New York University
Steinhardt School of Culture, Education, and Human Development
Department of Teaching and Learning

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Integrating Seminar in Early Childhood Education II
ECED.2003.1—Spring 2015
Thursdays 3:30-4:45; 194M, Room 206

Course Description:

This seminar in classroom teaching is intended for graduate pre-service students in the early childhood program undertaking their second field placement as beginning teachers. The Seminar in Classroom Teaching II is the second of two courses designed to foster your capacities as teachers to learn in and from practice (Ball & Cohen, 1999) and to begin to develop the kind of adaptive expertise (Darling-Hammond & Bransford, 2005) that is critical to accomplished teaching. Teaching is treated in this course as an interactive system involving teachers’ and pupils’ activities around particular content. In this course, we take an inquiry stance toward all the elements that make up this system and work together to define the learning conditions for pupils – lesson plans, academic language, standards, assessment, instructional materials, etc. Pupil work samples, case studies, and videos of teaching will serve as documentation of teaching practice and allow you to step back from the press of classroom life and appraise your teaching – in particular your content knowledge and pedagogical practices.

Course Overview:

As a profession, teaching occurs in a larger context – school, community and society. We will examine the influences of these larger contexts on children and the implications of these influences for teacher practice. For the field of early childhood education, there are two main questions: 1) How do we ensure teacher quality? 2) How does teacher quality make a difference in student achievement? Throughout the course, we will discuss these questions.

Learner Objectives:

The goals of this course are to enable you as a beginning teacher to:

- Thoroughly examine your teaching practice using a variety of methods and sources of data.
• Skillfully use such appraisals to revise and improve your teaching practice and ultimately impact the learning of all of your students.
• Participate effectively with colleagues, parents, and learners in ways that reflect your membership in a professional community that has a specialized knowledge base and shared standards of professional practice.

Required Readings:


Additional readings will be posted on NYU Classes.

Course Requirements:

1. Reading Assignments, Discussion Facilitation, and Participation
The reading assignments for each week are listed in the course calendar. Readings are to be completed for the day indicated.

Each week, one or two students will be assigned to lead our circle time discussion based on the week’s readings and their experiences in the field. When it is your turn, please come up with TWO questions. One should be a thoughtful question that relates directly to the readings for the week and should engage the class in discussing important elements. The other question should be designed to initiate discussion about how the week’s topic relates to experiences in your field placements. When it’s your week, you are responsible for initiating AND keeping the discussion going. You will be expected to think critically about points raised so that you can engage one another in informative, lively discussions during class. This cannot work without your participation and commitment to completing the reading assignments. Furthermore, you are expected to demonstrate an understanding of the course material by contributing to the discussions and asking/answering questions in each course session. These contributions will be reflected in your participation grade.

2. Ongoing Video Portfolio
Each week you will be required to videotape 5-10 minutes of yourself teaching in the classroom (informally). These videos will be viewed weekly with a partner and will allow you and your peers the opportunity to challenge each other to think critically about your teaching practice. Please note, the content of your videos is not being evaluated. Rather, in alignment with the edTPA video component, the focus is on analyzing your developing teaching practice. In addition, you will be critiquing your partner's progress throughout the semester. You must bring a device (laptop, tablet, etc.) to each class session so you can view/share videos.

3. Lesson Plan
You will develop and teach a whole class math lesson. It must include a re-engagement section in order to align with edTPA. Re-engagement means to support the students to
revisit and review a topic with a different set of strategies, representations, and/or focus to develop understandings and/or correct misconceptions. You must arrange to have yourself videotaped teaching this lesson. The lesson should be no more than 30 minutes. You must prepare and submit a commentary with your videotaped lesson plan in anticipation of the new edTPA requirements for NYS Certification, effective January 1, 2014.

Your five-page commentary about your lesson must address the following three areas:

<table>
<thead>
<tr>
<th>Planning</th>
<th>Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Content Understanding</td>
<td>Learning Environment</td>
<td>Analysis of Student Learning</td>
</tr>
<tr>
<td>Supporting Learning Needs</td>
<td>Engagement in Learning</td>
<td>Providing Feedback</td>
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<tr>
<td>Using Knowledge of Students</td>
<td>Deepening Thinking</td>
<td>Supporting Student Use of Feedback</td>
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<tr>
<td>Assessments to Monitor Student Learning</td>
<td>Subject-Specific Pedagogy</td>
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Remember that commentaries are your opportunity to describe your artifacts (photos, handouts, student work samples, etc.); explain the rationale behind their choice; and analyze what you have learned about your teaching practice and your students’ learning.

Commentaries must be clearly written and well-focused and include appropriate references to readings from your on-site seminars and from class.

More details will be provided in class.

4. **Progress Report**
You will develop a Progress Report for your Focus Learner. It should be written as if the parents are the readers.

5. **ABC Chart**
You will use an ABC chart to record a student’s challenging behavior. This will be used as a tool to facilitate a discussion about how to address challenging behaviors in the classroom.
6. **Language and Literacy Action Research Project**
You will learn to use and implement several action research tools including but not limited to: Interviews, studying student work, and various classroom observation techniques. These will be part of your work for the class throughout the semester and the study that you develop can be interwoven with assignments from other classes. You could study a child, a lesson or a unit of instruction within the context of language and literacy. You could take notes on yourself and your interactions with a group of learners over time. You could study gender issues. There are many possibilities that we will discuss and help you with in class.

7. **Final Self-Study**
We will work in small groups on a video self-study project. This will incorporate lesson plans, video analysis, and assessment with commentary, including at least 1-2 pictures, lesson materials and/or assessment blanks. During the weeks we are focusing on the video self-study, you will also have time to collaborate and engage in a writing workshop with your peers. You will be reading your peers’ papers and providing them with feedback.

**Course Format:**
Classes will be conducted primarily using group discussions, group activities, and video shares. Videos will be used as a means of evaluating and analyzing best teaching practices. Class participation, in the form of attendance, comments, questions, and active engagement in classroom activities is required for this course. Attendance will be taken at every class.

**NYU Classes:**
This course utilizes NYU Classes. The syllabus, details about assignments, and any other general course information will be available on the site. In addition, postings may be made regarding events or other items of importance regarding this course. Please also feel free to use the site to continue conversations (via the Discussion Forum) started in class or raise new points for discussion during future class meetings.

**Attendance Policy:**
Attendance is expected in this course. Material is presented in class that is unavailable in assigned readings, so it is highly recommended that you attend every class. There are no texts or notes than can substitute for the discussion and interaction that will take place in class. Please be on time for class. You are responsible for turning in assignments when they are due and for knowing information announced in class, whether or not you were in class on any particular day. It is your responsibility to obtain handouts, assignments, and information you missed when absent.

**Grading Policy:**
Grading Formula

The following scores will be used to determine your final grade:

1. Attendance and Participation = 10 points
2. Discussion Facilitation = 10 points
3. Ongoing Video Portfolio = 10 points
4. Math Lesson Plan = 10 points
5. Progress Report = 5 points
6. ABC Chart = 5 points
7. L and L Action Research Study = 20 points
8. Final Self-Study = 30 points

100 points

Late Work:

All papers and projects are due at the beginning of class on the date they are due, unless you have made other arrangements with me before the due date. You will lose one letter grade for every day that a written assignment is late, including weekend days.

Students with Disabilities:

Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

Academic Integrity:

Please note: All work turned in for this course must be ORIGINAL. When in doubt, cite a reference. Adherence to the Academic Code of Integrity for All Students is expected. See http://steinhardt.nyu.edu/dcc/undergraduate/Statement_On_Academic_Integrity.php. Penalties for lack of adherence to the code will be enforced. Formal proceedings will be filed.

NYU Writing Center:
Writing well is one of the most important skills for professional and personal success. Your papers should be clear, easy to read and understand, well-organized, and free of grammatical errors. If your paper is not acceptable, it will be handed back to you for revision. A revised paper will not earn full credit. If you have difficulty expressing yourself in writing, please make an appointment with the NYU Writing Center. Please visit their website for more information: http://www.nyu.edu/cas/ewp/html/writing_center.html.

Course Calendar:

*Please see “Resources" tab on Classes for weekly articles assigned.

**Please note all dates are subject to change. In the event any changes are made, you will be notified via email to review specific updates on Classes.

January 29th:  
**Course Overview and edTPA**

_in Class Assignment:_ Self Portrait--Who are you? What are your strengths and weaknesses? What type of teacher are you? What type of teacher do you want to be?

February 5th:  
**Observing and Recording: Focus Learners**

Book Assignments


Chapter 1, pp.1-14 and Chapter 3, p. 34-52

Articles Assigned

NAEYC Position Statement on Developmentally Appropriate Practice
February 12th:  **Teacher Action Research**

**Due:** Create a list of questions you have regarding your field placement and your practice. Turn those questions into wonderings. Begin by asking, “What would happen if . . .?”

**Book Assignments**


Chapter 2, p. 15-33

**Articles Assigned**

How To Do Action Research In Your Classroom

Utilizing Action Research During Student Teaching: Should Every Teacher Preparation Program Be Doing This?

February 19th:  **Developing the Action Research Project**

**Due:** Submit a one-page outline of your Action Research Project.

**Book Assignments**


Chapter 4, p. 53-69 & Chapter 6, p. 96-109

**Articles Assigned**

What Every Teacher Should Know About Action Research

February 26th:  **Understanding By Design**

**Due:** Interview your teacher about how s/he plans units of instruction. Start to develop a math lesson plan for videotaping.

**Articles Assigned**
Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education

Understanding By Design, Chapters 1 & 2

March 5th: **Aligning Instruction with Common Core**

*Due:* Submit a draft of math lesson plan.

**Book Assignments**


*Chapter 7, p. 110-127 & Chapter 8, p. 128-141*

**Articles Assigned**

Teacher Education, Experience, and the Practice of Aligned Instruction with Common Core

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March 12th: **Language and Literacy**

*Due:* Video of yourself conducting a read-aloud

**Book Assignments**


*Chapter 10, p. 152-171*

**Articles Assigned**

Classroom Instruction That Works With English Language Learners

Effects of Teachers’ Reading-Aloud Styles on Vocabulary Acquisition and Comprehension of Students in the Early Elementary Grades

Expanding the Power of Read-Alouds

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March 19th: **No Class; NYU Spring Recess**
March 26th:  

Due: Math Lesson Plan (video, lesson plan, and commentary)

April 2nd:  

Assessment of Student Progress and Progress Reports

Book Assignments


Chapter 10, p. 152-171

Articles Assigned

Preparing Teachers for a Changing World, Chapter 8 (Assessment)

April 9th:  

Assessment of Challenging Behaviors

Due: Progress Report of Focus Learner

Book Assignments


Chapter 12, p. 205-224

Articles Assigned

Behavioral Support, Chapters 1 & 4

April 16th:  

Differentiating Lessons for Diverse Learners

Due: ABC chart

Book Assignments


Chapter 13, p. 225-238

Articles Assigned
Differentiating Instruction: A Set of Beliefs

How To Differentiate in Mixed-Ability Classrooms

April 23rd: Parents as Partners

Due: Action Research Project

Book Assignments


Chapter 5, p. 70-95

Articles Assigned

Practices for Parent Participation in Early Intervention/Early Childhood Special Education

April 30th: Due: Draft of Final Self Study for peer review

May 7th: Due: Final Self Study