

South Euclid-Lyndhurst City School District
School-Based M.Ed. Program
2004-05 Syllabus

Course #: ED 426 A & B

Course Title: Learning Across the Early Childhood Years in the Content Areas

Credit Hours: 6 semester hours (3 hours per course)

Rationale: ED 426 is situated in the *JCU Conceptual Framework for Initial Licensure Programs* in Strand One: CONTEXT: Understands the central concepts, tools of inquiry, and the structure of the disciplines taught; Recognizes the value of understanding the interests and cultural heritage of each student; Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals; Creates a learning environment of respect and rapport. Strand Two: CHILD AND ADOLESCENT DEVELOPMENT: Understands how children learn and develop; Provides learning opportunities that acknowledge and support children's development; Understands how children differ in their approaches to learning; Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners. Strand Three: CURRICULUM, LEARNING AND INSTRUCTION: Understands and uses a variety of instructional strategies; designs coherent instruction; Creates a learning environment that encourages social interaction, active engagement, and self-motivation; Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction; Understands and uses formal and informal assessment strategies.

Early childhood programs in the U.S. are in a period of change, as educators must respond to the diversity of families, of children's backgrounds, and of the needs and possibilities that children bring to the programs (Wortham, 1998, p.2). This change brings with it the importance of understanding the various theories of development and learning and how these theories have an impact on programs for young children. Teachers in quality programs understand these theories and respond accordingly.

Developmentally appropriate practice for young children, ages birth to eight is based on extensive research over the past decade on how children develop and learn (Dewey, Devries, Ewing, Gardner, Kamii, Kohlberg, Piaget, Rogogg, & Vygotsky, as cited by Bredekamp & Copple, 1997). This learning and knowledge is based on the belief that children construct knowledge through active involvement in concrete, meaningful, and authentic experiences that are based on children's unique and individual developmental needs (Bredekamp & Copple, 1997; Charlesworth, Hart, Burts, Thomasson, Mosley, & Fleege, 1993).

The course is designed to have the pre-service teacher explore early childhood curricula, for age three through grade three and acquire knowledge and understanding in: 1) child development and its implications for learning experiences that are appropriate for young children; 2) developmental theories and their impact on teaching practices and instructional materials used within early childhood programs; 3) factors that create quality early childhood curricula and programs; 4) teaching strategies that foster respect for individual differences through realization that children develop at different rates, have different learning styles, and reflect many different social and cultural differences (Wortham, 1998).

This course addresses the following competencies:

NAEYC guidelines: Child Development and Learning (1.1, 1.2, 1.2.1, 1.2.2, 1.3.2); Curriculum, Development and Implementation (2.1, 2.1.1, 2.1.2, 2.1.3, 2.1.5, 2.1.7, 2.1.8, 2.2, 2.4, 2.4.1); Family and Community Relationships (3.1, 3.1.1, 3.1.3); Assessment and Evaluation (4.1,4.1.1, 4.1.2); Professionalism (5.5, 5.6, 5.8); Field Experiences (6.1, 6.2, 6.3)

Objectives: The students will be able to:

1. Incorporate the diversity of cultural heritage within the children's lessons.
2. Design lessons which respect developmental theory on how children learn.

3. Design lessons with respect to the individual learning styles of each child.
4. Design lessons which respect the concept of Gardner's Multiple Intelligences .
5. Create classroom learning-teaching environments which are constructivist in philosophy and application
6. Create lessons which establish basic concepts within the content area, as well as challenge the individual initiative of the young child.
7. Create lessons that incorporate aspects of physical, social and emotional development into the intellectual aspects.
8. Create learning environments which are safe.
9. Create opportunities for children to enhance their understanding of safe and healthy behaviors.
10. Develop integrated curricula which are a natural reflection of the child's normal learning style.
11. Integrate exploration, problem-solving, and risk-taking into the child's integrated curriculum.
12. Model appropriate learning-teaching behaviors for the child.
13. Create multiple opportunities within each lesson for informal and formal assessment.
14. Use informal and formal assessment information to create new lessons to meet the needs of the group and/or individual learners.
15. Reflect on lessons, interactions with students, and opportunities within lessons to develop a more effective learning environment.
16. Communicate with parents/guardians in specific terms about the students' performance in a subject or activity.
17. Create an environment that is inviting to parents/guardians and encourages active participation in the learning process.
18. Be an effective participant in discussions at IAT and IEP meetings.

Course Outline:Tuesday

<u>Date</u>	<u>Subject</u>	<u>Topic</u>	<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
9/7	Reading	Grade 1 testing procedures Language Arts Course of Study Guided Reading	Rd. ch 1 and 11, <i>GR</i> Guided Rd. book planner	5	9/14
9/14	Reading	Guided Reading Components	Rd. ch 7 nd 8, <i>GR</i> Observe GR in gr.1,2,3 and summarize	10	9/21
9/21	Reading	Running Records Benchmarks	Administer a running record Record student responses to comp. Questions	20	9/28
9/28	Reading	Mini-lessons Strategic reading	Rd. ch 7, <i>BPC</i> Describe literacy environment In Pre-K Rd. p. 57-65, 342-355, <i>BPC</i>	5	10/5
10/5	Social St.	National and standards Local curriculum	Indicator obs./checklist Rd. handout	10	10/12
10/12	Social St.	Using literature to teach SS	Bibliography of picture bks. Rd. p. 356-370, <i>BPC</i>	15	10/26
10/19	Social St.	The geography strand	Design a center or game Rd. handout	15	at Jan. obs.

10/26	Social St.	Using cooperative learning and questioning	Rd. Section I, <i>Nurt.Inq.</i>		11/2
11/2	Science	Motivating and meeting all needs	Trade book bibliography Rd. Ch.6-8, <i>Nurt. Inq.</i>	10	11/9
11/9	Science	Inquiry-based science education	Design inquiry-based center Rd. Ch.9-10, <i>Nurt.Inq.</i>	10	11/16
11/16	Science	Curriculum/Standards/Integration	Rd. assessment article Resource file and reflections Center presentation	10 10	11/23 2/8
11/23	Science	Assessment/Accountability	none		
1/4	Math	TBA			
1/11	Math	TBA			
1/18	Math	TBA			
1/25	Math	TBA	Rd. Forward, ch. 1-4, <i>TYW</i>		2/1
2/1	Writing	Writing standards Working with print	List/describe uses of print Rd. ch. 5-10, <i>TYW</i>	10	2/8
2/8	Writing	Using writing to integrate curric.	Examples of wr. integration in core subjects Rd. ch. 11-16, <i>TYW</i>	10	2/15
2/15	Writing	UNIT DUE Assessment's role	Analyze a piece of writing Rd. 17-18, <i>TYW</i>	10	2/22
2/22	Writing	Strategies and Activities	Develop 2 strategies/activit.	10	2/29

Friday

<u>Date</u>	<u>Topic</u>	<u>Assignment for next week</u>
9/3	Introduction to the course (9:00-10:00 with AYA/MA)	none
9/10	<i>What do we teach?</i> Establishing a safe/supportive learning environment Guest Speaker: Kris Balestra	none
9/24	<i>What is done to start the year well?</i>	none
10/1	<i>How are different learning styles addressed ?</i> <i>How do we support exceptional learners?</i> <i>What is most difficult for students to learn?</i> <i>How do we best address these difficulties?</i> <i>What special help do we offer?</i>	Rd. Intro, ch. 1 and 2, <i>UbD</i>

10/8	<p><i>How and when do we group students?</i> <i>Do we assign independent and group projects?</i> <i>Do we use educational games?</i> (10:30-11:30 with AYA/MA through 11/12) Introduction to UbD: videotape A Matter of Understanding</p>	Rd. ch. 3 and 4, <i>UbD</i>
10/15	<p><i>What tells us that students understand?</i> <i>What counts as evidence of understanding?</i> (10:30-11:30 with AYA/MA) Understanding “understanding” Promoting student understanding Essential Questions</p>	Rd. ch 5 and 6, <i>UbD</i>
10/22	<p><i>How is grading handled?</i> <i>When and how often do we test students?</i> <i>What types of assessments do we use?</i> (10:30-11:30 with AYA/MA) Thinking like an assessor Designing assessments Standards and criteria</p>	Rd. ch 7 and 8, <i>UbD</i>
10/29	<p><i>How are standards and the curriculum aligned?</i> <i>How are textbooks selected?</i> <i>What other materials do we use?</i> <i>Is planning done collaboratively?</i> (10:30-11:30 with AYA/MA) Individual performance tasks Scoring rubrics What is uncoverage? Unit design</p>	Rd. ch 9 and 10, <i>UbD</i>
11/5	<p><i>Do we use interdisciplinary units?</i> <i>An integrated curriculum?</i> <i>How do we review material?</i> (10:30-11:30 with AYA/MA) Preparing an instructional plan vs. Preparing a UbD lesson plan</p>	none
11/12	<p><i>Which strategies are used in our classroom?</i> (10:30-11:30 with AYA/MA) Preparing an instructional plan cont'd Successfully using UbD Guest speaker: Hudson teacher</p>	none
12/3	Work on unit	none
12/10	Work on unit	none

Performance-Based Assessments:

Thematic Unit (100 points):

Will use *Understanding by Design* framework. (see full description and rubric attached)
Due to Karen Valenza on February 15.

Formal Observation (Pass/Fail)

Conducted by specific methods instructors. A detailed lesson plan (template provided) is due to the observer at least 48 hours prior to the observation. The lesson to be observed should be taught to entire class, not small group or one-on-one instruction. The cooperating teacher should not be in the classroom during the observation.

Reading:

Social Studies:

Science:

Math:

Writing:

Field Experiences: Throughout the apprenticeship, interns will maintain a “base” classroom/cooperating teacher. Interns will see the base classroom daily, while having 2 other placements (60 hours each) throughout the year. Placements include Pre-K, K and grades 1, 2 or 3.

Course Evaluation: This course will be graded and 3 credit hours earned twice during the year, in December (worth 120 points) and May (worth 180 points).

Grading Scale: All assignments will be graded on a point scale based on the amount of time and level of difficulty involved in the preparation of the assignment. Final grades will be determined as follows:

A	100% - 93%
B+	92% - 90%
B	89% - 85%
C+	84% - 80%
C	79% - 70%

Course Guidelines: Assignments turned in late will result in a 1 point per day reduction in the grade received. All assignments must be completed or an “incomplete” will be issued for the course. Course hours on Tuesday are 4:00 – 6:10 p.m. Hours on Friday are 9:00-11:30.

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the instructor of this course or JCU’s Coordinator of Students with Disabilities (ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.