I. Course Description (from catalog) ECED 3380 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. 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)

3. 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)

4. 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)

5. 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)

6. 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)

7. 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)

8. 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 excellence for all learners, learner centered communication); (Curricular topics: reading instruction, classroom management, classroom assessment, pedagogy/instructional strategies, differentiated instruction)

9. 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)

10. 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)

11. 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)

VIII. Evaluation and Grade Assignment

The following evaluation procedures will be used in this course:
A. Examinations = 100 points each
B. Quizzes = 10 points each
C. Group lesson plan = 100 points
D. Individual lesson plan = 100 points each
E. Floor plan = 50 points
F. Late assignments will be accepted for one half credit
G. Points will be deducted for misspelled words, errors in grammar and mechanics and assignments that are not typed in Times New Roman 12 font and double-spaced
H. Grading scale:  
   92%–100% = A  
   82%–91% = B  
   72%–81% = C  
   62%–71% = D  
   61%–0% = F

IX. Course Schedule and Policies

A. Course Calendar (See BlackBoard)

B. Class policies:
   1. be prompt and attend class;
   2. be respectful of all students and the professor;
   3. turn off cell phones or set to vibrate;
   4. refrain from texting during class;
   5. refrain from emailing or accessing the internet during class unless directed by the professor;
6. demonstrate knowledge of the topic assigned for each class meeting;

7. check Islander email account frequently;

8. check Blackboard account for assignments & messages frequently;

9. satisfactorily complete exams;

10. satisfactorily complete a group lesson plan;

11. successfully complete quizzes over textbooks;

12. successfully write 2 individual lesson plans; and,

13. successfully complete a classroom floor plan.

Attendance:

Attendance is expected. Due to the interactive nature of this class, TWO absences will be granted. If a student misses more than two class meetings and the absences are not deemed excused, the student’s grade will be lowered by 10 percentage points. Any student entering the classroom after the first 10 minutes of class will be counted absent unless the tardiness is deemed excused by the professor.

Non-discrimination Policy

Texas A&M University—Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

Classroom Conduct

Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with
understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations

Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity

In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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.

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 CCH 116. See website http://disabilityservices.tamucc.edu/. 
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.

*Required by SACS

X. Textbooks

The textbooks adopted for this course is/are:


A copy of the Texas Essential Knowledge and Skills (TEKS), prekindergarten through sixth grade, for all curricular areas.

XI. Bibliography

The knowledge bases that support course content and procedures include:

Bodrova, E., & D. Leong. (2012). Observing play: What we see when we look at it through “Vygotsky’s eyes”? Play, Policy and Practice Connections 8 (1–2).


Cantor, N. From thought to behavior: “Having” and “doing” in the study of personality and cognition. *American Psychologist* 45 (6): 735–50.


“*Children are great imitators. So give them something great to imitate.*”

-Anonymous