

EDEC 4030
Spring 2005
Integrated Curricular Practices in Early Childhood Education

A study of the methods to thoughtfully select meaningful content and create curriculum that integrates subject matter, and an examination and review of the essentials of effective teaching.

Mondays and Wednesdays, 1:25-3:20
Room 417 Aderhold Hall
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tollieb@bellsouth.net or btolley@uga.edu
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. It will be important that you have a clear understanding of the essentials of effective teaching and know how to implement them. Specifically we will focus on curriculum development, subject matter integration, reflection, communication, classroom organization and management, and teaching diverse learners in developmentally appropriate ways.

Course Content

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 include the following:

- Standard I: Child Development and Learning
- Standard II: Curriculum Development and Implementation
- Standard III: Family and Community Relationships
- Standard IV: Assessment and Evaluation
- Standard V: Professionalism
- Standard VI: Field Experiences
- Standard VII: Teaching of Reading
- Standard VIII: Georgia Special Requirements (see 505-3-.17 at http://www.gapsc.com/TeacherCertification/Documents/cert_rules.asp)

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 university and field 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.**

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

Course Texts

Wong, H.K. & Wong, R.T. (1998). *How To Be An Effective Teacher: The First Days of School*. Mountain View, California: Wong Publications, Inc.

Tomlinson, C.A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Charney, R.S. (2002). *Teaching Children to Care*. Greenfield, MA: Northeast Foundation for Children.

Jensen, R.A. & Kiley, T.J. (2005). *Teaching, Leading, and Learning in PreK-8 Settings: Strategies for Success*. New York: Houghton Mifflin.

Materials Needed

3-ring binder and dividers

Attendance

Attendance is **imperative** because our time together is invaluable. We have 5 weeks to prepare for 4 weeks of teaching. 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 e-mail or in person.

Daily Readings

It is most important that you keep up with the daily readings. Our class discussions will depend upon your being prepared to discuss your points of view on the various issues. Most of the opening activities will relate to reading assignments

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 on assignment completion, attendance, and professionalism. Midterm conferences will offer specific directives to students who are not performing at levels where they would earn the highest grade available.

Primary Requirements

1. Portfolio—As we progress through the quarter you will be required to keep a portfolio as evidence of your progress towards acquiring the essentials of effective teaching. The portfolio should be divided into 4 main sections or **domains**. **Domain 1** should contain evidence of effective planning. **Domain 2** should contain evidence of an effective classroom climate. **Domain 3** should contain evidence of effective teaching and assessment. **Domain 4** should contain evidence of professional responsibilities and growth. A rubric for assessing portfolios is attached. Requirements from each of your other cluster classes should be a part of your portfolio. Portfolios are due to me on **May 2nd**.

2. Thematic Unit—You are to plan a 5-day teaching unit appropriate for the grade level to which you are assigned for field experience. The unit should encompass plans and activities for 5 days of teaching, integrating all content areas and allowing for differentiation of instruction. You should follow the EDEC standard lesson plan format and the attached lesson plan guide. Unit plans should go in Domain 1 of your portfolio. We will spend time in class working on these lesson plans. A final copy of your unit plan is due to me on **February 9th**.

3. Teacher Observations

During the 3 half-day observations, you are to complete the attached observation instrument on your supervising teacher. This instrument will help you to focus on specific aspects of classroom instruction and activities. You are to then complete the attached observation reflection form. What did you like? What did you not like? What strategies used would you incorporate into your own teaching? What management

techniques used would you incorporate into your own teaching? What things would you avoid? What questions do you have about what you observed? These observations will be helpful when completing your group project. Copies of the observation and reflection should go in Domain 4 of your portfolio. Observations and reflections are due to me on **February 2nd, February 9th, and February 18th.**

4. Group Project

While in the field (particularly during the 3 half-day observations) note effective planning, behavior management, phrases, rewards, strategies and survival techniques, as well as those that are ineffective. As a group, design a creative presentation in which to share strategies, ideas, and tips that you think would benefit your classmates as they prepare for student teaching and their first year. Groups will be determined by your school placements. Each person should have something to take with him/her from your presentation. (Ex. Resource guide of strategies). Presentations will be on **April 27th.**

5. Independent Reading

Choose one of the books listed below to read independently throughout the quarter. Once the field experience is complete, those reading the same book will meet in Book Clubs to discuss the books. Keep an informal reading journal as you read. This will be useful when you come together for the Book Club discussions. As you read pay particular attention to the connections that you make with the book. For example, does what you are reading reinforce your formative teaching philosophy? Do you learn of teaching strategies or management techniques that you think you would like to try? Do you realize that other teachers before you have the same concerns or questions? Each group will turn in one informal summary of their discussion. This summary is due to me on **April 18th.**

Clarke, R. (2003). *The Essential 55: An Award-winning Educator's Rules for Discovering the Successful Student in Every Child.* New York: Hyperion.

Damon, W. (1995). *Greater Expectations: Overcoming the Culture of Indulgence in our Homes and Schools.* New York: Simon and Schuster Inc.

Delpit, L. (1995). *Other People's Children: Cultural Conflict in the Classroom.* New York: The New Press.

Stephenson, F. (2001) (Ed.). *Extraordinary Teachers: The Essence of Excellent Teaching.* Kansas City: Andrews McMeel Publishing.

6. 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, reading with them or to them, having lunch with them, etc. Once the field experience is

complete, include in Domain 2 (classroom environment) of your portfolio some evidence of these interactions—a photograph, a work sample, a picture made for you by the child, etc. (Please note that some parents do not wish for their children to be photographed. Please check with your supervising teacher before taking any photographs of the children.) Your descriptions of your student connections are due to me **March 28th**.

7. Critical Incident

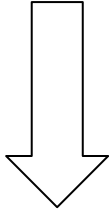
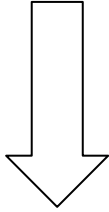
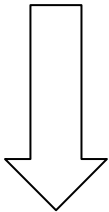
Select one situation in which you observed an incident that helped confirm or adapt your philosophy of teaching. The incident should stand out in your mind and can have a positive or negative effect. It should be something that causes a moment of insight. Write a 1-2 page summary of the incident. Your summary should describe the incident, the final outcome of the incident, and your thoughts on the incident. A copy of your summary should go in Domain 2 of your portfolio. Your summary is due to me on **April 4th**.

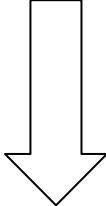
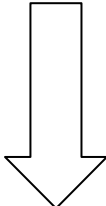
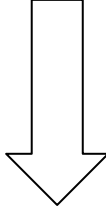
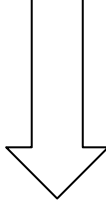
At all times when you are in schools and working with children and teachers you must hold in high regard their rights to confidentiality.

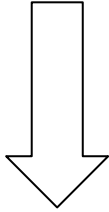
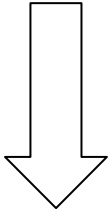
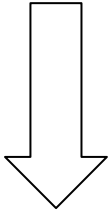
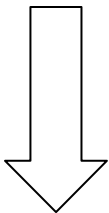
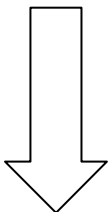
8. Schedule

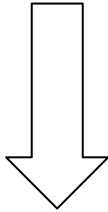
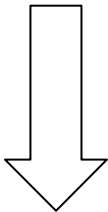
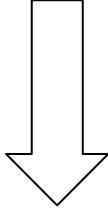
The following schedule is a work in progress. It should serve as an agenda to be used daily in and out of class. As we progress through the semester, additional assignments and/or readings will be added to fit the needs of your learning. An effective teacher teaches to the needs of the students, rather than following the precise schedule of a curriculum guide and/or syllabus. Please have this syllabus with you each day so that you can add activities, readings, etc.

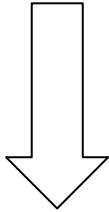
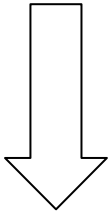
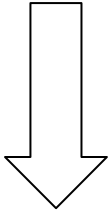
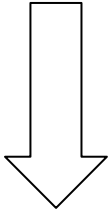
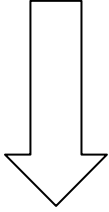
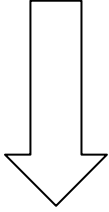
SCHEDULE

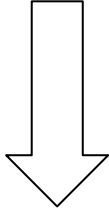
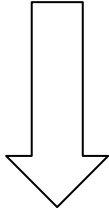
DATES	CONCEPTS	TOPICS/ACTIVITIES	ASSIGNMENTS
January 10	CLASSROOM CLIMATE (GPS III i, v) (GPS V vi)	Opening activity Introductions Syllabus Discussion—Ryan & Cooper <i>What Makes an Effective Teacher?</i>	*Put together sections for portfolio *Read pp. 3-32 Wong *Read Jensen & Kiley pp. 64-101 *Bring paper bag with 3 items
January 12		Opening activity Wong Video # 1 Developing OUR classroom climate activity (paper bag activity)	*Read pp. 69-121 Charney *Read pp. 141-194 Wong *Read Weinstein (1997) <i>Developing and Teaching Rules and Routines</i> (pp. 53-75) *Be prepared to compare/contrast the various views and discuss which method more closely fits your teaching philosophy
January 17		HOLIDAY	*Write letter to mentor teacher *Write letter to students *Write letter to parents (have a classmate read over your letters and make suggestions) *Read pp. 35-78 Wong *Read Jensen & Kiley pp. 102-139
January 19		Opening activity Discussion of readings Positive Student behavior Rules & Routines Classroom climate & culture	*3 letters due for review (copies should go in domain 2 of your portfolio) *Read pp. 196-269 Wong *Read Jensen & Kiley pp. 176-278 *Get a copy of performance standards for your field experience grade level (from DOE website) *Contact mentor teacher to request copies of 1) discipline plan, 2) rules & procedures, 3) academic topics and skills that are scheduled during your 4-week field experience (reading, math, science, social studies) *Determine Unit topic

DATES	CONCEPTS	TOPICS/ACTIVITIES	ASSIGNMENTS
January 24	<p align="center">PLANNING FOR INSTRUCTION (GPS I ii, iii, iv, v, vi, vii) (GPS II i, ii, iii, xii, xiv, xv, xvi) (GPS III iv, v, viii) (GPS IV i, iii) (GPS V i, ii)</p>	<p>Opening activity</p> <p>Planning a Unit of Study Using a variety of teaching strategies Lesson mastery Increasing on-task behavior</p>	<p>*Read chapters 1-2 <i>The Differentiated Classroom</i></p> <p>*Identify 5 strategies from <i>50 Literacy Strategies Step by Step</i> that you think you would like to incorporate in your unit plan</p>
January 25		<p>Meet Your Teacher Day 1:00-3:30</p> <p>Visit in classroom until end of school day: meet with teachers, UF and TL after school</p>	<p>*Get copies of requested information from mentor teacher during visit</p>
January 26		<p>Opening activity</p> <p>Planning a unit of study Teaching strategies Integrating instruction Differentiation</p>	<p>*Begin work on field experience unit (Topic/academic areas/standards/assessment) Review Jensen & Kiley (pp. 241-276).</p>
January 28		<p>½ Day in the Schools</p>	<p>*Complete teacher observation form and observation reflection form</p>
January 31		<p>Opening activity</p> <p>In class work day—unit planning</p>	<p>*Review any readings RE: planning if necessary</p> <p>*Continue to work on unit plan (activities, materials...days 1-3)</p>

February 2		Opening activity In class work day—unit planning	<i>*1st Teacher observation and reflection forms due for review</i> <i>*Continue to work on unit plan (days 4-5)</i>
February 4		½ Day in the Schools	<i>*Complete teacher observation form and observation reflection form</i>
February 7		Opening activity Peer review of unit plans	<i>Jervis, Carr, Lockhart & Rogers—Multiple Entries into Inquiry (p.146-166)</i> <i>*Read Jensen & Kiley pp. 29-39</i>
February 9		Opening activity Being a Reflective Teacher	<i>*2nd Teacher observation and reflection forms due for review</i> <i>*Final unit plan due for review</i>
February 11		½ Day in the Schools	<i>*Complete teacher observation form and observation reflection form</i>

DATES	CONCEPTS	TOPICS/ACTIVITIES	ASSIGNMENTS
February 14- March 11	<p align="center">TEACHING & ASSESSMENT (GPS II i, ii, iii, xii, xiv, xv, xvi, xviii) (GPS IV i, ii, v) (GPS V i, ii) (GPS VI i, ii, iii, iv) (GPS VII i, ii)</p>	<p align="center">FIELD EXPERIENCE</p> <p align="center">Use activities from <i>50 Literacy Strategies</i></p>	<p><i>*3rd Teacher observation and reflection forms due for review on February 18th</i> (I will get these from you as I visit the schools the first week)</p> <p>*Be sure to collect work samples and other evidence of your teaching for your portfolio</p> <p>*Complete questionnaire about class activities—returned by email to me by 3/8/05</p>
March 12-20		<p align="center">SPRING BREAK</p>	<p align="center">Have fun and be safe!</p>
March 21	<p align="center">PROFESSIONAL GROWTH (GPS V i, ii, iii, iv, v)</p>	<p>Opening activity</p> <p>Discussion of field experiences</p>	<p>*Update portfolios with materials from field experience</p>
March 23		<p>Opening activity</p> <p>Topic of discussion from questionnaires</p>	<p>*Work on group project from field experience</p> <p>*Continue work on portfolios</p>
March 28		<p>Opening activity</p> <p>Topic of discussion from questionnaires</p>	<p><i>*Report of student connections due for review</i></p> <p>*Work on group project</p> <p>*Continue to work on portfolios</p>
March 30		<p>No class due to presentation at GMOA</p>	<p>*Presentation at GMOA 5:00-6:30</p>

April 4		Opening activity Topic of discussion from questionnaires	*Report of critical incident due for review *Prepare questions for guest speakers
April 6		Opening activity Presentation by guest speakers	*Prepare questions for guest speakers
April 11		Opening activity Presentation by guest speakers	*Final preparations for Book Club discussion
April 13		Opening activity Book Club discussions	*Complete book club summary *Prepare questions for guest speakers
April 18		Opening activity Presentation by guest speakers	*Book Club summaries due for review *Prepare questions for guest speakers
April 20		Opening activity Presentation by guest speakers	*Final preparation for group project

April 25		Opening activity Reading Instruction Video	
April 27		Opening activity Group project presentations Teacher evaluations	<i>*Group projects due for review</i>
May 2		Opening activity Semester wrap-up Information about exam	<i>*Portfolios due for review</i>
		FINAL EXAM	

Teacher Observation Reflections

Name _____ Date _____ Observation # _____

Strategies and Practices that I would use in my own classroom

Strategies and Practices I felt were ineffective

Questions I have about some of the strategies and practices that I observed

