

# **EDEC 4030**

Fall 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 112 Aderhold Hall

Beth Tolley, Instructor

425B Aderhold Hall

706-542-4244 office; 706-546-9972 home; 706-540-1830 cell

[tollieb@bellsouth.net](mailto:tollieb@bellsouth.net) or [btolley@uga.edu](mailto: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](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.

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

Tompkins, G.E. (1998). *50 Literacy strategies: Step by step*. Upper Saddle River New Jersey: Merrill.

Wilson, D.A. (2004). *Strategies for classroom management K-6: Making magic happen*. Lanham, Maryland: Scarecrow Education.

## Materials Needed

3-ring binder and dividers  
Live text account

## 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. Evidence pertinent to domains 1 and 2 will be documented in live text. Evidence for domains 3 and 4 should be included in a 3-ring binder which will be due at the end of your field experience. Portfolios are due to me on **November 9**.

.

**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. An outline of your 5-day unit and detailed lesson plans for days 1 and 2 are due to me **September 19**.

### **3. Teacher Observations**

During the 3 half-day observations, you are to complete an observation instrument on your mentor teacher. The instrument will be available on live text for your completion. 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 (through live text) on , **September 14, September 21, and September 28.**

#### **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 **November 2.**

#### **5. Independent Reading for Book Club**

The Wilson book will serve as an independent reading project throughout the semester. Keep an informal reading journal as you read. This will be useful when you come together for the Book Club discussion. 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 had the same concerns or questions? Your thoughts and those of your classmates will help us to define the importance of good management in becoming an effective teacher. In preparation for the book club discussion, prepare a 1-2 sentence statement which reflects what you felt was the most important message from the book. Write your statement on a poster board strip which can be posted in the classroom. Our book club discussion will be on **December 5.**

#### **6. Student Connections**

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. Include in Domain 2 (classroom environment) an account of these interactions. Your descriptions of your student connections are due to me (on live text) on **October 5.**

#### **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. It should be done through live text as a part of domain 2.

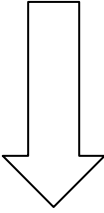
**At all times when you are in schools and working with children and teachers you must hold in high regard their rights to confidentiality.**

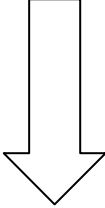
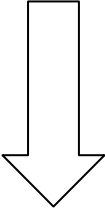
**8. In-Class Teaching**

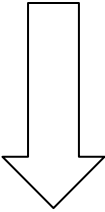
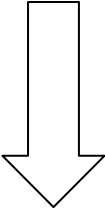
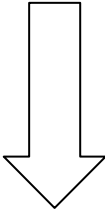
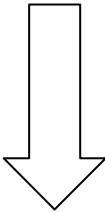

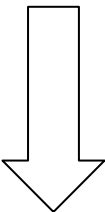
Each student will be assigned one of the teaching strategies from the Tompkins book. You will be responsible for planning a 10 minute lesson/demonstration of that strategy to teach to the class. Your lesson/demonstration should adequately explain the strategy and show how it can be implemented into classroom instruction. Plan your lesson for the grade level in which you prefer to student teach. These demonstrations will be done in class on **November 7, 9, and 14.**

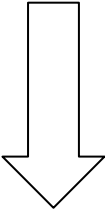
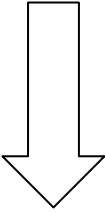
**9. Schedule**

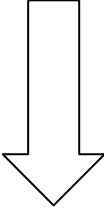
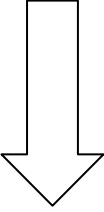
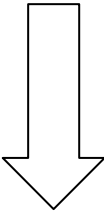
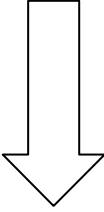
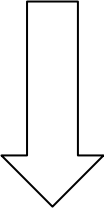
The following schedule is a work in progress. It should serve as an agenda to be used daily in and out of class. As we progress through the semester, additional assignments and/or readings will be added to fit the needs of your learning. An effective teacher teaches to the needs of the students, rather 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.

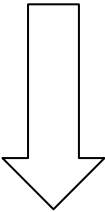
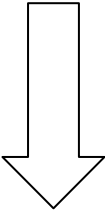
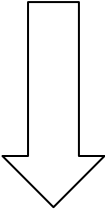
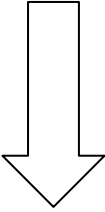
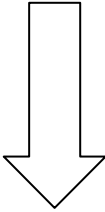
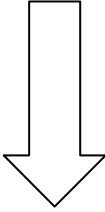
DATES	CONCEPTS	TOPICS/ACTIVITIES	ASSIGNMENTS (for next class meeting)
August 22	<p align="center"><b>CLASSROOM CLIMATE</b> (GPS III i, v) (GPS V vi)</p>	Opening activity Introductions Procedures Syllabus Discussion—Ryan & Cooper: <i>What Makes an Effective Teacher?</i>	*Put together sections for portfolio *Read pp. 3-32 Wong *Bring paper bag with 3 items
August 24		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

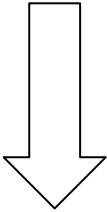
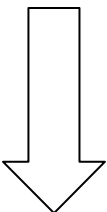
August 29		<p>Opening activity</p> <p>Discussion of readings</p> <p>Make a list of classroom rules</p> <p>Wong Video #4</p>	<p>*Write letter to mentor teacher</p> <p>*Write letter to students</p> <p>*Write letter to parents (have a classmate read over your letters and make suggestions)</p> <p><b>*Read pp. 35-78 Wong</b></p>
August 31		<p>Opening activity</p> <p>Discussion of readings</p> <p>Positive Student behavior</p> <p>Rules &amp; Routines</p> <p>Classroom climate &amp; culture</p>	<p><b>*3 letters due for review</b> (copies should go in domain 2 of your portfolio)</p> <p><b>*Read pp. 196-269 Wong</b></p> <p>*Get a copy of performance standards for your field experience grade level (from DOE website)</p> <p>*Contact mentor teacher to request copies of 1) discipline plan, 2) rules &amp; procedures, 3) academic topics and skills that are scheduled during your 4-week field experience (reading, math, science, social studies)</p> <p>*Determine Unit topic</p>
DATES	CONCEPTS	TOPICS/ACTIVITIES	ASSIGNMENTS
September 6	<p><b>PLANNING FOR INSTRUCTION</b></p> <p>(GPS I ii, iii, iv, v, vi, vii)</p> <p>(GPS II i, ii, iii, xii, xiv, xv, xvi)</p> <p>(GPS III iv, v, viii)</p> <p>(GPS IV i, iii)</p> <p>(GPS V i, ii)</p>	<p>Meet Your Teacher Day</p> <p style="text-align: center;"><b>1:00-3:30</b></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> <p>*Be ready to identify the topic for your 5-day unit</p>

September 7		Opening activity Planning a Unit of Study Using a variety of teaching strategies Lesson mastery Increasing on-task behavior	*Identify 5 strategies from <i>50 Literacy Strategies Step by Step</i> that you think you would like to incorporate in your unit plan *Begin outline of unit of study
September 9		<b>½ Day in the Schools</b>	<b>*Complete teacher observation form and observation reflection form (live text) due Sept. 14</b>
September 12		Opening activity In class work day—unit planning	*Continue work on field experience unit (Topic/academic areas/standards/Assessment)
September 14		Opening activity In class work day—unit planning <b>1<sup>st</sup> teacher observation form and reflection due for review</b>	*Review any readings RE: planning if necessary *Continue to work on unit plan (activities, materials...days 1-5 outline, days 1-2 detailed)
September 16		<b>½ Day in the Schools</b>	*Continue to work on unit plan <b>*Complete teacher observation form and observation reflection form (live text) due Sept. 21</b>
September 19		Opening activity Unit plans due—in class final review of plans	

September 21		Opening activity Peer review of unit plans (work with a partner to review unit and offer suggestions) <b>Teacher observations and reflection #2 due</b>	
September 23		<b>½ Day in the Schools</b>	<b>*Complete teacher observation form and observation reflection form (live text) due September 28</b>
<b>DATES</b>	<b>CONCEPTS</b>	<b>TOPICS/ACTIVITIES</b>	<b>ASSIGNMENTS</b>
September 26- October 21	<b>TEACHING &amp; ASSESSMENT</b> (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)	<b>FIELD EXPERIENCE</b>  Use activities from <i>50 Literacy Strategies</i>	<b>*Be sure to collect work samples and other evidence of your teaching for your portfolio...these should be contained in domain 3 of your portfolio (in your binder)</b>  <b>October 5—student connections due (posted on live text)</b>  <b>Complete questionnaire regarding follow-up activities for class (questionnaire will be emailed to you during field experience)</b>
October 24	<b>PROFESSIONAL GROWTH</b> (GPS V i, ii, iii, iv, v)	Opening activity  Discussion of field experiences	<b>*Update portfolios with materials from field experience (work samples, other evidence)</b>

October 26		Opening activity Topic of discussion from questionnaires	*Work on group project from field experience *Continue work on portfolios
October 27-28		<b>Fall Break</b>	<b>Be safe and have fun!</b>
October 31		Opening activity Topic of discussion from questionnaires Work with group on presentation	*Continue to work on portfolios *Continue to work on strategy lesson/demonstration
November 2		Opening activity Topic of discussion from questionnaires <b>Group presentations</b>	*Continue to work on portfolios *Continue to work on strategy lesson/demonstration
November 7		Opening activity Begin lesson/demonstrations from Tompkins book	Begin reading Wilson book for book club discussion Final preparation of portfolio
November 9		Opening activity Continue lesson/demonstrations from Tompkins book <b>Portfolios due</b>	

November 14		Opening activity  Continue lesson/demonstrations from Tompkins book	
November 16		Opening activity  Guest speaker	
November 21		Opening activity  Presentation by guest speakers	
November 23-27		<b>Thanksgiving Holidays</b>	<b>Enjoy your holidays with your families!</b>
November 28		Opening activity  Discussion of topic from questionnaire and/or guest speaker	
November 30		Opening activity  Discussion of topic from questionnaire and/or guest speaker	

December 5		Opening activity Book club discussion of Wilson book and sharing of ideas	
December 7		Opening activity Course wrap-up Course/instructor evaluations	

# 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



