

Course Handbook

A Learning-Centered Syllabus

ECE 433—Developmentally Appropriate Programs for Young Children

Required Course for Bachelor of Science in Academic Studies and EC-4 Certification

College of Education

Department of Language, Literacy and Special Populations

Sam Houston State University

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.

Text Material and/or Resources

Wortham, Sue C. (2006). *Early Childhood Curriculum: Developmental Bases for Learning and Teaching, Fourth Edition*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. (required)

Texas Essential Knowledge and Skills (Grades K-3)

<http://www.tea.state.tx.us/teks/index.html>

Prekindergarten Guidelines

www.tea.state.tx.us/curriculum/early/prekguide

Instructor Information

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Schedule Overview
Fall 2007

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Research		ECE 363		ECE 363
9:30	& Writing	ECE 363	Section 01	ECE 363	Section 01
10:00		Section 02		Section 02	
10:30			Preparation		
11:00		Office Hours	& Grading	Office Hours	Lunch
11:30					Office Hours
12:00		Lunch	Lunch	Lunch	
12:30		ECE 433	Preparation	ECE 433	Preparation
1:00		Section 03	Grading	Section 03	& Grading
1:30					
2:00		Office Hours		Office Hours	
3:00					
4:00					
5:00					

Office Hours:

Monday: Research

Tuesday: 11:00 to 12:00; 2:00 to 5:00

Wednesday: by appointment only, Writing, Class Preparation, and Grading

Thursday: 11:00 to 12:00; 2:00 to 5:00

Friday: 11:30 to 12:30

Appointments may be made any day of the week if scheduled in advance (3 day minimum is suggested).

Letter to the Student

Welcome to ECE 433, a very special course in your preparation to become an early childhood teacher. For most of you, this is the last course you will take before *methods*. In ECE 433, you will affirm what you have learned in all your previous ECE classes by taking the information you have learned in these foundation courses to the application & synthesis level of understanding. This means you will actually design curriculum that supports the young child in his/her development and growth during the first formal years of education.

This sounds exiting and very challenging and I hope it will be. Throughout the course I will strive to provide you educational experiences in and out of class that will help you become a quality teacher. I will do this not by dictating information to you that must be memorized and given back to me in the

form of a paper and pencil test, but by designing active learning experiences that will help you develop the critical thinking skills needed to become a quality early childhood teacher.

Dr. L. Dee Fink, an inspiration to me in designing my college courses, has written a book entitled, *Creating Significant Learning Experiences: an Integrated Approach to Designing College Courses*. He writes that, "It's clear that participants in higher education and leaders in society [do] see a need for colleges and universities to provide educational programs that result in different and more significant kinds of learning." His book describes a necessary paradigm shift where colleges are thinking less about providing instruction (the teaching paradigm) and more about producing learning (the learning paradigm).

By embracing this new paradigm, I will not simply be transferring knowledge to you as a passive learner. Instead, I will be designing learning experiences so that you can actively construct, discover, and transform information into your own knowledge base and at the same time develop the competencies and skills needed to be a successful teacher.

In summary, many of you can already tell that I am a firm believer in constructivism and the theorist Vygotsky. My approach to teaching falls under the general category of *active and experiential teaching and learning*. In this class you will be asked to do some reading, researching, and studying on your own and then come to class prepared to apply the information and participate in experiences I have planned for you in the classroom. The ones I have found most useful include:

- Role-playing, Simulation, Debate, and Case Studies
- Writing to Learn
- Small Group Learning
- Assessment as Learning
- Problem-Based Learning
- Service Learning
- Online Learning

I hope the learning you experience in relation to this class will start you on the road to becoming a life-long learner and teacher. A teacher who designs a classroom where students are engaged in active learning experiences that allow them to construct the knowledge needed to be successful in life and the world of tomorrow.

Good luck to you.

Purpose of the Course

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- a) Develop specific skills, competencies, and points of view needed by professionals in the field of education.
- b) Allow you to apply course material to improve thinking, problem solving, and decisions you will be asked to make as a future classroom teacher
- c) Support you in acquiring the skills necessary in working with others as a member of a professional educator team

Course Description

An in-depth study will be made of developmentally appropriate practices in schools for young children. Students will participate in designing appropriate curriculum and instruction based on the needs of young learners and the Texas Essential Knowledge and Skills (TEKS). The SHSU Teacher Work Sample will serve as the foundation for this curriculum development. The course includes a field experience component that allows the student to observe, interact and learn about the characteristics and learning needs of four and five year old children. This is critical in understanding and planning appropriately for prekindergarten, kindergarten, and primary age children in the schools.

Course Content & Standards Matrix

The candidates will be able to

- Define, describe and apply “Developmentally Appropriate Practices” as defined by the National Association for the Education of Young Children.
- Study and analyze the Prek Guidelines and K-3 TEKS (Texas Essential Knowledge and Skills), and develop a curriculum, instruction and assessment plan based on the TEKS for a selected grade level.
- Plan, prepare and deliver a developmentally appropriate lesson for prekindergarten children.
- Gather information about a young child through a case study (field experience) that includes observation (e.g., anecdotal notes) and assessment processes (e.g., skills checklists), and submit a descriptive Child Study portfolio.
- Recall and apply information about theories of development and related theorists (e.g., Piaget, Vygotsky, Piaget, Maslow, Erikson), as well as program models (e.g., High/Scope, Reggio Emilia, Montessori, Head Start, mixed-age classrooms, inclusive classrooms, Project Approach, etc.) studied in ECE 273, ECE 275, and other courses.

Standards Matrix			
Objectives	Activities	Performance Assessment	<u>State Standards</u> <i>NAEYC Standards</i>
The candidate will/can:			
Define, describe and apply “developmentally appropriate practices” as per NAEYC.	Engage in classroom discussions; plan curriculum, instruction and assessment for a grade level.	Discussion Exam	<u>2.1s, 2.2s, 2.3s, 2.18s, 2.19s, 2.20s, 2.21s</u> 1, 2, 4c, 4d, 5
Use the PK Guidelines and K-3 TEKS (Texas Essential Knowledge and	Engage in discussions and group work to plan	Written plan Grading rubric	<u>1.19s, 1.20s, 1.21s, 1.23s</u>

Skills) to develop a curriculum, instruction and assessment plan for a selected grade level.	curriculum, instruction and assessment based on the TEKS for a specific grade level.		1, 2, 3, 4b,4d, 5
Plan, prepare and deliver a developmentally appropriate lesson for prekindergarten children.	“PK Comes to College” Prekindergarten lesson plan Material to support lesson delivery Delivery of lesson and transitions.	Written lesson plan, material to support lesson, implementation.	<u>1.1s, 1.3s, 1.4s, 1.6s, 1.10s, 1.16s, 1.20s</u> 1, 2, 4.a, 4.b, 4.c, 4.d, 5
Gather information about a young child through a semester-long case study (field experience) that includes observation (e.g., anecdotal notes) and assessment processes (e.g., skills checklists), and submit a descriptive Child Study portfolio.	Visit a child care/preschool to observe and interact with a young child over time, using observations and assessment instruments to gather data about the child’s current knowledge and skills. Prepare a portfolio.	Case Study Portfolio Documentation	<u>3.7s, 3.8s, 3.11s, 3.14s</u> 1, 2, 3, 4a, 5
Recall and apply information about theories of development and related theorists (e.g., Piaget, Vygotsky, Piaget, Maslow, Erikson), as well as program models (e.g., High/Scope, Reggio Emilia, Montessori, head Start, mixed-age classrooms, inclusive classrooms, Project approach, etc.) studied in ECE 273, ECE 275, and other courses.	Prepare review presentations for each topic.	Exam Group presentation	<u>2.1s, 2.2s, 2.3s, 2.5s</u> 1, 4b, 5

Expectations

Turning in Course Assignments

Assignments are expected to be turned in the day of the class session. Late assignments will result in point deductions. NOTHING WILL BE ACCEPTED ELECTRONICALLY FOR GRADING. You may however, email me a copy of your work on the date it is due and bring me a hard copy that matches what you sent electronically to the next class session. If you forget the hard copy the next class session, the assignment is considered late and will result in point deductions.

All written work is expected to be neat, professional and typed. Please double space your work and use Times New Roman or a similar font that is easy to read and about the same size.

Blackboard.com Information

Students should refer to Blackboard for all assignments and course documents. This **does not** include homework and or readings.

Attendance and Class Participation

There are no excused absences in college. Students may miss 3 hours of class without any point deductions. After 3 hours, 10 points will be deducted for each hour of absence. It is also important and respectful to the professor and your classmates to come to class on time and to stay until the class is over.

There are times when absences, tardies, and leaving the class early are important and necessary. So when this does happen, be respectful when entering or leaving the class as not to bother others.

Also note that “tardies” and “leaving early” count in with your total hours of absences. Two late arrivals (or leaving early) count as one hour of absence.

It is your responsibility to sign the roll sheet each class period. Failure to sign the roll sheet will count as an absence. Please sign out when you leave early and document the exact time. If you do not write in the exact time, the professor will count your “leave early” as one hour of absence.

Student Absences on Religious Holy Days Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuses 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.

Absences: Follow Up Procedure

Class sessions are important to your understanding of the material. If you miss a class, you miss participation in the application activities based on the individual preparation for that class day.

Given certain circumstances that are documented, the professor will allow make up participation points when class is missed. The goal is not to be punitive or to punish the student who is absent, but for the student to be able to take part in the learning activity that was missed and show an understanding.

It is up to the student who has missed class to make an appointment with the professor in person, by phone, or by email to get the needed information **outside of class times**. Plan on a 10 to 15 minute conference. **You may not ask the professor about making up class participation points before or after class.** Class times are for those students who are attending class that day – INCLUDING the 10 minutes before class formally starts and 10 minutes after class is over.

Respectful way to ask the professor about a missed class:

“I missed class on _____ (date), what information was covered so that I may keep up with the learning?”

Non -Respectful way to ask the professor about a missed class:

“I missed class on _____ (date), did I miss anything?”

If you ask this question, the professor, who planned significant learning experiences for the scheduled class, will be sad and may not allow you to make up the learning.

Student Responsibility: <http://www.shsu.edu/syllabus/>

Student information on Academic Dishonesty, Classroom Rules of Conduct, and Visitors in the Classroom. (<http://www.shsu.edu/syllabus/>) Students are expected to read, understand and adhere to this information.

Students with Disabilities Policy

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee

for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

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. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Evaluation and Grading

There will be a possible total of 400 points accumulated in the completion of this course.

A=93% B=80-92% C=70-80% D=60-70% F=below 60%

A= 372 to 400 points

B=320 to 371

C=280 to 319

D=240 to 299

F=240 and below

Note: All course assignments must be turned in to pass the course.