

EDEC 4243D.092
ENVIRONMENTAL PROCESSES AND ASSESSMENT
T/R 1:00 - 2:20 DAL1 208

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

Caitlin Seeligson, M.Ed.: Please email to set-up an appointment.

Office Hours: T/R 3pm – 5pm and by appointment, **Email:** Caitlin.Seeligson@unt.edu

Required Texts:

Moravcik, E., Nolte, S., & Feeney, S, (2013). *Meaningful curriculum for young children*. Pearson

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

Suggested Texts:

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

INTERNET RESOURCES:

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

www.nieer.org National Institute for Early Education Research

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. Initial Observation Worksheet Sometime during the first two weeks of the semester, visit an early childhood setting for one hour and familiarize yourself with the facility, materials and activities. You will be given a worksheet to complete.

2. Quiz on the Project Approach 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 plans.

3. Integrated Activities Each student will be responsible for planning a total of three (3) integrated activities based on the project approach that are appropriate for the children with whom he or she is working. *One of the three activities MUST be dramatic play with prop box materials.* The student will submit a completed plan form to the course instructor for approval the week *before* the plan is to be carried out. The course instructor will read and approve (or suggest changes in) the activity plan. Once the plan is approved, the student will give it to the classroom head teacher for inclusion in the

calendar. Those activity plans requiring additional work will be returned to the student for revision first. Plans must be approved by the instructor before they will be passed on to the classroom head teacher for scheduling. Credit will not be given for lesson plans carried out without prior approval of *first* the instructor, and *then* the head teacher. Please plan your schedule so that you can concentrate on only one of your planned activities during any visit to your lab placement. 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.** Activities should be prepared and ready before you sign in for the day. Do not use lab time to prepare materials you will use in your activities with the children. After completion of each activity, fill out the evaluation portion of the activity plan form. The head teacher will also fill out an evaluation form. Activity plan forms, including any corrections and the teacher evaluation forms must be **stapled together** and given to the course instructor on assigned dates. It is expected that you will spend some time discussing your lab participation with your head teacher. You should be able to do this during your scheduled participation time, but please make sure it is a convenient time for both you and the head teacher. If you must miss a laboratory session, contact the designated person at your placement site in advance. All time missed in your lab placement must be made up. **A total of 25 hours in lab placement is mandatory to pass the course.** Sign in and out for each lab participation as directed by the head teacher you are assigned to. Please be accurate to the minute. If you choose to stay longer than your assigned time, this time will not apply toward your lab hours. You may not participate in your lab setting for any amount of time less than one hour or greater than 3 hours. Be sure that the time you schedule is *active* time for the children.

4. Group Assignment – Workshop Presentation 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. A handout including appropriate activities and materials used in the presentation is to be designed and given to class members. 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.

5. Midterm and Final Exams There will be a midterm and a final exam focusing on putting theory into practice. Material covered in class, on the website, in the text, and in handouts will be included.

6. Portfolio Assessment Assignment A portfolio of material showing an ability to assess a child's strengths and needs, and to plan and evaluate appropriate learning activities, will be collected during the semester. At least one (1) of the three (3) activity plans used in the laboratory setting is to be based on the needs of this child and carried out with the child and other peers who would also benefit from the planned activity. Some of the work on the portfolio will take place during class time, and some assignments will be carried out during the lab placement.

Grading Scale

Initial Observation and Checklist	50
Quiz on Integrated Project Approach	50
Activity Plans, (3) @ 50 pts.	150
Class Presentation	150
Midterm Exam	100
Child Assessment Portfolio	250
Evaluation by Lab Teacher	50
Prop Box	100
Final Exam	100
Total	1000

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 absences 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. **Four unexcused absences classes 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.

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.

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) 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 Student grades, assignments, and general announcements will be posted on Blackboard. While some handouts or other materials will be posted on Blackboard, 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 UNT Technology Department and Student Records to ensure that such information is made available to students on a regular basis.

EAGLE MAIL All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.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. 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.

TK20 This course requires an assignment that will be uploaded and assessed in the UNT TK20 Assessment System. This will require the one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the TK20 system for instructors to assess. Please go to the following link for directions on how to purchase TK20. Announcements regarding TK20 will also be posted on this website <http://www.coe.unt.edu/tk20>.