

**Augsburg College Education Department Syllabus
EED 380A Kindergarten Methods**

Credits: .5

Prerequisites: PPST and admission to the department.

Instructor:

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Dates and Time: September 7, 21, October 5 and 19
1:15-4:45
Location: Sverdrup 1

Course Description: Study and use a variety of techniques and resources for teaching kindergarten.

Augsburg College Education Department Mission Statement:

The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, reflecting critically, and collaborating effectively.

Mission Themes (MT) assessed in this course: Being competent in pedagogy.

Applicable Standards of Effective Practice:

Standard 1: Subject Matter. A teacher must understand the central concepts and tools of inquiry and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:
1G. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy and usefulness presenting particular ideas and concepts
1J. design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas

Standard 2. Student Learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social and personal development. The teacher must:
2E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral and physical domains.

Standard 3. Diverse Learners A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must

3K. Identify and design instruction appropriate to a student's stages of development, learning styles, strengths and needs.

Standard 4. Instructional Strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills. The teacher must:

4G. Design teaching strategies and materials to achieve different instructional purposes and to meet students needs including developmental stages, prior knowledge, learning styles and interest.

Standard 5. Learning Environment. A teacher must be able to use an understanding of group and individual motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning and self motivation. The teacher must:

5N. organize, allocate and manage the resources of time, space, activities and attention to provide active engagement of all student in productive tasks;

Standard 6. Communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

6K. Use a variety of communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.

Standard 7. Planning in Instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, community, and curriculum goals. The teacher must:

Standard 8. Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the student. The teacher must:

8F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities

8G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher made tests, performance tasks, projects, student self assessments, peer assessment, and standardized tests;

8H. use assessment data and other information about student experiences, learning behaviors, needs and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies

8K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals

Standard 9. Reflection and Professional Development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teachers must:

9C. understand the influences of teacher behavior on student growth and learning

9D. know major areas of research on teaching and of resources available for professional development.

Standard 10 Collaboration, Ethics, and Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues and the community to support student learning and well being. The teachers must:

10D. understand the concept of addressing the needs of the whole learner. Course objectives:

At the end of this course, students will understand "developmentally appropriate practices" (9D) and be able to:

1. Identify the developmental characteristics of kindergartners (10D)

2. Plan an effective classroom environment (5N)

3. Describe the role of the kindergarten teacher (4G, 9C)

4. Understand the importance of informing and including families, and learn ways to do that (10)

5. Learn the need for using a variety of assessments, and how this information relates to planning and instruction (8G, 8K)

6. Plan curriculum that is multicultural, interdisciplinary, inclusive and

includes Service Learning where appropriate. (1J, 3K, 4G, 8G, 10D)
 7. Evaluate teacher resources and online/traditional curriculum (1G)
 8. Begin a portfolio of teaching resources (6K)
 9. Define Developmentally Appropriate Practices through examples that you know or have learned this semester. (9D)

Field Experience Requirement: This course requires a 10 hour field experience in a kindergarten classroom for students seeking initial elementary licensure. Students seeking kindergarten endorsement to an existing 1-6 license must complete a 20 hour field experience in a kindergarten classroom.

Required Textbook:

Bredekamp, S & Copple, C. (Eds.) Developmentally Appropriate Practices in Early Childhood Settings. Washington, D.C. NAEYC

Supplemental Textbooks: Students will preview these texts the first day of class (Sept. 7) and will select and purchase one, based on interest and/or need.

Elkind, D. Images of the Young Child Washington, D.C. NAEYC

Helm, J., Beneke, S., Steinheimer, K. Windows on Learning - Documenting Young Children's Work New York, N.Y. Teachers College Press

Helm, J. & Katz, L. Young Investigators - The Project Approach in the Early Years New York, N.Y. Teachers College Press

Course Schedule:

Date	Topic(s)	Reading/Assignment due
9/7	Introductions; course overview; what is kindergarten; the kindergarten child	Text - Parts 1&2; preview and select supplemental text; sign up for transitional activities
9/21	The kindergarten environment	Text - Part 4; supplemental text; professional journal article; family letter
10/5	Assessment	Resource unit description; supplemental text
10/19	Putting it all together	Resource unit; reflection paper on field experience; exhibit all course work

Course Requirements - Assessment - Assignment Descriptions:

Attendance is required. If you are unable to attend class, please call and inform the instructor in advance, and submit a plan for making up the class. Late arrivals will be noted as partial participation.

Honesty policy: The Augsburg College Policy on academic honesty applies to this course.

Students' rights and responsibilities: Students with diagnosed learning disabilities or physical handicaps have legal rights to course modifications. Please identify yourself so that I may assist you with your learning. All students are encouraged to use the College Counseling and Student Development staff services as needed, as well as the Writing Lab.

1. Journal Article - Look at current/recent issues of Young Children or other professional periodicals or publications and choose an article that would be a good resource for you. Identify which Standard(s) of Effective Practice are addressed in the article. Prepare to present a summary to your peers, for their use, by highlighting and/or writing comments/notes in the margins. Make a photocopy for each class member. DUE - Sept. 21.
2. Family Letter - Write a one page letter to families describing your child centered, developmentally appropriate classroom. This letter should reflect your beliefs and examples of classroom practices that reflect those beliefs. DUE - Sept. 21
3. Transitional Activities - Learn and teach to class two "transitional activities". Transitional activities can include songs, finger plays, poems, stories, games or other activities that help students transition from one activity/place to another. Begin a file on these types of activities. Make a photocopy for each class member of the two activities you will be teaching to the class. DUE - You will sign up at the Sept. 7 class session for a date to present.
4. A Reaction/Reflection Paper - Arrange to visit one, or more, kindergarten classrooms for a total of 10, or more, hours (see Field Experience Requirement). Make a log of your observations. A log may include: a typical day schedule; accommodations for individual learning styles; adaptations for developmental differences, special needs and diverse backgrounds and experience of students; types of groupings and activities students are engaged in; classroom management style/strategies; overall climate of the class; a map of the classroom; how frequently are transitions made and how are they managed; and many others. In order to provide some commonality for our observations, on Sept. 7 we will collectively develop an interview to do with the kindergarten teachers. Use your observation log and teacher interview to write your reaction/reflection paper. This paper is not a report of your observations but rather a personal response to those observations. DUE - Oct. 19 or upon completion.
5. A Resource Unit - Select a topic/theme to develop into a unit of study appropriate for kindergarten students. Begin to include in the unit of study: the key concepts/standards/grade level expectations/objectives that will be attended to; how multiple curricular disciplines will be accommodated; a book list; possible classroom and community resources to support the key concepts et. al.; a description of play centers and "stations"; projects/activities/lessons to support the key concepts et. al.; a plan of how to assess student understanding. Be prepared to display some of your materials on the last day of class. DUE - Oct. 5 - a half to one page summary of your unit; Oct. 19 - final resource unit.
6. Panel Presentation - With peers prepare a panel presentation of the supplemental text you choose. Your presentation should include information about the author(s), a critical review (you don't have to be in agreement of your appraisal) of the text and a recommendation to peers regarding the worthwhileness to purchase the text. Be as creative/imaginative/dramatic as you wish. DUE - Oct. 5, or upon completion.
7. Display/Exhibit of Coursework - Organize and display all course materials, assignments and resources you have collected at school, in class, in classrooms you visit, etc. Be prepared to show, explain, demonstrate and evaluate the contents of your display/exhibit. DUE - Oct. 19.

Assessments by Standards Summary Grid

Assessment Tool	Activity/Assignment	Program Standards
Work sample/Rubric/Self evaluation	Journal article 10 points	1G
Work sample/Rubric/Self evaluation	Family letter 10 points	6K; 10D
Work sample/Rubric/Self evaluation	File of transitional activities	1G; 3K; 4G; 5N

	10 points	
Work sample/Rubric/Self evaluation	Reaction/reflection paper on Kindergarten observation 20 points	5N; 8K; 9C
Work sample/Rubric/Self evaluation	Resource unit 20 points	1J; 2E; 3K; 4G; 7
Work sample/Rubric/Self evaluation	Panel presentation	1G;7; 8K; 9C; 9D; 10D
	10 points	
Work sample/Rubric/Self evaluation	Display/exhibit of coursework 10 points	ALL
Observation	Class attendance 10 points	All

Grading System/Scale:

Each assignment will be evaluated using a 1-4 criteria: (rubric)

1. Assignment did not meet the criteria and needs to be redone.
2. Assignment met the criteria minimally.
3. Assignment met the criteria very well with one exception.
4. Assignment met the criteria very well.

The following qualities are important in any assignment:

- well written: the assignment was written with college level skill
- directions: the directions for the assignment were completely followed
- on time: the assignment was handed in at the beginning of the required class
- neat and tidy: the papers and/or pieces are put together using a staple, paper clip or container. Formatting or printing are carefully done. Appearance is important.
- evidence of problem solving/critical thinking: in your own writing and/or in what you ask students to do

All assignments are assigned point values so that they can be graded. The following points will earn these grades:

- 4.0 96-100
- 3.5 91-95
- 3.0 86-90
- 2.5 81-85
- 2.0 76-80

Kindergarten (EED 380) Bibliography:

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- Chandler, P. (1994). *A place for me: Including children with special needs in early care and education settings*. Washington D.C.: N.A.E.Y.C.
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- York, S. (1993). *Roots and wings*. St. Paul: Redleaf Press.
- Order America Reads Challenge 1-800-USA Learn: NAEYC 1.800.424.4620
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