

**SEDE 468**  
**Education of Young Children:**  
**An Ecological Approach**  
**Fall 2003**

**Meeting Time 9 – 4 (Monday – Friday; Aug. 18 – 22)**  
**Pull back days: September 25; October 17; October 20; December 4)**  
**Meeting Place – USCS Media 220/Dunbar Child Development and Life Long Learning Center**

**Professor: Laura Hooks**  
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**Office Hours: Mon. 11:00 – 2:00 USCS**  
**Thursday 12:00 – 1:00 Dunbar Child Development Center;**  
**others by appointment**

**USCS School of Education Conceptual Framework Overview**

- a. Beliefs That Guide Program Development: USCS Metropolitan Mission, USCS School of Education Mission, USCS School of Education Philosophy, Theoretical Foundation (Knowledge Base – Progressivism, School of Education Guiding Principles/ADEPT Performance Dimensions.
- b. Undergraduate Program Organizing Theme – *The Teacher as a Reflective Practitioner*. **Teachers prepared at USCS are knowledgeable of the liberal arts and applicable content areas, the latest developments in curriculum and instruction, and the foundation of education. They understand and respect cultural diversity and place the welfare and educational needs of their students first. As reflective practitioners and professionals, they are committed to a service ideal, which is built upon professional standards and ethics.**
- c. Performance-based Assessment and Evaluation Processes: Program Outcomes/Objectives, Performance Assessments (including portfolio assessment), Program Evaluation, Field Component

USCS catalog description: An ecological study with emphasis on home-school relations, parent involvement, and community resources. Multicultural perspectives and needs of exceptional children will be addressed.

*Intended Audience/Prerequisites:* It is intended that the student will be an undergraduate at the senior level or a graduate student seeking early childhood certification. Pre-requisite: admission to the professional program and successful admittance to student teach. Co-requisite: SEDE 469.

*Credit Awarded:* Three semester hours of credit will be awarded.

*Handicapping conditions accommodation statement:*

Section 504 of the Vocational Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act of 1990 state that “otherwise qualified disabled individuals cannot be denied access to, or participation in, any activity or program solely on the basis of disability.” Individuals who are protected under these statutes include those with physical, sensory, or learning disabilities, chronic health impairments, and other disabilities. The purpose of the USCS Office of Disability Services is to ensure that the same services offered to all students are available to students with disabilities. A student who qualifies for services as described above should contact Disability Services located at 232/233 Campus Life Center. The phone number in Spartanburg is 503-5199.

*Rationale:* This course will focus on putting theory into practice and beginning to understand and practice relationships between teachers, students, parents, and the community. It will allow student teachers to continue to develop techniques that support their philosophy of education as well as gain further skills and resources from which they can draw upon to ensure a successful teaching career.

**General Goals:**

By the end of the semester it is intended that each student will develop an understanding of the unique relationship between teachers, students, parents and the community. Students will demonstrate this understanding in a professionalism and ethics needed to become a successful teacher in an early childhood setting.

**Course Goals and Objectives:**

(ADEPT Performance Dimensions and INTASC Core Standards aligned with objectives in parentheses)

- A. Practice professionalism and reflective teaching. (ADEPT PD 3, 10) (INTASC 3, 9,10)
- B. Collect techniques and information while putting theory into practice. (ADEPT PD 4, 5, 8, 9) (INTASC 3, 4, 6, 10)
- C. Observe and be observed using the ADEPT model. (ADEPT 1 –10) (INTASC 1 –10)
- D. Gain information on finding and using community services. (ADEPT 9,10) (INTASC 6, 10)
- E. Recognize and plan for diversity and individual needs in the classroom. (INTASC 3)
- F. Develop skills to involve parents in education. (ADEPT 6 –10) (INTASC 6, 10)

**Course Readings:**

Required Texts:

Feeney, S., & Kipnis, K. (1998). Code of Ethical Conduct and Statement of Commitment. Washington, DC: NAEYC.

Wong, H., & Wong, R. (1991). The First Days of School. Sunnyvale, CA: Wong Pub.

Recommended Text(s):

Supplemental readings will be required and will be decided upon individually with the assistance of the professor.

### **Course requirements and assignments**

#### Administrative Requirements:

1. Students are expected to attend and participate in all class sessions. The student is responsible for/and expected to obtain information (oral and written) presented in any class he/she misses. Students are to conduct themselves in a professional manner at all times (Punctuality, attendance, peer and teacher relationships.)
2. Students must maintain student, parent and teacher confidentiality at all times.
3. Assignments, presentations, etc. are due on dates specified unless arrangements are made with the instructor 24 hours prior to due date. Evaluation may be lowered by one letter grade for each day late if an acceptable excuse is provided 24 hours in advance. Otherwise the assignment may be considered unacceptable past the due date. All applicable USC Spartanburg attendance policies will be followed.

#### Academic Requirements:

**ADEPT Portfolio** –Students will enhance their ADEPT Portfolio to include artifacts from their student teaching experiences making sure that each Performance Dimension is represented. ADEPT observations should be included. Portfolios will be presented in class.

**Personal Resume** – Students will develop a personal resume suitable for educational positions.

**Community Resources** – Working in groups of three students will identify five community resources that would be helpful to a beginning teacher. Resources may be useful for fieldtrips, guest speakers or information needed by teachers. Information will be reported to the class.

**Goals and Reflection** – Students will develop weekly goals for their student teaching experience. On Friday of each week students will reflect on their experience and determine the degree to which they were able to reach their goals. A two page reflection is due at the end of each student teaching placement.

**Individual Need** – Each student will identify an area in which they need or want to become more knowledgeable, locate and read a text that addresses this objective, and

write a two to three page summary of the book including information from the Wong book related to that topic and a reflection of what they gained from their readings.

**In class participation and professional behavior-** Students are expected to participate in all class activities and behave, speak and dress in a professional manner.

Students will honor any changes in assignments or schedules made by the instructor to meet the needs of the University students and the classroom in which they are assigned.

*Grading Policies:*

Each assignment will be evaluated identifying strengths and weaknesses.

*Evaluation:*

Three reflective papers (50 points for each paper)

Book report (100 points)

Professional behavior (75 points)

Resume (25 points)

ADEPT Portfolio (100 points)

Community Support Program (50 points)

**Grading:**

A 93-100

B 85-92

C 75-84

D 66-74

F 65 and below

465 – 500 = A

425 - 464 = B

375 -424 = C

330 – 374 = D

Less than 329 = F

**Topics and assignment outline:**

**Monday, January 6, 2003**

Class Introduction

Pre-test

Syllabus

ADEPT Portfolio Assessment – introduction/rational statements

Community resources – introduce and assign

**Tuesday, January 7, 2003**

Code of Ethics

1:30 USCS – Computer Lab

**Wednesday** No class – work on community resources

**Thursday, January 10, 2002**

Career Development – 1<sup>st</sup> year teacher evaluations

Community resources - presentations

**Friday** – No class

**February 24, 2002** – Education Recruitment Day (if you do not participate report to your school) – Resume due to Dr. Hooks by 4:00

**Pull Back Days**

February 7, 2003 – Book Reports due and class presentations

March 11, 2003 – ADEPT Portfolios

April 11, 2003 – ADEPT Portfolios presentation

**SEDE 468**  
**Pretest**

1. Name the areas of observation in the ADEPT model and list three observable behaviors of each.
2. Write down what you think the Golden Rule is and justify why you would use it in your classroom.
3. Describe three ways a child may disrupt the class, list a possible reason for the behavior and then a possible action you would take and why.
4. You are responsible for reporting suspected child abuse: list five possible signs of abuse and then describe the steps you would take to report the suspected abuse.
5. What is diversity?
6. Parent involvement is very important in the smooth running of a school. Describe three ways you will communicate and involve parents throughout your student teaching experience and two more ways you will continue to work on this when you have your own classroom.
7. When you first walk into a school to work chose the first three people you will introduce yourself to and tell why you chose them.
8. Name the people who have a right to confidentiality in schools and list three ways to ensure confidentiality.
9. If you want to write a grant to find funding for your pet project in schools, summarize the steps you would take to get started.
10. Contrast assessment and testing.
11. You are an excellent observer and have noticed some needs of students that you are unsure how to meet or do not have the resources to meet. You know these needs may be met from the community, formulate a plan to gain access or find information from the community.
12. Why is communication in education important? Recall some communication strengths and weaknesses about yourself.