

CHFD 2896
Guidance Practices in the Educational Setting
Spring 2006

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Location: Aderhold Room G-5
Day: Thursday
Time: 2:00-4:45

Required Text:

Gartrell, D. (2003). **A Guidance Approach for the Encouraging Classroom** (3rd Ed). Clifton Park, NY: Delmar Learning.

Bredenkamp, S. & Copple, C. (1997). **Developmentally Appropriate Practice in Early Childhood Programs** (revised edition). Washington D.C.: National Association for the Education of Young Children.

Beaty, J.J. (2006). **50 Early Childhood Guidance Strategies**. Upper Saddle River, New Jersey: Pearson Prentice Hall.

Reading Packet: Bel Jean

Class Requirements and Policies:

Exams

There will be two exams. One at midterm and one final. The exams are designed to measure knowledge and application of theory and familiarity with appropriate guidance strategies for infancy through childhood. Midterm (March 2nd) worth 100 points and final (Due May 9th) worth 150 points.

Personal Experiences

Write a brief, one-to-two-page (typed and double spaced) description of what your life experiences have been like related to guidance. How do you think those experiences have influenced the person you are? How do those experiences affect the way in which you interact with young children in your family, classrooms, or community? This assignment is worth 50 points. **It is due on JANUARY 26TH.**

Resource Book Paper

For this paper you will need to go to the bookstore, library, or other venue and choose a book about classroom management, guidance, discipline, or any other related topic. The book must target the early childhood classroom. The goal of this activity is to become familiar with the

many resources that are available to teachers. After reading the book you will write a report summarizing the information offered. The instructor will provide further instructions for this report. Worth 100 points. **It is due on FEBRUARY 23RD.**

Guidance Philosophy and Strategies of Supervising Teachers

Students will need to interview and observe their supervising teachers concerning their guidance philosophy and strategies. Describe the guidance philosophies followed by your respective supervising teachers in their classrooms in a 2-page double-spaced typed report. Worth 95 points. **Is due on MARCH 23th.**

Parent/Teacher Conference

Observe a parent/teacher conference of either your supervising teacher or at the McPhaul Center. Ask your teacher at the beginning of the semester when conferences are planned. Inform the teacher of this project and the possibility of experiencing a conference. If your supervising teacher gives permission and conferences are planned before the end of the semester, you can use that site. If it is not possible to observe at your internship site, please see the instructor and she will help you arrange a time to observe a conference at the McPhaul Center. Figure this out right away or it may be too late!

Write a one to two-page typed summary of what you observed. Worth 80 points. **Is due on APRIL 13th.**

Please include the following:

1. Date, time, and place of the meeting.
2. Who attended the conference?
3. Agenda- What was discussed at the conference? Did the teacher follow an 'agenda'? Were there any specific assessments presented? Any major concerns the teacher shared? If yes, how did the teacher approach those issues?
4. What questions did parents ask? How did the parents receive information? What were their responses (consider body language and facial expression, along with verbal responses)?
5. What is your evaluation of the conference? What were the strengths of the conference? Was there anything you think the teacher could have done differently for improvement? If so, what are your suggestions?

Personal Philosophy and Classroom Guidance Plan

Develop a philosophy of classroom management. 1) Begin by summarizing the characteristics associated with the children, the learning environment, and the types of guidance challenges presented in the classroom. 2) Reflect upon your observations throughout the semester. 3) Write-up how you plan to implement the theories, strategies, and/or techniques presented in class to your own classroom (or, if relevant, why you wouldn't). 4) Provide justification for your philosophy of classroom management. This report should reflect your understanding of child guidance principals as well as your own personal styles. Do not write what you think the instructor wants to hear but rather what you really think you will practice. 5) If your philosophy follows DAP, please explain how you will justify what you are doing to an administrator that does not understand DAP. 6) Also, provide at least one example (you have seen) of a situation

where you would implement your philosophy of classroom management. The report needs to be at least 5 double-spaced typed pages. These are to be presented to the class. The presentation should be 5-10 minutes in length (no longer) and in a format that you would use with parents (like at orientation) to explain your philosophy of classroom management. At least one multimedia technique (video, overhead, transparencies, handout, poster, brochure, etc.) should be used to help you present this information. The assignment is worth a total of 200 points, with the paper worth 125 points and the presentation worth 75 points. **Paper is due Thursday, April 20th . Individual presentations will be on Thursday, April 20th and Thursday, April 27th.**

Attendance Policy

Attendance is expected and required in both the classroom and the field. This policy means either perfect attendance or documented absence (s) due to death or illness. Undocumented absences will result in letter grade reduction in EDEC and/or CHFD courses or unsatisfactory grade in the field. A “C” or above is required in all courses to be able to move to the next level. This policy is in place unless otherwise stated in course syllabi. Students are responsible for communicating with all university faculty and/or school cooperating teacher to let them know the reason of absence. It is the student responsibility to provide the program coordinator with the following information as soon as possible after an absence:

- Date
- Course (s) missed
- Field day missed and proposed make-up day
- Reason
- Attached documentation

* 150 points will be given for perfect attendance. Each class missed will result in the deduction of 10 points.

Class Participation Policy

During the course of the semester there are many in class activities and discussions that take place. You are expected to actively listen and contribute on a regular basis. 75 points.

POINT DISTRIBUTION:

Exams:	Midterm =	100 Points	(10%)
	Final=	150 Points	(15%)
Personal Experiences=		50 Points	(5%)
Resource Book Paper=		100 Points	(10%)
Guidance Philosophy and Strategies of Supervising Teachers =		95 Points	(9.5%)
Personal Philosophy and Classroom Guidance Plan			
	Paper =	125 Points	(12.5%)
	Presentation =	75 Points	(7.5%)

Parent/Teacher Conference = 80 Points (8%)

Attendance Policy = 150 Points (15%)

Class Participation= 75 Points (7.5%)

TOTAL POINTS POSSIBLE = 1000 POINTS

Grading Scale:

A = 910-1000

B = 820-909

C = 730-819

D = 640-729

F = 639 and below

INSTRUCTOR RESERVES THE RIGHT TO MODIFY SCHEDULE and ASSIGNMENTS BASED ON NEEDS OF CLASS

DATE	TOPIC	READING ASSIGNMENT	ASSIGNMENTS DUE
January 12	Welcome and orientation Class expectations		
January 19	Guidance vs. Discipline And Introduction to 'Guidance': History And Child Development and Theory	Chapter 1 and 2 in Gartrell Chapter 2 from Guiding Young Children by Gordon and Browne	
January 26	Developmentally Appropriate Practices (DAP)	Gronlund, G. 1995. <i>Bringing the DAP Message to Kindergarten and Primary Teachers</i> . July, Young Children, NAEYC. Part 1,2,3 in DAP	Personal experiences paper

February 2	DAP and positive expectations	<p>Part 4 and 5 in DAP</p> <p>Koetelnik, M.J., 1992. <i>MYTHS Associated with Developmentally Appropriate Programs</i>. May, Young Children, NAEYC.</p> <p>Hall Stockard,C. (1991). Pelander, L., 1997. <i>Things the Teacher Did Not Say</i>.</p> <p><i>My Transition from Conventional to More Developmentally Appropriate Practices in the Primary Grades</i>. November, Young Children, NAEYC.</p>	
February 9	<p>Mistaken behavior: definition</p> <p>AND</p> <p>The bottom line: what does effective guidance require?</p> <p>The teacher vs. technician</p>	<p>Chapter 3</p> <p>Chapter 4</p>	
February 16	<p>Organizing the classroom to promote positive behavior</p> <p>Midterm review: “Who wants to be a teacher?”</p>	<p>Chapter 5</p> <p><i>Building a Learning Community</i>, section one (p.p. 9-121). From Charney, R.S. (2002) <i>Teaching Young Children to Care</i>.</p>	

February 23	Guest Speaker: Current teacher AND Managing the Classroom	Duncan, T.K., Kemple, K.M., and Smith, T.M. 2000. <i>Reinforcement in Developmentally Appropriate Early Childhood Classrooms.</i> Summer, Childhood Education Journal. Chapter 6 and King, M., and Gartrell, D. 2003. <i>Building and Encouraging Classroom with Boys in Mind.</i> July, Young Children, NAEYC	Resource Book Paper
March 2 Midterm	Exam		
March 9	Communication strategies: “What are your rules?” And Children under stress Guest: Dr. Don Bower AND Leadership	Chapter 7 and 8 McDermott, K. 1999. <i>Helping Primary School Children Work Things Out During Recess.</i> July, Young Children, NAEYC.	
March 16	No Class: Spring Break		
March 23	Conflict management “I told him to hit back” AND Problem Solving	Chapter 9 and 10	Guidance Philosophy of supervising teacher
March 30	Punished by rewards	Kohn, A. 2001. <i>Five Reasons to Stop Saying “Good Job!”</i> September, Young Children, NAEYC. Whitin, P. 2001. <i>Kindness in a Jar.</i> September, Young Children, NAEYC.	

April 6	Issues surrounding inclusion: what to do when children tease ‘Hey Stupid!’ AND Guidance through intervention	Chapter 11	
April 13	Parent involvement Guest: TBA AND When it seems like parents don’t care and won’t help	Bromfield, R., 2003. <i>When Nothing Works</i> . January, Phi Delta Kappan. Hannon, J.H. 2000. <i>Learning to Like Matthew</i> . November, Young Children, NAEYC.	Parent/Teacher conference write-up
April 20	Presentations		Personal philosophy paper and presentations
April 27 Last Class	Presentations AND Final review: “Do you still want to be a teacher?”		Personal philosophy presentations
May 9 Finals due by 3:30	FINAL 3:30-6:30		Final must be turned in by 3:30