

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary

EDEC/CHFD 4030
Integrated Curricular Practices in Early Childhood Education
Spring 2007--- Aderhold 114

Instructor: Dr. Julia Reguero de Atilas
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Family Sc. Center 2 (House D), 542-4164

Office Hours: By appointment

Class Schedule: Wednesdays 10:10 - 1:00 PM

Course objectives: The campus course work and the field experience are related through the planning and implementation of a comprehensive teaching unit. The goals are:

1. To gain knowledge and practice about planning and teaching an integrated thematic unit.
2. To accommodate individual learning differences when planning and implementing curriculum.
3. To develop fluency in using alternative means of giving explanations related to content and use of higher order questions.
4. To learn multiple techniques for assessing student's progress.
5. To implement techniques and skills for effective classroom organization and whole class management.
6. To gain confidence in your own abilities as a teacher.
7. To develop the art of reflection and understand the importance of using it as a tool to improve teaching.
8. To integrate technology into lessons
9. To recognize the importance of the planning process to bring together organization, management, strategies and materials in a classroom setting.
10. To synthesize information to develop students' repertoire of teaching strategies through integration and application of subject matter content.

Students' Responsibilities

1. Assess children's prior knowledge and previous experience related to a specific unit topic.
2. Assess multicultural climate of the children in the class (e.g. cultural heritage, SES, individual developmental levels). Incorporate the needs of individual children into planning and teaching.
3. become knowledgeable about classroom management practices and implement appropriate practices during week of unit teaching.
4. Plan and implement an integrated thematic unit.
5. Guide children's behavior in a variety of settings.
6. Become familiar with the technology used in the classroom and incorporate to teaching unit.

Text: We will utilize a constructivist approach in this course. It is the last course you take and by now you have learned a great deal about issues of diversity (particularly inclusion), classroom management, lesson planning, content areas, developmentally appropriate practices, etc. It is my hope that through this courses all that knowledge that you have been acquiring in a disconnected form will come together AND that we may fill up any "lagoons" left. If I select the articles- it is likely that you will have repetition with information learned in previous courses- but if you do it, we may add to the knowledge you have already acquired. Thus, each week a few students will select and present an article (no repetitions allowed). I expect you to propose an article to me a week ahead by showing me the article and telling me what your classmates might learn from discussing it. On the day that you are scheduled to present you will have copies of the article, for me and your classmates as well as a typed summary of the article followed by implications for you as a teacher. Thus, as the semester progresses you will acquire a collection of summaries and references that will substitute for a text. **Please note that e-mailing the summary or an article web site is not acceptable.** Students are strongly encouraged to look at articles published within the last five years in: *Young Children*, *Dimensions of Early Childhood*, *Phi Delta Kappan*, *Educational Researcher*, *Childhood Education* or *Journal of Research in Childhood Education*.

I have many journals and previous collections of articles available to you. Feel free to come to my office to review what I have available before you go to the library.

Class discussions: The main topics we will cover are: philosophy of education, curriculum, integration of technology, behavior management, assessment, language diversity, and preparing to enter the professional world (we may add and delete topics depending on your suggestions). Please note- this is not a group project, but some coordination between students will be necessary to avoid the duplication of information. You may switch group topics if you have a particular interest, but two people have to be

in agreement, all topics must have 5 presenters. Be sure Dr Atilas knows of any switching.

Philosophy of education includes: what are good topics to include in your educational philosophy, some approaches that are popular that you may chose to include or exclude.
Lauren Ritter, Leigh Ann Hansen, Megan Capone, Courtney King, and Amanda Thomason.

Curriculum: what is an integrated curriculum? What are characteristics of an appropriate curriculum for children in preK-5th?

Leigh Ann Morgan, Meghan Pendergast, Ricky Duncan, Catherine Chewing, and Melissa Meighan.

Integration of technology: what are barriers to the integration of technology in the early childhood and elementary school classroom? What are appropriate suggestions for the integration of technology? When is it appropriate to introduce young children to technology? Computer: child ratio?

Calley Sharkey, Crystal Sarratt, Megan Hix, Holly Lunsford, and Heather Bailey.

Behavior management: what are appropriate and in-appropriate practices? Why so? Discuss alternatives.

Virginia Wald, Mary Katherine Dismuke, April Stephenson, Toni Ridley, Kayla Stephenson.

Assessment: What is appropriate assessment for young children? Appropriate grading of performance, testing, and evaluation.

Katherine Zuger, Amy Alexander, Jennifer Hammond, Shanna McGettigan, and Katie Wallace.

Language Diversity: why support a home language that is different from English? What are recommendations for appropriate practices for teaching children who may not speak English in your classroom?

Jennifer Johnson, Lindsey Schutter, Katherine Bell, Katie Bonner, and Casey Hobbs.

Preparing to enter the professional world: What to include in an application letter? Maybe some sample letters. How to prepare for an interview? Dr Atilas will discuss getting your resume together and professional portfolios- What should you include in there?

Integrated Unit

Required elements of an integrated teaching unit:

1. (30 pts.) A statement of your philosophy of education.
2. (50 pts.) A description of the characteristics of the community, school, and classroom,

including:

- a) Description of community should include SES information, total number of schools in the area, general demographics, cities and towns served by the specific school.
 - b) Description of the school should include number of students, number of staff (faculty, special services, etc.), distribution by gender, by ethnic background, number of classrooms/groups, etc. Does the SES, gender, and ethnic background of the student body represent those of the community?
 - c) Description of the classroom should include, description of classroom policies, child staff ratio, distribution of gender, ethnic background, special needs (in general, how many children receive special services- and type of services), a map of the classroom, a class schedule.
 - d) A web of the students' prior knowledge (or other pre-assessment result) about unit topic and a summary explaining your conclusions from the pre-assessment;
 - e) Technology profile
3. (10 pts.) A statement of the purpose of the integrated unit and how it relates to the class and to the community. Your statement should answer the question WHY is it important to teach this unit.
- (10 pts.) List some overall unit objectives (your own and some related to curriculum goals). Include a web of the interconnections you see for your unit. This is a web that you will generate- separate and different from the one about the children's prior knowledge.
4. (150 pts.) A set of lesson plans for five days. Include:
- a) Title, time and day of implementation, targeted age group/grade level.
 - b) Statement of purpose
 - c) Materials needed- a comprehensive list of materials you will need to implement your lesson.
 - d) Objectives: list relevant QCC (<http://www.glc.k12.ga.us/qcc/>), GPS (<http://www.georgiastandards.org/>), high scope objectives (<http://www.highscope.org/EducationalPrograms/EarlyChildhood/preschoolkeyexp.htm>) and any objectives you may have for the activity.
 - e) Transition into activity: attention getting, introduction
 - f) Step by step procedure
 - g) Transition out: closure and explanation of what they will do next.
 - h) Assessment: May be part of your procedures section. Most relate to your objectives.
 - I) Modifications needed for child(ren) with special needs. Be sure to state what is the special need of the child(ren)-- ie. Cerebral palsy, blind, etc
 - j) Remediation: How would you follow up for the child(ren) that had trouble with the main objectives of the activity?
 - k) Extension or enrichment: How would you follow up for the child(ren) that need an additional challenge?

***** One of the lessons must be a technology connected lesson. That would meet your Technology Bridges requirements.**

5. (60 pts.) A set of reflections related to the implementation of the lesson plans. Include for each lesson's reflection:

- a. a description of what happened during the lesson;
- b. what feedback was given by observers and students (they liked the lesson, was it dev. appropriate, were your objectives met);
- c. what would you leave the same and what would you change the next time you did this activity with children?

6. (60 pts.) Student assessment. Throughout the entire semester collect examples of items/descriptions you would include in a student's portfolio or as an example in a parent conference. Include a brief description of how you would make the meaning of this item/description relevant to a parent: what does this object show about the child? how does it demonstrate what the child knows? Complete the form(s) used by the school for report cards or progress report. Your portfolio should support the report card you complete for the two children.

7. (10 pts.) Overall unit assessment. Conduct a post-assessment and summarize it. This should describe knowledge gained by the students through the exposure and participation in your lessons. Compare it to your pre-assessment and relate to overall unit objectives.

8. (20 pts.) A collection of additional resources related to this unit which may be useful in implementing similar units in other classrooms, in other schools, with other age groups. Be sure to include the QCCs, GPSs or High Scope objectives for the age group you worked with.

Tentative Schedule

DATE	Activity/ topic	Due
Jan. 10	Introduction to the course. How to write a lesson plan Description of community, school and classroom Field: Learn as much as you can about the classroom and school where you are placed. Try to learn the names of ½ of the children. Discuss your assignments with your teacher. Write down the class schedule.	

<p>Jan. 17</p>	<p>Class- Technology group presents Discuss technology profile.</p> <p>Field: Be sure to know all of the children in your class by now. Select a boy and a girl that you will pay special attention throughout the semester (for your two comprehensive assessments).</p> <p>Be sure to get a copy of and become familiar with the QCCs, GPSs or High Scope objectives of your class (include these in the resource section of your unit). Find out what technology is available in your class/school.</p>	
<p>Jan. 24</p>	<p>Class- curriculum group presents.</p> <p>What is an integrated curriculum? What are characteristics of an appropriate curriculum for children in preK-5th?</p> <p>Webbing- unit interconnections</p> <p>Field: Talk with your teacher about possible topics for your unit.</p> <p>.</p>	<p>Technology profile due: Description of the technology used in the classroom. Include specific computer programs available and used by the children. Discuss how the program(s) may be a teaching tool and whether they are appropriate for age/grade and curriculum. Computer: child ratio?..and any other comments related to class discussion.</p>
<p>Jan.31</p>	<p>Class- curriculum continues Pre-assessment</p> <p>Field: Commit to a unit topic by Tuesday. Field: Make arrangements to do your pre-assessment next week</p>	
<p>Feb. 7</p>	<p>Statement of purpose Unit goals One lesson plan</p> <p>Field: Carry out pre-assessment. Talk with your teacher about specific activities you are thinking about. Let her know you will be writing lesson plans during the next weeks.</p>	

Feb. 14	<p>Assessment group presents</p> <p>What is appropriate assessment for young children? Appropriate grading of performance, testing, and evaluation. What does research state about retention? Ways to assess?</p>	Pre-assessment 1 lesson plan
Feb. 21	<p>Assessment group continues</p> <p>Field: Keep your teacher informed about your lesson plan progress and discuss with her possible times when you can implement them each day.</p>	Statement of purpose and overall unit objectives.
Feb. 28	<p>Behavior management group presents:</p> <p>What are appropriate and in-appropriate practices? Why so? Discuss alternatives. ADHD management</p> <p>Field: Be sure to have a day and time set for the observation with your faculty observer.</p>	
Mar. 7	Continue behavior management	<p>All 5 lesson plans (this time a grade will be assigned).</p> <p>Web of interconnections you see between subject areas in your unit.</p>
Mar. 14	Spring Break	
Mar. 21	Catch up and prepare for next week's teaching	Give your faculty observer a brief unit description and a copy of your final lesson. Confirm day and time of observation. Give him/her the observation form
Mar. 28	<p>Full time week in the field__</p> <p>I strongly suggest that you write your reflection for each lesson the day you implement it.</p> <p>Throughout the week gather samples of children's work and be thinking about the meaning of your daily assessments.</p>	

Apr. 4	Philosophy of Education group presents Field- Carry out post assessment of your unit and work on your portfolios	
Apr. 11	Continue working on philosophy of education Field: Share your portfolios with your teacher and the completed report cards. Get him/her to initial the report card if he/she agrees it is fairly accurate. If he/she disagrees, write a paragraph describing his/her views.	Draft of philosophy of education
Apr. 18	Class- Language diversity group. Career placement services and portfolios	Final copy of philosophy due
Apr. 25	Last class After today's class all students will make an appointment and go meet with their student teaching cooperating teacher. Dr. Atilas takes her students as a group to the school. Other student teaching supervisors may have a different expectation.	Units due.
May 4	8-11 AM Final exam	Student teaching impressions paper due.

Absences

In class

Attendance is expected and required in both classroom and field. This policy means either perfect attendance or documented absence(s) due to death or illness.

Undocumented absences will result in a letter grade reduction per absence in EDEC and/or CHFD courses or unsatisfactory grade in the field. A "C" or above is required in all courses to be able to move to the next level.

Students are responsible for communicating with all university faculty and/or school cooperating teacher to let them know reason of absence. It is the student's responsibility to provide the program coordinator with the following information as soon as possible after an absence:

Date,

Course(s) missed

Field day missed and proposed make up day

Reason

Attached documentation

In the field

Completion of all field experience hours is required. When an absence is necessary the student will notify the school and supervising teacher in advance or as early as possible. The college supervisor is to be notified by the student promptly and in writing of all absences or other irregularities of attendance. A doctor's note will be required for absences due to illness. It is the student's responsibility to schedule and make up any time missed and communicate the plans to the program coordinator. A sign up sheet will be available at the schools for the students to sign in and out. The college supervisor will review and collect the sheets on a regular basis.

Evaluation

Your final grade will be based on a total of 700 points. Distributed as follows:

400 pts for the unit

100 pts for article and summary + presentation/ discussion

50 pts for summary of meeting with your block 4 teacher

Grade	Range of points
A	416.25 \geq
A-	402.75 - 416.24
B+	391.5 - 402.74
B	378 - 391.49
B-	360 - 377.9
C+	346.5 - 359.9
C	333 - 346.4
C-	315 - 332.9
D	292.5 - 314.9
F	292.4 \leq

Satisfactory completion of the field experience is necessary in order for students to successfully fulfill the requirements of EDEC/CHFD 4030. This in no way minimizes the importance of the evaluation of students' work during the university classroom component of this course. The student's final grade will remain dependent on the work completed for their course instructors, but in the event of a student being unable to pass the internship component one of the following options must be completed:

1. The student can be awarded a "D" or an "F" in EDEC/CHFD 4030.
2. The student can be awarded an "I" in the course and repeat the field experience.

University policies on final examinations.

University policy requires that final examinations be held for courses as scheduled and listed in the University final examination schedule for each semester. University policy indicates that no time and date departures from the examination schedule should occur

without prior approval of the dean of the school or college and the Vice President for Instruction. The relevant policy may be found at:

<http://www.bulletin.uga.edu/bulletin/ind/finalexam.html>.

A second examination policy pertains to students with three final examinations scheduled on the same calendar day or two examinations at the same time. Students in this situation may petition an instructor to reschedule one exam at a different time. If one of the conflicting final examinations is a “mass” exam, then that examination should be rescheduled first. The policy providing for this, including links to the petition and what the student must include in it may be found at:

<http://www.curriculumsystems.uga.edu/FinalExamConflicts/FinalExamConflicts.html>

University Honor Code and Academic Honesty Policy

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty can be found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

Conceptual framework:

The College of Education aspires to prepare exemplary, reflective professionals to serve a diverse global community; it seeks to achieve that end through teaching, scholarship, outreach, and partnership at the local, national, and international levels.

GAPSC and NCATE standards met by this course can be viewed at:

<http://ncate.coe.uga.edu/programs/earlychildhood/index.html>

go to P 2 Emphasis and click on Table.1.0.1. Program Standards, Courses, and Experiences.

**PreK-2nd Grade Emphasis Program
Field Assignments Block 3- Spring 07**

Name of Student	Grade and Teacher	School	Faculty observer
Leigh Ann Morgan	PK Terri Sibley	McPhaul	Tippins
Jennifer Johnson	1 June Meyers	Cleveland Rd	Calkin
Lindsey Schutter	1 Samantha Blaum	Cleveland Rd	Calkin
Katherine Bell	2 Lee Rogers	Cleveland Rd	Calkin
Katie Bonner	2 Laura Allen	Cleveland Rd	Calkin
Casey Hobbs	2 Lawana Reid	Cleveland Rd	Calkin
Lauren Ritter	2 Nicole Brizendine	Statham	Waugh
Leigh Ann Hansen	2 Teresa Huggins	Statham	Waugh
Megan Capone	2 Amy Lefebvre	Statham	Waugh
Courtney King	2 Wanda Claxton	Statham	Waugh
Amanda Thomason	2 Cindy Woodall	Statham	Waugh
Callie Sharkey	K Angie Herman	Holsenbeck	Smith
Crystal Sarratt	K Kay Taras	Holsenbeck	Smith
Megan Hix	1 Stacie Conley	Holsenbeck	Smith
Holly Lunsford	2 Happy Maynard	Holsenbeck	Smith
Heather Bailey	2 Marcia Smith	Holsenbeck	Smith
Katherine Zuger	1 Donna Sickbert	Harbins	Coleman
Amy Alexander	1 Terri Poffenberger	Harbins	Coleman
Jennifer Hammond	2 Cheryl Hall	Harbins	Coleman
Shanna McGettigan	2 Debbie Davis	Harbins	Coleman
Katie Wallace	2 Sandra Hefner	Harbins	Coleman
Meghan Pendergast	PK Mitzie Smit	Early Learning Center	Tippins
Ricky Duncan	PK Robin Lumpkin	Early Learning Center	Tippins
Catherine Chewing	PK Shea Power	Early Learning Center	Tippins
Melissa Meighan	PK Connie Ellington	Early Learning Center	Tippins
Virginia Wald	PK Jennifer Cochran	Morgan Co.	Atiles
Mary Katherine Dismuke	1 Sue Johnston	Morgan Co.	Atiles
April Stephenson	1 Gloria Hunter	Morgan Co.	Atiles
Toni Ridley	2 Dee Geter	Morgan Co.	Atiles
Kayla Stephenson	2 Sue Stuckey	Morgan Co.	Atiles