



<p><i>EDUC 359.2</i> in a half unit course. Students will learn how to develop and apply curriculum into a meaningful early childhood pre-student teaching experiences that are developmentally appropriate. Students will use knowledge learned from other courses and integrate the curriculum to provide a more comprehensive program that meets the diverse and changing needs of every child from the beginning to end of the year. Using developmentally sequenced activity, the pre-service teachers will be able to organize scaffolded experiences in all learning domains into a fully integrated curriculum.</p>	<p>Students in EDUC 359.2 must have:</p> <ol style="list-style-type: none"> 1. A minimum grade point average of 2.7 2. Passed the PPST
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This Course has never been taught.

OVERVIEW OF PROGRAM:

The educational philosophy of Moravian College’s Early Childhood Education program is built on social justice, respect for diversity and the importance of understanding individual differences. The program is designed to provide students with the beginning knowledge and skills to interact with young children 0 to 9 years and their families in a variety of educational and service settings. Major developmental theories drive this program and each course addresses developmentally appropriate practices. Students will engage in critical thinking, observational fieldwork, data collection and research including the use of technology. Collaboration products, reflective evaluation, communication and academic writing provide a compass for evaluating learning. The focus of this program is on training educators to be leaders and advocates for families and their young children and provides undergraduate preparation for careers in child-related professions, including infant, toddler, preschool, school readiness, and elementary education. All Early Childhood Education courses are aligned with Pennsylvania State Department of Education Competencies – Sub-competencies and the National Association for the Education of Young Children (NAEYC) Initial Licensure Standards.

EDUCATIONAL FRAMEWORK:

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child; and to teach so that words and actions inspire a will to learn.

PRINCIPLES FOR MEETING THE NEEDS OF CHILDREN THROUGH AGE NINE:

The Early Childhood program will prepare educational professionals who are capable to serve a diverse population of young children and their families in a wide variety of educational settings. For each course there will be specific content materials offered and experienced, but there are a number of principles that will be prevalent throughout the ECE certification program. These principles are:

- It is a given belief that all children can learn and it is the educational program that must be altered to support the learning of each individual child and his/her family. This would include children with special needs.
- Developmentally appropriate practice and research-based learning will be the bases for all course work and experiences. Whole group, small group and individual activities will be developed in a variety formats so that children can learn in varied domains. The use of national and Pennsylvania standards has been incorporated in the content of all courses to foster the growth of our youngest learners to grade four.

PURPOSE OF COURSE:

The course provides students with all aspects of an early childhood classroom life, including ways of observing and assessing children age three to nine. This course promotes learning and development so that future teachers will begin right from the start with assessment methods that supports developing children and intentional teaching. It provides methods need to observe and assess children’s progress over time. Concentrating on the “how’ of curriculum as well as the “what and why” It translates theory into best practice that is developmentally appropriate, accommodates individual differences and social, cultural diversity. Building on effective partnership with family and community, students will learn how to develop effective curriculum.

LEARNING ACCOMMODATIONS:

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

TECHNOLOGY STATEMENT:

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. The courses are also dependent on the use of Blackboard. All syllabi, agendas, assignments, assessment tools, videos, and journal articles will be placed on Blackboard. Students will utilize Discussion Boards, Blogs, and Evaluation Center. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

PDE STANDARDS AND ASSESSMENT ANCHORS STATEMENT:

PDE has produced academic standards for the following content areas: Math, Social Studies, Science/Technology, Language Arts, Health, Safety, and Physical Activities. PDE has also developed Assessment Anchors. These Standards and Anchors inform student about what they need to know and be able to do at the completion of a course at each grade level. Teacher candidates will be aware of and develop lesson plans using the PA Academic Standards.

FIELD COMPONENT STATEMENT:

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test.

OTHER INFORMATION:

Academic Honesty: Always cite your sources if the ideas are not original. If you transcribe words from another work, identify the passage as a quotation and cite the author. If you paraphrase, cite the source. Academic dishonesty will result in notification to the Academic Dean, in accordance with College policy. This will result in a failing grade if rules were broken. This course will follow all the rules for Academic Honesty as found on AMOS.

Absence Notification = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing any class without a phone call or e-mail prior to class time will significantly lower your overall grade. If you are ill, you must give me a doctor's excuse for an excused absence. If you do not have an acceptable reason, your final grade will reflect it. Attendance is of critical importance in order for you to participate actively in discussions, etc.

Food = Water is allowed. Food is allowed if you bring enough for everyone.

Cell Phones = Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class. If you text message in class, you will lose all your participation points.

Expected Work Load – For this course, it is expected that you will work between 4-8 hours for preparation for each class outside of class.

References and formatting = Use the Publication of the American Psychological Association, (Current edition) for references. The formatting of your papers must be in Arial 12 font. You will be expected to provide accurate documentation and proper citations for all your written work.

Plagiarism: Always cite your sources if the ideas are not original. If you do plagiarize, you will be reported to the Dean and will receive a failing grade.

Grading:

C= 74-76% (C- = 70-73%) (C+ = 77-79%) You meet all requirements adequately.

B= 84-86% (B- = 80-83%) (B+ = 87-89%) You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.

A= 94-100% (A- = 90-93%) Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!! Everyone can earn an "A" if they care to, though not everyone will put forth the necessary extra effort and time.

Check your student handbook for more specific grade percentages.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Late work:

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written

explanation means one grade lower.

Written work requirements:

- All handed in written work needs to be done on a computer. Use your spell checker. Meaning and mechanics both are graded.
- It needs to be organized and identified.
- **Please do not hand in work in the plastic page holders even in the Pre-student Teaching Portfolio.**

Class Arrangements:

We meet every week. Our class structure will vary. There will be interactive small and large group assignments, reflective journal responses, class presentations, and teaching videos. You will be required to view some videos, case studies, and other media on your own time. We will review and discuss the pre-student teaching experiences. Weeks may vary, but I will give you an advanced daily schedule on Blackboard.

Professionalism:

Since this is a course to prepare students to think and act like professional educators, it is expected that students' attitudes and behaviors reflect those responsibilities. Attendance, punctuality, and coming prepared to learn, and collaborating with others are all professional behaviors. These behaviors are important to acquire and are needed for this course. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Assignments and readings must be done to develop a community of learners. Attendance and participation will be calculated and averaged. It is worth 10% of your total grade.

Professionalism Scoring Rubric

Attendance	Arrived and left on time 50%	Late or left early 40%	Missed class, but called and had legal excuse; also submitted written work 30%	Missed class and did not call, but had a legal excuse 10%
Participation	Encourages others, strong participant, stays on topic, shares ideas, facilitates activities, mentors others, comes "over" prepared 50%	Collaborates well with others, stays focused, is adequately prepared, actively participates, shares in group work 40%	Participates when called on, supports group projects, comes to class not quite prepared or is occasionally busy eating 20%	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared or is busy eating 10%

One idea that was important for you to remember:

One or more ideas that you shared with the class:

One way you encouraged others if scored 50%:

Student and professor will tally this weekly.

Text and Supplies:

Johns, J., Lenski, S. & R. Berglund. *Comprehension and Vocabulary Strategies*. IA: Kendall/Hunt.
One-inch binder for field portfolio and dividers (can be self-made)

Three hole punch
Other materials for portfolio and class supplies as needed

Expected Student Learning Outcomes: Outcomes in pre-student teaching and class

1. Student will apply a variety of participation methods to their pre-student teaching experience. 0001:4,6,7; 0005:1,5
2. Students will be aware of social/emotional development and strategies to support young children. 0001:2,8
3. Students will be able to identify and support motor development. 0001:3
4. Student will observe and design higher-order thinking activities in math and science. 0001:7; 0010; 0012; 0013
5. Students will have experienced becoming a professional in a professional setting. 0004:6; 0005:7
6. Students will use PDE's website, SAS. 0001:5; 0002:2,3

Evidence of Learning: Assessment tools follow weekly schedule.

1. Pre-student Teaching Portfolio = 70 % - **Due April 15, 2014** at class time
 - a. Pre-student Teaching Portfolio that includes significant integrated lesson plans and self-assessments = 60%
 - b. Evaluations of cooperating teacher and supervisors = 40%
2. Pre-student teachers' in-class presentations and other written assignments = 20%
3. Professionalism, which includes active class participation = 10%

Draft Weekly Schedule:

Week	Assignment	Topics	Assessment	Competencies
Jan. 14 Intro	*Read syllabus * Review stage 3 of pre-student teaching *Sign onto Blackboard *Review Blooms Taxonomy- in the appendix and more	Intro to course – Think-Pair-Share- Pre-student Teaching syllabus Pre-student Teaching field experience Table talk- What are comprehension strategies? When do you use them? Quick write Table Team- When do you use vocabulary strategies? What are they?	*Professionalism rubric	0001:7
Jan.21	* 3 comprehension strategies * 3 vocabulary strategies	Sharing 3 comprehension strategies by 3 people Sharing 3 vocabulary strategies by 3 people	*Professionalism rubric * Defining comprehension	0002 0005
Jan. 28	* 3 comprehension strategies * 3 vocabulary strategies	Sharing 3 comprehension strategies by 3 people Sharing 3 vocabulary strategies by 3 people	*Professionalism rubric	0007 0008 0010 0013
Feb. 4	* 3 comprehension strategies * 3 vocabulary strategies	Sharing 3 comprehension strategies by 3 people Sharing 3 vocabulary strategies by 3 people	*Professionalism rubric *Written assessment	0007 0008 0010 0013

Feb. 11	Teach us one technique and how you applied it to your classroom	Sharing 3 comprehension strategies by 3 people Sharing 3 vocabulary strategies by 3 people	*Professionalism rubric *Written assessment	0007 0008 0010 0013
Feb. 18	Teach us one technique and how you applied it to your classroom	Presentation by: Presentation by: Discussion on how we can use them in the classroom	Professionalism rubric Written assessment	0007 0008 0010 0013
Feb. 25 Mid-term	Teach us one technique and how you applied it to your classroom	Presentation by: Presentation by: Discussion on how we can use them in the classroom	Professionalism rubric Written assessment	0007 0008 0010 0013
Mar. 11	Teach us one technique and how you applied it to your classroom	Presentation by: Presentation by: Discussion on how we can use them in the classroom	Professionalism rubric Written assessment	0007 0008 0010 0013 0014
Mar. 18	Teach us one technique and how you applied it to your classroom	Presentation by: Presentation by: Discussion on how we can use them in the classroom	Professionalism rubric Written assessment	0007 0008 0010 0013 0014
Mar. 25	Teach us one technique and how you applied it to your classroom	Presentation by: Presentation by: Discussion on how we can use them in the classroom	Professionalism rubric Written assessment	0007 0008 0010 0013 0014
April 1	* Teach us one technique and how you applied it to your classroom	Presentation by: Presentation by: Discussion on how we can use them in the classroom	Professionalism rubric Written assessment	0007 0008 0010 0013 0014
April 8	* Teach us one technique and how you applied it to your classroom	Presentation by: Presentation by: Discussion on how we can use them in the classroom	Professionalism rubric Written assessment Portfolio	0007 0008 0010 0013 0014

April 15	Portfolios are due	Portfolio due Group Share -Each person share a portfolio highlight	Professionalism rubric Pre-student teaching portfolio	0003 0006
April 22		Return portfolios Closure – Table team web of what they have learned from their pre-student teaching experience.	Professionalism rubric Written assessment	0003 0006
Final week				



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MORAVIAN COLLEGE

EDUCATION DEPARTMENT

Lesson Plan Format

I. Overview of the lesson:

- A. Date of lesson
- B. Expected length
- C. Your name
- D. Grade, discipline, and topic

II. **Big Idea** (major understanding): What is the larger idea associated with this lesson that transcends grade level?

III. **Essential Questions:** Questions that are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

IV. Pennsylvania State Standards/Eligible Content

V. **General Objectives:** Referred to as **concepts** on SAS/PDE website. Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

VI. **Behavioral Objectives:** Referred to as **competencies** on the SAS/PDE website. Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

VII. Instructional Materials

VIII. **Vocabulary:** Tier 3; words and language specific to the content area

IX. Instructional Procedures:

- A. Introduction
- B. Motivation
- C. Development
 - a. What does the teacher do?
 - b. What do the students do?
 - c. Does my procedure thoroughly describe the steps so that another teacher could replicate them?
- D. Strategies for diverse learners
- E. Summary and Closure
- F. Assignment

X. Assessment:

- A. Formative
 - a. Describe the student products or performances you will look at and how they will be evaluated.

- b. What tools will be used to document student progress? Submit blank copies of these tools.
- B. Summative – How will you assess whether or not the objectives were met?

XI. Reflection & Self-Evaluation:

- A. What worked?
- B. What did not work?
- C. How can the lesson be improved?

XII. Suggested Instructional Strategies – What instructional practices or strategies will be used?

- W:** How will you help your students to know where they are headed, why they are going there and what ways they will be evaluated along the way?
- H:** How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?
- E:** What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?
- R:** How will you cause students to reflect, revisit, revise, and rethink?
- E:** How will students express their understandings and engage in meaningful self-evaluation?
- T:** How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?
- O:** How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent application that emphasize growing conceptual understandings as opposed to superficial coverage?

Written Strategy Lesson

Assessment Form For:

Date: _____

Section: _____

Strategy Lesson Title: _____

Printed work to be handed in: Well written description of strategy, which includes:

Overview of strategy: 40 pts.

_____ Name, section, and title of strategy plus mechanics are correct

_____ Focus –Use banner to explain and needs to be completed

FOCUS		TEXT		WHEN			WHY							HOW					
Comprehension	Vocabulary	Narrative	Informational	Before Reading	During Reading	After Reading	Predicting	Connecting	Questioning	Using Text Structure	Visualizing	Inferring	Summarizing	Synthesizing	Determining Importance	Individual	Partner	Small Group	Whole Group

_____ Rationale – why – Refer to banner and explain in detail

_____ When do you use it?

_____ Grouping structures (How) – Explain why you used the grouping structure

_____ Description of procedure – Step by step – Include kinds of things said to children

_____ Book or text summary

_____ Work cited

Demonstration lesson plan: 60 pts.

_____ Complete **lesson plan** for strategy at age appropriate lesson (Part II - demo for children)

- ◆ Focus on motivation and modeling
- ◆ Summary statement at end of lesson

_____ Conference with Professor about the strategy lesson plan at least 2 days before presentation

Total points earned = _____

Oral Strategy Presentation

Assessment Form

For: _____ Date: _____

Strategy Lesson Title: _____

5= Exceeds Competency 4= Meets Competency 3= Missing one element
2= Emerging Development 1= Needs Improvement 0= Not observed

Part 1 = Explanation of Strategy = 50 pts. = Taught to pre-service teachers

_____ Attitude towards teaching the lesson

- Demonstrate belief in the strategy lesson
- Enthusiastic
- Passionate
- **Add a touch of theater**

_____ Professional attire & Time

_____ PowerPoint and another use of technology to help and support your strategy and lesson

_____ **Overview or agenda of total lesson** – What will we be doing?

_____ Well-stated (clearly articulated) introduction so we know exactly what the strategy is

_____ **Motivation for strategy:** Did you really hook us? Do we want to know about your strategy?

_____ State rationales for using the strategy – when and why use this strategy

_____ State who would be the audience

_____ Clear explanation of how to do the strategy, step-by-step modeling/explaining (before we see it in action in the next section)

_____ Explain how to differentiate strategy

- ELL
- Delayed readers
- General education

Part II = Model lesson of application (Move to lesson as you taught this strategy to your children) = 50 pts.

_____ Introduction to strategy **for children** – What are the children learning and why (10 pts.)

_____ Motivation for children (10 pts.)

_____ Development – step-by-step **modeling** for children (15 pts.)

_____ Summary and Closure for children (10 pts.)

_____ **Total points earned**