

University of North Texas at Dallas



Course Syllabus

EDEC 4243.091 Environmental Processes and Assessment

Instructor: Caitlin Seeligson, M.Ed.  
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Class meets: Monday/Wednesday 1:00-2:20pm  
Room: DAL 1 244  
Office hours: Monday 12-1, 2:30-3:30; by appt.

**COURSE DESCRIPTION**

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. Fifteen (15) hours of Laboratory experiences required. Prerequisite(s): DFST 4233. EC-6 students must also complete EDEC 3613 as a prerequisite.

**REQUIRED TEXTS**

Dodge, D. T., Colker, L. J., & Heroman, C., (2002). *The creative curriculum for preschool*. (4<sup>th</sup> ed.). Washington, D.C.: Delmar Publishing.

**SUGGESTED TEXT:**

Bredenkamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. Washington, D.C.: National Association for the Education of Young Children.

Isbell, R. (2008). *The complete learning centers book*. Beltsville, MD: Gryphon House.

**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@fheg.follett.com](mailto:1012mgr@fheg.follett.com)

**INTERNET RESOURCES:**

[www.naeyc.org](http://www.naeyc.org) National Association for the Education of Young Children

[www.nieer.org](http://www.nieer.org) National Institute for Early Education Research

[http://ritter.tea.state.tx.us/ed\\_init/pkguidelines/index.html](http://ritter.tea.state.tx.us/ed_init/pkguidelines/index.html) Texas Preschool Curriculum Guidelines

<http://www.childrenslearninginstitute.org> Children's Learning Institute

### **COURSE GOALS :**

The goal of the course is to prepare students to provide developmentally appropriate care, guidance, and instruction to young children in a variety of contexts and settings.

### **LEARNING OBJECTIVES**

**At the end of the course, the student will be able to:**

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. INTASC I, IV; Texas Prekindergarten Guidelines Skill Domains I, II, III, IV, IX
2. Plan, implement, and evaluate integrated learning experiences that are based on observations of the individual needs and developmental level of a particular diverse group of young children, during weekly participation in an early childhood setting. INTASC II, III, VII, VIII; Texas Prekindergarten Guidelines Skill Domains I, II, III, IV, V, VI, VII, VIII, IX, X
3. Participate in group discussion and presentations related to current topics under consideration. INTASC IX; Texas Prekindergarten Guidelines Skill Domains I, II, III, IV, V, VI, VII, VIII, IX, X
4. Practice effective techniques for ensuring successful parent and teacher interactions with a variety of family cultures and structures. INTASC III, VI; Texas Prekindergarten Guidelines Skill Domain I.
5. Self-evaluate developing teaching skills, including identification of strengths and weaknesses, both individually and in discussions with the head teacher. INTASC IX; Texas Prekindergarten Guidelines Skill Domains I, II, III, IV, V, VI, VII, VIII, IX, X
6. Collect and critique information on resources useful in planning curriculum activities for developmentally and culturally diverse children, ages three through five. INTASC II, III, VII; Texas Prekindergarten Guidelines Skill Domains I, II, III, IV, V, VI, VII, VIII, IX, X
7. Collect a variety of data on one particular child for assessment, evaluation and planning purposes, as well as making observations of all children in the group. INTASC VII, VIII; Texas Prekindergarten Guidelines Skill Domains I, II, III, IV, V, VI, VII, VIII, IX, X
8. Learn the components of ethical professional practice, and discuss and reflect on them with others using situational examples. INTASC IX, X; Texas Prekindergarten Guidelines Skill Domains I, II, III, IV, V, VI, VII, VIII, IX, X

### **Specific Assignments**

#### **1. Environmental Checklist (2) [Program Assessment]**

Visit an approved early childhood setting for 2.5 hours each (5 hours total) and familiarize yourself with the facility, materials and activities. You will be given a checklist to complete for each setting.

#### **2. Quiz on the Project Approach [Assessment of Practice]**

After discussion of the Project Approach and lesson planning, students will receive a satisfactory grade on a quiz about the Project Approach. A satisfactory grade on this quiz must precede approval of integrated activity plan used in the workshop.

#### **3. Integrated Activity Plans [Assessment of Practice]**

Each student will be responsible for planning a total of three (3) integrated activity plans based on the project approach that are appropriate for preschool-kindergarten children ONE of the activity plans must relate to the student's workshop topic. The second activity plan must relate to separate peer-led workshops. The third activity plan must relate to the prop box the student develops. The general curriculum areas from which each student may select are (choose 3):

Art/Woodworking	Math/Manipulatives/Computers
Cooking/Nutrition	Dramatic Play (Prop Box Only)/Blocks
Language and Literacy	Life/Physical/Health/Environmental Science
Large Motor/Outdoor Play	Music

The student will submit the completed plan form for the workshop presentation to the course instructor for approval the week *before* the workshop is scheduled. The course instructor will read and approve (or suggest changes in) the activity plan. Once the plan is approved, the student will teach it to small groups of peers during the small group portion of the workshop.

Activity plans must reflect developmentally appropriate practice, and be relevant for the children with whom they are to be used. If songs, finger plays, recipes, etc., are used, they are to be attached. **No food items may be used as art or play materials.**

**4. Group Assignment – Workshop Presentation [Assessment of Practice]**

Students will be provided with guidelines for planning, carrying out and evaluating a workshop/presentation, and will work with others on an instructional team to present to the class a set of integrated learning experiences based on one of the curriculum areas (see section 2 above). Presentations will be based on readings in the topic area, and should be creatively presented using hands-on activities, displays, and other forms of class involvement.

Activities used in the workshop must be hands-on, real materials, and must reflect developmentally appropriate practice. Inclusion of materials and activities must be appropriate to preschool aged children and reflect an adequate understanding of child development and early childhood education. Peer-evaluations are used as part of individual grade on this assignment.

Specific expectations will be provided to students in a separate handout.

**5. Midterm and Final Exams [Assessment of Practice]**

There will be a midterm exam focusing on putting theory into practice. Material covered in class, on the website, in the text, and in handouts will be included. The final exam will consist of the completed portfolio and the portfolio reflections.

**6. Portfolio Assignment [Assessment of Child, Group, Program, and Practice]**

During the semester, the student is expected to construct a portfolio based on five (5) hours of field work in an early childhood setting, ten (10) hours of observation/assessment of a young child, and specific assessment documents discussed and distributed during class.

The contents of the portfolio should be organized in the following order:

Section I	Environmental Checklist #1	50
	Environmental Checklist #2	50
	T/LO Chart (Math)	25
	T/LO Chart (Science)	25
	T/LO Chart (Literacy)	25
	Observation of Play Styles	50
	Reflection of Section I	25
Section II	Child Assessment Observation	100
	Workshop Presentation	125
	Activity Plan (workshop presentation)	50
	Activity Plan (peer workshop)	50
	Activity Plan (prop box)	50
	Prop Box	100
	Project Approach Quiz	25
	Reflection of Section II	25
Section III	Playground Evaluation & Checklist	50
	Classroom Schedule Evaluation	25
	Standardized Assessments	25
	Log of Hours w/teacher evaluation * <b>You MUST submit this in order to receive a grade in this course!</b>	
	Reflection of Section III	25

### Course Evaluation Methods

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

**Exams** – written tests designed to measure knowledge of presented course material

**Activities** – integrated activities based on curriculum and student needs.

**Presentation** – team presentation to be delivered as professional development workshop

**Portfolio** – written assessments profiling all spheres of a selected student’s development

Evaluation		
Criteria	Points Possible	Total
Environmental Checklists	2@50	100
T/LO Charts	3@25	75
Child Assessment Observation	100	100
Observation of Play Styles	50	50
Workshop Presentation	125	125
Activity Plans	3@50	150
Prop Box	100	100
Project Approach Quiz	25	25
Playground Evaluation	50	50
Classroom Schedule Assessment	25	25
Standardized Assessments	25	25
Portfolio Reflections	3@25	75
Midterm	100	100

### GRADE DISTRIBUTION:

**A = 900+ (90% or better)**

**B = 800-899 (80 – 89%)**

**C = 700-799 (70 – 79%)**

**D = 600-699 (60-69%)**

### COURSE POLICIES

#### CLASS ATTENDANCE

Attendance is required for this course. Regular and punctual attendance is expected. Class begins promptly at the posted time, unless students have been notified in advanced to a time change in the schedule. Frequent late arrivals, early exits, and absences will result in loss of a letter grade and the possibility of a failing grade issued at midterm or at the end of the semester. A 10 minute late arrival or early exit will result in an absence unless the instructor has been notified in advanced and the student has been given approval for such tardy. Students must provide any hospital medical records, a physician’s medical note, etc. in order to avoid an unexcused absence, being dropped from class, or receiving a low or failing grade. The student must submit these documents when returning to the next class meeting or deliver them directly to the instructor.

**Unexcused absences totaling 25% of the course will result in a failing grade.**

#### ASSIGNMENTS

All written work is expected to meet collegiate standard. Work containing excessive errors in grammar, punctuation or spelling will be returned ungraded. The student will make corrections and re-submit the work on the class date immediately following the due date. After corrections, an assignment may receive a maximum of 70% credit.

#### EXAM POLICY

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).*

#### LATE WORK

All assignments for the course are to be completed and submitted at the beginning of class on the due date. Late work will be approved only in rare circumstances which include a death in the family, a very sick child, or personal illness involving hospitalization. Technology-related problems will not excuse late work.

Approved late work is due on the class date immediately following the due date.

Extra credit for missing work is never offered or granted.

### **CHILDREN & CHILD CARE**

Students are expected to make arrangements for the care of children off campus. The campus is not set up for students to bring their children to class or for the university to assume the responsibility of care.

### **CELL PHONES**

Cell phones are to be turned off prior to the start of class. It is recommended that students take care of all personal phone calls before the start of class, during break or after class. Texting during class is not allowed and will adversely affect one's participation grade.

## **TEACHER EDUCATION & ADMINISTRATION**

### **EC-4 and 4-8 Program Policy Statements**

#### **AMERICANS WITH DISABILITIES ACT (ADA) POLICY ON AUXILIARY AIDES AND REASONABLE ACCOMMODATION**

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 201. Dr. Karen Day is the contact person for the Department of Teacher Education and Administration.

#### **CHEATING AND PLAGIARISM POLICY**

The UNT Code of Student Conduct Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to,

- (1) Use of any unauthorized assistance in taking quizzes, tests, or examination;
- (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and/or a reduced/failing grade in the course. In addition, the case will be referred for appropriate disciplinary action in accordance with the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html).

#### **CODE OF CONDUCT**

Students are expected to comply with the student code of conduct as described by the Center for Student Rights and Responsibilities located at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html).

#### **ETHICAL BEHAVIOR AND CODE OF ETHICS**

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR). Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

#### **INCATE – NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION**

"UNT is an NCATE-accredited institution. The educator as an agent of engaged learning" summarizes the conceptual framework of UNT's basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

### **COLLECTION OF STUDENT WORK SAMPLES POLICY**

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

### **COMPREHENSIVE ARTS PROGRAM POLICY**

The Elementary Education program area supports a comprehensive arts program to assist preservice and in-service teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual/art, music, theater, and movement) throughout the elementary and middle school curriculum.

### **TECHNOLOGY INTEGRATION POLICY**

The Elementary Education program area supports technology integration to assist preservice and in-service teachers to design and implement curricula and instruction activities which infuse technology throughout the elementary and middle school curriculum.

### **Blackboard Learn**

Student grades, assignments, and general announcements will be posted on Blackboard Learn. While some handouts or other materials will be posted on Blackboard Learn, it is the student's responsibility to contact a friend in class to obtain a copy of any missed material. The professor or instructor will work closely with the UNTD Technology Department and Student Records to ensure that such information is made available to students on a regular basis.

### **Jag Net E-Mail**

All students should activate and regularly check their Jag Net (e-mail) account. Jag Net is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Jag Net. For information about Jag Net, including how to activate an account and how to have Jag Net forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>.

### **Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

### **DIVERSITY/TOLERANCE POLICY:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & 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 Center for Student Rights and Responsibilities as the instructor deems appropriate.