Instructor: Vonda Oliver, M. Ed.
Office Phone: (936) 261 - 3403
Fax: (936) 261 - 3403
Email: vwashington18@pvamu.edu
Office Hours: 9:00 a.m. – 9:25 a.m. & 12:50 p.m. – 3:30 p.m. T/THR
11:00 a.m. – 2:00 p.m. MWF
(May also be scheduled in advance)
Office: Wilhelmina Fitzgerald Delco, 318

Course Location: Wilhelmina Fitzgerald Delco, Building, 308

Class Meeting Days & Times: T/ THR 9:30 a.m. – 10:50 a.m.

Course Description: (3 credit hours). The purpose of this course is to introduce students to the examination of the nature and development. Historical, philosophical and social foundations of early childhood years to include: understanding the principles of underlying social and emotional developments of the young child and the nature of the learner. Observation is included.

Course Overview: (3 credit hours). The purpose of this course is to introduce students to the examination of the nature and development. This course describes major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. This course will observe and discuss children from birth to fourth grade. Our class will be conducted through lectures, video, small and whole group discussions, guest speakers, web based, group and individual presentations, DOTS, and TEKS/TExES correlated assignments and exams. Class meetings will be a combination of face-to-face and on-line.

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:


2. **Texas Essential Knowledge and Skills:**
   - Texas Essential Knowledge and Skills for Kindergarten
   - Texas Essential Knowledge and Skills for Grade 1
   - Texas Essential Knowledge and Skills for Grade 2
   - Certify Teacher
   - The Iris Center at Vanderbilt University
     [www.iris.peabody.vanderbilt.edu](http://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](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
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.
Course Objectives:
Upon completion of this course, the candidate will:

1. Knowledge of and adhere to the code of ethical conduct adopted by SPA and the state of Texas when acting in a professional capacity;
2. The intellectual, social, physical, and emotional developmental characteristics of students in early childhood through grade 6;
3. Demonstrate the different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
4. Define implications of student’s developmental characteristics for planning appropriate instruction
5. Cultural and socioeconomic differences and the significance of these differences for instructional planning;
6. Current research on best pedagogical practices that are designed to maximize the learning of students in early childhood through grade 6; and
7. Identify the benefits and strategies for promoting student self-assessment (e.g., motivational benefits to students of recognizing personal growth in academic achievement)
8. The importance of creating a learning environment in which diversity and individual differences are respected
9. The impact of teacher-student interactions among students on classroom climate and student learning and development
10. Ways to establish a positive classroom climate that fosters active engagement in learning among students

CAEP Standards for Initial Licensure:
Standard I – Candidate Knowledge Skills and Professional Dispositions
1a. Content Knowledge for Teacher Candidates
1b. Pedagogical Content Knowledge for Teacher Candidates
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
1d. Student Learning for Teacher Candidates

ACEI Standards for Licensure:
1. Development, Learning and Motivation
2. Integrating and applying knowledge for instruction
3. Adaptation to diverse students
4. Development of critical thinking, problem solving, performance skills
5. Active engagement in learning
6. Communication to foster collaboration
7. Assessment for instruction
8. Practices and behaviors of developing career teachers
9. Reflection and evaluation
10. Collaboration with families

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](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 website [http://www.sbec.state.tx.us](http://www.sbec.state.tx.us)

The standards covered in this class are as follows:

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS</th>
<th>MUSIC GENERALIST EC–6 STANDARDS</th>
<th>PHYSICAL EDUCATION GENERALIST EC–6 STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard I. Oral Language:</strong> 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. <strong>Standard II. Phonological and Phonemic Awareness:</strong> 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. <strong>Standard III. Alphabetic Principle:</strong> 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. <strong>Standard IV. Literacy Development and Practice:</strong> 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</td>
<td><strong>Standard V.</strong> The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture. <strong>Standard VII.</strong> The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.  - 7.11k the value of and techniques for integrating music instruction with instruction in other subject areas*;  - 7.11s help students develop an understanding and appreciation of various cultures through instruction related to music history and discussion of current events related to music.</td>
<td><strong>Standard I.</strong> The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills. <strong>Standard II.</strong> The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle. <strong>Standard III.</strong> The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities. <strong>Standard IV.</strong> The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development. <strong>Standard V.</strong> The physical education teacher provides equitable and appropriate instruction for all students in a diverse society. <strong>Standard VI.</strong> The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Professional Development (PPR) Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard I.</strong> 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:</td>
</tr>
<tr>
<td>1.1k the intellectual, social, physical, and emotional developmental characteristics of students in early childhood through grade 6 including:</td>
</tr>
<tr>
<td>• 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)</td>
</tr>
<tr>
<td>• 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</td>
</tr>
<tr>
<td>• the stages of play development (i.e., from solitary to cooperative) and the important role of play in a student’s learning and development</td>
</tr>
</tbody>
</table>

**Standard VII.** The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

**Standard VIII.** The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

**Standard IX.** The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.

**Standard X.** The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.
• 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;

**NAEYC Standards Addressed:**

1. Promoting Child Development and Learning
   1a: Knowing and understanding young children’s characteristics and needs.
   1b: Knowing and understanding the multiple influences on development and learning.
   1c: Using knowledge of development to create healthy, respectful, supportive, and challenging learning environments.

2. Building Family and Community Relationships
   2a: Knowing about and understanding family and community characteristics.
   2b: Supporting and empowering families and communities through respectful, reciprocal relationships.
   2c: Involving families and communities in their children’s development and learning.

3. Observing, Documenting, and Assessing to Support Young Children and Families
   3a: Understanding the goals, benefits, and uses of assessment.
   3b: Knowing about and using observation, documentation, and other appropriate assessment tools.
   3c: Understanding and practicing responsible assessment.

4. Teaching and Learning
   4a: Knowing, understanding and using positive relationships and supportive interactions
   4b: Knowing, understanding and using effective approaches, strategies, and tools for early education.

5. Becoming a Professional
   5a: Identifying and involving oneself with the early childhood field
   5b: Knowing about and upholding ethical standards and other professional guidelines.
Classroom Management Policies

Classroom Rules
Be punctual.
Be prepared.
Complete all assignments.
Respect all classmates, administrators, faculty, and staff members.

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.

CAEP Standards for Initial Licensure:
Standard I – Candidate Knowledge Skills and Professional Dispositions
1a. Content Knowledge for Teacher Candidates
1b. Pedagogical Content Knowledge for Teacher Candidates
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
1d. Student Learning for Teacher Candidates

ACEI Standards for Licensure:
1. Development, Learning and Motivation
2. Integrating and applying knowledge for instruction
3. Adaptation to diverse students
4. Development of critical thinking, problem solving, performance skills
5. Active engagement in learning
6. Communication to foster collaboration
7. Assessment for instruction
8. Practices and behaviors of developing career teachers
9. Reflection and evaluation
10. Collaboration with families

Class Participation Policy

- Students are expected to come to class prepared, having read required reading assignments.
- Students are expected to bring their required notebook materials to each class (TEKS, TExES and etc.)
- 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.

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.

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:

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 are 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.

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:

<table>
<thead>
<tr>
<th><strong>Professionalism:</strong> In order to earn points for <em>professionalism</em> 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).</th>
<th>100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation:</strong> In order to earn points for <em>participation</em> 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.</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Tests:</strong> Covering assigned textbook, outside reading, and TExES Domains and Competencies PPR/Generalist EC - 6</td>
<td>200 points each</td>
</tr>
<tr>
<td><strong>Certify Teacher:</strong> Will be submitted electronically each Wednesday. The first exam will be combining with participation and the actual grade. The last four exams will be solely based on test scores.</td>
<td>200 points</td>
</tr>
<tr>
<td><strong>Thematic Interdisciplinary Unit:</strong> Create a thematic interdisciplinary unit for an early childhood classroom; grade level to be assigned in class. Include lesson plans, list of materials, bibliography of children’s books, concept map webbing of unit (the unit must cover standards specified in the course syllabus). An illustration must be provided (bulletin board and etc.).</td>
<td>200 points each</td>
</tr>
<tr>
<td><strong>Presentation:</strong> Create a 15-minute, visual presentation of the thematic unit plan for presentation to the class using a tri-fold or in PowerPoint Slide format. Include Written &amp; Illustrated Project, examples of materials used in lesson plans, etc. Bulletin board illustrations will be posted on the assigned wall in the Whitlowe R. Green College of Education Building (each group will be assigned to complete a bulletin board activity as a class project)</td>
<td>200 points</td>
</tr>
<tr>
<td><strong>Book Reflection:</strong> Complete a five page summarization of <em>Peaks and Valleys</em>. A summarization of how you will implement the strategies stated into your personal and professional life must be included.</td>
<td>200 points</td>
</tr>
</tbody>
</table>
**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

**TExES Independent Study:** Each student will be required to spend 5 hours per week on www.certifyteacher.com. Each student will be required to submit documentation to their instructor every Tuesday.  

200 points

---

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-90%</td>
</tr>
<tr>
<td>C</td>
<td>75-79%</td>
</tr>
<tr>
<td>D</td>
<td>70-74%</td>
</tr>
<tr>
<td>F</td>
<td>50-69%</td>
</tr>
</tbody>
</table>

---

**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 3003 Introduction to Early Childhood**

**Class Time:** T/ THR 9:30 a.m. – 10:50 a.m.  
**Room:** Delco 308

**Instructor:** Vonda Oliver, M. Ed.  
**Office:** Delco 318  
**Phone:** (936) 261 – 3403

This course calendar is subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments Due</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 8. 28  | Welcome  
Review Course Syllabus  
Certify Teacher  
TExES/ Course Requirements | TExES Domains/ Competencies  
Portfolio Documentation  
Chapter Review  
Class Activity and Discussion  
Lesson Plan Structure | TExES/ TExES  
TEKS Review  
Course Syllabus Contract  
Class Activity  
PD |
| 8. 30  | DOTS  
Becoming a Knowledgeable and Reflective Practitioner  
Exploring History Philosophy and Advocacy | TExES Domains/ Competencies  
Portfolio Documentation  
Chapter Review  
Class Activity | TExES/ STARR Docs.  
ALL STUDENTS MUST ATTEND THE STUDENTASSEMBLY IN PD ATTIRE – ATTENDANCE WILL BE TAKEN FOR A GRADE  
Certify Teacher Exam 1 due Sept. 5 (8:00 p.m.) |
| 9. 4   | Certify Teacher  
TExES/ Course Requirements  
DOTS  
Delivering High Quality Early Childhood Programs  
Understanding Diversity and Inclusion | TExES Domains/ Competencies  
Portfolio Documentation  
Class Activity | TEKS/ STARR Docs.  
ALL STUDENTS MUST ATTEND THE STUDENTASSEMBLY IN PD ATTIRE – ATTENDANCE WILL BE TAKEN FOR A GRADE  
Certify Teacher Exam 1 due Sept. 5 (8:00 p.m.) |
| 9. 6   | Pre - Test | Pre - Test | |
| 9.11  | Early Childhood Development  
Certify Teacher  
Creating High Quality Learning Environment  
Developing Curriculum  
TExES/ Course Requirements  
DOTS | Chapter 1  
Portfolio Documentation  
Class Activity  
Chapter Review  
TExES Domains/ Competencies  
Portfolio Documentation | PD |
| 9.13  | Early Childhood Development | Chapter 2 & 3  
Class Activity | Professional Portfolio |
| 9. 8  | Certify Teacher  
TExES/ Course Requirements  
Promoting Children’s Development  
Fostering Children’s Engagement in Learning  
DOTS | Chapter 2 & 3  
Class Activity  
Portfolio Documentation | Certify Teacher Exam 2 due Sept. 19 (8:00 p.m.) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Class Activity</th>
<th>Portfolio Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. 20</td>
<td>Early Childhood Education and Developmentally Appropriate</td>
<td>Chapter 4</td>
<td>TExES Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice Test</td>
<td></td>
<td>TExES Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TExES/ Course Requirements</td>
<td></td>
<td>Portfolio Documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOTS</td>
<td></td>
<td>Class Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lesson Plan Review</td>
<td></td>
</tr>
<tr>
<td>9. 25</td>
<td>Early Childhood Education and Developmentally Appropriate</td>
<td>Chapter 5</td>
<td></td>
<td>PD</td>
</tr>
<tr>
<td></td>
<td>Practice Test</td>
<td></td>
<td>Portfolio Documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOTS</td>
<td></td>
<td>Class Activity</td>
<td></td>
</tr>
<tr>
<td>9. 27</td>
<td>Childhood Study and Assessment</td>
<td>Chapter 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video</td>
<td></td>
<td>Portfolio Documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professional Portfolio Review (Portable Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>must be completed) – All Domains and competencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>for Content EC – 6 Generalist</td>
<td></td>
</tr>
<tr>
<td>10. 2</td>
<td>Language Development</td>
<td>Portfolio Documentation</td>
<td>Certify Teacher Exam 3 due Oct. 3 (8:00 p.m.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOTS</td>
<td>Class Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. 4</td>
<td>Physical and Motor Development</td>
<td>Chapter 8</td>
<td></td>
<td>PD</td>
</tr>
<tr>
<td></td>
<td>DOTS</td>
<td></td>
<td>Summarization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Portfolio Documentation</td>
<td></td>
</tr>
<tr>
<td>10. 9</td>
<td>Physical and Motor Development</td>
<td>TExES Domains/ Competencies</td>
<td>PD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOTS</td>
<td></td>
<td>Class Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Portfolio Documentation</td>
<td></td>
</tr>
<tr>
<td>10.11</td>
<td>Cognitive Development</td>
<td>Chapter 9</td>
<td></td>
<td>PD</td>
</tr>
<tr>
<td></td>
<td>DOTS</td>
<td></td>
<td>Class Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Portfolio Documentation</td>
<td></td>
</tr>
<tr>
<td>10. 16</td>
<td>Social Development</td>
<td>Chapter 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOTS</td>
<td></td>
<td>Class Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Portfolio Documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certify Teacher Exam 4 due Oct. 17 (8:00 p.m.)</td>
<td></td>
</tr>
<tr>
<td>10. 18</td>
<td>Test</td>
<td>TExES Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. 25</td>
<td>Early Childhood Development</td>
<td>Chapter 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOTS</td>
<td></td>
<td>Portfolio Documentation</td>
<td></td>
</tr>
<tr>
<td>10.30</td>
<td>Early Childhood Development</td>
<td>Chapter 13</td>
<td></td>
<td>PD</td>
</tr>
<tr>
<td></td>
<td>Earth Science/Life Science</td>
<td></td>
<td>Portfolio Documentation</td>
<td></td>
</tr>
</tbody>
</table>

ECED 3003 - Fall 2012
V. Oliver
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.6</td>
<td>Professional Portfolio Review</td>
<td>DOTS</td>
</tr>
<tr>
<td></td>
<td>TExES Review</td>
<td>Portfolio Documentation Professional Portfolio Mid-Term</td>
</tr>
<tr>
<td>11.8</td>
<td>Test</td>
<td>TExES Exam</td>
</tr>
<tr>
<td>11.13</td>
<td>Early Childhood Development and Theories</td>
<td>TExES Review TExES Domains/ Competencies Chapter Review DOTS</td>
</tr>
<tr>
<td></td>
<td>TExES Review</td>
<td>TExES Domains/ Competencies Chapter Review Portfolio Documentation</td>
</tr>
<tr>
<td>11.15</td>
<td>Early Childhood Development and Theories</td>
<td>TExES Review TExES Domains/ Competencies Chapter Review DOTS</td>
</tr>
<tr>
<td></td>
<td>TExES Review</td>
<td>TExES Domains/ Competencies Chapter Review Portfolio Documentation</td>
</tr>
<tr>
<td>11.20</td>
<td>Early Childhood Development and Theories</td>
<td>TExES Review TExES Domains/ Competencies Chapter Review DOTS</td>
</tr>
<tr>
<td></td>
<td>TExES Domains/ Competencies Chapter Review</td>
<td>Thematic Interdisciplinary Unit Presentations Bulletin boards are due PD – On date of presentation Certify Teacher Exam 7 due Nov. 28 (8:00 p.m.)</td>
</tr>
<tr>
<td>11.29</td>
<td>Application to Early Childhood Development and Theories</td>
<td>Portfolio Documentation TExES Review TExES Domains/ Competencies Chapter Review</td>
</tr>
<tr>
<td></td>
<td>TExES Review</td>
<td>Thematic Interdisciplinary Unit Presentations Bulletin boards are due PD – On date of presentation</td>
</tr>
<tr>
<td>12.4</td>
<td>TExES Review</td>
<td>TExES Review TExES Domains/ Competencies Chapter Review</td>
</tr>
<tr>
<td></td>
<td>TExES Review</td>
<td>Thematic Interdisciplinary Unit Presentations Bulletin boards are due PD – On date of presentation</td>
</tr>
<tr>
<td>12.6</td>
<td>Final Professional Portfolio</td>
<td>Final Professional Portfolio Review</td>
</tr>
<tr>
<td></td>
<td>Professional Portfolio Review (Portable Portfolio must be completed)</td>
<td>Professional Portfolio Review (Portable Portfolio must be completed) – All Domains and competencies for Content EC – 6 Generalist Certify Teacher Exam 6 due Nov. 7 (8:00 p.m.)</td>
</tr>
</tbody>
</table>