


CHF 4711 FALL 2012	<i>ADVANCED GUIDANCE AND PLANNING for TEACHER EDUCATION</i> Instructor: Dr. Jared Lisonbee	 WEBER STATE UNIVERSITY
TTH 12:10 – 1:30 ED 104	PHONE: 626-8075 E-MAIL: jaredlisonbee@weber.edu	OFFICE: ED 206 OFFICE HOURS: Tues 9-11 & Wed 10:30-1:30 (or by appointment)

TEXTBOOKS:

Bredenkamp, S., & Rosegrant, T. Eds. (1992). *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children*. Washington D.C.: National Association for the Education of Young Children.

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

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

OVERVIEW: This course focuses on developmentally appropriate techniques and philosophies related to guiding the behavior and planning for the young child. This class is a synthesis of guidance and planning with an emphasis on assessment, appropriate objectives, and strategies for individuals and specific groups of children.

LEARNING OBJECTIVES:

Objective 1--Utah Effective Teaching Standard 1: Students will understand children's development in multiple domains and use this knowledge to plan and implement instructional activities to meet the needs of individual children

Outcome Assessment: Portfolio--Running Record Assignment, lesson plans based on assessment

Objective 2--Utah Effective Teaching Standard 3: Students will create environments that will support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

Outcome Assessment: Plan and implement circle and activity, outdoor classroom, and full-day.

Objective 3--Utah Effective Teaching Standard 5: Students will use multiple methods of assessment to engage learners in their growth, monitor learner progress, guide

planning and instruction, and determine whether the learning outcomes have been met.

Outcome Assessment: Running record, anecdotal record/work samples. Reflective logs to determine if outcomes have been met. Quizzes.

Utah Effective Teaching Standard 6: Students will plan instruction to support learning goals by drawing upon knowledge of content areas, standards, and best practices.

Outcome Assessment: Quizzes, reflective logs, and teacher interview paper with reflection.

Utah Effective Teaching Standard 7: Students will use various instructional strategies to ensure that all learners develop understanding of content areas and their connections, and build skills to extend knowledge in meaningful ways.

Outcome Assessment: Planning and implementation of lesson plans. Group intentional teaching presentation/discussion.

Utah Effective Teaching Standard 10: Students will learn and demonstrate the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515

Outcome Assessment: Quizzes. Reflective log. Supervisory teacher evaluation.

OUTCOME ASSESSMENTS: Students will demonstrate mastery of course learning objectives in the following ways:

- 1) *Pre- and Post-Assessment **60 points*** (points included in portfolio grade): In collaboration with your peers as teachers, you will conduct a series of three assessments and documentations in five developmental areas (Physical, Cognitive/Language and Literacy, Social, Emotional, and Moral) to identify and document progress and learning. These evaluations will be included in a child portfolio and may include planned anecdotal observations, samples of behavior over time, rating scales, and work samples. 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 the instructor and classroom supervising teacher. Pre-and Post Assessments will be worth 60 points toward your final portfolio grade (Five developmental areas assessed three times= 60 points, 20 points per assessment time)
- 2) *Circle and Activity Plan and Implementation **(50 points)***: Based on the assessments you and your teaching peers make and your knowledge of the interest of the children in the class, you will plan one activity and one circle time designed to engage the young learner. **(50 points for the submitted**

- plan documenting pre-assessment information, objective, and implementation plans/strategies)** 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 or him to do so.
- a. The purpose of the lesson plan is to demonstrate your planning ability and style of implementation. You should reflect on the whole classroom environment as you plan and use many different classroom areas to accomplish your objectives
 - b. Evaluation will include a 1 to 2 page reflection paper describing the effectiveness of the plans and implementation along with feedback from the instructor and classroom supervising teacher.
- 3) **Outdoor Classroom (75 points) and Full-day Planning Implementation (100 points):** In collaboration with your teaching peers, you will plan and implement learning activities for the children in the lab school classrooms as well as for the outdoor classroom. These activities should be based on the pre-assessment observations and documentations you make as you observe and interact with the children in the lab school classroom. The day that you implement your learning plan will be scheduled with your classroom supervising teacher. You will be responsible for selecting the materials and for planning four activities that foster development of the whole child (physical, cognitive, social and emotional). You also will be responsible for planning and implementing clean-up and transition out of the activity.
 - 4) **Child Portfolio (250 Points):** The rubric for the child portfolio will be discussed in class. You will complete a portfolio on a single child that will include pre- and post-assessments, goals, and objectives for helping develop the whole child. The portfolio will be a sample of the child's progress throughout the semester. This portfolio will be an electronic document consisting of documentation and reflection of the child's learning and development. The instructor and supervising teacher will grade and give feedback on the portfolio. This portfolio will be used in a 20 minute parent teacher conference (with the supervising teacher as the role of the parent) that will be conducted during finals week by appointment. The portfolio will be evaluated by self-evaluation and feedback from the instructor and supervising teacher.
 - 5) **Teacher Guidance Interview (20 points):** Interview one elementary school teacher (grades K-6) during the first two weeks of class. Interview questions will be handed out in class and your paper (1-2 pages long) should address the teacher's responses to each of the questions on the interview list.
 - 6) **Logs (200 points):** You will complete five reflective logs (40 points each) about your classroom experience across the course of the semester (after every two weeks of lab experience).
 - 7) **Attendance (85 points) and Participation (60 points):** You are expected to be in class and be prepared (having thoughtfully read the assigned reading) for

each class. Excessive absences (more than 2) or lack of participation/engagement in the class will result in reduced points for attendance and participation.

- 8) *Quizzes/In-Class Learning Activities (90 points)*: Through the semester, there will be 7 in-class quizzes or learning activities to evaluate your mastery of class concepts and your ability to apply the course learning. One quiz will be dropped to allow for an occasional absence. The remaining six quizzes will be worth 15 points each toward your final grade.
- 9) *Intentional Teacher group discussions (30 points)*.
- 10) *Lab Evaluation (40 points)*.

Lab Experience: The instructor will arrange for a two hour per week lab experience in a supervised setting with a group of young children. This field experience will take place in the Melba S. Lehner Children’s School. Students will be expected to complete a total of 28 hours of lab time (2 hours per week across 14 weeks). A reflective log of every other session will be turned in for a total of 5 graded Reflective Logs (40 points each for 200 points total). Your reflective log should focus on the trusting relationship(s) you are developing with children in the classroom as well as your reflection on learning, guidance, and development that you are observing and participating in with the children in the classroom. Be sensitive and responsive to the verbal and non-verbal communication expressed by the children. Document children’s skills, abilities, and interests and use these documentations for planning activities and curriculum implementation. OBSERVE, LISTEN, and DOCUMENT! The Reflective Log summaries will use the following format:

CHF 4711 Advanced Guidance and Planning REFLECTIVE LOG
<i><u>Your name:</u></i>
<i><u>Classroom:</u></i>
<i><u>Reflective log #:</u></i>
<i><u>Total number of lab hours currently:</u></i>
<i><u>Date Due:</u></i>
<i><u>Start time:</u></i>
<i><u>End time:</u></i>
<i><u>Booth observation for two weeks:</u></i>

Week 1 (date)

Week 2 (date)

Anecdotal record of an incident/experience during the visit that relates to class material taught in the current unit:

Reflection of anecdotal record (reflect on guidance/planning principles, theory and concepts taught in the current unit):

Plan for next visit:

Grading Rubric for Reflective Log (40 points)

Documentation of Lab Visit – 1 point

Include the classroom, teachers present, date, start and end times. Make sure all logs are numbered. Documentation must be complete and accurate.

Summary of Visit – 8 points

Summarize the visit and include how the trust relationship is progressing.

Anecdotal Record – 6 points

Include a detailed description of at least one incident you observed during your lab experience.

Reflection – 20 points

Reflections need to relate to the concepts taught in class (e.g., trust relationship, MIRPEC, direct/indirect guidance, causes of behavior).

Plan for Next Visit – 5 points

Focus on how you are going to improve the trust relationship. Make a plan. What are you going to do to next time you visit to improve the relationship with your child? There must be adequate evidence that you are working hard to build trust relationships. Summarize and evaluate the effectiveness of your guidance skills.

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, 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 and 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 developed by Vygotsky, Piaget, Erikson, Maslow, Skinner, Bandura, and Bronfenbrenner.

Goals and Student 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 his or her laboratory experience and synthesize knowledge and skills in the following areas:

1. Theoretical knowledge of how children learn
2. Developmentally Appropriate Practice
2. Assessment of children's individual needs and abilities
3. Development of goals and individual and specific group objectives
4. Development of strategies to meet individual and group objectives
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 and moving onto the next level in education classes.

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.

Laboratory experience / lesson plans:

1. You will plan and implement with your peers as teachers four specific assessment activities including a child portfolio, a planned anecdotal observation, a sample of behavior over time, a rating scale and a work sample. You also will 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. *During the 7th week of the semester*, based on those assessment activities and your knowledge of the interests of those children you will comprehensively plan one activity and one circle activity 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 the 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 12th week of the semester* you will plan for the outdoor classroom 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 materials and for planning four activities that develop the whole child, transitions and clean-up.

4. *During the 14th week of the semester* you will plan for the one entire day 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 materials and for planning activities that develop the whole child, transitions and clean-up. Evaluation will include: Self-evaluation of plans and implementation, and feedback from instructor and classroom supervising teacher.

5. *During the 15th week of the semester* you will have a mock parent/teacher conference with your supervisor using your portfolio.

GRADING

	Maximum Points
Attendance	85
Participation	60
Teacher Interview Paper	20
In-class quizzes (15 points each)	90
Reflective logs (40 points each)	200
Lab evaluations (20 points each)	40
Portfolio Project	250
Intentional Teacher Group	30
Circle Activity Plan	50
Outdoor Plans	75
All-day Plans	100

Total Points	1000
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Classroom Policies: One of my core teaching values is that learning is a co-constructed process that occurs as all members of the learning community prepare effectively and then engage in meaningful, respectful, and thoughtful interactions. As such, you are expected to read assigned material before the class period when the material will be discussed and then be *engaged* in the class while you are in class. Please bring your textbook to class (we will be using the textbook for in-class group interactions and learning activities). Please be focused on the learning opportunities taking place in class. Please use technological learning aids (e.g., laptops, iPads, smart phones etc.) to help engage in the class (e.g., taking notes or looking up information relating to class) rather than distracting from class (e.g., using the technological learning aids for entertainment purposes such as Facebook-ing or watching YouTube videos, etc.). Please be respectful of the learning environment and the rights of your classmates to effectively learn by refraining from texting or using your cell phone while in class (Turn it off!), reading newspapers or engaging in non-class related conversations. In short: be respectful to the instructor, your fellow students, and yourself by making the classroom learning environment a positive and supportive venue for learning to occur. If a student is disrupting the learning environment, the student will be asked to refrain from the disruptive activities and/or be asked to leave the class.

Communication: Announcements and course communication will be delivered through the course CANVAS site. As soon as possible, you should log on to the course CANVAS page and set your communication preferences for notifications. Please check the CANVAS site often. All grades will be posted in the gradebook on CANVAS. E-mail is the preferred communication method to contact the instructor. Please put the course number and a clear subject in the subject line of the e-mail and clearly communicate what information you would like (or if a response is necessary) in the body of the e-mail. I will typically respond to e-mail communication within 24 hours of receipt of the e-mail.

Academic Integrity (PPM 6-22 IV D): Please be sure that all outcome assessments reflect your own work. Cheating (e.g., copying or transferring information about test questions and/or answers) and plagiarism (e.g., turning in work created by someone else as your own or citing the ideas of others without giving proper citation credit) is dishonest and contrary to the goals of a university education of helping to develop independent learners and responsible citizens. If I have reason to suspect a breach of academic integrity, there will be an investigation into the occurrence and if evidence of dishonesty is found, the case will be referred to the Dean of Students. In addition, those involved in the breach of academic integrity will receive a "0" for the test or assignment and will not be allowed to make up the points. In extreme cases, you will receive a failing grade for the course. In short: please be honest.

University Closure Policy: In case of a university wide closure lasting more than three days (e.g., the imminent zombie apocalypse arrives, requiring us to all hide out in our own basements surviving on our stockpiles of Twinkies©), the course will continue through the CANVAS online learning page for this course. Some modifications will need to be made for how material is presented and discussed, but the course objectives and outcome assessments will remain intact.

Core Beliefs: Although this course is not typically considered a highly controversial class, there is a possibility that some of the information or activities in class may conflict with your core beliefs. If, after reviewing the course materials and assignments, you feel the material will conflict with your core beliefs, you may either petition the instructor for modifications or drop the class (PPM 6-22 IV).

Late work: All reflection logs are due *on CANVAS* on the due date specified. Reflection logs may not be turned in to the assignment drop box for that log after the due date, however, one late reflection log may be submitted under the "make-up reflective log" drop box on CANVAS.

Disability Accommodation: I am committed to helping you, as a student, be successful in this course. Any student requiring accommodation or services due to a disability must contact Services for Students with Disabilities in 181 of the Student Services Center (801-626-6413) at the beginning of the semester. The student should then relate the need for the accommodation (including course materials in alternate formats) and make arrangements for the accommodation with the course instructor.

CFS 4711 – Advanced Guidance and Planning

Instructor: Jared Lisonbee

Fall Semester 2012

DAILY SCHEDULE

T-TR ... 12:10 - 1:30 PM

Lab time: TBA ... 2 hours per week in MSL Children's School

CHF 4710 Tentative Course Schedule		
	TOPIC	EVENT or ASSIGNMENT
Unit 1: Pre-Assessment		
Week 1		
T 8-28	Introduction & Overview	
TH 8-30	Reflection Observations: Professional Attitude; Relationships with Children; Ethics	
Week 2		
T 9-4	Pre-assessment assignment: Running Record, Children's School Checklist, Work Samples	
TH 9-6	Portfolio set-up: Cover page, sections, and disclosure; Goals of Children's School	
Week 3		
T 9-11	Reflection Observations: Classroom Management; Transitions	<i>Implement Pre-Assessments</i> Teacher Interview Paper Due
TH 9-13	Reflection Observations: Social/Emotional-- Levels of Play, block play (form), Moral Development. Physical Development	Log 1 Due on 1-20
Week 4		
T 9-18	Reflection Observations: Language & Literacy, Cognitive Development	
TH 9-20	Intentional Teacher (Chapter 1-2) Qualities of an Effective Teacher	Intentional Teacher Chapter Assignment Quiz <i>First set of Pre-Assessments due.</i>
Unit 2: Objectives & Strategies		
Week 5		
T 9-25	Moving from Pre-Assessment to Objectives;	
TH 9-27	Reflection Observations: Circle/Planning and Implementation Learning Objectives: Behavior, Condition, Standard	Quiz Log 2 Due on 2-3
Week 6		
T 10-2	Teaching/Scaffolding Strategies	
TH 10-4	Curriculum (Lesson Planning) / Transformational	<i>Circle & Activity Plan</i>

Week 7	Work on Circle and Activity plan in-class	Implement Circle & Activity
T 10-9	Learning Cycle	Quiz
TH 10-11	Functions of Language (Reaching Potentials)	Quiz Log 3 Due on 2-17
Week 8		
T 10-16	Developmentally Appropriate Practice	
TH 10-18	Positive Guidance/Best Practices Intentional Teacher	Quiz <i>Circle and Activity Reflection Due</i>
Week 9		
T 10-23	Theories of Learning and Development	
TH 10-25	Theories of Learning and Development	Quiz Log 4 Due on 3-2
Week 10		
T 10-30	Portfolios in Class	
TH 11-1	Portfolios in Class	Portfolio Due
	Unit 3: Intentional Teaching	
Week 11		
T 11-6	Preparation for Outdoor Classroom Plan— Assessment & Objectives	
TH 11-8	Preparation for Outdoor Classroom Plan— Teaching Strategies	Log 5 Due on 3-23 <i>Approved Outdoor Classroom Plan Due</i>
Week 12		Implement Outdoor Classroom Plan
T 11-13	Epstein Model Review; Preparing to Conduct Parent Teacher Conferences	Quiz
TH 11-15	NURC Conference--No Class Held	Lab will be open
Week 13		
T 11-20	Preparation for Implementing Full-Day Plan— Assessments & Objectives	<i>Outdoor Classroom Implementation Reflection Due</i>
TH 11-23	BREAK	<i>Approved Full Day Plan Due</i>
Week 14		Implement Full Day Plan
T 11-27	Prepare for Full-day Implementation	
TH 11-29	Prepare for Full-day Implementation	
Week 15 12-4	Lead Intentional Teacher Group Discussion	

12-6	Lead Intentional Teacher Group Discussion	<i>Full Day Implementation Reflection Due</i>
Week 16 (Finals Week)	Lead mock parent-teacher conference with supervising teacher	Make-up Reflective Log Due 4-17. <i>4-19 Mock Parent Conference Reflection .</i>