ECE 366.61B (Corsicana) & 71B (Midlothian): Learning Environments
Spring 2016

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COURSE INFORMATION

Textbook Required: . ISBN-10: 0-13-335177-7   ISBN-13: 978-0-13-335177-4
Kostelink, M.J., Soderman, A.K., & Whiren, A.P. (2015).
      Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education
      (6th. ed.). Upper Saddle River, NJ: Pearson

Materials: Scissors, markers, tape, and glue.
Technology Required: Prior to the first day of class
- **Join Edmodo.com**– Join as a teacher and use your first and last name for your username
- **Gmail address** that will work with Googledrive (not your leomail)
- **Remind 101 App** on your phone (Join and class code is @ece366); quick way to send messages about weather cancellations, etc.

Course Description:
      The Learning Environments course provides a study of early childhood organization, plans, procedures, physical facilities and a survey of materials and equipment. Develops a process of designing and evaluating appropriate learning environments for young children. (3 hours)

Student Learning Outcomes:
1. The student will be an active and engaged participant in class discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, and class discussion.
2. The student will be able to clarify developmentally appropriate principles and practices of early childhood education and apply/assess these in a classroom setting to meet the individual, developmental and diverse needs of young children.
3. The student will demonstrate an understanding of an appropriate Early Childhood management system.
4. The student will demonstrate knowledge on building communication skills with parents and paraprofessionals.
5. The student will construct developmentally appropriate lessons that meet the state mandated Texas Essential Knowledge and Skills and the English Language Proficiency Standards.
6. The students will associate Early Childhood Education TExES competencies with the course content.

TEA Standards I-IV. Domains I-IV. Competencies: (Primary competencies in bold type)

Standard I. Domain I. & Domain III. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

TEA Competencies: (23)

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups

1.2k the implications of students' developmental characteristics for planning appropriate instruction

1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs

1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners

1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate

1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs

1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction

Standard II. Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.1k the importance of creating a learning environment in which diversity and individual differences are respected

2.3k establishes a positive classroom climate that fosters active engagement in learning among students

2.6k how classroom routines and procedures affect student learning and achievement

2.7k how to organize student groups to facilitate cooperation and productivity

2.9k procedures for managing transitions

2.10k routines and procedures for managing and using materials, supplies, and technology

2.21k procedures for ensuring safety in the classroom

2.19k features and characteristics of physical spaces that are safe and productive for learning

2.6s establish classroom rules and procedures to promote an organized and productive learning environment

2.7s organize and manage groups to ensure that students work together cooperatively and productively

Standard III. Domain III. 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.

TEA Competencies:

3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge

3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively

4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs

4.2s apply procedures for conducting effective parent-teacher conferences

4.5s maintain supportive and cooperative relationships with colleagues

Standard IV. Domain IV. The teacher fulfills professional roles and responsibilities and adheres to legal and *ethical* requirements of the profession

4.1k the importance of families' involvement in their children's education

Instructional / Methods / Activities Assessments

    This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc.

Professionalism: **250 points**

    <u>Student Learning Outcomes:</u> #1 and #6

    <u>Assessment Method:</u> The professionalism grade will be based on the students preparedness and participation in all discussions (class and online) through readings. This grade will also be determined by the students attendance and overall professionalism exhibited in class, online, and through communications.

Discussion Forums: 250 points (5 @ 50 points each)

    <u>Student Learning Outcomes:</u> #1-#3, and #6

    <u>PPR Standards/Competencies:</u> 1.3k, 1.4k, 1.12k, 2.1k, 2.3k, 2.9k, 2.6s, 2.7s, 3.6s <u>Assessment Method:</u> The discussion forums are related to the chapter readings, graphic organizers, and group activities. Upon completion of the assigned readings and activities, you are expected to participate in an ongoing discussion with your classmates in class. Your contributions to the discussion will be graded for quality not quantity, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities). A self-reflection and peer evaluation will be due as an exit slip each week.

Literacy Bags & Reasearch Article Analysis: 200 points

    <u>Student Learning Outcomes:</u> #2, and #4-6

    <u>PPR Standards/Competencies:</u> 1.2k, 1.3k, 1.4k, 1.12k, 1.1s, 1.6s, 4.1s, 4.1k <u>Assessment Method:</u> Rubric Provided

    The student will read two research articles about the impact of literacy bags for a young child as a home/school connection and provide a critical comparative analysis. Then, the student will create a **Literacy Bag Activity** as a home/school connection to foster parent/child literacy interactions. The Literature activity will include a quality piece of children's literature and create a hands-on activity or game to extend the concepts introduced in the book include **TEKS and the ELPS** that are covered. The student will keep in mind the variety of students learning styles, home environment, and English Language Learners.

    Include in the backpack the following:

- A letter of instructions to the family explaining the activity, the steps to implement.
- The process (refer to lesson plan formats) of the activity that are covered with TEKS and ELPS
- The piece of literature
- Activity or Game
- Share three additional activities or games that you could create for an activity pack that extends concepts in the book**.**
- A log sheet for parents to communicate with you regarding the activity

Integrated Lesson: **200 points**
>Learning Outcomes: #2-6
>PPR Standards/Competencies: 1.2k, 1.3k, 1.4k, 1.12k, 1.1s, 1.6s, 2.1k, 2.3k, 2.6k, 2.7k, 2.7s, 3.6s, 3.9s, 4.5s
>Assessment Method: Rubric provided for lesson and Partner Rating

>Create an integrated lesson plan (Language arts and at least two other content areas) and presented to the class as center activities. The student groups will provide a lesson plan with coordinated **TEKS** standards and **ELPS** that are covered in a developmentally appropriate manner that address differentiation of instruction and higher order thinking skills based on the variety of learning styles and backgrounds (ELL, children with special needs, etc.) of students. *Should connect with a Theme & Literacy Bag home/school connection.

Domain Presentation: **100**
>**points** Learning Outcomes: #1-6
>PPR Standards/Competencies: 1.1k, 1.2k, 1.3k, 1.1s, 1.6s, 2.1k, 2.3k, 2.6k, 2.10k, 2.21k, 2.19k, 4.1s, 4.2s, 4.5s, 4.1k
>Assessment Method: Rubric provided and Partner Rating form & using Google Slides

>Assigned student groups will present the information on a chosen developmental domain through the reading, analysis, and evaluation of the developmental domain chapter selected using Google Slides. The students will present the chapter utilizing technology and will have classmates participate in an activity to aide and enhance the understanding of the domain being presented.

Final Project Organizing Space and Materials: **200 points each**
>Student Learning Outcomes: # 1-6: See above
>PPR Standards/Competencies: Based on individual student reflection and application Assessment Method: Comprehensive, reflective, application based final project (3D Model, Reflective paper, and Gallery Walk with peer evaluation).

>The final project will cover the required textbook readings and the content of the class and discussions. The students will be required to prepare a 3D model of an early childhood classroom with specific details to organizing space and materials. A comprehensive and application based project reflecting the learned material for each of the discussed chapters. The project will contain a detailed written reflection and application of the material with a visual representation (3D model). A rubric will be provided for further understanding and grading purposes as well as a gallery walk with peer evaluation.

Grading: 1200 Total Points
>The student's grade will be determined by points received on assignments, discussions, exams, and professionalism in this course. Add the total of points that you have received throughout the semester and divide that number by the total of the points possible at that time and you will have your average. A=90-100%. B=80-89.5%. C=70-79.5%. D=60-60.5%. F=60% and below.

TECHNOLOGY REQUIREMENTS

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates, and for online discussions. The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection-high speed recommended (not dial up)
- Word Processor (i.e. MS Word or Word Perfect)
- Google Chrome & Google Apps (Google Drive, Google Docs, Google Slides)

ACCESS AND NAVIGATION

This course will the following technology applications to provide exposure and experience with the following platforms that are used in Texas school districts: **Edmodo.com, Google Drive & various Google Apps, & Remind 101**.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The students will be able to communicate with instructor through:

Email: Heather.Doyle@tamuc.edu Checked frequently throughout the day.

ECollege Virtual Office: Checked once daily and answered the same day usually.

Office Voice Mail: Checked every other day.

The instructor will communicate to the student through:

Email, eCollege Virtual Office, and eCollege Announcements

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy:

Attendance at all class meetings is *required and is essential* to your success in this course. It is a requirement of this class to sign your name tent upon arrival to document your participation each class meeting. For each absence a written email is required to be placed in your file as well as text to the instructor. No excuses will be given without written documentation. If you miss three or more classes you may be asked to drop the course or be administratively withdrawn from the course for excessive absences. All absences will result in points taken off your professionalism grade. Participants are expected to be on time and stay for the entire time. If you choose to be late or leave early points will be deducted from your professionalism grade. If you miss class it is your responsibility to find someone who can give you notes for the previous class meeting. I will not bring additional copies of handouts to class. Select a buddy who will be willing to collect any material and take notes for you when you are out.

Technology Policy:

Please respect the instructor and your peers **by silencing or turning off** your cell phone upon entering our classroom. If there is an emergency you may leave it on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade. Utilizing technology only for the purposes of the course the

student is currently attending and at the appropriate times is appropriate. Students found not using technology as stated above will have professionalism points deducted.

Assignment Policy:
All assignments are due on the date they are assigned which can be found in the Course Calendar and weekly agendas given in class and posted on Edmodo Course Folders, unless otherwise approved by the instructor. All assignments that are late will have points deducted. Late means they are not turned in when class meets on the day they are due. If you forget your assignment, then points will be deducted. You are a professional and must present yourself in a way to show responsibility.
Assignments will be either handed in during class meeting or submitted to the instructors tamuc.edu email and **must be** in .doc or .docx format. All completed/graded assignments must be picked up by the end of the semester of they will be discarded.

Written Assignments: **All written assignments** are to be **typed double-spaced in a legible 12 pt. font** with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

Academic Honesty Policy: Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it: *http://www.plagiarism.org/ or* http://www.unc.edu/depts/wcweb/handouts/plagiarism.html or http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

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Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

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Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook* http://web.tamu-commerce.edu/studentLife/documents/studentGuidebook.pdf).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

ECE 366 COURSE OUTLINE / CALENDAR

*** This schedule is tentative and may be changed at any time by the instructor on weekly agendas and/or Edmodo. FULL CALENDAR WILL BE GIVEN THE 1ST DAY OF CLASS.

Week	Topics	Assignment
Prior to 1st Class	Read Introduction, Chapter 1 & 2	Complete Graphic Organizers Posted on Edmodo