Application for Change in Existing Course: Major & Minor  FAM 555
Department Special Education Rehabilitation Counseling

Present prefix & number: FAM 555

Present Title: Fostering Cognitive Development in Children

Current lecture: laboratory ratio  2hrs lecture  2 hrs Lab

Present description: Study of the child's development of reasoning and concept formation, perception of reality, and language. Consideration of relevant research and theory and their applications to the education of pre-school children. Examination of the methods and techniques for teaching pre-school children in the areas of math, science, social studies and language arts within various curriculum models. Lecture, two hours, laboratory, two hours per week. Prereq: six hours of child development, psychology or equivalent.

Proposed prefix & number: IEC 508

New Title: Advanced Curriculum Planning in Interdisciplinary Early Childhood Education

Proposed lecture: 3 hrs lecture

New description: Study of the child's development of reasoning, concept formation and perception of reality. Consideration of relevant research and theory and their applications to the education of pre-school children. Examination of the methods and techniques for teaching pre-school children in the areas of math, science, social studies, English, arts and humanities, health education and physical education within various curriculum models

Prerequisite(s) for course:  6 hours of child development and admission to Teacher Education or enrollment as required/ elective course for IEC graduate students
Co-requisite: IEC 507,509 & 510

Rational Program revision
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Education
   Department/Division offering course Department of Special Education & Rehabilitation Counseling
   Date 10/04

2. Changes proposed:
   (a) Present prefix & number FAM 555
       Proposed prefix & number IEC 508
   (b) Present Title Fostering Cognitive Development in Children
       New Title Advanced Curriculum Planning in Interdisciplinary Early Childhood Education
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
       Advanced IEC Curriculum
   (d) Present credits: 3
       Proposed credits: 3
   (e) Current lecture: laboratory ratio 2 hrs. lecture 2 hrs. Lab
       Proposed: 3 hrs lecture
   (f) Effective Date of Change: (Semester & Year) Fall 2005

3. To be Cross-listed as
   Prefix and Number
   Signature: Department Chair

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
       Study of the child's development of reasoning and concept formation, perception of reality, and language. Consideration of relevant research and theory and their applications to the education of pre-school children. Examination of the methods and techniques for teaching pre-school children in the areas of math, science, social studies and language arts within various curriculum models. Lecture, two hours, laboratory, two hours per week. Prereq. six hours of child development, psychology or equivalent.
       New description:
       Study of the child's development of reasoning, concept formation, and perception of reality. Consideration of relevant research and theory and their applications to the education of pre-school children. Examination of the methods and techniques for teaching pre-school children in the areas of math, science, social studies, English, arts and humanities, health education and physical education within various curriculum models.
   (b) Study of the child's development of reasoning, concept formation, and perception of reality. Consideration of relevant research and theory and their applications to the education of pre-school children. Examination of the methods and techniques for teaching pre-school children in the areas of math, science, social studies, English, arts and humanities, health education and physical education within various curriculum models.

(c) Prerequisite(s) for course as changed:
   6 hours of child development and Admission to Teacher Education or enrollment as required/elective course for IEC graduate students
   Co-requisite IEC 507, 509 & 510

5. What has prompted this proposal?
   Program revision

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

7. What other departments could be affected by the proposed change?
   None

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?
   X Yes No

9. Will changing this course change the degree requirements in one or more programs?*
   If yes, please attach an explanation of the change.*
   Yes X No

10. Is this course currently included in the University Studies Program?
    If yes, please attach correspondence indicating concurrence of the University Studies Committee.
    Yes X No

NOTE Approval of this change will constitute approval of the program change unless other program modifications are proposed

JAN 07 2004
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. □ Check here if 400G-500.

12. Is this a minor change?
(X) Yes  No (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Katherine McCormick  Phone Extension: 257-9573

Signatures of Approval:

_____________________________
Department Chair

_____________________________
Dean of the College

1/7/05
Date

11/23/04
Date

Date of Notice to the Faculty

Date

Date

Date

Date of Notice to University Senate

**Undergraduate Council

**Graduate Council

**Academic Council for the Medical Center

**Senate Council

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

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The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;

b. editorial change in description which does not imply change in content or emphasis;

c. editorial change in title which does not imply change in content or emphasis;

d. change in prerequisite which does not imply change in content or emphasis;

e. cross-listing of courses under conditions set forth in item 3.0;

f. correction of typographical errors. [University Senate Rules, Section III - 3.1]
IEC 508: Advanced Curriculum Planning
COURSE SYLLABUS
(3 Credits)

Instructors:
Robyn Ridgley, Ed.D. 
Office: 124 Taylor Education Building  
PH: (859) 257-7909
Office: 124 Taylor Education Building  
FAX: (859) 257-1325
Mailing Address:  
229 Taylor Education Building  
rlridg0@uky.edu
Lexington, KY 40506-0001

Office hours: Thursday 10:00-12:00
Additional hours are available by appointment.
Contact in class, by phone or email to schedule.

Class Meetings: Tuesdays and Thursdays 2:15-4:05, 231 Taylor Education Building or UK Early Childhood Lab – Preschool (see schedule)

Prerequisites:
FAM 260 and Admission to ECEU Teacher Education Program

Required Text and Readings:
**CAN BE PURCHASED THROUGH NAEYC AT www.naeyc.org/shoppingcart or by calling 1-866-623-9248.

Additional required readings are available at Johnny Print, 547 S. Limestone Ave., Lexington, KY (859-254-6139).

Course Description:
Study of the child's development of reasoning and concept formation, perception of reality, and language. Consideration of relevant research and theory and their applications to the education of pre-school [and kindergarten] children. Examination of the methods and techniques for teaching preschool [and kindergarten] children in the areas of math, science, social studies and language arts within various curriculum models.

Relationship to the College of Education’s Conceptual Framework and the Kentucky Education Reform Act (KERA):
Faculty in the College of Education at the University of Kentucky have adopted a conceptual framework that views the teacher as a reflective decision maker. The approved program of preparation for teacher certification is designed to prepare candidates to teach children, including children from culturally diverse backgrounds, and manage tasks identified in the nine teacher performance standards. This course is designed to provide students with the knowledge and skills that will form the basic foundation necessary for a student to become a competent educator of young children with and without disabilities. The Interdisciplinary Early Childhood Education
(IECE) certification is designed around nine Teacher Standards that were developed as a result of the Kentucky Educational Reform Act (KERA). The standards describe the skills that teachers certified in this area should have. This course places a specific emphasis on the five standards listed and described below.

Teacher Standard I: **Design and Plan Instruction:** The IECE educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Teacher Standard II: **Creates and Maintains Learning Climates:** The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Teacher Standard III: **Implements/Manages Instruction:** The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Teacher Standard V: **Reflects/Evaluates Professional Practices:** The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Teacher Standard VI: **Collaborates with Colleagues/Parents/Others:** The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

**Early Childhood Core Competencies:**
The Kentucky Core Content represents the knowledge, skills, and competencies needed by early childhood professionals who work with young children and families. This course contains skills and competencies at a Level 4, specifically in the following areas:

**Child Growth & Development:**
- **Knowledge of Theory & Development:** Evaluate guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space for evidence of the inclusion of developmental theories and principles.
- **Application of Theory and Development:** Plan, implement, and evaluate comprehensive programming that incorporates all areas of development as well as knowledge of age-level characteristics and of developmental characteristics of individual children.

**Learning Environments and Curriculum:**
- **Language and Literacy**
  - Plan, facilitate, and evaluate the effectiveness of children’s early literacy experiences such as adult-child book reading, intentional experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults.
- **Activities and Materials:**
  - Incorporate experiences for children to construct their own knowledge in culturally familiar ways through strategies which include problem solving and inquiry experiences.
  - Develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.
  - Provide activities and materials that address individual learning styles, varies developmental needs, and cultural diversity.
  - Create a caring community of learners, supporting children’s individual development and learning, constructing appropriate curriculum, assessing children’s learning and development for the purpose of program planning, and establishing reciprocal relationships with families.
- Develop and implement developmentally and individually appropriate activities that enhance fine motor skills daily.
- Develop and daily implement developmentally and individually appropriate indoor and outdoor curricular activities that enhance basic large motor movement skills and coordination.
- Ensure that staff develop and daily implement developmentally and individually appropriate activities that enhance fine motor skills.
- Provide opportunities for extended sensory projects that last several days.

**Cognitive:**
- Explain how cognitive development and other areas of development interrelate.
- Plan, implement, evaluate, and modify curriculum to encourage children to construct knowledge.
- Plan and implement a program that demonstrates the relationship of children’s cognitive development and their earliest experiences to individual differences.

**Interactions:**
- Articulate the importance of relationships on children’s development and learning.

**Course Objectives:**
During and upon completion of this course the student will, through written products, class discussions, and activities:
1. Demonstrate knowledge of various cognitive development theories and their potential influence on early childhood learning environments and activities.
3. Identify developmentally appropriate skills and content in the areas of language and literacy, mathematics, science, and social studies that should be included in preschool and kindergarten programs.
4. Research possible activities and approaches for enhancing the cognitive development of young children, specifically related to language and literacy, mathematics, science, and social studies skills.
5. Demonstrate the ability to work as an effective team member in planning and implementing activities to foster cognitive development in young children.
6. Reflect on instruction to determine student learning, effective components of instruction, and areas for improvement.

**Class Format:**
This course will include primarily discussion and interactive learning activities. In order to be able to actively participate in the class and lab sessions, students are expected to come to class meetings thoroughly prepared. "Thoroughly prepared" is defined as having read the assigned readings and reviewed notes from previous lectures to competently discuss the topic and having completed necessary activities in order to share new information learned or implement lessons.
Class Policies:

1. Class attendance and participation is required. It is the student’s responsibility to speak with the instructor prior to the class if a class is to be missed. It is also the student’s responsibility to obtain class notes and in-class assignments.

2. Students are expected to observe and implement lessons at the UK Early Childhood Lab in the afternoon preschool class (Teachers are Ms. Trisha, Ms. Christy, and Ms. Sara.). If a lab observation is going to be missed, you must inform the instructor and one of three teachers of the classroom. Any lab missed must be made up within one week.

3. A current TB test must be on file for all students in order to participate in the activities at the UK Early Childhood Lab.

4. The schedule of course topics is tentative and subject to change at the discretion of the course instructor. In the event of any syllabus change, every reasonable effort will be made to notify the students in advance.

5. All assignments must be submitted on the due date. Late assignments will not be accepted without prior approval from the instructor. "Prior" is defined as three days before the assignment is due.

6. All assignments must be typed and double-spaced unless otherwise indicated.

7. English must be used properly in all assignments. If it is not, you may be asked to rewrite the assignment.

8. Incomplete or “I” grades are assigned in accordance with university regulations. Students must notify the instructor when a grade of “I” is desired. Upon notification, a contract between the student and instructor will be developed for completion of the course.

9. The University of Kentucky, the College of Education, and the Department of Special Education and Rehabilitation Counseling expect academic honesty. Cheating and plagiarism will not be tolerated. The minimum penalty for either of these academic offenses is an “E” in the course. Please refer to the Students Rights and Responsibilities handbook for more information regarding policies that I will be upholding related to cheating and plagiarism.

10. Confidentiality is a critical feature of this course. Information obtained during observations and teaching at the UK Early Childhood Lab related to specific children or families must be kept confidential. During class meetings, we may discuss individual learning needs and the implication of those related to instruction, but the information should not be discussed outside of class activities.

11. High professional standards are expected. When observing and interacting with teachers and children, appropriate dress and interactions are required.

12. During class discussions and activities, interactions among students and faculty should be characterized by civility. While it is our right to disagree from time-to-time, remember to treat others with respect at all times.

Support for Students with Disabilities:

If you have a disability and require adaptations and/or accommodations for this course, please visit the University of Kentucky’s Disability Center to acquire the proper paperwork to distribute to all your class instructors. The Resource Center is located in room 2, Alumni Gym, 859-257-2754. www.uky.edu/StudentAffairs/DisabilityResourceCenter/
Learning Activities:
The learning activities for this course are designed to ensure accomplishment of the objectives listed in this syllabus. Descriptions of the assignments are provided below with grading information. Our accreditation association and policy of the Graduate School require that there be different assignments and grading criteria for undergraduate and graduate students in 500 level courses. For that reason, you will see differences in course requirements in this class.

1. Participation 50 Pts
Students are expected to participate in class. Students will be given in-class verbal and written opportunities to demonstrate knowledge and understanding of information gathered through readings, class discussions, and observations (20 pts). In addition, information related to an individual student’s participation in the Teaching Project will be gathered from fellow group members and the classroom teachers at the UK Early Childhood Lab (30 pts).

2. Content Area Activities 120 Pts (15 pts each)
Students will research possible strategies for teaching skills related to the following content areas: (a) language and literacy, (b) mathematics, (c) science, and (d) social studies. Each student will identify two strategies or activities for teaching content or skills for preschool or kindergarten children related to each content area. Students will develop a description of each strategy/activity that includes the following to share with the class and the instructor:
   (1) Content area (language/literacy, math, science, social studies)
   (2) Specific skill taught and the related standard addressed
   (3) Materials needed
   (4) Teacher roles or responsibilities
   (5) Other implementation/procedural information
   (6) Process for assessing student learning
   (7) Source of activity/strategy using APA style.
Most descriptions will not be longer than a page. Students will briefly discuss their strategies/activities with the class on the respective due dates.

3. Observation Journals 50 Pts
Students will spend several sessions participating in the preschool classroom at the UK Early Childhood Lab. Some sessions, students may be actively involved with the children, while other sessions may be spent observing the activities and interactions occurring in the classroom. During each observation session, students should spend time noting how children’s cognitive development is fostered. Students should note activities, materials, and adult and/or child interactions that were provided or facilitated to encourage children’s growth in language and literacy, mathematics, science, and social studies skills. A journal entry describing/discussing the student’s observations will be written after each observation. Reflections regarding how the environment could have been changed to increase the opportunity for children to develop these skills also are encouraged.
4. Teaching Project 270 Pts
Students will be placed in groups of 3 or 4 in order to develop and implement a small concept-based unit that includes activities for addressing specific skills in language and literacy, mathematics, science, and social studies. Students will implement the lessons developed during two sessions at the UK Early Childhood Lab. Each group and individual student will reflect on the unit/lessons prepared and implemented, as well as the group’s ability to work as a team.

(a) Lesson Plans 135 Pts
After observing the children and talking with the classroom teachers and instructor, each group will choose a concept for which to develop a unit. Groups will write a statement describing how they chose the unit topic (5 pts). Once the concept is chosen for the unit, groups will discuss learning that could occur related to the concept and content areas of language and literacy, mathematics, science, and social studies. The group will develop/choose specific activities for teaching the concept and skills within each content area. A web or other visual depicting how specific activities chosen address the content area and specific components of the concept will be developed (10 pts). Finally, each group will prepare 8 lesson plans, 2 lessons per content area (i.e., language and literacy, mathematics, science, and social studies) (15 pts each). Lesson plans should follow the format and include the components provided in the Appendix of the syllabus.

(b) Implementation of Lessons 75 Pts
Each group will implement their 8 lessons over a two day period (i.e., 4 per day; one from each content area). Groups will be responsible for informing the classroom teacher of their plans prior to the implementation days in order for the teacher to include pertinent information on parent plans sent home with the children. Groups should be prepared to gather necessary materials for the activities and make them available to the classroom teacher prior to their arrival on the teaching day. Each group member will be responsible for taking the lead during at least one lesson per implementation day. When taking the lead, the student should set up the activity, provide instruction or necessary assistance for children to participate and engage during the activity, provide feedback to the children, and document children’s responses/achievement of objectives. The classroom teachers (i.e., Ms. Trisha, Ms. Christy or Ms. Sara) will evaluate each activity completed by the students using the forms included in the Appendix of the syllabus. Each individual student and the group as a whole will be evaluated each day (37.5 pts each day – 25 pts individual/12.5 pts group). All group members will be responsible for all necessary clean-up after the activities are completed. During implementation days, students who are not implementing lessons will be responsible for providing assistance to the teaching team as needed by taking photographs or collecting observational data or other information that will help the team evaluate their performance and children’s responses to the activities.
(c) Teaching Project Reflection  60 Pts
Each team and individual team member will evaluate the content of their lessons, their ability to develop and implement the lessons, and the children’s responses/achievement of objectives.

(i) Group  30 Pts
Each group will develop a reflection that discusses the following:
(a) Overall perceptions of how effective the lessons were at teaching the targeted skills and content,
(b) The children’s overall reaction to the lessons/activities,
(c) The children’s success at achieving the desired outcomes,
(d) Possible strategies for addressing the needs of children who did not achieve the desired outcomes,
(e) Possible follow-up activities that could be provided to reinforce or extend learning related to each targeted content area and concept,
(f) The team’s ability to work as a group to develop and implement the lessons.

The group may share the above information in a variety of formats, such as narrative discussion, pictures, work samples, or other visual means.

(ii) Individual  30 Pts
Each individual team member must reflect on their own performance while leading the activities with which he/she was responsible. Each student should discuss his/her ability to effectively complete all components of leading including: (a) setting up the activity, (b) providing instruction or necessary assistance for children to participate and engage during the activity, (c) providing feedback to the children, and (d) documenting children’s responses/achievement of objectives. Possible areas for improvement in each area should be discussed when appropriate. In addition, a statement regarding the individual’s perceptions regarding their ability to work with their team and whether the work of the team was divided and completed equitably.

5. Graduate Student Presentation  60 Pts
Graduate students will choose a curriculum model used to facilitate children’s cognitive development in preschool and/or kindergarten programs to research. A 20 minute presentation to the class will be prepared to share the following about the curriculum model:
(a) The theory that guides the curriculum model,
(b) How the theoretical perspective influences what occurs in the classroom using the model,
(c) How the model approaches facilitating language and literacy, mathematics, science, and social studies skills in children,
(d) The role of the teacher in the model,
(e) Classroom environment considerations when using the model,
(f) Specific considerations for children with disabilities,
(g) Other pertinent information related to the curriculum’s approach to teaching children.
Students must prepare a handout to share with their peers and instructor. Visuals should be used during the presentation.
Evaluation System:

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Undergraduate Points [% of Grade]</th>
<th>Graduate Points [% of Grade]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50 [10%]</td>
<td>50 [9%]</td>
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<tr>
<td>Content Area Activities</td>
<td>120 [25%]</td>
<td>120 [22%]</td>
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<tr>
<td>Observation Journal</td>
<td>50 [10%]</td>
<td>50 [9%]</td>
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<td>Teaching Project</td>
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<td>Lesson Plans</td>
<td>135 [28%]</td>
<td>135 [25%]</td>
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<td>Implementation</td>
<td>75 [15%]</td>
<td>75 [14%]</td>
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<tr>
<td>Group reflection</td>
<td>30 [6%]</td>
<td>30 [5%]</td>
</tr>
<tr>
<td>Individual reflection</td>
<td>30 [6%]</td>
<td>30 [5%]</td>
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<tr>
<td>Graduate Student</td>
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<td>60 [11%]</td>
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<tr>
<td>Presentation</td>
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<td>TOTAL Points Possible</td>
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<td>550</td>
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</table>

Grading Scale:
There will be no grading curve used in this course. Midterm grades will be provided on or before March 7, 2005. Grades will be calculated as follows:

- **Undergraduate Students**
  - A = 439-490
  - B = 390-438
  - C = 341-389
  - D = 292-340
  - E = 291 and below

- **Graduate Students**
  - A = 493-550
  - B = 438-492
  - C = 383-437
  - E = 382 and below
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1/13/05</td>
<td>Overview of Course</td>
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</tr>
<tr>
<td>1/18/05</td>
<td>Influential Theorists: Dewey, Montessori, and Erikson</td>
<td>Mooney, p. 1-57</td>
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<td>1/20/05</td>
<td>Influential Theorists: Piaget</td>
<td>Berk, p. 221-259</td>
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<td>1/25/05</td>
<td>Influential Theorists: Vygotsky</td>
<td>Berk &amp; Winsler, p. 11-49</td>
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<tr>
<td>2/1/05</td>
<td>Language and Literacy</td>
<td>Bredekamp &amp; Rosegrant, p. 145-166; Espinosa &amp; Burns, p. 47-69</td>
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<td>2/3/05</td>
<td>Language and Literacy Workshop</td>
<td>Ritchie, James-Szanton, &amp; Howes, p. 71-92</td>
<td>Due: Language and Literacy Activities</td>
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<td>2/8/05</td>
<td>Mathematics</td>
<td>Bredekamp &amp; Rosegrant, p. 23-42; Franke p. 93-112</td>
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<td>2/10/05</td>
<td>Mathematics Workshop</td>
<td>Kazemi, p. 113-133</td>
<td>Due: Mathematics Activities</td>
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<td>2/15/05</td>
<td>Science</td>
<td>Bredekamp &amp; Rosegrant, p. 43-63; Worth &amp; Grollman, p. 3-23.</td>
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<td>2/17/05</td>
<td>Social Studies</td>
<td>Bredekamp &amp; Rosegrant, p. 109-124; Derman-Sparks, p. 114-127</td>
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<td>2/22/05</td>
<td>Science/Social Studies Workshop</td>
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<td>Due: Science and Social Studies activities</td>
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<tr>
<td>2/25/05</td>
<td>Observation at lab</td>
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<tr>
<td>3/1/05</td>
<td>Play and Cognitive Development</td>
<td>Bodrova &amp; Leong, p. 4-11, Bronson, p. 83-105</td>
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<td>3/3/05</td>
<td>Observation at lab</td>
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<td></td>
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<tr>
<td>3/8/05</td>
<td>Children’s Literature</td>
<td>Jalongo, p. 7-44; Cutler et al., p. 14-18</td>
<td>Group must meet with instructor this week to discuss lessons for lab.</td>
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<td>Observation at lab</td>
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<tr>
<td>Week of 3/14/05</td>
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<td>Date</td>
<td>Activity</td>
<td>Details</td>
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<tr>
<td>3/25/05</td>
<td>Observation at lab</td>
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<tr>
<td>3/29/05</td>
<td>Writing Lesson Plans and Documenting/Measuring Child Learning</td>
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<tr>
<td>3/31/05</td>
<td>Observation at lab</td>
<td>Confirm tentative lesson plans with Classroom Teachers (Ms. Trisha, Ms. Christy, or Ms. Sara)</td>
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<td>4/5/05</td>
<td>In-class planning session</td>
<td>Observation Journals Due</td>
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<td>4/7/05</td>
<td>Out-of-class planning session</td>
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<tr>
<td>4/12/05</td>
<td>Group 1: Implement lessons at lab</td>
<td>Lesson plans due: ALL GROUPS</td>
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<tr>
<td>4/14/05</td>
<td>Group 1: Implement lessons at lab</td>
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<tr>
<td>4/19/05</td>
<td>Group 2: Implement lessons at lab</td>
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<td>4/21/05</td>
<td>Group 2: Implement lessons at lab</td>
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<tr>
<td>4/26/05</td>
<td>Reflection on Teaching and Lessons</td>
<td>Notes and reflections from implementation days.</td>
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References


Appendix

Lesson Plan Format

Name of Group Members:

Date of Lesson:

Number of children:    Content area:     Topic:

Objectives: Clearly state broad goals and specific objectives for learning (e.g., concepts, procedures, skills, etc. you want children to learn).

Connections: Explain how the objectives relate to the Kentucky Early Childhood Standards.

Context: Clearly describe how these objectives and this lesson relate to your broad goals for teaching about the topic. Explain what you have done previously or what has occurred in the classroom previously as it relates to this lesson.

Materials/Technology: List materials and technology which will be used during the lesson. Attach print material to be used with children.

Procedures: Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and adapt strategies to meet individual children needs and the diversity in the classroom (be sure to consider varying ages of children and special needs of children).

Child Assessment: Clearly state how you will assess child learning (i.e., progress) including performance criteria. Attach written assessment measures used with the lesson.
FAM 555: Lesson Plan Implementation Evaluation
Individual

Student’s Name: __________________________________  Date: ______________

Teacher Completing Form: __________________________

Activity: _________________________________________

Rating Scale:
I = Needs improvement
S = Satisfactory
N/A = Not applicable

_______ 1. The student set up the activity and appropriately motivated, involved, and elicited participation to get the children involved.
_______ 2. The student talked with the children about the activity before, during, and after the activity.
_______ 3. The student provided appropriate feedback to the children during the activity to encourage learning, skill acquisition, and appropriate participation.
_______ 4. The student asked questions or used other appropriate techniques to stimulate thinking and encourage the children’s independent learning and performance.
_______ 5. The student made appropriate individual child accommodations and modifications to ensure all children could actively engage during the activity.
_______ 6. The student adjusted flexibly to unforeseen incidents and adapted the activity as needed.
_______ 7. The student used some method to document children’s responses and achievement of objectives.
_______ 8. The student seemed to evaluate his own performance and the activity objectively.

Comments:

Teacher’s signature: _________________________________________________________
FAM 555: Lesson Plan Implementation Evaluation
Group

Group Members: _______________________________ Date: ______________
Teacher Completing Form: __________________________

Rating Scale:
I = Needs improvement
S = Satisfactory
N/A = Not applicable

1. The group provided or helped acquire necessary materials for the activities.
2. The group selected developmentally appropriate activities for the needs of the children in the group.
3. All group members actively participated in the daily activities.
4. Overall, the group members seemed prepared to lead and guide children through the prepared activities.
5. Group members had respectful interactions with one another and the teaching staff in the classroom.
6. As appropriate, the group members cleaned up after all activities were completed.

Comments:

Teacher’s signature: ________________________________________________