Department of Early Childhood, Elementary and Special Education
College of Education
Morehead State University, Morehead, KY40351-1689
Spring 2012

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 10:10am- 1:10 pm. Tuesday 9:30am-12:30pm.
Also available 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 (Level II, 8 clock hours): 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.

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 Classroom Management.

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 cooperating teacher.

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

- Complete three Observation Reports: 1) Planning; 2) Diversity and 3) Management during field observation. Download or copy & paste the forms found on *Blackboard/ Documents.* 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 (CFO's)

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 (SLO's): 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, campanion 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 CFO's and SLO's:

Program: P-5	[EDEE305]	[Theories & Practices in Early Elementary]		
Aligned with → **Assessment ↓ (point values)**	**Kentucky Teacher Standards (KYS)**	**Kentucky Core Academic Standards (KCAS)**	**Education Professional Standards Board (EPSB)**	**Association for Childhood Education International Elementary Standards (ACEI)**
[KTIP Lesson Plan, 50pt] CFO: 1 SLO: 4	1, 2, , 4, 5	Primary education Standards on (pp17-117)	2 NCATE: 1	1, 2.1, 3.1, 3.2, 3.4, 3.5, 4, 5.2
[Teaching Instruction, 20pt.] CFO: 3, 5 SLO: 6, 7	2, 3, 4		2, 4 NCATE: 1, 3	1, 2.1, 3.2, 3.5, 4, 5.1
[Observation reflection, 50pt] CFO: 1, 3 SLO: 2, 3, 7	2, 8		1, 4 NCATE: 1	1, 2.1, 3.2, 3.5, 4, 5.1
[Teacher Standard File Box, 20 pt.] CFO: 1 SLO: 6	1,2, 3, 4, 5, 6, 7,8, 9, 10		NCATE:1	1.0, 5.1
[Physical environment notebook,80 pt] CFO: 2, 5 SLO: 5, 6	1, 3		4 NCATE:1	1, 5.1
[Diversity Fair, 30pt] CFO: 4 SLO: 3, 5			1 NCATE: 4	1, 2.1, 2.4, 3.2
[Contexture factors, 20pt] CFO: 1, 4 SLO: 1,3,4	2, 3, 4, 6, 7		1,2, 4 NCATE: 1, 4	1.0, 2.1, 3.2
[Midterm and Final in class exams & quizzes, 260pt] CFO: 1, 4 SLO: 1, 2, 4				

Assignment Descriptions:

Program: P-5	[EDEE305]	[Theories & Practices in Early Elementary]
Assessment (point	**Description**	

value)	
[KTIP lesson plan, 50pt.]	Design, write and submit field teaching KTIP lesson plan. Incorporate your knowledge of best practices for K-3 students. Align your learning goals with Ky Core Academic Standards found on http://www.education.ky.gov/users/otl/POS/POS%20with%20CCS%20for%20public%20review.pdf **Grade 1 Overview** **Operations and Algebraic Thinking** • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations. **Number and Operations In Base Ten** • Extend the counting sequence. • Understand place value. • Use place value understanding and properties of operations to add and subtract. **Measurement and Data** • Measure lengths indirectly and by iterating length units. • Tell and write time. • Represent and interpret data. **Geometry** • Reason with shapes and their attributes. **Grade 2 Overview** **Operations and Algebraic Thinking** • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication. **Number and Operations In Base Ten** • Understand place value. • Use place value understanding and properties of operations to add and subtract. **Measurement and Data** • Measure and estimate lengths in standard units. • Relate addition and subtraction to length. • Work with time and money. • Represent and interpret data. **Geometry** • Reason with shapes and their attributes. - **Math– Primary -** **Kentucky Core Academic Standards** In English language arts, the Core Academic Standards contain single-grade standards in my areas of kindergarten and grades 1,2, and 3. Text complexity expectations in Reading, beginning at grade 2. The standards are organized around the follow features: • Reading and Literature: Text complexity and the growth of comprehension • Writing and Research: Text types, grade-level focuses, and research • Speaking and Listening: Flexible communication • Language Development: Conventions and vocabulary - **English Language Arts – Primary (p18)-**
[Teaching Instruction, 20pt.]	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, 50 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.
[Teacher Standard File Box, 20 pt.]	Download the *Kentucky Teacher Standards* 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,80 pt]	Compile an indoor and outdoor learning environmental notebook. - 10 indoor, 5 outdoor materials to be connected to Teacher Standards. - 2 journal, 2 magazine, and 2 internet articles on physical environment - Your reflection on this project - Verify the site information
[Diversity Fair, 30pt]	1) Bring and share multicultural-oriented children's book (20point) 2) Bring and present anti-bias/multicultural-oriented teaching activity and materials (30point)

[Contextual Factors, 20pt]	1) Description of District, Community, School, & Classroom Contextual Factors 2) Select and describe two ways that the contextual factors listed above will impact a teacher's assessment and instruction of/with this group of students.
[Midterm and Final in class exam, 200pt]	Multiple choice, short answer, and T/F questions.
[Theorist presentation, In-class quizzes on chapter and article readings, 60pt]	Read chapters & related articles. Bring requested articles on theorists, manipulative related to reading in order to enhance the teaching/learning.

Grading Scale (Evaluation Plan of Assignments)

Scoring criteria for lesson plans	❑ Group lesson plans submitted by the team ❑ KTIP format followed ❑ Appropriate social contexts selected: individual, paired with peer, small group, large group, learning centers ❑ AE selected from Goal I or Goal 2 ❑ AE, activity, assessment aligned ❑ Scoring guide aligned with AE and activity included and accurate ❑ Bloom's questions included and accurate ❑ Design is clearly and comprehensively described ❑ Active learning ingredients evident ❑ Relatively free of surface feature errors ❑ Confidentiality maintained
PARTICIPATION SESSIONS	Scoring criteria for participation sessions: ❑ Arrived on time ready to participate ❑ Appropriate and ample materials provided ❑ Students given opportunity to manipulate materials ❑ Children encouraged to explain their thinking ❑ Bona fide choices encouraged, permitted ❑ Appropriate adult verbal support provided ❑ Appropriate adult non-verbal support provided ❑ Appropriate adult environmental support provided ❑ Formative assessment utilized ❑ Summative assessment utilized ❑ Helpful feedback given to students ❑ Lesson plan objectives communicated ❑ Effective guidance used ❑ Effective discipline used ❑ Pre-preparation used
REFLECT / COMPLETE THREE OBSERVATION REPORTS & TWO ANECDOTAL NOTES	Scoring criteria for observation reports and discussion: ❑ Submitted chunked reports on time ❑ Data are objectively reported ❑ Data are comprehensively collected and reported ❑ Reports are free of surface feature errors ❑ Reflections show insight about the topic ❑ Data are discussed in class ❑ Two Narrative notes from each of you

Observation #4: Physical Environmental Design Notebook	Scoring Guide

Teacher Standard II: Designs/Plans Instruction

Fall _____ Spring _____ Summer _____

Instructor: Dr. Mee-Ryoung Shon Name of the candidate: _____

1. Minimum of **15 photographs** Indoor_____ Outdoor_____
   10 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 to NTS: 1 Physical Environmental Designs/Plans criteria that affect development and learning — No / Somewhat / Yes

3. Observation Verified — No / Yes

4. 2 Printouts from Internet sites related to physical environmental design criteria — None / 1 / 2

5. Summaries of Internet articles — None / 1 / 2

6. Copies of Professional Journal articles related to physical environmental design criteria — None / 1 / 2
   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 related to physical environmental design criteria — None / 1 / 2

9. Summaries of Magazine articles — None / 1 / 2

10. Evidence of "professional polish" (photos mounted neatly, organized, table of contents, labels, tabs, in notebook, digital photographs clear) — No / Somewhat / Yes

11. Reflection provides evidence of analytical and evaluative thinking about environmental design — No / Somewhat / Yes

12. Bibliography and web bibliography correctly and completely cited — No / Somewhat / Yes

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COMMENTS:

Score = _____

Rev. 01/08

EDEE 305 Critical Performances

Name: _____ Date: _____

CONTEXTUAL FACTORS DATA EVALUATION				
Item	**Not Demonstrated**	**Partially Demonstrated**	**Fully Demonstrated**	**Possible Points**
District, School, & Classroom Contextual Factors				
*District & Community Factors				
1. Economic characteristics of district				**1**
2. Population & diversity info for district				**1**
*School Factors				**1**
1. Economic characteristics of school				**1**
2. Population & diversity info for school				**1**
3. Parent involvement in school				**1**
*Classroom Factors				**1**
1. Assistance in the classroom				**1**
2. Classroom resources				**1**
3. Physical learning environment of classroom				**1**
Student Contextual Factors				**1**
*Numerical info				**1**
*Characteristics of Students				**1**
1. Language, cultural, socioeconomic, developmental				**1**
differences of students				**1**
2. Special needs of students				**1**
3. Positive characteristics of students				**1**
*Student Varied Approaches to Learning				**1**
*Student Skills				**1**
Implications of Contextual Factors				
*Implications for Assessment & Instruction				
1. Two ways above factors impact assessment of students				**2**
2. Two ways above factors impact planning & instruction of your lessons				**2**
References				**1**
Mechanics, Usage, Grammar, Spelling & Proofreading				**1**
TOTAL				**20**

KTIP LESSON PLAN EVALUATION

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

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:

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. ***No round-up*** *for any grade changes due to lack of point(s).*
80-89.999	= B	
70-79.999	= C	
60-69.999	= D	
0-59.999	= E	

Required Textbooks:

1. Henniger, Michael L. (2009). *Teaching Young Children: An Introduction* (4th 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.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:
1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <http://www.folio180.com/msuky/coe>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

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://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

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, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or e.day@moreheadstate.edu

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 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 SPRING2012 EDEE 305: *Learning Theories and Practices in Early Elementary* Dr. Mee-Ryoung Shon Section 001: M, W 8:50-10:10AM 209 Ginger Hall				
WK	**DAY**	**DATE**	**TOPIC**	**ASSIGNMENT**
1	M	Jan 16	**MLK Holiday**	
	W	Jan 18	**ORIENTATION:** Bio Bingo, Henniger Text, Packet, Observations & Participations, Confidentiality Forms, Permission to copy Form	► Blackboard enrollment ► Bring a food-related box on which there is writing of nutritional facts, manufacturing information, etc (cereal, crackers, etc.) ► Read article: ***Isn't It Cute?***
2	M	Jan 23	**ORIENTATION**: Syllabus, Tentative Calendar, Evaluation Plan, *Physical Environmental Design Notebook* (PEDN) exemplars, Introduce Observations 1, 2, 3, and 4 & class participation	► *Bb Course documents*- syllabus, calendar, and evaluation plan prints ► *Bb Course Supplement Print*

			s **CURRICULUM** KERA goals and capacities KWH: Teaching effectiveness Read and discuss article: ***Isn't It Cute?***	CH 11 pp 312-319 Chap 4/Henniger
	W	Jan 25	**CURRICULUM PLANNING:** **Design DAP activity** for AE's: Goals I & II Form "collaboration groups. Read Supplementary packet information: Kentucky's Critical Attributes of Primary Programs	CH 11/ Henniger *Bb Course Supplement Print p*8, pp 41-42
3	M	Jan 30	**TS #2: Plan/ Design Instruction** Principles to consider in planning for young children **Active Learning Checklist** **KTIP Lesson Plan form** View and discuss video *Counting with Bears*.	CH 11/ Henniger *Bb Course Supplement Print p*8, pp 41-42 **"Community Engagement*: A Light to and from the Mountains"*** 4 different Center activities on reading: word tile, alphabet dice, descriptive word creation, word booklet.
	W	Feb 1	Curriculum Planning & Routines Discuss Teaching Pedagogy & Curriculum as its reflection: **Integrated curriculum** Characteristics of Young Learners, Bb Packet p. 2 Principles to Consider in Planning for Young Children, Bb Packet p8 ROUTINES: Daily, Weekly, Monthly, Annual	*Bb Course Supplement Print* lesson plan CH 11/Henniger Integrated curriculum: an idea blossom Print 'Take home midterm Exam' and bring it in class: Start working on the Take home midterm Q 1 &Q2: Planning objectives & connecting to Ky Core Academic Standards:
4	M	Feb 6	**Role of Teacher** tied to KY Teacher Standards: **TS #3: Create & Maintains learning climate** Locate, print and place in labeled folders **Kentucky *Teacher Standards***	Print "***Teacher Standards***" from EPSB Website http://www.kyepsb.net/teacherprep/standards.asp Read *Wilford Gordon McDonald Partridge* & Discuss "role of the teacher" Bb link on Heart of a teacher
	W	Feb 8	**TS#3: Implementation of Instruction** **LESSONS: Teaching methods** ❑ Direct teaching ❑ Cooperative learning ❑ Mastery learning Active Learning Checklist, Packet, p. 41-42	Read Henniger/CH 5: Play in Childhood & CH 11: Curriculum planning Center setup with Math materials for 1st grade addition/subtraction problem solving skills: abacus, dot dice, number dice, number tile, small animal figures
5	M	Feb 13	Orientation on field experiences **Critical Performance**: Contextual Factors Field Experience Form (OB#1-4) review	Print "Field Experience Form (OB#1-4)" from Bb & bring it in class Print 'Contextual factors' Form from Bb & bring it in class.
	W	Feb 15	**Observation #1, 2, 3 & 4: Planning, Physical Environment** **Elementary School**	***KCAS(Kentucky Core Academic Standards): Kentucky's Curriculum Framework***

6	M	Feb 20	Reflection on OB#1 **Library LRC** **(1st floor on your right corner)** Share and discuss on teaching unit with your group members. Use "Active Learning Components" and "Critical Attributes of Kentucky's Primary School Program" for discussion Midterm take home exam review	***KCAS (Kentucky Core Academic Standards): Kentucky's Curriculum Framework*** http://www.education.ky.gov/users/otl/POS/POS%20with%20CCS%20for%20public%20review.pdf
	W	Feb 22	**Observation #1, 2, 3 & 4: Diversity, Classroom Management** **Elementary School**	Discuss "program of study" and "core content for assessment" with field teachers. CH 6/Henniger
7	M	Feb 27	Reflection on Observation **Library LRC :** Continue lesson plan writing	*Bb Course Supplement Print p*43 Utilize "Active Learning Components" on your lesson writing
	W	Feb 29	**CLASSROOM ENVIRONMENT** 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	**KTIP Group Lesson Plan Due!!!** **Submit Reflections on OB #1, 2, & 3**: **Group Lesson Plan due:** bring your lesson plan and share it with your group members. Improve any weakness and submit them to your instructor (*20% point reduction will be applied to the late submission and no points will be given for the submissions later than a week)*
8	M	March 5	**In-class Midterm Exam**	
	W	Mar. 7	Continue Room Arrangement as the reflection of the teaching pedagogy (Room Arrangement critique related to Conceptual Framework) Watch Bb link on 'Raising small souls' http://www.raisingsmallsouls.com/	Read 'My Teacher for President' book
9	M	March 12	**Teacher Standard 2, 3, 4:** KTIP Lesson Participation Planning with group members. Lesson Plan conferencing with an instructor	Bredekamp DAP book Watch DAP video from NAEYC CH 11/Henniger Best Practices **Bring an article on Best Practices or DAP** Mark the advantage of best practices for learners and challenges for teachers
	W	March 14	**DEVELOPMENTALLY APPROPRIATE PRACTICES (--- "Best Practices")** Historical Background of DAP: Pros and Cons Characteristics of DAP Representation of Knowledge	
10			***MSU Student Spring Break (March 19-23, 2012)***	
11	M	March 26	**Participation #1** **Elementary School**	*Be on Time with Concrete materials & have a pre-conference with your group on your*

				instructional procedures prior to your teaching! CH 2, 4/Henniger; KY Teacher Standards #2, 3, 4, 5, 6, 7
	W	March 28	**Participation #2** **Elementary School**	*Be on Time with Concrete materials & have a pre-conference with your group on your instructional procedures prior to your teaching!* CH 2, 4/Henniger; KY Teacher Standards #2, 3, 4, 5, 6, 7
12	M	April 2	**Participation #3** **Elementary School**	*Be on Time with Concrete materials & have a pre-conference with your group on your instructional procedures prior to your teaching!* CH 2, 4/Henniger; KY Teacher Standards #2, 3, 4, 5, 6, 7
	W	April 4	**Participation Reflection on teaching:** **DEVELOPMENTALLY APPROPRIATE PRACTICES (Continued):** Discuss findings in DAP articles Strengths and Weaknesses of DAP	CH 11/Henniger
13	M	April 9	**Anti-Bias Curriculum** 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	CH 8/Henniger *Bb Course Supplement Print p*28-29 Miniature Earth: **Critical performance is due!**
	W	April 11	Anti-Bias Curriculum (Continued) Discuss the books & brainstorm strategies reflecting multicultural perspectives: *We are all different* *Oliver Button is a Sissy*	**Diversity Fair** Bring a children's book (10point) & a teaching/learning material (20point) to meet the needs of diverse learners CH 8/Henniger
14	M	April 16	**THEORETICAL FOUNDATIONS & EARLY CHILDHOOD EDUCATION PHILOSOPHY** Behaviorism, Maturationism, & Constructivism/Developmentalism, Strengths & weaknesses of each orientation Integrations of three approaches in the curriculum	Packet, pp. 30-32 CH 2, 4, 5/Henniger Bb link on Character education for 'whole child'
	W	April 18	**Three Orientations**: **(Continued)**: Comparison of Three Orientations: Student/Teacher roles, Physical environments, material usages, teaching/learning methods	CH 2, 4, 5/Henniger Submit **OB#4 Environment Packet** (*20% point reduction will be applied to the late submission and no points will be given for the submissions later than a week*)
15	M	April 23	**Vygotsky's Developmental Theory**: An Introduction, Packet, p. 33-35	► **Folio 180 Field Hours due!!! (CoE Policy)** Bring an article about Vygotsky CH 4/Henniger Bring an article about Vygotsky Theory. Prepare for your class participation and

				discussions. *Bb Course Supplement Print p34*
	W	April 25	**Multiple Intelligences** Planning for Multiple Intelligences: Packet, p. 36	Watch a video clip on Bb and write a page summary on Montessori education. Bring an article about MI Theory.
16	M	April 30	**Montessori Philosophy and Methods** Role of children, teacher, materials, classroom setting in Montessori classroom	Watch a video clip on Bb and write a page summary on Montessori education. Bring an article about Montessori Education.
	W	May 2	**Montessori (Continued)** **Weakness/strength & applicable ideas in classroom practices** Reflection on course: What do you **K**now, **W**ant to Know, **L**earned? (KWL) Review for final exam	
17			**MAY 7-11 FINAL WEEK** **FINAL EXAM (In-Class): EDEE305 Section 001- 5/8/2012 (T) 8:30-10:10am** **EDEE305 Section 002- 5/8/2012 (T) 12:45-2:45pm**	

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.