

## **EDEC 4030**

Fall 2006

### **Integrated Curricular Practices in Early Childhood Education**

Mondays and Wednesdays 8:00-9:55

Room 430 Aderhold Hall

Teresa Hobson, Instructor

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Office Hours by Appointment (Room 427B)

#### **Course Purpose**

The purpose of the Block 3 course is to prepare pre-service teachers to plan, teach, and evaluate integrated curriculum. The course will focus on instructional planning to meet the needs of diverse learners utilizing integration and differentiation, classroom organization and management, reflective and responsive teaching and assessment, and the development of classroom and professional learning communities.

#### **Academic Honesty Policy**

The academic honesty policy is in effect during the course. Please carefully read this policy in the Undergraduate Bulletin.

#### **Course Expectations**

This course includes both a classroom and field component. Each student must pass both the classroom and field component of EDEC 4030 and EDEC 4030L in order to pass the course and progress to student teaching. All students are expected to demonstrate the professionalism required of a beginning teacher. Class attendance, promptness, timely communication, diligence, and a positive, respectful attitude toward students and colleagues will be the foundation for your success in this course.

#### **Required Texts**

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

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms 2<sup>nd</sup> Edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

Divinyi, J. (2003). *Discipline That Works: 5 Simple Steps*. Peachtree City, GA: The Wellness Connection.

Charney, R. S. (1991). *Teaching Children to Care: Management in the Responsive Classroom*. Greenfield, MA: Northeast Foundation for Children.

## **Materials**

3-ring binder and dividers

## **Attendance**

Prompt attendance in class and in the field is required. Notify me and your mentor teacher immediately should an emergency situation requiring your absence arise.

## **Writing Criteria**

Professional teachers are held to the highest standards in written and oral communication. Written assignments will be assessed both on content and writing conventions. All assignments (except weekly reflections) should be double spaced using 12 point font, and spelling, mechanics, and grammar should be correct. You are encouraged to proofread each others' work, and you should expect that drafts of your work will be shared for encouragement and feedback.

## **Course Requirements**

1. Compose letters introducing yourself to your mentor teacher, students, and parents.
2. Complete common reading assignments
3. Actively participate in classroom discussions and activities
4. Conduct three full day observations of your mentor teacher and complete the observation instrument.
5. Identify a single critical incident that had a significant impact on your thinking about teaching. Complete a one-two page, double spaced paper describing the incident, analyzing why the event was significant, and reflecting on your professional learning as a result of the incident. Specifically explain how the event affirmed or challenged your understanding of your role as a teacher.
6. Plan a 5-Day integrated and differentiated unit in a selected content area for the grade level to which you are assigned to be taught during the third or fourth week of your field experience. You should work with your mentor teacher to determine the topic and time you will teach your unit. You may combine this requirement with a similar assignment from one of your other instructors. The unit should include the unit topic, standards or QCCS, objectives, integrated and differentiated instructional activities, resources, and assessments.
7. Develop a classroom organization and management plan which should include a statement of your philosophy of student behavior management and a five week outline of

your plan for teaching expectations, rules, procedures, and routines. In addition, outline the strategies you will utilize to establish a productive learning climate in the classroom.

8. In addition to the required common readings for the course, you will select a book in one of the following areas: differentiation, instructional strategies, classroom management, or family engagement. Professional Learning Groups will be formed based on your selections. As a group you will prepare a presentation of your major insights from your reading for the class.

9. At the end of the course, identify an area you in which you would like to improve, and develop a professional learning plan to address the identified area.

10. Collect evidence of your growth as a teacher and organize your portfolio in the following sections:

- A. Letters of Introduction
- B. 5-Day Unit
- C. Classroom Management Philosophy and Plan
- D. Reflections
- E. Video of Lesson and Analysis during Field Experience
- F. Professional Learning Plan

### **Assessment**

Informal and formal assessment will be utilized throughout this course. Class time will be allocated to share drafts of your work with me and your peers for informal feedback. Final grades will be based on a point system (see below).

Letters of Introduction	50 Points
Active participation	50 Points
5-Day Unit	200 Points
Classroom Management Plan	200 Points
Mentor Teacher Observation Reflections	50 Points
Critical Incident Reflection	50 Points
Professional Learning Plan	50 Points
Book Group Presentation	200 Points
Portfolio	50 Points
Total Possible Points	900 Points

810-900 Points	A
720-809 Points	B
630-719 Points	C
629 & Below	F

### **Tentative Class Schedule and Assignments**

**Wed., Aug. 16**

Introductions  
Course Overview  
Complete personal questionnaire  
Assignment: Wong pp. 3-78 (Basic Understandings and Positive Expectations)

**Mon., Aug. 21**

Develop a plan for your first day with students.  
Review, revise, or draft letters to mentor teacher, students, and parents  
Assignment: Wong pp. 80-193 (Classroom Management)

**Wed., Aug. 23**

Begin development of classroom management plan  
Assignment: Wong pp. 194-267 (Lesson Mastery)

**Mon., Aug. 28**

Standards Based Instruction (CAI)  
Assignment: Wong pp. 268-320 (Professional Learning)

**Wed., Aug. 30**

Book Groups (Topics: Differentiation, Instructional Strategies, Classroom Management, and Family Engagement)  
Assignment: Tomlinson pp. 1-106 (Differentiated Instruction)

**Mon., Sept. 4**

Labor Day Holiday--No Class

**Wed., Sept. 6**

Strategies for Differentiation  
Assignment: Divinyi pp. 1-57 (Classroom Management)

**Mon., Sept. 11**

Preparing resumes, developing portfolios, and interviewing  
Refine Classroom Management Plan  
Assignment: Divinyi pp. 59-112 (Classroom Management)

**Wed., Sept. 13**

Data Analysis and Assessment  
Book Group Meetings  
Assignment: Charney pp. 3-110 (Climate)

**Mon., Sept. 18**

Finalize Classroom Management Plan  
Assignment: Charney pp. 111-206 & 265-300

**Tues., Sept. 19**

Meet Your Teacher Day 1:00-end of teacher work day

Assignment: Schedule 3 full day observations of mentor teacher  
Get copy of DOE standards for your grade level

**Wed., Sept. 20**

Introduction to Unit Planning

Book Group Meetings

Assignment: Observation of one student

**Fri., Sept. 23**

Full day in schools

Assignment: Teacher Observation Reflection and Determination of unit focus

**Mon., Sept. 25**

Share Teacher Observation Reflections

Addressing the Needs of Diverse Learners

Begin unit planning.

Assignment: Unit planning

**Wed., Sept. 27**

Share Student Observations

Continue Unit Planning

Student Observation Record Due

Assignment: Unit Planning

**Fri., Sept. 29**

Full day in schools

Assignment: Teacher Observation Reflection and refinement of unit focus

**Mon., Oct. 2**

Family Involvement

Book Group Meetings

Assignment: Incorporate family involvement component in unit plan

**Fri., Oct. 6**

Full day in schools

Assignment: Teacher Observation Reflection

Share draft of unit plan with mentor teacher

**Wed., Oct. 4**

Share Unit Plans

Assignment: Refine Units

**Mon., Oct. 9**

Share Unit Plans  
Assignment: Refine Unit Plans

**Wed., Oct. 11**

Questions, Concerns, Preparation for Field Experience  
Assignment: Sign Up for University Facilitator Observations

**Mon., Oct. 16-Tues., Nov. 14**

Field Experience

**Wed., Nov. 15**

Reflections on Field Experience and Critical Incidents

**Mon., Nov. 20**

Reflections on Field Experience and Critical Incidents

**Wed., Nov. 22**

Thanksgiving Holiday

**Mon., Nov. 27**

Professional Learning Book Group Presentation Development

**Wed., Nov. 29**

Professional Learning Book Group Presentations

**Mon., Dec. 4**

Professional Learning Book Group Presentations

**Wed., Dec. 6**

Portfolio Sharing

**Mon., Dec. 11**

Final Exam 8:00-11:00



Tues., Nov. 14

8:00-1:00

5 hours

*Mock Interviews*

\*Each class will include time for sharing student teaching experiences, successes, concerns, and questions.