**CTEC 4200**

**The Constructivist Teacher: Strategies & Techniques**

**Summer 2010**

**1. Course Number: CTEC 4200-1, HC 2467**

**Course Title**: The Constructivist Teacher: Strategies and Techniques

**Credit Hours**: 3 semester hours

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

**Corequisites**: CTEC 4912

**Instructor:** Leanne Lloyd

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**Office:** Haley 5088

**Office hours:** By appointment

**2. Date Syllabus Prepared: August 11, 2006**

**3. Texts or Major Resources**:

Title: Give them poetry!: A guide for sharing poetry with children K-8

Author:  Sloan, G.  
**ISBN: 0807743674**

Title: Moral Classrooms, Moral Children: Creating a Constructivist Atmosphere in Early Education  
Authors:  DeVries, Rheta & Zan, Betty  
**ISBN: 0807733415**  
  
Title:  The Morning Meeting Book (Strategies for Teachers, 1)  
Author:  Roxann Kriete   
**ISBN: 1892989093**  
  
Title:  A Child Called "It": One Child's Courage to Survive  
Author:  Dave Pelzer  
**ISBN:  1558743669**  
  
Title: Young investigators: The project approach  
Authors: Helm, J. H., & Katz, L.   
**ISBN:  0807740160**

Additional readings as handouts

**Recommended**

Kamii, C. (2000). *Young* *Children Reinvent Arithmetic (2nd ed.).* New York: Teachers College Press

Kamii, C., & DeVries, R. (1993). *Physical Knowledge in Preschool Education: Implications of Piaget’s Theory*.

New York, NY: Teachers College Press.

Chaille, C., & Britain, L. (2003). *The young child as scientist: A constructivist approach to early childhood*

*science education* *(3rd ed.).* Boston, MA: Allyn & Bacon.

DeVries, R., Zan, B., Hildbrandt, C., Edmiaston, R.., & Sales, C. (2002). *Developing constructivist early*

*childhood curriculum: Practical principles and activities*. New York, NY: Teachers College Press.

**4. Course Description:**

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

**5. 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]

**6. Course Content and Schedule:**

**TOPICS**

Integrated Curriculum

Classroom Management

Parent Involvement

Assessment in the Primary Setting

Developmentally Appropriate Practice

**Apply Theory.** Each student will use knowledge gained in CTEC 3200/3030 to construct materials and develop teaching strategies that will positively impact on primary children's learning. Each student will construct a basic understanding of the administration, organization, and operation of early childhood preschool programs.

**Understand and use supervising teacher strategies.** Students are responsible for classroom tasks that benefit the children, such as providing materials for activities, displays, field trips, etc. You have the opportunity to work with experienced teachers and a supervisor who will guide you within the classroom. You will also construct routines, such as taking children to the bathroom, supervising arrivals and departures, monitoring centers, group work, and project work, assisting with attendance, etc. This assignment is to be evaluated by the classroom supervisor.

**7. Course Requirements/Evaluation:**

1. 3 reflections based on classroom experiences and assigned readings – **5 points each (15 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)**
   1. Classroom Community
   2. Teacher Interview Report
   3. Possible Interview Questions
3. Participation in classroom activities and discussions **20 points (2 points per class period)**
4. Co-constructed poem with your SEP literacy group **10 points**
5. \*Presentation of **2** activity plans linked to state standards **10 points each (20 points)**
6. Conduct a morning meeting & present 5 chants/songs through PPT with a partner **5 points**
7. Conduct 3 interviews with adults in education (to be used with paper 2) **5 points each (15 points)**
8. Conduct a book share **5 points**
9. Make play dough and bring 1 idea of an activity that you could do with it in the 1st – 3rd grade classroom **5 points**
10. Print and bring in cheer card for grades 1st – 3rd **5 points**
11. “Meet the Teacher” PPT presentation **5 points**
12. 2 literacy center games for 1st – 3rd grades **5 points each (10 points)**
13. Make a pointer **5 points**
14. Book Reflection and advocacy groups **10 points**
15. 1 discussion question per chapter per week **(1 point each)**
16. All other requirements will be given point value when assigned

***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

**Proposed Class Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Classroom Discussion** | **Reading Due** | **Assignments Due** |  |
| May 26 | Syllabus / Introduction to Course |  |  | *\*(see below) to be shared from SEP practicum* |
| June 2 | Classroom Environment  Management and Community | HELM & KATZ 1 – 2  DeVries 4 – 5  Kriete- Overview, Greeting, Sharing, Group Activity, News and Announcements | Meet your teacher PPT  Chants and Cheer Cards (Dr. Jean) | \*5 Activity Plans (1st – 3rd)  2 Book Shares (1st – 3rd) |
| June 9  SEP 1st week | Classroom Environment  Management and Community | HELM & KATZ 3 – 4  DeVries 6 – 7 | Reflection 1  Play dough and activity | Partners – conduct MM and share 5 chants (1st – 3rd)  5 Activity Plans (1st – 3rd)  2 Book Shares (1st – 3rd) |
| June 16  SEP 2nd week | Classroom Environment  Management and Community | HELM & KATZ 5  DeVries 9 – 10  Sloan 1 – 2 | Reflection 2  Literacy Center Activity | Partners – conduct MM and share 5 chants (1st – 3rd)  6 Activity Plans (1st – 3rd)  2 Book Shares (1st – 3rd) |
| June 23  SEP 3rd week | Literacy | HELM & KATZ 6  DeVries 8, 11  Sloan 3 – 4 | Interview 1  Paper 1 | Partners – conduct MM and share 5 chants (1st – 3rd)  5 Activity Plans (1st – 3rd)  2 Book Shares (1st – 3rd) |
| June 30  SEP 4th week | Literacy | HELM & KATZ 7  DeVries 12  Sloan 5 | Interview 2  Co-constructed poem | Partners – conduct MM and share 5 chants (1st – 3rd)  5 Activity Plans (1st – 3rd)  2 Book Shares (1st – 3rd)  4 Poetry Readings |
| **July 7** | **NO CLASS – JULY 4TH & SEP BREAK** | | | |
| July 14  SEP 5th week | Differentiated Instruction / Integrating Curriculum | DeVries 15 | Reflection 3  Interview 3 | Partners – conduct MM and share 5 chants (1st – 3rd)  6 Activity Plans (1st – 3rd)  2 Book Shares (1st – 3rd)  4 Poetry Readings |
| July 21  SEP 6th week | Differentiated Instruction / Integrating Curriculum/Law & Ethics | DeVries 16  Book by D. Pelzter | Paper 2 – Teacher Interviews Advocacy groups | Partners – conduct MM and share 5 chants (1st – 3rd)  2 Book Shares (1st – 3rd)  4 Poetry Readings |
| July 28 | Differentiated Instruction / Integrating Curriculum/Law & Ethics | Shared knowledge of advocacy, law & ethics | Paper 3 – Job Interview | Partners – conduct MM and share 5 chants (1st – 3rd)  2 Book Shares (1st – 3rd)  4 Poetry Readings |

**\*\*Class schedule is subject to cha**

**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 you miss a class because of illness, provide a doctor’s statement for verification of sickness and clear the absence with the instructor the day you return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Excused Absences**:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

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