



The University of Georgia

College of Education
Office of the Dean

Cur Met
ACADEMIC AFFAIRS
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February 13, 1998

TO: James E. Fletcher
Associate Vice President for Academic Affairs

FROM: Russell H. Yeany *ry*
Dean

RE: Cultural Diversity Requirement

I have appointed a committee, including faculty and student members of our college's Task Force for Multicultural Education, to lead our college process for implementing the cultural diversity requirement. We have begun our process, and enclosed is a copy of the student learning outcomes we have identified and hope the university will adopt.

In addition to student membership on the committee I have appointed, undergraduate and graduate students were invited to attend a luncheon meeting, sponsored by my office, to discuss the cultural diversity requirement. Facilitated by members of the college cultural diversity committee, students provided input and response to the learning outcomes identified, and began identifying actual class and out-of-class experiences and opportunities they would recommend be incorporated in order to meet the learning outcomes. To broaden our outreach to our students, correspondence will be sent to all College of Education student organizations with a copy of the identified student learning outcomes. This correspondence will include an invitation for students to participate in upcoming meetings to identify and design curricular and extra-curricular activities to help meet the cultural diversity requirement.

Our college process is well underway, but we will welcome further direction from you concerning this process. If you have any questions concerning this matter, please do not hesitate to contact me.

/enclosure

cc: Dr. Cliff Smith
Dr. Talmadge Guy
Dr. Jenny Penney Oliver

College of Education Cultural Diversity Learning Outcomes

The College of Education broadly defines “cultural diversity” to include issues such as race, ethnicity, age, gender, educational and socioeconomic status, disability status, and sexual orientation. To accomplish the following cultural diversity learning outcomes for students, the College of Education employs educational policies and practices that 1) recognize, accept and affirm differences and similarities among peoples; and 2) challenge oppression and structural and procedural inequities that exist in society, generally, and in local educational settings, specifically.

Conceptual Knowledge

- 1) Students will be able to construct a frame of reference and inquiry to combat all forms of discrimination on our society through:
 - a) learning how myths and stereotypes associated with other peoples exhibit cultural biases;
 - b) learning how all peoples have made major contributions to educational, social and cultural institutions; and,
 - c) learning how to identify and discuss indicators of discrimination within specified American institutions.
- 2) Students will be knowledgeable about different cultural and social groups ways of knowing and feeling.
- 3) Students will be cognizant of the different epistemological and theoretical perspectives which influence practice and research.

Knowledge of Application

- 1) Students will be able to apply conceptual knowledge underlying issues of diversity in their fieldwork, internships, and school experiences.
- 2) Students will be competent and effective in interacting with people by understanding the issues of cross- and within-cultural interactions and communications.



The University of Georgia

College of Education
Office of the Dean

December 8, 1998

TO: James E. Fletcher
Associate Vice President

FROM: Russell H. Yeany *RY*
Dean

RE: College of Education's Cultural Diversity Requirement

The College of Education's Cultural Diversity Requirement was endorsed by our Faculty Senate on July 14, 1998. Our requirement applies to our undergraduate as well as graduate students. I have enclosed another copy of our requirement for you.

In response to your memo of November 11, 1998, I convened a special committee to align and articulate our identified learning outcomes with those approved by the University Curriculum Committee. Our overall plan is comprehensive and addresses the university's learning outcomes in a variety of ways. However, to comply with your request, the committee did identify how the College's learning outcomes specifically address those identified by the Curriculum Committee, and I am listing them below.

Please do not hesitate to contact me if you have additional questions.

University learning outcome:

Graduates should have developed an awareness of how historical events and long-standing customs relating to race, religion, ethnicity, gender, and class have influenced contemporary political, social, and economic issues of society.

COE response:

- 1) Students will develop a critical awareness of the issues related to discrimination in society and in professional settings by:
 - a) learning how myths and stereotypes reflect cultural biases;
 - b) learning how diverse groups have made major contributions to educational, social and cultural institutions;

Page 2

COE Response

- 2) Students will increase competence and effectiveness in interacting with diverse groups of people by understanding the issues of cross-cultural and within-cultural interactions and communications.

University learning outcome:

Graduates should appreciate that a person's race, religion, ethnicity, gender, and class may affect how he or she perceives and assimilates information presented in a variety of forms.

COE response:

- 1) Students will explore the different cultural perspectives that influence the construction of knowledge, practice and research.
- 2) Students will be able to apply conceptual knowledge to achieve more just and equitable educational and interpersonal practices relative to culturally diverse settings in their fieldwork, internships, and school and clinical experiences.

University learning outcome:

Graduates should be sensitive to how society's perspectives on race, religion, ethnicity, gender, and class are influenced by the portrayal of persons and events in a variety of media forms.

COE response:

- 1) Learning how to identify and discuss indicators of discrimination within specified institutions and/or groups and how these practices create barriers for some and opportunities for others,
- 2) Learning how to advocate for non-discriminatory policies and behaviors on behalf of their clients, students, colleagues, etc.

/enclosure

cc: Dr. Cliff Smith
Dr. Jenny P. Oliver
COE Cultural Diversity Requirement Committee



The University of Georgia

University Council
Athens, Georgia 30602

MEMORANDUM

TO: Dean Russell H. Yeany
College of Education

FROM: Sheila Allen, Chair
Subcommittee on Cultural Diversity
University Curriculum Committee

DATE: July 8, 1999

SUBJECT: Implementation of the Cultural Diversity Requirement

The attached policy concerning Implementation of the Cultural Diversity Requirement has been approved and is provided for your information. The University Curriculum Committee Subcommittee on Cultural Diversity has reviewed the Cultural Diversity Implementation plan for your college based on the new policy. The subcommittee would like you to provide a list of the courses for the college that will satisfy the Cultural Diversity Requirement.

The subcommittee would like to point out that the policy states that a student will only have to satisfy the requirement once, unless it is part of program requirements for the major. Because the implementation plan for your college differs by department, there should be a mechanism in place for students who may change departments.

Please send your response to the Office of Curriculum Systems, 203 Old College, by August 5, 1999.

cc: Dr. James E. Fletcher
Subcommittee on Cultural Diversity



The University of Georgia

College of Education
Office of the Dean

TO: Sheila Allen, Chair
Subcommittee on Cultural Diversity
University Curriculum Committee

FROM: Cliff Smith, Faculty Administrator
Curriculum and Student Services

DATE: August 2, 1999

RE: College of Education's Implementation of Cultural Diversity Requirement

On June 5, 1997 the University Council of the University of Georgia adopted a Cultural Diversity (CD) requirement. In complying with the letter and the spirit of the University's requirement, the College of Education established guidelines (copy attached) and processes for development and approval of department plans for implementation of the Cultural Diversity requirement.

Essential points that departmental plans were to follow included:

1. Each program/department will design its own plan; many will be implementation or elaboration of current Action Plans.
2. All students, undergraduate and graduate, who enter our programs fall 1998 must show they have met their department's cultural diversity requirement. Advisors will note as such on graduation or program of study form.
3. The COE has adopted learning outcomes for "Conceptual Knowledge" and "Knowledge of Application." Departments will include an evaluation component.
4. There cannot be an increase in hours beyond the approved program limit.
5. Programs can design curricular and/or extra-curricular experiences, with the latter systematically coordinated with courses and programs.
6. The Dean of the College appointed a sub-committee made up of COE Graduate and Undergraduate Curriculum Committee members well as other faculty to review the plans.
7. The Task Force for Multicultural Education served as a resource to any department requesting support in developing its plan.

An eleven-person committee was appointed by the Dean to review submitted department plans for implementing the CD requirement. The committee reviewed each department's plan (both undergraduate and graduate as appropriate). The committee utilized two major questions in their review of the plans:

1. Does the plan reflect how the department is meeting the College's cultural diversity requirement (as stated in the learning outcomes for "conceptual knowledge" and "knowledge of application")?
2. Does the plan include an evaluation component to assess how students believe their department has prepared them with regard to cultural diversity?

*another blow to
an education student can't
look at this & tell what
he/she must do/take*

Cliff Smith

Cultural diversity plans from each department, in most instances, either utilized an infusion methodology within the professional courses and/or provided for experiences with guided reflection. The College of Education did not utilize a specific listing of courses to meet the cultural diversity requirement. A detailed plan developed by each department with an undergraduate major can be provided upon request.

If you should need additional information, please feel free to contact me by either e-mail (csmith@arches.uga.edu) or at 542-8970.

Copy: J. Fletcher, Associate VP for Academic Affairs ✓
F. Liken, Curriculum Management Office
L. Castenell, Dean, COE



The University of Georgia

College of Education
Office of the Dean

December 8, 1998

TO: James E. Fletcher
Associate Vice President

FROM: Russell H. Yeany *RH*
Dean

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University learning outcome:

Graduates should have developed an awareness of how historical events and long-standing customs relating to race, religion, ethnicity, gender, and class have influenced contemporary political, social, and economic issues of society.

COE response:

- 1) Students will develop a critical awareness of the issues related to discrimination in society and in professional settings by:
 - a) learning how myths and stereotypes reflect cultural biases;
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Page 2
COE Response

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- 2) Students will be able to apply conceptual knowledge to achieve more just and equitable educational and interpersonal practices relative to culturally diverse settings in their fieldwork, internships, and school and clinical experiences.

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COE response:

- 1) Learning how to identify and discuss indicators of discrimination within specified institutions and/or groups and how these practices create barriers for some and opportunities for others,
- 2) Learning how to advocate for non-discriminatory policies and behaviors on behalf of their clients, students, colleagues, etc.

/enclosure

cc: Dr. Cliff Smith
Dr. Jenny P. Oliver
COE Cultural Diversity Requirement Committee

Overview

This binder contains information for three distinct programs housed in the Department of Elementary Education:

1. Early Childhood Education Undergraduate Program
2. Early Childhood Education/Child Development Program
3. Early Childhood Education Graduate Programs

→ The **Early Childhood Education Undergraduate Program** Diversity Requirement is satisfied by completing the five course professional methodology sequence (EDEC 4010, EDEC 4020, EDEC 4030, EDEC 4040, & Student Teaching-EDEC 5460). Sample syllabi are included that emphasize particular readings and topics related to diversity from each course. Field experiences included multiple placements in both rural and urban settings around the Athens area. A summative evaluation measure will be administered at the end of student teaching. A copy of that instrument is found in this binder.

The **Early Childhood Education/Child Development Program** Diversity Requirement is satisfied by completing the multi-course undergraduate professional methodology sequence. This program is a cooperative between the Department of Elementary Education and the Department of Child and Family Development. A copy of the program handbook that describes the strands of the program is included (Diversity is one of these strands). Sample syllabi are included that emphasize particular readings and topics related to diversity from each course. Field experiences included multiple placements in both rural and urban settings around the Athens area. A summative evaluation measure will be administered at the end of student teaching. A copy of that instrument is found in this binder.

The **Early Childhood Education Graduate Programs** Diversity Requirement is satisfied by the completion of different requirements for the Master's, Specialist, and Doctoral Programs.

Master's: Given the individual nature of the Early Childhood Education Master's Program one specific or universal course is not listed as a means of satisfying the diversity requirement. In the Master's Program, the faculty assist students with the selection of a course from any department in the university in which there is a substantial emphasis on diversity issues. Course content should focus on issues related to diversity that may include, but are not limited to "race, ethnicity, age, gender, educational and socioeconomic status, language, religion, national origin, disability status, and sexual orientation" (College of Education Diversity Requirement, 1998). The diversity requirement completion will be noted by the advisor on the student's formal Program of Study. The following statement will be formally recorded in the departmental requirement's entry: "Student must satisfactorily complete the College of Education Diversity requirement." A summative evaluation measure will be administered at the end of the student's graduate program. A copy of that instrument is found in this binder.

Specialist: Given the individual nature of the Early Childhood Education Specialist Program one specific or universal course is not listed as a means of satisfying the diversity requirement. Specialist students may elect to satisfy the diversity requirement either by: (a) completing a course from any department in the university in which there is a substantial emphasis on diversity issues; or (b) independent study experiences. "These experiences might include, but are not limited to, community service programs or related projects, supported learning experiences in off-campus settings (including service learning projects, study abroad, internships, etc); participation in campus and/or community lectures or workshops, attendance at COE Multicultural Education Task Force Sponsored Events (College of Education Diversity Requirement, 1998)." Students who choose this option must submit a proposal for that experience to be formally approved by the advisor. An accompanying product that illustrates reflection of that experience is also required. Student must enroll in an independent study course (EDEC 9000) to satisfy this requirement. A required list of readings will supplement the experience. The diversity requirement completion will be noted by the advisor on the student's formal Program of Study. The following statement will be formally recorded in the departmental requirement's entry: "Student must satisfactorily complete the College of Education Diversity requirement." A summative evaluation measure will be administered at the end of the student's graduate program. A copy of that instrument is found in this binder.

Doctoral: Given the individual nature of the Early Childhood Education Doctoral Program one specific or universal course is not listed as a means of satisfying the diversity requirement. Doctoral students may elect to satisfy the diversity requirement either by: (a) completing a course from any department in the university in which there is a substantial emphasis on diversity issues; or (b) independent study experiences. "These experiences might include, but are not limited to, community service programs or related projects, supported learning experiences in off-campus settings (including service learning projects, study abroad, internships, etc); participation in campus and/or community lectures or workshops, attendance at COE Multicultural Education Task Force Sponsored Events (College of Education Diversity Requirement, 1998)." Students who choose this option must submit a proposal for that experience to be formally approved by the advisor. An accompanying product that illustrates reflection of that experience is also required. Student must enroll in an independent study course (EDEC 9000) to satisfy this requirement. A required list of readings will supplement the experience. The diversity requirement completion will be noted by the advisor on the student's formal Program of Study. The following statement will be formally recorded in the departmental requirement's entry: "Student must satisfactorily complete the College of Education Diversity requirement." Students who may enroll in the doctoral program after completion of the specialist program must satisfy the diversity requirement for a second time. A summative evaluation measure will be administered at the end of the student's graduate program. A copy of that instrument is found in this binder.

BLOCK 1 EDEC 4010

Orientation to Early Childhood Education

DIVERSITY

- Critical reflections about diversity issues from their personal histories and preprofessional experiences
- Reflection on diversity: How does diversity fit in with our own personal philosophy
- Reflection about child's point of view
- Introduction to developmentally appropriate practices
- Consideration of cultural contexts
- Book studies related to classroom practices are situated in diverse settings
- Introduction to culturally responsive teaching
- Gender and self in teaching
- Hidden curriculum

ORGANIZATION & MANAGEMENT

- What are some various ways to organize and manage a classroom observed in the pre-professional experience?
- What influences determine events in the classroom?

PLANNING

- Planning for inquiry and problem solving in the learning environment
- Problem-solving to suggest modifications or alternative strategies to what they observed
- Critical reflection about assessment from preprofessional experiences

EDEC 4010-Orientation to Early Childhood Education
Semester Course Revision
Stacey Pritchett and Penny Oldfather

Course Description

Translation of theories about how children learn into ideas for application in the classroom. Bases for developmentally appropriate practices are examined in light of the students' own experiences as learners.

Course Objectives

- Students will gain an understanding of the purposes, processes, and structure of the Early Childhood Education program.
- Students will utilize the information they independently acquired during the preprofessional experience to construct preliminary theories about how children learn as well as how instruction is presented.
- Students will utilize their preprofessional experience to formulate an understanding of the child's point of view and ways of thinking as starting points for translating theory into practice, for considering developmentally appropriate practice, and in examining students' and teachers' multiple roles in learning settings.
- To facilitate students' fluency in computer technology, students will utilize computer applications such as electronic mail and list serves to communicate and submit assignments for the course.

Week One

Matrix Element:	N/A
Daily Topic:	What are the purposes, processes, structures, and expectations of the Early Childhood Education program?
Daily Objective:	Through examination of the students' personal journals students will formulate their perceptions of what it is like to be a teacher.
Suggested Readings:	Student journals

Week Two

Matrix Element:	#1-Constructing a personal educational philosophy through understanding ourselves as learners and teachers #2-Understanding holistic views of children as learners, key learning principles
Daily Topic:	What is my philosophy of education? What do I believe about how children learn?
Daily Objective:	Through examination of literature written by practicing teachers and through examination of the students' personal journals students will formulate their perceptions of what it is like to be a teacher.
Suggested Readings:	Cullum, A. (1967). <u>Push back the desks</u> . New York: Citation

Press.

Kohl, H. (1984). Growing minds. New York: Harper & Row.

Paley, V. G. (1986). On listening to what the children say.

Harvard Educational Review, 56(2), 122-131.

Week Three

Matrix Element:

#11-Embedding technology into the curriculum

Daily Topic:

Using technology in the early childhood classroom.

Daily Objective:

Students will begin to familiarize themselves with the available technology such as electronic mail, joining a list-serve, and word processing.

Suggested Readings:

Hasselbring, T. S., Goin, L., Taylor, R., Bottge, B., & Daley, P. (November, 1997). The computer doesn't embarrass me. Educational Leadership, 55(3), 30-33.

Lonergan, D. (November, 1997). Network Science: Bats, birds, and trees. Educational Leadership, 55(3), 34-36.

Wright, J. L., & Shade, D. D. (1994). Young children: Active learners in a technological age. Washington, DC: National Association for the Education of Young Children. Selected chapters.

Weeks Four and Five

Matrix Element:

#3-Understanding the developmental processes of children

Daily Topic:

An introduction to developmentally appropriate practice.

Daily Objective:

Through examination of literature and class discussion, students will be introduced to the elements of developmentally appropriate practices. Students will review their pre-professional experiences to determine how consistent that experience was with the philosophy.

Suggested Readings:

Dunn, L. & Kontos, S. (1997). What have we learned about developmentally appropriate practice? Young Children, 52(5), 4-13.

Wakefield, A. P. (1993). Developmentally appropriate practice: Figuring things out. The Educational Forum, 57, 134-143.

Walsh, D. J. (1991). Extending the discourse on developmentally appropriate practice. Early Education and Development, 2(2), 109-119.

Week Six

Matrix Element:

#4-Understanding/applying research in educational practices

Daily Topic:

What did I learn from the observations in the preprofessional experience? How does that experience help in becoming a reflective teacher?

Daily Objective:

Through examination of literature written by practicing teachers and through examination of the students' personal journals

students will formulate their perceptions of what it is like to be a teacher.

Suggested Readings:

Student Journals

Paley, V. G. (1992). You can't say you can't play. Cambridge, MA: Harvard University Press. (Chapters 1-2)

Paley, V.G. (1981). Wally's stories: Conversations in kindergarten. Cambridge, MA: Harvard University Press.

Week Seven

Matrix Element:

#5-Exploring teachers' experiences in classroom practice (e.g., book studies, interviewing teachers, fieldwork)

Daily Topic:

What is it like to be a teacher?

Daily Objective:

Through examination of literature written by practicing teachers and through examination of the students' personal journals students will formulate their perceptions of what it is like to be a teacher.

Suggested Readings:

Kane, P. R. (1991). The first year of teaching: Real world stories from America's teachers. New York: Penguin Books. (Chapters 6 & 12)

Kidder, T. (1989). Among school children. Boston: Houghton Mifflin. (Chapter: September)

Matthews, J. (1988). Escalante: The best teacher in America. New York: Henry Holt.

Peters, W. (1987). A class divided: Then and now. New Haven, CT: Yale University Press.

Week Eight

Matrix Element:

#6-Engaging in culturally responsive teaching

Daily Topic:

What is culturally responsive teaching and why is it important?

Daily Objective:

Through an examination of the students' pre-professional experiences along with writings from others, students will analyze the importance of culturally responsive teaching.

Suggested Readings:

Igoa, C. (1995). The inner world of the immigrant child. NY: St. Martin's Press. (Prologue, Chapters 1-2)

Kotlowitz, A. (1992). There are no children here: The story of two boys growing up in the other America. New York: Anchor Books.

Kozol, J. (1985). Death at an early age. (Second Edition) New York: Penguin Books. (Chapters 1-3)

Quint, S. (1994). Schooling homeless children: A working model for America's public schools. NY: Teachers College Press.

(Chapters 1, 2, 10)

Week Nine and Ten

- Matrix Element:** #8-Understanding the child in the context of school, family and community links (include childhood stress and abuse)
- Daily Topic:** What are the influences beyond the school in the child's life?
- Daily Objective:** Through an examination of the related literature and examination of the students' experiences in their pre-professional experiences students will develop an understanding for the influences beyond the school doors that impact children's lives.
- Suggested Readings:** Byrnes, D. A., & Kiger, G. (Eds.). (1992). Common bonds: Anti-bias teaching in a diverse society. Wheaton, MD: Association for Childhood Education International. (Chapters 2, 5, 6)
- Elkind, D. (1988). The hurried child: Growing up too fast too soon. Reading, MA: Addison Wesley. (Chapters 7-8)
- Natriello, G., McDill, E. L., Pallas, A. M. (1990). Schooling disadvantaged children: Racing against catastrophe. NY: Teachers College Press. (Chapter 1)
- Steinberg, S. R., & Kincheloe, J. L. (Eds.) (1997). Kinderculture: The corporate construction of childhood. Boulder, CO: Harper Collins. (Chapters 1, 3)
- Waxman, H. C., Walker de Felix, J., Anderson, J. E., & Baptiste, H. P. (1992). Students at risk in at-risk schools. Newbury Park, CA: Corwin Press. (Chapter 2)

Week Eleven and Twelve

- Matrix Element:** #9-Engaging in critically reflective practice
- Daily Topic:** What did I learn about myself as a beginning teacher from the PEP program?
- Daily Objective:** Students will examine their beliefs about teaching and teacher preparation through an analysis of their contacts with children and practicing teachers from the pre-professional experience.
- Suggested Readings:** Student journals

Week Thirteen and Fourteen

- Matrix Element:** #10-Organizing and managing the learning environment
- Daily Topic:** What are some various ways to organize and manage a classroom observed in the pre-professional experience? What influences determine events in the classroom?
- Daily Objective:** Through an examination of the students' experiences in the PEP, students will critically analyze the management and influences on management that they observed during their time in the classroom.
- Suggested Readings:** Evertson, C. M., Emmer, E. T., Clements, B. S., & Worsham, M. E. (1994). Classroom management for elementary teaches. (3rd Edition) Boston, MA: Allyn & Bacon. (Chapters 5 & 7)
- Wolfgang, C.H., & Wolfgang, M. E. (1995). The three faces of discipline for early childhood. Boston, MA: Allyn & Bacon.

(Chapter 11)

Week Fifteen

- Matrix Element:** #12-Planning for inquiry and problem solving in the learning environment
- Daily Topic:** What did you learn from PEP about how teachers and students can use problem solving?
- Daily Objective:** Students will examine their observations from the pre-professional experiences, critique the effectiveness of the practicing teachers strategies and utilize a problem-solving model to suggest modifications or alternative strategies to what they observed.
- Suggested Readings:** Feldhusen, J. F., & Treffinger, D. J. (1985). Creative thinking and problem solving. Dubuque, Iowa: Kendall Press.

Syllabus
EDEC 4020- Spring 1999
Decision Making for Planning, Teaching, and Organizing Early Childhood Classrooms

Instructors

Cathie Fallona
 Overall Coordinator, Cluster D
 427 Aderhold Hall
 Phone: 542-4244
 Email: cfallona@coe.uga.edu
 Office hours by appointment

Paige Campbell
 University Facilitator, Bramlett
 427 Aderhold Hall
 Phone: 542-4244
 Email: pcampbel@coe.uga.edu
 Office hours by appointment

Course Description

The purpose of this Block II course is to introduce students to important elements of developing as a teacher. Content is organized around four themes: 1) the personal dimensions of teaching, 2) planning, 3) organization and management, and 4) teaching strategies. With respect to these four themes, the overall purpose of this course is to enable students to understand their beliefs and knowledge about teaching and learning, to know and be able to use practices based upon research in the areas of classroom management and effective teaching, and to have the knowledge structures and planning strategies necessary to create classroom environments.

Course Objectives

Upon completion of this course, students should be able to:

1. Explore the connections between a teacher's personal cultural experiences and the teacher's developing understandings of the sociocultural contexts of teaching and learning.
2. Analyze children's thinking as a basis for designing child centered learning experiences.
3. Develop a lesson plan that is well developed and logically sequenced according to the ECE format.
4. Evaluate classroom organization and management theories, approaches and techniques that may or may not promote the optimal emotional, social, and learning strategies advocated for classroom use.

Attendance

We are working toward your identities as professionals, and in that regard, your attendance at all class sessions is expected. The ideas and concepts explored cannot easily be transmitted via class notes, and the group discussions and in-class activities cannot be replicated. You are responsible for all class meetings, assignments, and schedule changes whether you are present or not. However, if your absence is unavoidable, it is expected that you notify the instructors prior to the beginning of class that you will not be attending that day. In the event that prior notification is not possible, it is expected that you call the instructors at your earliest convenience. Excessive absences may result in your withdrawal from the course.

Responsibilities of the Student

1. Complete assigned readings prior to coming to class. Actively engaging in the materials and ideas in the course will enhance class discussions and activities. In addition, having read prior to class will enable you to clarify confusion, raise questions, extend discussion, and open new avenues of inquiry.
2. Arrive to class on time and participate in class discussions and activities. Your participation should reflect thoughtfulness, professionalism, respect for other learners, and the spirit of collaboration.
3. Complete and hand-in assignments at the beginning of class on the date that they are due.

4. Be fair and honest in representing your work to others. The UGA Academic Honesty Policy is in effect during this course. Please refer to the Undergraduate Bulletin to become familiar with this policy.
5. Make appointments with the instructors to discuss assignments and your performance in the course.

Course Texts

Eby, J. W. (1998). Reflective planning, teaching, and evaluation: K-12. Upper Saddle River, NJ: Prentice-Hall.

Weinstein, C. & Migano, A. Elementary classroom management: Lessons from research and practice. (Second edition). New York: Mc-Graw-Hill.

Reading packet

- #1- Claiming an Education
- #2-Toward an Education for Women
- #3-Child Psychology
- #4- Seeing the Child, Knowing the Person
- #5-Georgia Law Pertaining to Child Abuse and Neglect
- #6- Child Abuse
- #7-Behavioral Red Flags of Abused Children and Neglect
- #8-A Teacher's Awesome Power
- #9-The 'Who' of Teaching
- #10-The Tantalizing Vagueness of Teaching
- #11-Tracking and Ability Grouping
- #12-Getting Off The Track
- #13-Striving for Sex Equity in Schools
- #14-Gender and Educational Equity

Books for literature circle

These books will be available at Book Peddler's, 196 Alps Road. Athens. The instructors will notify you when they are in stock.

Gallas, K. (1994). Languages of learning: How children talk, write, dance, draw, and their understanding of the world. New York: Teachers College Press.

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. New York: Routledge.

Sadker, M. & Sadker, D. (1994). Failing at fairness: How America's school's cheat girls. New York: C. Schribner's Sons.

Specht, R. (1976). Tisha: The story of a young teacher in the Alaska wilderness. New York: St. Martin's Press.

Taylor, J. M., Gilligan, C., & Sullivan, A. M. (1995). Between voice and silence: Women and girls, race and relationship. Cambridge, MA: Harvard University Press.

Wheelock, A. (1992). Crossing the tracks: How "untracking" can save America's schools. New York: The New Press.

Assignments

The following assignments have been designed to help you develop your skills in organizing, planning, and conducting developmentally appropriate instruction in diverse early childhood classrooms. It is expected that all assignments will be typed (10 or 12pt.), spell checked, grammatically correct, correctly referenced, and will adhere to the below descriptions. Each assignment is worth 10 points towards your final course grade.

Cultural history project (10pts.)

This assignment is intended to help you explore the connections between your own personal, cultural, experiences and your developing understandings of sociocultural contexts of teaching and learning. There are three components to this assignment.

1. In writing, discuss your personal cultural history. This discussion may take the form of a poem, a song, or a personal narrative.
2. Make a five minute oral presentation where you share your personal cultural history with your colleagues. During the presentation, you may want to read your poem, sing your song, or share artifacts that represent your personal cultural history.
3. Self-evaluate your cultural history project.

Group lesson plan (10pts.)

The purpose of this activity is to provide you with a real, context specific planning experience. In small groups, you will have the responsibility for gathering resources, defining concepts, and describing content in age appropriate ways, constructing meaningful activities, and designing evaluation activities. Then, your group will teach the lesson to the class, and we will provide critique about ways to improve the lesson to teach to a class of third grade students. Finally, you will have the opportunity to observe Dr. Fallona teach the lessons that you have constructed. Each group will have the responsibility for:

1. Gathering resources – textbooks, children’s literature, videotapes, filmstrips, etc. – that can help you better understand the content for the lesson and that you may be able to use in the lesson.
2. Outlining the content that needs to be taught during the lesson, and define/describe that content in what you consider to be an age-appropriate manner for third grade students.
3. Sequencing the day’s lesson. Think about the objectives, materials, introduction, procedures, closure, and assessment.
4. Planning the approximate time each activity should take.
5. Practicing with each other. Then, we will teach a portion of each lesson in class, critique it, and make revisions.
6. Submitting a revised written lesson plan.
7. Observing Dr. Fallona teach the lesson.
8. Writing a reflection about the lesson presentation and student involvement where you consider the questions listed under the reflections and modifications portions of the EDEC 4020 lesson plan format.

Kid Watching Project (10pts.)

In order to become more attuned to children and their development, this project will immerse you in observing a child during your 4 week field experience. The assignment contains several components, each of which is outlined below.

Part I- Preparation: During your first visits to the field, ask your teacher to help you select a child for the Kidwatching Project. Ask the teacher to send a permission form home to the parents on your behalf so that you may observe and interview the selected child for your KidWatching Project. (I will provide you with the blank forms which you will use for this purpose.)

Secure and turn in the signed permission form before your field experience begins on February 22 (By Thursday, February 18).

Part II- Observations: Each day during your first week in the field, you should observe your selected child for 5 minutes and record your observations on paper using either anecdotal transcripts or anecdotal records.

At the end of the week, you should review your five anecdotal observations and write a summary paragraph of trends and patterns in your child's behavior and actions. Make some **general** inferences about the meaning of the data you've collected.

(For guidance on collecting and interpreting data about your selected child, refer to the Almy & Genishi reading about Observation.)

Part III-Audiotaped Conversation: During the second week, you will engage in a 3 to 5 minute, recorded conversation with your selected child. Based on your observations of the child during the first week, select a topic which you feel may be of interest to her/him and explore this topic through probing questions and statements. (Students have often found that open-ended questions such as Why? How? And prompts such as "Tell me more..." elicit more productive responses from children.)

You will then transcribe the entire conversation and evaluate the process of conversing with this child, what types of questions and statements were conversation-building and which ones brought things to a dead end. Then, interpret in general terms what you have learned about the child from this conversation in the form of a summary paragraph at the end of the transcript.

Part IV-The Report: Prepare a written report in which you describe your observation and conversation with the child. Turn in 1) your taped conversation, 2) the complete transcript of your conversation, 3) your anecdotal observations, and 4) your written report.

Your written report should include the following:

1. A **one paragraph** description of the selected child.
2. Your interpretations of the observations of the child and any educational implications arising from your findings.
3. Your assessment of the child's understanding of the various topics explored during your conversation, including their developmental level and thinking processes.
4. A reflection on the following questions:
 - What kind of questions and statements worked best for you? Were you able to probe beyond the surface to get at deeper levels of understanding?
 - Were you able to encourage the child to elaborate on his/her ideas?
 - What have you learned from the project that you think will make you a better teacher?
 - What are the practical implications of what you learned for your classroom?
 - What questions have emerged for you as a result of conducting this project?

Well Remembered Event (10pts.)

During your field experience, identify a **single** classroom event that relates to theories in the course that you are interested in analyzing. The written description and analysis of this isolated classroom event is called a *well remembered event*. The written paper about your well remembered event should be presented in three sections.

1. Describe the event by telling what you observed.
2. Discuss why the event is significant and analyze the event according to the theories that you have learned in the course. Consider how the event relates to the research that we have read about and make explicit reference to our readings. Also consider and analyze the event according to the teacher's rationale for what happened.
3. Reflect upon the sense that you make out of the event as a beginning teacher. Discuss what you have learned about teaching as a result of this event and how you will you what you have learned when you are a teacher.

2-3 Day Consecutive Teaching Plan (10pts.)

During your field experience, plan and teach a set of 2-3 day consecutive lesson plans in a content area of your choosing. The selection of the content area the timing, and the content of the lesson should be made in collaboration with the teacher, though I strongly suggest that you teach during the third or fourth week of the field experience. You may integrate this requirement with a requirement for one of your other instructors. Please follow the EDEC 4020 lesson plan format. Take the following steps, when completing this assignment.

1. Confer with your cooperating teacher during one of your pre-field experience observations. Decide in what content area and when you will teach.
2. Follow the sequence that we used when creating the group lesson plans. Select the topic of the lesson, identify the objectives, gather resources, outline the content, sequence the daily lessons, and practice.
3. Call Dr. Fallona at 542-4244 to schedule a conference if needed before you teach.
4. Ask your cooperating teacher and your university facilitator to observe you when you teach.
5. Teach the lesson.
6. As soon as possible following the lesson, write a detailed reflection about how the lesson went. Consider all the questions listed in the reflections and modifications sections of the EDEC 4020 lesson plan format.

Book study (10pts.)

In your book groups, read and discuss the selected book on the teachers' perspectives on their day-to-day experiences in the classroom and how these experiences relate to class readings and discussions. As a group, prepare a presentation for the class based upon your book. This is an opportunity for you to express your creativity! As this fall at the end of the semester, try and find ways to engage us in a thoughtful exploration of your book.

Teaching philosophy poster and presentation (10pts.)

The primary purpose of the philosophy poster and presentation is to synthesize 2-3 themes that you have selected to illustrate your developing teaching philosophy and show evidence of your philosophy in action. The poster should contain 1) illustrate your unique philosophy; 2) connect to 2-3 theories discussed in the course; 3) exemplify of your philosophy in action; and 4) represent the themes of your philosophy in an attention-getting, well-organized, clear, and thorough manner. The 5 minute oral presentation of your philosophy will be delivered to a group of your peers. During this time, you are encouraged to bring a few additional artifacts to share with us that cannot fit on the poster as evidence to support your themes. These artifacts may include 1) excerpts from your WRE's; 2) examples from any work with children in your classroom; 3) excerpts from lessons you taught that capture your philosophy in action; 4) observations that others have made of your teaching that helped you develop and refine your philosophy; or 6) poetry, song lyrics, etc. that capture some of your beliefs. The presentation should summarize the poster in an easily understandable fashion.

Exams (20pts.)

Everyone must take the midterm (10pts.) and final exams (10pts.) during their scheduled times. The midterm exam is scheduled to be taken in class on Thursday, February 18, and the final exam is scheduled for Wednesday, May 5 at 11:00 a.m.

Professionalism (10pts.)

This course is a professional education course. Thus, it is expected that you will exhibit the professionalism of that required by a beginning teacher. You exhibit professionalism by attending all class sessions, arriving at class sessions on-time, being prepared for class,

participating in class discussions and experiences, conveying the attitude of someone excited about becoming a teacher, and treating your colleagues with the utmost of respect. Perfect attendance and punctuality to every class meeting are prerequisites for earning 10 full points.

Assessment

In this course, you will be evaluated on the following ten items. For each item you may earn a maximum of ten points.

Cultural history project	10pts.
Group lesson plans/Reflections upon group lesson plans	10pts.
Midterm Exam	10pts.
WRE	10pts.
Kid Watching Project	10pts.
2-3 day lesson plan	10pts.
Book study	10pts.
Philosophy poster	10pts.
Final exam	10pts.
Professionalism	10pts.
TOTAL	100pts.

GRADES

A	90-100pts.
B	89-80pts.
C	79-70pts.

Syllabus
EDEC 4020 - Spring 1999
Decision Making for Planning, Teaching and Organizing Early Childhood Classrooms
10:10 am -12:05 p.m. M, W
Room 430

Dr. Penny Oldfather
Overall Coordinator, Cluster E
427 Aderhold Hall
Phone: 542-4244
E-mail: poldfath@coe.uga.edu

Ms. Maureen Boyd
University Facilitator
427 Aderhold Hall
Phone: 542-4244
E-mail: mboyd@coe.uga.edu

Office hours by appointment

Course Goals

This course has four goals:

1. To assist you in developing a reflective approach to decision-making for planning and organizing early childhood classrooms and for teaching young children.
2. To support your exploration and analysis of children's thinking as the basis for designing developmentally appropriate learning experiences.
3. To provide you with a foundation for understanding classrooms as social contexts for learning with diverse student needs.
4. To facilitate your consideration of the ways in which a variety of planning, teaching, and management philosophies, theories and practices (e. g., explicit instruction, constructivism, cooperative learning, the Foxfire approach, inquiry-oriented learning) can be utilized in co-constructing (with children) a positive and supportive classroom learning community.

Upon completion of this course you will be able to

1. Identify a variety of planning, teaching and management philosophies, theories and practices.
2. Integrate these ideas into coherent plans for teaching in multicultural settings.
3. Articulate your own developing educational perspective that will guide your planning for teaching and classroom organization and management.
4. Plan, carry out, and critique a teaching activity.

Course Materials:

Byrnes, D. A. & Kyger, G. (Eds.) (1996) *Common bonds*. Wheaton, MD: Association for Childhood Education International.

Eby, J. & Kujawa, E. *Reflective planning, teaching and evaluation: K-12*. New York: Macmillan,

Jones, V. & Jones, L. (1998). *Comprehensive classroom management*. (5th edition). Boston: Allyn & Bacon.

Bel Jean Readings Packet

Expectations

1. Active participation in class
2. Positive attitude and professionalism
3. Assignments completed on or before dates indicated on syllabus
4. Reflections and paper must be word processed.

Evaluation

	% of Total Grade	
Participation and Professionalism	15%	
Cultural learning autobiography project and presentation	10%	10%
Group lesson plan	10%	
Well-Remembered Events (from field experience)		15%
Two or three day consecutive teaching plan	10%	
Midterm examination	10%	
First days of school guidebook	10%	
Final: Children's Thinking Project Paper/Presentation		20%
Total		100%

Honor Code

"Students at The University of Georgia are responsible for maintaining and adhering to the strictest standards of honesty and integrity in every aspect of their lives. Honesty in academic matters is a large part of this obligation. Specific regulations governing student academic conduct are contained in the Student Handbook and these should avoid any misunderstanding." -- Undergraduate Bulletin

Description of Course Expectations and Assignments

All assignments should be word processed in 10- or 12-pt. font, double spaced, spell checked, and grammatically correct. It is wise to ask someone to proof-read your work and for you to read your work aloud in order to prepare a high quality presentation.

Your writings for the projects and the examinations will be evaluated on both on what you write and on how well you write. I will be interested in how well you express your critical thinking about the issues and concepts discussed in class, as well as how well you demonstrate your understanding of the readings. I will assess evidence of the effort you put into your work.

Cultural Learning Autobiography Project and Presentation (Due: January 27th)

In this project you will examine your own educational/cultural history in order to understand more fully the cultural influences in your own learning and the contexts that have best supported your learning and motivation. You will participate in class activities that will help you consider these issues and prepare for this project. Additionally, you will write a short (1 or 2 page) self-evaluation of your learning autobiography. (Due: ?) In your self-evaluation, please address the following questions:

1. How would you assess the quality of ideas represented in your paper? How well does it portray something significant about you as a learner?

2. How would you assess the quality of your writing? Think about style as well as organization and mechanics.
3. What have you learned in the process of writing the paper?

Group Lesson Plan Due February 8/10th

In preparation for your field experience, you will work in a group to develop a lesson plan that you will then teach to a group of your classmates. You will participate in developing a rubric for evaluating the project.

Midterm examination - February 15th

For this exam you will analyze a teaching case, applying the concepts from our course up to the midpoint of the semester. You will be expected to cite course readings and lectures. In addition, you will respond to some short answer questions in which you will be required to demonstrate your understanding of various concepts of the course.

Two or three day consecutive teaching plan (implemented in field experience)

During your field experience, you will plan and teach a set of 2-3 consecutive lesson plans to the whole class in a content area of your choosing. The selection of the content area, the number of lessons (either 2 or 3), the timing and the particular focus of the lessons should be made in collaboration with your teacher, though I strongly suggest that you teach during the third or fourth week of the field experience, rather than sooner. You may integrate this requirement with a requirement from one of your other instructors.

Two Well-remembered Events (from field experience) Due March 31st

Twice during your field experience you will identify a single classroom event that you find of particular interest or significance. The written description and analysis of each of these isolated classroom events is called a Well-Remembered Event (WRE). You will present your WRE in three sections.

- In the first section, describe the event (What did you observe?).
- In the second section, discuss why the event is significant and analyze the event in light of the theories that you have learned throughout the course of the semester, and from the perspective of the teacher (How does the event relate to the research that we have read about and discussed in the course? What rationale does the teacher give for his or her actions?)
- In the third section, reflect on the sense you are making about this event, and the implications that it has for your process of learning to teach. (What have you learned about teaching as a result of observing this event?)

First days of school guidebook - Due April 5th

Along with your classmates, you will contribute to a class guidebook full of ideas for preparing for the first days of school. During your field experience, you will have an opportunity to solicit lots of great ideas on this topic. You may work individually or in pairs. You can interview teachers and ask them to give you specific ideas based on their experience. A complete assignment must include information from each of the following categories (along with any new categories you create!). 1) setting up the room; 2) decorating the room; 3) classroom organization and management; 4) finding out what you need to know before school begins; 5) planning for the first day; 6) initial communication with parents.

Children's Thinking Project : Presentations on April 21st; Final paper due May 3rd)

You will tape a conversation with a child to explore ways of "getting into a child's head." This project is also designed as a tool for deepening your educational philosophy, and

your understandings of teaching, learning, and social constructivism. You will present your findings in class, and write a paper which will serve as the final examination for the course.

Course Schedule

Monday, JAN. 11

INTRODUCTIONS
COURSE OVERVIEW
INQUIRING ABOUT TEACHING AND LEARNING

Wed., JAN. 13

THE SOCIAL CONTEXT OF CLASSROOM LEARNING;
LEARNING THROUGH CHILDREN'S EYES

Readings:

Bel Jean: Muskal: pp. 1-16;
Oldfather, West, White and Wilmarth, pp. 29 - 52; and pp. 69 - 73 (Mariposa's Learning Autobiography)

Monday, JAN. 18 - Martin Luther King HOLIDAY (No class)

Wed., JAN. 20

WHAT ARE WE REACHING TOWARD?
DEVELOPING PERSONAL VISIONS OF TEACHING
MEMORABLE LEARNING EXPERIENCES

Bring: An artifact that represents something important in your personal cultural history

Readings:

Bel Jean: Ross, Bondy and Kyle, pp. 19-28;
Pollard and Tann, pp. 17-18
Byrnes and Kiger *Common Bonds*: pp. 11-22.

Monday, JAN. 25

CLASSROOM MANAGEMENT IN PERSPECTIVE;

Readings:

Eby, Chapter 1
Jones and Jones: Chapter 1

Wed., JAN 27

UNDERSTANDING STUDENTS' NEEDS
DEVELOPMENTALLY APPROPRIATE PRACTICES

Due: Learning Autobiography Presentations,

Readings:

Eby, Chapter 3
Jones & Jones, Chapter 2

Monday, FEB 1

CURRICULUM PLANNING: LESSON PLAN DESIGN

Due: Self-evaluations of learning autobiographies

Readings:

Eby - Chapters 6 and 7

TUESDAY, FEB 2 MEET YOUR TEACHER DAY - 1:00 - 3:45 PM

Wed., FEB. 3:
TEACHING STRATEGIES

Readings:

Eby - Chapter 8

Bel Jean - pp. 101-105

FRIDAY, FEB 5 SCHOOL VISIT - 8 -12 AM

Monday, FEB 8
LESSON IMPLEMENTATION WITH PEERS

Wed., FEB 10 -
LESSON IMPLEMENTATION WITH PEERS (cont.)
REVIEW FOR MIDTERM EXAM

FRIDAY, FEB. 12 SCHOOL VISIT - 8 -12 AM

Monday, FEB. 15 - MIDTERM EXAM

Wed., FEB.17 -
CLASSROOM MANAGEMENT (AND PREPARING FOR THE FIELD EXPERIENCE!)

Readings

Eby, Chapter 2

Jones and Jones, pp. 256-269.

FRIDAY, FEB. 19 - SCHOOL VISIT - 8 -12 AM

FEB. 22 - MARCH 26 - FIELD EXPERIENCE:

[MARCH 8 - 12 - UGA SPRING BREAK]

Assignments to be completed as part of field experience:

- Two Well-remembered Events
- 2- 3 day consecutive teaching plan
- First Days of School Guide

Monday, MARCH 29 -
REFLECTIONS ON THE FIELD EXPERIENCE: MIXED MEDIA
EXPLORATIONS

Oldfather 6

Wed., MARCH 31 -

INTRODUCTION TO THE Children's THINKING PROJECT
DISCUSSION OF WELL-REMEMBERED EVENTS

Reading

Bel Jean: Oldfather, West, et al, pp. 49-66

Due: Well-Remembered Events

Monday, APRIL 5 -

ACCESSING and UNDERSTANDING CHILDREN'S THINKING

Due: 1st days of school guidebook contributions

Wed., APRIL 7 -

MOTIVATING STUDENTS

Readings:

Jones & Jones: Chapter 6

Oldfather Reading Teacher article (to be provided)

Monday, APRIL 12 -

STUDENT-CENTERED APPROACHES
FOX-FIRE CORE PRACTICES, AND SOCIAL CONSTRUCTIVISM

Readings:

Bel Jean: Teets & Starnes, pp. 108-116.

Wed., APRIL 14 -

CULTURALLY RESPONSIVE PEDAGOGY AND LEARNING STYLES

Readings:

Bel Jean: Derman-Sparks, pp. 145-151

Jones & Jones (review section on learning styles in Chapter 6)

Monday, APRIL 19 -

COOPERATIVE LEARNING STRATEGIES

Readings: To be provided

Due: Draft of Children's Thinking Project for Peer Review (See review form in this syllabus).

Wed., APRIL 21 -

CHILDREN'S THINKING PROJECT PRESENTATIONS

Monday, APRIL 26 -

COOPERATIVE LEARNING STRATEGIES (continued)

Reading:

Bel Jean 152-163

Wed., APRIL 28

Oldfather 7

EDEC 4020 Syllabus, Spring 1999 - Dr.

REFLECTIONS AND GOAL SETTING

Monday, MAY 3 (noon) - FINAL EXAM PAPER DUE

Children's Thinking Project Review Form

Reviewer _____

Who is the author of the paper you are reviewing? _____

Was there a complete draft of the paper? _____

Was the transcript completed and typed? _____

Check to insure that the required elements (listed below) are included in the paper.
--

___ A description of the child, the context, and the topic(s) of the conversation;

___ Processes in initiating the conversation and putting the children at ease;

___ Assessment of the children's understanding of the topics or phenomena explored;

___ An assessment of success in communicating with the children about their thinking: (Did the author address the following questions?)

___ Were you able to get out of the teacher role, and let the child take the lead?

___ Were you able to probe beyond the surface to get at deeper levels of understanding?

___ What kinds of questions worked best for you?

___ Were you able to encourage the child to elaborate on his/her ideas?

___ What would you have done differently?

___ Specific examples from the transcript about particular moments when you wish you had interacted differently, posed a certain question, or chose to be silent.

___ What additional questions would you want to ask the child to gain deeper understanding? Again, be very specific.

___ Most importantly: What connections do you see between key concepts in this course and your findings from this project? What have you learned from this project that may help you become a better teacher? What are the practical implications of what you learned for your classroom? What questions have emerged for you as a result of conducting this project?

BLOCK 3 EDEC 4030

Integrated Curricular Practices in Early Childhood Education

DIVERSITY

- Application of culture (race, ethnicity, culture, gender, class and character education)
- Introduce family and community: Exploring assumptions related to race, ethnicity, and class
- Linguistic diversity
- Class
- Sensitivity towards issues of holidays and religions
- Critical reflection of field experiences (e.g., examine power, justice, & equity with regard to physical environment, discourse, classroom procedures, negotiated roles, views of knowledge and authority)

ORGANIZATION & MANAGEMENT

- Application and analysis of theories based on block two discussion
- Prevention strategies- Anticipation of where teacher may need to intervene
- Integration of organization and management with unit assignment
- Development of personal philosophy related to management
- Proactive behavior on the part of the teacher
- Organizing and building a foundation for the first days of school
- Rules and procedures
- Family and community involvement, community project assignment, and parent conferences are linked to management
- Practical tips and practices for organizational management
- Confronting/contracting, problem solving, and specific behavior management approaches such as cognitive self-instruction
- Cooperative learning and managing groups and seatwork
- Classroom meetings

PLANNING

- Long term planning
- More in depth coverage of curriculum guides and QCC so students can develop a sense of sequence of instruction.
- Developmentally appropriate practices will inform the implementation of five connected lessons
- More in-depth application to accommodate diverse students (cultural, ethnic, socio-economic, special needs, gender and religion)
- Teacher made tests, standardized tests, orientation to terms as related to assessment, construction of developmentally appropriate assessment

**EDEC 4030 Integrated Curricular Practices in Early Childhood Education
Spring Semester 1999**

Jack V. Powell, Ph.D.

Office: 427 Aderhold Phone: 542-4244

Office Hours: Monday - Wednesday 9:00 - 10:00 (Other times by appointment)

Classtime: Mondays and Wednesday, 10:10 - 12:05. Computer-based instruction time will be integrated within the scope of time assigned for this course. (Lab time will be assigned on a flexible schedule).

OVERVIEW

In this course, you will learn how to plan, and implement instruction for an entire class as well as develop philosophical perspectives of teaching and classroom management. You will also learn to recognize and take into account individual differences among the students in your class. By studying the assigned readings and attending classes, you will acquire conceptual knowledge about program and curriculum design as well as current curriculum issues. In addition, the importance of parental support and community resources will be addressed. Computer-based applications, will also accent your professional behavior. By participating in the field experience, you will learn to apply this knowledge in actual classroom settings.

GOALS+

1. To gain knowledge of curriculum process and content in general and integrative/lesson planning in particular.
2. To develop understanding of planning/implementing interest areas that complement instruction.
3. To gain knowledge of considering individual differences in planning instruction.
4. To learn techniques for valid and reliable classroom instruction and evaluation.
5. To gain knowledge of techniques and skills for effective classroom organization and management.
6. To learn how to effectively involve parents and other community resources.
7. To show the theoretical and practical differences among five basic teaching philosophies practiced in American education.
8. To facilitate the use of integrated instructional technologies in teaching and learning.

+ Each of the primary goals above has one or more secondary objectives which will be addressed during the semester.

Date	Topic	Readings/Activities
January 11 Monday	Overview, General Information Computer-based Instruction Preassessment	Section 1, BelJean
January 13 Wednesday	Measurement and Evaluation Preassessment Practices	Section VIII, BelJean Chapter 9, Pappas
January 18 Monday	MLK HOLIDAY	
January 20 Wednesday	Measurement and Evaluation (continued)	Section VIII, BelJean Chapter 9, Pappas
January 25 Monday	Measurement and Evaluation (continued)	
January 27 Wednesday	Planning/Implementing Integrative lessons and units	Chapter 3, Pappas; Sections III, IV and V, BelJean
February 1 Monday	Planning/Implementing lessons and units (continued)	Chapter 3, Pappas; Sections IV, V, BelJean
February 2 Tuesday	Meet Your Teacher (1:00-3:45)	
February 3 Wednesday	Planning/Implementing Integrative, lessons and units (continued)	(References as above)
February 8 Monday	Developmentally appropriate Practice	Sections VI and VII BelJean; Chapter 4, Pappas

Date	Topic	Readings/Activities
February 10 Wednesday	Attending to Individual Differences	*(Questionnaire, BelJean) Sections IX, VI and VII
February 15 Monday	...Individual Differences Integrative Computerized Instruction (continued)	Chapter 10, Pappas Section X, BelJean
February 17 Wednesday	Computerized Instruction (continued) Integrated Curriculum Implementation Classroom Management	Chapter 5 & 7, Pappas Section XI, BelJean
February 22 - 26; March 1 - 5	Full-time Field Experience	
March 8 Monday	Classroom Management (continued)	Chapter 10, Pappas Section XI, BelJean
March 10 Wednesday	Phase 1 EXAM	
March 15-19; 22 - 26	Full-time Field Experience	
March 29 Monday	Professionalism **Philosophies of teaching	Section II, BelJean
March 31 Wednesday	Collaborating with Parents and Others	Section XII, BelJean

*Respond to the LEARNING PREFERENCE QUESTIONNAIRE in BelJean Section IX before February 10, 1999.

**Respond to the self test (What is your educational philosophy?) before March 29. It is found in Section II, BelJean.

Date		
April 5 Monday	"Theory into Practice"- (Field Center Technology Integration)	Level III class
April 7 Wednesday	"Theory into Practice" Forum	Groups A and B
April 12 Monday	"Theory into Practice" Forum	Group C and D
April 14 Wednesday	"Theory into Practice" Forum	(Tech Media)
April 19 Monday	Technology Planning for Level IV (NovaNET/Internet)	(Computer Lab)
April 21 Wednesday	Teaching and Learning in ECE	(Visitor)
April 26 Monday	Student Teaching Workshop	(Powell)
April 28 Wednesday	Placement File and Career Workshop Evaluations (course and content, Phase 2)	Hansing and Powell
May 3 Monday	Final exam due by 12:00 o'clock noon	

INSTRUCTIONAL STRATEGIES

1. Direct large group instruction
2. Small group activities/cooperative learning +
3. Interactive media presentations
4. Computer-based instruction applications/independent learning
5. Discussion activities

+ Research has shown that cooperative learning uses group dynamics to make the classroom a more satisfying place for learners. Cooperative learning will be “modeled” through student participation in such groups within the scope of this course. Groups will be randomly assigned on the first day of class and group presentations will be scheduled over the quarter. While students plan and participate in cooperative learning groups, the manner in which the basic components of such groups could be operationalized (or improved) within your classrooms is encouraged. After groups are assigned, each is to choose a leader(s), plan and present a cooperative lesson based on selected and/or assigned topics. The ultimate goal is to have you become involved in planning and presenting a cooperative lesson in this course while simulating or role playing practical implementation.

<u>Course Requirements</u>	<u>Due Dates</u>	<u>Maximum Points</u>
1. ++ Five (5) connected lesson plans	February 17 or March 10	45
2. Phase 1 EXAM	March 10	46
3. Professionalism in class (attendance, punctuality, attitude)		5
4. Cooperative learning group effort and Forum participation	April 14 (paper due)	6
5. <u>Computer Applications: NovaNet</u> and web sites	May 3 (Reflective paper due)	12
6. Final Exam (Phase 2)		46
Maximum points possible		160

++ Subtract one point for each day late after the final due date.

Note: See pages 9-14 in this syllabus (as appropriate) for more details about requirements 1, 4 and 5.

Attendance policy

Attendance at all class sessions and at your field placement is necessary. A portion of class sessions will be spent on group discussions and activities. The ideas and concepts to be explored cannot easily be transmitted via class notes. You are responsible for all announcements made in class, even if you are not there. Unexcused absences will result in a reduction in your course grade. An excused absence is one in which you have a note signed by a doctor or a nurse on health services stationary, with the dates you need to be out of class for health reasons. A family emergency will also be considered an excused absence if verified by a note from a family member. For other excuses, written requests for credit will be considered on a case-by-case basis. Absences due to work schedules, clubs, weddings, athletics, etc. will typically not be excused. If you are absent, it is your responsibility to provide written verification of the medical or family emergency. (See Cluster C, Revised Attendance Policy for more detail). It is found in Section I of the BelJean Resource prepared for this course.

Evaluation

Field experience for Level III must be passed, which includes successful construction and implementation of five lesson plans (with integration in at least two other subject areas).

- A= 144 - 160 (Points)
- B= 128 - 143
- C= 112 - 127
- D= 96 - 111
- F= 95 and below

This statement is to clarify for students enrolled in EDEC 4030 classes that satisfactory completion of the four week field experience is necessary in order for students to successfully fulfill requirements for EDEC 4030. Please understand that this in no way minimizes the importance of the evaluation of students work during the university classroom component of this course, but that we wish to be sure that each student is ready for student teaching in Level IV. The student's final course grade will remain dependent on the work completed for their course instructor, but in the event of a student being unable to pass the internship component for EDEC 4030 one of the following options must be considered:

- 1. The student can be awarded a "D" in the course**
- 2. The student can be awarded an "I" in the course and repeat the four week level III field experience.**

The purpose of this communication is not to make students unduly apprehensive about their field experience, but to convey to students the importance of the field experience and of working diligently and closely with their cooperating teacher, university facilitator and overall coordinator.

Should you have any questions you are invited to raise them at this time or make an appointment to meet with your instructor at your earliest convenience.

Field Requirements (February 22 - 26; March 1 - 5; March 15 - 19; 22 - 26 (7:30 - 3:00))

Note: School Visits- Fridays, February 5, 12 and 19 (8:00 a.m. - 12:00 p.m.)

1. Determine appropriate entry level skills (e.g. through preassessment measures or valid interview techniques) which you expect the students to "bring" to your five connected lessons beginning the first day when you will begin teaching.
2. Plan and implement five connected lesson plans for the entire class while integrating at least two other subject areas. Include at least two interest areas which take into account individual differences.
3. Arrange at least two observations of teaching with your university facilitator on the lessons you have planned.
4. Follow through on your cooperative group topics discussed in class and make connection with your "Theory into Practice Forum Presentation" on the dates assigned subsequent to field experience.
5. Complete one observation of another Level III student and be observed once by another Level III student. Turn in your peer observation forms to Dr. Powell no later than March 29. (See Section I, BelJean).

References

Resource Book, Block III (BelJean Copy Service on Broad Street)

Cooperating Teacher Packet - Block III, Spring 1999 Partnership Cluster C (BelJean)

Pappas, Christine, Kiefer, Barbara and Levstick, Linda (1999). An Integrated Language Perspective in the Elementary School (3rd Ed.). Longman: White Plains, NY. (UGA Bookstore)

Related handouts given by the instructor.

Student selections of readings in ECE or education in general.

STUDENT RESPONSIBILITIES

1. Organization and budgeting time wisely are very important in this course. Read your syllabus, and keep up with the due dates for assignments. Former students have found a loose leaf notebook helpful for organizing.

2. You should be familiar with the contents of ALL assigned readings by the dates on which the topics will be presented.
3. All assignments should be professionally completed, e.g., no crossed out words, soiled papers, writing outside the left margin, on back, etc. Your points on such assignments will be lowered at the instructor's discretion. It is not necessary to type all assignments; however, it is necessary that they be neat and carefully prepared.
4. Do not wait until the last minute to do assignments. This is often accompanied by panic, and a tendency to blame someone rather than yourself, i.e., "they" give too much work!
5. If you have questions, concerns, or suggestions, please do not hesitate to make an appointment to see me. Address problems promptly.
6. Be fair and honest in representing your work to others. The UGA Academic Honesty Policy is in effect during this course. Please refer to the Undergraduate Bulletin to become familiar with this policy.

Lesson Plan Format *
EDEC 4030

- Objectives** Be sure to state objectives in behavioral terms. Objectives should reflect depth of content and both higher and lower thinking skills.
- Content** List the specific facts and concepts you expect children to grasp after this lesson. Use this section to clarify your thinking about what is appropriate for the students to study. Think about whether you are planning to teach material that is too easy or too hard. Is the content worthwhile? You should also describe the preassessment method(s) in this section.
- Materials** List materials you will use in each activity. Be sure to include copies of the materials if possible (e.g., worksheets, student edition pages, word lists, game directions, poems), and describe materials that cannot be included with the lesson plan.
- Introduction** The introduction describes the way you will start the lesson. How will you explain its purpose to the children? You should plan a stimulating, motivating introduction to help insure students' attention to the lesson. How are you conceptually connecting the lesson to other lessons?
- Procedures** Procedures must match objectives. Be sure to include enough activities per objective to increase the likelihood that students will learn the material.
- Closure** How will you summarize the lesson? Write this important step down and remember to do it. The teacher or the students can summarize the day's lesson. Sometimes closure can be done at the end of group work before the children go to work on individual projects.
- Evaluation** How will you know if your students have achieved the objectives? Evaluation is written in terms of what the teacher will do, while objectives are written about what the students will do. Be sure to include a criterion for each objective.
- Modifications** What adaptations in materials, procedures, or evaluation will you make for your students with special needs?
- Reflections** (To be completed after the lesson plan is implemented). What went well? What unexpected things happened, and how well did you handle them? Did the students get out of the lesson what you wanted, and did they enjoy it? What suggestions did the students have for improvement? What would you do differently next time you teach the lesson?

5. Establishing reciprocal relationships with parents
6. Policies

**** Note:** Each cooperative group should plan a 40 - 50 minute presentation with means of involving the rest of the class. A 3 - 5 page summary of your cooperative group effort should also be passed in. No binder is necessary; but a cover page is required that will include the Title of your topic(s), school, your names, course prefix & number, date and the instructor's name.

NovaNET Lessons

(Select at least 3)

1. **Tenure: A Simulation of a First Year of Teaching**

In this simulation, users make decisions similar to those of a first-year teacher in order to attain tenure and a salary increase. The user becomes aware of the importance in the tenure decision of the approval of the principal, of his/her performance, and of the reputation he/she has with the faculty, students and parents. Experiences related to teaching are grouped under six areas during the course of the simulation: classroom management, discipline, criteria and issues related to pupil evaluation, teaching techniques, extracurricular activities, and interpersonal relationships with co-workers. At the end of the simulated session, summary scores with corresponding averages are shown to users for responses given as related to pupils, faculty, and parents.

(Note: This activity could be more meaningful if you are assigned to a departmentalized 4th or 5th grade).

2. **Statistics for Teachers**

This lesson presents a discussion on simplified statistics, including descriptive measures and correlations, that aids the teacher in effective pupil evaluation. Practice exercises are provided throughout the lessons.

3. **Digests**

This is a collection of short reports produced by sixteen ERIC Clearinghouses on topics of current interest in education.

4. **IGE Schools**

This lesson is intended for teachers and presents a discussion of individually guided education.

5. **Questioning** is designed to introduce the teaching strategy of questioning with student teachers as a targeted audience.

6. **Mean, Median and Mode**

This lesson provides content on the application of simplified statistics.

Web Sites
(Select at least 4)

1. <http://www.21ct.org> (21 st Century Teachers Network)
2. <http://www.Thechalkboard.com> (The Chalkboard)
3. <http://www.classroom.net/> (Classroom Connect)
4. <http://www.school.discovery.com> (Discovery Channel School)
5. <http://www.edweb.gsn.org/list.html> (Discussion Group)
6. <http://www.education-world.com> (Education World)
7. <http://www.eagle.ca/~matink/> (Educator's Toolkit)
8. <http://www.planetK-12.com> (Planet K-12)
9. <http://www.pacificnet.net/~mandel/index.html> (Teacher Helping Teachers)
10. <http://www.teacherzone.com/> (Teacher Zone)
11. <http://www.Techlearning.com> (Technology & Learning Online)
12. <http://www.acs.ucalgary.ca/~dkbrown/index.html> (Children's Literature Web Guide)
13. <http://www.whitehouse.gov/WH/kids/html/home.html> (White House for Kids)
14. <http://gopher.ed.gov:70/11/programs/ERIC/search> (ERIC digest)
15. <http://galileo.galib.uga.edu/Homepage.cgi> (Galileo)
16. <http://www.ed.gov/pubs.TeachersGuide/index.html> (Teacher's Guide to the U.S. Department of Education)
17. <http://www.doe.k12.ga.us/> (can access Georgia's QCC)

Note: A 2 - 5 page reflection on you experiences with integrated technologies should be passed in. This reflection should address: (1) How the technologies have enriched your lives as beginning teachers, (2) How you applied them (as appropriate) to your teaching in the field centers (3) Evaluation of the benefits with the children you taught, and (4) Your future plans to integrate technology in your student teaching experience and beyond.

No binder is necessary for this paper; but a cover page is required that will first include the words, "Technology Utilization", followed by your name, grade level, school, course prefix & number, date and instructor's name.

On a separate page (at the end of this paper) include a list of the NovaNet lessons taken and the addresses of the web sites which you visited.

Instructions for accessing the NovaNET System

First, get a NovaNET command sheet or Template in the lab area.

1. (Message) "Hit any key to check in".
2. Enter your name, followed by your ID.
3. Use the arrow key and move "down" to the School of Education, and press "enter".
4. (Message) "Hit any Key"...; then, click on communicati... ICON on lower row (middle) of screen
5. Click on the NovaNET ICON located in the lower left of the start Menu/Communications Window
6. Type your NovaNET group (which is _____)
7. Enter your NovaNET name (last name, followed by first without comma between and no caps). [doe john]
8. Select and enter a "password" [no more than 8 letters; could include a few numbers if you wish]; (use lower case letters).
9. The menu of ECE lessons will now appear on the screen. You may select them in any order.

NovaNET Sites: 224 Aderhold; 406, A-B BioScience Bldg.; 201 Fine Arts Bldg.
305 Journalism; 224 Main Library

NOTE: Usually, NovaNET can be accessed in the OASIS Lab at the Gwinnett Center.

Instructions for obtaining an e-mail account

(Note: First, check for information in CET , Room 232)

1. Locate the Netscape ICON within the COE Internet Kit (lower right of Program Manager Screen) and click on it to enter Netscape.
2. After you get into Netscape, click on "open".
3. Type this address: <http://www.coe.uga.edu/ua-cgi>
4. Click on the "down" arrow key (left of screen) to move down page, and type in or click on the information requested- [name, UGA ID, Status]
5. Click on "Submit my application".

Go to CET (Room 232 Aderhold), present your ID and get your e-mail account/address approximately five working days after class begins.

BLOCK 4 EDEC 4040

Special Topics in Early Childhood Education

DIVERSITY

- Critical reflection of culture (race, ethnicity, culture, gender, and class)
- Laws and policies related to services for children with special needs
- Understanding legal issues (special needs, liability, due process, religion, confidentiality)
- Application of family and community issues
- Special needs placements
- Retention
- Family configurations
- Critical reflection of field experiences (e.g., examine power, justice, & equity with regard to professional responsibility)
- Activities (inquiry project, portfolio development)

ORGANIZATION & MANAGEMENT

- Critical reflection of organizational and management practices

PLANNING

- Exploring and expanding resources for planning
- Ethical considerations for assessment

EDEC 4040
Special Topics in Early Childhood Education
Committee: Oldfather, Tippins, Campbell, & Payne

Course Description

This course is held at the conclusion of the student teaching experience during weeks 11-15 of the semester. The major focus of the course will be on inquiry and will involve two primary elements. Students will develop a professional (or presentational) portfolio that reflects the student's competence, individuality, and creativity as a professional educator. The second area of inquiry involves "looking beyond the school walls" to consider home-school connections and community agencies (e.g., social services, courts, special agencies, homeless shelters, etc.). In addition, all students will have the opportunity to become familiar with basic school law, that established by state and federal statute, constitutions, and court decisions.

Course Objectives

1. Students will utilize inquiry as a vehicle for professional reflection and development.
2. Students will select and exhibit their "best practices" from student teaching, selecting a practice representative of their current level of professionalism.
3. Students will articulate the importance of the home-school connection and the critical role teaching professionals play in developing and nurturing this connection.
4. Students will develop a professional portfolio that synthesizes their previous coursework and field experiences and reflects their development as a new teacher.
5. Students will articulate the importance of the home-school connection and the critical role teaching professionals play in developing and nurturing this connection.
6. Students will explore the community surrounding schools and its role in the lives of children and families.
7. Students will understand the relevance of specific legal cases to larger issues of school law encountered by teaching professionals.

EDEC 4040
Inquiry Project
(draft)

Students should formulate a "burning question" either from prior field experiences or related to a personal interest in an issue related to education. These questions should be framed within the content of EDEC 4040 regarding Legal Issues in Education and Beyond the School Walls: Exploring Intersections of Home, School, Community (see attached Topical Outline)

In pursuing a response to your individual inquiry, you should develop a list of potential community and legal resources which may assist you in investigating your question. Attached you will find a list of community agency representatives willing to discuss their services and roles with our education students. You should attempt to gather as much information as possible from a variety of resources to provide a complex and comprehensive picture of your investigation. You should strive to understand as much as you can about your particular topic. Your field contact hours should be used to complete the information gathering phase of your inquiry project.

The final presentation of your completed inquiry project will occur during your scheduled exam period. You should include a comprehensive written report and are encouraged to compile any audio-visual materials which will enhance your presentation.

Ideas for 4040 Portfolio Development

February 9, 1999

The 4040 course is the culmination of the undergraduate EDEC sequence. We propose that the course involve two main components: an inquiry project - focusing on the larger contexts of schooling (e. g., legal considerations, home-school connections, community agencies such as DEFACS, r educational programs for mentoring, tutoring, homeless children); and a portfolio project .

The portfolio project would have 2 "incarnations": a *learning portfolio* and a *professional portfolio*. The purpose of the learning portfolio would be as a tool for reflection and documentation across each students' preparation in early childhood education. The learning portfolio will represent the student's learning across the Preprofessional Experience and the four Blocks of the EDEC program, including student teaching.

The purpose of the professional portfolio will be to represent and/or document the student's experience and competence as s/he is applying for teaching positions, graduate school, or other professional endeavors. It will include a resume. Many, but not all, of the components of the learning portfolio would become part of the professional portfolio.

The learning portfolio would include artifacts, such as papers, projects, lesson plans, photographs, students' work, student and parent communications, peer observations, dialogue journals, written cases, learning maps, and e-mail discussions .

For each artifact in the portfolio the student would write an introduction, his/her rationale for including the item as evidence of learning, and a reflection about the significance of this learning for preparation for teaching.

Selections for the portfolios would include

- items from the Preprofessional experience;
- the student's initial philosophy, prepared during Block 1;
- an additional philosophy statement to be completed during EDEC 4040;
- projects from both EDEC and content areas courses throughout the student's program;
- a "best practice" artifact from student teaching and other selections based on field work.

As a culminating activity for the 4040 class, students would present their portfolios to the teacher liaisons and cooperating teachers in the school in which they complete their student teaching. It would need to be determined which "edition" the student would present (the learning portfolio and the professional portfolio). The inquiry project, that will be the other main component in the class, may also be included in the professional portfolio.

Penny Oldfather

Undergraduate Early Childhood Education Multicultural Education & Perceptions Exit Survey

1. Please indicate the degree to which multicultural education has been infused in your course work and field experiences throughout the following areas of your program:

	Very Little Integration	Some Integration	Moderate Integration	Thorough Integration
UGA Core Courses	1	2	3	4
EDEC 4010	1	2	3	4
Other Block I Courses (EMAT 3400)	1	2	3	4
EDEC 4020	1	2	3	4
Other Block II Courses (ELAN 3110, EMAT 3410, READ 3420, ESOC 3420)	1	2	3	4
EDEC 4030	1	2	3	4
Other Block III Courses (ELAN 4120, ESCI 4420, READ 3430)	1	2	3	4
EDEC 4040	1	2	3	4
Student Teaching	1	2	3	4

For items 2 to 17, please use the following rating scale:

1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree

- 1 2 3 4 5 2. I feel that the way that multicultural education was presented to me will help me in my teaching.
- 1 2 3 4 5 3. I feel that I have learned practical strategies for working with students from diverse backgrounds.
- 1 2 3 4 5 4. I feel that I have been adequately exposed to diverse groups of students during my professional course work sequence.
- 1 2 3 4 5 5. I feel that I have been assigned to classrooms and teachers that model multicultural practices.
- 1 2 3 4 5 6. I feel that my university field-based supervisors model ways to effectively integrate multicultural education into my practice.
- 1 2 3 4 5 7. I feel that my university field-based supervisors provide me with an opportunity for feedback and discussion about the integration of multicultural education into my practices.

- 1 2 3 4 5 8. I feel that I have specific understanding of how to integrate multicultural education into multiple content areas (e.g., math, science) that don't as readily lend themselves to easy integration.
- 1 2 3 4 5 9. I feel that my perceptions of diverse groups of people have changed based on the information I learned during my professional preparation.
- 1 2 3 4 5 10. I recognize how to use universal information regarding diversity and information pertaining to specific groups of individuals by adjustment my teaching practices accordingly.
- 1 2 3 4 5 11. I have an interest in working with individuals from diverse backgrounds.
- 1 2 3 4 5 12. I have an interest in working with individuals with disabilities.
- 1 2 3 4 5 13. I know of resources that may assist me in effectively integrating multicultural education into my teaching practices.
- 1 2 3 4 5 14. I am not sure why multicultural education is discussed so much because it will not greatly affect the kind of teacher I am.
- 1 2 3 4 5 15. I plan to teach in the community from which I came.
- 1 2 3 4 5 16. I plan to teach in a community that has a large proportion of diverse groups living within it.
- 1 2 3 4 5 17. I feel that my teaching skills have changed, and that I can practice in a child/culturally-focused manner as a result of the multicultural information I have gained.

18. Please rate the degree to which your professional sequence of courses has prepared you to work with the following elements of multicultural education:

	Strongly Unprepared	Moderately Unprepared	Undecided	Moderately Prepared	Strongly Prepared
Cultural Differences	1	2	3	4	5
Differing Economic Levels	1	2	3	4	5
Religious Groups	1	2	3	4	5
Gender Differences	1	2	3	4	5
Sexuality Differences	1	2	3	4	5
Geographic Differences	1	2	3	4	5
Age Differences	1	2	3	4	5
Language Differences	1	2	3	4	5
Special Needs	1	2	3	4	5

19. What has been your best resource or resources for multicultural education?

20. In what ways could the Department of Elementary Education improve your experiences with multicultural education?

21. After graduation, in what ways may the Department of Elementary Education continue to assist you with multicultural education?

22. Other comments or suggestions that you may have concerning your experiences with multicultural education:

Guidelines for Meeting the College of Education Cultural Diversity Requirement for Undergraduate Students

Department of Exercise Science
Fall, 2000

The University of Georgia cultural diversity requirement states that "In order to further enrich the educational experience of the University of Georgia and to ensure that our graduates acquire the understanding and respect for cultural differences necessary for an enlightened citizenry, all undergraduate students will be required to study cultural diversity with a domestic or global context before graduation." The College of Education has defined cultural diversity to include, but not be limited to, issues related to race, ethnicity, age, gender, educational and socioeconomic status, language, religion, national origin, disability status, and sexual orientation. The College of Education's cultural diversity learning outcomes indicate that undergraduate students should have both conceptual knowledge and knowledge of application related to cultural diversity.

Multicultural course requirement. To obtain conceptual knowledge related to cultural diversity, all undergraduate Exercise and Sport Science majors are required to satisfactorily complete one course certified by the Department of Exercise Science as dealing with multicultural subject matter. The certified list of courses will include courses approved by the College of Arts and Sciences for meeting their cultural diversity requirement (<http://www.franklin.uga.edu/saga/data/mcreqs.htm>) as well as other appropriate courses, such as those in the College of Education that focus primarily on cultural diversity (see www.uga.edu/~mctf - see online resources) like EXRS 4230. The course meeting the requirement may be taken as part of the University Core curriculum or as an elective. The course requirement will apply to students matriculating at the University beginning Fall, 2000.

Infusion through Departmental courses. To provide knowledge of application, material related to multicultural issues, including the effects of age, gender, race, disabilities, and special medical conditions (obesity, heart disease, diabetes, etc.) on responses and adaptations to exercise or physical performance, the effects of culture on disease risk and physical activity behavior, and alternate strategies for prescribing exercise to special populations will be addressed as part of undergraduate Department courses as appropriate. Seven courses required for the undergraduate major (EXRS 2010, 3830, 4200, 4300, 4400, 4630 and 4640) and two elective courses (EXRS 4230 and 4310) infuse information about cultural diversity (see attached summary of information infused).

Practica and internships. In addition to coursework, many undergraduate majors in Exercise Science include practicum, internship and/or voluntary work experience in their programs. These experiences include working with adult fitness, cardiac rehabilitation, and/or senior adult exercise programs; assisting with patient treatment in physical therapy departments of hospitals or sports medicine clinics; hands-on experience in treating athletic injuries for high schools, universities, professional sport teams, or community sports medicine clinics; and

assisting with research. These experiences include a diverse clientele in terms of age, race, culture, socioeconomic status, physical ability and medical condition. Thus, students are exposed the cultural diversity they will encounter in the work place.

Student recruitment and mentoring. Faculty will continue to make special efforts to recruit undergraduate student majors and to participate in research mentoring programs for minorities, such as the Chancellor's Initiative Summer Research Program for undergraduates, the Howard Hughes Women in Medicine, and the Howard Hughes Undergraduate Research Apprenticeship Program. In addition, faculty will encourage minorities at the University of Georgia to pursue advanced graduate degrees.

Research. When appropriate, faculty and graduate students will address problems related to multicultural issues by engaging in research related to gender, race, aging, disease and disability conditions, and special populations.

Faculty and staff. The Department of Exercise Science will make efforts to maintain a culturally diverse faculty and staff.

Program evaluation. The Department uses an exit and alumni questionnaires to obtain feedback regarding the perceptions of students regarding their preparation for working with a multicultural population and how the faculty interacted with a multicultural student body (see attached Exit Questionnaire questions 9 and 10 and Alumni Questionnaire questions 11 and 12). Feedback from these questionnaires is used to assess the adequacy of the Department cultural diversity plan and provide a basis for improvements needed.

Summary of Information Related to Cultural Diversity Infused in Undergraduate Exercise Science Courses

Required Classes

EXRS 2010 - Introduction to Exercise Science

Cultural diversity is addressed directly and indirectly. In lecture, students hear from a diversity of speakers - young (student athletic trainers) and old, black (though not every semester) and white, and female and male. Several speakers address topics directly related to diversity (e.g., aging, disability). Also, some speakers address diversity issues directly in discussing the results of their research. Several of the assignments include a diversity component. For example, students write a paper about a career that they are interested in and they are requested to provide demographics about the makeup of current professionals in the field. Students monitor world-wide electronic discussion groups, and these forums frequently raise issues concerning the role of individual differences in professional life.

EXRS 3830 - Measurement and Evaluation in Exercise Science

This is primarily a statistics course. However, when discussing tests, testing procedures, and test performance standards students are often reminded that age and gender influence the appropriateness of the situation. Physical performance standards are often developed for gender/age classifications. Part of the course is spent discussing testing of different age groups and special populations. As a result of the course, students are quite aware that age, gender, race, and disability influence how people respond to a testing situation and how they perform. When discussing statistical procedures for comparing groups, students are well aware that groups are often formed based on age, gender, race, disability, and medical conditions. Students find that these groups often differ in physical ability.

EXRS 4200 - Biomechanics I

Try to dispel myths about differences between men and women; work on the theme of people having commonalities in their movement based on commonalities of anatomical structure, but that we each differ to some degree also due to differences in our morphology. Hence, we look to see how we each can adapt to make our movements most effective.

EXRS 4300 - Exercise Epidemiology

Race, ethnicity, gender and age are discussed as they pertain to patterns of disease and physical activity which differ in the United States according to sub-groups of the population.

EXRS 4400 - Exercise and Sport Psychology

Cultural diversity is addressed directly and in multiple ways in this course. The most obvious method by which this is achieved is coverage of the Ethical Principles and Standards of the American Psychological Association (APA). Students are asked to read the APA guidelines and to read about ethical situations specific to psychology. Several situations are discussed in class, and students are tested on their ability to know and apply the APA principles and standards. One major principle, for example, is titled "Respect for people's rights and dignity." Specific standards address issues such as the expectation of nondiscrimination, the need to avoid sexual harassment, and how human differences (i.e., age, race, gender, ethnicity, national origin, religion, sexual orientation, disability, language and/or socioeconomic status) may influence psychological factors or therapies.

Beyond addressing ethics *per se*, for every topic covered in the course, a summary is presented about the known individual differences that contribute to the relationships under study. A host of diversity-related issues are addressed in covering the course topics and a non-comprehensive list of examples include: does race, gender or ethnicity influence nociception and/or pain, what are the psychological consequences of disabilities associated with sport, do individual differences in personality influence exercise or sport behavior, why do we know relatively little about the anxiety reducing effects of exercise in women when the prevalence of anxiety disorders is substantially higher in women compared to men, what are the ethical and scientific reasons for using animals to model human psychopathology, why are 9 out of 10 people who suffer from an eating disorder women, and to what extent does race, ethnicity, gender, and age influence adherence to exercise.

EXRS 4630 - Exercise Physiology I

Cultural diversity issues are presented in the course in an integrated fashion. Whenever possible (every lecture) real life examples are presented to illustrate concepts presented in the lecture. It is through the use of these examples that cultural diversity is presented to the class. While the textbook presents examples of professional athletes, in class the examples are usually of elderly men and women. Exam questions also use culturally diverse examples whenever an individual case is presented. By this approach a strong attempt is made to make the students aware that exercise physiology is not just for elite athletes, but for our entire community.

EXRS 4640/4640L - Scientific Principles of Conditioning and Fitness

Race, ethnicity, gender, and age are considerations for exercise testing and prescription modifications.

Elective Classes

EXRS 2100 - Introduction to Athletic Training

Brief unit about injuries to athletes with physical disabilities.

EXRS 4310 - Physical Fitness Programs

Race, ethnicity, gender, and age are considerations in the determination of risk of participation in organized exercise programs as well as in the design of the individualized exercise program. Programming issues are also discussed concerning special populations such as the physically impaired, diabetic, heart patient, obese, hypertensive, etc.

EXRS 3100 - Recognition and Evaluation of Athletic Injuries I

Injuries to athletes with disabilities integrated within common injuries by body part.

EXRS 3110 - Recognition and Evaluation of Athletic Injuries II

Injuries to athletes with disabilities integrated within common injuries by body part.

EXERCISE AND SPORT SCIENCE MAJOR EXIT QUESTIONNAIRE

Date _____ Area of Emphasis: _____

<input type="checkbox"/> Exercise Physiology <input type="checkbox"/> Athletic Training <input type="checkbox"/> Fitness Specialist <input type="checkbox"/> Physical Therapy	<input type="checkbox"/> Biomechanics <input type="checkbox"/> Exercise Psychology <input type="checkbox"/> Measurement
--	---

1. In general, how would you rate the following courses taken in the department?

	Outstanding	Above Average	Average	Below Average	Poor
EXRS 2010 Intro. to Ex. Science	_____	_____	_____	_____	_____
EXRS 3830 Measurement	_____	_____	_____	_____	_____
EXRS 4200 Biomechanics I	_____	_____	_____	_____	_____
EXRS 4300 Exercise Epidemiology	_____	_____	_____	_____	_____
EXRS 4400 Exercise Psychology	_____	_____	_____	_____	_____
EXRS 4630 Exercise Physiology I	_____	_____	_____	_____	_____
EXRS 4640 Principles of Fitness and Conditioning	_____	_____	_____	_____	_____
Other courses you would like to rate (Name):	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

2. Overall, what was the quality of the courses you took in the department?

- A. High B. Above Average C. Average D. Below Average E. Low

3. Overall, what was the quality of the faculty who taught the courses you took in the department?

- A. High B. Above Average C. Average D. Below Average E. Low

4. **How well prepared are you for the position you intend to take (job, additional education/training, etc.) when you graduate?**
A. High B. Above Average C. Average D. Below Average E. Low
5. **Overall, what was the quality of the academic advisement you received?**
A. High B. Above Average C. Average D. Below Average E. Low
6. **Overall, what was the accessibility of the department faculty outside of class?**
A. High B. Above Average C. Average D. Below Average E. Low
7. **If there are courses you wish you had been able to take but were unable to due to time/schedule problems or the course was not offered, please identify them.**
8. **If there are courses you took but they seemed of little value, please identify them.**
9. **Do you feel that your academic preparation prepared you for working with a multicultural population?**
 Yes No If no, please explain:
10. **Do you feel that the faculty interacts well with a multicultural population?**
 Yes No If no, please explain:
11. **If there are other comments, suggestions, etc., you would like to provide us, please provide them below.**

*Department of Exercise Science
The University of Georgia
Alumni Survey*

Departments at The University of Georgia are required to assess their programs and if needed make changes in their programs based on the assessment. Alumni evaluation of the program is one of the ways we assess our programs.

Please complete the following assessment form and return it in the enclosed stamped envelope addressed to the Department of Exercise Science. We believe it is important for us to receive your assessment so we can continue to improve our program for future students. Be assured that by returning the assessment form to the department your responses will be entered into a database and then your survey will be destroyed.

☆☆

Date: _____

Please circle the letter for your response to each question below.

1. What was the most recent degree you completed at The University of Georgia?
A. B.S.Ed. B. M.Ed. C. M.A. D. Ed.D. E. Ph.D.
2. What was your area of emphasis within the degree completed in #1? _____
3. What year did you receive the degree completed in #1? _____
4. Overall, what was the quality of the faculty who taught the courses you took in the department?
A. High B. Above Average C. Average D. Below Average E. Low
5. Overall, what was the quality of the faculty who taught the courses you took in the department?
A. High B. Above Average C. Average D. Below Average E. Low
6. How well prepared were you for the position you took (job, additional education/training, etc.) when you graduated?
A. High B. Above Average C. Average D. Below Average E. Low
7. Overall, what was the quality of the academic advisement you received?
A. High B. Above Average C. Average D. Below Average E. Low

8. Overall, what was the accessibility of the department faculty outside of class?
- A. High B. Above Average C. Average D. Below Average E. Low
9. If there are courses you wish you had been able to take but due to time/schedule problems or the course was not offered, please identify them.
10. If there are courses you took but they seemed of little value, please identify them.
11. Do you feel that your academic preparation prepared you for working with a multicultural population?
- A. Yes B. No (please explain)
12. Do you feel that the faculty interacted well with a multicultural population?
- A. Yes B. No (please explain)
13. If there are other comments, suggestions, etc. you would like to provide us, please provide them below.



The University of Georgia

College of Education
Office of the Dean

RECEIVED

01 SEP 10 AM 10 12

ASSOCIATE VICE PRESIDENT

September 6, 2001

TO: Dr. Sheila Allen
Subcommittee on Cultural Diversity
University Curriculum Committee

FROM: Louis A. Castenell, Jr. *Louis*
Dean

RE: College of Education's Cultural Diversity Requirement and Implementation Plans

Thank you for your commitment, and that of others on your committee, to see the university's cultural diversity requirement through to implementation within the colleges and their departments and programs.

I have enclosed several documents in order to communicate and document for the committee the specifics of our college plan to meet the cultural diversity requirement. Included are our policies and procedures and plans to ensure our students have curricular and extra-curricular experiences in compliance with the requirements set forth by the university and our own college requirement.

1. A copy of the College of Education's Cultural Diversity Requirement which was endorsed by our Faculty Senate on July 14, 1998. This document identifies and outlines the cultural diversity learning outcomes that are required of our students and introduces how the requirement will be implemented.
2. The College of Education Cultural Diversity Policy and Procedures Statement which provides: (a) the college's policy on fulfillment of the cultural diversity requirement, (b) the procedures that are in place for ensuring that the departmental implementation plans are in compliance with the requirement, and (c) how student compliance with the requirement will be communicated and documented.
3. Copy of the form that will be used to document the requirements has been met and where this will appear on the DARS.
4. Three examples of departmental implementation plans and sample syllabi in order to provide illustrations for the committee of the different ways our departments are implementing the requirement.

If we can be of further assistance please do not hesitate to contact Jeri Benson, Associate Dean for Academic Affairs at 542-6446.

Enc.

cc: J. Benson, J. Fletcher
J. Penney Oliver



The University of Georgia

College of Education
Office of the Dean

College of Education
CULTURAL DIVERSITY REQUIREMENT FULFILLMENT Form
(CDRF)

College of Education Policy

Each undergraduate student must complete the requirements specified by his/her department for fulfillment of the College of Education's Cultural Diversity Requirement at or before completion of 105 semester credit hours.

Name of Student: _____

Student Social Security Number: _____

Department/Major: _____

The above named student has completed the College of Education's Cultural Diversity Requirement by compliance with the department's cultural diversity requirement implementation plan.

Name of Advisor: _____

Advisor's Signature: _____

Date: _____

Please forward this form to the COE Office of Student Services, 122 Aderhold Hall

RFDA02D

DEGREE AUDIT GRADUATION REPORT

FALL 2001

NAME--- CLASS---- SR U-HRS ATT- 122.7 HRS EARN-- 122.7 SAT VERB- 730R PE (#REMAIN)--OK
DEGREE- BSED SOCIAL SCI EDU (0774) U-MATR---- 199709 UGA RES--- 122.7 SCH RES--- SAT MATH- 550R HISTORY-----OK
ID----- SCHOOL--- 06 PREV TERM- 200105 UGA EARNED 122.7 CUM HR AV- 109.7 ACT ENG-- 31 FED CONST-----OK
TENTATIVE GRADUATION DATE- FALL 2001 CUM AVG--- 3.52 CUM QPTS-- 385.9 ACT MATH- 23 GA CONST-----OK
ADDRESS 1530 SOUTH LUMPKIN STREET C3 PHONE-- 613 8659 OVRL AVG-- OVRL HRS-- ACT COMP- 28 REGENTS READ--OK
ATHENS GA 30605-0000 SEM AVG--- 4.00 OVRL QPTS- REGENTS ESSAY-OK
CATALOG TERMS: SCHOOL- 199808 MAJOR- 199908 FW

----- COLUMN 1 ----- | ----- COLUMN 2 -----
|OK 079 CORE ELECTIVES
>>> ALL REQUIREMENTS COMPLETED --- IN-PROGRESS COURSES USED <<<<| 5.0 HOURS REQUIRED
| EARNED 5.0 HOURS
*****| 9803 CHM 0122L 1.0 A UGA-QTR : CHM 0122L
THIS IS AN UNOFFICIAL DOCUMENT | 9803 ITAL1002 4.0 B UGA-QTR : ITA 0102
*****|

|AREA C
|OK 021 HUMANITIES/FINE ART
| 6.0 HOURS REQUIRED
| EARNED 7.0 HOURS
| 9709 PHIL1000 3.0 B UGA-QTR : PHY 0101
| 9801 ITAL1001 4.0 C UGA-QTR : ITA 0101

|AREA D
|OK 010 RESIDENCY RULE
|OK 022 SCIENCE
| 40.0 HOURS REQUIRED
| 7.0 HOURS REQUIRED
| OF YOUR LAST 60 HOURS EARNED, 40 HOURS MUST BE TAKEN
| EARNED 7.0 HOURS
| AT UGA. THE RESIDENCE REQUIREMENT STATUS NOTED IS
| 9808 BIOL1107 4.0 B
| ACCURATE AS OF THE DATE ABOVE. IF ADDITIONAL
| 9801 CHEM1211 3.0 C UGA-QTR : CHM 0121
| TRANSFER WORK IS POSTED TO YOUR RECORD AFTER THIS
|
| DATE, THE STATUS IS SUBJECT TO CHANGE. PLEASE CHECK
|OK 025 MATH,SCI, OR TECH
| WITH YOUR ACADEMIC ADVISOR IF YOU HAVE QUESTIONS
| 3.0 HOURS REQUIRED
| REGARDING THIS REQUIREMENT.
| EARNED 3.0 HOURS
| 9803 CHM 0122 3.0 D UGA-QTR : CHM 0122

***IF YOU HAVE ATTENDED ANOTHER SCHOOL AND
TRANSFERRED MORE THAN 15 SEMESTER HOURS DURING YOUR
JUNIOR AND/OR SENIOR YEARS, PLEASE REFER TO YOUR
TRANSCRIPT TO FORECAST ENROLLMENT NEEDS.
|AREA E
|OK 036 SOCIAL SCIENCE
| 12.0 HOURS REQUIRED
| ANTH 1102 PREFERRED.

AREA A
| CHOOSE 4 CRS FROM AT LEAST 2 DIFFERENT DEPARTMENTS.
| POLS 1101 SATISFIES THE FEDERAL AND GEORGIA
| CONSTITUTION REQUIREMENT. HIST 2111 OR 2112
| SATISFIES THE GEORGIA HISTORY REQUIREMENT.
| EARNED 12.0 HOURS 4 COURSES
| 9908 ANTH1102 3.0 A
| 9905 GEOG1101 3.0 B INDEP STUDY RES CR
| 0002 HIST2302 3.0 B
9908 POLS1101 3.0 A

|AREA F
|OK 016 MATH 1101
|OK 012 AREA F ELECTIVES
| 3.0 HOURS REQUIRED
| 18.0 HOURS REQUIRED
| EARNED 3.0 HOURS
| EARNED 18.0 HOURS
| 9801 MATH1113 3.0 A UGA-QTR : MAT 0116
| 9902 EFXD2030 3.0 B
| 9902 EPSY2020 3.0 A
| 9908 SPED2000 3.0 A

THE UNIVERSITY OF GEORGIA
DEGREE AUDIT GRADUATION REPORT
FALL 2001

NAME--- CLASS---- SR U-HRS ATT- 122.7 HRS EARN-- 122.7 SAT VERB- 730R PE (#REMAIN)--OK
DEGREE- BSED SOCIAL SCI EDU (0774) U-MATR---- 199709 UGA RES--- 122.7 SCH RES--- SAT MATH- 550R HISTORY-----OK
ID---- 5 SCHOOL--- 06 PREV TERM- 200105 UGA EARNED 122.7 CUM HR AV- 109.7 ACT ENG-- 31 FED CONST-----OK
TENTATIVE GRADUATION DATE- FALL 2001 CUM AVG--- 3.52 CUM QPTS-- 385.9 ACT MATH- 23 GA CONST-----OK
ADDRESS 1530 SOUTH LUMPKIN STREET C3 PHONE-- 613 8659 OVRL AVG-- OVRL HRS-- ACT COMP- 28 REGENTS READ--OK
ATHENS GA 30605-0000 SEM AVG--- 4.00 OVRL QPTS- REGENTS ESSAY-OK
CATALOG TERMS: SCHOOL- 199808 MAJOR- 199908 FW

----- COLUMN 3 -----			----- COLUMN 4 -----		
9706 HIST2111	3.0 K	ADVANCED PLACEMENT	EARNED 1.0 HOUR		
		UGA-QTR : HIS 0251	0102 PEDB1350	1.0 S	
9706 HIST2112	3.0 K	ADVANCED PLACEMENT			
		UGA-QTR : HIS 0252	082 EXCESS CREDITS		
9709 PSYC1101	3.0 A	UGA-QTR : PSY 0101	EARNED 19.0 HOURS		
-----			0105 POLS4640	3.0 A	
IP 053 REQUIRED COURSES			0108 JURI4010	2.0	
19.0 HOURS REQUIRED			0108 JURI4030	3.0	
IP EARNED 16.0 HOURS			0108 JURI4050	3.0	
IN-PROGRESS 3.0 HOURS			0108 JURI4090	3.0	
9908 ESOC2450	1.0 S		0108 JURI4120	3.0	
0002 ESOC4350	3.0 A		0108 JURI4070	2.0	
0002 ESOC4450	1.0 S		9706 MAT 0102	.0	ADVANCED PLACEMENT
0102 ECHD3050	2.0 A				UGA-QTR : MAT 0102
0102 EPSY3010	3.0 A		9803 GENLOT99	.0 S	
0102 ESOC5010	3.0 A		MATH1101	WAIVED	
0102 HPRB1710	3.0 A		-----		
0102 SOCI3070	3.0 NR	IP INDEP STUDY RES CR	139 HOURS OF UPPER DIVISION COURSEWORK IS REQUIRED		
-----			OK 088 UPPER DIVISION		
OK 056 RELATED COURSES			EARNED 39.0 HOURS		
30.0 HOURS REQUIRED			-----		
EARNED 30.0 HOURS			090 NON-CREDIT		
9808 SOCI1101	3.0 B		1) 9709 MATH2200	3.0 W	UGA-QTR : MAT 0253
9908 HIST3340	3.0 A		9808 ITAL2001	3.0 W	
9908 HIST4080	3.0 A		0002 GEOG3630	3.0 W	
0002 HIST4300	3.0 A		-----		
0002 POLS3200	3.0 A		091 DELETED CREDIT		
0008 GEOG4710	3.0 A		COURSES LISTED BELOW CAN NOT BE USED TOWARDS		
0008 HIST4000	3.0 A		GRADUATION. THE GRADE WILL CONTINUE TO COUNT IN		
0008 HIST4060	3.0 A		YOUR GPA WITH THE EXCEPTION OF ACADEMIC ASSISTANCE		
0008 POLS4790	3.0 A		COURSES (ACAE, ACAM, AND ACAR).		
0102 PSYC3230	3.0 A		1) 9706 MATH1113	.0	ADVANCED PLACEMENT
-----					UGA-QTR : MAT 0116
OK 080 ELECTIVES			9808 CHEM2100L	1.0 A	
13.0 HOURS REQUIRED			-----		
EARNED 14.0 HOURS			098 REPEATED COURSES		
1) 9801 CHEM1211L	1.0 A	UGA-QTR : CHM 0121L	9706 MATH1113	.0	ADVANCED PLACEMENT
9803 MATH2200	3.0 B	UGA-QTR : MAT 0253			UGA-QTR : MAT 0116
9808 CHEM2211	3.0 C		-----		
9808 CHEM2211L	1.0 B		OK 105 ENVIRONMENTAL LIT		
9902 EDIT2010	2.0 A		EARNED 4.0 HOURS		
9902 HPRB2420	2.0 A		9808 BIOL1107	4.0 B	
9902 PEDS2420	2.0 A		-----		
-----			OK 110 UGA HISTORY REQ		
OK 081 BASIC P.E.			-----		
1.0 HOURS REQUIRED			OK 115 UGA GA CONST REQ		
-----			-----		

Cultural Diversity Requirement will be located here

NAME---	CLASS----	SR	U-HRS ATT-	122.7	HRS EARN--	122.7	SAT VERB-	730R	PE (#REMAIN)--OK		
DEGREE- BSED	SOCIAL SCI EDU	(0774)	U-MATR----	199709	UGA RES---	122.7	SCH RES---	SAT MATH-	550R	HISTORY-----OK	
ID---	SCHOOL---	06	PREV TERM-	200105	UGA EARNED	122.7	CUM HR AV-	109.7	ACT ENG--	31	FED CONST-----OK
	TENTATIVE GRADUATION DATE-	FALL	2001	CUM AVG---	3.52	CUM QPTS--	385.9	ACT MATH-	23	GA CONST-----OK	
ADDRESS 1530 SOUTH LUMPKIN STREET C3	PHONE--	613 8659	OVRL AVG--		OVRL HRS--		ACT COMP-	28	REGENTS READ--OK		
ATHENS	GA 30605-0000		SEM AVG---	4.00	OVRL QPTS-				REGENTS ESSAY-OK		
CATALOG TERMS: SCHOOL-	199808	MAJOR-	199908						FW		

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----- COLUMN 5 ----- | ----- COLUMN 6 -----
-----|-----
OK 120 UGA FED CONST REQ | YOU HAVE 119.0 HOURS TOWARD GRADUATION (INCLUDING CURRENT TERM).
-----|-----
***** END OF ANALYSIS *****
-----|-----
PROPER SEQUENCING REQUIRES SCHEDULING THESE
COURSE(S) IMMEDIATELY:
ENGL1102
-----|-----
OK
+ 1) PRAXIS I WAS EXEMPTED BY SAT/ACT/GRE SCORES.
-----|-----
*****
SOCIAL SCIENCE EDUCATION
REQUIREMENTS FOR ADMISSION TO MAJOR:
1) SUBMISSION OF COMPLETED APPLICATION BY
DEPARTMENTAL DEADLINE.
2) COMPLETION OF ESOC 2450 - INITIAL FIELD
EXPERIENCE IN SOCIAL SCIENCE EDUCATION.
3) SUBMISSION OF VIDEOTAPED PRESENTATION AND
WRITTEN ESSAY ON CAREER GOALS AND EXPERIENTIAL
PREREQUISITES, PREPARED IN ESOC 2450.
4) PASSING SCORE ON PRAXIS I.
5) 2.5 OVERALL GPA.
-----|-----
*****
TEACHER EDUCATION
CONDITIONALLY ACCEPTED TO TEACHER EDUCATION
-----|-----
*****
ALL CANDIDATES APPLYING FOR A TEACHING CERTIFICATE
ARE REQUIRED TO PRESENT PASSING SCORES ON THE PRAXIS
II (SUBJECT ASSESSMENTS) IN THE APPROPRIATE SUBJECT
AREAS. CONSULT WITH YOUR DEPARTMENT ADVISOR.
-----|-----
*****
OVERRIDES
MOVE MATH1113 199801 TO LINE 016
MOVE ECHD3050 200102 TO LINE 053
MOVE EPSY3010 200102 TO LINE 053
MOVE HPRB1710 200102 TO LINE 053
MOVE ESOC5010 200102 TO LINE 053
MOVE SOCI3070 200102 TO LINE 053
-----|-----
***** CONTINUED ON COLUMN 6 *****

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The College of Education Cultural Diversity Requirement

Endorsed by The College of Education Faculty Senate, July 14, 1998

On June 5, 1997 the University Council of The University of Georgia adopted a Cultural Diversity Requirement. The purpose of this document is to establish the College of Education's guidelines and procedures for complying with the letter and the spirit of the University of Georgia's Cultural Diversity Requirement.

In developing this plan, the faculty recognize the complexity and multiple perspectives of diversity issues. It is the faculty's intent to foster critical reflection and intellectual discourse appropriate to students' fields of study. Each department, therefore, will design its own implementation plan based on the guidelines from the University and the College.

A. Statement of Goals:

The University of Georgia Cultural Diversity Requirement states that "in order to further enrich the educational experience of the University of Georgia and to ensure that our graduates acquire the understanding and respect for cultural differences necessary for an enlightened citizenry, all undergraduate students will be required to study cultural diversity within a domestic or global context before graduation." Further, it states that the requirement should be implemented in a way that enables students to develop their understanding of cultural diversity "not only with the cultures they are studying, but also as applied to their own cultures."

The College of Education's mission statement, adopted by Faculty Senate on April 28, 1993, broadly defines "cultural diversity" to include, but not be limited to, issues related to race, ethnicity, age, gender, educational and socioeconomic status, language, religion, national origin, disability status, and sexual orientation. The College has established cultural diversity learning outcomes for students which reflect both conceptual knowledge and knowledge of application. The College of Education seeks this experience for their graduate as well as undergraduate students.

The College of Education's cultural diversity learning outcomes are:

Conceptual Knowledge

- 1) Students will develop a critical awareness of the issues related to discrimination in society and in professional settings by
 - a) learning how myths and stereotypes reflect cultural biases;
 - b) learning how diverse groups have made major contributions to educational, social and cultural institutions;

CONFIDENTIAL - SECURITY INFORMATION

MEMORANDUM FOR THE DIRECTOR, FBI

Re: [Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

- c) learning how to identify and discuss indicators of discrimination within specified institutions and/or groups and how these practices create barriers for some and opportunities for others,
 - d) learning how to advocate for non-discriminatory policies and behaviors on behalf of their clients, students, colleagues, etc.
- 2) Students will explore the different cultural perspectives that influence the construction of knowledge, practice and research.

Knowledge of Application

- 1) Students will increase competence and effectiveness in interacting with diverse groups of people by understanding the issues of cross-cultural and within-cultural interactions and communications.
- 2) Students will be able to apply conceptual knowledge to achieve more just and equitable educational and interpersonal practices relative to culturally diverse settings in their fieldwork, internships, and school and clinical experiences.

B. Implementation

Departments have responsibility for determining what course(s) and/or experiences fulfill the cultural diversity requirement. Units will design the requirement so that there is not an increase in hours beyond the approved limit. Because of the breadth of the College's learning outcomes, departments may develop multiple methods, requirements, and/or experiences to enable students to accomplish the learning outcomes. Departments are encouraged to incorporate and/or expand, as appropriate, their previously established curriculum action plans to create their departmental process and guidelines for meeting the College cultural diversity requirement. The cultural diversity requirement may be completed by curricular and/or extra-curricular experiences.

Curricular experiences might include, but not be limited to, a course or series of courses, which could be integrated with guided field experiences; supported learning experiences in off-campus settings (including service learning projects, study abroad, internships, etc); program option certificates or specialities, such as gerontology, ESL, women's studies; and/or infusion of cultural diversity content across courses.

If extra-curricular experiences are used, they should be systematically coordinated with departmental courses and programs in a way that allows students to make connections between their extra-curricular experiences, their academic coursework, and the cultural diversity learning outcomes. These experiences might include, but not be limited to, community service programs or related projects; supported learning experiences in off-campus settings (including service

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learning projects, study abroad, internships, etc); participation in campus and/or community lectures or workshops (e.g., Minority Student Services “Events & Programs” series), or attendance at COE Multicultural Education Task Force sponsored events (e.g., annual conference, monthly seminars). A faculty member should provide guided reflection throughout the experience and a product should result from the experience.

Candidates for degrees in the College of Education, beginning with those students matriculating in the Fall, 1998, must show that they have met the cultural diversity requirement. The advisor will note that the student satisfied the requirement on the appropriate graduation and/or program of study form.

The College’s Task Force for Multicultural Education will continue to promote learning in this area and will be a resource to departments in the development of their process and plans.

C. Impact

Each department should complete their departmental guidelines for satisfying the College of Education’s cultural diversity requirement and submit that plan to the Dean for review. The departmental guidelines should reflect how the department is meeting the College’s cultural diversity requirement. These guidelines should include an evaluation component to assess how students believe their department has prepared them with regard to cultural diversity.

College of Education Cultural Diversity Plan Policy and Procedures Statement

Background/Foundation

On April 28, 1993 the College of Education at The University of Georgia adopted a Multicultural Education Mission Statement. Since that time the College of Education has been engaged in a comprehensive college-wide multicultural education initiative. This initiative has involved faculty, staff and students in activities designed to promote and support their professional development in cultural diversity; curriculum transformation for inclusion of diverse perspectives at both the undergraduate and graduate levels; multicultural education research; and, the establishment of a college Multicultural Resources Collection for the dissemination of diversity materials. The College of Education regards cultural diversity as a core component of our college and has invested time and resources in professional development to assist us in our college wide reform with regard to multicultural education. We have taken seriously our responsibility to provide a culturally relevant education to our students and are regarded as providing leadership on our campus in this area.

As a result of the College's initiative in multicultural education, we were involved as advocates for, and primed to put in place, a cultural diversity requirement when the requirement was formally adopted by the University Council in 1997. Each department in the College of Education already had in place a "Curriculum Action Plan" for diversity. These action plans had been developed with assistance from multicultural curriculum consultants brought in in conjunction with our initiative, and largely called for inclusion of diversity through infusion of diverse perspectives/materials in existing courses and or practical experiences within the departments. Some departments worked toward adoption of an infusion approach within all of their courses, while others targeted specific courses within the curriculum where the infusion of culturally relevant information would occur. Because the College of Education is so large and content diverse, the infusion approach best supported the discipline specific needs and specific and varied curricular objectives held by our 20 separate departments. It was from this solid foundation that our college responded to the University's requirement to develop a cultural diversity requirement and has led to our college wide Cultural Diversity Requirement plan.

Requirement and Implementation

The College of Education Cultural Diversity Requirement was endorsed by our Faculty Senate on July 14, 1998. Though not required by the University Council, the College of Education's requirement is both for undergraduate and graduate students. The College's requirement utilized the college's multicultural mission and the departmental curriculum action plans to contribute to the identification and subsequent articulation of learning outcomes in the two areas of *conceptual knowledge* and *knowledge of application*. The college requirement is comprehensive and relies on and recognizes the integrity of each department to implement a discipline specific implementation plan for how to assure their students meet the learning outcomes as specified by

the College's requirement. The college's learning outcomes are aligned with the learning outcomes identified in the University requirement in the following specific ways:

University learning outcome: Graduates should have developed an awareness of how historical events and long-standing customs relating to race, religion, ethnicity, gender, and class have influenced contemporary political, social, and economic issues of society.

COE criteria:

- 1) Students will develop a critical awareness of the issues related to discrimination in society and in professional settings by learning how myths and stereotypes reflect cultural biases and by learning how diverse groups have made major contributions to educational, social and cultural institutions.
- 2) Students will increase competence and effectiveness in interacting with diverse groups of people by understanding the issues of cross-cultural and within-cultural interactions and communications.

University learning outcome: Graduates should appreciate that a person's race, religion, ethnicity, gender, and class may affect how he or she perceives and assimilates information presented in a variety of forms.

COE criteria:

- 1) Students will explore the different cultural perspectives that influence the construction of knowledge, practice and research.
- 2) Students will be able to apply conceptual knowledge to achieve more just and equitable educational and interpersonal practices relative to culturally diverse settings in their fieldwork, internships, and school and clinical experiences.

University learning outcome: Graduates should be sensitive to how society's perspectives on race, religion, ethnicity, gender, and class are influenced by the portrayal of persons and events in a variety of media forms.

COE criteria:

- 1) Learning how to identify and discuss indicators of discrimination within specified institutions and/or groups and how these practices create barriers for some and opportunities for others,
- 2) Learning how to advocate for non-discriminatory policies and behaviors on behalf of their clients, students, colleagues, etc.

To ensure these learning outcomes, each department developed an implementation plan (one for graduate; one for undergraduate, as appropriate), that define how the department will create opportunities and experiences for their students to lead to these learning outcomes. Each departmental plan has been reviewed by the College of Education Courses and Programs Curriculum Committee in order to ensure compliance with the College's Cultural Diversity Requirement and learning outcomes. As stated earlier, there are a variety of ways that departments are fulfilling the requirement which is largely determined by the discipline needs of each individual department. Most departments are implementing the college cultural diversity requirement through infusion of diverse perspectives/materials in multiple courses, in some cases with a minimum number required of these courses identified, and through varied, carefully selected or created, out of class experiences. Departmental implementation plans often require components such as within field and/or multicultural clinical experiences followed by guided reflection, "guided readings"; diversity seminars specific to the discipline; and, reflective journals and/or interviews with faculty. Each department implementation plan has identified a component for assessing the department's effectiveness in helping their students meet the learning outcomes identified. The College's Undergraduate and Graduate Courses and Programs Committees will continue to monitor any changes, revisions or refinement departments make to their implementation plans.

Documentation/Certification Process of Completion

In order to coordinate the relevant information flow among the student, the undergraduate advisor, departmental faculty, and the college's Office of Student Services in terms of meeting this requirement, the following policy will be put in place:

Each undergraduate student must complete the requirements specified by his/her department for fulfillment of the College of Education's Cultural Diversity Requirement at or before completion of 105 semester credit hours.

The departmental advisor will be responsible for monitoring the progress of individual students and for collecting and documenting on the departmental Cultural Diversity Requirement Fulfillment (CDRF) (attached) form satisfaction of components of the requirement until completion. Once the student has completed all of the requirements, the departmental advisor will communicate that information by transmitting a signed and dated copy of the fulfillment form to the Office of Student Services. The Office of Student Services will record satisfaction of this requirement in the designated space on the Degree Audit Graduate Report (DARS), which is the document used in the College of Education to clear students for graduation. Departmental advisors receive a copy of DARS on each of their advisees per semester; therefore, the DARS form will provide one way for on-going monitoring of which departmental students have or have not fulfilled the Cultural Diversity Requirement.

During Spring semester, 2001, only 19 of the 2,572 undergraduate students in the College of Education changed majors. However, when this does occur, for either change of major or

transfer student, the transcript and other relevant documentation of that student will be evaluated for their progress toward meeting the Cultural Diversity Requirement in their new department just as their progress in meeting other requirements for degree matriculation in general will be evaluated. The departmental advisor will make a determination at the time of the student's admittance of remaining coursework and/or other experiences that may be required of the student in order to achieve a status comparable to the core diversity experience required of students in that department. That information will be recorded on the CDRF form and a copy given to the student. Students who have completed the Cultural Diversity requirement in another UGA department would not be required to fulfill the requirement again; however, because of the nature of how the requirement is infused within the College of Education, students may receive components of the diversity requirement in the remaining coursework and other experiences required for the degree.

**Department of Science Education
Secondary Science Teacher Education Program**

Spring Semester, 2001

ESCI 4460/6460; ESC1 3450

INSTRUCTORS: Dr. Mary Monroe Atwater
Office: 212 Aderhold Hall
Telephone: Office: (706) 542-1763
Home: (706) 613-6715 or (706) 613-9644
E-mail: matwater@coe.uga.edu
Office Hours: Tuesday, 1:00 - 3:00 pm and by appointment

COURSES: ESCI 4460/6460 - Methods of Teaching Science in the Secondary School
ESCI 3450 - Practicum in Teaching Science

PREREQUISITES: Admission to the Program and Teacher Education

TIME: M (215, 216) W (215, 216) F (215, 216) 9:05-11:00 am
T (215, 216) R (215, 216) 9:05-11:00 am

COURSE MATERIALS:

Trowbridge, L. W., Bybee, R. W., & Powell, J. C. (2000). *Teaching secondary school science: Strategies for developing scientific literacy*. Upper Saddle River, N. J.: Prentice-Hall.

Handouts

Audiotape recorder and tapes

GOALS:

Our preservice science teacher education program has been designed with a vision that exemplary science learning and teaching will result. To accomplish this end, our preservice science teachers must experience formal in-class educational activities, clinical practicums, and other learning opportunities that will result in exemplary science education for all students in grades 7 - 12.

One goal of the secondary science teacher education program at The University of Georgia is the implementation of a research-based rationale for science teacher education. The articulation of a research-based rationale for science teaching serves as a mechanism for preservice teachers to integrate theory with practice. To accomplish this goal, preservice teachers must have access to a variety of experiences during which to implement their rationale for science teaching. Our secondary science teacher education has five strands and six themes that will be evident in these classes. These

strands include science teacher as liaison for the nature, history, and philosophy of science disciplines, science teacher as facilitative communicator, science teacher as multicultural educator, science teacher as theory-based decision maker, and science teacher as a professional. The six themes are learning environment, curriculum, planning, instruction, evaluation, and values and beliefs.

Preservice teachers need to develop into reflective professionals, that is, teachers who make reasoned judgements based on propositional, case, strategic, and scientific knowledge within a teaching episode. Reflective behaviors cause preservice teachers to draw upon research-based rationales, experiences, professional identity, and leadership skills which must be integral to any teacher education program.

The second goal of this program is to explore what it means to understand science topics and to investigate how some learners may come to understand these topics. You will also test how some students' understanding can be altered.

An assumption of this preservice secondary science teacher education program is that different people may have quite different ways of thinking about a particular scientific phenomenon and that these different ways of thinking all make sense, at least to the person doing the thinking. We'll explore how people make sense of selected topics in science and examine the implications of these understandings for teaching.

The third purpose of the program is to provide you an opportunity to continue your thinking about some fundamentally important issues in teaching. These are educational issues you should struggle with your entire professional career. They include: What is science? Whose knowledge and what knowledge are worth knowing? What counts as knowledge and as evidence of understanding? What qualities of thought are of value? Whose needs or concerns are most important in a classroom? Who and what count in a science classroom? How are teachers and students suppose to interact? What are students' and teachers' ethical responsibilities? How to design and implement meaningful and effective science curricula?

The fourth goal of the preservice science teacher education program is the socialization of prospective teachers within the society of teachers. Individual teachers become participating members who exhibit teaching competency and engage in continuing professional and personal growth and development. Continued personal and professional involvement, growth, and leadership include active membership in major professional organizations for science teachers such as NSTA, NABT, AAAS, and GSTA. The expression of a professional identity serves to demonstrate that you believe that teaching is a profession. Assuming a leadership role in the science department, school district, state and national levels is indicative of professional growth.

Yet another aim of these classes is to introduce you to the triple consciousness that a teacher must develop. Teachers must think about the content they teach, the needs of all of their students and how they, working with parents or guardians, can meet their students' needs, and the ways in which the students are responding to the content, activities, assignment, and the teacher. Teachers make

innumerable decisions during a day. As the instructors of these classes, we will work to explicate some of the decisions we make in teaching these classes, in order for you to begin developing a triple consciousness. Another goal is to challenge you to think on different levels about learning and teaching. Finally, we wish to **help you understand yourself better as a learner and prospective teacher so that you can be successful in helping students in grades 7 -12 to meaningfully understand science.**

CLASS STRUCTURE:

Please ask for clarification whenever you have any questions about any aspect of the course. We have tried to organize this course in a coherent way, but it may not make sense to you. If you feel lost, frustrated, or confused, ask the instructors to explain what we are doing and why we are doing it! If you are feeling pleased about what we are doing, please share it with us.

Much of our class time in ESC 4460/6460 will be spent in some form of discussion or some form of working together or sharing project results. Because we have all been educated in a system built around lectures, we need to experience new ways of interacting in classrooms in order to make the best use of the time.

At the beginning of these courses, it will be necessary for people to get comfortable talking. However, once we begin to trust each other, we have to do more work to have good discussions. From our experiences and by reading many others, we've come up with a few guidelines for good discussions that we will attempt to follow and enforce in the classes.

For discussions to be meaningful, you will need to keep up with your work. Use class discussions to share your confusions or to try out on others some newly formed idea. Each discussant should be able to count on assistance from the other members of the class as they listen and respond. A good discussion requires listening. Trust that each speaker has something important to say, but if you don't understand what somebody says, ask them to try to say again what they mean. If that doesn't work, develop a paraphrase of what you think they meant. Monitor your own speaking so that you do not monopolize class time. Even though your ideas may be wonderful, give other people a chance to articulate theirs. Be responsible to ensure that what you say connects with the current topic.

Come to class discussions ready to work. Trying to understand what someone else is thinking and or feeling about a topic or idea is the hardest work of the course and takes all the practice we can give it. Remember, this is something a good teacher must do. Therefore, if you cannot become engaged in the topic itself, practice trying to understand what people are saying, how they are saying it, what questions they are asking each other, and the effects of exchanges between people on their mutual understanding.

Working constructively in small groups is very important in class. Most of your work will be on designing curriculum, developing evaluation, planning lessons, and discussing ideas. Please work hard to work well with others because you will learn a tremendous amount from the group. Also,

you will learn different things from working with different people, so push yourself to work with a number of people in the class.

In addition to written assignments, you will be responsible for presenting samples of your work to the class as a whole, which will then be critiqued. Suggestions for improvement will be offered.

COURSE GRADES:

There are six different kinds of assignments: the course journal; an Interview about an Instance (IAI); a Microteaching assignment and analysis; a Special Laboratory Presentation; a rationale paper; and School and Community Culture project.

EVALUATION FOR ESCI 4460/6460

Weighting

1. Class Journal (Class Journal will be graded on authenticity. This is difficult to define, but I will inform you if your journal entries are not authentic after a few weeks of journal writing.) - 10%
2. Interview about an Instance (IAI)- 20%
3. Microteaching Activity - 20%
4. Special Laboratory Presentation - 20%
5. Rationale Paper - 15%
6. School and Community Culture - 15%

Grading

Assignments

A+ = 100; A = 95; A- = 90; B+ = 89; B = 85; B- = 80; C+ = 79; C = 75; C- = 70; D+ = 69; D = 65; D- = 60; F+ = 59, F = 55; F- = 50

Most assignments will be graded in the following way:

- 100% (A+) Strikingly impressive, very comprehensive, excellent in every way.
- 90% (A) Complete and showing evidence of original, active, and critical thought.
- 80% (B) All specified aspects of assignments are met.
- <80 (C-F) One or more aspects of the assignments are missing or unacceptable.

Final grade determined by the following ranges:

A = (100-90), B = (89-80), C = (79-70), D = (69-60), F = (<60)

Student Name _____ Date _____

DISCUSSION/ACTIVITY CHECKLIST

<u>Actions</u>	<u>Application</u>				
	<u>Dates</u>				<u>Scale</u>
Present for class/discussion	5	4	3	2	1
Attentive during discussion/ Activity (Listens to others' Ideas)	5	4	3	2	1
Plans ahead for discussion/ activity	5	4	3	2	1
Asks questions about ideas she or he doesn't understand	5	4	3	2	1
Expresses own ideas (Supports or challenges author and others' ideas	5	4	3	2	1
Stays after class for further discussion or follows-up with additional work	5	4	3	2	1

Ethical Behavior in Class Assignments and Activities

Students are required to become informed of the standards of academic honesty at the University of Georgia. Please read these standards. Honesty and ethical behavior are expected and demanded in the teaching profession. If you are willing to cheat to obtain a better grade, then you will be willing to discuss students' performance and problems with just anyone, treat students unfairly in classes to impede their learning, support other teachers' unethical behavior, or fail to report child abuse when a student has shared his or her plight with you. If you are now willing to take the easy way out by getting credit for group work in which you did not help create or copying other works without giving them credit, will you not do it again? Students and professors have the responsibility of creating a professional and ethical environment in classes.

The following examples constitute academic dishonesty in these classes. This list is not an exhaustive one, but it only serves as an illustration.

1. Writing papers or reports in which others' ideas are used without giving them credit. Plagiarism.
2. Giving dishonest excuses for missing class or practicum assignments.
3. Copying the efforts of someone else on written assignments.
4. Attempting to undermine your partner's efforts during your practicum.
5. Being late for your practicum experiences or not meeting your teaching obligations during your practicum.
6. Copying another's answers on an examination or a quiz.

CLASS ASSIGNMENTS

ALL ASSIGNMENTS EXCEPT THE JOURNAL ARE TO BE TYPED.

COURSE NOTEBOOK:

Please purchase a loose leaf notebook in which you keep your class notes from discussions and work on your various projects. Keep track of some of the key ideas you form during discussions. This practice will help you document some of your thinking during class discussions and small group work.

COURSE READINGS:

The course readings are a carefully selected mixture of written material that portray some of what the instructors believe to be key issues in science learning and teaching. Some are original materials that represent some of the key research and theoretical approaches. The writers of these articles might not agree with each other, but they offer a range of world views from which to think about science learning and teaching. These readings we hope you will return to several times; many were not selected because they were easy to read, but ones of worth and complexity.

CLASS JOURNAL:

The class journal is an important aspect of these classes. Your journal will be read every two weeks. You will find responses to your entries. This journal is called a dialogue journal, so divide each loose leaf page in two columns and write in one column only. The professor's responses can be written in the other column.

If your journal is to be helpful to you, you need to write in it **once a week**. Selections from your journals are due every other Monday class. They will be returned the following Monday. Dr. Thomson and I will take turns reading the journal.

Your first question is probably "What do I write about?". Since this journal will help you to develop into a science teacher, write about anything relevant to learning or teaching or schooling. For example, you could have an entry about your experiences in a science class you are taking this quarter that confused you or you could write about your experiences during your field experience.

Journal writing serves several functions. For ESCI 4460/6460, its major purposes are (1) to develop your abilities to observe and describe educational events, (2) to improve your abilities to reflect on and communicate about your work in education, (3) to help you identify particular themes or concerns that are most important to you, and (4) to provide a place for you to discuss your reactions to the course itself. You choose what to share when you hand in your journal. If there is anything in your journal you do not want to submit, please remove those pages before you hand in your journal. Comments are written to help you think about your concerns and meet the purposes of the journal.

Journals will be graded on authenticity. There are no right or wrong entries, but there are entries that don't represent real thinking or puzzling or observing or caring or involvement. Authenticity is difficult to measure, but we will work hard to recognize it when it's there and inform you in your journal when it is not detected.

Please hand in all your journal entries, new and old, in an 8 ½ by 11 envelope. Please write your name on the envelope. If you desire, you can decorate the front and back of your envelope.

TEN MINUTE TEACHING HOUR

(Based on an activity designed by Drs. Mary M. Atwater, David Butts and Ronald Simpson)

On January 10, 11, 18 2001, your assignment is to develop an outline for teaching a lesson about a science topic or some other topic in which you have an interest such as a hobby. Each student should be prepared to teach on his or her day.

WHAT: A science topic or another topic of your choice

WHO: The entire class

WHEN: Volunteers will have an assigned time listed on the door of this class on January 8, 10, 11, 2001.

WHERE: Room 215

HOW LONG: Ten Minutes

RESPONSIBILITY: You have the responsibility of gathering all of the needed materials for your lesson. The Department of Science Education does maintain a material and equipment room. The room is found in Room 219 Aderhold.

CONCERNS: If you choose to teach a science topic, please be aware of safety. If you have any concerns about safety precautions, please discuss these with me prior to teaching your lesson. If glassware is used, safety goggles are required. No fire is to be used. No dangerous fumes can be generated because we do not have hoods in this room. No lab activity food can be consumed by the students.

The lesson outline should include (1) the goal or purpose of the lesson, (2) the materials needed to teach the lesson, (3) a description of the lesson, (4) the way you would determine if students learned anything about the topic (student evaluation), and the way you would determine your success in teaching the lesson (teacher evaluation).

After each presentation, five minutes will be used to determine the strengths of the presentation (What do you like about the presentation?). And ways for improving the lesson (How could this be a more effective lesson?) by your classmates. Then, the next presentation will be given.

Please sign up for your time to come in and talk to me about your lesson (a conference). A sign up schedule will be posted on the door. In preparation for this conversation, please reflect on the following questions:

1. In what four ways do you see teaching as challenging?

a.

b.

c.

d.

2. In what way do you see teaching as frustrating?

a.

b.

Also, please bring your lesson outline.

CLASS ASSIGNMENTS:

Course assignments provide the opportunity and impetus for you to apply, explore, and test the materials from the readings and class discussion in different settings. The practice of writing up your assignments will facilitate your mastery of techniques and theories that are important in teaching. Sometimes the instructions for **doing** assignments may seem vague to you because many are open-ended assignments. There are no set answers or endings, and part of the assignment will be figuring out a way to do it that works best for you. However, if you don't understand the **purpose** of any of the assignments, **DEMAND** an explanation. If you need additional assistance, please do not hesitate to visit the professor who gave the assignment during office hours or make an appointment. We are here to help you to develop and grow.

INTERVIEW ABOUT AN INSTANCE: WHAT DO STUDENTS KNOW?

There are several parts to this assignment. First each group composed of a maximum of three students identifies a science topic. Then you will brainstorm to develop an instance related to the topic about which to conduct an interview and identify questions that should keep the interviewee thinking and talking about the instance (the Instance plus possible questions will be called the Interview Protocol). You will develop an instance to discover what a student understands about a science concept. Your group will be given class time on **January 24** to develop the teaching instance. I will be available for consultation during this time. Your selected instance must be approved by the professor.

Once the group has decided on a protocol, each member will interview at least two students (either a middle school, high school, or college student). Keep in mind that a good IAI will get the interviewee talking freely, so that you need to ask relatively few questions. You might at the beginning of the interview, indicate to the interviewee that there are no right or wrong answers. You are only interested in what he or she is thinking. Also, you might tell them at the beginning that you will want to discover how well you have done by asking them questions later about your performance as an interviewer. Your questions should serve to clarify what they meant, and to make sure that they don't go off on tangent. These interviews are formally known as interviews about an instance and **should be tape recorded**. When you have finished the main part of the IAI, ask the interviewee what he or she thought about the IAI and your actions as an interviewer. Did they enjoy the teaching interview? Did you make them feel comfortable? Did they feel like they were being tested?

Go over the tape as soon as possible after the first interview to evaluate what worked and what did not work. You must have all the interviews and the beginning analysis completed and written before your first fieldwork experience. The purpose of this assignment is to think through the results of your interviews thoroughly enough so that you will know how important it is to determine what students already know about the concept and how important questioning is.

At a meeting outside of class, you should meet with other members of your group to discuss what happened when you each used the interview protocol. I suggest that you bring

copies of the interview transcription for the group members. At some point, the group members must analyze its data and write a report. The interviews of all of the members in your group must be utilized in the analysis of data and the report even if you decide to write your own report.

In this IAI report, you must have:

1. List the names of the people in your group and include a copy of the teaching interview protocol that you developed in the group.
2. Summarize the decisions you made in the group as you developed this initial protocol in the pilot tests. In this summary, indicate why you picked this particular science topic and what kinds of responses you expected. Why is this an important topic in the discipline? In discussing the expected responses, speculate about what these responses could mean about what and how someone thinks about the Instance.
3. Describe what happened when you used the interview protocol. Was your instance really appropriate for discovering what a person knows about science concepts? Did the interviewee really understand the science concept? Did the questions you planned work - that is did people talk freely, were you able to keep silent, did you ask for clarification when they said confusing things, etc.? What was unexpected about the responses you got? Where did people get stuck? *Use quotes from your interviews* to justify the conclusions you reached. You will need to transcribe your tape in order to write the description and analysis. Include a copy of all of the transcripts in your IAI report. The names of the interviewees should be changed so that they can remain anonymous.
4. How do you think you would modify the protocol for your teaching? Give the reasons why you have suggested these changes.

Your report must have at least the following three sections. It is recommended that you work with your group and that a group report be submitted. A group report is not required, you can submit an individual report. Some people schedules are just too complicated to ever meet with the group out of class. The report must be **typed**. **The names of the interviewees should be changed so that the students remain anonymous.**

Description of Instance

A brief recapitulation of the instance and of the purpose of the interview protocol will be found in this section. Why was this an engaging teaching instance, what subject matter notions do you think apply, etc.?

Analysis of Interviews

A full description of your findings using some analysis format is the purpose of this section. How did the interviewees conceptualize the instance on which the teaching interview was based?

For this description, you should use the analysis system your group develops. The readings will provide examples of some of the ways of analyzing what people say such as quotes to support assertions or tables. Integrate concepts from the readings into your analysis.

Whenever possible, use the results from other members in your group to refine your analysis even though other members might have interviewed different kinds of students (precollege and college). For example, you might say that your interviewee said Z, but that **Z means more** when you compare it to what some other interviewee said to another member of the group because Z was used in different context. Use quotes from your interviewees to justify the conclusions you reach about your interviewees' conceptualizations.

Please delineate the conceptions that the interviewees had about the science concept(s). Spend time providing evidence for your conclusions about what the interviewees knew about the IAI. Some of your readings may assist you in your interpretations of the IAI. A variety of approaches can be utilized such as looking for themes or patterns in the interviewees conceptions and focusing on the use of different kinds of analogies. Be creative and make sure you read the article, "Children's Understanding" by Jones, Lynch, and Resnick.

Interpretations of Findings

Your understanding about doing these interviews will be found in this section. What surprised you about your findings? Why was this a good instance? What can't you make sense of? How has your understanding of the subject matter changed? How are you progressing as someone who can engage another person in a conversation about the science embedded in an interesting Instance? What changes would you make to improve this instance?

Some students in the past have had difficulty outlining their paper. I suggest you look at the article, "Children's Understanding" by Jones, Lynch, and Resnick. **The normal headings for a research paper include the following: (a) Introduction which includes the research question(s) or statement of the problem and review of literature, (b) Methodology (Description of the sample or participants in the study, Description of the Instruments or Interview Protocol Used, Data Collection, and Procedures for Data Analysis), (c) Results (What did you find), (d) Conclusions, and (e) Discussion and Implications.**

Microteaching Activity:

Design and implement one microteaching activity. The microteaching activity should be designed to teach a specific science concept and last for no longer than 30 minutes. You will teach the microteaching activity on campus to the students in this class. This is a group activity so at least two students must work together to do the microteaching. See page 18 in your textbook to help guide you as you think about this activity.

During the microteaching activity, you will teach a science concept (s) and/or process (es) using any kind of method other than the lecture method. Your presentation will be evaluated by other

members of the class and the professor. A grade will be awarded based upon the evaluation of other students and the professor using the Teaching Effectiveness Questionnaire.

Special Laboratory Presentation

In groups of two or three, you will develop and teach a science laboratory to your peers. The laboratory can be one that is appropriate for either middle or high school. You get to choose the laboratory topic, but the topic must be approved by the professor. Please be aware of safety issue and what facilities we have in Room 216 before selecting a laboratory. We would like for you to choose a topic in the science field you plan to teach. Some examples might be diffusion, osmosis, active transport, center of gravity, chemical reactions (no generation of toxic fumes), etc. You will be responsible for collecting all the materials, preparing any solutions, washing glassware, disinfecting safety goggles, and putting away all materials after the laboratory. You will be responsible for assessing what materials and equipment the Science Education Department has for your laboratory. The materials and equipment are found in Room 219. If materials need to be ordered, you must tell the professor in enough time so that materials can be acquired. No equipment can be ordered so you must be familiar with what we have in the department. A list of materials and equipment will be available to you.

Your presentation will be graded based on the criteria found in the Teaching Effectiveness Questionnaire” by both your peers and professor. You must make a copy of your lesson plans for each member of the class, along with any other hand-outs. The laboratory should take no longer than 55 minutes to complete, including the opening and closing of the lesson. Groups will conduct the laboratories during different times in the course and usually on a Friday.

School and Community Culture

A working definition of culture for this assignment is the values and practices that shape the content, process, and structure of initial and subsequent intellectual, emotional, and social development among members of a particular group. For an example, one of the micro-cultures found in the United States is African American or White.

DIRECTIONS: Your report for this assignment relates to the school in which you are doing one of your practicum assignments. (I suggest you focus on the second one.) Use pseudonym for in the report. Your group can submit this assignment; however, if it is submitted as a group assignment, everyone in the group will receive the same grade. A written typed report should be composed of a detailed description of the following significant elements in the schooling process. Investigate where appropriate the historical, social, cultural, and political aspects of the various elements that need to be understood by the teacher to enhance the schooling process.

(1) Student population in the school (includes ages, culture, ethnicity, language, social class, academic level of classes (vocational, college, advanced for high school), percentage of students to graduate or the percentage of students who go on to high school; percentage of

students to attend postsecondary institutions in high school, average amount of time for bus drive, educational and career goals);

(2) Science teachers (includes age range, culture, ethnicity, language, social class, academic preparation, goals for science teaching, goals for students, and beliefs about learning);

(3) Staff demographics (include media specialist, secretary, custodians, and security guards) in the school (information about age range, culture, ethnicity, language, social class, academia preparation, and work goals)

(4) School building and grounds (outward appearance of school, arrangement of class rooms, size of auxiliary rooms (counseling center, media room, gymnasium, etc.), appearance of the grounds, date for building of the school, any renovations since the building of the main structure of the school)

(5) Select one community from which the students come (characteristic of parents or guardians, location proximity to the school, culture, language(s) spoken in the community, types of stores and other businesses available to community members).

Rationale Paper:

Your rationale for science teaching paper must be typed and should be very inclusive of your ideas about science learning and teaching. It should contain at least the following items:

- A. Your reasons for teaching science;
- B. A delineation of your goals for your science students;
- C. A description of the learning environment you will provide for your students;
- D. An account of **specific** science activities and teacher and student actions in the classroom; and
- E. Assessment and evaluation of learning and teaching in your classrooms.

Each item above must include comments from readings to justify why you will do what you describe. Use research support as much as you possible.

Your rationale paper will be very important in your program of study. You might be asked to revisit this paper in another science education class. Hence, please keep a copy of this rationale paper.

SCHEDULE FOR ESCI 4460/6460 and ESCI 3450

Week of January 8-12

Monday, Jan 8- Introduction, Syllabus, Index Card Information, Expectations for the courses, Practicum Placements (9:05-11:00)

Journal Assignment: Describe some episode in learning science that really stands out in your mind. Speculate on the reasons this episode so impressed you.

Trowbridge. (1996). Becoming a science teacher--Activity-3, Teaching secondary school science: Strategies for developing scientific literacy (6th ed., pp. 16-17). Upper Saddle River, NJ: Prentice-Hall, Inc.

Trowbridge, et al., p. 18.

Wednesday, Jan 10 - Ten Minute Teaching Assignment (9:05-11:00)

Thursday, Jan 11- Ten Minute Teaching Assignment (9:05-11:00)

Week of January 15- 19 (No Class on January 15—Martin Luther King's Holiday)

Tuesday , Jan 16 - Ten Minute Teaching Assignment (9:05-11:00)

Friday, Jan 19 - Questioning and Inquiry (9:05-11:00)

Reading Assignment:

Chapter 12, pp. 183-190

Chiapetta, E. L., Koballa, T., & Collette, A. J. (1998). *Science instruction in the middle and secondary schools*. Upper Saddle River, NJ: Prentice-Hall. Chapter 6, pp. 145-150; Chapter 5, pp. 102-110.

Kellough, R. D., Cangelosi, J. S, Collette, A. T., Chiapetta, E. L., Souviney, R. J., Trowbridge, L. W., & Bybee, R. W. . (1996), *Integrating mathematics and science for intermediate and middle school students*. Englewood Cliffs, NJ: Prentice-Hall. Chapter 4, 86-91

Week of January 22-26

Monday, Jan 22- Developing LAI and Protocol and Testing Protocol (9:05-11:00)

Reading Assignments:

Finding out what children think by Beverly Bell, Roger Osborne & Roger Tasker
Children's Understanding by Jones, Lynch & Resnick
Chapter 11, 175-182

Wednesday, Jan 24 - Group work on LAI; approval of the instructor for the LAI topic (9:05-11:00)

Saturday, Jan 27 - Science Bowl (Volunteers needed)

Week of January 29 – February 2

Monday, Jan 29 - Lesson Plans and Teaching (9:05-11:00)

Trowbridge, L. W., Bybee, R. W., & Powell, J. C. (2000). Chapter 6, pp. 91-104.
P. 18, pp. 253-256, p. 260-265.

Additional reference materials:

Chiapetta, E. L., Koballa, T., & Collette, A. J. (1998). *Science instruction in the middle and secondary schools*. Upper Saddle River, NJ: Prentice-Hall. Chapter 6, pp. 145-150; Chapter 12, pp. 301-309.

Kellough, R. D., Cangelosi, J. S, Collette, A. T., Chiapetta, E. L., Souviney, R. J., Trowbridge, L. W., & Bybee, R. W. . (1996), *Integrating mathematics and science for intermediate and middle school students*. Englewood Cliffs, NJ: Prentice-Hall. Chapter 4, pp. 94-106

Hassard, J. (1992). *Minds on science: Middle and secondary school methods*. New York: HarperCollins. Chapter 9, pp. 317-330.

Simpson, R. D., & Anderson, N. D. (1981). *Science, students, and schools*. New York: Macmillan Publishing Company. p. 161

Tuesday, Jan 30 - Laboratory Safety/Liability (9:05-11:00) Ms. Barbara Rascoe

Kellough, R. D., Cangelosi, J. S, Collette, A. T., Chiapetta, E. L., Souviney, R. J., Trowbridge, L. W., & Bybee, R. W. . (1996), *Integrating mathematics and science for intermediate and middle school students*. Englewood Cliffs, NJ: Prentice-Hall. Chapter 16, pp. 462-466.

Trowbridge, Bybee, and Powell. (2000). pp. 229-230

Hassard, J. (1992). *Minds on science: Middle and secondary school methods*. New York: HarperCollins. pp. 377-387.

Handouts

Friday, Feb 2 - Instructional Methods (9:05-11:00)

5E Instructional model: engagement, exploration, explanation, elaboration, evaluation

Trowbridge, Bybee, and Powell. (2000). Chapter 15, pp. 243-249

Handouts

Due: IAI

Week of February 5 - Week of February 23 -- Practicum (9:05-11:00)

February 8 - GSTA Presentations

February 9 - GSTA Presentations

Week of February 26 - March 2

Monday, Feb 26 - Reflections on the Practicum (9:05-11:00)

Tuesday, Feb 27 - Microteaching Activity (9:05-11:00)

Wednesday, Feb 28 - Microteaching Activity (9:05-11:00)

Week of March 5-9 SPRING BREAK

Week of March 12- Week of March 30 – Practicum (Exchange Schools) (9:00-11:00)

Week of April 2-6

Monday, Apr 2 - Reflections on Practicum (Teaching, students, learning environment) (9:05-11:00)

Due: Case study due

Tuesday, April 3 - (9:05-11:00) - Microteaching Activity

Wednesday, April 4 - Learning Environments (9:05-11:00)

Reading Assignment:

Oakes & Lipton (Chapter 7). Classroom management: Caring and Democratic communities, pp. 239-277.

Case Study: Silverman, R., Welty, W. M., & Lyon, S. (1994). *Multicultural education cases for problem solving*. New York: McGraw-Hill. (pp. 89-107).

Week of April 9 - 13

Monday, Apr 9 - Learning Environments: Motivation and A Safe Learning Environment (9:05-11:00)

Reading Assignment:

Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41(10), 1040-1048.

Trowbridge, Bybee, & Powell. (2000). p. 327, pp.350-355.

Tuesday, April 10 - Multicultural Education (9:05-11:00)

Reading Assignment:

Fordham, S. (1997). "Those loud Black girls": (Black) women, silence, and gender passing in the academy. In M. Sellers & L. Weis (Eds.), *Beyond Black and White: New faces and voices for U.S. schools* (pp. 81-114). Albany, NY: State University of New York Press.

Patthey-Chavez, G. G. (1993). High school as an arena for cultural conflict and acculturation for Latino Angelinos. *Anthropology and Education Quarterly*, 24(1), 33-60.

Due: Critique of Teaching - both middle and high school due

Friday, Apr 13 - Visit to Benjamin Mays High School (9:00-11:00)

Week of April 16-20

Monday, Apr 16 - Controversies in Teaching (9:05-11:00)

Trowbridge, L. W., & Bybee, R. W., & Powell, J. C. (2000). Englewood Cliffs, NJ: Prentice-Hall. Chapter 17, 274-284.

Thursday, Apr 19 - Special Laboratory (9:05-11:00)

Friday, April 20 - Special Laboratory (9:05-11:00)

Week of April 23 – 30

Wednesday, Apr 25 - Special Laboratory (9:05-11:00)

Thursday, April 26 - Special Laboratory (9:05-11:00)

Monday, Apr 30 - Wrap-up and Evaluations of Class (9:05-11:00)

May 1 - Reading Day

Monday, May 7 - (8:00 am - 11:00 am) Rationale Paper Due

Rationale papers can be submitted earlier.

QUESTIONS TO HELP FOCUS YOUR READINGS

Children's Thinking by Bell, Osborne, and Tasker - Atwater

What are the purposes of an IAI?

How does the structure, format, and technique of an IAI protocol help to ensure that the IAI will fulfill these purposes?

What are responsibilities of the interviewer?

What are the teaching implications of this article?

Children's Understanding by Jones, Lynch, and Resnick

What does the Piagetian term "conservation of matter" mean?

What other conservations are there? Why are they significant?

What did Jones and others do? (E.g., who asked, about what, using what protocols?)

How did they analyze the responses they got? (Hint: There is no simple answer.)

On page 421, what's a perceptual response? Are all correct answers correct?

What are their criticisms of standard school texts? Are they valid for science textbooks?

How important do you think it is for high school students to understand the particulate nature of matter? Why?

What are some of the teaching implications of this article?

Those Loud Black Girls by Fordham

What does Fordham mean by the academy and passing?

What does Fordham mean when she writes, "Resulting persona makes the female appear not to be female"?

Do you believe that there are different kinds of womanhood? Why or why not?

How would you describe the Black females discussed in this article? Have you known such females?

What are the implications for science teaching from this article?

Patthey-Chavez, G. G. (1993). High school as an arena for cultural conflict and acculturation for Latino Angelinos. *Anthropology and Education Quarterly*, 24(1), 33-60.

What are the expectations that the teachers in the school have for the students and learning?

What are the things that are important to the students in the school?

Identify some of the problems that exist in the school?

What are the implications for science teaching from this article?

Ten Minute Hour Presentation Schedule

January 10, 2000

9:05 - 9:15 a.m.

9:20 - 9:30 a.m.

9:40 - 10:00 a.m.

10:10 - 10:20 a.m.

10:30 - 10:40 a.m.

10:50 - 11:00 a.m.

Ten Minute Hour Presentation Schedule

January 11, 2000

9:05- 9:15 a.m.

9:20 - 9:30 a.m.

9:40 - 10:00 a.m.

10:10 - 10:20 a.m.

10:30 - 10:40 a.m.

10:50 - 11:00 a.m.

Ten Minute Hour Presentation Schedule

January 16, 2000

9:05 - 9:10 a.m.

9:20 - 9:30 a.m.

9:40 - 10:00 a.m.

10:10 - 10:20 a.m.

10:30 - 10:40 a.m.

10:50 - 11:00 a.m.

Sign Up Sheet for Ten Minute Activity Interview with Dr. Atwater

January 10

1:00 - 1:25

1:30 - 1:55

2:00 - 2:25

2:30 - 2:55

3:00 - 3:25

3:30 - 3:55

January 11

1:00 - 1:25

1:30 - 1:55

2:00 - 2:25

2:30 - 2:55

3:00 - 3:25

3:30 - 3:55

January 16

1:00 - 1:25

1:30 - 1:55

2:00 - 2:25

2:30 - 2:55

3:00 - 3:25

3:30 - 3:55

January 17

1:00 - 1:25

1:30 - 1:55

2:00 - 2:25

2:30 - 2:55

3:00 - 3:25

3:30 - 3:55

**Sign-Up
Microteaching**

February 27

9:05-9:35

9:40-10:15

10:20-10:50

February 28

9:05-9:35

9:40-10:15

10:20-10:50

April 3

9:05-9:35

9:40-10:15

10:20-10:50

**Sign-Up
Special Laboratory**

April 19

9:05-10:00

10:05-11:00

April 20

9:05-10:00

10:05-11:00

April 25

9:05-10:00

10:05-11:00

April 26

9:05-10:00

10:05-11:00

4. Examples of plans

Science Education Department Multicultural Plans May 2000

Past Departmental Efforts

The department formed a multicultural education committee in 1994. The committee was successful in obtaining funding to conduct a two year series of workshops. The goal of these workshops was to establish a continuous, informed, dialog among faculty, staff and students regarding multicultural issues in the workplace. The knowledge, skills and trust developed in these workshops were to be the corner stones for future action in departmental efforts to address equity issues both in the department and in science teacher education.

The first workshop focused on gender issues. Dr. Pat Del Rey and Dr. Dawn Bennett-Alexander made the first presentation to help the faculty, staff and graduate students develop skills for meaningful discussion about equity issues in the department.

The second workshop entitled Building Respect in the Workplace was led by Drs. Steve Brown, Lynn Reeder, and Toti Perez. The department investigated goals, objectives, and major concerns including: (1) defining organizational values; (2) defining inter-actional values; (3) increasing communication among faculty, staff, and students, and (4) beginning programmatic changes related to diversity. Key concerns such as cooperation/negotiation/willingness to resolve conflicts, trust and consistency, increased voices in the department, access to available knowledge in the department, and working for the good of the group were identified as areas of focus.

The third workshop, conducted during the 1995-1996 academic year, was led by Dr. Steve Brown and focused on communication. The department felt it was now prepared to take

the lessons learned in the process of examining the culture of the department and move toward applying this knowledge to address programmatic issues. It was decided to target the issues of color and gender in the context of curriculum and course restructuring. A workshop titled, *People of Color and Gender in the Context of Curriculum and Course Restructuring* was conducted by Dr. Asa Hilliard. Dr. Hilliard, along with elementary, middle school, and secondary teachers of science, assisted the department in restructuring its undergraduate and graduate programs. Teachers from urban and suburban areas participated. The goal of this workshop was to identify the curricular changes that are to be made in our undergraduate and graduate programs and the resources needed to implement the changes.

Secondary Science Program

Using understandings gained during the series of workshops described above and standards for science teacher education and science education, prepared by the Association for the Education of Teachers of Science (AETS) and the National Research Council (NRC), respectively, the faculty of the department drafted a set of goals to guide the secondary preservice teacher education program. The principal goals of secondary preservice teacher education are the development of science teachers who can: **teach effectively in multicultural settings**; employ a research-based rationale for teaching and learning science in their classrooms; become socialized and active members within the society of teachers; develop into reflective practitioners and co-reformers; function as ethical decision-makers; and remain learners of science and science teaching throughout their teaching careers.

The secondary preservice program is based on several strands around which prospective teachers begin and continue their professional growth and leadership. These strands include:

Science Teacher as Liaison for the Discipline of Science (Nature and History), Science Teachers as Communicator, **Science Teacher as Multicultural Educator**, Science Teachers As Ethical Decision Maker, and Science Teacher as Reflective Practitioner. Collectively, they function as the framework that orients the construction and refinement of course and field experiences.

Department faculty refer to the strands when preparing and organizing course materials and deciding on the most appropriate field experiences for students. Following is a description of the multicultural strand.

- *Science Teacher as Multicultural Educator*

Multicultural science education has been defined as a construct, a process, and an educational reform movement with a goal of providing *equitable opportunities* for culturally diverse student populations to learn quality science in schools. Thus, one aspect of multicultural science teacher education includes the preparation of science teachers who are able to provide equitable opportunities for culturally diverse student populations to learn quality science in their classrooms. Multicultural science teachers must have the following characteristics: democratic beliefs, attitudes, and values; a clarified pluralistic ideology; a process conceptualization of cultural studies; knowledge of the emerging stages of ethnicity; a knowledge of the complex nature of culture in the United States; the ability to view society from diverse cultural perspectives and points of view; and strong science content and pedagogical knowledge and skills to teach *all* children.

Secondary Plans

1. Develop program experiences that would insure that every student in our programs is prepared to teach in classrooms with increasing diversity. A first draft of these experiences will be developed during the 1999-2000 academic year, with regular review and refinement of these experiences on an annual basis.
2. Continue to develop a collection of multicultural science education materials for use in our methods classrooms.
3. Develop practicum experiences that would allow preservice teachers to develop into multicultural science teachers. A component of this development effort will be the identification of suitable science field placement where preservice teachers will have opportunities to interaction with diverse learners.

4. Conduct a department wide share-a-thon of multicultural science teacher education materials, readings, strategies and activities. The first share-a-thon occurred in spring 1999, with similar activities to held each spring semester.
5. Infuse multicultural objectives in our programs. Two examples of proposed infusion activities are: faculty will engage in professional development experiences that prepare them to incorporate multicultural activities into their classes; and the department will arrange student teacher and practicum placements in contrasting cultural settings.
6. Rewrite our mission statement to emphasize our commitment to preparing teachers for classrooms of diversity. This is an on-going process that enables faculty to revisit their commitments and consider the ways in which their personal beliefs influence their work to prepare preservice teachers for diverse classrooms.

Elementary Science Program

There is considerable variability in the multicultural education experiences provided students enrolled in ESCI 4420, Science for Early Childhood, and ESCI 6420, Science for Early Childhood Education. This variability is largely a function of instructors' familiarity and the availability of multicultural education resource materials that target science education topics and issues and the instructors' familiarity with instructional strategies that can be used to implement multicultural experiences in these science methods courses.

Working independently, some instructors of these courses have collected a number of applicable resources and have developed expertise in areas of multicultural education that enable them to address issues of multicultural education related to science teaching and learning.

Individual instructors have included multicultural experiences in their classes by having students write and react to multicultural cases, read and critic articles and chapters written by multicultural experts, view video tapes on sensitive multicultural issues, construct multicultural portfolios and cultural maps, and draw/analyze pictures of scientists and science teachers at

work. These instructional activities address multiculturalism in its broadest sense, including issues of race, ethnicity, gender, language and physical challenges, and need to be part of the instructional repertoire of all instructors of the elementary courses.

Given this backdrop, instructors of these courses have identified goals that they believe should be developed as apart of the science education experiences of all prospective teachers of young children. These goals are:

- The teacher should recognize that the actions and thoughts of students are cultural based.
- The teacher should come to see science and its applications and the work of scientists as inseparable from culture.
- The teacher should recognize that science and technology both influence and are influenced by culture.

The basis for striving to address these goals is that culture is unique to the individual, even though individuals may share similar cultural experiences and traits.

Elementary Plans

For these goals to be realized, all instructors of ESCI 4420, Science for Early Childhood, and ESCI 6420, Science for Early Childhood Education must develop basic multicultural understandings and have access to multicultural education resources. It is only when instructors of these courses develop basic multicultural understandings can they help their students construct the knowledge and skills that will enable them to teach diverse learners. It is the department's desire that preservice teachers learn how culture influences science learning, but to also understand the arguments that currently surround the influence that culture has on science. Science is considered to be culture free by some, while others claim that Western science (the science taught in school) is only one among many scientific frameworks for investigating

the natural world. Beginning science teachers must understand these positions and be prepared to justify their own decisions within this context. Actions proposed to ensure that this occurs are:

1. Search out and purchase new multicultural education resource materials that address science education issues. This will be an on-going process, with some support for the purchase of new materials coming from the department. Books and videotape series will be purchased for use by instructors with their classes and to further develop their own personal understandings about multicultural teaching and the nature of science.
2. Organize newly purchased resource materials in a cabinet located in the Science Education Department that can be accessed by all instructors
3. Prepare a list of the materials owned by individuals and distribute the list to other instructors so that they know from whom these materials may be obtained. The initial list should be constructed by Spring Semester 2000, and will be continually up-dated as new resources are purchased.
4. Plan and conduct a series of hands-on workshops to introduce instructors to appropriate multicultural resource materials and activities. The department multicultural committee will be given responsibility for organizing and advertising these workshops. These workshops will be held each semester and many will be led by science education instructors who have expertise in aspects of multicultural education.

The elementary faculty recently completed a questionnaire to determine how well their courses were addressing the college's multicultural objectives. Please see attachment 1.

"Elementary Science education College of Education Diversity Report."

Masters

Students will have the following options:

- **Option 1**

Successful completion of a Social Foundations course, African American Studies course, Latin American Studies course, Asian Studies course, Women's Studies course, Special Education course or a Comparative Literature course. Recommended courses include Multicultural Education in the United States (EFND 7200), Gender and Education, (EFND 7100), African American Educational Experience (EFND 7110), Latin American and Caribbean History ((HIST 7220), Bilingualism and Bilingual Education (ELAN 6631), Learning Disabilities (SPED 7120), and Sociology of Race and Ethnicity

(AFAM/SOCI 6370). These courses provide students with options and varied experiences from which to consider the link between education and culture.

- **Option 2**

Successfully complete a special topics or special projects course on multicultural education, directed by a science education faculty member. For example, students may choose to sign up for ESCI 6000 or ESCI 7650 on an independent study basis. The focus of the independent study would be issues related to the influence of culture on science teaching and learning.

Ed. Specialist and Doctoral Programs

Students enrolled in these programs will have a number of suggested course options.

These course options will be selected from University-wide course offerings that treat multicultural issues (see those listed under Master's Option 1). Two examples are EFND/ESCI 8210 - Multicultural Education Research and ESCI 6030 - Teaching Science to Students with Special Needs, which are regularly taught by a member of the department faculty. Students who take this course are provided with opportunities to read, analyze and conduct multicultural education research. Students who take this course are provided with opportunities to read, analyze and conduct multicultural education research.

Assessment

Assessment will be consistent with the department's NCATE assessment plan and guided by the NSTA standards for science teacher preparation. Specifically, the following indicators will be used to determine the impact of the department's cultural diversity requirement:

- students can design and employ a range of learning activities that address the needs of culturally, ethnically, and economically diverse learners
- students who can demonstrate an understanding of learners with special needs and ways in which their special needs may be accommodated in the science learning environment

Evidence of achievement related to these indicators will vary among candidates for the different

degrees offered by the department. For example, undergraduate and master's students will construct portfolios that contain such items as lesson plans, samples of student work, and alternative assessment ideas, parent involvement plans, and statements of educational philosophy. Similarly, evidence of achievement for specialist and doctoral students will take the form of articles and paper written, conference sessions presented and attended, work experiences. Evidence related to the indicators will be collected on an annual basis, analyzed, and used to make improvements to the department's program.

ELEMENTARY SCIENCE EDUCATION COLLEGE OF EDUCATION DIVERSITY REPORT

Below is a composite of how the Elementary Science Education Program addresses the goals of the College of Education Diversity Requirements. Two courses are taught as part of the Elementary Program—ESCI 4420 and ESCI 6420.

Diversity Goals in Graduate and Undergraduate Science Courses

3. Conceptual Knowledge Goals

1. Outcome

a. *myths & stereotypes*

- ▶ examine textbooks (old and new) for evidences of stereotypes.
- ▶ awareness activity—"Name 5," readings and class discussion.
- ▶ simulation based on stereotyping of Asian students as high achievers in science.
- ▶ activities based on stereotyping in relation to language (both written and oral); for example, students examine video cases, textbooks and other sources in terms of stereotyping.
- ▶ students discuss and develop responses to case narratives that illustrate how stereotyping can occur in the context of science and teaching and learning.
- ▶ card game simulation that involves students in understanding special needs students and stereotyping through labeling of students.
- ▶ activity that uses Barbie dolls to explore stereotyping in science careers.
- ▶ Rafa-rafa simulation activity that explores the conventions and taboos of different cultures.

b. *diverse group contributions*

- ▶ have students select one "science person" and research his/her science contribution to work. When reports are shared, diverse groups tend to be represented. Sometimes encourage students to research person from cultural group other than their own.
- ▶ readings, class discussion, performing skits on astronomy from diverse cultures.
- ▶ students develop cultural maps and locate/discuss where science is in their culture.
- ▶ historical timelines: students do critical analyses of who was perceived as doing science; what questions were asked or perceived to be legitimate.

- ▶ discussion/comparisons of science teaching in different international contexts.
- ▶ action research—students explore questions related to diversity.
- ▶ multicultural literacy projects.
- ▶ development of culturally relevant lessons, activities and discussions of multicultural diversity.
- ▶ Harvard Smithsonian video cases that are based on science teaching and learning. These video cases are: 1) Audrey—Inner City School, in which the teacher uses project-based learning to motivate students; and 2) Donna-Flagstaff, Arizona Native American Population, in which teachers and students use oral storytelling to learn science.

c. *indicators of discrimination*

- ▶ focus on gender bias in group work and teacher patterns of calling on students and responding to their questions.
- ▶ cases and/or activities from these books: Anti-racist science teaching, Gender equity in science teaching, Teaching about culture, ethnicity and diversity.
- ▶ draw a scientist activity—students conduct this activity in a field setting and share their analyses.
- ▶ simulation based on tracking practices and a 60-minute videotape on tracking.

d. *advocate for policies*

- ▶ discussion of what the National Science Education Standards say or do not say about multicultural practice, especially in relation to the notion of “science for all.”

5. Explore different cultural perspectives

- ▶ focus on nature of science from different cultural perspectives.
- ▶ readings and class discussion, multicultural fruit lab.
- ▶ introduce World View Theory and associated readings.
- ▶ nature of science activities from Images in science teaching.
- ▶ activities that look at different cultures’ perspectives and interpretations of natural science phenomena such as earthquakes or the moon. (This is incorporated with children’s literature and story boards.)
- ▶ Model Foxfire and KWL strategies as a tool for helping prospective teachers make sense of the cultural experiences students bring with them to the science classroom.
- ▶ intercultural e-mail classroom connections.

II. Application of Knowledge Goals

1. Increase competence in terms of interacting with diverse groups
 - ▶ students teach 1-2 lessons in schools with diverse populations.
 - ▶ use selected readings from the texts, Teaching Science for All Children and Science for the Multicultural Classroom which address multicultural issues.
 - ▶ students develop science exploratory centers and use the centers as a basis for interacting with diverse learners in school settings.
 - ▶ interviews—students interview elementary children about science concepts and use what they learn as a basis for planning and developing lessons.

2. Application of conceptual knowledge
 - ▶ students' lesson plans and field experience.
 - ▶ students use journals and other reflective tools to examine their experiences/observations of stereotyping, discrimination, tracking in field settings.

Diversity Goals Outside of the Formal Classroom Context

Activities that address the COE diversity goals outside of the formal classroom context include:

- 1) research carried out in culturally diverse classrooms.
- 2) projects in Japan, the Philippines, Honduras, etc., which highlight cross-cultural understanding and collaboration.
- 3) share research that focuses on issues of cultural diversity at international meetings. Interactions with people who hold different perspectives on the interactions of cultural and science teaching and learning may provide insights into the research not previously considered.
- 4) conducting outreach/service in international settings.

Summary

One diversity goal that was either not met or that was only addressed marginally was “advocate for policies.” Although we have students read and discuss multicultural dimensions of policy documents, we do not take an activist stance in terms of engaging students in the process of multicultural advocacy. Two faculty members indicated that they had not addressed the goal of “indicators of discrimination.” One faculty member expressed the need for help with some of the Conceptual Knowledge Goals as well as some of the Knowledge of Application Goals.

*Note: Dr. Thomas Koballa will serve as the department contact as students fulfill requirements.