Elementary and Early Childhood Education
M.Ed. Program
Phase I Syllabus

ECE 7512 Inquiry: Best Instructional and Curricular Practices (3 hrs)
Kennesaw State University
Bagwell College of Education
Department of Elementary and Early Childhood Education
Fall Semester 2006

I. **INSTRUCTOR:** Dr. Anita S. VanBrackle Kennesaw Hall #2302
    e-mail   avanbrac@kennesaw.edu
    office phone: 770-423-6119

II. **CLASS MEETINGS:** Mondays   4:30 pm to 8:30 pm

III: **TEXT**
    Zemelman, S, Daniels, H, and Hyde, A.. (2005). Best Practice: Today's Standards for Teaching
    & Learning in America's Schools. Portsmouth, NH: Heinemann.

IV. CATALOG COURSE DESCRIPTIONS:

<u>First Phase</u>
    ECE 8812 Inquiry: Best Instructional and Curricular Practice
Candidates will examine outcomes, standards, curriculum, programs, and instruction in their own schools
    and classrooms with a focus on becoming informed decision-makers.

V. PURPOSE/RATIONALE:
First Phase:
<u>Module I</u> - *Prerequisite: Admission to M.Ed. in Early Childhood – Accomplished Classroom
    Instructional Leader.*
Candidates will examine and explore educational research, assessment, curricula, and technological
    influences on student achievement in the situational context of their individual school sites and school
    improvement plans.

CONCEPTUAL FRAMEWORK SUMMARY
Collaborative Development of Expertise in Teaching and Learning

 "The Collaborative Development of Expertise in Teaching and Learning" is the basis for all of Kennesaw State University's teacher education programs. Working from a solid content background, the teacher as facilitator demonstrates proficient and flexible use of different ways of teaching to actively engage students in learning. Teachers as facilitators are well versed in the characteristics of students of different ages, abilities and cultural backgrounds. They are skilled in integrating technology into instruction and create an environment in which students can be successful and want to learn. Teachers as facilitators know when and how to assess learning by means of various forms of traditional and authentic assessments. They are well prepared for successful careers in teaching and are expected to act in a professional manner in all circumstances with colleagues, parents, community members and their own students. As a professional educator, the teacher facilitator values collaboration and seeks opportunities to work with other professionals and community members to improve the educational experiences for children and youth. This course contributes to the candidates' understanding of their developing role as a professional facilitator by supporting their educational growth as they learn to effectively teach students.

USE OF TECHNOLOGY: Students in Module I are expected to examine uses of instructional technology, including calculators, projected visual technology, audio and video technology, computer technology, and Internet resources in the teaching and learning of science. They are expected to incorporate technology into their lessons when appropriate – development of lesson, implementation of lesson, assessment of lesson, analysis of teaching, etc.

<u>Field Experience</u>
While participating in all field experiences, you are encouraged to be involved in a variety of school-based activities directed at the improvement of teaching and learning. Activities may include, but are not limited to, attending and presenting at professional conferences, participating in leadership activities, attending PTA/school board meetings, and participating in education-related community events. As you continue your field experiences, you are encouraged to explore every opportunity to learn by doing.

<u>Diversity</u>
A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of course work is raising candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are **ethnicity, race, socioeconomic status, gender, giftedness, disability, language, religion, family structure, sexual orientation, and geographic region**. An emphasis on cognitive style differences provides a background for the consideration of cultural context.
Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (770-423- 6443) and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware that there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above. For more information contact the Student Life Center at 770-423-6280.

VII. GOALS AND OBJECTIVES: The Professional Teacher Education Unit prepares learning facilitators who understand their disciplines and principles of pedagogy, who reflect on their practice, and who apply these understandings to making instructional decisions that foster the success of all learners. As a result of the satisfactory fulfillment of the requirements of these courses, the candidate will demonstrate the following outcomes:

ECE 8812 Inquiry: Best Instructional and Curricular Practices
(3 semester hours)

Candidates will examine outcomes, standards, curriculum, programs, and instruction in their own schools and classrooms with a focus on becoming informed decision makers.

(Objectives and assignments in italics will help in development of action research project.)

1. Critically examine curricula, instruction, and programs currently utilized at the candidate's school site (CPI 1.1, 1.3).
2. *Identify the student population demographics of the school site and assess the efficacy of the various curriculum approaches for the diversity present at the site (CPI 2.1, 2.2, 2.4, 2.6).*
3. Investigate research-based outcomes of multiple models of curricula related to their school plan and the existing diversity (CPI 2.2, 2.3, 2.6)
4. *Identify effective existing and alternative models of curricula to augment accomplishing the school plan for improving student achievement (CPI 2.1, 2.3, 2.5, 2.6).*
5. Compare national, state, and local standards to standards of learned societies (CPI 2.4, 3.1, 3.2).
6. *Incorporate standards based criteria in the development of a plan to improve student achievement as identified in their school plan (CPI 2.2, 2.4, 2.5).*
7. Develop an action plan to improve student achievement based upon their school plan and critical examination of various curricula programs, diversity, and instruction (CPI 2.2, 2.6, 3.1).

The graduates of advanced programs, in addition to being effective classroom teachers, also develop expertise as effective teacher leaders who are self-directed, value a spirit of inquiry, and facilitate learning in all students; they are:

Master's Program
CPI Outcomes and Proficiencies

Outcome 1: SUBJECT MATTER EXPERTS:
Candidates know the subjects they teach and how to teach those subjects to students. Each candidate:

1. Possesses broad, current and specialized knowledge of subject matter and demonstrates this knowledge to colleagues, parents and students.
2. Possesses an interdisciplinary understanding of curriculum and its applications to real life and accurately represents understanding through use of multiple explanations, technologies and/or strategies.
3. Possesses strong pedagogical content knowledge and uses that knowledge to create approaches to instructional challenges.
4. Actualizes the integration of content, pedagogy and interdisciplinary understanding through instruction that is integrated, flexible, elaborate and deep.

Outcome 2: FACILITATORS OF LEARNING:
Candidates are committed to students and are responsible for managing and monitoring student learning. Candidates believe that all students can learn; as a result, each candidate:

1. Treats students equitably and provides equitable access to the full curriculum by respecting individual differences and adjusting (or assisting teachers in adjusting) practices accordingly.

2. Understands human development and learning and uses this understanding to create enriching educational experiences and/or environments for all students.
3. Creates safe, well-managed, supportive, inclusive and challenging learning environments.
4. Uses multiple methods, technologies, resources and organizational arrangements to meet goals articulated for individual students, class instruction and the overall school improvement plan.
5. Monitors student progress with a variety of formal and informal evaluation methods and uses results to improve student learning.
6. Is accountable to multiple audiences, accurately interprets student performance data and communicates results to multiple audiences in multiple formats.

Outcome 3. COLLABORATIVE PROFESSIONALS:
Candidates think systematically about practice, learn from experience, and are members of learning communities. Each candidate:
1. Collaborates with colleagues, parents and/or other professionals and leads appropriately to strengthen school effectiveness, to advance knowledge, and to influence policy and practice.
2. Reflects regularly upon daily practice, and draws upon experience and the professional literature to design and conduct research aimed at improved student achievement.
3. Proactively involves and leads parents and other members of the community in support of instruction and education.
4. Engages in on-going professional development by joining professional organizations, participating in conferences, mentoring new staff, etc.
5. Adheres to professional ethical standards while reporting, conducting and publishing research.

VIII. COURSE REQUIREMENTS AND ASSIGNMENTS:

Group Assignments
School and community demographics   100 points
School action plans to enhance student achievement   100 points

Individual Assignments
On-Line communications through Nicenet –   S or U
Participation in class discussion   S or U
In class written questions based on readings (20 pts each x 5)   100 points
Class action plans to improve student achievement   100 points
Classroom demographics   100 points

Three points will be subtracted from the final average for each "U" received.

IX.   EVALUATION AND GRADING:

A: 92% - 100%
B: 84% - 91%
C: 75% - 83%
F: 75% or lower

Note: All written work should reflect careful organization of material and the high standards of investigation associated with college-level studies. Papers should be typewritten, on 8 1/2 x 11 in. paper. Action research work submitted should follow APA format. **Manuscripts must be proof read to ensure accuracy in spelling, punctuation, and grammar. Written work should be attractive and neat -- ESPECIALLY WITH MATERIALS INTENDED FOR STUDENT USE.**

X. **ACADEMIC HONESTY STATEMENT:**
The KSU Graduate Catalog states "KSU expects that graduate students will pursue their academic programs in an ethical, professional manner. Any work that students present in fulfillment of program or course requirements should reflect their own efforts, achieved without giving or receiving any unauthorized assistance. Any student who is found to have violated these expectations will be subject to disciplinary action."

XI. **CLASS ATTENDANCE POLICY:**
<u>Attendance is required for all class sessions, and candidates are expected to be on time</u>. However, it is recognized that emergencies do occur. Candidates are expected to discuss any emergencies/absences with the instructors. We will be learning how to use electronic equipment, evaluating our own learning, and providing feedback to each other. Class discussions, group work, and peer evaluation activities require that everyone be present.

XII. **COURSE OUTLINE**
XII. **COURSE OUTLINE**
(Tentative and Subject to Change)

The goal of these courses is for candidates to construct their own conceptualizations of best instructional, curricular, and assessment practice. To this end, the courses are arranged from an inductive point of view and contain regular hands-on inquiry activities based on candidates' own experiences in their classrooms to aid in their construction of the conceptualizations.

Class # and Date	Class work	Assignments Due
Class 1	Discussion Class syllabus and class expectations; getting to know each other. Chapter 1 Renewing Our Schools: The Progressive Consensus	
Class 2	Chapter 2 Best Practice in Reading	Bring a reading teacher manual to class. Be prepared to discuss relationship of your reading program to best practice and research base of your reading program.
Class 3	Chapter 3 Best Practice in Writing	Bring a writing teacher's manual to class. If you don't have one fine out from someone in your school why not. Be prepared to discuss relationship of your writing program to best practice and the research base of your writing program.
Class 4	Chapter 4 Best Practice in Mathematics	Bring a math teacher's manual to class. Be prepared to discuss relationship of your math program to best practice and the research base of your math program.
Class 5	Chapter 5 Best Practice in Science	Bring a science teacher's manual to class. If you don't have one fine out from someone in your school why not. Be prepared to discuss relationship of your science program to best practice and the research base of your science program.
Class 6	Chapter 6 Best Practice in Social Studies	Bring a social studies teacher's manual to class. If you don't have one fine out from someone in your school why not. Be prepared to discuss relationship of your

Class 7	Chapter 7 Best Practice in Visual Art, Music, Dance, and Theater	Bring an art or music teacher's manual to class. If you don't have one fine out from someone in your school why not. Be prepared to discuss relationship of your art or music program to best practice and the research base of your art or music program.
		social studies program to best practice and the research base of your social studies program.—Classroom Demographics paper
Class 8	Chapter 8 The Seven Structures of Best Practice Teaching	School and Community Demographics—paper and presentations
Class 9	Chapter 9 Making the Transition	Class action plan to improve student achievement paper
Class 10	In Class presentations	School Action Plans--ways to enhance student achievement—papers and presentations

XIII. REFERENCES AND BIBLIOGRAPHY

Anderson, R. & Speck, B. (2001). *Using technology in K-8 literacy classrooms*. Upper Saddle River, NJ: Merrill.

Boser, R. A. (1993). The development of problem solving capabilities in pre-service technology teacher education [Electronic version]. *Journal of Technology Education, 4*, 11-27.

Collins, J. (2001) From Good to Great. Harper Business

Dewey, J. (1938). *Logic: The theory of inquiry*. New York: Henry Holt.

Hessle, K. and Holloway, J. (2002) A Framework for School Leaders: Linking The ISLLC Standards to Practice. Educational Testing Service

Hirshulhl, J. & Bishop, D. (2000). *Computers in education 00/01*. Guilford, CT: Dushkin/McGraw-Hill.

Katzenmeyer, M. & Moller, G. (1996). *Awakening the sleeping giant: Leadership Development for teachers*. Thousand Oaks, CA: Corwin Press.

Kohn, A. (2000). *The case against standardized testing*. Portsmouth, NH: Heinemann

Martin, D. J. (2000). *Elementary Science Methods: A Constructivist Approach*, 2nd Ed.. Belmont, CA: Wadsworth/Thompson Learning

Martin, D.J. (2001). *Constructing Early Childhood Science*. Albany, NY: Delmar/Thompson Learning.

McIntyre, D. & Byrd, D. (Eds.) (2000). *Research on effective models for teacher education*. Thousand Oaks, CA: Corwin Press.

Owen, R. L., & Fuchs, L. S. (2002). Mathematical problem-solving strategy instruction for third-grade students with learning disabilities [Electronic version]. *Remedial & Special education, 23*, 268-278.

Threlfal, J. (2002). Flexible mental calculation. *Educational Studies in Mathematics, 50,* 29-47.

Van de Walle, J. A. 2003. Elementary and Middle School Mathematics: Teaching Developmentally. New York: Longman

Vaughan, W. (2002). Effects of cooperative learning on achievement and attitude among students of color [Electronic version]. *Journal of Educational Research, 95*(6), 359-364.

Von Glassersfeld, E. (1989). Cognition, construction of knowledge, and teaching. *Synthese, 80*, 121-140.

Wade, S. E. (1990). Using think alouds to assess comprehension. *The reading teacher*, March, 1990.

Yager, R. E. (1991). The constructivist learning model. *The science teacher*, September, 1991.

Zemelman, S., Daniels, H., and Hyde, A. (1998). *Best practice: New standards for teaching and learning in America's schools*. Portsmouth, NH: Heinemann.

Web sites with brief notes

Early childhood education organization. (2003) Available at http://www.gayconline.org.
Components of a grant proposal. (2003). Available at http://www.teachersworkshop.com/twshop/perryl.html.
Federal education grants. (2003). Available at http://www.ed.gov/pubs/GuideEDPgm.
Grants listing. (2003). Available at http://quest.arc.nasa.gov/top/grants.html.
Grant seminar. (2003). Available at http://teacher.scholastic.com/professional/grants/schoolgrantseminar.html.
Grant writing course. (2003). Available at http://fdncenter.org/learn/shortcourse/prop1.html.
Internet directory of funding resources with information on grants & scholarships. (2003). Available at
    http://www.finaid.org.
National Science Foundation. (2003). Available at http://www.nsf.gov/home/grants/html.
Pitsco's launch to grants & funding. (2003). Available at http://www.pitsco.com/p/Respages/grants.html.
Yahoo! (2003). Available at http://www.yahoo.com/Education/Financial_Aid/Grants.