

ECE 329: GUIDANCE OF YOUNG CHILDREN
SPRING, 2008
ECE 329 is a required course for EC-4 certification.
College of Education
Department of Language, Literacy & Special Populations

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Text/Readings: Fields, M. & Fields, D. (2006). *Constructive guidance and discipline: Preschool and primary education*, 4th. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Cherry, C. (2002). *Please don't sit on the kids*, 2nd. Grand Rapids, MI: Frank Schaffer Publications.

Texas Essential Knowledge and Skills (Grades K)
<http://www.tea.state.tx.us/teks/index.html>

Prek Guidelines
www.tea.state.tx.us/curriculum/early/prekguide

Course Description: Classroom management and discipline techniques that are appropriate for young children will be presented with an emphasis on inductive discipline, which leads to self-discipline. This course is taken with ECE 319. Prerequisite: Junior

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Professional development Standards: NAEYC Professional Development Standards
Develop an appropriate behavior system.	Behavior system	Written classroom rules, consequences and explanation of the system.	<u>1.11k, 2.1k, 2.2k, 2.3k</u> 1, 4, 5
Develop a lesson plan that incorporates TEKS in a developmentally appropriate way.	Guidance lesson *	Written lesson plan detailing how to teach about a specific guidance concept or topic.	<u>1.1s, 1.3s, 1.7k, 3.1k, 3.1s, 3.8s</u>

			1, 4, 5
Develop a learning center that will meet the needs of all the children.	Learning Center *	Written lesson plans and materials that are developmentally appropriate.	<u>1.1s, 1.3s, 1.6s, 1.7k, 1.12s, 1.13s, 1.14s, 1.15s</u> 1, 4, 5
Role-play different situations that will occur in the classroom.	Pop quizzes	Participation and discussion of appropriate strategies.	<u>1.7s, 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.3s</u> 1, 4, 5

Web address for state standards: <http://www.sbec.state.tx>
 Web address for NAEYC standards: <http://www.naeyc.org>

Course Format:

The format will include lectures, small group discussions, and role-playing, and in class demonstrations of learning center materials and behavior system. Evaluation consist of professor assessment using rubrics for products and forum responses to in class activities.

Course Content:

Problem solving philosophy	Using affirmation with young children
Terms of problem solving	Dealing with problem behaviors
Child-centered classroom	Building self-esteem
Outdoor environment	Social development of young children
Teacher's role	Development of self-discipline
Teacher: child ratio	Discipline approaches
Supervising young children	Factors that affect discipline
Reflective listening	Punishment versus discipline
Negotiating with young children	Analyzing discipline problems
Setting limits	Helping children understand and accept limits

Course Requirements:

Guidance Lesson

Each student will develop a guidance lesson for a kindergarten class that would be appropriate to be taught during circle time (approximately 20-30 minutes). You are expected to discuss this lesson with your mentor teacher and to teach this lesson in the classroom.

The lesson must include all of components below. Topics must address guiding children in the area of either **social-emotional or health**, such as sharing, making friends, safety, eating healthy. Your lesson is **not** about learning about the 5 senses or learning to like reading. It is about learning how to stay healthy, either mentally or physically. Art activities, field trips, and worksheets are inappropriate. If you use a book to introduce the concept, your discussion of the book cannot be the activity.

Your lesson plan must include the following:

- Name of activity
- Age/grade level
- Objective
- Rationale
- TEK to support objective
- List of materials needed

Procedures used in development of activity
Setting
Student Needs
Instructional Focus/ Anticipatory Set
Instruction/Activity
Assessment/Evaluation
Citation of source

The rubric for the assignment is attached.

Learning Center

Each student will develop a learning center that meets the needs of all of the children in the classroom. Please discuss your learning centers with your mentor teacher. It is expected that these centers will be used in the classroom and you will gather feedback from the children and the teacher.

There will be 5 activities, with enough materials necessary for each activity to be done by 5 different children at the same time. These activities must be your original design and construction. No commercially prepared materials may be used. You may modify materials that you have researched to make them your own and to meet the needs of your audience. The same materials may not be used in the different activities. Each activity must be able to be done by a single child. **No worksheets or folder games are to be used in the center!** Your TEKS must match your activities and your activities must teach what your objective says you are teaching. Each activity will require a lesson plan. Please follow the format used in the guidance lesson.

- 1 activity must follow the Pre K Guidelines
- 3 will follow the kindergarten TEKS
- 1 will follow the first grade TEKS.

The center will have a tri-fold display board with the title on it, or other suitable props to entice the children to use the center. The materials will be presented in class. Please see the rubric for complete grading information. **No worksheets or folder games or commercially prepared materials are to be used in the center! This will cause the material to be graded as a 0.**

The rubric for the assignment is attached.

Behavior System

Each student will develop a behavior system that would be appropriate to use in a grade (prek to 4) that they would think they would like to teach. This system would be based on rules suitable for the grade chosen and be clearly organized so that various levels and consequences are apparent from appropriate behavior to being sent to the office. A visual model of the system will be developed accompanied by a paper that outlines the rules and consequences and how the system would be implemented in the classroom. Please include an explanation of how you would encourage appropriate behavior in the classroom (without giving out candy and toys). This model will not be used in your mentor classroom and only be presented in our class.

The rubric for the assignment is attached.

Exams

TWO SCHEDULED EXAMS will be given during the semester. These exams can be multiple choice on a scantron with possible essays or short answers. Exams may not be made up without extraordinary extenuating circumstances and only at the discretion of Dr. McGuire.

THIRD TEST: It is possible that there may be pop quizzes. (I usually feel the need to quiz my classes where I feel that I am the only one who has done the reading.) If this occurs, all quizzes will be included in the third test bank. Any daily grades that are taken for activities done in class will also be included. Your journal grades will be recorded as third test grades. Third test grades can only be made up at the discretion of Dr. McGuire.

THE FINAL EXAM will be cumulative (and difficult) and all essay. Students who have an A average for the class may choose whether or not they wish to take the final. All students with less than an A average must take the final. The final will count as two exams.

Please note: I rarely give review sheets. If it was discussed in class, in the book, from a presentation/power point or on a transparency.....study it.

Evaluation: (*indicates field-based activity)

Each student will be evaluated on grades, attendance, assignments (late), writing ability, dispositions in the classroom and performance and dispositions in the public school classroom*.

Guidance Lesson*	20%	A= 93% -100%
Learning Center*	20%	B= 82% - 92%
Behavior System	20%	C= 70% - 81%
Exams	40%	D= 60% - 69%

Extra Credit:

Professional development hours will be accepted as extra credit points. It is your responsibility to provide Dr. McGuire with the documentation. Other extra credit opportunities will be announced in class or through emails. The maximum extra credit points available to anyone is 10 (**5 Early Childhood and 5 general education**). All extra credit points will be averaged into your test bank. Please see the following example for how this works.

Example:

Test 1+ test 2 + test 3 + extra credit
Divide by 3. This is your test score for the semester (before the final).

Expectations:

- It is expected that you will be on time for class and prepared to join into the discussion of the readings.
- **All assignments and tests must be completed before the final exam or a grade of F will result.** Depending on when they are submitted, they may or may not be graded. The only exception to this will be assignments and quizzes that will be considered part of Test 3.
- All assignments are expected to be typed, double-spaced, spell checked, and scholarly in nature. Points will be deducted for misspellings, poor grammar and lack of proof reading (-2 points each).
- Please include a title page with your name, course title and section number and assignment information.

- **All assignments are due at the beginning of class. Late work will only be accepted within 24 hours for half credit. Any exceptions will be at the discretion of Dr. McGuire.**
- No grade less than a 93 is final. If you have a concern about a grade, please come and talk with me about it. This must be done within one week of the assignment being returned.
- Please refer to the LLSP Guidelines for a more extensive outline of expectations.
- The appropriate rubric must be attached to each assignment or a 5 point deduction will be taken.

To become a teacher is, in my opinion (and therefore gospel) an honor that should be reserved for those with the drive and dedication to be the best. Our children deserve no less. My expectations for you are very high and may seem unattainable. Please remember that my door is always open. Should you have concerns or questions, please come and see me. You also have my home phone number.

Attendance:

Students may not miss more than three hours of class during the semester without penalty in accordance with Academic Policy 800401. Class sessions are important to your understanding of the material. Attendance also demonstrates a level of responsibility and commitment that future employers like to see. For these reasons it is important that you be here and be on time. If you miss any class, it is your responsibility to obtain the needed handouts, information and materials. Two tardies to class is the equivalent of one absence. It is your responsibility to sign the roll sheet at the beginning of every class. **After 3 hours of absences, your grade will be lowered one letter grade, 5 hours of absences-2 letter grades, 6 hours of absences- three letter grades. Exceptions to this could be, but are not limited to, a family death, birth of a child, or medical emergency. Exceptions to the lowering of grades will be at the discretion of Dr. McGuire**

There will be times when daily grades will be taken or quizzes will occur during the class period. If you are absent, and the absence meets the criterion set forth by SHSU for an excused absence and appropriate documentation has been provided, the daily grade or quiz may be made up with a two-page paper on a topic of the Professors choice. **This paper is due the next class period.** Unexcused absences may not be made up and any daily grade or quiz grade that is missed will be recorded as a zero. It is your responsibility to keep up with this. Daily grades, homework or quiz grades will be averaged together as a third exam.

Student Absences on Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Americans with Disabilities Act:

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to

providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Educator Preparation Program:

All students enrolled in education courses with a field experience component in the public schools are required to APPLY at the beginning of the semester to the Educator Preparation Program before beginning their first field experience. Currently, applications are located outside TEC Rm 213. Applications are to be submitted to the Associate Dean's office with a check for \$75.00 made out the SHCPDEP (Sam Houston Center for Professional Development and Educational Partnerships), and a criminal history background check release, unofficial transcript, and unofficial degree plan attached. Failure to do so will result in students not receiving credit for the course and not being allowed to complete their field experience. Compliance with this policy assures our partnership schools that criminal history background checks are initiated for all students participating in field experience in the public schools. (SHCPDEP Board Meeting, March 2003)

Academic Dishonesty:

All cases of academic dishonesty will be addressed using Sam Houston State University **Academic Policy Statement 810213**, procedures in cases of academic dishonesty. At the minimum, the assignment in question will receive a 0.

Guidance Lesson

Name _____

Each student will develop a guidance lesson for a kindergarten class that would be appropriate to be taught during circle time (approximately 20-30 minutes). You are expected to discuss this lesson with your mentor teacher and to teach this lesson in the classroom.

Lesson Plan	Satisfactory	Below Expectations
Name of activity	Provides a name for their activity 1	Does not provide a name for their activity 0
Age/grade level	Provides a age/grade level to their activity 1	Does not provide a age/grade level to their activity. 0
Objective	Objective states clearly what the child is to learn and matches the TEK chosen. 5	Objective is unclear or contains information not necessary to what the child is to learn or TEK chosen is not appropriate. 2
Rationale	Provides a detailed explanation of why this information is critical for the child to know. 5	Rationale is unclear or contains information not necessary for why the child needs to know this. 2
TEK to support objective	TEK chosen is written appropriately and supports the objective 5	TEK chosen is not written appropriate or does not support the objective. 2
List of materials needed	All materials are listed 5	Material list is incomplete. 2 points
Procedures used in development of activity	Procedures are listed in great detail and it is clear what needs to be done to prepare for this lesson. Up to 10	Some procedures are listed, but it is unclear what must be done to prepare for this lesson. Up to 5 points
Setting	Clearly outlines how students are to be arranged or grouped for lesson 3	It is unclear how students are to be arranged or grouped for this lesson 2
Student Needs	Clearly outlined what materials or prior knowledge students will need to be successful for this lesson 5	It is unclear what materials or prior knowledge students will need to be successful for this lesson, 3
Instructional Focus	Anticipatory Set is clear and exciting. 5	Anticipatory Set is dull or missing 3
Instruction/Activity	Activity clearly supports the objective, TEK chosen and provides a DAP strategy for presenting the information. Up to 35	Activity is vague or disorganized. It does not clearly support the objective or TEK chosen. Activity is not DAP. Up to 20
Assessment/Evaluation	Evaluation clearly aligns the objective with the TEK and demonstrates how the teacher will know that the objective and TEK were met. Up to 15	Evaluation does not clearly indicate how the teacher will know that the objective and TEK were met. 5
Citation of source	Citation of where this lesson came from is provided. 5	Citation of where this lesson came from is not provided. 0

Learning Center Rubric

Name _____

Lesson Plans

Name of Activity	Pre K		Kindergarten		Kindergarten		Kindergarten		First Grade	
	1	2	1	2	1	2	1	2	1	2
Objective	1	2	1	2	1	2	1	2	1	2
Rationale	1	2	1	2	1	2	1	2	1	2
TEK to support objective	1	2	1	2	1	2	1	2	1	2
List of materials needed	1	2	1	2	1	2	1	2	1	2
Procedures used in development of activity	1	2	1	2	1	2	1	2	1	2
Setting	1	2	1	2	1	2	1	2	1	2
Student Needs	1	2	1	2	1	2	1	2	1	2
Instructional Focus/Anticipatory Set	1	2	1	2	1	2	1	2	1	2
Instruction/Activity	1	2	1	2	1	2	1	2	1	2
Assessment/Evaluation	1	2	1	2	1	2	1	2	1	2
Citation of Source	1	2	1	2	1	2	1	2	1	2

Total _____

TriFold Display

Creative Thoughtful use of color Attractiveness Professional in appearance No hand lettering	Excellent Up to 50 points	Average Up to 40 points	Fair Up to 30 points
Durable Well made Pieces well secured	Excellent Up to 50 points	Average Up to 40 points	Fair Up to 30 points

Total _____

Learning Center Rubric Page 2

Center Materials

Name of Activity	Pre K		K		K		K		1 st	
Durability <ul style="list-style-type: none"> • well made • laminated 	1	2	1	2	1	2	1	2	1	2
	3	4	3	4	3	4	3	4	3	4
Safety <ul style="list-style-type: none"> • Pieces are not choking hazards • Developmentally Appropriate 	1	2	1	2	1	2	1	2	1	2
	3	4	3	4	3	4	3	4	3	4
Materials <ul style="list-style-type: none"> • Enough materials • Interesting • organized 	1	2	1	2	1	2	1	2	1	2
	3	4	3	4	3	4	3	4	3	4
Ease of Use <ul style="list-style-type: none"> • Directions are clear • Can be used independently 	1	2	1	2	1	2	1	2	1	2
	3	4	3	4	3	4	3	4	3	4
Professional <ul style="list-style-type: none"> • No hand lettering • Professionally colored • Professionally cut out 	1	2	1	2	1	2	1	2	1	2
	3	4	3	4	3	4	3	4	3	4

Total _____

Lesson Plans _____

TriFold Display _____

Center Materials _____

Total for Learning Center _____

Behavioral System

Name _____

Each student will develop a behavior system that would be appropriate to use in a prekindergarten or kindergarten.

Visual Model

Implementation	Easily implemented in a classroom Up to 10 points	Not easily implemented in a classroom Up to 5 points	Cumbersome and complicated 0 points
Independence	Children can use independently Up to 10 points	Requires teacher's assistance Up to 5 points	Total teacher control 0 points
Levels of expectations	Rules and consequences clearly developed and organized Up to 10 points	Rules and consequences not clearly developed or organized Up to 5 points	Rules and consequences not evident 0 points
Positive	Expects children to behave in a positive manner. Up to 10 points	System focuses on negative behavior Up to 5 points	System has no focus. 0 points
Professionally Prepared	Professionally labeled, colored, cut out. Durable and pieces well made Up to 10 points	Model is hand lettered, messy in preparation and easily destroyed. Up to 5 points	Model does not reflect professional preparation. 0 points

Paper

Professionally Prepared	No grammar or spelling errors. Easily read. Up to 10 points	Less than 2 spelling or grammatical errors. Unclear passages. Up to 5 points	More than 2 spelling or grammatical errors. Paper does not flow when read. Up to 2 points
Rules	Clearly understood rules are established and their use explained. Up to 10 points	Rules are either not developed or not clearly explained. Up to 5 points	Rules are arbitrary and not effective or enforceable. Up to 2 points
Consequences	Clearly understood consequences are established and their use explained. Up to 10 points	Consequences are either not developed or not clearly explained. Up to 5 points	Consequences are arbitrary, not effective or enforceable. Up to 2 points
Explanation of behavior system	Explanation is clearly written, easily implemented and developmentally appropriate to the age. Up to 10 points	Explanation is not clear, easily implemented developmentally appropriate to the age. Up to 5 points	The behavior system is poorly developed and not developmentally appropriate to the age. Up to 2 points
How appropriate behavior will be encouraged	Strong evidence of expectations of positive behaviors. Up to 10 points	Unclear evidence of expectations of positive behaviors. Up to 5 points	No evidence of expectations of positive behaviors. Up to 2 points

Total for Behavioral Management System _____