

CTEC 4200

The Constructivist Teacher: Strategies & Techniques

Summer 2010

- 1. Course Number:** CTEC 4200-2, HC 2461
Course Title: The Constructivist Teacher:
Strategies and Techniques
Credit Hours: 3 semester hours
Prerequisites: Admission to Teacher Education,
CTEC 3200
Corequisites: CTEC 4912
- Instructor:** Angela Love
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Office hours: Tuesday. 1pm-4pm, and 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

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

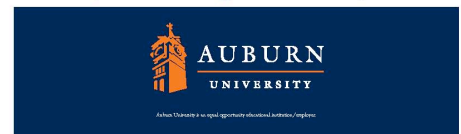
Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



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)**
 - a. Classroom Community
 - b. Teacher Interview Report
 - c. 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