

SYLLABUS: CHFAM 4710

CHFAM 4710 - ADVANCED GUIDANCE AND PLANNING

Instructor: Carole J. Haun

Office: Ed. 107

Phone: 801 626 6271

TEXTS: READING PACKET

Epstein, A.S. (2007). The Intentional Teacher: Choosing the best Strategies for Young Children's Learning. National Association for the Education of Young Children.

Copple C. & Bradekamp, S. Editors (2009) Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. National Association for the Education of Young Children.

Bredenkamp S. & Rosegrant, T. Editors (1992). Reaching Potentials: Appropriate Curriculum and Assessment for Young Children Volume 1. National Association for the Education of Young Children.

Description: A synthesis of guidance and planning with an emphasis on assessment, appropriate objectives and strategies for individuals and specific groups of children.

Conceptual Framework

WSU's teacher preparation conceptual framework theme is "Student Achievement: Students, Teachers, and Communities Working Together." The model that illustrates the program's purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of which is three overlapping components: *Reflecting, Engaging, and Collaborating*. The program standards are performance based: that is they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the conceptual framework. View the conceptual framework, Utah Effective Teaching Standards and the critical performances for each level on the teacher education website. NAEYC standards can be found at naeyc.org. The Early Childhood/Early Childhood Education programs incorporate the unit conceptual framework into one designed around the NAEYC standards with a foundation in theories of development and learning. Our major objective is for students to base their reflections on the NAEYC Standards and developmental and educational theories including Vygotsky, Piaget, Erikson, Maslow, and Learning Theory

Goals and expected outcomes.

The student will reflect on basic early childhood philosophy, child development principles, assessment techniques, and teaching strategies to plan and implement appropriate educational experiences to engage the young learner. The student will collaborate with peers and with the teaching team in their laboratory experience and synthesize knowledge and skills in the following areas:

1. Theoretical knowledge of how children learn and develop

2. Developmentally Appropriate Practice
2. Assessment of children's individual needs and abilities
3. Development of goals and individual and specific group objectives for planning and guidance
4. Development of strategies to meet individual and specific group objectives for planning and guidance
5. Evaluation of teaching

It is the student's responsibility to complete the assignments of this course in a timely manner and at a level of competency equal to a B- or better. The course requirement includes class attendance and participation to allow for appropriate collaboration as well as a children's lab assignment, where the student will engage the young learner. It is the student's responsibility to come to class after reflecting on the information provided in the assigned readings, prepared to discuss and answer questions and to help others discover new ways to help young children in the learning process. It is important that you read the materials assigned before class discussion.

The instructor will be responsible for clarifying and discussing concepts included in the course, for pacing the learning process, and for evaluating the student's work.

A grade of "B-" or better is a prerequisite for teaching in the Children's School.

Outcome Assessments (Course Requirements):

Laboratory experience and lesson plans:

1. You will plan and implement, with your fellow student teachers, four specific assessment activities including a work sample, a planned anecdotal observation, a sample of behavior over time and a rating scale. You will also keep anecdotal observations and a variety of other assessment information to be included in children's portfolios. Evaluation will include: Self-evaluation and feedback from instructor and classroom supervising teacher.

2. Based on those assessment activities and your knowledge of the interests of those children, you will comprehensively plan one activity and one circle designed to engage the young learner. The activity and the circle will be based on the same objective and will be implemented and evaluated on an assigned day. You will discuss and collaborate about these plans in class and with your teaching team. The supervising teacher is a resource to you but is not responsible for telling you what to teach or for writing your objectives. Please do not expect her/him to do so.

The purpose of the lesson plan is to demonstrate your planning ability and style of implementation. You should reflect on DAP, Theory, The Whole Child and your whole classroom environment as you plan and utilize many different areas to accomplish your objective.

Evaluation will include: Self-evaluation of plans and implementation, and feedback from instructor and classroom supervising teacher.

3. During the fifth week of the semester, you will plan for the whole morning or afternoon

placement basing your planning on assessments of both competence and interests of the children. That day should be scheduled with your supervising teacher. You will be responsible for selecting the classroom materials and for planning indoor, circle, snacks or meals, transitions and outdoor time.

Evaluation will include: Self-evaluation of plans and implementation, brief video tape of implementation, and feedback from instructor and classroom supervising teacher.

4. You will complete a teacher work sample which includes pre and post assessments, objectives and strategies and self evaluation of your teaching.

Evaluation will include self evaluation of experience, feedback from instructor and classroom supervising teacher.

Tests and quizzes: There will be one test at the end of the five week session to evaluate your understanding of development, age appropriate planning, assessment, how planning and guidance are related, individualized planning which recognizes both individual and cultural variations, planning for all areas of development, integration of curriculum, strategies for changing behavior (activities, environmental and schedule changes and scaffolding strategies teachers use). Quizzes are an instructor option.

Attendance and participation: Your attendance and class participation are expected. This is a necessary part of the collaboration you are expected to do. If you miss more than two class periods, your grade will be lowered one level (example: B+ to B) for each additional day missed. If you miss one lab session without preapproval or an extenuating circumstance, your grade will be lowered one full grade (example: A to B). Each additional absence which is not made up will result in another drop in grade. If the student misses classes because of a diagnosed illness, a Dr's note will be required to excuse him/her from this policy.

Questions: Questions are welcomed in this class. Please ask during our sessions or if you prefer, you may come to my office.

Grading: Grading will be based on the following:

1/3 of your grade will be based upon your assessment assignment (planned observation, work sample, time sample, check sheet and reaction paper), the written lesson plans for your three activities, your circle lesson plan, your final weeks of planning as demonstrated in you teaching, your teacher work sample and your portfolio update.

1/3 of your grade will be assigned based on you participation in your lab and your participation in Advanced Planning and guidance. (See Advanced Planning and Guidance Lab Evaluation

Guidelines). Note: this grade will be determined cooperatively by you Advanced Planning and Guidance Instructor and your supervising teacher. Your Advanced Planning and Guidance instructor will use information from your student teaching logs, observations (both informal and recorded), and your interviews with the instructor.

1/3 of your grade will be based on the final exam and any other quizzes given during the semester

Most Relevant State and National Standards

NAEYC:

1. Promoting Child Development and Learning
3. Observing Documenting and Assessing
4. Teaching and Learning

UTAH EFFECTIVE TEACHING STANDARDS

1. Learner Development
2. Learning Differences
3. Learning Environments
- 4.
5. Assessment
6. Instructional Planning
7. Instructional Strategies
8. Reflection and Continuous Growth
9. Leadership and Collaboration

Ethics: Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course, and may result in charges being issued, hearings being held and/or sanctions being imposed.

Any **student requiring accommodation or services** due to a disability must contact Services for Student with Disabilities in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary.

Extended Campus Closures: Should the campus be closed for any emergency related to health concerns, natural disasters, etc., the instructor will contact students via campus e-mail with alternative classroom instruction (including but not limited to power point discussions and additional refecton paper assignments.) Since this course is dependent on lab participation, it may not be possible to complete the course without being on campus. A decision will be made based on the time and length of the closure and communicated to students via e-mail.

ADVANCED PLANNING AND GUIDANCE LAB EVALUATION GUIDELINES

Your grade for your lab participation will be determined using the following criteria. You will also self evaluate and give your self a grade by using the following chart. This can also be used to help you set goals and focus on your teaching skills throughout the semester.

“A” students will do most of the following by the end of the semester. Progress to this level will be continual:

- Actively seeks knowledge and improvement - Bachelor's
- Takes responsibility for his/her own growth and improvement
- Self evaluates and is open to suggestions - Bachelor's
- Communicates reasons for plans and actions that are in accordance with theory, research and DAP guidelines
- Takes responsibility for children's welfare
- Focuses on the child and is respectful to the parents
- Acts as part of the teaching team
- Recognizes and interacts with children's parents in a professional way - not going beyond appropriate level
- Does all the positive items listed for the “B” student

A “B” student will do most of the following by the end of the semester. Progress to this level will be continual throughout the semester:

- Considers the whole classroom and positions self where it can be seen
- Facilitates children's activity without dominating or withdrawing
- Accepts and seeks suggestions for improvement
- Is respectful and supportive of children, parents and teachers
- Plans and presents developmentally appropriate activities which are interesting to the children in the group and are among the most important things one could be teaching
- Uses developmentally appropriate guidance strategies
- Uses open and divergent questioning skills
- Focus is on his/her emerging teaching skills
- Does all positive items listed under a “C” student

A “C” student:

- Completes assignments on time
- Keeps children safe and healthy as far as s/he has control
- Uses techniques that build self-concepts and individual
- Plans are becoming developmentally appropriate with regard to both age and individual appropriateness
- Relies heavily on teacher and other adults in the room
- Doesn't make own decisions
- Hesitant to risk
- Little or no initiation
- Seeks one on one or small group experiences - lacks awareness and/or responsibility for whole room

A "D" student:

Domineers or withdraws from children

Has difficulty with interpersonal skills with adults and/or children

Is custodial - spends a lot of time managing materials

Is completely unprepared to relate to children and/or adults in an educational setting.

NO MATTER WHAT YOU DO, THE FOLLOWING BEHAVIORS WOULD CONSTITUTE
GROUNDS FOR AN E:

Talking about parents, children or other teachers in a non-confidential and/or non-professional way.

Missing your lab time, being late or leaving early without letting the teacher know in advance (or, in an emergency, as soon as is possible) and arranging and following through on times to make up that participation.

Coming unprepared when you have committed to do an experience.

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