

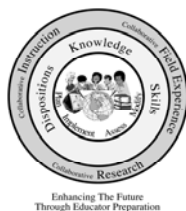
**College of Education
Department of Language, Literacy and Special Populations
Sam Houston State University**

**ECE 433.01 – Developmentally Appropriate Programs for Young Children
(Writing Enhanced)**

Fall 2007

TU Night / 5:30-8:20 p.m. / TUC, Rm. 213

ECE 433 is required for EC - 4 Certification



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

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Office Hours

Monday	By Appointment
Tuesday	4:30 – 5:30 p.m. (University Center)
Wednesday	8:30 – 9:00 a.m.; 10:30 – 11:00 a.m.; 12:30 – 4:00 p.m. (SHSU TEC)
Thursday	By Appointment
Friday	8:30 – 9:00 a.m.; 10:30 – 11:00 a.m.; 12:30 – 4:00 p.m. (SHSU TEC)

Required Texts

Wortham, S.C. (2006). *Early childhood curriculum, 4th Ed.* Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Required Materials 1½” to 2” binder; notebook paper (college rule) (NO SPIRALS)

**** Bring your textbook, binder and note-taking/writing materials to class each session.**

**** The instructor will communicate with you through your SHSU e-mail and Blackboard. Be sure to check each system daily.**

LLSP Vision Statement

You are to be commended for your choice to become a teacher. Nowhere else will you have the opportunities to touch and influence the lives of children and adolescents. The mission of the teacher preparation program and faculty is to foster the knowledge, skills, and dispositions you will need to be a successful educator. Please know that the faculty is united in support for you and your journey toward becoming a teacher. Everything you do in your teacher preparation coursework is designed purposefully - ALL directed toward YOUR future success.

Course Description/Objectives/Content

An in-depth study will be made of developmentally appropriate practices in schools for young children. Appropriate curriculum development, instructional planning, administering and using assessments, and a study of the state curriculum standards (i.e., Prekindergarten Guidelines, and Texas Essential Knowledge and Skills [TEKS]) are major areas of emphasis. Field experiences will allow students opportunities to teach group lessons and practice assessment and planning strategies with young children. Prerequisites: ECE 273, ECE 275, and ECE 329/319. Credit 3.

The candidate 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 PK 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 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.
- 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	State Standards
The candidate will can:			<i>NAEYC Standards</i>
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 Skills) to develop a curriculum, instruction and assessment plan for a selected grade level.	Engage in discussions and group work to plan curriculum, instruction and assessment based on the TEKS for a specific grade level.	Written plan Grading rubric	<u>1.19s, 1.20s, 1.21s, 1.23s</u> 1, 2, 3, 4b, 4c, 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 presentations	<u>2.1s, 2.2s, 2.3s, 2.5s</u> 1, 4.b, 5

Course Format

The format will include lecture or narrative presentations, small group and whole class discussions, and small group and individual presentations and activities. Students should check Blackboard daily for information regarding assignments, class meetings, etc.

Expectations for Professional Behavior

Review "Expectations" from LLSP website. Students are expected to behave in a professional manner at all times.

Academic Dishonesty

Each student is expected to complete all assignments in an ethical manner, and to submit only original work. Cheating will not be tolerated. At the minimum, the assignment in question will receive a grade of '0' and the student will be referred to the LLSP Dispositions/Professional Concerns Committee. Print the SHSU policy regarding Academic Dishonesty (http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf), read carefully, and put in course notebook.

Visitors

Visitors (e.g., roommates, friends, spouse, children, parents, etc.) are not allowed during class. Any exceptions must be arranged with the instructor prior to class.

Attendance Policy

Students are expected to attend class and to arrive on time. You must sign the roll sheet at the beginning of each class period to document your attendance. Class sessions are important to your understanding of the material, and regular and punctual attendance indicates responsibility and professionalism. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials from your class "buddy". Always notify the instructor prior to or immediately after your absence either by phone or e-mail.

Students may miss three hours of class time during the semester without penalty. For the next three hours of absence, 30 points will be deducted. If you miss more than 6 hours, the highest grade you can make in the course is a 'C'. If you miss more than 9 hours, you will have to retake the class. Missed class assignments will result in additional point deductions. Three tardies or leaving early is the equivalent of 3 hours of absence. Any exceptions to this policy will be at the discretion of the Instructor, based on individual circumstances.

Print SHSU attendance policy (http://www.shsu.edu/~vaf_www/aps/documents/800401_001.pdf), read carefully and put in course notebook.

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 class 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.

Print SHSU policy for absences on Holy Days (http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf), read carefully, and put in course notebook.

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 adversely impact your work in this class, register with the SHSU Counseling Center and meet with the instructor to consider strategies to support full participation and achievement in this course. 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.

General Criteria for Assignments

All assignments completed outside of class must be computer-generated/typed, double-spaced using a 12 point Times New Roman font with a 1" border all around, and spell-checked/proofread to be error free. Points will be deducted for misspellings, poor grammar, etc. Most assignments will require a cover page (title of document; student's name; prepared for: (professor's name); course name, number and section; and date submitted). Attach the appropriate grading checklist to each assignment as it is submitted. Hand-written work will only be accepted for work completed and submitted in class. **All assignments must be completed and submitted before the scheduled final exam (failure to do so will result in failing the course).** Any exceptions will be at the discretion of the Instructor.

Assignments will be collected at the beginning of class. If your work is submitted after the date/time specified, the following points will be deducted:

- Up to 24 hours late – 25% of the total points will be deducted.
- 25 to 48 hours late – 50% of the total points will be deducted.
- 49 to 72 hours late – 75% of the total points will be deducted.
- More that 72 hours late – will have no point value, but must be completed to pass the course.

Course Assignments and Evaluation Methods

The grading criteria/checklist for each assignment will be given when the assignment is introduced.

Assignment A: Class Binder, In-class Reflections, Class Participation/Professionalism, Service Learning Project, Downloads, BLACKBOARD Assignments, etc. (100 points)

Students will: behave in a courteous, professional manner; turn off and put away cell phones; participate in activities; check BLACKBOARD daily and respond to announcements, posts, etc. as needed; prepare a 1.5" to 2" binder to collect/organize course materials. This assignment will include a variety of in-class and out-of-class activities.

Assignment B: Developmentally Appropriate Practices Parent Presentation (20 points)

Groups of students will prepare a presentation for parents on "developmentally appropriate practices" and share with the class.

Assignment C: Scope and Sequence Project (20 points)

Groups of students will examine and describe how content changes across the grade levels in the TEKS.

Assignment D: PK Comes to College (60 points)

Groups of students will work together to plan, prepare and deliver developmentally appropriate instruction for prekindergarten children. Your grade will include your lesson plan, your materials selection and preparation, your delivery of instruction, and your transitions. Mark your calendar: **Friday, October 26** – mandatory attendance.

Assignment E: Curriculum, Instruction and Assessment Plan (100 points)

Each student will use the PK Guidelines and K-3 TEKS (Texas Essential Knowledge and Skills) to develop a developmentally appropriate curriculum, instruction and assessment plan for a selected grade level.

Assignment F: Case Study (100 points) (10 hours of Field Experience)

Each student will 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 that describes the child's development and offers suggestions for instruction in the child's "zone of proximal development".

Assignment G: Study Questions/Exams (200 points)

Study questions will be completed for each chapter. Three (3) exams and the final will be scheduled throughout the course.

There are **600 possible points** for satisfactory completion of course assignments:

A	93 – 100%	(558 – 600 points)
B	85 – 92%	(510 – 557 points)
C	77 – 84%	(462 – 509 points)
D	70 – 76%	(420 – 461 points) (must retake class)
F	Below 70 %	(less than 419 points) (must retake class)