

University of Houston Clear Lake

SCHOOL OF EDUCATION

ECED 4302.03

Developing Competence in Young Children

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.

Spring 2015

Instructor: Terry Chvala

Office: B1111-05; Office Phone: 281-283-3518

E-mail: chvala@uhcl.edu

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

Room: Bayou Bldg. B1133

Secretary: Bonnie Harrill, B1111 Bayou Building, 281-283-3518

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 LPISD

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: This course will utilize interactive class discussions, readings, small group exercises, reflective journaling, lesson planning, and videos to enable participants to effectively examine best practices for teaching young children across the content areas.

Learning Objectives:

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

1. Analyze the historical contribution of prominent theorists on the development of early childhood education such as Piaget, Gardner, Vygotsky and Dewey.
2. Review and critique the variety of services and programs that serve young children from birth to age 8 such as Montessori, Charter Schools and Head Start.
3. Identify and analyze current trends that influence existing and future early children programs and services.
4. Demonstrate knowledge of and adhere to the code of ethical conduct adopted by NAEYC and the state of Texas when acting in a professional capacity;
5. Demonstrate knowledge and participate in professional learning community environment (PLC);
6. Collaboratively create lesson plans that are developmentally appropriate addressing the different needs, interests, and developmental levels of individual children;
7. Collaboratively create integrated lesson plans that illustrate interrelationships among the content areas thereby enhancing children's thinking and their ability to understand the world;
8. Collaboratively create an integrated unit that is relevant and meaningful which incorporate the skills and concepts that students need most;
9. Establish and evaluate goals for student learning by describing and explaining the components of a unit plan that includes selection of instructional models and appropriate assessments to enhance critical thinking, creativity, and problem solving;
10. Incorporate current technology in classroom instruction to support the achievement of planned learner outcomes;
11. Demonstrate knowledge of learner-centered principles when planning and delivering instruction;
12. Demonstrate knowledge of the need to be a reflective practitioner and create reflective narratives that demonstrate an understanding of how to utilize reflective practice in creating lesson plans and curriculum planning to meet the needs of all learners.

Course credit: 3 credit hours

Required Textbook:

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

Additional Resources:

DuFour, R. & R. (1997). *Professional Learning Communities: What Are They and Why Are They Important?*
<http://allthingsplc.info/pdf/articles/DuFourWhatIsAProfessionalLearningCommunity.pdf>

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_FINAL_STANDARDS.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

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

TEExES Domains:

This course covers the following **TEExES 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

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 grade change

3 absences= 8-point deduction from final grade

Professional Responsibility:

Those entering the profession must hold education in the highest esteem. It is your professional responsibility, as a candidate of education, to produce quality work that demonstrates a strong commitment to the field of education and to conduct 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 modeling for the 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	10%		
Model & Community Based Programs	5%		
Group Collaboration (PLC)	10%		
Individual Collaboration (PLC)	10%	<u>Grade Distribution:</u>	
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
F.E. DAP Reflection Paper	15%	B = 83-86	D = 63-66
Lesson Plan Presentation	5%	B- = 80-82	D- = 60-62
C+ = 77-79	F = Below 60		
Total	100%		

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 GROUP MUST BRING 4 LAPTOPS TO CLASS EACH WEEK IN ORDER TO WORK EFFICIENTLY AND COMPLETE THE NECESSARY COURSEWORK. MANY GROUPS DECIDE FOR EACH PERSON IN THE GROUP TO BRING ONE EACH WEEK WHICH IS OPTIMAL. LAPTOPS ARE

AVAILABLE IN THE COMPUTER LAB AND MUST BE CHECKED OUT AND **CONNECTED TO THE INTERNET BEFORE LEAVING THE LAB AND PRIOR TO CLASS TIME.**

NOTE DUE DATE SPACE FOLLOWING EACH ASSIGNMENT: Due Dates are listed on the syllabus in the weekly course calendar. Students are expected to “fill in” the due dates each week when discussed and clarified in class 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.

Group Presentation on Developmental Learning Theories: Each group will select one of several prominent educators (Piaget, Gardner, Vygotsky, etc.) to research and analyze. Group 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.

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.

ECE Model & Community Based Programs (Individual Assignment): Candidates will be assigned to write a 3-5 page paper using the assignment guidelines and rubric on BB 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 INDIVIDUAL assignment 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 groups (4) and be required to construct 4 developmentally appropriate integrated lesson plans (1 per group) following the Madeline Hunter (SOE) format using TEKS for Grade 2. Each group will review all 4 lesson plans (1 from each group) against a rubric and provide feedback to each other. Each individual

will then submit their lesson plan for a grade. Once each group/candidate approves the final lesson plan, each candidate will receive scores for each of 4 lesson plans.

The groups will then revise their group'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 group 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.

Group Collaboration - 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 group collaboration which is intended to reflect a professional learning community environment (PLC), a research-based practice evident in many schools today. Each member of the group will be accountable for specific components of each of the group assignments, as designated by the group. Each candidate will complete a group reflection document provided by the professor. Professor will complete PLC rubric for each individual student based on collective input from candidate, group feedback & professor. The professor reserves the right to deduct points for any candidate that is not meeting the expectations of the group.

Field-Experience DAP Reflection Paper: (UAS Key Assessment) 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.

Lesson Plan Presentations: Each candidate will give a brief 3-minute presentation of one of the lesson plans she/he taught during field experience. Candidates will present their anticipatory set (including visuals and/or props) as it was presented in the classroom, discussing highlights from lesson.

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, 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.

Integrated Study: Candidates will be required to construct a Group 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 needs of all learners.

The Study must include 4 integrated lesson plans of the four primary content areas (explained above in Lesson Planning). Each of the four unit lesson plans must address the needs of one of the special populations listed below:

Gifted and Talented

Disability (your choice)

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, 3.1, 3.2, 4.0; NAEYC Standards 1, 3, 4, 5, 6.

UHCL Standards 1.1, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7; Texas PPR Standards 1.1s, 1.2s, 1.10s.

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 MINIMUM PER GROUP)

Week# / Date

- | | | |
|---|--------|---|
| 1 | Jan 20 | <p>Introduction of course and syllabus
 Professional Learning Communities (PLC) (URL on pg. 2 of syllabus)
 PLC Individual Rubric & Collaborative Group Rubric
 View: Video/You Tube: PLC Implementation (5:30)
 Field Experience Prep: Completion of Background Check forms
 Assigned Reading: Eliason & Jenkins, Ch. 1&4</p> |
| 2 | Jan 27 | <p>“Guiding Children’s Learning” (NOTE: No Face to Face class meeting next week, Tuesday, Sept. 9. Instructor at conference & will provide more details as to the ONLINE Assignment requirements. Discuss next week “in class” modification of assignments.)
 Lesson Planning Instruction
 Lesson Cycle—explanation
 View: Video/You Tube: Ready to Learn: Types of Preschools (July 2010, 5:48)
 Form Collaborative Groups-Discuss Expectations (revisit PLC) (Individual accountability from each group member for individual grade)
 Required Reading: Eliason & Jenkins, Ch. 3
 Additional Research (ECE Programs)
 Assign: Group Assignment: Each group researches and analyzes one of the theorists to present as PowerPoint in class.</p> |
| 3 | Feb 3 | <p>No Face to Face Class Meeting Today, refer to notes from last week and BB messages for Online Assignment Requirements. (Class activities listed below will be modified and discussed prior to this class session.)
 “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)
 Group Work in Class: Create PowerPoint on theorists.
 Due: Group Presentation on Theorists
 Assign: 3-5 page Paper (Individual Assignment)
 Compare/Contrast ECE Model & Community Based Programs (Montessori, Head Start, etc.)</p> |

- 4 Feb 10 “Establishing a Structure for the Classroom”
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: Model Programs & Community Based 3-5 pg. paper.
Assign: Group Classroom Environment PowerPoint
Review: Eliason & Jenkins, Review Ch. 3
- 5 Feb 17 “Putting It All Together: Organizing Your Curriculum”
 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 group responsible for 1 integrated lesson plan.
 LP#1: Language Arts & _____
 LP#2: Math & _____
 LP#3: Science & _____
 LP#4: Social Studies & _____
- Discuss Field Experience Placements**
- Group Work in Class:** Each established group divides Integrated Study components to work on collaboratively in class with professor guidance. All groups must work in class for effective collaboration to take place and maintain continuity of Integrated Study.
Due: Classroom Environment PowerPoint uploaded to BB
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”)
Group 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 Lang. Arts & Social Studies, read Chapters 6, 7, 8)
- Due: Integrated Lesson Plan (Grade 2) Draft (1 LP from each group)**
Assign: Final Integrated Lesson Plan using group feedback
- 7 Mar 3 Continuation of Integrated Study Planning
 Discuss “Active Observation”
Confirm Field Experience Placements

Mid-Term Discussion (Due to online format, we will have brief review)
Group Work in Class: GROUP CONFERENCES: 2 groups trade Lesson Plans with other 2 groups, discussing ONE LP AT A TIME, provide detailed feedback using SOE Lesson Plan Rubric. Additional group work in class: Complete Lesson Plans for Gr. K & 4

Due: Final Integrated Lesson Plan (Grade 2) (1 from each group)

Assign: 2 Lesson Plans adapted from original for Grades K & 4

Assign: Integrated Study Components (Each group will work on each component as explained by instructor.) Groups 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
 Discuss FE Placements**

Due: 2 Lesson Plans adapted from original for Grades K & 4

Due: Integrated Study Components (Group Work)

- a. Theme
- b. Rationale
- c. Essential Understandings
- d. Guiding Questions

SPRING BREAK WEEK OF MARCH 16-20 NO CLASS

9 Mar 24

Complete Field Experience # 1 this week

***Teach: Field Experience Lesson Plan #1 (LA & _____)**

Group Work in Class: Continue working on Integrated Study.

10 Mar 31

NO Field Experience This Week due to STAAR TESTING

Report to class at UHCL unless otherwise announced.

Assign: Continue Team Work on Integrated Study

- a. Culminating Performance
- b. Graphic Organizer
- c. Planning Guide
- d. Learning Center/Activities

Required Reading: Eliason & Jenkins, Ch. 5

11 Apr 7

Complete Field Experience # 2 this week

***Teach: Field Experience Lesson Plan #2 (LA & _____)**

12 Apr 14

Complete Field Experience #3 this week

***Teach: Field Experience Lesson Plan #4 (LA & _____)**

Assign: Lesson Plan Sharing/Feedback

Assign: Field Experience DAP Reflection Paper due in 2 weeks

13 Apr 21

Class Discussions / Q&A

**Field Experience Reflection Paper –UAS Key Assessment
Integrated Study Final Components (Due next week)
PLC Review & Documents (distributed in class)**

- 14 Apr 28 **Lesson Plan/FE Sharing/Feedback BRING LAPTOPS
PLC Individual Accountability Rubric
Collaborative Group Rubric
DUE: Lesson Plan Presentations
Due: Field Experience Reflection Paper
Due: Integrated Study Assignment
Due: UAS Upload Deadline TODAY BY THE END OF CLASS: All
students must upload FE DAP Reflection Assignment.
Course Evals/Feedback
PLC Review & Documents (distributed in class)**
- 15 May 5 **Lesson Plan/FE Sharing (continued)
Wrap Up Discussion
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 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.