

JOHN CARROLL UNIVERSITY
Department of Education and Allied Studies
Spring 2005

COURSE NO: ED 405A
COURSE TITLE: Seminar III: Integrating Family, School and Community Ecologies

RATIONALE: This course further develops a bioecological view of human development and strives to articulate the mutual relations between young children and their environment, especially in relationship to school setting (Moen, Elder & Luscher, 1995). Students study and discuss the interplay between children's individual characteristics and the curriculum, examining the meaning and elements of developmentally appropriate practice (Bredenkamp & Copple, 1997). Emphasis is placed on respecting children's needs as well as their cognitive, social, cultural, and emotional strengths and abilities.

The course also focuses on teachers' cognitive development and performance as a function of complex intellectual processes (Sprinthall, Reiman & Theis-Sprinthall, 1996). Multiple ways of drawing meaning from the student experience have been shown to develop pedagogical knowing and reasoning in ways that positively influence student achievement, including modeling, problem solving dialogues, case study analyses, assisted performance, and reflection (Joyce & Showers, 1995; Schon, 1987; Tharp & Gallimore, 1988). Student teachers benefit from specific, frequent, and in-depth critiques of performance by school-based and campus-based teacher educators (Darling-Hammond, 1994).

DESIRED RESULTS: Referenced to the JCU Conceptual Framework

- Understands how children learn and develop.
- Reflects on teaching.
- Fosters relationships with colleagues, parents and agencies in the larger community.
- Grows and develops professionally.

Referenced to the NAEYC GUIDELINES for EARLY CHILDHOOD EDUCATION

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Teaching and Learning
 - 4a. Connecting with Children and Families
 - 4b. Using Developmentally Effective Approaches
 - 4c. Understanding Content Knowledge in Early Education
 - 4d. Building Meaningful Curriculum
5. Becoming a Professional

This course will be conducted in a seminar format. Sessions will vary between whole group activities and small group problem solving tasks. A number of issues in teaching young children will be addressed, but the order and specificity of topics may vary, depending on needs of class members. In addition to the activities and discussions mentioned above, the following course outline provides the structure for specific assessments and experiences to be included in the course:

COURSE OUTLINE*

Date	Topic
1/25/05	Course Introduction, Syllabus, Performance Based Assessments
2/1/05	Roz Platt, Center for Career Services: Career Fair
2/8/05	Resumes due: Peer review
2/15/05	Philosophy of Teaching and Inclusive Classrooms due

2/22/05	Teacher Work Sample: Task I work session, bring all needed materials
3/1/05	
3/8/05	Teacher Work Sample: Task II
3/15/05	Teacher Work Sample: Task III
3/22/05	No class
3/29/05	No Class: Spring Break
4/5/05	Licensure Information, Rhonda Harrison; Candidate Portfolios due: Peer reviews
4/12/05	Interview Preparation: Career Fair tomorrow
4/19/05	
4/26/05	Teacher Work Samples due: Peer reviews
5/3/05	Course Wrap up
* The instructor reserves the right to amend the course outline when necessary.	

**Performance Based Assessments – Referenced to Pathwise/Praxis III Domains
(TWS = Teacher Work Sample; CP = Candidate Portfolio)**

Domain A: Organizing Content Knowledge for Student Learning

1. Becoming familiar with relevant aspects of students' background knowledge and experiences: TWS, CP
2. Articulating clear learning goals for the lesson that are appropriate to the students: TWS
3. Demonstrating an understanding of the connection between the content that was learned previously, the current content, and the content that remains to be learned in the future: TWS
4. Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson: TWS
5. Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the Lesson: TWS

Domain B: Creating an Environment for Student Learning

1. Creating a climate that promotes fairness: TWS, CP
2. Establishing and maintaining rapport with students: TWS, CP
3. Communicating challenging learning expectations to each student: TWS
4. Establishing and maintaining consistent standards of classroom behavior: TWS, CP
5. Making the physical environment as safe and conducive to learning as possible: CP

Domain C: Teaching for Student Learning

1. Making learning goals and instructional procedures clear to students: TWS
2. Making content comprehensible to students: TWS
3. Encouraging students to extend their thinking: TWS, CP
4. Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands: TWS
5. Using instructional time effectively: TWS, CP

Domain D: Teacher Professionalism

1. Reflecting on the extent to which the learning goals were met: TWS, CP
2. Demonstrating a sense of efficacy: TWS, CP
3. Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students: TWS, CP
4. Communicating with parents or guardians about student learning: TWS, CP

COURSE EVALUATION: In this final course of the teacher preparation program, you are once again both student and teacher in a community of learners. Together we will share ideas and construct new understandings of ourselves and of each other. Participation and insightful reflection is an expectation throughout the seminar.

Your attendance in this seminar is mandatory. Candidates are to inform the instructor via email or phone, prior to the onset of class, if they are unable to attend seminar. A four point deduction will be assessed to any candidate with an unexcused absence.

Candidate performance will be evaluated in the following manner:

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|------------------------|-----------|
| 1. Participation | 10 points |
| 2. Portfolio | 40 points |
| 3. Teacher Work Sample | 50 points |

GRADING SCALE:	A = 95-100%	B- = 80-83%
	A- = 90-94%	C+ = 77-79%
	B+ = 87-89%	C = 74-76%
	B = 80-83%	C- = 70-73%

NOTE: Students with disabilities are entitled to reasonable accommodations, if needed. If you believe you need accommodations, please see me, or Kate Yurick, JCU's Coordinator of Services for Students with Disabilities (x 4967). Accommodations will not be granted retrospectively.

REPRESENTATIVE WORKS CONSULTED:

- Bredekamp, S. & Copple, C. (Eds.), (1997). Developmentally appropriate practice in early childhood programs (revised edition). Washington, DC: NAEYC.
- Darling-Hammond, L. (1994). Professional development schools. NY: Columbia University, Teachers College.
- Joyce, B.R. & Showers, B. (1995)/ Student achievement through staff development. 2nd. Ed., White Plains, NY: Longman.
- Moen, P., Elder, G., & Luscher, K. (Eds.), (1995). Examining lives in context: Perspectives on the ecology of human development. Washington, DC: American Psychological Association.
- Schon, D. (1987). Educating the reflective practitioner. San Francisco, CA: Jossey-Bass.
- Sprinthall, N.A., Reinman, A.J., Thies-Sprinthall, L. (1996). Teacher professional development. In J. Sikula, T. Buttery, and E. Guyton (Eds.) Handbook of research in teacher education. NY: Macmillan.
- Tharp, R. & Gallimore, R. (1988). Rousing minds to life. Melbourne: Cambridge University Press.