

EDEC 4030/4030L
Spring 2006
Integrated Curricular Practices in Early Childhood Education

Mon/Weds 10:10 – 12:05
Room 430

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Course Description

This Block 3 course develops philosophical perspectives of the teaching and classroom management, effective parent-teacher relations, and connections with the wider community as a resource context for teaching and learning. Students will plan and teach an integrated, thematic curriculum unit for prekindergarten through grade five as part of the field experience component.

Early Childhood Teacher Preparation Program Conceptual Framework

The conceptual framework for educator preparation programs in the College of Education states that the college “prepares exemplary, reflective professionals to serve a diverse global community; It achieves that end through teaching, scholarship, outreach, and partnership at the local, national, and international levels.” (See <http://coe.uga.edu/framework/>) The early childhood program shares these aspirations and seeks to prepare exemplary, 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 and the EDEC 4030L field experience include the following:

STANDARD I: Child Development and Learning –

The program shall prepare early childhood professionals who

- (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 and special abilities.
- (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.

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.
 - (xii) Create, evaluate, and select developmentally appropriate materials, equipment, and environments.
 - (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.
 - (xviii) Establish and maintain physically and psychologically safe and healthy learning environments for children.

STANDARD III: Family and community Relationships

The program shall prepare early childhood professionals who:

- (i) Establish and maintain positive, collaborative relationships with families.
- (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.

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.
- (ii) Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
- (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.

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.
- vi) Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.

STANDARD VI: Field Experiences-Sections i, ii, iii

Academic Honesty Policy

This course adheres to the academic honesty policy, which include the honor code and A Culture of Honesty. (See the Office of the VP of Instruction website <http://www.uga.edu/ovpi/honesty/acadhon.htm>). As per UGA policy, admission into the institution suggests agreement with the following statement, "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." UGA Student Honor Code.

Course Texts

Required

- Charney, R. (2002). *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8*. Turners Falls, MA: Northeast Foundation for Children.
- Compton-Lilly, C. (2004). *Confronting Racism, Poverty, and Power: Classroom Strategies to Change the World*. Portsmouth, NH: Heinemann.
- Frank, C. (1999). *Ethnographic Eyes: A Teacher's Guide to Classroom Observation*. Portsmouth, NH: Heinemann.
- Gnezda, N. (2005). *Teaching Difficult Students: Blue Jays in the Classroom*. Lanham, MA: Scarecrow Education.

*Additional articles may be assigned

Course Expectations

Participation and Attendance (10%)

This course requires your participation in a variety of formats including small groups, discussions, and interactive activities. In order to establish and maintain the appropriate learning environment contributions will be needed from each student. Please advise instructors of absences in advance, when possible. Excessive unexcused absences may affect your final grade.

School Community Research (20%)

Similar to the ethnographic neighborhood map as described by Frank (1999), in *Ethnographic Eyes* chapter 2, students will work in groups based on their field placements to develop and implement a school community research project. The purpose of this project is develop an awareness of the various cultures and resources available in the school community with the intentions of incorporating the newly awareness into instruction. Students should go beyond statistical, demographic forms of data to explore their assigned school communities ethnographically. Students will use the *Further Inquiry into Ideas* on pages 25-26 to guide the development of their project.

Some helpful hints: Use descriptions from the children, school employees, and your observations to sketch the map. Note what each spot on your map represents (a particular business, church, park, library, etc.) and the activities of services provided in that place. What events, people, landmarks, or resources would you be able to utilize for your teaching? What do the children know about their communities that might influence your planning and implementation? How are the characteristics of the communities reflected in the school? What do children enjoy doing away from the school? What kinds of activities or events (e.g., sporting competitions, parades, street fairs, etc.) are available for children and families to attend? Who are the participants? Who are the local people? If there are minority people in the communities, how are their voices heard in the communities and in the school? What kinds of job opportunities are there for families? What hopes or concerns do they have for their lives? ***How was this information about communities useful for your lessons? What information or resources did you use for your teaching? What information or resources you could not utilize but you think would be worth utilizing in the future?***

**The format of your group report and presentation will be determined through a class discussion.

**A draft of your School Community Research is due on February 6th, final projects and presentations will be due after your field experience.

Inquiry Project (20%)

Students will 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. 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. (*See Learner Contract for Inquiry Project on page 7.*) 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. Another option is to use the Video Analysis Tool to conduct a self-inquiry. 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.

Articulate an inquiry question to guide your work in this question. This question should be guided by the goals you set for your learning in your learner contract. For example, if your area of interest was working in an inclusive classroom and one of your goals was to be better prepared to differentiate instruction for students with special needs in your classroom then your inquiry question could be: What can I learn from traditional research and teacher research about how to support students with language processing disabilities in the regular classroom? Another example of an inquiry question might be: What strategies for assessing the strengths and needs of children with ADD are recommended by researchers and teachers in our field placement schools?

Integrated Unit (25%)

Students will 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. 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.

Mini-Portfolio (25%)

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 12pm May 3rd. However, portfolios can be made available for viewing during the week of April 27th. Work on your portfolios will continue in EDEC 4040.

Course Schedule and Assignment Outline

Date	Topic	Assignment Due
January 9 th	Introductions & Syllabus	
January 11 th	School Community Project, Funds of Knowledge	<ul style="list-style-type: none"> Ethnographic Eyes, ch. 2 Compton-Lilly, chapters 1-2
January 16 th	MLK Holiday	
January 18 th	Review: Lesson Planning, Standards, Learning Theories, Backwards Design	<ul style="list-style-type: none"> Letters to Mentor Teacher and Students/Parents
January 23 rd	Differentiated Instruction & Diversity [Video]	<ul style="list-style-type: none"> Compton-Lilly, ch. 3 Tomlinson, chapters 4-5
January 24 th	MEET YOUR TEACHER DAY	
January 25 th	Differentiated Instruction & Diversity	<ul style="list-style-type: none"> Tomlinson, chapters 7-9
January 30 th	Unit Planning	Readings to be assigned (TBA)
January 31 st	Observe in the Field	
February 1 st	Unit Planning	Readings to be assigned (TBA)
February 6 th	School Community Research Results Developing Inquiry Project Process.	<ul style="list-style-type: none"> Preliminary findings from School Community Research Project due Inquiry Project Contract and Timelines Due
February 7 th	Observe in the Field	
February 8 th	Integrated Unit Planning	<ul style="list-style-type: none"> Preliminary ideas for integrated unit due
February 13 th	Field Experience Begins	Integrated units due to peer and instructors before Friday.
March 10 th	Last Day of Field Experience	
March 13 th	Spring Break	
March 20 th	Semi-Structured Debriefing/Conversation	
March 22 nd	Semi-Structured Debriefing/Conversation	
March 27 th	Teaching Difficult Students "Joshua" Gnezda, Chapters 4-5 in class	Gnezda, Chapters 1-3
March 29 th	Classroom Mgmt/Conflict Resolution	Gnezda Chapters, 6-7 Charnery, Chapter 7
April 3 rd	Classroom Mgmt/Conflict Resolution	Gnezda, pgs. 85-117

April 5 th	Assessment	TBA
April 10 th [AERA]	Assessment	TBA
April 12 th [AERA]	Special Ed.	TBA
April 17 th	Guest Speaker – Inclusion/Autism	
April 19 th	Diversity/ Parents & Community	Compton-Lily, Chapter 8
April 24 th	Presentations – Inquiry Projects	
April 26 th	Presentations – Inquiry Projects	
May 3 rd	No Class	Portfolios due by 12pm

Learner Contract for Inquiry Project

Name: _____ Learner Contract – EDEC 4030 Spring
 Inquiry Project Title: _____ Group Members: _____

Abstract – In this abstract be sure to include: 1) a rationale for why you have selected this topic to research, 2) what skills you will use in order to carry out this research, 3) what specific content you will research, 4) how you think the research will help you develop as a teacher, and 5) how this study will benefit the students you will work with.

Goals – List your goals for this project. Be sure to include a goal that addresses the research component of your inquiry project.

Strategies – Describe the strategies you will use in order to learn more about your topic and reach the goals you have set for yourself. These could include ways in which you will stay organized throughout the process, networks you set up in order to hold discussions about the topic, learning methods to be used (reading, interviews, observations, use of mentors, and so on), etc.

Timeline – Create a timeline that illustrates the process involved, organized by time, in your inquiry project.

Resources – List where and how you will find resources related to your topic. These could include facilities such as the library, schools, state or local departments of education, etc. You might also turn to individuals who are knowledgeable in the area you are learning about. Be specific when you list each resource. For example, don't simply list the library as a resource. You might list the library and then include how you will use the library's resources to help you learn more about your topic.

Final Product – Describe the final product of your learning experience, including your research summary report & bibliography (& possibly list of references).

Instructor Support – Describe how Dr. Fields-Smith and Angie can support and guide you during the inquiry process.

Student Signature _____ Date _____

Instructor Signature _____ Date _____