

ECED 3151
Early Childhood Curriculum
Fall 2009 • Monday/Wednesday 8:30 – 9:45 • 11:30 – 12:45
Department of Teacher Education, Augusta State University

Instructor: Carey Anne Cushman, Ed.S.

Phone: (706) 729 - 2496

Office Hours: Monday and Wednesday 1:00 – 2:30
Tuesday 9:00 -3:00

Office: University Hall 363

E-mail: cacushman@aug.edu

Required TEXT:

LiveText Membership: (This is a one time purchase and will be used in all education classes. Students will be expected to use LiveText to create and submit their assignments throughout the semester.)

COURSE DESCRIPTION: Early childhood education is a diverse field encompassing a broad age-range of the lifespan, birth through age eight including children with special developmental and learning needs. Early childhood education occurs in diverse settings including public and private schools, centers, and home-based programs, and encompasses many roles in addition to the traditional role of "teacher." Students will be expected to demonstrate knowledge of theory and practices necessary to plan and implement curriculum for individual children and groups; to systematically develop and conduct assessments of individual children; and to engage in reflection about their practices that result in improved programming for children and also contributes to continuing professional development.

CONCEPTUAL FRAMEWORK:

Understanding for Teaching, Teaching for Understanding

Element: Prepared

Dispositions: Critical thinker about the process of teaching, learning, and assessment.

Element: Able

Dispositions: Empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents and peers.

Element: Responsive

Dispositions: Creative, challenging, and flexible in teaching/professional practices.

SPECIFIC COURSE OBJECTIVES: The following objectives are based upon the Guidelines for Preparation of Early Childhood Professionals developed by the National Association for the Education of the Young Children.

Students will be able to:

1. use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children (PSC 1, 2, 13; ACEI 3,4, 5.1, 6.1, 9.3; NAEYC 1.2, 1.3, 4.1).
2. create and modify environments and experiences to meet the individual needs of all children including children with disabilities, developmental delays, and special abilities (PSC 1,2,3,13,14,15; ACEI 1,2.1, 4, 5.4, 6.4, 9.3; NAEYC 1.2, 2.1, 2.4, 4.1, 5.1).
3. demonstrate current knowledge of and ability to develop and implement meaningful, integrated daily learning experiences, using the central concepts, best practices, and tools of inquiry in curriculum content areas (PSC 1,2,10,11,13,17; ACEI 3,4, 5, 5.1, 5.4, 5.5, 6.4, 7.1;NAEYC 1.2,2.1,2.3,4.1,5.1).

4. use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussions, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, make decisions, and become critical and creative thinkers (PSC 1,10, 11,12, 13; ACEI 4, 5, 5.4, 6.1, 9.4; NAEYC 1.2, 2.1, 2.4).

Georgia Technology Standards for Educators adopted from ISTE NETS Standards

I. Technology Operations and Concepts (*ISL*)

II. Planning and Designing Learning Environments and Experiences (*ISL*)

III. Teaching, Learning, and The Curriculum (*ISL*)

IV. Assessment and Evaluation (*ISL*)

V. Productivity and Professional Practice (*ISL, Research-Teaching Strategies*)

VI. Social, Ethical, Legal, and Human Issues (*Lesson Plans-Use of technology to differentiate instruction; Discussion Boards in Livetext,*)

ATTENDANCE POLICY: Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. Much of the learning will arise from the interactions within the classroom environment in large and small discussion groups. According to the attendance policy in the Augusta State University Catalog, “A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors.” This policy also addresses multiple absences: “If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” Tardiness and early exits interrupt the class and should be avoided; they may be counted as absences at the instructor’s discretion. Additionally, points for absences and tardiness will be deducted from the participation grade. Your first class absence will be excused; however, **five** points will be deducted from your participation grade for each subsequent absence. **Two** point will be deducted for each tardy (after your first tardy). **NOTE: All lab hours and lab assignments must be completed to receive any credit for lab. You cannot pass this class if you do not successfully complete ALL lab experience requirements.**

ACADEMIC HONESTY: “In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community’s ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members” (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. You must provide a citation for any specific words, ideas, images, etc. taken from another source. Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade. Also, unless specifically noted as a group project, all assignments are to be original and done on your own.

DISABILITY/OTHER-ABILITY: If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall.

FIELD EXPERIENCE: Students will be required to spend five weeks in a lab school conducting observations, teaching, and completing specific course assignments. A failure of lab constitutes a failure of this class. It is not possible to pass ECED 3151 unless you pass the lab experience requirements—no matter what your other grades are.

EVALUATION/GRADING: Much of the learning in this course takes place during class as students interact with one another and the instructor. Therefore, regular attendance and active, engaged participation are essential. At the instructor's discretion, points will be deducted for a lack of participation, absences, and tardiness. From time to time, in-class graded assignments such as (but not limited to) group work, pop quizzes, and reflections will be given. Students earn points toward their participation grade based on their successful completion of these items. If a student is absent when one of these assignments is given, he/she may not make-up the work and participation points will be deducted. Specific guidelines for assessment of assignments will be provided. Submitting assignments on due dates is expected. If unusual circumstances prevent a student's attendance in class when an assignment is due, the student must contact the professor, as late papers are not acceptable. On the extremely rare occasion a paper is accepted late, ten points will be deducted for each day the paper is late, up to three days.

Important Dates:

Labor Day- September 7

Student Holiday- September 8

LAB Dates – September 21-25; October 19- November 13

Midterm – October 12

Thanksgiving Holidays- November 25- 27

Fall Classes End – December 3

Final Exams- December 7- 10

COURSE POLICIES:

1. Most assignments are to be submitted to Live Text, but some will be due as you enter class. Please type all assignments professionally (correct spelling, grammar, punctuation, etc.). Points will be deducted for grammatical and spelling errors. Use APA style for references as needed. Use 12 point, Times New Roman font for all assignments.

2. Late assignments, if accepted, will be penalized 10 points per day. If an assignment is late, write "late" at the top, along with the date and time assignment was turned in.

3. In rare instances, upon the suggestion of the instructor, assignments may be revised for a higher grade. It is up to the student to try for a higher grade under these circumstances. Revised assignments must be received by the stated date or it will be assumed that you have opted to keep the original grade.

4. Although you may find ideas for some of your assignments in commercial books and teacher's editions, the completed project should be your own. Do not simply copy units or lessons from these or other sources, or from students that have recently taken this class. Additionally, collaboration on any assignments not deemed by the instructor as "peer or group work" constitutes academic dishonesty (see academic honesty statement outlined in the ASU catalog).

5. Please keep your cell phone on **SILENT** during class. You may make phone calls, text message, and/or check voice mail between classes. Also, laptop computers are not allowed except on days/times designated by the instructor.

6. Student grievances should follow the policy as outlined in the ASU Catalog. This means grievances must first be brought to the attention of the instructor. Additionally, it is unprofessional to discuss grades during class.

7. **You are expected to check your ASU Campus Pipeline E-mail Account on a daily basis.** Messages may be forwarded to you from the instructor. Students are also expected to use LiveText to create and submit their assignments throughout the semester.

8. Children should not be brought to class.

9. All papers/projects are to be picked up no later than 3 weeks after the final class. They will be discarded after that time.

10. Relevant assignments must be posted to your **electronic portfolio** by the end of this semester. It is **your** responsibility to keep up with your electronic portfolio. I will randomly check your progress during the semester.

ECED 3151 Assignments

***** All work should be typed in APA style, 6th Edition. Include and label all parts of each assignment. Points will be deducted for failure to follow these instructions and for failure to use Standard English in written or oral form. All assignments are subject to change.**

***** Attendance/ Participation during lab are mandatory. Failure to meet this requirement could mean a failing grade. Failure to pass the lab portion of the course will result in a failing grade for the entire course.**

Graded Assignments: You may access rubrics for each assignment from the course homepage. *Assignments and due dates are subject to change.*

1. Teacher Education Website Checklist (25 pts)

Follow all directions on the handout.

Due date: August 24

2. Teaching Strategy Presentation: (75 points)

You will sign up to present a teaching strategy (50 points) to the class. You will work individually or with a partner to research, plan, and design your presentation. You will research the topic and teach a lesson explaining the strategy and demonstrate how you can use the strategy in the classroom. You will explain and demonstrate how to use this strategy in the content area of math. Ideas to use in your lesson demonstration are role playing, photographs, illustrations, technology, mnemonic devices, videotape, songs, PowerPoint, etc. Make the presentation interactive, creative and no more than 15 minutes. You will also create an informational souvenir (25 points) for the entire class that includes the pertinent information on the teaching strategy. The informational souvenir will provide a summary of your teaching strategy and include a step by step process on how to use the strategy in the classroom. Make sure you research and cite at least **4 sources**. One of your sources must be a video demonstrating the teaching strategy and one must be an article about your strategy. Turn in one copy of the article with your informational souvenir. Include a references/credit list on your handout so you can avoid plagiarism. Refer to the Assessment Checklist handed out in class for further details on presentation and informational souvenir.

Due Date: All presentations must be completed by September 14. Students may not change presentation dates once they have signed up.

3. Mini Math Unit: (100 points)

The student will construct a mini-learning unit. The unit should focus on a mathematics concept covered in the GPS's. The unit should contain a list of objective(s) to be covered in the unit, a list of resources to be used in the unit, a diagnostic and summative assessment of the unit assessing more than low levels of thinking, and one lesson plan a day for at least **three** days to teach in an integrated way the stated objectives.

Due date: September 16

4. Review Classmates' Mini Math Units (50 points)

I have developed this assignment in order to help you write increasingly stronger units of study. By reviewing the units of your classmates, you will be able to improve your own unit planning and writing abilities. You will *not* be grading your classmates units; your job is to rate them. I will be assessing *your* ability to evaluate and analyze the units your classmates submit this semester. Your individual review will remain *private* between you and me. However, I will use a chart to show the class results of the review. The goal is for you to learn to recognize good (and not so good) units when you see them. By learning to identify good lesson objectives, higher level essential question(s), effective assessments, correct grammar, etc., you will grow in your ability to employ these skills in your own unit lesson planning.

Consult the directions for the complete criteria.

Due date: September 30

5. Impacting Student Learning (ISL): (200 points)

*****MAJOR ASSIGNMENT*****

DURING WEEK ONE OF LAB:

ISL Sections 1 & 2: A major part of this class will be tutoring sessions in the area of mathematics during lab time. This is the Impacting Student Learning (ISL) assignment for Block 1. The first step in the ISL is the development of a learner profile for each of the students that you tutor. You will tutor 1 student that is identified by the teacher as having a need for help in mathematics (not students identified as special education students). You will spend approximately 20-30 minutes tutoring the student twice a week for a total of 8 tutoring sessions. You will be conducting diagnostic assessments on mathematic concepts appropriate for the grade and gathering other biographical data about the student. You will use this data to create learner profiles of the elementary students describing the strengths, weaknesses, learning styles, etc. and the implications these have for teaching. (**See Section One of the ISL template for detailed instructions.**) The data will be gathered during the first week of lab (**September 21 - 25**) and completed prior to beginning tutoring sessions.

Due date: October 5

AFTER WEEK ONE OF LAB:

ISL Sections 2, 3, & 4: *After the first lab week is complete, you will develop a rough draft for sections 2 and 3 of the ISL and bring to class on October 12th. Then you will develop a rough draft of ideas, activities, and teaching strategies for section 4 of the ISL that you will teach to your designated student during the 4 week lab. Bring the rough draft for section 4 to class on October 14. Do not write detailed plans yet because it is possible that you could be assigned a new student or new material when you return for the 4 week lab.

Due date: October 14

DURING 4 WEEK LAB:

ISL Sections 2, 3, 4, & 5: You will plan two or more tutoring sessions a week in which you will work one on one with the student. Using concrete materials, you will address areas of weakness specific to your student. Each time that you meet with your student, you will need a lesson plan

(follow Teacher Ed. lesson plan format), what the student learned, what worked well, and the implications for your next tutoring session. You will need a minimum of **eight** detailed lessons plans. You will also administer the post-test and note your impact on the student's learning. This part of the ISL is to be completed during lab weeks October 19 - November 13.

Due date: November 23

AFTER 4 WEEK LAB:

ISL Sec. 6: Reflect upon your teaching and the impact it had on student achievement. Think about the things that went well, things that did not go as you planned, and what changes you would implement next time. This part of the ISL is to be completed after your last tutoring session. **HINT: I would make myself notes, along the way, about each tutoring session. This will make writing your Reflection and Refinement much easier. I expect a lot of personal, meaningful thought to be evident in this portion of the ISL.**

Due date: November 23

ISL "Quick Look":

Objective of an ISL: To document and report the success (growth) of your work with one or more students. Use the ISL template provided in Live Text under the course assignments. Relevant documents should be attached. Proofread your report before submitting it.

Unit Plan Overview: In your ISL unit, you will be creating a unit plan in mathematics based on the Georgia Performance Standards for an elementary student that you will tutor. Your unit should include all six sections on the ISL template. Section four of the ISL deals with lesson planning. You are required to write 8 detailed lesson plans using the lesson plan template provided in Livetext.

1. **Section 1 – Overview of unit** (Put in a one paragraph introduction to the ISL paper. This is not listed as a requirement on the ISL template but should be added as an introduction to your unit.) Demographic information covering the five contexts.
2. **Section 2 – Management Plan and Communication Tool** (Parent Letter/Newsletter/Class Policy/Introductory Letter)
3. **Section 3 - Pre-assessment data** on the student, insert pre-test and a graph or table showing how you will display information gathered from pre-test, and a list of learning objectives
4. **Section 4 – Instructional Unit** (lesson plans, differentiated instruction, use of technology, resources) consisting of 8 age-appropriate detailed engaging lessons on the unit content. Include any modifications made to meet the diverse needs of the student. (Follow directions to insert and use lesson plan template available in Livetext.)
5. **Section 5 -, Post-Assessment data** on the student, insert post-test and a graph or table showing how you will display information gathered from post-test and compare to pretest results, analyze assessment data to see if learning objectives were met
6. **Section 6 - Summary/Conclusion & Reflections/Self-Assessments** of your teaching strengths and weaknesses covering sections 1-4 of your ISL.

Consult the rubric for complete criteria. Please go to our Teacher Education website, click on Undergraduate Programs and print the following:

Impacting Student Learning Assignment

Impacting Student Learning Rubric

Due Date: November 23

6. Final Exam: (50 points)

- Georgia Code of Ethics

7. Attendance/ Participation (100 points)

Class and lab attendance, preparation, and participation are expected. **Points will be deducted for absences and tardiness.** Your first class absence will be excused; however, **five** points will be deducted from your participation grade for each subsequent absence. **Two** point will be deducted for each tardy (after your first tardy). All lab hours and lab assignments must be completed to receive any credit for lab. **You cannot pass this class if you do not successfully complete ALL lab experience requirements.**

Discussion Board on Livetext for questions or concerns about lesson plans and the ISL.

Grading Scale:

A= 93-100 (560 - 600 pts.)	B= 85-92 (515- 559 pts.)	C= 75-84 (455 -514 pts.)	D= 70-74 (420 -454 pts.)	F= Below 70 (Below 420 pts.)
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