

# University of Houston Clear Lake



## UHCL Quality Enhancement Plan (QEP) Motto Applied Critical Thinking for Lifelong Learning and Adaptability

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity*, *accuracy*, *precision*, *relevance*, *depth*, *breadth*, *logic*, *significance*, and *fairness*.

## SCHOOL OF EDUCATION

### SOE Motto

Excellence, Innovation and Leadership in a Learner-Centered Community



**CAEP:** UHCL is one of only 14 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

### ECED 4302.03 Developing Competence in Young Children

Spring 2016

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**Meeting Day and Time:** Tuesday, 1:00-3:50 p.m.

**Room:** Bayou \_\_\_\_\_

**Secretary:** Debbie Mitchell, B1125 Bayou Building, 281-283-3550

**Office Hours:** Mondays 12:00-2:00 Tuesdays 11:30-1:00; 4:00-4:30 Wednesdays 8:00-9:30;  
11:30-1:00; 1:30-3:00 In Field LPIISD

**Syllabus Disclaimer:** The instructor reserves the right to change the syllabus at any time.

## **Course Information**

### **Catalog Description**

Focus on the interrelationships among the content areas, skills, concepts and practices that support early competence in young children. Integration of national and state teaching standards into curriculum planning is featured. Field experience required.

### **Course Description**

The overall aim of the early childhood program leading to a bachelor's degree in interdisciplinary studies is to introduce candidates to the Professional Learning Communities model (DuFour, R., DuFour, R., Eaker, R., & Many, T., 2010), and participate in integrated lesson planning across the content areas to effectively develop competence in young children. According to Dufour, schools that work together in Professional Learning Communities (PLCs) promote effective practices within their teaching faculty, such as: reflective dialogue, de-privatization of practice, a collective focus on student learning, collaboration, and shared norms and values (DuFour, DuFour, Eaker, & Many, 2010).

The emphasis of this course is to promote a variety of theoretical/instructional concepts such as: critical analysis of curriculum; the promotion of multiple *points of view*; integration of *inquiry*-based learning experiences; reflective practice; and collegial planning and investigation to develop competence in young children. The instructor utilizes constructivist-teaching models fostering the learners' individual responsibility for developing unique and personal educational experiences. In the end, the goal of the course is to use the PLC model to engage learners in professional thinking that develops the ability to analyze the *relevance, reasoning, and implications* of all teaching and curriculum decisions that successfully cultivate the skills and knowledge required to meet the diverse needs of all learners. In other words, future educators working with young children are provided the opportunity to practice the necessary critical thinking skills required of the profession, such as recognizing relevant viewpoints on various issues, using relevant information for planning and implementing best practices in the general education classroom, and developing logical, reasonable inferences to guide instructional decisions. Candidates taking this course will be able to address the central questions below.



### **Central Questions to Guide Learning:**

**How does working collaboratively in the PLC model help develop competence in young children?  
What do I need to know about PLCs to effectively integrate different content areas?**

### Student Learning Objectives (SLOs):

Upon completion of this course, candidates will be able to:

1. *Clearly and accurately* analyze the relevant historical contribution (*information*) of prominent theorists on the development of early childhood principles, theories, and models such as Piaget, Gardner, Vygotsky and Dewey in order to formulate your own philosophy.
2. *Clearly and accurately* explain the specific *purpose* of the lesson planning process, and demonstrate the integration of the core content areas through critical reflection.
3. Understand the *relevant* purpose of the use of the Professional Learning Community (PLC) *model* (concept) applying knowledge through active participation.
4. Establish and evaluate goals demonstrating knowledge of learner-centered principles for student learning by describing, explaining and planning the components of the integrated learning experience that includes selection of instructional models, differentiated instruction, attention to diversity, and appropriate assessments to enhance critical thinking, creativity, and problem solving.
5. Review and critique the variety of services and programs that serve young children and analyze current trends that influence existing and future early children programs and services.
6. Demonstrate knowledge of and adherence to the code of ethical conduct adopted by NAEYC and the state of Texas when acting in a professional capacity.
7. Demonstrate knowledge of the need to be a reflective practitioner by creating reflective narratives that demonstrate an understanding of how to utilize reflective practice in creating lesson plans and curriculum planning to meet the diverse needs of all learners.

Vocabulary of Critical Thinking: In this course, candidates will learn and use the vocabulary of critical thinking which will include an understanding and use of both the Elements of Thought and the Universal Intellectual Standards.

#### Elements of Thought:\*

In this course, we will consider and use eight (8) elements of thought including:

1. **Purpose:** Goals and objectives
2. **Question at Issue:** Problem, issue, and misconception
3. **Information:** Facts, data, evidence, observations, reasons, and experiences
4. **Interpretation and Inference:** Solutions and conclusions
5. **Concepts:** Definitions, models, laws, theories, and principles
6. **Assumptions:** Axioms, presuppositions, and a-priori facts or knowledge
7. **Implications and Consequences:** Inferences, effects, and outcomes
8. **Point of View:** Perspectives, frames of reference, and orientations

#### Universal Intellectual Standards:\*

In this course, we will consider and use nine (9) universal intellectual standards including clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.

\*Paul, R., & Elder, L. (2009). *Critical thinking: Concepts and Tools* (6<sup>th</sup> ed.). Tomales, CA: Foundation for Critical Thinking Press.

**4 Cs of Critical Thinking Process:** There are four major aspects of the Applied Critical Thinking Process: Curiosity, Connections, Creativity, and Communication. The predominant C in the Student Learning Objectives for this course is *Communication*.

### **Methodology**

This course outline and student learning outcomes fully support the School of Education's mission, which promotes curricula excellence through innovative practices. In this endeavor, the instructor explores **constructivist-teaching models fostering the learners' individual responsibility for developing unique and personal educational experiences**. This paradigm requires learners to move beyond the surface of the content of the course and engage in critical thinking skills that include the **Elements of Thought** and **Intellectual Standards** highlighted in the course recommended text, *Critical Thinking Concepts and Tools* (Paul & Elder, 2009).

**Course credit:** 3 credit hours

### **Required Textbook:**

Eliason, C., & Jenkins, L. (2011). *A practical guide to early childhood curriculum* (9<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson Education, Inc.

### **Recommended Resource:**

Paul, R. & Elder, L. (2009) *Critical Thinking: Concepts and Tools*. Tomales, CA: Foundation of Critical Thinking Press (ISBN: 978-0-9444583-10-4)

### **Additional Resources:**

DuFour, R., DuFour, R., & Eaker, R. (Eds.) (2005). *On common ground: The power of professional learning communities*. Bloomington, IN: Solution Tree.

<http://allthingsplc.info/pdf/articles/DuFourWhatIsAProfessionalLearningCommunity.pdf>

Critical Thinking Resources Website: [www.criticalthinking.org](http://www.criticalthinking.org)

Additional articles, videos and online resources will be made available to you by your instructor and used in this course on current trends in ECE. See course schedule for topics.

### **Required Web Sites:**

TEExES PPR, EC-6 Standards:

[http://www.sbec.state.tx.us/SBECOnline/standtest/standards/PPR\\_EC6\\_FINALSTANDARDS.pdf](http://www.sbec.state.tx.us/SBECOnline/standtest/standards/PPR_EC6_FINALSTANDARDS.pdf)

TEExES Generalist EC-6 Standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec6gen.asp>

Texas Education Agency (TEA)TEKS Standards:

<http://www.tea.state.tx.us/index2.aspx?id=6148>

UHCL Initial Certification

Standards:[http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form\\_files/InitialStandards.doc](http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/InitialStandards.doc)

ACEI Standards:

<http://www.acei.org/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

ELPS: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

\***Blackboard (BB)** - Everyone must use BB to communicate with professor.

**Standards addressed by this course:**

**UHCL Initial Certification Standards:** **Standard I:** Knowledge of the Subject Matter; **Standard II:** Professional Responsibility and Ethics; **Standard III:** Curriculum, Instruction & Assessment; **Standard IV:** Learning Environment & Classroom Management; **Standard V:** Family & Community Involvement

**TEGES Domains:**

This course covers the following **TEGES PPR, EC-6 Standards:**

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

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

**Standard 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.

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

**Generalist EC-6** uses Art; English Language Arts and Reading; Health; Mathematics; Music; Physical Education; Science; Social Studies.

The full text of these competencies can be found on the SBEC web site.

**ACEI Standards**

**Standard I-Development, Learning and Motivation**

**Standard II-Curriculum**

**Standard III-Instruction**

**Standard IV-Assessment**

**Standard V-Professionalism**

**NAEYC Standards**

**Standard I-Promoting Child Development and Learning**

**Standard III-Observing, Documenting and Assessing**

**Standard IV-Using Developmentally Effective Approaches to Connect With Children and Families**

**Standard V-Using Content Knowledge to Build Meaningful Curriculum**

**Standard VI-Becoming a Professional**

### **National Board for Professional Teaching Standards (NBPTS) Early Childhood/Generalist:**

Standard I – Understanding Young Children; Standard II – Equity, Fairness, and Diversity; Standard III – Assessment; Standard IV – Promoting Child Development and Learning; Standard V – Knowledge of Integrated Curriculum; Standard VI – Multiple Teaching Strategies for Meaningful Learning; Standard VII – Family and Community Partnership; Standard VIII – Professional Partnerships; Standard IX – Reflective Practice

### **English Language Proficiency Standards (ELPS)**

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

## **Course Policies**

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### **Attendance Policy:**

Attendance and punctuality are required. Candidates are expected to notify the instructor **VIA BB ONLY (NOT VERBAL)** if they are unable to attend class, will arrive late, or depart early. **Please note that notifying the instructor does not excuse the absence or late arrivals/early departure. Absences are not classified as excused or unexcused. If you are not in class, you are absent.** Students arriving to class more than fifteen minutes after the scheduled class beginning time will be considered a late arrival. **If you are tardy or leave before class is dismissed, you must make a note of the time in the sign in sheet by your name THAT DAY WHEN you arrive or depart.** Leaving class before dismissal by the instructor is considered an early departure. **Two late arrivals, two early departures, or one of each will count as one absence.** An attendance roster will be available at the beginning of each class. Any candidate who does not sign the roster will be considered absent. Candidates arriving late to class are required to see the instructor after the class to sign the roster, noting the time. **Please note that it is the sole responsibility of the candidate to sign the roster. There will be no exceptions made.** Please note that attendance is defined as present **and** participating in class discussions and activities. Any candidate missing more than three (3) class sessions will receive an F for the course. **2 absences= No penalty 3 absences= Letter grade deducted from final grade**

### **Professional Responsibility:**

Those entering the profession must hold education in the highest esteem. It is your professional responsibility, as a candidate, to produce quality work that demonstrates a strong commitment to the field, conducting yourself in a highly professional manner.

### **Professional Conduct and Dress Code for Field Experience**

Each candidate will complete a background check by the second class day and results returned completed prior to the first day of field experience. If a candidate is unable to complete field experience because of the background check results, then the candidate will automatically be asked to withdraw from the course or be given a failing grade.

Dress professionally. Do not wear shorts, Capri pants, halter-tops, or tank tops. Shoes should be comfortable, but no flip-flops. Earrings and other jewelry should be kept at a minimum. All tattoos, body art, or body piercing should be covered. All candidates must

wear a UHCL identification badge at all times. Bring a valid driver's license each day to the assigned campus during field experience. In addition, do not give or reward PK-6 students with candy, sugary items or sodas..Remember you are a model for students.

### **Course Evaluation and Grade Distribution**

All written assignments will be graded on content, format, spelling, punctuation and grammar. Please make use of the UHCL Writing Center if necessary.

Theorists Assignment SLO #1	10%		
Model & Community Based Programs	10%		
LP DAP Reflection Journal SLO #2	10%		
Individual Collaboration (PLC)	10%	<b><u>Grade Distribution:</u></b>	
Mid-Term Exam	15%	A = 93-100	C = 73-76
4 Lesson Plans (5% for each X 4)	20%	A- = 90-92	C- = 70-72
Integrated Study	10%	B+ = 87-89	D+ = 67-69
PLC Field Trip Reflection Paper	5%	B = 83-86	D = 63-66
Team Collaboration (PLC) SLO #3	10%	B- = 80-82	D- = 60-62
		C+ = 77-79	F =Below 60
<b>Total</b>	<b>100%</b>		

**Late Assignments** will only be accepted 24 hours late with 15 points deducted from grade. After 24 hours, the candidate will not receive any points for that assignment and will receive a zero.

**\*\*ALL Assignments will be submitted electronically via BB according to due dates listed in syllabus and/or BB to be considered for full credit. Rubrics MUST be uploaded along with each assignment.**

### **Course Outline and Overview of Assignments**

**Note:** If conditions warrant, any alteration to the course outline, assignment overview and calendar schedule are at the discretion of the instructor. Candidates will be notified of changes in advance.

Students to fill in DUE DATES according to schedule posted in syllabus. Any changes to the posted schedule due dates will be announced in class and/or on BB.

**LAPTOP NOTE: LAPTOPS-EACH TEAM MUST BRING 4 LAPTOPS TO CLASS EACH WEEK IN ORDER TO WORK EFFICIENTLY AND COMPLETE THE NECESSARY COURSEWORK.** MANY TEAMS DECIDE FOR EACH PERSON ON THE TEAM TO BRING ONE EACH WEEK WHICH IS OPTIMAL. LAPTOPS ARE AVAILABLE IN THE COMPUTER LAB AND MUST BE CHECKED OUT AND CONNECTED TO INTERNET BEFORE LEAVING THE LAB AND PRIOR TO CLASS.

***NOTE DUE DATE SPACE FOLLOWING EACH ASSIGNMENT: Due Dates are listed on the syllabus in the weekly course calendar. Along with the professor, students are expected to "fill in" the due dates each week to reinforce these due***

**dates. In the event there is a change on a due date, this will give students the opportunity to adjust accordingly and avoid any late work penalties.**

**Team Presentation on Developmental Learning Theories:** Each team will select one of several prominent educators (Piaget, Gardner, Vygotsky, etc.) to research and analyze. Team members will assign a role to each candidate and will evaluate the influence of these educators and their contributions to the development of early childhood education through an in-class PowerPoint presentation. **(SLO #1)**

Essential Element Assessed	Excellent	Acceptable	Unacceptable
Theories	<i>Clearly and accurately</i> analyze the relevant historical contribution of prominent theorists on the development of early childhood principles, theories, and models such as Piaget, Gardner, Vygotsky and Dewey in order to formulate your own philosophy.	<i>Somewhat</i> analyze the relevant historical contribution of prominent theorists on the development of early childhood principles, theories, and models such as Piaget, Gardner, Vygotsky and Dewey in order to formulate your own philosophy.	<i>Unable to demonstrate ability to</i> analyze the relevant historical contribution of prominent theorists on the development of early childhood principles, theories, and models such as Piaget, Gardner, Vygotsky and Dewey in order to formulate your own philosophy.

**Date Due:** \_\_\_\_\_

ACEI Standards 1.0, 3.2, 3.3, 3.4, 3.5; NAEYC Standards 1, 3, 4, 5. UHCL Standards 2.2, 3.6, 4.1, 4.5, **SLO #1**

**ECE Model & Community Based Programs: (Individual Assignment)** Candidates will be assigned to write a 3-5 page paper comparing and contrasting the basic features of early childhood models such as Montessori, Charter School and Head Start. They will also discuss what is currently trending in these programs and identify recent issues and how they may affect future ECE programs or policies. This will be uploaded to BB.

**Date Due:** \_\_\_\_\_

ACEI Standards 1.0, 3.2, 3.3, 3.4, 3.5; NAEYC Standards 1, 3, 4, 5. UHCL Standards 2.2, 3.6, 4.1, 4.5.

**Mid-Term Exam (online):** Candidates will be required to complete an ONLINE mid-term exam based on textbook readings, on-line research, class lectures and class assignments.

**EXAM DATE: Week 8. (This exam will be available on BB for a limited time to be discussed and shared by instructor on BB. Since the exam is online, there will be NO MAKE UP EXAMS ALLOWED)**

ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4, 3.2, 4.0; UHCL Standards 1.1, 2.6, 3.6; NAEYC Standards 1, 3, 4, 5, 6. Texas PPR Standards 1.1k, 1.3k, 1.4k, 1.7k, 1.10k, 1.12k, 1.13k, 1.14k, 1.22k, 1.23k, 1.24k, 1.25k, 1.26k, 1.27k, 2.1k, 2.3k, 2.16k, 2.18k, 2.19k, 2.20k, 2.21k, 2.22k, 2.23k, 3.2k, 3.4k.

**Lesson Plans:** Candidates will form small teams (4) and be required to construct 4 developmentally appropriate integrated lesson plans (1 per team) following the Madeline Hunter (SOE) format using TEKS for Grade 2. Each team will review all 4 lesson plans (1 from each team) against a rubric and provide feedback to each other. Each individual will then submit their lesson plan for a grade. Once each team/candidate approves the final lesson plan, each candidate will receive scores for each of 4 lesson plans.

The team will then revise their team's lesson plan for Grades K & 4. You will use the same topic and integrated subjects from your original lesson but make revisions reflecting the TEKS for Grades K & 4. In the end, each team will have a total of 3 lesson plans and the class will have a total of 12 lesson plans to include in the Whole Class Integrated Study. Not only will this be good practice, it will better prepare everyone for their field experience grade level, as sometimes these change right before we go into the field due to the nature of public school.

After revisions from feedback, the optimal plan is to teach these lessons during the **Field Experience** requirement for this course. After discussing with your mentor teacher, the lessons you teach are subject to change based on the needs of your mentor teacher.

**Date Due Lesson Plan Draft (Grade 2): Week 6 \_\_\_\_\_**

**Date Due Lesson Plan Final: Week 7 \_\_\_\_\_**

**Date Due Lesson Plan Revised for Grades K & 4: Week 8 \_\_\_\_\_**

Lesson Plan Integration: Professor will discuss integration and provide resources for candidates. The 4 integrated lesson plans will be constructed integrating two of the following areas: *language arts, mathematics, social studies, and science*. All lesson plans will be included in the Integrated Study.

ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2; NAEYC Standards 1, 3, 4, 5, 6. UHCL Standards 1.1, 1.2, 1.5, 1.6, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5; Texas PPR Standards 1.1s, 1.4s, 1.5s, 1.6s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.26s, 1.29s, 3.7s.

**Field Experiences in a public school:** Students will schedule 5 days of field experience in a public school. In the event that our selected school/district is not available for F.E. due to STAAR or Benchmark Testing, be prepared for Virtual Field Experiences to be discussed by instructor. Candidates will report to an assigned campus to conduct assignments. Candidates are expected to be prompt to all field experiences and conduct themselves in a professional manner. Attendance is mandatory and there will be no excused absences for these 5 days. **Any candidate who does not complete all five field experiences by date provided by professor and provide documentation of such will automatically receive a failing grade for this course.**

**STAAR/BENCHMARK TESTING DATES:** Keep in mind that schools will not allow field visits on testing dates and some benchmark dates.

**\*ALL FIELD EXPERIENCES TO BE COMPLETED BY END OF DAY Friday of WEEK 12.**

ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2; NAEYC Standards 1, 3, 4, 5, 6. UHCL Standards 1.4, 2.2, 2.6, 4.2, 4.3, 4.5, 5.4; Texas PPR Standards 1.3s, 1.7s, 1.11s, 1.16s, 1.17s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 2.2s, 2.3s, 2.5s, 2.7s, 2.8s, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.8s, 3.9s, 3.10s, 3.13s, 3.14s, 3.19s, 3.20s.

**Team Collaboration - Professional Learning Communities (PLC) and Professional Learning Communities (PLC):** As a professional educator, you will be expected to collaborate with colleagues on designing curriculum, developing lesson plans and work cooperatively with your grade level team as well as the rest of the faculty and staff. A large portion of this course is based on team collaboration which is intended to reflect a Professional Learning Community(PLC) environment, a research-based practice evident in many schools today. You will be participating on a PLC. Each member of the team will be accountable for specific components of each of the team assignments, as designated by the team. Each candidate will complete a team reflection document provided by the professor. Professor will complete PLC rubric for each individual student based on collective input from candidate, team feedback & professor. The professor reserves the right to deduct points for any candidate that is not meeting the expectations of the team.

**Field-Experience DAP Reflection Paper:** Candidates will be required to write a reflection paper on each of their 5 field experience visits in the field following the Assignment Description provided. The paper must follow the DAP reflective format provided by the instructor on BB and **include evidence that you have demonstrated understanding of ACEI standards**. The paper should be a minimum of 1 page per field experience visit, double spaced and word-processed/typed in font Arial #12. NOTE: This will be turned in as ONE word document (5 pages minimum) at ONE TIME. This will be electronically turned in on **BB**.

**Date Due:** \_\_\_\_\_

ACEI Standards 1.0, 2.1, 2.2., 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2; NAEYC Standards 1, 3, 4, 5, 6. UHCL Standards 1.1, 2.1; Texas PPR Standards 4.12k.

**PLC Field Trip Reflection Journal** (or Principal Guest Speaker comes to UHCL) to area school to discuss PLC, Data Boards public schools utilize to Analyze Student Data with Grade Level Team. Candidates will reflect on and analyze their assumptions on PLCs.

**LP DAP Reflection Journal:** Candidates will complete a Critical Reflection Journal on their observations and experiences in the field with *clarity, justifiability, and consistency* based upon the following rubric. Candidates must address all of the components in the DAP (Describe, Analyze, Plan) assignment. **(SLO #2)**

Essential Elements Assessed	Excellent	Acceptable	Unacceptable
<i>Observations and teaching experiences</i>	<i>Clearly and accurately explain the specific purpose of the lesson planning process, and demonstrate the integration of the core content areas through critical reflection.</i>	<i>Can somewhat clearly and accurately explain the specific purpose of the lesson planning process, and demonstrate the integration of the core content areas through critical reflection.</i>	<i>Unable to clearly and accurately explain the specific purpose of the lesson planning process, and demonstrate the integration of the core content areas through critical reflection.</i>

**Date Due: TBA** \_\_\_\_\_

ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2; NAEYC Standards 1, 3, 4, 5 6. UHCL Standards 1.1, 1.2, 1.5, 1.6, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5; Texas PPR Standards 1.1s, 1.4s, 1.5s, 1.6s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.26s, 1.29s, 3.7s, **SLO #2**

**Integrated Study:** Candidates will be required to construct a Team Electronic Integrated Study at an identified developmental level (Grade 2) following a format provided by the professor. The Study must span 2-4 weeks of instruction. The Study

must address motivational and instructional techniques with appropriate assessments/evaluations that meet the diverse needs of all learners.

The Study must include 4 integrated lesson plans of the four primary content areas (explained above in Lesson Planning) as well as TExES EC-6 Domain V Fine Arts, Health and P.E. Each of the four unit lesson plans must address the needs of ELLs and Dyslexia, along with **ONE ADDITIONAL** of the special populations listed below:

- Gifted and Talented
- Disability (your choice, approved by professor)

**Further explanation will be provided by professor through lectures and hand-outs.**

**Date Due:** \_\_\_\_\_

ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4; NAEYC Standards 1, 3, 4, 5, 6. UHCL Standards 1.1, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.7; Texas PPR Standards 1.1s, 1.2s, 1.10s.

**Additional Course Activities**

1. Students will complete a 25 question Pre/Post PLC Survey on the knowledge, understanding and assumptions entering and exiting the course. Data will be collected from the Pre/Post Survey to measure the improvement using the following rubric. **(SLO #3)**

Essential Elements Assessed	Excellent	Acceptable	Unacceptable
<i>Purpose of the function of PLC model</i>	Understand the <i>relevant</i> purpose of the use of the Professional Learning Community (PLC) <i>model</i> applying knowledge through active participation.	Somewhat understands the <i>relevant</i> purpose of the use of the Professional Learning Community (PLC) <i>model</i> applying knowledge through active participation	Does not demonstrate understanding of the <i>relevant</i> purpose of the use of the Professional Learning Community (PLC) <i>model</i> applying knowledge through active participation

ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2; NAEYC Standards 1, 3, 4, 5 6. UHCL Standards 1.1, 1.2, 1.5, 1.6, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5; Texas PPR Standards 1.1s, 1.4s, 1.5s, 1.6s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.26s, 1.29s, 3.7s, **SLO #3**

## ***Tentative Course Schedule***

***\*Professor reserves the right to change schedule\****

### **Class Date                      Class Topics and Assignments**

\*Any class periods that we will not meet due to Field Release dates will be announced by instructor. Additional classes may be online at the discretion of the professor and will be announced throughout the semester as deemed necessary.

**LAPTOPS MUST BE BROUGHT TO EACH CLASS** (4 Laptops MINIMUM PER GROUP)

#### **Week# / Date**

- |   |        |  |
|---|--------|--|
| 1 | Jan 20 | <p>Introduction of course and syllabus<br/>         SLO #3 PLC Pre-Survey<br/>         Professional Learning Communities (PLC) Course Model<br/>         PLC Field Trip/Principal Guest Speaker to local school district (TBA)<br/>         PLC Individual Rubric &amp; Collaborative Team Rubric<br/> <b>UHCL QEP (Quality Enhancement Plan) Introduction to Applied Critical Thinking Model &amp; Concepts</b><br/> <b>Candidates fill in DUE DATES on schedule found on syllabus assignment explanation (whole class activity aloud)</b><br/> <b>View: Video/You Tube: PLC Implementation (5:30)</b><br/> <b>Field Experience Prep: Completion of Background Check forms</b><br/> <b>Assigned Reading: Eliason &amp; Jenkins, Ch. 1&amp;4</b></p> |
| 2 | Jan 27 | <p>“Guiding Children’s Learning”<br/>         Lesson Planning Instruction<br/>         Lesson Cycle—explanation<br/>         Applied Critical Thinking (ACT): Elements of Thought-Visit website &amp; whole class/small group discussion<br/> <b>View: Video/You Tube: Ready to Learn: Types of Preschools (July 2010, 5:48)</b><br/> <b>Form Random Collaborative Teams-Discuss Expectations (revisit PLC)</b><br/> <b>(Indiv. accountability from each team member for indiv. grade)</b><br/> <b>Required Reading: Eliason &amp; Jenkins, Ch. 3</b><br/> <b>Assign: SLO #1 Team Assignment (Indiv &amp; Team Scores apply):</b><br/> <b>Each team researches and analyzes one of the theorists to present as PowerPoint in class.</b></p>          |

- 3 Feb 3 “Assessing Children’s Learning”  
 Review Lesson Planning and Lesson Integration  
 Discuss ECE Programs and Recent Trends assignment  
**View: Video/You Tube:** CDC Early Recognition of Child Development Problems (Feb. 2009, 4:33)  
**View: Video/You Tube:** Texas School Ready Summit (Opening reel, June 2009, 6:00)  
**Team Work in Class: Create PowerPoint on theorists.**  
**Assign: 3-5 page Paper (Individual Assignment) Upload to BB Compare/Contrast ECE Model & Community Based Programs (Montessori, Head Start, etc.)**
- 4 Feb 10 “Establishing a Structure for the Classroom”  
 ACT Intellectual Standards, Intellectual Traits, QEP Website  
**View: Video/You Tube:** PBS Misunderstood Minds (June 2008, Ch. 1, 4:33, Ch. 7, 9:55, Ch. 8, 8:12)  
**Discuss Field Experience Placements**  
**Due: SLO #1 Assignment Team Presentation on Theorists**  
**Due: Model Programs & Community Based 3-5 pg. paper.**  
**Review: Eliason & Jenkins, Review Ch. 3**
- 5 Feb 17 “Putting It All Together: Organizing Your Curriculum”  
***ACT Intellectual Traits Resources and Discussion***  
 Introduce Integrated Study: In depth discussion of text pgs. 172-181. Based on the needs of our field experience school districts (TEKS), the whole class decides on **one common theme that may be indigenous to region or state OR decided and agreed upon by class and professor.** (Review **K-6 COMMON TEKS** to discuss appropriate **topics for study that encompass K-6 TEKS.**)
- Discuss Integrated Lesson Plans  
 Each team responsible for 1 integrated lesson plan.  
 LP#1: Language Arts & \_\_\_\_\_  
 LP#2: Math & \_\_\_\_\_  
 LP#3: Science & \_\_\_\_\_  
 LP#4: Social Studies & \_\_\_\_\_
- \*Discuss Field Experience Placements (Subject to change due to STAAR testing and benchmarks, be flexible)**
- Team Work in Class:** Each established team divides Integrated Study components to work on collaboratively in class with professor guidance. All teams must work in class for effective collaboration to take place and maintain continuity of Integrated Study.  
**Assign: Integrated Lesson Plan (Grade 2) Draft (due in 1 week) (2 subjects)**

- 6 Feb 24 "Putting It All Together: Organizing Your Curriculum"  
 Discuss more details of Integrated Study  
 Discuss Field Experience Agenda Day 1 ("Active Observation")  
**PLC Field Trip / Principal Guest Speaker: DATE TBD: The principal will inform us on which of our 5 days on campus she will present on PLC and Data Boards.**  
**Team Work in Class:** Continue working on Integrated Lesson Plans  
**Required Reading:** Eliason & Jenkins: Read content specific Chapters that aligned with the content of your Lesson Plan (For Example: If your content areas are Language Arts & Social Studies, read Chapters 6-8)  
**Due: Integrated Lesson Plan (Grade 2) Draft (1 LP from each team)**  
**SLO #2**  
**Assign: Final Integrated Lesson Plan using team feedback.**
- 7 Mar 3 Continuation of Integrated Study Planning  
**\*Confirm Field Experience Placements (Subject to change due to STAAR Testing and Benchmarks, be flexible)**  
 Mid-Term Discussion (Due to online format, brief class discussion)  
**Team Work in Class:** TEAM CONFERENCES: 2 teams trade Lesson Plans with other 2 teams, discussing ONE LP AT A TIME, provide detailed feedback using SOE Lesson Plan Rubric. Additional team work in class: Complete Lesson Plans for Gr. K & 4  
**Due: Final Integrated Lesson Plan (Grade 2) (1 from each team)**  
**SLO #2**  
**Assign: 2 Lesson Plans adapted from original for Grades K & 4**  
**Assign: Integrated Study Components (Each team will work on each component as explained by instructor.) Teams must collaborate and share ideas for consistency.**
  - a. Theme
  - b. Rationale
  - c. Essential Understandings
  - d. Guiding Questions**Required Reading: Eliason & Jenkins, Ch. 2**
- 8 Mar 10 **Mid-Term Assessment (Online Exam, details on BB)**  
**Complete Field Experience #1 this week at our assigned school**  
**\*Active Observations only-use agenda discussed in class**  
**Due: 2 Lesson Plans adapted from original for Grades K & 4**  
**SLO #2**  
**Due: Integrated Study Components (Team Work) SLO #3**
  - a. Theme
  - b. Rationale
  - c. Essential Understandings
  - d. Guiding Questions**Assign: DAP FE Reflection (One continuous, cumulative paper divided among each of the FE visits. See BB for complete description.) Due 1 week after completing FE visits.**

**SPRING BREAK WEEK OF MARCH 16-20 NO CLASSES**

- 9 Mar 24      **Complete Field Experience # 2 this week at our assigned school**  
**\*Teach: Field Experience Lesson Plan #1 (LA & \_\_\_\_\_)**  
**Assign: Integrated Study Components (continue working collaboratively in groups, instructor will provide support) (Due in 2 weeks.)**  
                   e. Culminating Performance  
                   f. Graphic Organizer  
                   g. Planning Guide  
                   h. Learning Center/Activities
- 10 Mar 31      **Complete Field Experience # 3 this week at our assigned school**  
**Teach: Field Experience Lesson Plan # 2 (Math & \_\_\_\_\_)**  
**Required Reading: Eliason & Jenkins, Ch. 5**
- 11 Apr 7        **Complete Field Experience # 4 this week at our assigned school**  
**\*Teach: Field Experience Lesson Plan #3 (Science & \_\_\_\_\_)**  
**Due: Integrated Study Components**  
                   a. Culminating Performance  
                   b. Graphic Organizer  
                   c. Planning Guide  
                   d. Learning Center/Activities  
**Class meets at UHCL at regular time unless otherwise stated.**  
**Team Work in Class: Integrated Study**
- 12 Apr 14      **Complete Field Experience #5 this week at our assigned school**  
**\*Teach: Field Experience Lesson Plan #4 (SS & \_\_\_\_\_)**  
**SLO #3 Field Trip at our assigned school: PLC Presentation by Principal. Take detailed notes/Q & A session**  
**Assign: SLO #2 LP DAP Reflection Journal (due in one week)**
- 13 Apr 21      **Class Discussions / Q&A**  
**SLO #3 PLC Post-Survey**  
**PLC Field Trip Reflection Paper**  
**Integrated Study Final Components**  
**PLC Review & Documents (distributed in class)**  
**Due: SLO #2 LP DAP Reflection Journal**

- 14 Apr 28 **Field Experience Sharing**  
**PLC Individual Accountability Rubric**  
**Collaborative PLC Team Rubric**  
**Due: UAS Upload Deadline TODAY BY THE END OF CLASS: All students must upload 3 documents:**
- 1. Pre/Post PLC Survey & Rubric (SLO #3)**
  - 2.Theorists Assignment & Rubric (SLO #1)**
  - 3. LP DAP Reflection Journal & Rubric (SLO #2)**
- Course Evals/Feedback on ACT/PLC Course Model**  
**PLC Review & Documents (distributed in class)**
- 15 May 5 **Sharing/Wrap Up Discussion on:**  
**QEP/ACT/PLC Course Model Feedback**  
**Course Evaluations/ Feedback**

## **University Policies**

### **Academic Honesty Code**

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

**I will be honest in all my academic activities and will not tolerate dishonesty.**

### **Americans with Disabilities Act**

#### **Disability Services**

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or [disability@uhcl.edu](mailto:disability@uhcl.edu) as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

#### **Six-Drop Drop Rule Limitation**

Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Students should take this into consideration before dropping this or any other course.

Reference: [UHCL Academic Records](#) for [6 Drop Rule](#) details and the [Academic Calendar](#) for census date information.

## Course Assessment Unit Assessment System (UAS)

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements.

## Statement on Professional Dispositions

### Dispositions Statement

Each student must read and follow [Statement on Professional Dispositions](#), which is provided to define the standard of behavior SOE expects of candidates.

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess compliance with the standards. These assessments are invaluable for professional development.

### Field Experience Statement

#### 1. Required Formal Approval of School District

No candidate may begin any field experience prior to the formal approval of the school district.

#### 2. Required Criminal Background Check

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person that is volunteering, or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation or activities in which candidates are necessarily interacting with minor students, each candidate

must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (eg., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The School of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

### **3. Failure to Complete Field Experiences**

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course.

## **English Language Proficiency Standards (ELPS) Statement**

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

## **TEA Matrix Statement**

Using [TEA's Pedagogy and Professional Responsibilities Course Correlation TAC](#) and familiarize yourself with TEA's 17 Curriculum Topics and how the courses in your EC – 6 Certification Program align with those topics.

UHCL's School of Education was re-accredited in 2010 by the Texas Education Agency. The TEA Matrix shows how our courses align with TEA's 17 Curriculum Topics for the Pedagogy and Professional Responsibilities TExES. The alignment between our courses and the 17 topics is so strong that it was recommended that we should make the curriculum items transparent to the teaching candidates.

## **Academic Calendar**

[Academic Calendar](#) link must be in each syllabus.

[2014-2015 Academic Affairs Administration Calendar](#) (pdf) is a more comprehensive calendar with dates important to faculty.