course is to tweak your question and locate sources. Peers will take part in the tweaking and locating. Students must provide citations of six sources and provide assistance to four other students before the end of the term.	April 8 th (Question only) April 29 th Possible resources list
Final Portfolio	Create a compilation of your semester's work both in class and in the field. Use a three ring binder and 11 divider tabs to document and reflect upon your growth in accordance with the standards. Of the eleven standards, you will pick 5 to focus on for this semester. Of the five you chose, a two-three paragraph summary will accompany each. This work will continue in EDEC 4040.	May

Weekly Topics and Readings

Tuesday, January 14th

Topics: Community Building, syllabus chat, standards

Standard: 3



Tuesday, January 21st

Topics: Planning (Long term, unit, daily)

Standard: 2

Assignments: Gamberg, Kway, et.al. 9-30; 197-215; Eby, p. 100-121;
Kriete, p. 2-31

Edutopia, Part 1, Section B (p. 69-86); Charney, p. 1-26.

Bring to Class: First draft of letters to parents and mentor teacher; weekly reflections



Tuesday, January 28th

Meet Your Teacher Day

Topics: Bloom's Taxonomy; Learning Modalities

Standard: 6

Assignments: Eby p. 260-266; Clayton, p. 119-133

Edutopia, Part 1, Section A (p. 3-57); Charney, p. 27-68;

Bring to Class: Final drafts of letters to parents and mentor teacher; philosophy of teaching from 4020; weekly reflection.



Tuesday, February 4th

Topics: Assessment

Standard: 8

Assignments: Eby 317-333; Truth about Testing

Charney, p. 68-122;

Bring to Class: Final draft of philosophy of teaching; weekly reflection

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Friday, February 7th: 1/2 Day Field Experience
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February 11th

Topics: Alternative Assessment

Standard: 8

Assignments: McAfee and Leong, p. 71-110; Clayton, p. 101-117

Charney, p. 122-138; Edutopia, Part 1, Section C, (p. 87-116)

Bring to Class: weekly reflection

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Friday, February 14th (Happy Valentine's Day!): 1/2 Day Field Experience

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Monday, February 17th

Location: TBA

Topics: Differentiated Education

Standard: 1

Assignments: Tomlinson, p. 1-16, 25-35, 36-46, 61-94.

Charney, 139-164

Bring to Class: weekly reflection

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Tuesday, February 18th-Friday, March 14th: Full Time Field Experience

*The 14th of March is a teacher-planning day
in Barrow, Jackson, Madison and Oglethorpe counties.

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Monday, March 17th-Friday, March 21st: UGA Spring Break



Tuesday, March 25th

Topics: Knowledge of Students; child development;

Standard: 1

Assignments: Wood, p. 36-51, 217-232, 254-262.

Charney, p. 165-210

Bring to Class: Student Connection piece; Unit from the Field; weekly reflection



Tuesday, April 1st

Topics: Multiple Intelligences

Standard: 7

Assignments: Charney, p. 211-246

Bring to Class: Rough draft of critical incident; community sharing group project; weekly reflection



Tuesday, April 8th

Topic: Diversity

Standard: 4

Assignments: Irvine & Armento, p. 3-33

Charney, p. 247-304

Bring to Class: final draft of critical incident; burning question only; weekly reflection



Tuesday, April 15th

*class will not meet; time to meet with accountability partner



Tuesday, April 22nd

Topic: Family/Community Involvement; Cooperative Learning

Standard: 9 and 7

Assignments: Evertson, Emmerson 109-126; Eby 338-348;

Charney, 304-338

Bring to Class: weekly reflection

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Tuesday, April 29th

Topic: Instructional Resources; Best Practices

Standard: 5

Assignments: Zemelman, Daniels and Hyde, p. 183-211;

Charney, 339-401

Bring to class: posted potential resources for burning question; weekly reflection

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Wednesday, May 7th Portfolios Due!

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FRAMEWORK FOR CLASS MEETINGS

Our class time together will be constructed from the following set of experiences that roughly delineate the four hours that we will spend together:

Morning Meeting

Each class will be marked by procedures and rites that signify our time together has begun. Connections, Normchecking, Media Watch, Daily Business, a shared reading from the arena of children's literature, and a reading of previous reflections..

Connections

We will begin our class time together with a 10-minute period called Connections. It is a way for people to build a bridge from where they are or have been (mentally, physically, etc.) to where they will be going and what they will be doing. It is time for individuals to reflect – within the context of a group – upon a thought, a story, an insight, a question, or a feeling that they are carrying with them into the session, and then connect it to the work they are about to do. It is a time for us to recognize that we come together with a shared goal (becoming professional teachers) but may bring with us unique and compelling issues. It is **not** a time for dialogue. It is a **safe** zone in which group members may choose to share with the understanding that their comments are valued without need for explanation. We will take turns facilitating this class experience.

Media—Political Watch

Class members will share responsibility each class period for updating the group regarding educational issues reported through the news media. The reports can be international, national, or local in nature. The goal is to stay informed regarding public perceptions of education.

Debriefing

As members of this class, you share the responsibility of constructing a learning experience that is meaningful to the group. Students will sign up to debrief each class experience with me. This is a time for you to offer helpful feedback about the work of the class period and the overall progress of the class in meeting the needs of the group. Please plan to spend an additional 10 minutes with me after class for this purpose when it is your turn to participate.

Presentation of Supporting Information

I will develop presentations to assist you in developing your understanding of the key strands of the Early Childhood Partnership Program: organization and management, planning, diversity, family, and community.

Text-based Discussions

We will discuss readings in order to explore a reading, clarify our thinking, expand our perspectives, and build on each other's thinking. The individuals in charge of the administration of class rituals will also determine (with my assistance if needed) how the text will be mined.

Collaborative Experiences

Time will be consistently provided for you to receive feedback and grow your thinking and projects with the support of your peers. We will regularly make use of small group work time to help us learn to learn from each other. Thus, each week it is vital that you are prepared to give feedback on other's work and offer work from which to receive feedback