

University of North Texas at Dallas
Fall 2016
SYLLABUS

EDEC 4243D/002 Environmental Processes and Assessment/3 hrs			
Department of	Teacher Education	Division of	EDEC/Early Childhood Education
Instructor Name:	Nancy H. Beaver, M. Ed.		
Office Location:	FH 302A		
Office Phone:	972-860-7685		
Email Address:	nancy.beaver@untdallas.edu		
Office Hours:	One hour before class time in classroom on Mondays or by appt		
Course Format/Structure:	100% Face to Face only		
Virtual Office Hours:	NA		
Classroom Location:	Dal 1-208		
Class Meeting Days & Times:	Monday 5:30-8:20 PM		
Course Catalog Description:	This course considers early childhood learning processes as well as implications for individual, group, and program assessment. Areas of emphasis include development of skills in selection, use and interpretation of developmentally appropriate practices. Focus areas include formal, informal and holistic assessment instruments as well as learning environment materials and resources. Implications for technology in assessment and management are discussed. Laboratory experiences required.		
Prerequisites:	EDEC 3613D as a prerequisite.		
Co-requisites:			
Required Text:	Jackman, H.L., N.H. Beaver, S.S. Wyatt, (2015) Early Education Curriculum: A Child's Connection to the World (6th Edition), Cengage Learning, Stamford, CT, ISBN-13: 978-1-285-44325-6		
Recommended Text and References:	Copple, C., S. Bredekamp. <i>Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 (3rd ed)</i> , NAEYC (2009), ISBN:9781928896647 Optional		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com		
Course Goals or Overview:			
	The goal of this course is to...explore developmentally appropriate early childhood learning and assessment processes.		
Student Learning Outcomes: At the end of this course, the student will			
1	Formulate teaching techniques and guidance strategies which support and encourage the social, emotional, physical, language and cognitive development of children ages three through five, including those from diverse cultures and with special needs.		
2	Plan, implement and evaluate integrated learning experiences for Preschool children (three total) that are based on the Pre K Guidelines and Developmentally Appropriate Practice and present 2 of them in class and one to children.		

3	Participate in class, through group presentations and discussion of required reading and current topics under consideration, and learn effective ways to communicate and present information to others in a professional manner while working as part of an instructional team.
4	Collect and critique information on resources useful in planning curriculum activities for developmentally and culturally diverse children, ages three through five.
5	Pass a midterm based on readings and class discussions, indicating an ability to utilize course content.
6	Collect a variety of data on one particular child, a group of children, the environments and schedules for assessment, evaluation and planning purposes, as well as making observations of at least 2 different learning environments approved by the instructor.
7	Create a portfolio of information learned during the class and reflect on that learning.

Course Calendar

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Timeline	Topics	Related SLO	Readings/Activities/Assignments
Class 1 Date:8/22	Starting The Process <ul style="list-style-type: none"> • Early Childhood History and theories • Developmentally Appropriate Practice 	1 & 2	Jackman Chap 1 Orientation to the course PowerPoint Presentation
Class 2 Date: 8/29	Play & Assessment <ul style="list-style-type: none"> • Play – Stages & ways teachers foster play • Purposes of assessment • Types of observation and assessment tools • Authentic Assessment 	6	Jackman Chap 1& 2 Play Styles Observation PowerPoint Presentation
Labor Day 9/5	No Class		
Class 3 Date: 9/12	Creating Curriculum <ul style="list-style-type: none"> • Planning process • Multicultural/Anti Bias • Lessons, themes, units, projects, webs 	1 & 2	Jackman Chap 3 Activity Plan Quiz PowerPoint Presentation
Class 4 Date: 9/19	The Learning Environment <ul style="list-style-type: none"> • Room Arrangement • Learning Centers • Equipment & Materials • Transitions 	6	Jackman Chap 4 Schedule Evaluation Observation at Eastfield Laboratory School
Class 5 Date: 9/26	Language & Literacy <ul style="list-style-type: none"> • Language development • Literacy throughout the Classroom • Children's Books • Incorporating Diversity • Use of Technology 	3	Jackman Chap 5 *Activity Plan #1, *Storytelling Prop & Story board/map PowerPoint Presentation
Class 6 Date: 10/3	Early Childhood Art <ul style="list-style-type: none"> • Kellogg's Stages of Art • Fostering creativity • Art vs Crafts • Incorporating Diversity • Use of Technology • The Teacher's role 	5	Jackman Chap 6 Practice EC art teaching strategies *Midterm- online
Class 7 Date: 10/10	Early Childhood Music <ul style="list-style-type: none"> • Music Development • The Music Center • Music Strategies • 	6	Jackman Chap 6 PowerPoint Presentation *Environmental Checklist 1

Class 8 Date: 10/17	Social Studies & Dramatic Play <ul style="list-style-type: none"> • Stages of Social Development & Dramatic Play • Planning & prep • Prop boxes • Exploring Diversity 	2	Jackman Chap 7 *Prop Box * Activity Plan #3
Class 9 Date: 10/24	Sensory Play <ul style="list-style-type: none"> • Stages of Sensory Play • Sensory Integration • Props and materials • Inquiry-based Learning • Integrating the 5 Senses 	6	Jackman Chap 8 Create sensory materials * Environmental Checklist 2
Class 10 Date: 10/31	Work on Curriculum Models Research paper	1 & 3	Jackman Chap 3 Library
Class 11 Date 11/7	Science <ul style="list-style-type: none"> • Inquiry & Process Skills • Life, Physical & Earth/Space Science • The Learning Environment • Nature & Ecology • Nutrition & Cooking 	3	Jackman Chap 9 *Group Presentation & Workshop *Activity Plan #2
Class 12 Date: 11/14	Math <ul style="list-style-type: none"> • Numbers & Operations • Patterns, functions & Early Algebra • Early Geometry & Spatial Sense • Data Analysis & Probability 	3 & 6	Jackman Chap. 10 *Group Presentation & Workshop *Activity Plan #2 *Child Assessment
Class 13 Date: 11/21	Fine Motor/Manipulatives & Gross Motor <ul style="list-style-type: none"> • Fine & Gross Motor Development • Types of Fine and Gross Motor Movement • Supporting Children with Ability Differences • Outdoor Play 	3 & 6	Jackman Chap. 11 & 12 *Group Presentation & Workshop *Activity Plan #2 *Playground Assessment
Class 14 Date: 11/28	Work on 3D classroom Model	1 & 3	Jackman Chap 3 Library
Class 15 Date: 12/5	Construction <ul style="list-style-type: none"> • Stages of Block Play • Materials for Block Play and Woodworking • Spatial Reasoning • Integrating Construction Play into the Curriculum • Diversity & Technology in Block Play • Guidance 	2& 3	Jackman Chap. 13 *Group Presentation & Workshop *Activity Plan #2
Class 16 Date:12/12	Final <ul style="list-style-type: none"> • Present Research Paper • Present 3D Classroom Model • Submit Course Portfolio Reflections 	1 & 3	*Model Environments Research Paper *3D Classroom Model *Portfolio Course Reflections

*Indicates dates that graded work is due

Course Evaluation Methods: This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- Exam** – written test designed to measure knowledge of presented course material
- Environments Research & 3D Classroom Model** - assignment designed to measure ability to research material and apply to presented course material
- Observation Assignments** – assignments designed to measure ability to apply presented course material
- Group Presentation** – assignment designed to measure ability to research material, work collaboratively to develop a presentation and articulate knowledge learned in a cohesive manner
- Child Assessment**– written assignment designed to measure ability to assess a child’s strengths and needs, and to plan and evaluate appropriate learning activities
- Propbox & Storyboard & prop**- assignments designed to measure ability to apply presented course material to classroom setting
- Activity Plans**– assignment designed to measure ability to apply presented course material
- Environment Checklists**-assignments designed to measure ability to observe and apply presented course material
- Course Reflections** – assignment designed to measure ability to synthesize and evaluate lessons learned in course

Grading Matrix:

Instrument	Value (points or percentages)	SLO	NAEYC	InTASC	Total
Play styles Observation	50	SLO 6	1a.	Standards 1 & 6	50
Environments Research Report & 3D Classroom Model	150	SLO 6	1a. 1b. 1c. 5a.	Standards 1,3,4,5,8	150
Activity Plans	3 activity plans @ 50 pts.	SLO 2	4b. 4c.	Standard 3, 4, 5 & 8	150
Environment Observation Checklists	2 checklists @ 50 pts.	SLO 6	1c. 3b. 4b. 4c.	Standards 3, 4, 5 & 8	100
Story board & Prop	25	SLO 6	4b.	Standard 8	25
Group Presentation (Workshop)	125	SLO 3 & 4	1c. 5b. 6c.	Standards 5,7,8 &10	125
Midterm Exam	75	SLO 5	5a.	Standards 1,4 & 8	75
3 Reflections/observation log	50	SLO 6	6d.	Standard 9	50
Activity Plan Quiz	25	SLO 2	4b. 4c.	Standards 3,4,5 & 8	25
Playground Assessment	75	SLO 6	1c. 5c.	Standard 6	75
Child Assessment	100	SLO 6	3b. 3c.	Standards 1. 2. & 6	100
Schedule Evaluation	25	SLO 6	3b. 4b.	Standard 3	25
Prop Box	75	SLO 1	1c 4c. 5c.	Standard 8	75
Total:					1000

Grade Determination:

- A = 1000 – 900 pts; i.e. 90% or better
- B = 899 – 800 pts; i.e. 80 – 89 %
- C = 799 – 700 pts; i.e. 70 – 79 %
- D = 699 – 600 pts; i.e. 60 – 69 %
- F = 599 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability

Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

CourseEval Policy: Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (*Discuss any special instructions relating to exams-sample given*): Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.*"

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untDallas.edu/police/resources/notifications>

Attendance and Participation Policy: (*Discuss your attendance and participation policy.*)

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)

NAEYC Standards for Early Childhood Professional Preparation

Standard 1. Promoting Child Development and Learning

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d: Knowing about assessment partnerships with families and with professional colleagues

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on their own practice to promote positive outcomes for each child

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

5a: Understanding content knowledge and resources in academic disciplines

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

Standard 6. Becoming a Professional

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

InTASC Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.