

# EDEC 4243, Spring 2019

## Environmental Processes and Assessment

University of North Texas  
Department of Teacher Education and Administration

**Instructor:** Molly Doherty  
**Course Meets:** T/Th 8:00 – 9:20 a.m., Matthews Hall 113  
**Office:** Child Development Laboratory, Conference Room TBD  
**Office Hours:** M/W 8:30-10:00 a.m. or by appointment  
**E-mail:** [Molly.Vanhouten@unt.edu](mailto:Molly.Vanhouten@unt.edu) (48 hour response, except on weekends)  
**Note on email:** \*\*When you email, include EDEC 4243 in the subject line.

### COURSE DESCRIPTION

Considers early childhood learning processes as well as implications for individual, group, and program assessment. Areas of emphasis include development of skills in selection, use and interpretation of developmentally appropriate practices. Focus areas include formal, informal and holistic assessment instruments as well as learning environment materials and resources. Implications for technology in assessment and management are discussed. Laboratory experiences required.

**Credit Hours:** 03, with 3 hours per week in class, 25 hours per semester in lab placement  
**Prerequisites:** DFST students must have completed DFST 3123 and DFST 4233; EC-6 students must have completed EDEC 3613 and DFST 1013.  
**Texts:** EDEC 4243 "Green Course book" (provided). *The Complete Learning Centers Book*, Isbell (optional & available to check out at the CDL)

### University and College of Education Information

The student has the responsibility of informing the course instructor of any documentation that will require modifications to avoid discrimination. Modifications will not be put in place until the paperwork provided by the Office of Disability Accommodations is presented to the instructor.

The University of North Texas, College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities, as specified by federal laws and regulations. The designated liaison for the department within which this course is housed is Dr. J. Laney. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 201.

## COURSE OBJECTIVES

By the end of this course, the student should be able to:

1. Formulate teaching techniques and guidance strategies which support and encourage the social, emotional, physical, language and cognitive development of children ages three through five, including those who are culturally, linguistically and ability diverse.
2. Plan, implement and evaluate learning experiences (three total) that are based on observations of the individual needs and developmental level of a particular diverse group of young children, during weekly participation in the Child Development Laboratory, Denton Christian Preschool, the Children's Place, or the Ann Windle School for Young Children.
3. Participate in class, through group presentations and discussion of required reading and current topics under consideration, and learn effective ways to communicate and present information to others in a professional manner while working as part of an instructional team.
4. Learn and practice effective techniques for ensuring successful parent and teacher interactions with a variety of family cultures and structures.
5. Evaluate developing teaching skills, including identification of strengths and weaknesses, both individually and in discussions with the head teacher.
6. Collect and critique information on resources useful in planning curriculum activities for developmentally and culturally diverse children, ages three through five.
7. Pass a midterm and a final exam based on readings and class discussions, indicating an ability to utilize course content.
8. Collect a variety of data on one particular child for assessment, evaluation and planning purposes, as well as making observations of all children in the group.
9. Learn the components of ethical professional practice, and discuss and reflect on them with others using situational examples.

## COURSE REQUIREMENTS

**Initial Observation Worksheet:** Complete a twenty-minute observation from the CDL observation booth. Either before or after your observation, you are responsible for touring the CDL on your own to familiarize yourself with the facility, materials and activities. You are expected to know where everything on the checklist is located. You will be given a worksheet to complete. This assignment is the only assignment that may be hand written.

**Quiz on Activity Plans:** Students will work on three activity plans to be carried out in the classroom with a small group (4-5 children) in their assigned preschool classroom. Students must receive a satisfactory grade on the activity plan quiz before the first activity plan will be approved by the instructor.

**Activity Plans:** Each student will be responsible for planning a total of three (3) activity plans that are appropriate for the children within the assigned preschool classroom. As you plan these activities, **USE ONLY THOSE CURRICULUM AREAS WHICH HAVE ALREADY BEEN PRESENTED IN CLASS.** The general curriculum areas from which each student may select are (choose 3):

Art / Woodworking  
Cooking  
Language and Literacy  
Large Motor

Math / Manipulatives / Computers  
Dramatic Play (Prop Box Only) / Blocks  
Life / Physical / Health / Environmental Science  
Music

**One of your three activity plans must be for Dramatic Play with prop box materials.** The student will submit a completed typed activity plan form to the course instructor for approval the week ***before the plan is to be carried out*** (this form is available on the class web page). The course instructor will read and approve (or suggest changes in) the activity plan and give or fax it to the classroom head teacher for inclusion in the calendar for the following week. Those activity plans needing additional work will be returned to the student for revision first. Plans must be approved by the instructor before they will be passed on to the classroom head teacher for scheduling. **Credit will not be given for lesson plans carried out without prior approval of first the course instructor, and then the head teacher.** Please plan your schedule so that you can concentrate on only one of your planned activities during any visit to your lab placement.

Activity plans must reflect developmentally appropriate practice and be relevant for the children with whom they are to be used. If songs, finger plays, recipes, etc., are used, they should be attached. A lending library of curriculum and management resource books and journals is available in the CDL for student use. These may be checked out for 1 to 3 days for your use (please borrow no more than 3, and return before taking more). All consumable supplies needed to carry out activities will be provided by the Child Development Laboratory (exceptions may be "found" items such as empty grocery containers, pine cones, etc.) **NO FOOD ITEMS MAY BE USED AS ART OR PLAY MATERIALS.** Collect items you will be using in advance, and label with your name so others don't use them. Check all shelving units and

closets in the Child Development Laboratory before turning in a shopping list. Fill out and turn in a shopping list form only after you have checked and asked a staff member whether an item is available for use. You will be advised of **some items that cannot be used (sugar and other sweets, meat products, nuts, food coloring, and some prepared foods)**. Shopping list forms are available at the Front Desk. **Shopping list deadline: Thursday, 5:00 p.m.**, for use in the following week. **YOU SHOULD NOT NEED TO PURCHASE ANY CONSUMABLE MATERIALS YOU USE FOR THIS CLASS (if you turn in a shopping list on time).**

As activities are planned and prepared, and throughout the semester, the following should be kept in mind:

- Activities should be prepared and ready before you sign in for the day. **Do not use lab time to prepare materials you will use in your activities with the children.**
- After completion of each activity, fill out the evaluation portion of the activity plan form. The head teacher will also fill out an evaluation form. Activity plan forms, including any corrections, your typed reflection comments, and the teacher evaluation forms must be **stapled together** and given to the course instructor. **The dates these are due are in the course schedule.** If you prefer privacy, please use a cover sheet.
- It is expected that you will spend some time discussing your lab participation with your head teacher. You should be able to do this during your scheduled participation time, but please make sure it is a convenient time for both you and the head teacher.
- If you must miss a laboratory session, call or email the designated person at your placement site **BEFORE your placement time.** **ALL TIME MISSED IN YOUR LAB PLACEMENT MUST BE MADE UP. A TOTAL OF 25 HOURS IN LAB PLACEMENT IS MANDATORY FOR STUDENTS IN EDEC 4243 TO PASS THE COURSE.**
- Sign in and out for each lab participation as directed by the head teacher you are assigned to, checking for special messages. Please be accurate to the minute. You may not participate in your lab setting for any amount of time less than one hour.

**Group Workshop Presentation:** Students will be provided with guidelines for planning, carrying out and evaluating a workshop/presentation, and will work with others on an instructional team to present to the class a set of integrated learning experiences based on one of the curriculum areas (see section 2 above). Integrating Music will be presented by the instructor, to help serve as a model. **Presentations should be based on readings in the topic area, and must be creatively presented using hands-on activities, literacy designed for children's use, and involvement of class members.**

A handout including appropriate activities and materials used in the presentation is to be designed and given to class members at the time of the presentation. This material will be copied for you at no charge, if brought to the Child Development Laboratory office at least **two days** in advance of use. Make sure all copies are clear, clean and easily read, either all

front/back or all one sided, with no wasted space. Specific requirements for this assignment are posted on the web page.

Again, activities used in the workshop must use hands-on, real materials, and must reflect developmentally appropriate practice. Inclusion of materials and activities inappropriate to preschool aged children reflects an inadequate understanding of child development and early childhood education. Be sure to review all materials related to this assignment on the class web site, **and especially the rubric used by the instructor to evaluate the presentation.**

**Midterm and Final Exams:** There will be a midterm and a final exam, both focusing on putting theory into practice.

**Portfolio Assessment Assignment:** A portfolio of material showing an ability to assess a child's strengths and needs, and to plan and evaluate appropriate learning activities, will be collected during the semester. At least one (1) of the three (3) activity plans used in the laboratory setting is to be based on the needs of this child and carried out with the child and other peers who would also benefit from the planned activity. Work on the portfolio will take place during class time, in the lab placement, and independently.

#### GRADING SCALE

Initial Observation and Checklist	50
Quiz on Integrated Activity Plans	50
Activity Plans (3) @ 50 pts.	150
Group Workshop Presentation	150
Midterm Exam	100
Child Assessment Portfolio	150
Evaluation by Lab Teacher	250
Final Exam	100
<b>Total</b>	<b>1000</b>

In order to lessen confusion for the children with whom you will work, lab participation will be scheduled in no less than two and one half (2.5) hour blocks. We will do our best to work with your schedule. Students will be assigned to work with and be supervised by the head teacher in an assigned classroom, with the hours available based on the schedules of each of the sites. You will be asked to provide several possible days and hours when you can participate and are expected to **be prepared to be flexible**, since we must make sure the child/teacher ratio remains reasonable and the requirements at each of the sites are met.

## CLASS ATTENDANCE

Please read this syllabus and all material on the web pages carefully, so you are familiar with all class expectations. Reading assignments should be read before coming to class on the scheduled day. It is expected that each student will show the same high level of enthusiasm and respect toward fellow students and cooperating teachers that should be found in the professional field of early childhood education. Roll will be taken at the beginning of each class meeting. The majority of the activities in this course involve “hands-on” learning. **You are allowed two (2) absences – for any reason - with no penalty.** Absences are neither excused nor unexcused. Arriving late (more than 5 minutes) and/or leaving before class is dismissed will count as partial absences. Partial absences will be counted at the discretion of the instructor.

**Missing more than 2 (two) classes will lower your final course grade. Ten percent (10%) will be deducted from your final course grade on your 3<sup>rd</sup> absence. On your 4<sup>rd</sup> absence you will either be automatically dropped or receive an F in this course.**

Again, since this class uses a constructivist approach, **class attendance is a vital part of the course content.**

**Policies in the UNT undergraduate catalog regarding the Code of Student Conduct and Discipline will be followed. This course syllabus is intended to be a guide and may be amended at any time by the instructor.**

### Attention Potential Teaching Certificate Students:

Plan now to keep copies of class assignments, including self-reflection journals or logs, handouts that may be useful resources to you as a teacher, proof of attendance at professional meetings, and any other course materials and products which may reflect your development as a teaching professional. During the advanced courses you take, you will be required to present these collected materials in a professional portfolio format. You should not be concerned if this portfolio includes work where your skills were still developing (with a lower grade) as long as later work shows that knowledge and skills essential to good teaching have been mastered.

## NOTEWORTHY

**Food/Housing Insecurity:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union. The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this:

<https://deanofstudents.unt.edu/resources/food-pantry>

**Title IX Services:** Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs:

<http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached via email at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at 940-565-2648.

**University Mental Health Services:** I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this and/or refer to the following website:

<https://speakout.unt.edu/content/mental-health-resources>

## Teacher Education & Administration *Departmental Policy Statements*

### ACADEMIC DISHONESTY

Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity:

[http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf)

. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

### ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional

forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

## **ADA STATEMENT**

"The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

## **ATTENDANCE**

See instructor's attendance policy.

## **COMPREHENSIVE ARTS PROGRAM POLICY**

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

## **E-PORTFOLIO**

Foliotek is a free to you software data management system (MMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The college of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site:

<https://www.coe.unt.edu/office-educator-preparation/foliotek>

## **ELECTRONIC DEVICES**

Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.



## **EMAIL – EAGLE CONNECT**

All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

## **EMERGENCY NOTIFICATION & PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at [my.unt.edu](http://my.unt.edu). Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

## **ETHICAL BEHAVIOR AND CODE OF ETHICS**

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

## **OBSERVANCE OF RELIGIOUS HOLIDAYS**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

## **RETENTION OF STUDENT RECORDS**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to [review](#) the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

## **SPOT**

The Student Perception of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you an opportunity to provide course feedback.

## **STUDENT WORK SAMPLES**

To monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

## **SUCCEED AT UNT**

The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

## **TECHNOLOGY INTEGRATION POLICY**

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

## **TEXES TEST PREPARATION**

To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texas](http://www.coe.unt.edu/texas). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.ets.org).

"Ready to Test" Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

## UNT CAREER CONNECT

All undergraduate students are expected to participate in "UNT Career Connect." Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio:

<http://careerconnect.unt.edu/default>.

## WRITING POLICY

Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

### ***The Educator as Agent of Engaged Learning***

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged

learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

## COURSE STANDARDS

Pedagogy and Professional Responsibilities (PPR) used in this course:

### Domain I: Designing Instruction and Assessment to Promote Student Learning

- Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs. A, B, C, D, E, H, I, J
- Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning. A, B, C, E, G
- Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. B, C, E, F, H
- Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. A, B, D, F, G, J, L, N

### Domain II: Creating a positive, productive classroom environment

- Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive. A, B, C, D, E, F, G
- Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. A, B, C, D, E, I, J

### Domain III: Implementing effective, responsive instruction and assessment

- Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. A, B, C, D
- Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process. C, D, E, G
- Competency 009: The teacher incorporates the effective use of technology to plan, organize deliver and evaluate instruction for all students. A
- Competency 010: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students. A, C, E

### Domain IV: Fulfilling professional roles and responsibilities

- Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities. A, B, F, G, H, I
- Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

A, C, G

Texas Prekindergarten Guidelines (2008) used in this course:

Introduction: i. through ix.

Skill Domains:

I.	Social and emotional development. A, B, C, D	(pages 38 – 48)
II.	Language and communication A, B, D, E	(pages 50 – 65)
III.	Emergent Literacy Reading A, B, C,D	(pages 67 – 77)
IV.	Emergent Literacy Writing A, B, C, D	(pages 78 – 82)
V.	Mathematics A, B, C, D, E	(pages 84 – 95)
VI.	Science A, B, C, D	(pages 96 – 100)
VII.	Social studies A, B, C, D 1 and 2	(pages 102 – 105)
VIII.	Fine arts A, B	(pages 106 – 109)
IX.	Physical Development A, B	(pages 111 – 113)
X.	Technology Applications A	(pages 114 – 115)

## Course Calendar

\*The instructor reserves the right to change the course calendar, readings, and assignments to meet the needs of the class.

Class	Date	Discussion Topic	Reading Assignment (to be read prior to class)	Assignment
1	Tuesday, 01/15	<p>Course Orientation: Review syllabus, tentative class schedule, green course book, course web page</p> <p>Student information sheet</p> <p>Texas DPRS orientation</p>	<p>Three areas of assigned reading: <b>the green course book</b>, the <b>course web page</b>, and <b>materials provided in class</b>. Read all materials provided and assigned to you throughout the semester. Check the course web page at least weekly, for topics under discussion. Read the student handbook carefully, particularly those sections pointed out in class. Topics should be read no later than the time they are scheduled to be discussed in class, as noted on this schedule. Read all information under Orientation this week, and stay current. Materials provided in class include those provided by the instructor and by other students.</p>	Student information sheet (Completed in class)
2	Thursday, 01/17	<p>Texas DPRS orientation (cont.)</p> <p>CDL student handbook</p>		Complete observation for Initial observation worksheet sometime during week two or three (due by Thursday, 01/31 at 8:05 a.m.)

3	Tuesday, 01/22	Integrating curriculum: Developmental goals and objectives  Writing behavioral lesson plans	Student-Teacher Photos in Class Today!  Review developmental goals and learning objective, plans, goals, evaluation and criteria on Canvas	
4	Thursday, 01/24	Using the Project-based approach  Professional workshops  Organize presentation groups	Review DAP on Canvas	
5	Tuesday, 01/29	Music (lecture & instructor workshop)  Transition times and activities		
6	Thursday, 01/31	Dramatic play with prop boxes  Blocks		Initial observation worksheet Due by Thursday, 01/31 at 8:05 a.m.
7	Tuesday, 02/05	Portfolio assessment of young children (quality examples)	Review all material in portfolio section on Canvas	



8	Thursday, 02/07	Language development and emergent literacy  Assessing early literacy development		Activity plan take-home quiz Due by Thursday, 02/07 at 11:59 p.m.
9	Tuesday, 02/12	Student Workshop: Dramatic play/blocks	Review all material in activity plan section on Canvas	
10	Thursday, 02/14	Science: Life, physical science, health and hygiene, earth and environment		
11	Tuesday, 02/19	Master teacher guidance: Using encouragement vs. praise		
12	Thursday, 02/21	Student Workshop: Language development and emergent literacy  Supporting children at large and small group times		Lesson Plan #1 Due by Thursday, 02/21 at 11:59 p.m.

13	Tuesday, 02/26	<p>Large motor activities</p> <p>Designing and assessing outdoor play environments</p> <p>Authentic assessment of young children (poor examples)</p>		
14	Thursday, 02/28	Student Workshop: Life, physical, hygiene, and environmental sciences		
15	Tuesday, 03/05	<p>Cooking and nutrition for young children</p> <p>Midterm review</p>		
16	Thursday, 03/07	Midterm exam		Lesson Plan #2 Due by Thursday, 03/07 at 11:59 p.m.
<p>March 11<sup>th</sup> – March 17<sup>th</sup> Enjoy your Spring Break!</p>				
17	Tuesday, 03/19	<p>Art and woodworking</p> <p>Scheduling and classroom structure</p>		

18	Thursday, 03/21	Student Workshop: Large motor and outdoor activities		
19	Tuesday, 03/26	Student Workshop: Cooking and nutrition		
20	Thursday, 03/28	Math, manipulatives, and technology (lecture & instructor workshop)		
21	Tuesday, 04/02	Social studies and cultural awareness  English language learners in ECE		Lesson Plan #3 Due by Tuesday, 04/02 at 11:59 p.m.
22	Thursday, 04/04	Partnering with families		
23	Tuesday, 04/09	Student workshop: Art & woodworking  The learning environment: Design and assessment		
24	Thursday, 04/11	Models of preschool programming  Review of authentic assessment and documentation		

25	Tuesday, 04/16	<p>Inclusion</p> <p>Children with special rights</p> <p>Working with others to meet children's needs</p>		
26	Thursday, 04/18	<p>Choosing quality literature for young children</p>		
27	Tuesday, 04/23	<p>Working with challenging young children</p> <p>Professional development and ethical standards</p>		
28	Thursday, 04/25	<p>Portfolio workshop day</p>		<p>Bring all portfolio materials to class today!</p>
29	Tuesday, 04/30	<p>Portfolio assessment sharing</p>	<p>Read the NAC statement of commitment to children at <a href="http://www.nac.org">www.nac.org</a></p>	<p>Portfolio assessment Due on Tuesday, 04/30 by 8:05 a.m.</p>
30	Thursday, 05/02	<p>Final exam review</p>		
-	Finals Week	<p>Final Exam in Matthews Hall 113 on Tuesday, May 7<sup>th</sup> at 8:00 a.m.</p>		