



Department of Curriculum & Instruction		
<div><div>College of Education PARTNERS for the FUTURE</div><div></div></div>		
<i>ELED 5318.001</i>	<i>Fall 2013</i>	<i>Fall 2013</i>
<i>Foundations in EC - 6 Education</i>		

Instructor Information:

Instructor:	Janet Melton, Ph. D.	Phone:	817-272-2515
Office:	Science Hall 322 B		
E-Mail:	meltonj@uta.edu	Mailbox:	Box 19227
Office Hrs:	Tuesdays 11a.m. - Noon	Thursdays:	2 p.m. to 3 p.m.

Faculty Profile: <https://www.uta.edu/mentis/public/#profile/profile/view/id/3037/category/1>

**** Note:** Dr. Melton's email is: meltonj@uta.edu There are several Meltons at UTA. Be sure you have addressed it correctly.

Course Information:

Course Title:	Foundations in EC-6 Education
Course Number:	ELED 5318 .001
Semester:	Fall, 2013
Course Location and Time:	Tuesday 5:00 p.m. - 7:50 p.m., Science Hall 332
Course Website:	http://elearn.uta.edu

Catalog Description

An overview of historical and philosophical influences and current research in early and elementary education on promoting educational environments that support development of the whole child. Attention is given to the development and implementation of appropriate EC-6 curricula and programs that extend and integrate learning experiences of children, including the home-school relationship.

Course Prerequisites:

This course is a prerequisite course for all ELED coursework and must be taken concurrently with ELED 5317.

Textbook(s) and Materials:**Required:**

1. Bredekamp, S., Effective Practices in Early Childhood Education: Building a Foundation 2/E (2014)
ISBN-10: 013338635X • ISBN-13: 9780133386356

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.

HIGHLY Recommended:
Any PPR EC-12 Study Guide

Texas Essential Knowledge and Skills (TEKS) for EC-6. Available on the Web
<http://www.tea.state.tx.us/teks/>

Learning Outcomes:

As a result of reading, listening, discussing, observing, and writing, students will:

1. Identify and describe the principles and theories that guide the practices of early childhood education.
2. Compare components of high-quality early childhood programs, and describe a variety of developmentally appropriate approaches in EC-6 education.
3. Define advocacy and ethics and describe why each is important to the profession, young children and their families.
4. Compare and describe how the early childhood educator establishes an appropriate physiological and psychological learning environment.
5. Analyze a wide variety of experiences, assessments, and activities to optimally meet children's needs to optimally meet children's needs.
6. Identify program evaluations as they relate to quality developmentally appropriate practice, state, and federal requirements.
7. State personal beliefs based on sound research-based theory and quality EC-6 practice.
8. Demonstrate the technical skills required of EC-6 professionals.
9. Describe how the early childhood educator provides a wide variety of experiences, assessments, and activities to optimize every student's learning.

National Standards:

National Standards:

ACEI/NCATE - Standard 3.1	<i>Integrating and applying knowledge for instruction</i> Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.
ACEI/NCATE – Standard 3.2	<i>Adaptation to Diverse Students</i> Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
ACEI/NCATE- Standard 3.3	<i>Development of critical thinking, problem solving and performance skills</i> Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.
ACEI/NCATE	<i>Active engagement in learning</i>

– Standard 3.4	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.
ACEI/NCATE – Standard 3.5	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.
ACEI/NCATE – Standard 4	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.
ACEI/NCATE – Standard 5.1	Practices and behaviors of developing career teachers Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.
ACEI/NCATE – Standard 5.2	Reflection and evaluation Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

- TX-TEXES.EC-6.RESP.1 STANDARD: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Standard I)
- TX-TEXES.EC-6.RESP.2 STANDARD: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Standard II)
- TX-TEXES.EC-6.RESP.3 STANDARD: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Standard III)
- TX-TEXES.EC-6.RESP.4 STANDARD: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (Standard IV)

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 004

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging and appropriate assessments.

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 and 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 students' performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

DOMAIN IV – FULLFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 11

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Competency 12

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 13

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

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

College 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 Health Professions and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

State Guidelines, Competencies and Professional Organizations

www.sbec.state.tx.us – Texas Board of Education

www.naeyc.org – National Association for the Education of Young Children

www.acei.org – Association for Early Childhood International

www.tea.state.tx.us -Texas Essential Knowledge and Skills (TEKS)

University Policies:

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 syllabus**. 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. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>

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.

The professor will respond to e-mail within 24 hours if submitted Monday through Thursday. For e-mails received between Friday and Sunday, please allow at least 72 hours for a response. For example, if your e-mail is submitted on Friday, please do not anticipate a response before Monday afternoon.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

- **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/>).

Academic Integrity:

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

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).

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisors to drop a class or withdraw. Undeclared students must see an advisor in the University advising Center. Drops can continue through a point two-

thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Departmental Policies:

The College of Education and Health Professions follows the American Psychological Association (**APA**) **Style Manual** for all written work. If you are unfamiliar with this, you may look on Purdue Owl <http://owl.english.purdue.edu/owl/resource/560/01/>

Maintaining Eligibility for Continuing in ELED Courses:

Grade Calculation: Students who earn a "D" or an "F" in any education (EDUC), reading (READ), or early childhood education (ELED) class must retake the course in order to be certified. If a student earns a "D" or an "F" prior to Internship or Residency, he/she may not proceed to those field experiences before retaking the course and earning a "C" or better and maintaining a 2.75 cumulative GPA in EDUC, READ and ELED coursework. The University grade replacement policy is **not** in effect for EDUC, READ, or ELED coursework.

Departmental Policies:

Maintaining Eligibility for Continuing in ELED Courses:

THEA Scores: All students MUST earn the following scores on the THEA before the Internship semester: Reading 270, Math, 230, Writing, 220.

Grade Calculation: Students who earn a "D" or an "F" in any education (EDUC), reading (READ), or early childhood education (ELED) class must retake the course in order to be certified. If a student earns a "D" or an "F" prior to Internship or Residency, he/she may not proceed to those field experiences before retaking the course and earning a "C" or better and maintaining a 2.75 cumulative GPA in EDUC, READ and ELED coursework. The University grade replacement policy is **not** in effect for EDUC, READ, or ELED coursework.

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 (the equivalent of missing a week of class) 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. [Tardies are noted by having a signature highlighted. This indicates that the student signed in after class had begun.]
- 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

Course Policies

- Class begins promptly at the designated time and **ends when dismissed by the instructor (not the clock.)**
- The instructor 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 will respond to e-mail communication within 24 hours if submitted Monday through Thursday. For e-mail received Friday through Sunday, do not expect a reply before Monday evening.
- Please do not e-mail the professor on items that are already stated in the syllabus. If you choose to ask such a question, your reply will be “See syllabus”.
- The instructor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
- Teaching is 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, parents, colleagues, and other professionals. Your behavior should demonstrate that.
- As an educator, one is expected to model correct written and spoken English grammar, spelling, and punctuation. Students are to present their work in a professional and correct manner. **Thus, the instructor will deduct points from any assignment that does not exhibit this standard whether on a rubric or not.**
- Due to liability issues, consideration for other students, and developmental appropriateness, visitors and children are not permitted in class. (Guest speakers are an exception.)
- 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 – Educators’ Code of Ethics:
 - [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&ti=19&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&ti=19&ch=247&rl=2)
- No final exams will be given early. If it becomes necessary to take a Final Exam outside of the scheduled time, student will receive an “incomplete” or “I” and might possibly be dropped from Spring coursework until the “I” is removed. “I’s” are only given when a significant portion of the coursework has been completed.
- No extra credit work will be accepted or given.

- **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.

AVID Statement:

This course has been identified as a course by the College of Education and Health Professions as one in which teaching and learning strategies adopted by AVID will be implemented. As a candidate in the teacher preparation program, you will be expected to develop an understanding of these strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional educator either through coursework or a field experience as outlined by the course instructor.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, [which is located at either end of hallway outside the classroom](#). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

ELECTRONIC DEVICES

- As a courtesy to your instructor and your classmates, please silence and take off the vibrate feature of electronic devices such as cell phones and pagers.
- Answering e-mail, “surfing the web”, working on assignments for other classes on laptops during class does not demonstrate appropriate participation effort and **your participation grade will be affected**. It would be unprofessional of an educator to use electronic media on the job (with students present). Thus, you may check your texts, e-mails, etc. at break.
- “Texting” is not appropriate during class. Your participation grade **will** be affected if you choose to “text” during class.
- Internet use is strictly limited to class discussions. Non-course related Internet surfing is not acceptable or appropriate behavior in this class.
- In order to demonstrate and document that you have been an engaged participant in the course, the professor *may* choose review notes taken on a laptop during any class.
- Cell phones should be on ‘silent’ and vibrating feature should be turned off. A vibrating phone makes noise.
- 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. Anyone appearing in such a video would have to give written consent to having her/his image displayed in any manner and in that setting. (Although there are multiple people present, it is not open to the public as one must be a member of a specific group (a student or employee of UTA) to be present.) Students may not transmit, copy, or reproduce recordings in any format or share recordings or transcriptions with others (i.e. Youtube, Facebook, Twitter, MySpace, e-mail, etc.)

Attendance:

- *It is the student’s responsibility to sign in before leaving class.* If the student forgets to sign in, it will be counted as an absence. Students who come in after the beginning of class may sign in at break or before leaving the classroom at the end of that class meeting. If a student’s signature is not on the sign-in sheet when class starts but signs in later, that student will be considered tardy. Calling or e-mailing the professor at a later time **will not change** the student’s attendance status. (See first sentence of this bullet.)

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.

- Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least 8 hours per week of their own time in course-related activities including reading required materials, completing assignments, preparing for exams, etc.

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; i.e. AVID strategies.
- 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, and an attitude of respect for learners with different needs, colleagues and mentors.
- Also, the teaching profession requires above average writing and speaking skills **demonstrating correct English grammar, spelling, punctuation, and syntax** in the commission of one’s duties and correspondence. Therefore, when communicating with others, i.e. the professor, you should use correct English. **Points will be deducted from the “Participation” portion of your grade for emails that fail to demonstrate those qualities.**
- 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:

- All assignments must be typed or word-processed unless otherwise specified by the instructor.
- Type all assignments using a 12 point font (specifically Arial), double-spaced, 1” margins, with correct spelling, grammar, and conventions of English. On the cover page of each assignment, the following form should be used:

Student’s Name
Assignment Title
University of Texas at Arlington
Dr. Janet Melton
Date submitted

- 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 their work prior to submitting for a grade. **Points will be deducted for misspellings, poor grammar, and poor punctuation whether or not it is mentioned on the assignment rubric.** Dr. Melton recommends that students become familiar with ‘the Oxford comma’ for this course.

- **Assignments submitted after the designated date and time are considered late. The instructor will deduct 10% of the possible point 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.**
- It is not likely you will be able to earn an "A" for the course if any assignment is turned in late or missing portions of the assignment.

Academic Honesty:

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

- Students will need to copy the portion between the ***, paste onto a sheet of paper, sign, scan, and then upload this statement into Bb.

Printed Name _____ Class Meeting Day _____

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Signature & Date _____

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• **Grades will be calculated on the following criteria:**

1. Class Participation (10 %)-

This portion of your grade will be determined using the following criteria:

- **Ethics Statement –signed and submitted into Bb.**
- **Professional conduct when communicating with peers and superiors: for example, using correct grammar, spelling, and punctuation, being respectful during class and discussions, etc. (Points deducted only if not this expectation is not met.)**
- **Following directions: uploading required paperwork and assignments in appropriate spaces.**

- **AVID Strategies-**

- Students will be exposed to and use several AVID strategies throughout the semester. Students will document their participation and understanding of these strategies in various ways.

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.

2. Parent Newsletter (10 %) Rubric on TK20 and Blackboard

- Pretend that you are a first year teacher. You are going to pick a grade level, a made-up school, and e-mail address. You will need to write a “letter” that you would send to families at the beginning of the year. Write this newsletter as if you are the lead classroom teacher. Personalize the newsletter by inserting your name and the grade level or subject you teach. Include the following in your Welcome letter:
 - A personal introduction (including contact information and times)
 - A brief statement about your teaching philosophy
 - Your classroom management philosophy/plan
 - Home-school communication procedures
 - Homework philosophy/procedures
 - Grading policy
 - Daily schedule/routines
 - Importance of parent involvement and ways parents can be involved in your classroom.
 - Other important classroom activities such birthdays, field trips, etc.
- NOTE: A sample letter appears in Blackboard.
- You will submit the assignment, in its entirety in one document to **Blackboard AND TK-20**.
- ***As a “KEY” assessment, if it is not submitted into TK-20, the student will receive “0” points for the assignment even if it is submitted in Blackboard and an “I” in the course until it is submitted.

3. - Texas Educator Code of Ethics Training and Exam (5%)

- The Texas Education Agency has developed an online course with entertaining videos in the style of the television show The Office. The subject matter is serious but the method of delivery is light—hearted.
- The Texas Education Agency is now hosting the Teacher Ethics training modules on our YouTube channel at <http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qIz1NjEWFeMtxaBMvC>

Module 1 “Boundaries” - Parts 1, 2, & 3

Module 2 “Social Media” - Parts 1 & 2

Module 3 “Anger Management” - Parts 1, 2, & 3

Module 4 “Behavior Off Campus” - Parts 1 & 2

- An exam will be given over the Code of Ethics in class. Bring a Form 882-E scantron to class and a number 2 pencil on the day of the exam. (See schedule below).

- These modules can be done at one's own pace but must be completed by the Ethics Exam date listed in the schedule.

4. Professional Development Summary (10%) - Rubric TK20 and on Blackboard

- The candidate will participate in a professional development activity over the **Texas Educator Code of Ethics Training Modules**.
- The final Professional Development Report must reflect directly to the steps and questions listed below.
- Step One: Working Through All of the Ethics Modules.
 - The Texas Education Agency has developed an online course with entertaining videos in the style of the television show "The Office".
 - Instructions and log-in information will be posted on the Blackboard announcement page.
- Step Two: Reflecting on the Training Modules
 - Prepare a written summary (note that a summary is short) of this professional development activity and the key points of the presentation.
 - Prepare a written reflection on the value of these modules for: current and future teachers, what you learned during the activity, the advantages of this activity, the pros and cons on this style of learning, how that learning might be useful to you in your own classroom.
- Step Three: Reflecting on Professional Development
 - Explain why on-going professional development is important for EC-6 teachers.
- You will submit the Summary to Blackboard by the due date.
- You will also submit a copy of your assignment to TK-20. **(Note: assignments not posted to TK-20 cannot be graded and will receive a "0" even if the assignment is in Blackboard. All assignments listed as needing to be uploaded into TK20 must be uploaded or the grade for the course will be an "I".)**

6. Room Design (15%)

- Student will design a room arrangement appropriate to an EC-2 classroom, provide a sample class schedule, and describe the rationale for the choices made in the design, discuss the developmental elements contained in the classroom, and include a minimum of 8 learning centers in the design as well as discuss elements of various theorists evident in this design. (Instructions and rubric will be provided on Blackboard (Bb)).

7. Block Center with Diversity Lesson Plan (15%)

- You are to plan a lesson using the EC-6 Program Lesson Plan format provided on Blackboard. Your focus should be on curriculum that will be take place in the Block Center and you must plan for diverse needs of your students. (Instructions and rubric will be provided on Bb).

8. Lavoie Video Quiz (5%)

- This will be determined by the average of all pop quizzes.
- Pop quizzes can be over anything that was assigned, occurred in class, or application of knowledge and skills discussed (PPR practice type questions).

9. Midterm Exam (15%)

10. Final Exam (15 %)

Grade Calculation:

According to the EC-6 Program grading scale which is as follows:

A = 93 – 100
 B = 85 – 92
 C = 77 – 84
 D = 70 – 76
 F = 69 and below

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Attendance: As per EC-6 Policy stated above may have an effect on the final grade also.

- ******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. Professor will inform students of any changes.*

Percentages of Assignments:

Participation	10%
Parent Newsletter***	10 %
Ethics Exam	5%
Professional Development Write- up***	10%
Room Design	15 %
Block Center w/ Diversity Lesson Plan	15 %
Lavoie Video Quiz	5%
Midterm Exam	15 %
Final Exam	15 %

(* = Assignment must be uploaded into Tk-20)**

Tentative Topic/Assignment Schedule:

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Students will be advised of any changes via Blackboard. – Dr. J. Melton

Week	Topics	Reading Assignments	PPR Standard or Competency	Assignment Due
Week 1 - August 27	Course Overview			Purchase TK-20
Week 2 – Sept. 3	Professionalism and Building Effective Partnerships	<i>Chapter 7</i>	PPR Standard IV Comp 11 & 12	
Week 3 – Sept. 10	Ethical Issues		PPR Standard IV Comp. 13	Start Ethics Modules
Week 4 - September 17	Adapting to Individual Differences, Learning Styles, and Cultures	<i>Chapters 5 and 6</i>	PPR Standard II Comp. 2 & 4	Parent Newsletter due (TK20 & Bb)
Week 5 - September 24	Creating a Positive Learning Environment and Behavior Guidance	<i>Chapter 8</i>	PPR Standard II Comp. 5 & 6	Ethics Test - Bring scantron <i>Ethics form signed and uploaded into Bb</i>
Week 6 – October 1	Intentional Teaching and Planning Effective Curriculum	<i>Chapters 3 & 10</i>	PPR Standard I PPR Standard III Comp 3	Professional Dev't Write-Up Due (TK20 & Bb)
Week 7 - October 8	Actively Engaging Learners through Play and other Instructional Strategies	<i>Chapters 4 & 9</i>	PPR Standard III Comp. 7 & 8	
Week 8 - October 15	Midterm Exam			
Week 9 - October 22	Assessing Children's Learning and Accountability	<i>Chapter 11</i>	PPR Standard I PPR Standard III Comp. 4 & 10	Room Design Due
Week 10 – October 29	Lesson Planning - ELA, P.E. Health, Theatre/Drama Curriculum	<i>Chapters 12 & 15</i>	PPR Standard III Comp. 3	
Week 11 - November 5	Lesson planning Cont. Math, Science, Tech, Soc. St.	<i>Chapters 13 & 14</i>	PPR Standard III Comp. 3	
Week 12 - November 12	Exceptionality and Special Education & Meeting the Needs of Exceptional Learners	<i>We will watch the Lavoie video during a portion of this class meeting.</i>	PPR Standard II PPR Standard IV Comp. 4 & 7	Bring Scantron and #2 pencil to class
Week 13 - November 19	Continuity, Change, and Traditions in Early Education – Historical Perspectives	<i>Chapters 1 & 2</i>	PPR Standard IV Comp. 12 & 13	Block Center with Diversity -Lesson Plan Due
Week 14 - November 26	Government and Finances & Societal Issues &	<i>Chapter 16</i>	PPR Standard IV Comp.13	
Week 15 – December 3	Review of Schools and the Profession			
Week 16 – December 10	Final Exam Online			