

EDEC/CHFD 4020

Decision Making for Planning, Teaching, and Organizing Early Childhood Classrooms

Class Schedule: Fall 2006
418 Aderhold Hall
Monday & Wednesday
7:45-9:00 AM

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Course Description:

Welcome to EDEC/CHFD 4020! This course is intended to help future teachers develop as reflective decision makers by understanding and incorporating the major themes, concepts, and skills involved in organizing, planning, and developing instruction in early childhood classrooms.

Required Texts:

Bel-Jean packets (163 E. Broad St., Phone: 706-548-3648).

Goals and Objectives:

1. To critically examine educational philosophies and practices in both the past and the present.
2. To become more aware of how our beliefs and attitudes influence our teaching practices.
3. To gain skills in observing and assessing children, classroom environments, and teaching approaches.
4. To become knowledgeable about various curriculum approaches used in early childhood classrooms.
5. To become more sensitive to diversity issues and how they effect children's learning.
6. To become knowledgeable about the application of developmentally appropriate practice in classroom settings.
7. To identify appropriate classroom organization and management techniques that promote the emotional, social, physical, and academic development of students.
8. To produce creative and related teaching materials to accompany teaching strategies.

The course follows the conceptual framework for educator preparation programs in the College of Education, which 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 (see 505-3-.17 at <http://www.gapsc.com/TeacherEducation/Rules/Rules.asp>). The early childhood standards addressed in EDEC/CHFD 4020 are listed at <http://www.coe.uga.edu/syllabus/edec/EDEC-CHFD4020PSCStandardsP2.pdf>.

Expectations:

I am looking forward to a very productive course in which we will all learn a great deal about trends and issues critical to professional and reflective decision-making in early childhood

classrooms. I expect you to be an active participant in class discussions and activities by doing the followings:

- Attend all class sessions and be prompt in attendance
- Read all assigned readings *before* class and come prepared to discuss them
- Always bring all related materials (textbooks, notes, etc.) to each class session
- Honestly share your own perspectives and respect other people's personal views, values, experiences, and backgrounds
- Use pseudonyms when discussing individual children, families, or teachers inside or outside of class
- Contribute to creating an earnest learning environment by turning off cellular phones and by putting away any unrelated materials (e.g., newspapers, other course materials)
- Put as much into this course as you expect to get out of it

Attendance:

Class participation is a very important aspect of the course. If you do not attend class, you are unable to participate in the important discussions and activities that will be undertaken during class time. In this regard, you are responsible for attending all class sessions. Please arrive at class in a prompt and timely manner. This course abides by the Pre-K attendance policy, which states: "One component of professionalism is attendance to class and the field experience. 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 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 the information as soon as possible after an absence" (From the Pre-K Handbook). Repeated tardiness may well influence your grade, too.

Equally important is your advance preparation for each class. *Before* class please read assigned readings by reflecting on your own learning and teaching experiences. Your careful preparation and enthusiastic participation will contribute to the course.

Academic Honesty:

All students are expected to conform to The University of Georgia's academic honesty policy (see http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm). Unless otherwise stated in writing by the instructor, all assignments and exams are to be completed without assistance of other students.

Assignments:

This course has class assignments, a field assignment, and a cumulative exam. Except for the cumulative exam, all other assignments should be typed (double-spaced, 1 inch margin, Times New Roman, font size 12). No cover page is necessary. Type your name in the upper left-hand corner and the assignment title in the upper right-hand corner of the first page. Late submissions are not acceptable.

Class Assignments

1. Educational Philosophy Statement (Due: October 2)

During Segment I and the first 2 weeks of Segment II of this course, you will read and discuss some educational thinkers and women leaders who have influenced the field of early childhood education. Choose 1-2 educational thinkers or women leaders whose ideas affect your views of early childhood education most. Write a 3-page statement about their impact on your developing teaching philosophy. Your statement should include the following information:

- Whose ideas have influenced you most?
- Specifically what aspects of her (their) ideas have you found significant, insightful, touching, or challenging?
- What were your views of early childhood education like before knowing her (them)?
- How have her (their) ideas changed your perspectives of early childhood education and its mission?

2. Curriculum Approach Paper (Due: November 6)

During Segment II of this course, you will learn about 6 curriculum models, including Montessori, Bank Street, High Scope, Creative Curriculum, Reggio Emilia, and the Project Approach. You will also learn, during Segment III, some contemporary issues (e.g., DAP, anti-bias, multi-age) discussed in the field of early childhood education. For this assignment, select 3 curriculum models that you have found most attractive and discuss the followings (no more than 5 pages):

- What are commonalities and differences of the 3 curriculum models that you have chosen?
- What are functions or characteristics of the 3 curriculum models that fit your educational philosophy and that you would like to implement in your future classrooms?
- What are some contemporary issues discussed in class that particularly draw your attention and that you would like to incorporate in your future practices?

3. Online Case Responses (Due: Throughout Segment IV)

During Segment IV you will be exposed to various dilemmas early childhood teachers face when managing their classrooms. You will need to check out the case web site (the address will be announced later) to listen to each case and respond to the questions posted online *before* each class. During the case study orientation and reflection sessions respectively, you will also complete an in-class essay. You will receive a full credit for each entry as far as your responses are relevant to the questions posed and the assignments are submitted in a timely manner.

Field Assignment: Integrated Lesson and Assessment Report (Due: December 4):

Develop a thematic lesson that integrates at least two content areas and that includes a method of assessment discussed in class. This should be a lesson that you can teach for 20-30 minutes per day for 3-5 days—Days of your lesson, however, do not have to be successive (i.e., two afternoon sessions per week for 2 weeks). Teach this lesson in a small group(s) or in the large group. The lesson must be formally approved by your cooperating teacher before its implementation. Your report should be 5-pages and include the following information:

- Title of the activity

- Objectives
- Grade level
- Time (e.g., calendar) and group format (e.g., the large group) used for the lesson
- Brief descriptions of each day's lesson procedure
- Materials used
- Assessment method utilized
- Reflection: How do you think the children and you achieved instructional objectives? How meaningful do you think the activity was for the children's learning and life? How would you like to modify the topic or procedures of the lesson for your future implementation and why? How would you like to modify the assessment method and why?
- Signature and 1-2 sentence comments of your cooperating teacher

Cumulative Exam:

The exam will be cumulative in nature, with questions posed throughout the course. Each day you will participate in short writing about questions based on the content of assigned readings.

Grading:

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| • Educational Philosophy Statement | 20% |
| • Curriculum Approach Paper | 25% |
| • Online Case Responses | 20% |
| • Integrated Lesson and Assessment Report | 25% |
| • Cumulative Exam | 10% |

A:	95-100
A-:	90-94
B+:	87-89
B:	84-86
B-:	80-83
C+:	77-79
C:	74-76
C-:	70-73
D:	60-69
F:	59 or Below

Course Schedule:

Date	Topics & Readings	Assignments
Week 1: August 16	Course Overview	
August 21	Why Teach? Nieto, S. (Ed.). (2005). <i>Why we teach</i> (pp. 3-11, 201-220). New York: Teachers College Press. (Preface & Chapter 1)	
SEGMENT I: Early Childhood Education in Historical Contexts		
Week 2: August 23	US Contexts Nourot, P. M. (2005). Historical perspectives on early childhood education, In J. L. Roopnarine & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (4 th ed., pp. 3-43). Upper Saddle River, NJ: Prentice Hall.	
August 28	Georgia's Pre-K Raden, A. (2003). Universal access to prekindergarten: A Georgia case study. In A. J. Reynolds, M. C. Wang, & H. J. Walberg (Eds.), <i>Early childhood programs for a new century</i> (pp. 71-113). Washington, DC: Child Welfare League of America, Inc. (*For more info: http://decal.georgia.gov/01/home/0,2197,663633,00.html)	
Week 3: August 30	Educational Thinkers' Influence on ECE Morrison, G. S. (2004). The past and the present. In Author, <i>Early childhood education today</i> (9 th ed., 81-109). Upper Saddle River, NJ: Prentice Hall..	
September 4	Holiday (Labor Day)	
September 6	Women Leaders (I): The McMillan Sisters 1. Steedman, C. (1990). <i>Childhood, culture and class in Britain: Margaret McMillan, 1860-1931</i> (pp. 17-30, 173-188). New Brunswick: NJ: Rutgers University Press. 2. McMillan, M. (1999). The training of the teachers. In K. M. Paciorek & J. H. Munro (Eds.), <i>Notable selections in early childhood education</i> (2 nd ed., pp. 185-189), Guilford, CT: Dushkin/McGraw Hill.	
Week 4: September 11	Women Leaders (II): Patty Smith Hill Wolfe, J. (2000). Patty Smith Hill. In Author, <i>Learning from the past: Historical voices in early childhood education</i> (pp. 249-300). Mayerthorpe, Alberta: Piney Branch Press.	
September 13	Insight Gained from the Past	
SEGMENT II: Early Childhood Curriculum Models		
Week 5: September 18	Women Leaders (III): Maria Montessori	

	Wolfe, J. (2000). Maria Montessori. In Author, <i>Learning from the past: Historical voices in early childhood education</i> (pp. 225-247). Mayerthorpe, Alberta: Piney Branch Press.	
September 20	<p>Montessori Methods</p> <p>Torrence, M., & Chattin, J. (2005). Montessori education today. In J. L. Roopnarine & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (4th ed., pp. 363-394). Upper Saddle River, NJ: Prentice Hall.</p> <p><u>Guest Speaker:</u> Ms. Sharon Duncan (Director of Waseca Learning Environment)</p>	
Week 6: September 25	<p>Women Leaders (IV): Lucy Sprague Mitchell</p> <p>Wolfe, J. (2000). Lucy Sprague Mitchell. In Author, <i>Learning from the past: Historical voices in early childhood education</i> (pp. 351-382). Mayerthorpe, Alberta: Piney Branch Press.</p>	
September 27	<p>Bank Street</p> <p>1. Cuffaro, H. K., Nager, N., & Shapiro, E. (2005). The developmental-interaction approach at Bank Street College of Education. In J. L. Roopnarine & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (4th ed., pp. 280-295). Upper Saddle River, NJ: Prentice Hall.</p> <p>2. Wolfe, J. (2000). Lucy Sprague Mitchell. In Author, <i>Learning from the past: Historical voices in early childhood education</i> (pp. 383-390). Mayerthorpe, Alberta: Piney Branch Press.</p> <p><u>Guest Speaker:</u> Dr. Cheryl Fields-Smith (Faculty in the Dept. of Elementary & Social Studies Ed)</p>	
Week 7: October 2	<p>Jean Piaget and Lev Vygotsky</p> <p>1. Donaldson, M. (1978). Piaget's theory of intellectual development. In Author, <i>Children's minds</i> (pp. 138-157). New York: W. W. Norton & Company.</p> <p>2. Berk, L. E. (2000). Cognitive development: Piagetian and Vygotskian perspectives. In Author, <i>Child development</i> (pp. 221, 258-267). Boston: Allyn & Bacon.</p>	<u>Due:</u> Educational Philosophy Statement
October 4	<p>High Scope</p> <p>Weikart, D. P., & Schweinhart, L. J. (2005). In J. L. Roopnarine & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (4th ed., pp. 235-250). Upper Saddle River, NJ: Prentice Hall.</p> <p><u>Guest Speaker:</u> Ms. Amy Kay (Director of McPhaul Center)</p>	
Week 8: October 9	<p>Creative Curriculum</p> <p>Dodge, D. T., & Colker, L. J. (1992). <i>The creative curriculum for early childhood</i> (3rd ed., pp. x-2, 5-10, 14-23, 35-41, 64-69). Washington, DC: Teaching Strategies.</p> <p><u>Guest Speaker:</u> Ms. Terry Sibley (A Pre-K teacher at McPhaul Center)</p>	
October 11	<p>Loris Malaguzzi</p> <p>Malaguzzi, L. (1993). History, ideas, and basic philosophy: An interview with Lella Gandini. In C. Edwards, L. Gandini, & G. Forman (Eds.), <i>The hundred languages of children: The Reggio</i></p>	

	<i>Emilia approach to early childhood education</i> (pp. 41-71). Norwood, NJ: Ablex.	
Week 9: October 16	<p>The Reggio Emilia Approach</p> <p>1. Malaguzzi, L. (1993). History, ideas, and basic philosophy: An interview with Lella Gandini. In C. Edwards, L. Gandini, & G. Forman (Eds.), <i>The hundred languages of children: The Reggio Emilia approach to early childhood education</i> (pp. 71-89). Norwood, NJ: Ablex.</p> <p>2. New, R. S. (2005). The Reggio Emilia Approach: Provocations and partnerships with US early childhood educators. In J. L. Roopnarine & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (4th ed., pp. 313-335). Upper Saddle River, NJ: Prentice Hall.</p> <p><u>Guest Speaker:</u> Dr. Julia Atilas</p>	
October 18	<p>The Project Approach</p> <p>Kat, L. G., & Chard, S. C. (2005). The project approach: An overview. In J. L. Roopnarine & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (4th ed., pp. 296-310). Upper Saddle River, NJ: Prentice Hall.</p>	
<p>SEGMENT III: Issues in Early Childhood Classrooms</p>		
Week 10: October 23	<p>NAEYC Position Statement: DAP</p> <p>Bredkamp, S., & Carol Copple (Eds.) (1997). <i>Developmentally appropriate practice in early childhood programs</i> (revised ed., pp. 3-30), Washington, DC: NAEYC.</p>	
October 25	<p>Assessment: Observations & Portfolios</p> <p>Helm, J. H., & Beneke, S., & Steinheimer, K. (1998). <i>Windows on learning: Documenting young children's work</i> (p. 36, pp. 48-71). New York: Teachers College Press.</p>	
Week 11: October 30	<p>Anti-Bias Curriculum</p> <p>Derman-Sparks, L., & the ABC Task Force (1989). <i>Anti-bias curriculum: Tools for empowering young children</i> (pp. 1-19, 111-118). Washington, DC: NAEYC.</p>	
November 1	<p>Multi-age & Looping</p> <p>1. Roopnarine, J. L., Metingdogan, A., & Yang, H. J. (2005). Mixed-age educational programs for young children. In J. L. Roopnarine, & J. E. Johnson (Eds.), <i>Approaches to early childhood education</i> (4th ed., pp. 211-232). Upper Saddle River, NJ: Prentice Hall.</p> <p>2. Chirichello, M., & Chirichello, C. (2001). A standing ovation for looping: The critics respond. <i>Childhood Education</i>, 78, 2-9.</p>	
<p>SEGMENT IV: Classroom Organization & Management</p>		
Week 12: November 6	<p>Case Study Orientation & Pre-Essay (Rooms 227 & 228)</p>	<p><u>Due:</u> Curriculum Approach Paper</p>

November 8	Case 1: A Troubled Child (I) Check out the case web site	<u>Due:</u> Case Response
Week 13: November 13	Case 1: A Troubled Child (II) Gnezda, N. (2005). <i>Teaching difficult students: Blue Jay in the classroom</i> (pp. 5-9, 51-77, 92, 97-99). Lanham, MD: Scarecrow Education.	<u>Due:</u> Case Response
November 15	Case 2: Confrontation with Parents (I) Check out the case web site	<u>Due:</u> Case Response
Week 14: November 20	Case 2: Confrontation with Parents (II) 1. Graham, K., & Johnson, L. (1998). What is the role of parents and community members? In J. Ferrini-Mundy, K. Graham, L. Johnson, & G. Mills (Eds.), <i>Making change in mathematics education: Learning from the field</i> (pp. 73-86.) National Council of Teachers of Mathematics. 2. Gibbs, N. (2005, February). What teachers hate about parents. <i>Time</i> , 40-49.	<u>Due:</u> Case Response
November 22	Holiday (Thanksgiving)	
November 27	Case 3: Homework (I) Check out the case web site	<u>Due:</u> Case Response
Week 15: November 29	Case 3: Homework (II) MacKenzie, R. J. (2003). Solving problems with homework. In Author, <i>Setting limits in the classroom</i> (Rev., pp. 280-306). New York: Three Rivers Papers.	<u>Due:</u> Case Response
December 4	Case Study Reflection & Post-Essay (Rooms 227 & 228)	<u>Due:</u> Integrated Lesson & Assessment Report