

Developmentally Appropriate Environments

ECH 3350-

Spring 2010—

Angelo State University

Dr. Leeann Moore

Phone: 325-942-2052 ext 242

Office hours: M & W 11:00-12, 2:20-3:50

TTh- 10:30-11, 12:20- 1:50, 3:15-4

F- 9-3 online or by appt – time devoted to NCATE, Taskstream tutoring, and Int'l Studies trip

Office: Carr 190

Email: leeann.moore@angelo.edu

Required readings:

materials or handouts as assigned in class.

Required Technology: subscription to TaskStream (taskstream.com)-

Catalog Description

This course links cognitive, physical, social and affective developmental domains to children's experience and environment. The focus is on connecting developmental sequence and theory to real world experience and practice. The role of adult influence on children's development is emphasized. Prerequisite: ECH 2305

Course Objectives: The student will be able to:

1. Describe and elaborate on developmentally appropriate practices in major early childhood curriculum areas.
2. Describe the progressions of children's physical development, motor skills, and movement to interactions and activities through play.
3. Discuss the important position play occupies in the intellectual, social, physical, and emotional development of children.
4. Create a thematic unit that includes direct instruction lessons and learning centers for active, student-centered learning.
5. Recognize effective strategies for structuring space and time and materials in early childhood indoor and outdoor learning environments.

This course is a part of the ongoing preparation of students for the TExES examinations.

Competencies for the TExES examinations are embedded throughout course materials and class.

Course Content:

1. Responsibility of the teacher in planning and developing curriculum.
2. Importance of play to the intellectual, social, physical, and emotional development of the child.
3. Ways of fostering creativity and divergent thinking.
4. Developmentally appropriate practices for young children.

Teaching Approach: This course will consist of lecture, demonstration, video, small group discussions, individual projects, and student presentations.

TExES Competencies Addressed in this course:

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
- 1.2k the implications of students' developmental characteristics for planning appropriate instruction
- 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
- 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
- 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills and knowledge and skills that follow sequentially;
- 1.10k how lesson content and skills connect with other disciplines and within the discipline; and

Selection of Instructional Goals and Objectives

The beginning teacher knows and understands:

- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age appropriate;
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs
- 1.16k the use of appropriate materials and resources (e.g., appealing manipulative materials, information presented in a variety of formats and media) for preparing instruction, presenting lessons, and assessing learning;

Designing Coherent Instruction

The beginning teacher knows and understands:

- 1.19k the importance of designing instruction that reflects the Texas Essential Knowledge and Skills (TEKS) through grade 6;
- 1.20k features of instruction that maximize students' thinking skills (e.g., prompting children to examine discrepancies between their observations and their expectations);
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k how materials, technology, and other resources appropriate for students in early childhood through grade 6 may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines; and

Maintaining a Physical and Emotional Environment that is Safe and Productive

The beginning teacher knows and understands:

- 2.19k features and characteristics of physical spaces (e.g., learning centers, play areas) that are safe and productive for learning;
- 2.20k the benefits and limitations of various arrangements of furniture in the classroom;
- 2.23k students' emotional needs and ways to address those needs

Engaging Students in Learning

The beginning teacher knows and understands:

- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6k how to present content to students in relevant and meaningful ways
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding

Course Requirements and Evaluation: The following components are factored into the final grade:

1. **Attendance and class participation- Class attendance is a professional responsibility. Please be on time and plan to stay the entire class period.**

There are no "excused" absences. It is appreciated if you notify the instructor (by voice message or email) if/when you have to be absent. It is highly suggested that you be very careful in your record of absences.

- **Completing the term with no absences and all assignments completed satisfactorily will be rewarded with 40 points**
 - **Completing the term with no more than one absence and all assignments completed satisfactorily will entitle you to 15 points**
 - ****If you have 3 or more absences, 10 points will be deducted for each absence starting with 3 and above three from your final numerical grade accumulation.**
 - **Please do not ask the instructor, Did I miss anything important?" It is very important to have email or phone number contacts with two or three other students so you can obtain any information missed from an absence.**
2. Completion of all assigned readings. Readings in your textbook and other supplied materials are the knowledge base for the content of this course. Class topics will support the readings but do NOT replace your need to complete the readings. It is expected that assigned reading will be completed **prior** to class so you can participate in class discussions and so you can obtain clarification of any confusing content. Refer to the course calendar for assigned dates.
3. Participation in class activities and discussions is an important part of learning and is reflected in the student's grade. **It is likely there will be unannounced quizzes, reflections, or activities. No class activities can be made up. The points on these in-class activities may very well make a difference in the overall outcome of your course grade.**

***Bring your text to each class.

*****You are expected to exhibit courtesy and professional behaviors. This class period is not the place to study for other classes or read the newspaper, etc **and it is not the place to "text message"**

4. Successful completion of examinations and all projects.
5. Mid- term and final examinations- Examinations will be based on the text readings as well as course sessions.
- Tests (not quizzes) may ONLY be made up at the discretion of the instructor and scheduled with the instructor ONLY if the professor is notified of the absence by the time the exam hour begins.

Assignments and Projects: This section serves as a summary. Complete specifications and expectations for each assignment are provided in detail separately and/or will be explained in class. The professor will demonstrate materials and share resources with students.

1. **Development and presentation of Learning Centers.**
2. **Presentation of learning centers in expo**
3. **Thematic Unit**

_____	180 points	Development of Learning Center Plans
_____	40 points	presentation of Learning Centers
_____	300 points	thematic unit
_____	75 points	Quiz
_____	75 points	Final examination
_____	100 points	Class participation and in-class activities
_____	total	
	(less any points deducted for excessive absences)	

90% and up A= Excellent work

80-89%	B= Good work
70-79%	C= Average work
60-69%	D= Below Average, not acceptable work
below 59%	F= failure to complete the course requirements at a passing level of competency

It is not the policy of this professor to provide extra-credit assignment.

School of Education Cell Phone/Electronic Paging Device Policy: Cell phones or other electronic paging devices are to be turned OFF upon entering the classroom and stay turned off until class is ended. Make arrangements with me IF you have a critical situation in your family that might necessitate having the cell phone on vibrate.

You may not use PDA, MP3, PSP, Blackberry, phone, etc during class time. This constitutes a breach in Departmental Expectations regarding Dispositions. I hold highly the principle of respecting the student, but I will stop class and ask you to put the device away or leave.

Withdrawal Policy: The last day to do a partial or total withdrawal from the university will be _____. This will be indicated by a W grade. WP and/or WF grades will no longer be given in the later portion of the semester. A student has two options after the last day to drop: Withdraw completely from the University, or receive a grade for the course

HONESTY and INTEGRITY-

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the ACADEMIC HONOR CODE, which is contained in both print and web versions of the *Student Handbook*.

<http://www.angelo.edu/forms/pdf/honorcode5.pdf>

Please read this before the end of the first week of class.

Persons with disabilities which may warrant accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.