I. Course Description (from catalog)

ECEC 3311 Developmentally Appropriate Practice in Early Childhood Education

An intensive study of developmentally appropriate practice in early childhood education. Students will learn the components of lesson plans and create several lesson plans. Emphasis will be placed on selecting, defining, developing strategies and techniques, and assessing practices which support developmentally appropriate practices. Prerequisite: ECED 2310 or ECED 3324.

II. Rationale

Educators must be aware of the Whole Child as a basis for their classroom instruction. Meeting the needs of children which are age appropriate, individually appropriate, and culturally appropriate is the foundation of Developmentally Appropriate Practice. Educators must create a student centered environment in which productive, meaningful, and focused lesson instruction based on the TEKS as mandated by the state of Texas is accomplished.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

3. Equity In Excellence For All Learners: The teacher respects, addresses, and validates the needs of diverse learners.

4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

5. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TExES Competencies (if applicable)

001. The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their development characteristics and needs.

002. The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

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

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

005. 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.

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

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

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

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

V. Course Objectives/Learning Outcomes

This course is designed to enable students to:

1. Comprehend ‘developmentally appropriate practices’ as developed by N.A.E.Y.C. and child development theories in relation to classroom instruction; (TExES Competencies: 001,002); (State proficiencies: Learner centered knowledge); (Curricular topics: Child development, Learning theories).

2. Comprehend the importance of the NAECY Code of Ethics in developmentally appropriate practices; (TExES Competencies: 001,002); (State proficiencies: Learner centered knowledge); (Curricular topics: Child development, Learning theories).

3. Know how to use the Texas Essential Knowledge & Skills (TEKS) in lesson planning development and instruction;(TExES Competencies: 001, 002, 003, 004, 008, 010) ; (State proficiencies: Learner centered knowledge, learner centered instruction, Equity in excellence for all learners); (Curricular topics: reading instruction, TEKS Organization, Structure & Skills, TEKS in the content areas, Pedagogy/Instructional strategies, Differentiated instruction)

4. Understand the relationships between the TEKS & Texas Assessment of Knowledge & Skills (TAKS); (TExES Competencies: 013); (State proficiencies: Learner centered knowledge, Learner centered professional development); Curricular topics: Classroom Assessment, TEKS organization, structure & skills, TEKS in the content areas.

5. Write behavioral objectives using the TEKS, Blooms Taxonomy, and the Audience, Behavior, Condition, Degree of proficiency formula; (TExES Competencies: 001, 002, 003, 004, 008, 010) ; (State proficiencies: Learner centered knowledge, learner centered instruction, Equity in excellence for all learners); (Curricular topics: reading instruction, TEKS Organization, Structure & Skills, TEKS in the content areas, Pedagogy/Instructional strategies, Differentiated instruction)

6. Write lesson plans following the Madeline Hunter Lesson Plan Design;(TExES Competencies: 001, 002, 003, 004, 007, 008, 010); (State proficiencies: Learner centered knowledge, Learner centered instruction, Equity in excellence for all learners); (Curricular topics: reading instruction, TEKS organization, structure & skills, TEKS in content areas, curriculum development and lesson planning, pedagogy/ instructional strategies, differentiated instruction)

7. Incorporate and understand the use of multiple intelligences in lesson planning; ;(TExES Competencies: 001, 002, 003, 004, 007, 008, 010); (State proficiencies: Learner centered knowledge, Learner centered instruction, Equity in excellence for all learners); (Curricular topics: reading instruction, TEKS organization, structure & skills, TEKS in content areas, curriculum development and lesson planning, pedagogy/ instructional strategies, differentiated instruction)

8. Recognize developmentally appropriate assessment and include in the Madeline Hunter lesson plan; ;(TExES Competencies: 001, 002, 003, 004, 007, 008, 010); (State proficiencies: Learner centered knowledge, Learner centered instruction, Equity in excellence for all learners); (Curricular topics: reading instruction, TEKS organization, structure & skills, TEKS in content areas, curriculum development and lesson planning, pedagogy/ instructional strategies, differentiated instruction)

9. Understand how to create a student centered classroom environment that fosters learning and student success; (TExES competencies: 002, 005, 006, 007); (State proficiencies: Learner centered instruction, Equity in excellence3 for all learners, learner centered communication); (Curricular
10. Incorporate the use of learning centers in the classroom to differentiate learning experiences and provide a more conductive environment for all learners; (TExES competencies: 002, 005, 006, 007); (State proficiencies: Learner centered instruction, Equity in excellence for all learners, learner centered communication); (Curricular topics: reading instruction, classroom management, classroom assessment, pedagogy/instructional strategies, differentiated instruction)

11. Design an indoor classroom listing of all materials, learning centers, and reflect on their classroom; (TExES competencies: 002, 005, 006, 007); (State proficiencies: Learner centered instruction, Equity in excellence for all learners, learner centered communication); (Curricular topics: reading instruction, classroom management, classroom assessment, pedagogy/instructional strategies, differentiated instruction)

12. Discuss the concept of the “Whole Child” and its implications for teaching, lesson planning, classroom environment, assessment, and professionalism; (TExES competencies: 001, 002, 003, 004, 005, 006, 007, 008, 010); (State proficiencies: Learner centered instruction, learner centered knowledge, equity in excellence for all learners, learner centered communication, learner centered professional development); (Curricular topics: reading instruction, child development, motivation, learning theories, curriculum development and lesson planning, classroom assessment, classroom management, special populations, differentiated instruction)

VI. Course Topics
The major topics to be considered are:
- Concept of Whole Child, Developmentally Appropriate Practices
- Student centered lesson planning, assessment, differentiation,
- Classroom environment for student centered instruction

VII. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)
C. Field Experiences (field teaching; field trips; community resource use; case studies; internship; student teaching; practicum)

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:
A. Methods and Percentage of Final Course Grade Each Assessment Constitutes
Class participation is necessary in this class. Many times class demos or activities are done to judge your learning. If it is noticed through the participation that students are not prepared, then a quiz will be given. So come to class prepared and ready to participate. It is essential that you read the chapters assigned for each class. Lectures and activities are based on these readings. You are adults, I will not read the text to you, but I will enhance and elaborate the ideas in the lectures and class activities. Read your chapters before coming to class.
EXAMINATIONS
   MIDTERM  100
   FINAL 100

NOTE BOOK OVER THE MULTIPLE INTELLIGENCES AND THE NATH BOOK 200

REFLECTION OVER MI ASSESSMENT 50

LESSON MODEL ANALYSIS 100

LESSON PLANS ON OWN (TWO) 200 POINTS EACH

ONLINE MODULE (2) 100 EACH

BLACKBOARD DISCUSSIONS AND WORK (6) 100 EACH

DIRECTION FOR ASSIGNMENTS IS POSTED ON BLACKBOARD. DIRECTIONS WILL BE AVAILABLE AT APPROPRIATE TIME SO YOU WILL HAVE THE BACKGROUND INFORMATION TO PROPERLY COMPLETE THE ASSIGNMENT.

All assignments are due on the due date. Late assignments will only be given half credit. YOU WILL POST CERTAIN ASSIGNMENTS ON BLACKBOARD AND DESIGNATED ONES WILL NOT BE ACCEPTED BY EMAIL. READ DIRECTIONS CAREFULLY. Be sure to allow yourself ample time to print your assignments in order to avoid any technological difficulties associated with printing assignments. Technological difficulties are not an excuse since you will be given plenty of time to complete assignments. This includes out of ink, computer not working, etc—there are computers for your use here at the university.

All assignments must be word-processed, double spaced, spell checked, and grammatically correct. All citations and references must be in APA format. You are training to be a professional it is best that you begin to write like one.

B. Grading Scale
Early childhood has great expectations for its students and their ability to become the best teachers concerned for children. The grading policy is at a higher expectation for this reason. Grades will be determined by the following percentages:
   A = 92% - 100%
   B = 82% - 91%
   C = 72% - 81%
   D = 62% - 71%
   F = 62% AND BELOW

IX. Course Schedule and Policies (see attached)
A. A tentative course schedule (includes professors name, office, phone, office hours, and class calendar which includes class meeting dates, topics by dates, reading by topic/dates, assignment due dates, and test dates)
B. Class Policies

ATTENDANCE:
CLASS ATTENDANCE AND PARTICIPATION—In order to socially construct knowledge I need all class participants to be present in class and actively involved in discussions and activities. Class attendance is mandatory and absences will influence your course grade. There are no excused absences.

You will be counted absent whether or not you have informed me of your absence.

During class activities will be conducted interactively. If you miss the class you will lose credit for that activity. This matters in your final grade for the course.

Missing more than two classes will drop your grade one letter grade.

Do not give me notes or excuses—if you are not in class you do not get credit for that class. Attendance will be taken daily by the instructor. If you are more than 15 minutes late you will be counted absent for that day. Four or more absences will result in course failure. Doctor appointments are not considered since you can schedule them around your classes.

If a student is absent during an exam it will be made up at the final but it will be essay or fill in the blank. As well, your colleagues will be doing presentations, it is expected that you make up the audience. Your absence during other presentations will affect your presentation grade.

C. CLASSROOM ETIQUETTE

No cell phones during class. You must turn off your phones so that discussions and lectures are not disturbed. This includes text messaging during class. Be professional and save this for after class. I would hate to take away your phone. I WILL ASK YOU TO LEAVE OR I WILL TAKE UP YOUR PHONE.

D. CLASSROOM DISCUSSIONS AND RESPECT

It is expected that you act professional during class time. You are to be respectful of others who are talking, presenting, or participating in class assignments. All students will work together in groups cooperatively and professionally. The following will guide our class discussions:

GROUND RULES FOR DISCUSSIONS AND ASSIGNMENTS: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede, so that we may refer directly to them if the situation arises.

1. RESPECT—
   *We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts, and beliefs. *When speaking of an occurrence or relaying one’s experience outside the class refrain from disclosing identities of those involved.
   *Show courtesy.

2. COMFORT—
   *Students and professor should work together to make a safe, respectful, and comfortable atmosphere for associating.
*I will not ask you to take any risks in class (such as sharing your own experience) that I am not willing to take myself. We are in this together!
*No question is stupid! We all learn at different paces and styles. We learn by asking questions.

3. HONESTY—
*You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas, and opinions.
*All work you submit must be your own. If you use someone else’s words or work other than your own please use the appropriate citation. (APA).
*World Wide Web—any work you find on the web must be cited. Provide the URL and the name of the website and the date it was accessed. Lessons found on the Web must be adapted and modified for your personal use.

X. Textbook(s)
The textbook(s) adopted for this course is/are:


XI. Bibliography
The knowledge bases that support course content and procedures include:

XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. ACADEMIC HONESTY STATEMENT--
Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable, and for the purposes of this course is defined as using in part or whole any material written or designed by someone other than the student. This includes lesson plans found on the internet and or provided by classroom teachers, unit activities, book descriptions, reviews, and any other work researched.

XV. STATEMENT OF CIVILITY:
Texas A&M University Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules on the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful, and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

LET’S HAVE A SUCCESSFUL SEMESTER!

EDUCATORS MAKE A DIFFERENCE IN THE LIVES OF CHILDREN, AND CHILDREN MAKE A DIFFERENCE IN THE FUTURE OF OUR SOCIETY AND CULTURE!