

**CHFD 2896: Guidance Practices in Educational Settings
Spring 2009**

Monday (8:00-10:45)
114 Aderhold

Office hours:
By appt.

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Required Texts

Gartrell, D. (2007). *A Guidance Approach for the Encouraging Classroom*. (4th ed.). Clifton Park, NY: Delmar Learning.

Nelsen, J., Lott, L., & Glenn, S. (2000). *Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom* (Rev. 3rd ed.). NY: Three Rivers Press.

Additional Course Readings

Additional readings are available on-line or will be provided by the instructor in hard copy or on WebCT.

Course Overview

CHFD 2896, "Guidance Practices in Educational Settings," focuses on effective guidance practices based on the application of theoretical models. The individuality of children, families, and cultural diversity will be addressed as well as various guidance models.

Course Goals:

1. Students will gain a better understanding of themselves as teachers and their beliefs around child guidance.
2. Students will explore multiple theories informing guidance techniques.
3. Students will become familiar with criteria and resources for implementing positive guidance techniques when working with young children.
4. Students will explore cultural diversity and classroom implications.
5. Students will become knowledgeable of children's developmental characteristics and how this affects behavior in the classroom.

Class Guidelines: (to be developed during first class session & amended throughout semester as needed)

Course Requirements:

Responses to Readings (10 @ 2 pts. each = 20 pts.)—due weekly

There will be assigned readings for each class period. After completing the readings, you will need to write a 1-2 page, double-spaced response. Your response should include the following:

- connections made between this text and others you have read
- connections made between this text and your experiences
- questions you have about the text or aspects that are unclear
- areas of the text that you do not agree with or are troubled by

You will bring your response with you to class and use this in small and large group discussion. I will then collect the responses and return them to you during our next class period.

Personal Experiences (5 pts.)—due January 26

This is a short paper (2-4 pages, double spaced, typed) focusing on what your experiences have been related to guidance.

- What type of guidance was used in your home?
- What type of guidance was used in your school?
- Were these guidance techniques effective?
- How do you think these experiences affect the way you interact with young children?

Field Reports from Schools (15 pts.)—due February 16

1. *Behavior Analysis (5 pts.)* Analyze through observation and documentation one instance of a child's challenging behavior within the classroom. Using information given in class and gathered through readings, discuss what the student's "coded message" appeared to be. Discuss also the intervening adult's reaction, the student's response, how effective the intervention was, and how a different outcome could have resulted if the adult had responded differently. The report needs to be 2-3 pages, double spaced, typed.

2. *Teacher Interview (10 pts.)* Observe and interview your supervising teacher focusing on the guidance philosophy and strategies implemented. Describe the guidance philosophies followed by your respective teacher, including rules, guidance techniques, and strategies used in his/her classroom. This report needs to be 4-6 pages, double spaced, typed. Suggested questions for teacher interviews:

- What do you believe is the best means of guidance for your students?
- How have you seen this to be effective?
- How do you address individual situations with challenging behavior?
- What are some other forms of guidance that you think could be effective?

In the final portion of your report, critique the philosophy being used by your supervising teacher for its strengths and weaknesses. Also, discuss how closely aligned it is to guidance informed by developmentally appropriate practice.

PTO/Parent Meeting (10 pts)—due March 16

Attend one parent meeting in your school or at the Child Development Lab at the McPhaul Center. Complete a 2-4 page, double spaced, typed report including the following:

1. Date, time, and place of the meeting
2. Approximate number of parents who attended the meeting including percentage of male and female
3. Agenda of the meeting—What were the items discussed? Was there a specific topic? How were “extraneous responses” addressed?
4. What feedback did parents give? What questions were asked? How did the parents receive the information? (consider body language and facial expressions as well as verbal responses)
5. Give your overall evaluation of the meeting. What were the strengths? What areas needed improving? How included and involved were parents invited to be during the meeting?

Parent/Teacher Conference (10 pts)—due April 6

Observe a parent/teacher conference of either your supervising teacher or a teacher at the Child Development Lab (CDL) at the McPhaul Center. Ask your teacher at the beginning of the semester if/when formal conferences are planned and tell him/her of your upcoming project. If no formal conferences are planned, observe a planned parent/teacher conversation and use this as the basis for your conference report. Based on your experience and observation, write a 2-4 page, double spaced, typed report including the following information:

1. Date, time, and place of the meeting
2. Who attended the conference?
3. Agenda of the conference—What was discussed at the conference? Did the teacher follow a predetermined agenda? Where there specific assessments presented? If yes, how did the teacher share this information?
4. What feedback did the parent(s) give? What questions were asked? How did the parent(s) receive the information? (consider body language and facial expressions as well as verbal responses) Did the parent(s) appear to be active participants in the conference or passive receivers of information?
5. Give your overall evaluation of the conference. What were the strengths? What areas needed improving?

Personal Philosophy and Classroom Guidance Plan (25 pts for paper; 15 pts for presentation & response to questions)—Paper is due on the date of presentation

This final project (8-10 pgs. double-spaced) should draw from the readings you have completed and discussed, as well as the experiences you have had throughout the semester. Reflect on what you have read, what you have observed, and what you have written to describe your growth as a teacher and how your perception of guidance has been influenced and/or altered. Your reflection needs to include examples in support of your growth from at least five of the professional readings, your experience in the schools, and written reflections throughout the semester. Also, clearly explain your classroom guidance plan and the theory on which it based. Use references/quotes from professional readings and articles in this final reflection and reference all citations using APA style.

Base your 10 minute class presentation on how you would arrange information to be shared with parents of your future students. Your presentation needs to include a brief explanation of your philosophy of education as it relates to classroom management, at least one multimedia technique (video, PowerPoint, overhead), and a handout to be given to your classmates now and future parents and/or administration later. *From each person’s presentation and handout, classmates will develop at least one question a parent might ask this teacher.*

The criteria I will utilize in evaluating all assignments are:

- Evidence of thought and reflection
- Inclusion of details as outlined in course requirements
- Promptness
- Grammatical correctness
- Relevance to self as learner and teacher

Assignments	Possible Points
Responses to Readings	20
Personal Experiences	5
Field Reports (School)	15
PTO/Parent Meeting	10
Parent/Teacher Conference	10
Personal Philosophy and Classroom Guidance Plan (paper)	25
Personal Philosophy and Classroom Guidance Plan (presentation)	15
Total points possible:	100

Final Grading Scale

A=90-100 total points; B=80-89 points; C=70-79 points; D=60-69 points; F=59 or less

Final Evaluation of Course and Instructor (5 bonus pts.)

This will help me in my own learning and should be turned in as a separate writing at the final class session. To receive the bonus points, the following areas and questions should be addressed:

- What did you like best/least about the course as a whole?
- What is your opinion of the required readings? What were the most and least helpful/enlightening readings?
- Were the topics presented in a logical order?
- Was adequate time given to each topic?
- Were expectations, grading system, and requirements clear?
- Did anything feel like “busywork”?
- What changes would you make to the course requirements?
- What do you see as the major strength of the instructor?
- What is your major suggestion for my improvement?
- Food for thought for my teaching?

Policy & Procedures

Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Health related issues: Anyone who needs a class accommodation due to health related issues or physical challenges should make an appointment with the instructor as soon as possible.

UGA inclement weather policy: Please be aware of the UGA Inclement Weather Policy regarding the possible closings of the university on the main homepage at www.uga.edu

Attendance/Participation

Attendance and *active* participation are required. It is necessary for you to be in class to be able to learn from your classmates and for them to learn from you. I understand that unforeseen situations do arrive that may prevent you from being in class. If this happens, please contact me. You are expected to attend every class and to be on time unless you have an emergency or a serious illness. More than 1 absence will result in a 10-point overall deduction in your final grade.

The focus of our class meetings will be discussion of the assigned reading materials. It is essential that you have read, thought, and written about assigned readings *prior* to class. *Active* participation is defined as: 1) providing evidence that you have read the assigned materials; 2) engaging in thoughtful and reflective oral and written response to the reading; 3) demonstrating respect for the ideas of others; and 4) working productively in small groups

Academic Honesty

Our class will strictly adhere to UGA's guidelines for academic honesty. The guidelines can be found at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

It is your responsibility to seek explanations concerning issues of academic honesty, including the proper attribution and quotation of source materials from books, journals, Articles, and the WWW. All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work.

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DATE	TOPIC	Readings to be discussed & Assignments due
January 12	Introductions Develop guidelines Review syllabus	
January 19	Martin Luther King, Jr. Day	
January 26	Introduction to guidance Child Development & Theory	Assignment: Personal Experience Readings: Gartrell Ch. 1 & 2 Article: "Theories of Guidance and Discipline"
February 2	Developmentally Appropriate Practices Guidance Techniques	Readings: Pos. Disc. Ch. 9 Gartrell Ch. 4 & 5 (thru p. 166) Articles: "MYTHS Associated with Developmentally Appropriate Programs"
February 9	Child Abuse Understanding Behavior Behavior Analysis	Readings: Pos. Disc. Ch. 7 Gartrell Ch. 3
February 16	[Share field reports] Cultural Diversity <i>Students' evaluation of course</i>	Assignment: Field Reports Readings: Davis & Yang, Ch. 1 Info packet: "Celebrating Differences!"
February 23	Classroom Organization & Management	Readings: Pos. Disc. Ch. 1, 2, 3 Gartrell Ch. 5 & 6
March 2	Developing students' communication skills Communication with children & parents Encouragement vs. Praise	Readings: Pos. Disc. Ch. 6 Gartrell Ch. 7 & 8
March 9	Spring Break	Enjoy yourself! Rest, relax, and come back ready for a great second ½ of the semester!

March 16	Conflict Management & Resolution Guest speaker: Julia Atilas “Disciplining with a Heart”	Assignments: PTO/Parent Meeting Readings: Gartrell Ch. 9 Articles: “Replacing Time-Out Part two” “Teacher! He Hit Me!” “She Pushed Me!”—Where does it start? How can it stop?”
March 23	Problem Solving	Readings: Pos. Disc. Ch. 8 & pgs. 193-195 Gartrell Ch. 10 Article: “Positive Discipline: Fostering the Self-Esteem of Young Children”
March 30	Working with parents	Readings: Davis & Yang, Ch. 8 Swap, Chapter 1 Delgado-Gaitan, Ch. 2 Article: “Three Narratives of Parent-Educator Relationships”
April 6	Getting parents involved <i>Students’ evaluation of course</i>	Assignment: Parent/Teacher Conference * Bring idea to share for getting parents involved Readings: Swap, Ch. 4
April 13	Putting it all together Guest Speaker: Courtney King <i>Sign up for presentations</i>	Readings: Gartrell Ch. 11 & 12 Article: “How can the Teaching Intern Deal with the Disparity Between . . .”
April 20	Personal Philosophy Presentations	Assignment: Personal Philosophy and Classroom Guidance Plan (due on day of presentation)
April 27	Personal Philosophy Presentations	
April 30	Personal Philosophy Presentations Defense	
May 4 or date of final		Assignment: Evaluation of Course and Instructor (for bonus pts.)