



Programs and Practices in Early Childhood Education ECED 5318.001

Spring 2011

Instructor Information:

Instructor:	Amber L. Brown, Ed.D.	Phone:	(817) 272-7571
Office:	Science Hall 322E	Fax:	(817) 272-2618
E-Mail:	amber.brown@uta.edu	Mailbox:	19777

Office Hrs:	Tuesday	Wednesday	
	12:30 pm -4:30 pm	10:00 – 12:30	Or by appointment

Course Web Site: <http://BlackBoard.uta.edu>

Course Information:

Course Title:	Programs and Practices in Early Childhood Education
Course Number:	ECED 5318.001
Semester:	Spring, 2011
Course Location and Time:	Trimble Hall 111 –Tuesday 5:00 pm – 7:50 pm

Catalog Description:

An overview of the historical and philosophical influences of early education and the current research perspectives on fostering educational environments conducive to development of the whole child. Attention is given to organization and implementation of a developmentally appropriate curriculum in EC-4 and formulating programs which extend and integrate learning experiences of young children, including the home-school relationship.

Textbook(s) and Materials:

- Lang, H. R., & Evans, D. N. (2006). *Models, Strategies, and Methods for Effective Teaching*. Boston: Allyn & Bacon. ISBN 13: 978-0-205-40841-2
- The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of \$100. You may purchase your subscription online from a link provided on the system's Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

- On-Line Performance and Approval System for the TExES EC-6 PPR . This is required in order to receive Approval to take the PPR Exam. Available at the UTA Bookstore or from http://www.pearsoncustom.com/tx/uta_education . Further instructions available on Blackboard.

Learning Outcomes:

At the conclusion of this course the successful student will:

- Identify and describe the principles and theories that guide the practices of early childhood education.
- Compare components of high-quality early childhood programs and describe a variety of developmentally appropriate approaches in EC-6.
- Define advocacy and ethics and describe why each is important to the profession, young children, and their families.
- Compare and describe how the early childhood educator establishes an appropriate physiological and psychological learning environment.
- Analyze and describe how the early childhood educator provides a wide variety of experience, assessments, and activities, to optimally meet children’s needs.
- Identify program evaluation as it relates to quality developmentally appropriate practice, state, and federal requirements.
- State personal beliefs based on sound research-based theory and quality EC-6 practice.
- Demonstrate technical skills required of EC-4 professionals.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values: Effective teaching Active learning Quality research Meaningful service

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

ACEI Standards:

<p>ACEI/NCATE - Standard 1</p>	<p>Development and Learning Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.</p>
<p>ACEI/NCATE - Standard 2.1</p>	<p>Curriculum- Reading, Writing, and Oral Language Candidates demonstrate a high level of competence in the use of the English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>
<p>ACEI/NCATE - Standard 2.5</p>	<p>The Arts- Candidates know, understand and use- as appropriate to their own knowledge and skills – the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.</p>
<p>ACEI/NCATE - Standard 3.1</p>	<p>Instruction - Integrating and applying knowledge for instruction Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.</p>
<p>ACEI/NCATE – Standard 3.2</p>	<p>Instruction - Adaptation to Diverse Students Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p>
<p>ACEI/NCATE- Standard 3.3</p>	<p>Instruction - Development of critical thinking, problem solving and performance skills Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.</p>
<p>ACEI/NCATE – Standard 3.4</p>	<p>Instruction - Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</p>
<p>ACEI/NCATE – Standard 3.5</p>	<p>Instruction - Communication to foster learning Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>
<p>ACEI/NCATE – Standard 4</p>	<p>Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>
<p>ACEI/NCATE – Standard 5.1</p>	<p>Professionalism – Professional growth, reflection and evaluation Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>

State Domains and Competencies:

This course provides opportunities to investigate and apply the **12 Themes and Principles of Learning** approved by the State Board for Educator Certification to serve as the **Framework for the newly-developed EC - 6 TExES**.

- **Learner-Centeredness.** The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibilities for their own learning.
- **Active Learning.** The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.
- **Teaching for Meaningful Outcomes.** The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learners link ideas in content area to familiar ideas, to prior experiences, and to relevant problems.
- **Diversity.** The teacher models and encourages appreciation of the diversity of learners, cultural heritage, unique endowments, learning styles, interests, and needs. The teacher designs learning experiences that show consideration of diversity.
- **Communication.** The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, read, and write in a variety of contexts.
- **Higher-order Thinking.** The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies when necessary.
- **Intra- and Interdisciplinary Connections.** As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners interest so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.
- **Use of Technology.** The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.
- **Developmental Appropriateness.** The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that takes into consideration the unique characteristics of the learner community.
- **Assessment as part of Instruction.** Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.
- **The Teacher as Part of a Larger Learner Community.** The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between school and community.
- **Lifetime Learning, Including Self-assessment.** Because the teacher encourages learners to shape their own learning and guides learners to develop personally meaningful forms of assessment, learners develop an appreciation of learning as a lifelong process.

DOMAIN I—DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

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.

Competency 003

The teacher understands and procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

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.

Competency 006

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

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.

Competency 008

The teacher provides appropriate instruction that actively engages students in the learning process.

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.

DOMAIN III—FULLFILLING 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.

Competency 013

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

State Guidelines, Competencies and Professional Organizations:

<http://www.texas.ets.org> – TExES Domains and Competencies

www.acei.org – National Accreditation Standards

<http://www.tea.state.tx.us/index2.aspx?id=6148> - Texas Essential Knowledge and Skills (TEKS)

University Policies:

Adds and Drops:

Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

- A student may not add a course after the end of late registration.
- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

Incomplete Work:

- In the case of incomplete work, a grade of "I" can be awarded **only** in the event of serious circumstances that prevent completing all work.

Medical Reimbursement:

- University students will be responsible for their own transportation, meals, and health care while participating in the field-based program.
- University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field based classes/components, internship, and residency.
- The University will not reimburse the student for any expenses related to injuries or illness.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. Classes are held as scheduled during this week and lectures and presentations may be given.

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account

24 hours after registering for courses. There is no additional charge to students for using this account and it remains active as long as a student is enrolled at UT-Arlington. UTA email will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA email for all communications.

UTA Writing Center:

- Professionally trained tutors offer help with writing projects at any stage of the process at no cost to UTA students.
- You can submit a rough draft via email and request feedback from a tutor at the On-Line Writing Lab. (<http://www.uta.edu/owl/>).

American with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Commitment to Diversity:

- In our commitment to furthering of knowledge and fulfilling our educational mission, the College of Education at UTA seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.
- In our commitment to diversity, we welcome people from all backgrounds.
- We seek to include knowledge and values from many cultures in the curriculum.
- Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, economic status, cultural orientation, national origin and age.

Departmental Policies:

General Policies:

- The professor is available for telephone, e-mail or face-to-face conferences as the need arises. **It is your responsibility to solicit help from the instructor.** This is to be done *before* problems affect your grade – not after.
- The professor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
- All borrowed material must be returned before a final grade will be reported to the university.
- Conduct yourself professionally and ethically as described by the Texas Administrative Code – Educator’s Code of Ethics ([http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y))
- **Do not underestimate the importance of the above requirements.** Earning a grade of “A” for this course requires more than earning “A’s” on all assignments; it additionally requires a

demonstration of professional behaviors.

- Courses are for persons registered in the class. Visitors and **children are not permitted in class.** You are responsible for finding appropriate childcare.

Communications:

- UTA is the official mode of communication for UTA.
- For questions related to the course requirements, assignments, or exams post your questions on the course Q & A Discussion Board. on Blackboard.
- For questions related to grades or other questions that are personal in nature, please use the email function within Blackboard. This will come directly to my UTA email account.
- During the week you will receive a response within 24 hours from your instructor. On the weekends, expect to wait 48 hours for a response.
- All official course information and announcements will be posted on the announcement page in Blackboard.
- For questions related to using Blackboard, review the tutorial, look on the Student Resources Page or email the Help Desk at helpdesk@uta.edu.

Electronic Devices:

- As a courtesy to your instructor and your classmates, please silence electronic devices such as cell phones, computers and pagers.
- Texting will not be tolerated.
- Cell phones should be on 'silent' and vibrating feature should be turned off. A vibrating phone on a desk makes noise.
- Non-course related Internet surfing will not be tolerated
- Internet use is strictly limited to class discussions.

EC- 6 Program Policies:

Attendance:

- Class absences are not classified as "excused" or "unexcused" as per the EC-6 Program Policy.
- Candidates who miss more than one class meeting will have their final grade dropped by one letter. Each absence thereafter will also reduce the final grade by one letter (i.e. 3 absences will drop the final grade 2 letters) as per the EC-6 Program Policy.
- Three tardies (or leaving the class before class is concluded or a combination thereof) will equal one absence as per the EC-6 Program Policy.
- Class begins promptly at the designated start time and ends when dismissed by the instructor.
- Attendance is a strong indication of your commitment and professionalism; therefore, attendance will be taken and absences will be seriously considered when assigning final grades. You are expected to be on time and remain engaged during the entire class.
- *It is your responsibility to sign in* before leaving class. If you leave class and did not sign in, you may not e-mail or phone to confirm your attendance. If you do not sign in, you will be counted absent.

Preparation:

- In order for you to maximize the learning opportunities available on and off-campus, it is necessary that you come prepared, including having read and reflected on the required readings for each and every class. Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor.

Preparing for the PPR:

- Purchase access to the OPAS EC-6 PPR Exam Preparation material during the Spring of the Junior year.
 - Take the PPR Practice test via the OPAS material. If the candidate scores a 90% or above,

he/she will be given approval to register for the EC-6 PPR.

- If the candidate does not score a 90%, they will receive feedback from the OPAS system regarding the specific competencies in which he/she did poorly and need to study further.
 - The candidate will then be required to retake the PPR Practice test via the OPAS material. If the candidate scores a 90% or above, he/she will be given approval to take the EC-6 PPR.
 - If the candidate does not score a 90% on the second attempt, he/she will be sent additional study modules by the EC-6 Program for each competency in which the candidate scored below a 90%.
 - The candidates must then complete the additional study modules and submit them to the EC-6 Program to receive approval for the PPR Exam.
- Suggested study guide.
Nath, J. & Cohen, M. (2010). *Becoming an EC-6 Teacher in Texas*. Toronto, Ontario: Wadsworth/Thompson Learning. ISBN: 978-0495601654

Completion of the practice test does not affect your course grade; however, you must satisfactorily complete the assigned study modules before you can receive clearance to take the PPR Exam.

Participation:

Class participation includes but is not limited to:

- Being prepared for class (reading all assignments and having assignments ready to turn in at the beginning of class. Lack of participation gives the appearance of lack of interest and/or preparation.
- Participating in discussions both whole class and small group
- Being mentally engaged in the class lectures as well as discussions. With this requirement, students who choose to use laptop computers in class are to use them for taking notes of lecture and discussion(s).
- Answering e-mail, "surfing the web", working on assignments for other classes on laptops during class does not demonstrate appropriate participation effort and participation grade may be affected.
- "Texting" is not appropriate during class. Your participation grade will be affected if you choose to "text" during class.
- One way we show respect is to not talk while others (the professor or fellow students) are talking. If you have difficulty demonstrating respect to the class members, your participation grade will be affected. This includes talking during demonstrations, presentations, or videos. You are expected to add depth to discussions at each meeting at the appropriate time.
- You have chosen a profession that requires a commitment to timeliness, responsibility, cooperation, teamwork, prior planning, above average writing and speaking skills, and an attitude of respect for learners with different needs, colleagues and mentors.
- Due to liability issues, consideration for other students, and developmental appropriateness, visitors and children are not permitted in class. (Guest speakers are an exception.)

Assignments and Assessments:

- All assignments should be submitted electronically via the Blackboard course webpage.
- All assignments should be submitted with the candidate's name and the name of the assignment as the document name (EX. Brown_A_Lesson_Plan.doc).
- All assignments should be submitted using APA formatting guidelines and a cover sheet including the following:
Student's Name
Assignment Name
University of Texas at Arlington
Dr. Amber L. Brown
Date

- Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points will be deducted for inappropriate content and form. As teachers, we encourage students to edit the work of classmates prior to submitting for a grade.
- Assignments submitted after the designated date and time are considered late. The instructor will deduct 10% of the value of the assignment for each day it is late.
- All assignments are due before the scheduled final examination for the course. Assignments submitted during or after the final examination will not be graded or considered in the final course grade.
- Candidates are required to attach and sign the program academic integrity statement with each assignment submitted for a course requirement.
- The university's final exam schedule is available on the university web-site prior to the beginning of the academic year. Candidates are required to take the final examination for this course on the scheduled date and time.

Grades and Learning:

- **No** extra credit work will be given.
- Because learning is important you may be asked to reconsider and/or amend assignments completed that do not demonstrate an effective level of growth on your part.
- You will not be allowed to resubmit work that earned a low grade because the directions were not followed.

Concerns:

- Should problems or concerns arise, it is your responsibility to solicit help.
- This is to be done before problems affect your grade – not after.

Video Recording

- Students may record the lecture in auditory form and make notes from the recordings for their personal use only. Many cell phones have video capability but video recording is not permitted as the professor and students have not given express written consent to be videoed. (Anyone appearing in such a video would have to give written consent to having her/his image displayed in any manner.) Students may not transmit, copy, or reproduce recordings in any format or share recordings or transcriptions with others.

Course Assignments:

Participation- [5%]

- In an effort to support your understanding of the readings and to ensure we are all prepared for class, prepare the following for each class meeting:
 - questions gleaned from the reading:
 - a quote from the reading, and
 - something you found interesting about the reading.
- Other factors will include participation in class discussions and activities and completion of any online assignments.

Public Policy Letter – [10%]

- Identify a public policy issue affecting children either locally or nationally.
- Read AAFCS Public Policy Tool Kit at <http://www.aafcs.org/Home.html>
- Study letter writing guidelines in AAFCS Public Policy Tool Kit
- Identify your state or federal Senator or Representative.
- Write a letter following AAFCS guidelines in support of a specific issue or legislation.
- Mail letter and post any response received along with your original letter to the Public Policy Letter Discussion Board.
- Copy and paste a copy of the rubric to the end of your assignment before submitting.

- You will submit the Public Policy Letter in its entirety in one document to Blackboard as an attachment entitled “Last Name_First Name_Letter” by the due date listed on the course calendar.

Early Childhood Environment Design – [15%]

- The candidate will choose the EC-2grade level for which you want to design your learning environment.
- **Step One: Philosophical and Theoretical Basis**
 - Review information on the age/stage-level characteristics for children in your grade level in terms of their cognitive, socio-emotional, and psychomotor development. Consider the developmental theories of Piaget, Vygotsky, and Erikson. How do these theorists describe the development for children at this age in terms of cognitive, social-emotional, and psychomotor domains? Write one paragraph on each theorist to answer this question. Make a statement of where you could apply this theory in this classroom and where I would see it in YOUR classroom.
 - Review the all of the TEKS for your chosen grade level. List 2 TEKS for each center [library/books, computer, art, writing, math and games, science/discovery, blocks, dramatic play.] Briefly explain (one paragraph) the types of learning activities and material(s) you would use for mastering each TEKS you listed for each center.
- **Step Two: Behavioral Expectations and Schedule**
 - List 3-4 behavioral classroom rules for this class that reflect the developmental level associated with the typical child in your grade level.
 - Write one paragraph explaining why you chose each expectation and why you feel it is developmentally appropriate.
 - List a developmentally appropriate daily schedule that reflects the following:
 - The time must be 8:20 a.m. to 3:30 p.m.
 - There must be 30 minutes for lunch and 15-20 minutes of recess.
 - Please note where the children will be while you have your 45 minutes of daily planning/conference time.
 - Whole group and small group time (centers).
- **Step Three: Designing the Learning Environment**
 - Using the template provided, you are to use to create your “Environment”. You may scan this and use the computer to create your floor plan or you may choose to print it and do your design by hand.
 - In this room, you are to include:
 - 8 labeled centers- library/books, computer, art, writing, math and games, science/discovery, blocks, dramatic play.
 - 1 whole group area (labeled)
 - 1 small group instruction area (labeled)
 - Teacher desk and teacher computer (both labeled)
 - Answer the following questions in complete sentences:
 - Why did you choose to place the whole group area where you did?
 - How does your learning environment design reflect the aspects of a high-quality learning environment? Identify three ways and discuss.
 - How does this environment foster child choice and child independence?
 - How will you demonstrate to your students that you value their work?
- Copy and paste a copy of the rubric to the end of your assignment before submitting.
- You will submit the narrative, daily schedule, rules, and floor plan in its entirety in one document to BlackBoard as an attachment entitled “Last Name_First Name_Environment” before the beginning of class on the due date.

Integrated Lesson Plan– [20%]

- Candidates will write an integrated lesson plan using the EC-6 Lesson Plan template found on Blackboard.
- Candidates will develop a lesson plan based on the EC-6 TEKS addressing two content area objectives.
- Copy and paste a copy of the rubric to the end of your assignment before submitting.
- You will submit the lesson plan, in its entirety in one document to Blackboard as a Word doc attachment entitled “Last Name_First Name_Lesson_Plan” by the due date on the course calendar.

Classroom Management Plan – [20%]

- Candidates will create a Classroom Management Plan for a 3rd – 6th grade classroom.
- The plan will include the following components:
 - Classroom Rules – Three to five rules that the students must follow at all times. Be sure the rules follow the guidelines:
 - Is it necessary?
 - Is it productive?
 - Is it fair?
 - Is it age appropriate?
 - Classroom Routines – Include a description of the Routines for the following activities:
 - Morning/Beginning of Class
 - Transitions
 - Homework
 - Parent Communication
 - Afternoon/End of Class
 - Supportive Feedback – How will you motivate your students to follow these rules? Include how you will provide supportive feedback to both individual students and the whole class.
 - Corrective Actions- What will the consequences for breaking a rule. Include the following:
 - Establish a Discipline Hierarchy including what will happen the first, second, third, fourth, and fifth time a student breaks a rule. Also include a severe clause for behavior that require immediate action.
 - Describe how you will keep track of students’ behavior. For example, signing the Discipline book or turning a card on a discipline chart.
- For each of the components listed above, include a one paragraph justification of your choices.
- Copy and paste a copy of the rubric to the end of your assignment before submitting.
- Submit the lesson plan, in its entirety in one document to Blackboard as a Word Doc attachment entitled “Last Name_First Name_Classroom_Management_Plan” by the due date on the course calendar.

Midterm Exam – [15%]

Final Exam –[15%]

Grade Calculation:

Final numerical percentages relate to letter grades and points as follows:

A = 93 – 100%

B = 85 – 92%

C = 77 – 84%

D = 70 – 76%

F = Below 70%

Percent of Total	Assessment
5%	Participation
10%	Public Policy Letter
20%	Integrated Lesson Plan
15%	Early Childhood Environment Design
20%	Classroom Management Plan
15%	Midterm Exam
15%	Final Exam
100%	

Tentative lecture/topic schedule:

Week	Topics	Reading Assignments	PPR Competency	Assignment Due
Lesson 1 – January 18	Course Overview/ Philosophy of Education			
Lesson 2 – January 25	Advocacy, Current Issues and Public Policy	Online Reading		
Lesson 3 – February 1	Energizing Learners: Motivation and Affect	Lang & Evans Chapter 4		
Lesson 4 – February 8	Learning Environment	Online Reading	#5 - Class Climates	Public Policy Letter Due
Lesson 5 – February 15	Communication and Interpersonal Skills (No Class – Online Assignment)	Lang & Evans Chapter 2	#7- Effective Communication	Online Assignment
Lesson 6 – February 22	Facilitating Learning: Lesson and Unit Planning Delivery	Lang & Evans Chapter 7	#3 - Effective Instruction	
Lesson 7 – March 1	Assessment and Accountability	Lang & Evans Chapter 5	#10- Student Assessment	Early Childhood Environment Design Due
March 8	Midterm Exam (No Class – Online Exam)			Midterm Exam Online
SPRING BREAK MARCH 14-18				
Lesson 8 – March 22	Using Data-Driven Instruction/ Lesson Planning Part 2	online	#10- Student Assessment	Integrated Lesson Plan Rough Draft Due
Lesson 9 – March 29	Classroom Management	Lang & Evans Chapter 6	#6- Managing Behavior	
Lesson 10 – April 5	Engaging Learners: Questioning, Discussion, Seatwork and Homework	Lang & Evans Chapter 8		
Lesson 11 – April 12	Direct Instruction and Individual Study (No Class – Online Assignment)	Lang & Evans Chapter 11	#8 - Active Engagement	Classroom Management Plan
Lesson 12 – April 19	The Indirect and Experiential Instruction Strategies	Lang & Evans Chapter 12		
Lesson 13 – April 26	Collaborative Learning Strategy /Teaching for Thinking and Problem- Based Learning	Lang & Evans Chapters 13 & 14		Integrated Lesson Plan Due
Lesson 14- May 3	School Law & Professional Development	Online Reading	#13 - Legal & Ethical Requirements #12 –Professional Growth	
May 10	(No Class – Online Exam)			Final Exam (Online)

The Professor reserves the right to modify and or adjust the assignments and/or lecture schedule as deemed necessary or appropriate in order to maximize learning. The Professor will inform students of any changes.

Academic Honesty:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22). The following statement is to be signed and submitted by Week 2 of the semester to receive credit in ECED 5318.

On my honor, I have neither given nor received aid on any of the assignments for ECED 5318. I acknowledge that misrepresenting another's work as my own is a violation of the UTA Academic Integrity Policy. I understand that violation of this policy will result in referral to the Office of Student Conduct.

I have not submitted the attached work as an assignment for any other course or field activity.

Signature

Date