Instructor: Dr. Lauren E. Burrow
Course Time & Location:
Mondays and Wednesdays, 1230 – 145pm
ECRC 204

Office: ECRC Room 201N
VIRTUAL Office Hours:
1100am - noon Tuesday - Thursday,
1000am – noon Fridays

Office Phone: x-1628

Email: BurrowLE@sfasu.edu

Credits: 3 credit hours

Prerequisites:
Admitted to Teacher Education and enrolled in ECH 350.

Course Description:
An investigation of developmentally appropriate practices for planning curriculum that meets the needs of all K-3 learners with a focus on increasing teacher candidates’ content and instructional knowledge of oral communication and inquiry curriculum through exploration and application of theories and best practices.

**This section has been specially selected to take part in a grant from SFASU, called Confianza. As part of the grant, our class will partner with BQJ Elementary in order to increase Teacher Candidates' awareness, interactions, understanding, and appreciation of the needs and best teaching practices for English Language Learners (ELLs) and their families. This grant will allow this section to participate in multiple Community Engagement activities throughout the semester. Please note required and optional attendances to ensure each Teacher Candidate gets the most out of this unique experience!

Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Vision, Mission, and Values of the College of Education
The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission Statement
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values
In the College of Education at SFA, we value and are committed to
Service that enriches the community,
Openness to new ideas, to culturally diverse people, and to innovation and change;
Collaboration and shared decision-making,
Integrity, responsibility, diligence, and ethical behavior;
Academic excellence through critical, reflective, and creative thinking;
Life-long learning.

To view the Conceptual Framework and complete list of proficiencies, visit http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

ECH 332 supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity (through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do.

This course strives to achieve professional excellence by meeting the National Association for the caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.

**Overview of Learning Outcomes**

This course is an overview and investigation of theories and best practices for planning instruction in a primary early childhood classroom. Through the course of this semester, students will complete assignments related to understanding and planning instruction appropriate to a Primary classroom. All assignments are designed to prepare the teacher for understanding how to develop instructional plans for the core content areas while focusing on the needs of all students.

**PLOs and SLOs**

**PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1, InTASC 4).

SLO 1.1: Candidates will explore current theories related to curriculum and instruction models; demonstrate a clear understanding of the characteristics of each model, and whether the models are developmentally appropriate (EC12 Texas PPR I, II, III).

- SLO 1.1.1 Assessment = Lesson Plans
- SLO 1.1.2 Assessment = Final Exam

SLO 1.2: Candidates will demonstrate knowledge of influential individuals for the field of inquiry curriculum, including, but not limited to: Piaget, Bruner, Dewey, Kamii, Vygotsky, Rousseau (EC12 Texas PPR I, III).

- SLO 1.2 Assessment = Final Exam

SLO 1.3: Candidates will demonstrate knowledge of influential individuals for the field of communication curriculum, including, but not limited to: Chomsky, Vygotsky, Skinner, Clay (EC12 Texas PPR I, III).

- SLO 1.3 Assessment = Final Exam

SLO 1.4: Candidates apply knowledge of the developmental domains (aesthetic, affective, physical, and social) to explain the effect of the domains on planning instruction in the core content areas of literacy and math (EC12 Texas PPR I).

- SLO 1.4 Assessment = Final Exam

SLO 1.5: Candidates demonstrate knowledge of developmentally appropriate practices in the Primary grades (K-3) (EC12 Texas PPR I).
SLO 1.5.1 Assessment = DAP assignment
SLO 1.5.2 Assessment = Final Exam

PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2, InTASC 4).

SLO 2.1 = Candidates demonstrates the importance of understanding content standards and cross-curricular connections for the early childhood (K-3) student prior to planning for instruction (EC12 Texas PPR I).
   SLO 2.1 Assessment = Lesson Plans
SLO 2.2 = Candidates uses knowledge of the Texas Essential Knowledge and Skills (TEKS) to prepare lessons and activities related to literacy, math, science, and social studies content (EC12 Texas PPR I).
   SLO 2.2 Assessment = Lesson Plans
SLO 2.3: Candidates will utilize knowledge of appropriate literature choices to connect age-appropriate books to Math, Science, and Social Studies standards (EC12 Texas PPR I, III).
   SLO 2.3 Assessment = Lesson Plans

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative, engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3, InTASC 2,3,5,7,8).

SLO 3.1 = Candidates uses knowledge of the diverse needs of students to prepare developmentally appropriate lessons (EC12 Texas PPR I, III).
   SLO 3.1 Assessment = Lesson Plans
SLO 3.2 = Candidates develops instructional goals and objectives that reflect students’ age, developmental level, prior skills and knowledge as noted in standards such as the TEKS (EC12 Texas PPR I).
   SLO 3.2 Assessment = Lesson Plans
SLO 3.3 = Candidates plans instruction that provides opportunities for student-to-teacher and peer interaction through the use of direct instruction, guided instruction, and independent exploration (EC12 Texas PPR I, III).
   SLO 3.3 Assessment = Lesson Plans
SLO 3.4 = Candidates uses communication effectively to provide directions, explanations, and questioning to engage students and promote understanding (EC12 Texas PPR III).
   SLO 3.4 Assessment = Lesson Plans
SLO 3.5 = Candidates will demonstrate an understanding of integrating literacy into other content areas (EC12 Texas PPR I).
   SLO 3.5 Assessment = Lesson Plans
SLO 3.6: Candidates use their knowledge of the diverse needs of students to plan for differentiated instruction (EC12 Texas PPR I).
   SLO 3.6 Assessment = Lesson Plans
SLO 3.7: Candidates will examine the importance of teacher relationships with children of poverty, middle class, and upper-class and begin to develop an understanding of how to individualize instruction for children from each group with an emphasis on poverty (EC12 Texas PPR II, III).
   SLO 3.7 Assessment = Poverty reflection
SLO 3.8: Candidates will demonstrate their ability to find and create music and movement activities for all ages, to use in the classroom to enhance language and literacy development as well as all subject areas (EC12 Texas PPR I, III).
   SLO 3.8 Assessment = Lesson Plans
SLO 3.9: Candidates will explore Morning Meeting activities to enhance and create a strong classroom community while teaching important concepts related to TEKS (EC12 Texas PPR II).
SLO 3.9 Assessment = Rules/Morning Meetings/Guidance assignment

PLO 4 Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4, InTASC 6).

SLO 4.1 = Candidates designs assessments that are appropriate for evaluating student understanding and assist the teacher with planning for small group or individual student interventions (EC12 Texas PPR I).
SLO 4.1 Assessment = Teacher-Made Test

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5, InTASC 9, 10).

SLO 5.1 = Candidates reflects on best practices and exhibits professionalism through interactions with professor and peers (EC12 Texas PPR IV).
SLO 5.1 Assessment = Excellent Teacher reflection
SLO 5.1.2 Assessment = Poverty reflection
SLO 5.1.3 Assessment = Linguistic and Cultural reflection

Readings

Required:
The professor will provide access to required articles, readings throughout the semester. It is the responsibility of Teacher Candidates to access the readings when assigned.

Recommended:

There is NOT a Live Text assignment for this course; however, you will need Live Text for courses you take the same time as ECH 332.

Live Text account, ISBN 9780979663543
This may be purchased at the bookstore or purchased online at www.livetext.com. Once you have purchased the account, you must activate your account at www.livetext.com. If you have purchased Live Text in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

Other Recommendations:

Tentative Course Outline/Calendar
Please remember that while the Field Experience 1 follows a uniform course calendar, special circumstances may arise in individual courses which require occasional adjustment. PLEASE NOTE: any changes will be posted in writing on D2L, but it is your responsibility to stay aware of the changes.

<table>
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<tr>
<th>TOPICS</th>
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<td><strong>please note, topics, assignments, due dates, etc. are subject to change due to the needs of the students, course, and/or professor</strong></td>
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| WEEK 1 | Getting Started ---Modules 1 - 4  
  
To Be an Excellent Teacher |
|---|
| WEEK 2 | Developmental Domains and Learning; Theorists  
(learn what others say about childhood development) |
| WEEK 3 | Developmentally Appropriate Practices (DAP) |
| WEEK 4 | Classroom Management (Mistaken Behavior and Growing Dendrites) |
| WEEK 5 | Rules and Routines; Morning Meeting  
  
TEKS/Writing Objectives |
| WEEK 6 | ELPS  
  
  
Completing the Lesson Planning Cycle --- ASSESSMENT |
| WEEK 7 | A Community of Learners: POVERTY |
| WEEK 8 | A Community of Learners: ELL |
| WEEK 9 | SPRING BREAK |
| WEEK 10 | A Community of Learners: DIFFERENTIATING INSTRUCTION, SPED, MULTIPLE INTELLIGENCES |
| WEEK 11 | Lesson Planning --- HOW we teach  
  
Understanding the Curriculum: LITERACY |
| WEEK 12 | Understanding the Curriculum: LITERACY Continued...  
  
Understanding the Curriculum: MATH |
| WEEK 13 | Understanding the Curriculum: MATH continued...  
  
Understanding the Curriculum: SOCIAL STUDIES / Cross-Curricular Integration |
| WEEK 14 | Understanding the Curriculum: SOCIAL STUDIES / Cross-Curricular Integration continued... |
| WEEK 15 | Understanding the Curriculum: SOCIAL STUDIES / Cross-Curricular Integration continued... |
| WEEK 16 | Understanding the Curriculum: SCIENCE |
| FINAL EXAM WEEK | Final Exam due May 12 by 1230pm |
Evaluation and Assessments (Grading)

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<tr>
<td>A</td>
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<td>F</td>
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Assignments: (100 points total)

As part of the Confianza grant, this section has the opportunity to participate in multiple Community Engagement activities in partnership with BQJ Elementary, please note these activities below.

- SYLLABUS ACKNOWLEDGEMENT quiz (self-assessment)
- EXCELLENT TEACHER reflection (5 pts)
- PICK a PD (5 pts)
- DAP application assignment (5 pts)
- MORNING MEETING/RULES/GUIDANCE assignment (5 pts)
- TEACHER-MADE TEST assignment (5 pts)
- POVERTY reflection (5 pts)
- LINGUISTIC and CULTURAL reflection (5 pts)
- COMMUNITY OUTREACH assignment (5 pts)
  - Option 1 - March 09 @ local park, time TBD
  - Option 2 - March 22 @ local restaurant, time TBD
- LITERACY lesson plan + reflection (10 pts)
  - Mandatory: APRIL 04 (545 - 715pm) NUESTRO WRITING (Literacy LP) @ BQJ elementary
    **there will be no class on April 04 to substitute these hours
- MATH lesson plan/folder game + reflection (10 pts)
- SOCIAL STUDIES lesson plan + reflection (10 pts)
  - Mandatory: APRIL 30 (1030 am - noon): present DIA de LOS LIBROS activities @ NAC PUBLIC LIBRARY **there will be no class on April 11 to substitute these hours
- FINAL EXAM (20 pts)
- PARTICIPATION (10 pts)

You will receive details describing each assignment and outlining how it will be graded as each assignment is introduced in class in conjunction with content knowledge presented throughout the course.

Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed...
electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Student Ethics and Other Policy Information

Lecture Class Professionalism:
Candidates are expected to be professional at all times. Behaving unprofessionally will adversely affect the candidate’s grade.
Each teacher candidate is expected to:
- attend all class meeting in accordance with the policies of the university;
- arrive before class begins, late arrivals are unprofessional;
- read course outline/syllabus and follow directions for assignments;
- complete ALL ASSIGNMENTS independently unless otherwise stated by the instructor;
- submit ALL WORK in order to complete this course;
- participate intelligently in all class discussions;
- communicate professionally in verbal and written communication (including electronic communication);
- complete the end-of-course online evaluation;
- dress professionally and exhibit professional demeanor and attitude, and maintain confidentiality at all times;
- become familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism.

Please visit http://www.sfasu.edu/ppolicies/academic_integrity.asp

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Attendance and Professionalism for a Burrow Class

Attendance and punctuality are a vital part of the teaching profession. Attendance, active participation, and accurate and timely completion of assignments are expected as this should benefit candidate understanding of concepts related to this course.

1. BE PRESENT

2. BE PARTICIPATIVE

3. BE PROFESSIONAL
4. BE PRODUCTIVE

Teacher Candidates who consistently attend and actively participate in class will receive full participation points. Those candidates who miss a class meeting have the option to demonstrate mastery of knowledge for topics and activities completed during the missed class. Evidence must be submitted to the professor by the next class meeting. Those Teacher Candidates who choose not to make up missed class content, will receive 5 points deducted from their final grade for each absence (up to 2). Those Teacher Candidates who miss more than 4 classes may receive an “F” for the course.

* How can I engage in content/activities from a missed class?

If a Teacher Candidate is unable to attend a class, it is up to them to supply evidence of mastery of content and completion of activities from the missed class. Successful evidence of mastery of content will be determined by the professor and must be submitted by the next class meeting.

* What if I choose to NOT make up content/activities from a missed class?

Those Candidates who choose not to engage in missed class content, will receive 5 points deducted from their final grade for each absence (up to 2). Those Candidates who miss more than 4 classes may receive an “F” for the course.

* Can I turn in late assignments?

Assignment Policy: All students are expected to complete assignments by the due date. ALL assignments must be completed for a grade in this course. If there is a mathematical error with your grade, please let me know ASAP. The professor will NOT debate grades with students; appointments to discuss the “learning” from an assignment may be made with the professor as early as the next day after a graded assignment is received.

Late Work Policy: Due to the breadth and depth of assignments in this course and the fact that multiple individuals (including your professor, mentor teacher, and students) are relying on your completion of timely work --- please be prompt, professional, and passionate about your work! When circumstances prevent timely completion of assignments please notify your professor PRIOR to the assignment due date. Assignments may be turned in late; however, the professor makes no promises to grade late work in a timely manner and no feedback will accompany the final grade. It is the Candidate’s responsibility to notify the professor, by email, if late work has been submitted. Please note, many of the assignments of this course may not be executed/performed without prior professor approval, so if you are late turning in work you may not get your assignments back in time to continue on in the course. Please know that as a professor I respect your time, so please respect mine. No late work will be accepted during the last week of course; all work that Candidates wish to receive a grade for must be turned in prior to the last week of regular course meeting.

* Do you count off for Writing?

Please practice: “Make-A-Parent-Feel-Confident” Writing:

As future teachers, you will be representing yourselves as professional educators and as a collective group of career professionals to your students, your students’ families, your co-workers, your employers, and our national community! Additionally, you will be responsible for the foundational instruction of young children! Therefore, correct spelling and grammar will be considered in grading
requirements. It is recommended that you have your written work reviewed by an outside source (the professor will not review assignments prior to turn in for mechanical errors, but consulting with a peer/tutor is acceptable).

When you submit work to your Professor, make sure that it represents your best work! If there are 5 or more grammar/mechanical errors in your final submission, you will be asked to review, correct, and resubmit. The professor does NOT guarantee that work that must be resubmitted will be graded in time to apply feedback to future assignments or to receive a final grade for the course! So take the time, the first time!

If your assignment’s content does not effectively reflect basic knowledge and understanding of key concepts in early childhood education, you may be required to schedule an outside conference with the professor before receiving credit for the course. The professor will be available to discuss the content of written work prior to turn in (appointments must be made at least 2 school days before the assignment is due).

Daily Requirements:

* To ensure that a Candidate receives credit for his/her attendance, it will be the Candidate’s responsibility to prominently display the “Name Plate” during class meetings and return it to the professor at the end of class.

* FORMATIVE ASSESSMENT --- 6-word Reflections: At the conclusion of each class meeting, candidates will be asked to write a 6-word reflection that highlights a lesson learned from the lecture, discussions, etc. These reflections will be collected by the professor and will serve as a formative assessment of knowledge learned and provide a means by which to communicate knowledge and/or pose specific questions for professor feedback --- please take the time/opportunity to say what you want to say! 😊

Communications:

All SFASU teacher candidates are issued an e-mail on the University System. The professor will send important information to you using this system, thus you are responsible for monitoring your SFASU e-mail address for any important class information. If you have forwarded your SFASU email to a personal e-mail server, you are responsible for ensuring that it has been done correctly (you will still be held accountable for information sent to your SFASU e-mail account even if it does not forward to your personal e-mail account).

COMMUNICATION -- early and often -- is welcomed and encouraged!

PLEASE reach out to me when you have questions, personal circumstances, etc. Do NOT wait until after the assignment is completed or the issue has grown too large to communicate concerns or needs with me. I understand the busy academic, professional, and personal schedules we all have, so I am available through multiple VIRTUAL platforms that will allow you to reach me from anywhere, anytime...

The best way to reach the professor is at the official SFASU e-mail address: BurrowLE@sfasu.edu or GROUPME (sign up at: http://bit.ly/1Rm2oxq)

**To ensure an expedited response, please put ECH 332 -- 002 in your subject line.
If you desire a FACE-to-FACE meeting, please schedule one with me for 11am - noon (Tuesday - Thursday), 10am - noon (Friday), or at another agreed upon time.

➔ PLEASE NOTE: due to the professor’s course schedule she is unable to meet with any students directly before or after class. Please consult office hours or schedule an alternate time when her attention can be fully devoted to you and your concerns. THANK YOU for understanding!

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

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1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _________________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.