



Department of Early Childhood, Elementary and Special Education  
College of Education  
Morehead State University, Morehead, KY40351-1689  
Spring 2010

## EDEE 305-001: *Learning Theories and Practices in Early Elementary*

### INSTRUCTOR(s) INFORMATION

Mee-Ryoung Shon, Ph. D.

Office Location: 401D Ginger Hall

E-mail: m.shon@morehead-st.edu

Work phone: 606-783-2856

FAX: 606-783-9102

Office hours: Monday & Wednesday 10:10am- 1:10 pm or by appointment

**CATALOG DESCRIPTION:** A comprehensive study of contemporary developments in the field of early elementary education including the application of learning theories to classroom practices; the historical and philosophical origins of current curricular content and practices in early education; and an examination of research findings; study of the impact of familial, economic, and social factors on school performance of young learners.

**PREREQUISITES:** EDF 207 and EDF 211

**PROGRAM REQUIREMENTS:** Required for EDEE 327: *Language Arts in Early Elementary* and EDEM 330: *Foundations in Reading*

**FIELD EXPERIENCES (8 clock hours, Level II):** As teams pre-service teachers must complete three guided observations and four participation sessions. Field experiences are to be designed and implemented under the direction of and in collaboration with an experienced mentor teacher and under the guidance of the instructor. Furthermore, field experiences will take place on designated dates and at designated times at sites designated by the instructor. *Field experience is an integral part of this course. Students are required to complete all hours and accurately **enter the total into their Tk20 accounts.** Failure to do so will result in an "I" for the course*

**Observation:** Participate in and verify a minimum of 3 clock hours of observation at a public school program at the primary level (K-3). Complete and submit observations on Planning, Diversity, and Management as well as 5-minute child anecdotal notes.

**Participation:** Participate in and verify minimum of 4 clock hours in public school primary level (K-3). Complete and submit lesson plans prior to teaching participations.

**Physical Environmental Design Notebook** (1 clock hour): Verify the settings of *Physical Environmental Design Notebook*.

**Absence:** In the event of an excusable absence, the student may arrange to make-up missed observations and participations at the convenience of the experienced mentor teacher.

\* Consult Tentative Calendar for due date.

### **Observation Reports 1,2,3 & Environmental Design Notebook:**

- Complete three Observation Reports: 1) Planning; 2) Management; and 3) Diversity during field observation. Download or copy & paste the forms found on *Blackboard/Assignments*. Guidelines are found in the Evaluation and Assessment Plan.
- Each student will individually compile a Physical Environmental Design Notebook, and detailed instructions will be given during class meetings.
- Consult the Tentative Calendar for due date for each assignment. Candidates who wish to submit a digital edition of the *Environmental Design Notebook* should consult with the instructor.

### ***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

### **Conceptual Framework Outcomes (CFOs)**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

- 1) Review educational theorists, researchers, and philosophers and relate these to modern practices of teaching
- 2) Compare traditional and primary school paradigms and identify practices by theoretical base.
- 3) Recognize and assess individual and group differences in order to provide developmentally appropriate instruction, e. g. differently able, different genders, and multicultural populations.
- 4) Use Kentucky’s learning goals, academic expectations, and demonstrators and other appropriate curriculum guidelines in order to design, plan and implement learning activities and assess learners
- 5) Relate the influence of heredity and environment to the growing child, emphasizing environmental variations with the sub-cultural context.

- 6) Use technology and resource tools, e.g. utilization of Bb, companion website, OB#4 Classroom environment project, field experience instruction, etc.
- 7) Demonstrate disposition for teaching related to scholarship, effective communication, passion about learning, enthusiasm about teaching, self-reflective, hardworking, resourceful, sensitive to human differences, works well with others, responsible

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

<b>Program: P-5 EDEE305 Theories &amp; Practices in Early Elementary</b>					
<b>Aligned with → Assessment → (point values)</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>Association for Childhood Education International Elementary Standards (ACEI)</b>	<b>NCATE</b>
[ KTIP Lesson Plan, 100pt] CFO: 1 SLO: 4	1, 2, , 4, 5	2, 6	Assessment	1, 2.1, 3.1, 3.2, 3.4, 3.5, 4, 5.2	1
[Teaching Instruction, 30pt. ] CFO: 3, 5 SLO: 6, 7	2, 3, 4	6	Assessment, Closing the achievement gap	1, 2.1, 3.2, 3.5, 4, 5.1	1.3
[ Observation reflection, 100pt ] CFO: 1, 3 SLO: 2, 3, 7	2, 8	na	Diversity, Closing the Achievement gap	1, 2.1, 3.2, 3.5, 4, 5.1	1
[ Theorist presentation, 50pt] CFO: 1 SLO: 1,2	1	na	Closing the achievement gap	1	1
[Teacher Standard File Box, 30 pt.] CFO: 1 SLO: 6	1,2, 3, 4, 5, 6, 7,8, 9, 10	2, 6		1.0, 5.1	1
[ Physical environment notebook, 100 pt] CFO: 2, 5 SLO: 5, 6	1, 3	2, 6	Closing the achievement gap	1, 5.1	1

[Diversity Fair, 50pt] CFO: 4 SLO: 3, 5		6	Diversity	1, 2.1, 2.4, 3.2	4
[Midterm project, 80pt] CFO: 1, 4 SLO: 1,3,4	1, 2, 5, 6	6	Diversity, Assessment, Closing the achievement gap	1, 2.1, 3.2, 3.5, 4, 5.1, 5.2	1,4

**Assignment Descriptions:**

Program: P-5 EDEE305 Theories & Practices in Early Elementary	
Assessment (point value)	Description
[ KTIP lesson plan, 100pt. ]	Design, write and submit field teaching KTIP lesson plan. Incorporate your knowledge of best practices for K-3 students. Align the AE, Core Content for assessment, and assessment instrument.
[ Teaching Instruction, 30pt. ]	Complete three participation sessions with small groups of children on three days at sites selected by the instructor. The team members will assist each other during instruction.
[Observation report, 100 pt.]	Using the Observation Report forms found on Blackboard under Course Documents, each of you will collect data about the following at your designated classroom site: 1) Principles of Planning, 2) Diversity, and 3) Management.  Compile the reports and two anecdotal notes.
[ Theorist presentation, 50pt]	Read chapters & related articles. Bring appropriate manipulative to enhance the teaching/learning.
[Teacher Standard File Box, 30 pt.]	Download the <i>Kentucky Teacher Standards</i> from the Kentucky Department of Education Website. Place these standards (8x11) in ten typed labeled, hanging file folders. Attach your name and affiliation on the surface of the box .
[ Physical environment notebook,100 pt]	Compile an indoor and outdoor learning environmental notebook. <ul style="list-style-type: none"> <li>- 10 indoor, 5 outdoor materials to be connected to Teacher Standards.</li> <li>- 2 journal, 2 magazine, and 2 internet articles on physical environment</li> <li>- Your reflection on this project</li> </ul>

	- Verify the site information
[ Diversity Fair, 50pt]	1) Bring and share multicultural-oriented children's book (20point) 2) Bring and present anti-bias/multicultural-oriented teaching activity and materials (30point)
[ Midterm project, 80pt]	1)Best practice activities in the given subjects 2) classroom environment and child centers in the class (ch 9) 3) KTIP lesson plan writing from Q1 4)list of 10 children's books dealing with multiculturalism, special needs, and gender equity.
[ Midterm and Final in class exam, 270pt]	Multiple choice, short answer, and T/F questions.

### Grading Scale (Evaluation Plan of Assignments)

Scoring criteria for lesson plans	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group lesson plans submitted by the team</li> <li><input type="checkbox"/> KTIP format followed</li> <li><input type="checkbox"/> Appropriate social contexts selected: individual, paired with peer, small group, large group, learning centers</li> <li><input type="checkbox"/> AE selected from Goal 1 or Goal 2</li> <li><input type="checkbox"/> AE, activity, assessment aligned</li> <li><input type="checkbox"/> Scoring guide aligned with AE and activity included and accurate</li> <li><input type="checkbox"/> Bloom's questions included and accurate</li> <li><input type="checkbox"/> Design is clearly and comprehensively described</li> <li><input type="checkbox"/> Active learning ingredients evident</li> <li><input type="checkbox"/> Relatively free of surface feature errors</li> <li><input type="checkbox"/> Confidentiality maintained</li> </ul>
PARTICIPATION SESSIONS	<p>Scoring criteria for participation sessions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arrived on time ready to participate</li> <li><input type="checkbox"/> Appropriate and ample materials provided</li> <li><input type="checkbox"/> Students given opportunity to manipulate materials</li> <li><input type="checkbox"/> Children encouraged to explain their thinking</li> <li><input type="checkbox"/> Bona fide choices encouraged, permitted</li> <li><input type="checkbox"/> Appropriate adult verbal support provided</li> <li><input type="checkbox"/> Appropriate adult non-verbal support provided</li> <li><input type="checkbox"/> Appropriate adult environmental support provided</li> <li><input type="checkbox"/> Formative assessment utilized</li> <li><input type="checkbox"/> Summative assessment utilized</li> <li><input type="checkbox"/> Helpful feedback given to students</li> <li><input type="checkbox"/> Lesson plan objectives communicated</li> <li><input type="checkbox"/> Effective guidance used</li> <li><input type="checkbox"/> Effective discipline used</li> <li><input type="checkbox"/> Pre-preparation used</li> </ul>
REFLECT / COMPLETE THREE OBSERVATION REPORTS & TWO ANECDOTAL NOTES	<p>Scoring criteria for observation reports and discussion:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submitted chunked reports on time</li> <li><input type="checkbox"/> Data are objectively reported</li> <li><input type="checkbox"/> Data are comprehensively collected and reported</li> <li><input type="checkbox"/> Reports are free of surface feature errors</li> <li><input type="checkbox"/> Reflections show insight about the topic</li> <li><input type="checkbox"/> Data are discussed in class</li> <li><input type="checkbox"/> Two Narrative notes from each of you</li> </ul>
Observation #4: Physical Environmental Design Notebook	<p style="text-align: center;"><b>Scoring Guide</b></p> <p style="text-align: center;">Teacher Standard II: Designs/Plans Instruction</p> <p style="text-align: center;">Fall _____ Spring _____ Summer _____</p> <p style="text-align: center;">Instructor: Dr. Mee-Ryoung Shon</p>

Name of Pre-Service Teacher \_\_\_\_\_

1. Minimum of 10 photographs Indoor \_\_\_\_\_  
Outdoor \_\_\_\_\_  
15 indoor and 5 outdoor physical environment  
(Include a variety of areas such as Interactive bulletin board, science, library, art, reading, math (manipulative), music, computer, etc.)
2. Connected narrative about photographs No  
Somewhat Yes  
to NTS: 1 Physical Environmental Designs/Plans  
criteria that affect development and learning
3. Observation Verified No  
Yes
4. 2 Printouts from Internet sites None 1  
2  
related to physical environmental design criteria
5. Summaries of Internet articles None 1  
2
6. Copies of Professional Journal articles None 1  
2  
related to physical environmental design criteria  
*There will be point deduction toward the internet printouts of your journal and magazine articles. The purpose of the copy endeavor is to make you a library trip for the exposure to other resourceful articles.*
7. Summaries of Professional Journal articles None  
1 2
8. Copies of Magazine articles None 1  
2  
related to physical environmental design criteria
9. Summaries of Magazine articles None 1  
2
10. Evidence of "professional polish" No  
Somewhat Yes  
(photos mounted neatly, organized,  
table of contents, labels, tabs, in notebook,  
digital photographs clear)
11. Reflection provides evidence of No  
Somewhat Yes  
analytical and evaluative thinking  
about environmental design
12. Bibliography and web bibliography No  
Somewhat Yes  
correctly and completely cited

\*\*\*\*\*

COMMENTS:

Score = \_\_\_\_\_  
Rev. 01/08



### KTIP LESSON PLAN EVALUATION

Topic	Not Demonstrated	Partially Demonstrated	Fully Demonstrated	Possible Points	Points Earned
<b>PRIOR TO TEACHING</b>					
Context				5	
Objectives				8	
Connections				5	
<u>Assessment Plan</u>					
Matrix Included				5	
An Assessment for Each				6	
Resources				3	
<u>Procedures</u>					
Opening				6	
Strategies and Activities				6	
Modifications				3	
Formative Assessment				6	
Closing				3	
Summative Assessment				6	
Evidence of Connection Strategies, and Assessments				8	
<b>AFTER TEACHING</b>					
Impact / Analysis				NA in	305
Refinement				NA in	305
<b>TOTAL POINTS</b>				<b>70</b>	

**COMPLETION OF WORK:** To pass the course, all assignments must be completed and submitted, even if the assignments are submitted after the grace period and receive zero credit.

**ASSESSMENT STRATEGIES:** record of attendance and participation, scoring guides, self-assessment, qualitative feedback, checklists, open-response examinations, quantitatively scored in-class and take-home examinations and skill demonstrations, group and individual conferences  
 Students are responsible to check their grading regularly, advised by their instructor, and to inform instructor any variations prior to the next class meeting.

**ATTENDANCE POLICY:** Since the prompt and regular class attendance is essential to the learning experience, it is the responsibility of all students to be present and on time at all class sessions. ***If a student misses class more than two class sessions, the instructor may lower the final grade by one letter grade*** for each set of two classes missed. Students missing more than four clock-hours of class are

advised to drop the course. In addition, there is **point deductions on each absence, late show up, or early abscond (See Evaluation Plan)**. Students absent from class for legitimate reasons must consult with the instructor concerning the absence, beforehand face-to face, by email or voice mail.

**Legitimate absences do not excuse the student from class responsibilities.** Legitimate absences include illnesses, accidents, personal emergencies, death in the immediate family, special academic programs or authorized university functions for which the student's presence is required. **Non-legitimate absences include non-emergency dental or doctor appointments, meeting with academic advisor, substitute teaching, lack of child-care or other work-related activities.**

**LATE WORK POLICY:** For full credit, assignments must be submitted at class time, unless otherwise approved by the instructor. Work submitted late will automatically receive a 20% reduction. A grace period of one week is permitted for late work to be submitted and still receive up to 80% credit. If one technology function fails, students are responsible to use alternate means to submit assignments, and to check the completion of the transmission with their instructor: FAX, e-mail sites, *Blackboard Drop Box*.

#### **GRADING SCALE:**

90%-100% = A\*                      \* All assignments must be submitted to receive an A.  
80% -89% = B  
70% -79% = C  
60% -69% = D  
0-59% = E

#### **Required Textbooks:**

1. Henniger, Michael L. (2008). *Teaching Young Children: An Introduction* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice-Hall Publishing.
2. *Blackboard* class site <http://online.moreheadstate.edu> & Prentice Hall Companion Website: <http://www.prenhall.com/henniger> will be utilized.

#### **Course Evaluation:**

**ASSESSMENT STRATEGIES:** Record of attendance and participation, scoring guides, self-assessment, qualitative feedback, checklists, open-response examinations, quantitatively scored in-class and take-home examinations and skill demonstrations by discussions/ conferences.

90%-100% = A\*                      \*All assignments must be submitted to receive final grade.  
80-89 = B  
70-79 = C  
60-69 = D  
0-59 = E

#### **Attendance Policy:**

**ATTENDANCE POLICY:** Since the regular online participation for any online course is essential to the learning experience, it is the responsibility of all students to be online couple of times a week. If a student would not log in Bb more than a week and miss assignments, class discussions, tests, etc, the instructor may lower the final grade by one letter grade for each week missed (equal amount of time to a set of three class meeting). Students missing more than two weeks (five clock-hours of class) are advised to drop the course. Students absent from class or lack of participation in on-line/hybrid course for legitimate reasons **must** consult with the instructor concerning the absence, beforehand face-to face, by email or voice mail. Legitimate absences do not excuse the student from class responsibilities. Legitimate absences include illnesses, accidents, personal emergencies, and death in the immediate family, special

academic programs or authorized university functions for which the student's presence is required. Non-legitimate absences include non-emergency dental or doctor appointments, meeting with academic advisor, substitute teaching, lack of child-care or other work-related activities.

### **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://www.moreheadstate.edu/advising/index.aspx?id=8311> (also, described at Eagle Handbook pp 39-40, 2009-2010 <http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/2009-10%20Handbook%2080309.pdf?n=7091> )

### **Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

### **Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at [www.moreheadstate.edu/emergency](http://www.moreheadstate.edu/emergency) .

**TEP Applicant:** If you are applying TEP this semester, please go Educational Service Unit and check the application deadline. <http://www.moreheadstate.edu/esu/index.aspx?id=1106>

### **Other Evaluation and Operational Guidelines**

1. **MEMBERSHIPS IN PROFESSIONAL ORGANIZATION:** Candidates are encouraged to join the Kentucky Association for the Education of Young Children (KAECE), affiliation of the National Association for the Education of Young Children (NAEYC) and the Southern Early Childhood Association (SECA). Students are also encouraged to attend conferences.
2. **PROFESSIONAL COLLABORATION AND COOPERATION:** Students are expected to collaborate and cooperate with peers and professionals in the field. Students are expected to contribute time, efforts, and insights to projects and activities.

### **Course Calendar:**

**TENTATIVE CALENDAR    SPRING 2010**  
**EDEE 305: Learning Theories and Practices in Early Elementary**  
**Dr. Mee Shon, Ph.D.**  
**Section 001: MW 8:55-10:10 AM**  
209 **Ginger Hall**

WK	DAY	DATE	TOPIC	ASSIGNMENT
1	M	Jan 11	<p><b>Introduction</b>  Henniger Text, Blackboard enrollment, Observation &amp; Participation requirements , Confidentiality Forms, Permission to copy Form, security information, KERA goals and capacities.  Teaching pedagogy</p>	
	W	Jan 13	<p><b>ORIENTATION:</b> Syllabus, Tentative Calendar, Evaluation Plan, Physical Environmental Design Notebook (PEDN) exemplars, Observation Report format Introduce Observations 1, 2, 3, and 4 &amp; class participations</p> <p>Read Bb information: Kentucky’s Critical Attributes of Primary Programs (“Turkey activity for Thanksgiving”)  Read and discuss article: Isn’t It Cute?</p>	<p><b>Enroll in Blackboard:</b>  Login using an "m" in front of MSU ID number  KERA page printout (Bring KERA Goals from Bb)  Evaluation Plan  <b>Bring a food-related box</b> on which there is writing (cereal, crackers, etc.)  CH 11 pp 312-319  Ch 4/Henniger</p>
2	M	Jan 18	<b>Martin Luter King Jr. Day (Holiday)</b>	
	W	Jan 20	<p><b>KWH: Teaching Effectiveness</b>  What do you Know, Want to Know, Learned?</p> <p><b>Design best activity</b> for AE’s: Goals I &amp; II  Form "collaboration groups”</p>	<p>CH 11/ Henniger  Integrated Curriculum</p>

3	M	Jan 25	<p><b>KY Teacher Standards II: Planning</b> Principles to consider in planning for young children Active Learning Checklist Observation routines, requirements, rules</p>	Active Learning for children: Bb Printout
	W	Jan 27	<p>Discuss Teaching Pedagogy &amp; Curriculum as its reflection: <b>Integrated curriculum</b></p> <p>Characteristics of Young Learners (Bb Printout) Locate, print and place in labeled folders <b>Kentucky Teacher Standards</b></p>	Print " Teacher Standards" from KDE Website or Bb
4	M	Feb 1	<p><b>Principles to Consider in Planning for Young Children (KY Teacher Standard II)</b></p> <p><b>Piaget’s Cognitive Development in Curriculum Planning</b></p> <p><b>ROUTINES:</b> Daily, Weekly, Monthly, Annual Group Project Develop unit plan based on "Program of Study" and "Core Content for Assessment," CH11/Henniger</p> <p>See Active Learning Checklist, Packet, p. 9 for the appropriate activity choice</p>	<p>CH 1/ Henniger Integrated curriculum: an idea blossoms <b>Bb KTIP lesson plan</b> CH 11/Henniger Read Henniger/CH 5: Play in Childhood Bb weekly planning example: (See Evaluation plan for directions) CH 11/Henniger</p>
	W	Feb 3	<p><b>OB#1 Planning &amp; 2 Diversity (McBrayer Elementary School)</b></p>	<p><b>9:00 am-10:00 am</b> Begin O#4: Environment Packet</p> <p>*** Prepare your name tag, dress code, parking, Observation notes, &amp; child anecdotal notes</p>
5	M	Feb 8	<p>Reflection on OB #1&amp;2 SMALL GROUP PLANNING View and discuss video Counting with Bears.</p>	<p><b>Submit Teacher Standard Portfolio Box (30 point)</b> Program of Studies, Core Content for Assessment, &amp;</p>

			LESSON PLAN (Continued) Discuss planning for Participations	Transformations: Kentucky's Curriculum Framework CH 12-17/Henniger
	W	Feb 10	<b>OB #3 Classroom management &amp; OB#4 Environment (McBrayer Elementary School)</b>	9:00 am-10:00 am
6	M	Feb 15	<p><b>Reflection on Observations</b> LESSON PLAN (KTIP format): THREE METHODS</p> <ul style="list-style-type: none"> <li>•Direct teaching</li> <li>•Cooperative learning</li> <li>•Mastery learning</li> </ul> <p><b>Group Lesson plan writing</b> <b>LRC visit for concrete materials &amp; curriculum guidelines</b></p> <p><b>ASSESSMENT STRATEGIES:</b> Transformations: Kentucky's Curriculum Framework Critical Attributes of Primary Programs: Continuous Progress, Qualitative Assessment, and Authentic Assessment</p> <ul style="list-style-type: none"> <li>•Observation &amp; Narrative/Notes</li> <li>•Open Response</li> <li>•Portfolios</li> <li>•Checklists</li> <li>•Scoring Guides</li> </ul>	Consider "Active Learning Components" and "Critical Attributes of Kentucky's Primary School Program"
	W	Feb 17	<b>OB (makeup date for any missed previous observation) (McBrayer Elementary School)</b>	<b>Lesson Plan Due</b> (20% point deduction will be applied for late submission)
7	M	Feb 22	Read <i>Wilford Gordon McDonald Partridge</i> & Discuss "role of teacher" Conceptual Framework "Educator as Architect" & Teacher Standards	
	W	Feb 24	<b>ADUC CRAGER ROOM</b> <b>Tunnel of Oppression</b> <b>(8:50-10:10am) Diversity</b>	Due 3/3 (Wed on Bb) Attend this Diversity conference and write a short

				<p>paper on 1) What have you experienced? (name &amp; description of the activity zone(s) and its procedures)</p> <p>2) How would you feel? (anything that challenged your belief/comfort zone?)</p> <p>3) Is there anything from this exercise that you believe impacts you as a teacher candidate?</p>
8	M	March 1	<b>Midterm Exam (In-class)</b>	<b>Midterm Exam (Essay) is due!</b>
	W	March 3	Lesson plan <b>conferencing</b> (Group Discussion: Preparation for field teachings)	
9	M	March 8	<b>Participation #1 (McBrayer Elementary)</b>	Collect samples of students' works with low/ average/ high performance for follow-up instruction
	W	March 10	<b>Participation #2 (McBrayer Elementary)</b>	Be on time with teaching materials
<b>10</b>			<b>SPRING BREAK (MARCH 15-19)</b>	
11	M	March 22	<b>Participation #3 (McBrayer Elementary)</b>	
	W	March 24	<p><b>Reflection</b> on field teachings</p> <p><b>ENVIRONMENT</b> View video and complete advanced organizer: Classroom Environment Analyze using attributes in article: The classroom environment affects children's play and development, Packet, pp. 8-12 Environment packet Inquiries: Design Room arrangement as the reflection of the teaching pedagogy (100 point) Group Project: Room Arrangement</p>	

			critique related to Conceptual Framework	
12	M	March 29	<p><b>DEVELOPMENTALLY APPROPRIATE PRACTICES</b>  ("Best Practices")  Historical Background of DAP (Pros and Cons), Characteristics of DAP  Representation of Knowledge  DAP: Discuss findings in DAP book  Strengths and Weaknesses of DAP  <b>DAP (Continued...)</b></p>	<p>Best Practice article  CH 11/Henniger  <b>Submit Reflections on OB #1, 2, 3 and Narrative notes:</b>  Word document is preferred.  (I do not accept wps format.  Save your document as rtf  (rich text format if you have word perfect)  - 20% point reduction will be applied to the late submission and no points will be given for the submissions later than a week)</p>
	W	April 31	<p><b>Anti-Bias Curriculum</b>  Aware Student's own Bias  Discuss "diversity" topics found in professional journal on gifted, gender equity, Native Americans, Asian Americans, African-Americans, Latin Americans, Special Needs students</p>	CH 8/Henniger
13	M	April 5	<p><b>Anti-Bias Curriculum (Continued)</b>  Discuss the books &amp; brainstorm strategies reflecting multicultural perspectives:  We are all different  Oliver Button is a Sissy</p> <p><b>Diversity Fair</b></p>	<p>Bring a children's book and a concrete teaching/learning material to meet the needs of diverse learners  CH 8/Henniger</p>
	W	April 7	<p><b>THEORETICAL FOUNDATIONS on EDUCATION: THREE ORIENTATIONS-</b>  Comparison on Behaviorism, Maturationism, &amp; Constructivism  : Student/Teacher roles, Physical environments, material usages, teaching/learning methods</p>	<p>CH 2, 4/Henniger  <b>Submit OB#4 Environment Packet</b>  (20% point reduction will be applied to the late submission and no points will be given for the submissions later than a week)</p>

14	M	April 12	<b>Three Orientations (Continued):</b> * Strengths & weaknesses of each orientation * Integrations of three approaches in the curriculum	CH 2, 4/Henniger Bring articles on each orientation for class discussion & participation point.
	W	April 14	<b>Montessori Philosophy and Methods:</b> children, teacher, materials	CH 3, 4/Henniger Bring an article on Montessori education
15	M	April 19	<b>Montessori (Continued)</b> <b>Vygotsky's Developmental Theory:</b> An Introduction, Packet, p. 33-35	Bring an article about Vygotsky CH 4/Henniger
	W	April 21	<b>Multiple Intelligences</b> Planning for Multiple Intelligences	
16	M	April 26	<b>High/Scope Program &amp; its implication</b>	
	W	April 28	<b>Reflection on course:</b> What do you Know, Want to Know, Learned? (KWL) Role of the Teacher in Class What do we want for children? Review for FINAL EXAM	
17	T	May 3-7 Final week	<b>FINAL EXAM (In-Class):</b> <b>5/4 Tuesday 8:30-10:00AM</b>	Check your Bb for your Final Letter Grade of this Course!!

---

**Association for Childhood Education International Elementary Standards**

<http://www.acei.org/2007ACEIStandardsSuggestedScoringGuide.pdf>

**STANDARD 1: DEVELOPMENT, LEARNING AND MOTIVATION**

1.0 Development and learning—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.

**STANDARD 2: CURRICULUM**

---

---

Standard 2.1 Reading, Writing and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know and understand fundamental concepts of physical, life, and earth/space sciences as delineated in the National Science Education Standards. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding of personal and social applications, and to convey the nature of science.

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In so doing, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

### **STANDARD 3: INSTRUCTION**

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking and problem solving.—Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments

3.5 Communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

### **STANDARD 4: ASSESSMENT**

4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

### **STANDARD 5: PROFESSIONALISM**

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families —Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

---