**Auburn University**

**Department of Curriculum and Teaching**

**Early Childhood Program**

**CTEC 4200 – Spring 2010**

**The Constructivist Teacher: Strategies and Techniques**

**Leanne Lloyd Thursdays 4:00 – 6:50**

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**Credit Hours**: 3 semester hours

**Prerequisites**: Admission to Teacher Education, CTEC 3200

**Corequisites**: CTEC 4912

**Course Description:**

Students construct an operational knowledge of established constructivist strategies and techniques, a set of guidelines on which to base wise curriculum decisions, and an operational knowledge of the field of early childhood, including state and national curriculum standards for the field.

**Course Objectives:**

The Early Childhood program provides the pre-service teacher the opportunity to construct knowledge and refine their practice through experiences that support empirical and theoretical decision-making. To this end, this course will provide pre-service teachers the opportunity to observe and participate in supervised practicum experiences [NAEYC 6.1] with young children of diverse ages and reflecting diverse family systems [NAEYC 6.2 & 6.3] in order to:

1. Set goals to facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships. [ECE 2.b.3] [NAEYC 5.7]
2. Develop integrated learning experiences for young children in all areas: cognitive, language, physical, social, emotional, aesthetic and technological. [ECE 2.b.3] [NAEYC 2.1.4 & 2.1.8] [TS 2.viii]
3. Plan, implement, and evaluate developmentally appropriate content and methodologies for young children that integrate all curriculum areas including biological and physical sciences, fine arts, health education, language arts, mathematics, physical education, and social studies.[ECE 2.b.4] [NAEYC 2.1.5, 4.1.1, 5.5 & 5.6]
4. Plan, implement, and evaluate strategies that foster mutual respect and understanding through verbal and nonverbal communication and that insure equitable and effective access to all instructors and materials. [ECE 2.b.3][NAEYC 2.1.2, 5.5 & 5.6] [TS 2.iii]
5. Promote and manage a positive classroom environment. [ECE 2.b.4] [PS 2.c.1 (v)]
6. Evaluate, select, and create materials based on long-range, unit, and daily objectives. [ECE 2.b.4] [NAEYC 4.1.3] [ECE 2.b.7]
7. Use manipulative materials and play as instruments for enhancing development and learning. [ECE 2.b.1] ][NAEYC 2.1.2]
8. Select and use appropriate equipment and technology. [PS 2.c.1 (v) & 2.c.2.(iv)] [NAEYC 2.1.6] [TS 2.v]
9. Communicate with parents/guardians for the purpose of involving them in the education of young children. [ECE 2.b.6][NAEYC 3.1.1, 3.1.3, 3.4, 3.5, 4.1.5, & 5.7] [ECE 2.b.9]
10. Use shared reading experiences and the structure of natural learning as a basis for literacy instruction. [ECE 2.b.2] ][NAEYC 2.1.2]
11. Respond to and conference with children at the appropriate developmental level. [ECE 2.b.5]
12. Utilize a variety of instructional methods and materials appropriate for particular topics and situations, emphasizing student participation in hands-on activities and relate to colleagues in a professional manner. [ECE 2.b.4]
13. Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.[NAEYC 2.4.3 & NAEYC 2.4.4 & 5.8]
14. Use reflection and self-evaluation as a basis for program planning and modification for the needs of young children, including children with special needs and children from diverse backgrounds. [NAEYC 5.1]
15. Observe, record, and assess children's behavior and development. [ECE 2.a.5]
16. Use school and/or community resources to enhance the programs for young children. [NAEYC 3.4 & 3.5]
17. Function as a member of an instructional team and relate to colleagues in a professional manner. [NAEYC 5.6]
18. Advance children’s development in the use of written language [ECE 2.b.8]
19. Advance children’s use of the stages of the writing process [ECE 2.b.8]

**Course Texts:**

Clay, M. M. (2002). *An observation survey* (2nd ed.). Portsmouth, NH: Heinemann.

**ISBN:** 0325009295

DeVries, Rheta & Zan, Betty. (1994). Moral *Classrooms, Moral Children: Creating a Constructivist Atmosphere in Early Education*. New York, NY: Teachers College Press.

**ISBN:** 0807733415

Fountas, Irene C. & Pinnell, Gay Su. (1996). *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann

**ISBN:** 0435088637

Additional readings as handouts

**Requirements and Evaluation:**

1. 5 reflections based on classroom experiences and assigned readings – **5 points each (25 points)**
2. Three portfolio papers written in response to a specific set of questions. Each paper will be 5-6 pages (double spaced) in length. **10 points each (30 total points)**
3. Participation in classroom activities and discussions- Bring 2 questions each class period pertaining to the reading/classroom discussions/ or practicum experiences. **30 points (2 points per class period)**
4. Co-constructed big book with practicum students **10 points**
5. Presentation of 3 activity plans linked to state standards **10 points each (30 points)**
6. Lead our class by conducting a morning meeting with a partner **5 points**
7. Present 5 new songs through PPT with partner **5 points**
8. Conduct 3 interviews with adults in education (to be used with paper 2) **5 points each (15 points)**
9. Lead our class by conducting a book share **5 points**
10. Make a book (may be printable) for a song of your choosing **5 points**
11. Make play dough and bring 1 idea of an activity that you could do with it in the classroom **5 points**
12. Print and bring in cheer cards **5 points**
13. Introductory PPT presentation **5 points**
14. 2 math center games **5 points each (10 points)**
15. 2 literacy center games **5 points each (10 points)**
16. Make a management pointer **5 points**
17. All other requirements will be given point value when assigned

***All assignments must be typed and hand delivered. Work will not be accepting through email. Points will be deducted if work is turned in late.***

The grade ranges are:

90 - 100 = A

80 - 90 = B

70 - 80 = C

60 - 70 = D

00 - 60 = F

**Class Policy Statements**

**Participation:** Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

**Attendance/Absences:** Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam or class session because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. If the total number of absences exceeds two (excused or unexcused), you may be asked to withdraw from and retake the course.

**Unannounced quizzes:** There will be no unannounced quizzes.

**Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

**Honesty Code:** The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Other**

1. Please turn your cell phone off (or on silent) before class begins.

2. Absences will only be excused if they are accompanied with a doctor’s excuse. Everyone gets one free absence…after that, the 2 participation points per class period will not be awarded toward your final grade.