Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

ECED 7320
Curriculum and Instructional Strategies P-5
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

INSTRUCTOR

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Office Hours:
Monday: 9:00am - 11:00am and 2:00pm – 4:00pm
Wednesday: 10:00am - 2:00pm
Thursday: 9:00am - 11:00am

Website: Early Childhood and Special Education
http://www.valdosta.edu/colleges/education/early-childhood-and-special-education/welcome.php

COURSE DESCRIPTION

Review of the content areas in the early childhood curriculum. Emphasis will be placed on implication of effective strategies that utilize a variety of resources and technologies to enhance teaching and learning within diverse environments.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Marzano, R. J., Gaddy, B. B., & Dean, C. (2000). *What works in classroom instruction*? Aurora, CO: Mid-continent Research for Education and Learning. (available in BlazeVIEW)

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design (Expanded 2nd Edition)* [electronic book]. Alexandria, VA: Association for Supervision and Curriculum Development.
(available online: http://gilfind.valdosta.edu/vufind/Record/570674)

Additional Readings: As determined by the course instructor

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

The candidate will:

CO 1. examine influential theories in the history of early childhood education to gain a thorough understanding of constructivist theory and its impact on today's educational practice. (IS 1, 3)

CO 2. reflect on personal beliefs, values, and styles in teaching to gain an insight of one's philosophical stance towards teaching and learning. (IS 9)

CO 3. understand the importance of professional standards in developing curriculum and instruction. (IS 7)

CO 4. develop a strategy portfolio based on research and practice to maximize the impact of instruction on students' learning. (IS 8)

CO 5. demonstrate individual competency in implementing instruction and appropriate standards-based content to targeted students. (IS 5, 7)

CO 6. disseminate an overview of successful instructional practices in a professional setting. (IS 5, 8)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Early Childhood Education Timeline: the candidate will participate in constructing a timeline of the history of curriculum and instruction theory, theorists, and events in early childhood education. Guidelines will be provided. (CO 1, 3)

2. Personal Philosophy of Teaching and Learning: A reflective writing project to examine professional growth and gain an insight into personal beliefs, values, and how you as a teacher impact children and learning. Guidelines will be provided. (CO 1, 2)

3. Strategy Portfolio: This project is to combine research findings, knowledge of professional standards, and personal experiences in the form of an instructional resource. Guidelines will be provided. This course assignment will be included in the candidate's ECE Advanced Program Portfolio in LiveText for formal assessment. (CO 3, 4)

4. Impact on Student Learning: The candidate will select two (2) strategies from the Strategy Portfolio assignment (assignment #3) to include in standards-based lesson plans. Lesson plans will be implemented and assessed. A reflection about the impact on students' learning will be included. Guidelines will be provided. (CO 5, 6)

5. Final Presentation: The candidate will prepare a short (maximum 10 minutes) presentation of one strategy selected from assignment #4, Impact on Student Learning. The presentation will include identification of the strategy, how the strategy was employed in standards-based instruction, and information about the impact on student learning. Guidelines will be provided. (CO 3, 5, 6)

COURSE EVALUATION

Assignment	Possible Points	Points Earned	Grading Scale
1. ECE Timeline (3@25)	75	_____	A = 279 - 300
2. Philosophy	50	_____	B = 255 - 278
3. Strategy Portfolio	50	_____	C = 228 - 254
4. Impact on Learning	85	_____	D = 207 - 227
5. Final Presentation	25	_____	F = below 207
6. BlazeVIEW Activities	15	_____	
Total	300	Total _____	

- Assignments are due on the date listed in the course schedule. Late assignments are not accepted.
- Demonstrated mastery of formal Standard English is required in all facets of the course. Therefore, evaluation of all written work will be made based upon both content and mechanics.
- **Each** spelling, punctuation, syntax, grammatical, and typographical **error** will result in up to a **one-point deduction** from the total score, regardless of the point value of the assignment, quiz, or test.
- Assignments prepared outside of class (unless otherwise noted) must be produced using a word processing computer program (Microsoft Word is best), 12-point font (Times New Roman is best), APA 6th edition format, double-spaced (unless otherwise noted), and include the candidate's name, course number and section, and date. This includes any e-mail assignments sent to the instructor.
- All assignments must be the original work of the candidate submitting the work and must be completed by the candidate during this semester to meet requirements for this course. Assignments submitted to another instructor in past semesters or this semester may not be used to fulfill requirements for this course.
- References and citations (using APA 6th edition format) are required when referring to the work of others. (See POLICY STATEMENT ON PLAGIARISM AND CHEATING, which follows).
- Make-up exams will be given at the discretion of the instructor.

Grading Scale (Department of Early Childhood & Special Education Grading Scale)
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

NOTE: To provide the best possible learning experience it may be necessary for the instructor to change, adapt, or adjust the requirements, evaluations, activities and /or schedule as presented here. As the instructor of this course I reserve the right to add or delete objectives and assignments depending upon the progress made by the class.

* The **final examination** for this course will be held:
Monday, May 5, 2014 – 5:00pm – 7:00pm

ATTENDANCE POLICY

Because of the nature of the course, the candidate's learning will be positively impacted through participation in class activities. Therefore, regular attendance in face-to-face classes is crucial. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. A student who misses more than 20% of class meetings will receive an automatic grade of "F."

- Initial the Class Sign-in Sheet at every class meeting (even when arriving late to class) so that you will not be considered absent.
- If you experience extenuating circumstances (illness, emergency, etc.) that will require more than one absence, please contact the Office of the Dean of Students at **229-333-5941** and give them the details of your illness/emergency. They will notify all of your instructors of the situation.
- Check your VSU email daily. Use VSU e-mail accounts for corresponding with the instructor for this course. When e-mailing the instructor of for any reason, place the name of the course and the section in the subject line (for example: ECED 7320 Section A). If you have problems with your VSU email account call the Information Technology Help Desk (**229-245-HELP**).
- Check your course section in BlazeVIEW (http://blazeview.valdosta.edu/webct/entryPageIns.dowebct) and the course website frequently to obtain course content and updated information.
- Avoid distracting yourself, others, and the instructor during class by turning off (or making inaudible) all cell phones, pagers, or other electronic devices. Cell phones must be packed away during individual and group presentations, during guest lectures, and during in-class quizzes, tests, and exams.
- Use of laptops is allowed for instructional/academic purposes only. Laptops must be packed away during individual and group presentations, during guest lectures, and during quizzes, tests, and exams.
- In the interest of maintaining an environment free of disruptive behavior and conducive to learning for VSU students and faculty, children without a legitimate campus interest are not permitted to linger in classrooms.

PROFESSIONALISM

As a candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL http://www.gapsc.com/Ethics/NEthics.asp Failure to follow the Code of Ethics will result in disciplinary actions through the Dewar College of Education and Human Services Professional Improvement Plan Process.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

COURSE ASSIGNMENT DETAILED INSTRUCTIONS

1. Early Childhood Education Timeline (CO 1,3): Candidates will prepare 3 posters (12 x 18 paper poster) or digital poster (such as PowerPoint, Glogster - http://edu.glogster.com, or other online poster) to help construct a timeline of the development of Early Childhood Education that will be displayed in BlazeVIEW (digital files of paper posters or digital posters) and constructed over the course of the semester. Each paper poster/digital poster will provide the following information:
   - Identification of the theorist/theory or event
   - Brief description of the theory or event
   - *Statement of application of the theory or event to curriculum & instruction in Early Childhood Education
   - *Ways the theory or event impacts Early Childhood Education curriculum and instruction today
   - A visual (clipart, photo, drawing, graph, etc.)
   - APA citations/references from reputable sources (avoid Wikipedia)
   - Timeline posters will be presented in class (maximum of 5 minutes)
   *Most important information applicable to the course

   Notes:
   a. Paper posters are to be 12 x 18 in size. Include an APA reference list on the back of the poster. The Media Center in Odum Library can scan your 12 x 18 paper poster to make it a digital file for BlazeVIEW.
   b. For PowerPoint posters, increase page dimensions to 34 x 22 (Important: You will need to decrease page dimensions to original size to print the PowerPoint for class). Use only 2 slides – one for the information and

one for the APA reference list. If you would like to have a poster (22 x 34) made from your PowerPoint, you can take it to the Media Center in Odum Library to be printed.

- Candidates will upload a digital file of the paper poster or upload the digital poster to the Early Childhood Education Timeline Discussion Board in BlazeVIEW (by class time on the day of presentation). If creating a digital poster, a printout of the poster and APA reference list will need to be submitted before presenting. Assessment will be based on the content listed for the assignment and professionalism. A rubric will be used for scoring.

2. Personal Philosophy of Teaching and Learning (CO 2). Candidates will develop a personal philosophy of teaching and learning. Philosophy statements will be developed in the following format: I believe . . . Therefore, . . Statements will be included for the following components:

Teaching   Standards   Assessment
The Teacher & Students   Curriculum & Instruction   Impact on Student learning
Classroom Environment

"Therefore" statements will be documented with information from the professional literature. **After** the philosophy statements have been developed, the candidate will provide anecdotal reflections based on the following questions: (1) In what ways have my experiences as a student influenced the way I teach? (2) How do I describe my teaching methods/ style? (3) How are my teaching style/methods consistent and/or inconsistent with my beliefs? (4) What do I need to do to transform myself into a better teacher? Assessment will be based on the above criteria for the assignment and professional presentation of the assignment. APA 6th edition format and double-spacing will be used. Proofread carefully to check for spelling, punctuation, syntax, grammatical, and typographical errors.

3. Strategy Portfolio (CO 3, 4): (*This course assignment will be included in the candidate's ECE Advanced Program Portfolio in LiveText for formal assessment.*) Candidates will research instructional strategies, i.e. cooperative learning, learning through games, using graphic organizers, semantic maps, drama, jazz chants, etc. Based on their instructional strategy research, candidates will select 10 appropriate and effective instructional strategies to address identified content standards. Each strategy will be included in the following portfolio *template:

Strategy Name:	
Standard:	
Directions for Using the Strategy:	Reflection: (*Reflect on the success of the strategy for positively impacting student learning or why you believe the strategy would positively impact learning*)
Professional Reference(s):	

Specific guidelines for the assignment will be provided.
*The Strategy Portfolio template file will be downloadable from BlazeVIEW.
Assessment will be based on the above criteria and the professional presentation of the assignment. A rubric will be used for scoring.

4. Impact on Student Learning (CO 5, 6): Candidates will select two (2) of the strategies included in the Strategy Portfolio and develop standards-based lesson plans based on the strategies. The following will be completed for each of the two strategies:

    a. **Obtain the instructor's approval for the two strategies that you want to implement by emailing the instructor (spandrew@valdosta.edu) the justification for the choice of the strategies**. See the course schedule for due date.

    b. A lesson plan that utilizes the *edTPA Lesson Plan Template* (http://www.valdosta.edu/colleges/education/early-childhood-and-special-education/student-teacher-info.php) will be developed.

    c. The lesson plan will be implemented with the identified group of children and videotaped. The COE Observation Instrument will be completed for each of the lessons.

    d. An "Impact on Student Learning" Overview that includes:

    (1) completed assessment of students' learning

    (2) data related to impact - % meeting the objective(s) & % not meeting the objective(s)

    (3) reflection about what you learned from the planning, implementation, and assessment and the value of the strategy for meeting the identified standard for the identified group of children

    (4) a few student examples or photos of student examples to share during presentation

    Assessment will be based on the above criteria and the professional presentation of the assignment. A rubric will be used for scoring.

    Final submission for grading is to include:

    1. A printout of the email with instructor approval

    2. Two (2) lesson plans (using the *edTPA Lesson Plan Template*)

    4. Two (2) completed COE Observation Instruments (may be handwritten)

    5. "Impact on Student Learning" Overview

    6. A few student examples or photos of student examples

5. Final Presentation (CO 3, 5, 6): The candidate will prepare a short (maximum of 10 minutes) presentation of one strategy selected from assignment #4, Impact on Student Learning. The presentation will include:

- identification and overview of the strategy
- how the strategy was employed in standards-based instruction
- information about the impact on student learning
- a few student examples or photos of student examples

A PowerPoint presentation will be used to organize the presentation for listeners. A printout of the PowerPoint is to be submitted to the instructor before the presentation.
A rubric will be used for scoring.