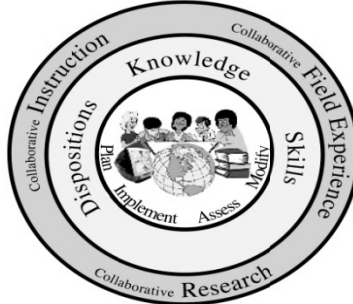


**FALL 2007**  
**ECE 329: GUIDANCE OF YOUNG CHILDREN**  
*ECE 329 is a required course for EC-4 Certification.*  
**College of Education**  
**Department of Language, Literacy & Special Populations**



Enhancing The Future  
Through Educator Preparation

*Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.*

**Instructor:** Dr. Maggie McGuire  
Teacher Education Center 136  
P.O. Box 2119/SHSU  
Office phone: (936) 294-4638  
Home Phone: (979) 774-2291 before 9 pm  
E-mail: [mam013@shsu.edu](mailto:mam013@shsu.edu)

**Office Hours:** Monday 1-4  
Tuesday and Wednesday 11-2  
By appointment

**Text/Readings:**

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

Cherry, C. (2002). *Please don't sit on the kids: Alternatives to punitive discipline*, 2<sup>nd</sup>. Grand Rapids, MI: Frank Schaffer Publishing.

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](http://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 status and ECE 273 or ECE 275.

**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.

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Professional development Standards: NAEYC Professional Development Standards</b>
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 Content:**

Problem solving philosophy  
Terms of problem solving  
Child-centered classroom  
Outdoor environment  
Teacher's role  
Teacher: child ratio  
Supervising young children  
Reflective listening  
Negotiating with young children  
Setting limits

Using affirmation with young children  
Dealing with problem behaviors  
Building self-esteem  
Social development of young children  
Development of self-discipline  
Discipline approaches  
Factors that affect discipline  
Punishment versus discipline  
Analyzing discipline problems  
Helping children understand and accept limits

**Standards:**

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.

**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 4 hours of absences, your grade will be lowered one letter grade, six hours of absences-2 letter grades, eight 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.

#### **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**. 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).

#### **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.

**Professor's Philosophy:**

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.

# Assignments

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. 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 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.**

**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.

Please attach the appropriate rubric to assignment as it is turned in. No rubric will result in a 5 point reduction.

## 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
- Concept
- Stated behavioral objective
- TEK to support objective
- List of materials needed
- List the procedures used in development of activity
- Anticipatory Set
- Activity to support concept
- 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. You must model correct use of upper and lowercase letters in your center (example: color words and number words are not capitalized, words are not in all capitals).

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!**

**The rubric for the assignment is attached.**

## **Behavioral Management System**

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

## **Contextual Factors Paper**

Each student will prepare a paper outline the *Contextual Factors* of the school where they are doing their field basing experience. This assignment is directly linked to the *Teacher Work Sample* that you will write when in Methods and Student Teaching. The instructions and the rubric will be given in class.

## **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. 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.**

Grading Scale	
A=	93% -100%
B=	82% - 92%
C=	70% - 81%
D=	60% - 69%

Guidance Lesson	15%
Learning Center	20%
Behavior System	15%
Contextual Factors	10%
Exams	40%

## 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.

<b>Lesson Plan</b>	<b>Satisfactory</b>	<b>Below Expectations</b>
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
Concept	In depth explanation of the overall concept 3	Unclear explanation of the overall concept 1
Stated behavioral 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
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 10	Material list is incomplete Up to 8 points
List the 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 8 points
Anticipatory Set	Anticipatory Set is clear and exciting. 5	Anticipatory Set is dull or missing 3
Activity to support concept	Activity clearly supports the objective, TEK chosen and provides a DAP strategy for presenting the information. Up to 40	Activity is vague or disorganized. It does not clearly support the objective or TEK chosen. Activity is not DAP. Up to 20
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

	Pre K		Kindergarten		Kindergarten		Kindergarten		First Grade	
Name of activity	1	2	1	2	1	2	1	2	1	2
Concept	1	2	1	2	1	2	1	2	1	2
Stated behavioral objective	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
List the procedures used in development of activity	1	2	1	2	1	2	1	2	1	2
Anticipatory Set	1	2	1	2	1	2	1	2	1	2
Activity to support concept	1	2	1	2	1	2	1	2	1	2
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

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

**Total** \_\_\_\_\_

## Learning Center Rubric Page 2

### Center Materials

	Pre K		K		K		K		1 st	
<b>Durability</b> <ul style="list-style-type: none"> <li>• well made</li> <li>• laminated</li> </ul>	1	2	1	2	1	2	1	2	1	2
	3	4	3	4	3	4	3	4	3	4

<b>Safety</b> <ul style="list-style-type: none"> <li>• Pieces are not choking hazards</li> <li>• Developmentally Appropriate</li> </ul>	1	2	1	2	1	2	1	2	1	2
	3	4	3	4	3	4	3	4	3	4

<b>Materials</b> <ul style="list-style-type: none"> <li>• Enough materials</li> <li>• Interesting</li> <li>• organized</li> </ul>	1	2	1	2	1	2	1	2	1	2
	3	4	3	4	3	4	3	4	3	4

<b>Ease of Use</b> <ul style="list-style-type: none"> <li>• Directions are clear</li> <li>• Can be used independently</li> </ul>	1	2	1	2	1	2	1	2	1	2
	3	4	3	4	3	4	3	4	3	4

<b>Professional</b> <ul style="list-style-type: none"> <li>• No hand lettering</li> <li>• Professionally colored</li> <li>• Professionally cut out</li> </ul>	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** \_\_\_\_\_

# Behavior Management System

Name \_\_\_\_\_

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

## Visual Model

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

## Paper

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

**Total for Behavioral Management System** \_\_\_\_\_

