

**Prairie View A&M University
Whitlowe R. Green College of Education
Department of Curriculum and Instruction
ECED 4013 Young Child Cognitive Development**

Graduate Certified

TEXES Tough

Instructor: Vonda Oliver, M. Ed.
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Email: vdoliver@pvamu.edu
Office Hours: 9:00 a.m. – 2:00 p.m. M/ W
9:00 a.m. – 9:20 a.m. T/ TR
(May also be scheduled in advance)
Office: Wilhelmina Fitzgerald Delco, 318

Course Location: Wilhelmina Fitzgerald Delco, Building, 327

Class Meeting Days & Times: T/ TR 12:30 p.m. – 1:50 p.m.

Course Overview: (3 credit hours). **ECED 4013: Young Child Cognitive Development (3) Credit – 3 semester hours** An examination of theories and models in the development of cognition to include stages of development and their characteristics, special needs related to cognition and implications for young children.

Access to Learning Resources: PVAMU Library:
phone: (936) 261-1500;
web: <http://www.tamu.edu/pvamu/library/>
University Bookstore:
phone: (936) 261-1990;
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Required Texts and Other Instructional Materials:

1. Text: Puckett, M., Black, J., Wittmer, D., & Petersen, S. (2009). The young child: Development from age eight (5th Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
ISBN 978-0-13-514776-4

Johnson S. (2003, 2010). The Present. Broadway Book Publishing. ISBN 978-0-307-71954-6.

2. Required Websites:

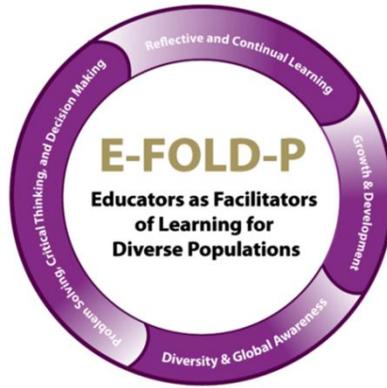
- **Texas Essential Knowledge and Skills for Kindergarten**
<http://www.tea.state.tx.us/index2.aspx?id=6148>
- **Texas Essential Knowledge and Skills for Grade 1**
<http://www.tea.state.tx.us/index2.aspx?id=6148>
- **Texas Essential Knowledge and Skills for Grade 2**
<http://www.tea.state.tx.us/index2.aspx?id=6148>

- **Certify Teacher** www.certifyteacher.com. Access this site for PPR practice questions.
- **The Iris Center at Vanderbilt University** www.iris.peabody.vanderbilt.edu. At this website you will be able to access the following Required Case Study Module Downloads:
 - Effective Room Arrangements
 - Norms and Expectations
 - Encouraging Appropriate Behavior
 - Fostering Student Accountability for Classroom Work
 - Measuring Behavior
- **State Board for Educator Certification) (SBEC)** <http://www.sbec.state.tx.us>. This website will allow you to access and download the Pedagogy and Professional Responsibilities EC-12 Test Preparation Manual. Other test support materials are also available at this site, including: Test Tips Guide; Reducing Test Anxiety Guide

3. Recommended Journals

Young Children
 Language Arts
 Day Care and Early Education
 Children Today
 First Teacher
 Early Years
 Journal of Research in Childhood
 Texas Child Care Quarterly
 Pre-K Today
 Reading Teachers
 Childhood Education
 Theory into Practice

Professional Education Unit
Conceptual Framework



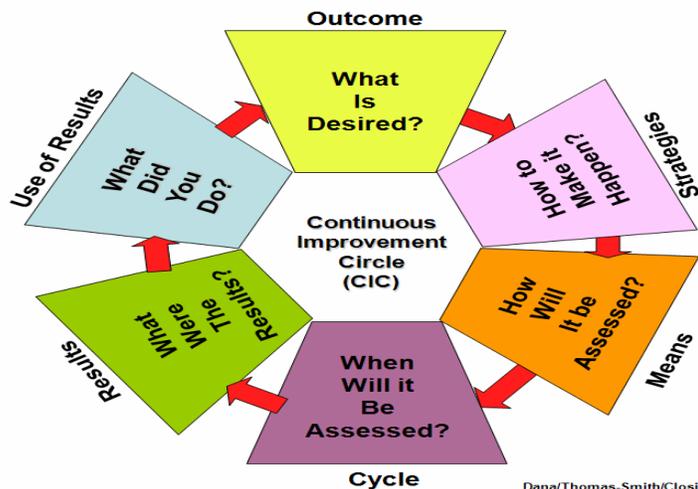
Educator as Facilitator of Learning for Diverse Populations
(E-FOLD-P)

The conceptual framework model, the Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P), supports the major goals of the Teacher Education Unit.

E-FOLD-P guides the design and implementation of teacher education programs located in the College of Education and constitutes a commitment by the Unit to develop and prepare candidates as:

- problem solvers, critical thinkers, and decision makers;
- reflective and continual learners who utilize effective teaching practices;
- facilitators of student growth and development, by precept and example; and
- educators with understanding and appreciation of human diversity and global awareness.

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University



Dana/Thomas-Smith/Closing the Loop Six Question Model/

Educator Preparation Standards Addressed: Great care has been taken to assure students that the subject matter of this course is authoritative and consonant with the State Board for Educator Certification. The content of this course is specified in the form of standards that subsume objectives calling for knowledge, application, and dispositions. You should become familiar with these statements, which should guide you in your quest for learning. These objectives have been selected to equip you to teach the Texas Essential Knowledge and Skills (TEKS) curriculum. TEKS can be downloaded from <http://www.tea.state.tx.us/index2.aspx?id=6148>, the Texas Education Agency website.

The full text of these competencies can be found on the SBEC web site <http://www.sbec.state.tx.us>

The standards covered in this class are as follows:

Professional Development (PPR) 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. The beginning teacher knows and understands:

- 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in early childhood through grade 6 including:
 - factors affecting the physical growth and health of students in early childhood through grade 6 (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and the impact of students' physical growth and health on their development in other domains (i.e., cognitive, social, physical, emotional);
 - factors affecting the social and emotional development of students in early childhood through grade 6 (e.g., lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and the impact of students' social and emotional development on their development in other domains;
 - the stages of play development (i.e., from solitary to cooperative) and the important role of play in a student's learning and development;
 - developmental changes in a student's thinking (i.e., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically);
 - how development in any one domain (e.g., cognitive, social, physical, emotional) impacts development in other domains.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. The beginning teacher is able to:

- 2.1s interact with students in ways that reflect support and show respect for all students;
- 2.21s respect students' rights and dignity.

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. The beginning teacher knows and understands:

- 3.1k the importance of clear, accurate communication in the teaching and learning process;
- 3.3k spoken and written language that is appropriate to students' ages, interests, and backgrounds.

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

The beginning teacher knows and understands:

- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.10k the importance of documenting self-assessments;
- 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness;
- 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
- 4.15k policies and procedures in compliance with the Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification.

The beginning teacher is able to:

- 4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;
- 4.8s communicate effectively and appropriately with other educators in varied contexts;
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems, improve teaching performance, and achieve instructional goals
- 4.18s maintain accurate records.

TEXES Pedagogy and Professional Responsibilities EC- 12 Test Framework

DOMAIN I: Designing Instruction and Assessment to Promote Student Learning Competency 1

The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental needs.

Competency 2

The teacher understands student diversity, knows how to plan learning experiences and design assessments that are responsive to differences among students, and that promotes all students' learning.

Competency 3

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 4

The teacher understands learning processes, factors that influence student learning, and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

DOMAIN II: Creating a Positive, Productive Classroom Environment**Competency 5**

The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 6

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

DOMAIN III: Implementing Effective, Responsive Instruction and Assessment**Competency 7**

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 8

The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 9

The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

Competency 10

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

DOMAIN IV: Fulfilling Professional Roles and Responsibilities

Competency 11

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Competency 12

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

This course covers the following EC-6 Generalist Domains:

Domain I – English Language Arts and Reading

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Classroom Management Policies

Classroom Rules

Be punctual.

Be prepared.

Complete all assignments.

Respect all classmates, administrators, faculty, and staff members.

McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

Attendance:

Attendance and punctuality are required. Candidates are expected to notify the instructor if they are unable to attend class, will arrive late, or depart early. **Please note that only absences defined by the university as excused will be considered excused absences.** Students arriving to class one minute after the scheduled class beginning time will be considered a late arrival. Leaving class before dismissal by the instructor is considered an early departure. **Students will be given a DOT at the beginning of each class period. Failure to report to class on time will result in an automatic zero.**

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 to class late are required to see the instructor after class to sign the roster. **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. Candidates will receive a Final letter grade deduction for excessive tardies, early departures, and/ or absences. **Food and drinks are prohibited in class.**

Class Participation Policy

Students are expected to come to class prepared, having read required reading assignments.

- Students will be expected to participate and contribute to the overall success of group activities, discussions, and/or class presentations both online and in class.
- Consistency and quality in small-whole group activities as well as consistency and quality of interactions with your peers, mentor teachers, and the course instructor will be considered in determining student's professionalism.
- The effort you make and the quality of the preparation you make is also part of professionalism.
- Students will be required to sign a professionalism statement and a statement verifying that the course syllabus was read and understood.

- All concepts and assignments will be explained as thoroughly as possible in class. Written directions and rubrics will be provided for all assignments. However, it is possible that even with class instruction, written directions, and evaluative rubrics, questions may still arise or expectations may be unclear. If students do not understand assignment directions or any other aspect of the course, it is expected that students will personally and individually contact the course instructor immediately and get clarification of expectations. This may mean setting up an appointment to meet with the course instructor outside of the class period of clarification is unable to be achieved via email or telephone conversation. Discussing assignments with classmates may not provide students with accurate information.
- If the course instructor requests that a student make an appointment with her to discuss classroom issues, this is a requirement. Failure to discuss issues at the course instructor's request will be considered to be unprofessional. The student will not earn professionalism points for any future classes until the conversation has occurred.

Professional Conduct and Dress Code:

To ensure that each candidate is abreast of professionalism in its entirety, "Professional days" will be implemented into this course and calculated as a major grade. A description of what is required will be described and requested by the course instructor. Female candidates please note that all pants, skirts, or dresses must be no shorter than knee length. Male candidates must wear long trousers, shoes that enclose the entire foot, and dress socks. A long or short-sleeved collared shirt must be worn with a tie. Do not wear shorts, jeans, athletic wear, t-shirts with any writing, cargo pants, halter-tops, or tank tops. Midriffs must not be exposed. Undergarments must be concealed at all times. Shoes should be comfortable, but flip-flops and athletic shoes are prohibited. Earrings and other jewelry should be kept at a minimum. **All tattoos, body art, and/or body piercing(s) must be covered. If the instructor at any time deems a candidate's attire inappropriate the candidate will be sent home and marked absent.**

Late Work Policy

All assignments, including assignments submitted electronically, are due on the date indicated in the course calendar **at the beginning of class**. Late assignments will not be accepted. **Please note that incomplete work will under no circumstance be accepted and that such work will automatically receive a failing grade.**

Submitting Assignments using Web CT

Unless otherwise noted all assignments are to be submitted using the "Assignment Tool" within Web CT, candidates must also provide a hard copy of the assignment to the instructor. If a candidate does not provide hard copy of the assignment ten points will be deducted.

Assignments not submitted through any other medium will not be graded (do not e-mail your work to my university account). The assignment tool can be accessed using the "Assignments" link on the Course Menu.

Please refer to the course calendar for assignment due dates. **Candidates must upload and submit assignments before the due date and time in order to receive a grade.**

Your document(s) must be formatted as follows:

- A. Font - 12 pt. Times New Roman.
- B. Double Spaced
- C. Left Justified Only
- D. All margins are to be one inch
- E. Assignments must include a header with the candidate's name and assignment name and page number on each page of the document. Most word processing programs allow you to insert headers and page numbers.

Any written assignment that does not adhere to any of the aforementioned criteria will receive a ten point reduction in the assignment final grade. Documents that are single spaced will not be graded and will automatically receive a failing grade.

Written Assignments must be submitted as a **Microsoft Word** document. This is the only format the instructor can access. **Assignments submitted in any other format will not be graded.** Please note, it is the sole responsibility of the candidate to ensure the Microsoft Word document has been attached to his/her submission. The instructor will not assume the responsibility of checking to ensure candidates have attached documents to their submissions before the assignment due date. **If a candidate neglects to attach the proper document when submitting the written assignment said candidate will receive a zero for that assignment. Late attachments will not be accepted.**

Please plan accordingly to allow sufficient time to submit your work as acts of nature, power outages, computer viruses, computer malfunctions, and etc. will not be considered acceptable excuses for work being submitted late. Late assignments will not be graded.

Electronic Communications

If you wish to ask a question that will take more than two minutes for the instructor to formulate an answer, e-mail is not the appropriate form of communication. You will be advised to schedule an appointment during office hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). **I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.**

E-mail communications are electronic forms of letters. Being such, your communications must have a greeting and a closing. E-mail communications without these components may not be answered.

Standing in Class

If at any time you desire to know where you stand in terms of a grade please reference your graded work and the evaluation weighting section of the course syllabus. If you need additional assistance make an appointment to see the instructor during office hours and bring your grade calculations with you. **Please note: the instructor is not required to inform you if you are in danger of failing the course and/or advising you to withdraw from the course. This is the sole responsibility of the candidate.**

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams

Title: Equal Opportunity Compliance Officer/Title IX Coordinator

Institution: Prairie View A&M University

Office of Student Affairs & Institutional Relations

Address: P.O. Box 519: MS 1107

A.I. Thomas Building, St 013

Prairie View, Texas 77446

Telephone: 936-261-2123

Fax: 936-261-2138

Email: rwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman

Title: Administrator for Diagnostic Testing and Disability Services

Institution: Prairie View A&M University

Email: kfnorman@pvamu.edu

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses**Minimum Hardware and Software Requirements:**

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Electronic devices: (Courtesy and respect)

- Devices, including cell phones and laptops, which produce noise or are otherwise distracting, are not to be operated during classes. This means NO TEXTING during class. Cell phones and pagers should be turned off or silent mode and put away. They should not be visible to the course instructor during class.

Instructional Activities & Assessments:

Brief Description of Assignment & Distribution of Points:

<p>Professionalism: In order to earn points for professionalism for the class meeting, students must be present for the entire class. Even if the absence is an excused absence, these points cannot be made up. The students will be required to report to class in “Professional dress attire”. Guest speakers - automatically requires “Professional dress day” attire (which may not be on the syllabus).</p>	<p>100 points</p>
<p>Participation: In order to earn points for participation for the class meeting, students must be present for the entire class. Even if the absence is an excused absence, these points cannot be made up. If you are not here you are not here. The participation activities will be a variety of small tasks to be completed in class and/or some may require some out-of-class time preparation.</p>	<p>100 points</p>
<p>Tests: Covering assigned textbook, outside reading, and TExES Domains and Competencies PPR</p>	<p>200 points each</p>
<p>Certify Teacher/ TExES Independent Study: Will be submitted electronically each Wednesday. The first exam will be combined with participation and the actual grade. The remaining exams will be solely based on test scores. Students are also required to spend 5 hours weekly on Certify Teacher. The instructor will conduct random evaluations for verification. Exams assigned and study hours are a requirement and will be calculated in the mid and final semester grade.</p>	<p>200 points</p>
<p>Book Reflection: Complete a five page summarization of The Present (Cover page and</p>	<p>200 points</p>

references are additional). A summarization of how you will implement important points in the development of your students (Cognitive Development theories must be included).	
Professional Portfolio: Each student will be required to maintain a portable professional filing system Of the TExES PPR Domains and Competencies. A sample will be modeled by the instructor.	200 points each
DOTS: Daily Oral TExES reviews will be given, reviewed, and submitted each class (exceptions: class presentations, test, and days included by the instructor).	100 points
Requested Documentation: Each student will be required to download and print copies of requested documentation by the instructor (TEKS objectives, STARR information, and etc.).	100 points each

Grading Scale:

A	90-100% of total points
B	80-89% of total points
C	75-79% of total points
D	70-74% of total points
F	50-69% of total points

Drop/Add/Withdraw: It is the student’s responsibility to make sure you are officially enrolled in this course. If at any point, you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop the course will be given an “F” as the semester grade.

Syllabus subject to change: While every effort has been made to make the syllabus and attachments as complete as possible, the professor reserves the right to make changes in any assignments, assessments, due dates, content, and/or test dates, or any other element of the course. Events beyond the control of the professor could occur resulting in changes or modifications to any aspect of the course or materials. If any such changes are made, students will be informed as soon as possible. *It is the student’s responsibility to keep up with any changes to the calendar if there is the need for such changes.*

Guests: Guests, children, and pets are prohibited.

Course Calendar
ECED 4013 Young Child Cognitive Development

Class Time: T/ TR 12:30 p.m. – 1:50 p.m.
Instructor: Vonda Oliver, M. Ed., M.A.

Room: Delco 327
Office: Delco 318

Phone: (936) 261 - 3403

Date	Topic	Reading Assignments	Assignments Due
1.15	Welcome Review Course Syllabus Certify Teacher TExES/ Course Requirements		
1.17	DOTS TExES Review The Early Childhood Profession Understanding Childhood Development Evolution of Child TExES Domains	TExES Domains/ Competencies Chapter One: The What and Why of Early Childhood Development	Course Syllabus Contract Class Activity PD
1. 22	DOTS TExES/ Course Requirements Lesson Plan Structure The Nature of Theory Theories of Childhood Development Trends in Early Childhood Key Terms TExES Domains	Class Activity Chapter One: The What and Why of Early Childhood Development	TEKS/ TExES Certify Teacher Exam 1 due Jan. 23 (8:00 p.m.) TEKS/ TExES Documentation Due
1. 24	General Assembly	General Assembly	Attendance ALL STUDENTS MUST ATTEND THE STUDENTASSEMBLY IN PD ATTIRE – ATTENDANCE WILL BE TAKEN FOR A GRADE
1.29	Pre - Test	Pre - Test	Pre – Test Professional Notebook is Due

1.31	DOTS Types of Child development and Research Studies Lesson Plan Structure Ethics of Child Development Research Social Cultural Perspectives Children Disabilities and the Study of Child Development TExES Domains	Chapter Two: The Where, when, And How of Early Childhood Study and Assessment	Professional Portfolio 1
2. 5	DOTS Review Lesson Plan Authentic Assessments of the Development and Approaches of Young Children Documenting and recording Child Behavior and Development TExES Domains	Portfolio Documentation Chapter Two: The Where, when, And How of Early Childhood Study and Assessment	Certify Teacher Exam 2 due Feb. 6 (8:00 p.m.)
2. 7	DOTS Understanding the Roles of Perspective Parents Emotional and Psychological Aspects of Preparing for Childhood Language Development TExES Domains	Chapter Three: The Family Before Birth Activity	
2.12	DOTS Cognitive, Language, and Literacy Development of the Infant Literacy Development Sensory and Perceptual Abilities in Infants TExES Domains	Chapter Seven: Cognitive, Language, and Literacy Development of the Infant Activity	PD
2.14	DOTS Review and Strategies and activities for Cognitive, Literacy, and Language Development TExES Domains Professional portfolio	Chapter Seven: Cognitive, Language, and Literacy Development of the Infant Professional Portfolio Review Activity	Review (Portable Portfolio must be completed) – All Domains and competencies for Content PPR PD

2.19	DOTS Relationship between Physical/ Motor/ and Social and emotional Development Health and Well Being Key Terms	Portfolio Documentation Activity Chapter Eight: Physical and Motor Development: Ages One Through Three	Certify Teacher Exam 3 due Feb. 13 (8:00 p.m.)
2.21	DOTS Theoretical Perspectives on Social and Emotional Development Neurological Development Perspectives Dimension of Social and Emotional Perspectives Key Terms	Portfolio Documentation Activity Chapter Eight: Physical and Motor Development: Ages One Through Three	PD
2.26	DOTS Social and Emotional Development: Ages One through Three Factors of Influencing Social and Emotional Development Theoretical Perspectives on Social and Emotional Development	Chapter Nine: Social and Emotional Development : Ages One Through Three DOTS Activity	
2.28	DOTS Social and Emotional Development: Ages One through Three Factors of Influencing Social and Emotional Development Theoretical Perspectives on Social and Emotional Development	Activity Portfolio Documentation Chapter Nine: Social and Emotional Development : Ages One Through Three	PD Book Reflections are due
3.5	DOTS Cognitive, Language, and Literacy Development Ages Ones through Three Language Development Literacy Development Key Terms	Class Activity Portfolio Documentation	Certify Teacher Exam 4 due Feb. 27 (8:00 p.m.)
3.7	Exam	TE _x ES Review	
3.12 3.14	Spring Break	Spring Break	Spring Break

3.19	DOTS Cognitive, Language, and Literacy Development Ages Ones through Three Language Development Literacy Development Key Terms	Chapter Review Portfolio Documentation	Certify Teacher Exam 5 due Mar. 5 (8:00 p.m.)
3.21	DOTS TExES Review	Chapter Review Portfolio Documentation	PD Professional Portfolio 2
3.26	Job Fair	Job Fair	Attendance
3.28	DOTS Lesson Presentations	Lesson Presentations	Certify Teacher Exam 6 due Mar. 20 (8:00 p.m.)
4.9	Lesson Presentations	Chapter Review Portfolio Documentation	PD
4.11	DOTS Lesson Presentations	Chapter Review Portfolio Documentation	PD
4.16	DOTS Lesson Presentations	Chapter Review Portfolio Documentation	PD Certify Teacher Exam 7 due Apr. 3 (8:00 p.m.)
4.18	DOTS TExES Review	Chapter Review Portfolio Documentation	PD
4.23	Professional Portfolio	Final Professional Portfolio Review	Professional Portfolio 3Final Review (Portable Portfolio must be completed) – All Domains and competencies for PPR and EC - Generalist
4.30	Exit Interviews	Exit Interviews/ BB Review	
5.2	Final Exam/ Post Test	Final Exam	