

EDEC 4030

Fall 2004

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.

Tuesdays and Thursdays, 8:00-9:55

Room 601 Aderhold Hall

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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. 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.

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.

Bell-Jean packet to be purchased.

Materials Needed

3-ring binder and dividers
2 spiral composition tablets

Attendance

Attendance is **imperative** because our time together is invaluable. We have 7 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.

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 an effective classroom climate. Domain 2 should contain evidence of effective planning. Domain 3 should contain evidence of effective teaching and assessment. Domain 4 should contain evidence of professional growth. A rubric for assessing portfolios is attached. Requirements from each of your other cluster classes should be a part of your portfolio.
- 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.

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 write a one page reflection of your observation. 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? These observations will be helpful when completing your group project.

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).

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 double entry 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.

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 1 (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.)

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. We will discuss these in groups near the end of the quarter.

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

SCHEDULE

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

DATES	TOPICS	ASSIGNMENTS
August 19	Introductions Syllabus Expectations “The Effective Teacher”	Put together sections for portfolio Read pp. 3-32 Wong Submit grade level choices (3)
August 24 August 26	“The Effective Teacher” Video—Wong #1	Bel-Jean Packet— <i>What Makes an Effective Teacher?</i> K-W-L *Be sure and get student insurance
August 31 September 2	“Building an effective Classroom Environment” Positive Expectations *sign up for ind. conferences	Write letter to supervising teacher Write letter to students Write letter to parents Read pp. 35-78 Wong Bel-Jean Packet— <i>Developing and Teaching Rules and Routines</i>

September 7 September 9	Classroom Management Review letters Wong Videos # 3,4	Write classroom procedures Write classroom discipline plan (rules, positive and negative consequences) Read pp. 82-194 Wong
September 14 September 16 September 17	Meet the Teacher Day (12-3:30) Planning Teaching Strategies Lesson Mastery ½ Day in the Schools	Read pp. 197-268 Wong Complete observation of teacher From DOE website get a copy of the curriculum standards for your grade level Begin work on Thematic Unit When you visit the school, get a copy of the classroom teacher's discipline plan, rules and procedures; math chapter, science and social studies topics that will be covered during the 4-week field experience
September 21 September 23 September 24	The Differentiated Classroom Portfolio Check ½ Day in the Schools	Read Chapters 1 & 2 of <i>The Differentiated Classroom</i> Complete observation of teacher
September 28 September 30 October 1	Thematic Units ½ Day in the Schools	Working on Thematic Unit Complete observation of teacher
October 5 October 7	Thematic Units	Working on Thematic Unit
October 11- November 5	Field Experience	

November 9 November 11	Field Experience Reflections	Working on Portfolio
November 16 November 18	Frieda Thornton to visit class Praxis Review & Questions	Working on Portfolio
November 23	Group project presentations	Working on Portfolio
November 30 Dec. 2	Book Club Discussions and summary writing	Working on Portfolio
December 7 December 9	Professional Growth Discussion of Critical Incidents	Read pp. 271-312 Wong
December 14	Exam	Portfolios Due There will be some type of written exam which we will discuss closer to the end of the quarter. It mainly will be for me to see how you have synthesized your experiences over the semester as you move towards student teaching.

