Cover Sheet: Request 14286

EEC 4XXX Inclusive Early Childhood Curriculum, Teaching & Assessment II

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kristen Kemple kkemple@ufl.edu
Created	9/26/2019 4:28:53 PM
Updated	1/20/2020 3:38:16 PM
Description of request	This course will become part of the proposed BAE in Early Childhood Education. This is a new course to be included in the program of study.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000	Holly Lane		9/27/2019
No document changes					
College	Approved	COE - College of Education	Nancy Waldron		12/19/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/19/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

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Course|New for request 14286

Info

Request: EEC 4XXX Inclusive Early Childhood Curriculum, Teaching & Assessment II
Description of request: This course will become part of the proposed BAE in Early Childhood Education. This is a new course to be included in the program of study.
Submitter: Kristen Kemple kkemple@ufl.edu
Created: 12/16/2019 8:44:10 PM
Form version: 5

Responses

Recommended Prefix EEC
Course Level 4
Course Number XXX
Category of Instruction Advanced
Lab Code None
Course Title Inclusive EC Curriculum II
Transcript Title Incl EC Curriculum II
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description This course will develop students' skills in implementing appropriate curriculum, teaching and assessment for young children in preschool through grade 3, across the developmental domains and academic disciplines. This course is the second in a two-course sequence.
Prerequisites Students admitted to the early childhood education program and EEC 4252.

Co-requisites N/A
Rationale and Placement in Curriculum This will be a required course in the proposed BAE in Early Childhood Education. This is a new course creation. In keeping with current research and practices in early childhood education, this course will integrate curriculum, teaching, and assessment through an inclusive lens. This course is the second course in the sequence and will be taken during internship, which builds upon the content and experiences of the program of study for the degree program.
Course Objectives By the end of this course, students will:

• Demonstrate ability to successfully implement developmentally appropriate practices in curriculum, teaching, and assessment, as defined by the National Association for the Education of Young Children.
• Demonstrate ability to successfully implement Recommended Practices in curriculum, teaching and assessment as defined by the Division for Early Childhood of the Council for Exceptional Children.
• Demonstrate ability to create and evaluate learning experiences which help children to develop skills, concepts and attitudes in developmental domains and academic disciplines.
• Demonstrate ability to adapt and modify practices to meet the individual needs of young children, including dual language learners and children with disabilities
• Demonstrate ability to employ evidence-based and recommended intervention practices to

address the developmental needs of young children with disabilities

Course Textbook(s) and/or Other Assigned Reading Required Texts (available for rent or purchase):

Kostelnik, M., Soderman, A., Whiren, A., and Rupiper, M. (2019). Developmentally appropriate curriculum: Best practices in early childhood education. 7th Edition. (students should already have this book, from their Curriculum, Teaching and Assessment 1 course)

Cook, R.E., Klein, M.D. & Chen, D. (2019). Adapting early childhood curricula for children with disabilities and special needs, 10th Edition. Pearson.

Other Required Readings (available on canvas site):

Wortham, S.C. & Hardin, B.J. (2020). Assessment in early childhood Education, 8th Edition. Chapter 9: Teacher-designed assessment strategies.

Wortham, S.C. & Hardin, B.J. (2020). Assessment in early childhood Education, 8th Edition. Chapter 10: Performance-based assessment strategies.

Wortham, S.C. & Hardin, B.J. (2020). Assessment in early childhood Education, 8th Edition. Chapter 11: Portfolio assessment.
Other Recommended Texts

Brillante, P. (2017). The essentials: Supporting young children with disabilities in the classroom. Washington, DC: National Association for the Education of Young Children. (students should already have this book, from their Tiered Models of Instruction course)

Copple, C. & Bredekamp, S. (2009). Developmentally appropriate practice in early childhood programs serving children from birth to age eight. Washington, DC: National Association for the Education of Young Children. (Students should already own this, from Introduction to ECE Course).

Additional Required Readings: Standards (accessible online):

DEC (Division of Early Childhood/Council for Exceptional Children) (2014). DEC Recommended Practices. https://www.dec-sped.org/dec-recommended-practices

FLDOE (Florida Department of Education). (2019). Next Generation Sunshine State Standards. Tallahassee, FL: Author. http://www.cpalms.org/Public/search/Standard

FOEL (Florida Office of Early Learning). (2017). Florida early learning and developmental standards. http://flbt5.floridaearlylearning.com

OHS (Office of Head Start). (2015). The Head Start Early Learning Outcomes Framework: Ages Birth to Five. https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework

Common Core Standards (2019). Common Core Standards. https://Corestandards.org

Weekly Schedule of Topics
Week Topic

Reading(s)

Assignment(s)

1   Introduction to course

(in class)
review online standards
(FLDOE, FOEL, DEC, OHS, CCS)

2   Classroom Assessment Module:
Teacher Designed Assessment Strategies

Wortham Ch. 9

3   Classroom Assessment Module:
Performance-based Assessment Strategies

Wortham Ch. 10

4   Classroom Assessment Module:
Portfolio Assessment

Wortham Ch. 11

5   Classroom Assessment Module: Exam 1

Exam 1

6   Educating Young Children with Disabilities

Cook et al Ch. 1-2

Authentic Assessment due

7   Educating Young Children with Disabilities

Cook Ch. 3, 4, 5

Team Assessment due

8   CTA (Curriculum, Teaching Assessment
in the aesthetic domain

Kostelnik Ch. 9

9   CTA in the social and affective domains

Kostelnik Ch. 10 & 14
Cook et al Ch 6

Seminar facilitations as assigned

10   CTA in the cognitive domain

Kostelnik Ch. 11
Cook et al Ch 9

Seminar facilitations as assigned

11   Exam 2

Exam 2

12   CTA in the language domain

Kostelnik Ch. 12
Cook et al Ch 8

Seminar facilitations as assigned

13   CTA in the language domain:

Reading assessment

Kostelnik Ch. 12

14   CTA in the physical domain

Kostelnik Ch. 13
Cook et al ch 7

Seminar facilitations as assigned

15   Teaming, collaboration, problem-solving and support Cook et al Ch. 10

Seminar facilitations as assigned

16   Exam 3

Exam 3

Grading Scheme Assignment

Points or percentage

3 exams (100 each)

300
Authentic Assessment

150
Team Assessment

150
4 Lessons: Assess, Plan,
Implement, Assess, Present
(50 points each)

200
Seminar Facilitation

100
Attendance, Participation,
Preparedness,Professionalism 100

Total

1000 points

Final Grade Scale: 1000 – 930 = A, 929 – 900 = A-, 899 – 880 = B+, 879 – 830 = B, 829 – 800 = B-, 799 – 780 = C+, 779 – 730 = C, 729 – 700 = C-, 699 - 698 = D+, 679 - 630 = D, 629 - 600 = D-, 599 or below = F.

Three Exams (Individual) 300 Points total
The exams will each be a combination multiple choice, short answer, and essay. The first exam will be conducted in class during the X week, and will cover material addressed during the first X weeks of class. The second exam be conducted in class during the X week, and will cover material addressed during the first X weeks of class. The 3rd exam will be cumulative and will cover material addressed during the entire course. The 3rd exam will be online, and will be scheduled during exam week.
Authentic Assessments (Individual) (150 points total)
Students will be required to complete 4 authentic assessments in their internship classroom. These

assessments can be completed with two to four different children. Assessments must involve four different assessment formats. Students will develop an instructional target for each of the skills assessed. Further details will be provided in class.

Team Assessment (pairs) (150 points total) Students will participate in a pair activity that will focus on the use of the "Teaching Strategies Gold" assessment tool, used in early childhood to identify instructional targets. The pair will identify one child to assess (from their current filed placements), and each member of the pair will choose two domains on which to assess the child (social-emotional, physical, language, cognitive, or literacy). After the assessment, the pair will write up a report: The overall report is written as a pair, while the separate domain reports are written separately. Further details will be provided in class.

4 Lesson Cycles + Presentation: Assess, Plan, Implement, Assess, Evaluate (individual) (4@ 50 points each)

Based on initial assessment, students will develop a written plan using the UEC lesson plan format and then will carry out the lesson including assessment. Students will evaluate the success of their plan and implementation, and will present their experience to the class via powerpoint and handouts and will elicit class discussion through planned questions or prompts about 20 minutes each). Four such lesson cycles will be carried out. At least one of these should be a small group lesson (4 to 8 children), and at least one should be a lesson carried out with 1 or 2 children. At least one lesson should be focused on literacy standards and one on math standards.

Seminar Facilitation (groups) (100 points)

Student groups will be responsible for planning and carrying out facilitation of a 30-minute portions of seminar time. Each facilitation will be based on a common reading, based on a chapter from Cook et al's "Adapting early childhood curricula for children with disabilities. About 5-10 minutes of your 30-minute facilitation should be designed to provide an overview of the important points in the chapter (which everyone will already have read, but about which they will probably need a reminder). The remaining portion of your time should be designed to encourage your peers to think and discuss more deeply about the chapter content and to link the chapter content to their own experiences in early childhood classrooms.

Attendance, Participation, Preparedness & Professionalism (Individual) 100 points

Class sessions will include discussion and small group activities, which will often be based on the assigned readings. Attendance, attention, alertness, and active thoughtful prepared participation in all class sessions are expected. If you are absent once, the absence will not count against your grade. Subsequent absences are considered unexcused and will result in deduction of 20 points from your APPP grade. You will occasionally be given brief homework assignments. Each homework assignment that is not submitted on time, or that is deemed inadequate, will result in deduction of 10 points. Home-works missed due to unexcused absences cannot be made up. There will also be occasional pop quizzes over the readings, and quick-writes over readings and other class content, each worth between 10 and 20 points (in the case of unexcused absences, these cannot be made up). The remainder of the attendance/preparedness/participation grade is qualitative and is determined through observation of your in-class participation.

Instructor(s) To be determined
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

New course Modified Course

Current UEC ProTeach Program

Proposed BAE in ECE Program

Semester 5 Fall Junior Year	15	Semester 5 Fall Junior Year	15
EDF 3122 The Young Child	3	EDF 3122 The Young Child	3
EDF 3609 Social Foundations of Education	3	EEX 4294 Differentiated Instruction	3
EEX 3012 Intro to Special Education	3	EEC 3XXX Intro to Early Childhood Education	3
LIN 3710 Language Acquisition	3	EEC 3941 Practicum in Early Childhood Education	3
EEX 4754 Family Involvement in ECSE	3	EEC 3404 Family Diversity & Multicultural EC	3

Semester 6 Spring Junior Year	15	Semester 6 Spring Junior Year	15
EEC 3421 EC Math & Science	3	EEC 4252 Inclusive EC Curric/Teach/Assessment I	3
EEX 3226 Assessment in ECSE	3	EDF 3433 Measurement and Evaluation	2
EEC 3941 Practicum ECE	3	EEC 3941 Practicum Early Childhood Education	3
RED 3309 Emergent Lit Beginning Reading Instruct	3	EEC 3213 Language and Literacy Development in EC	3
EEX 4790 Multicultural Issues ECSE	3	EEC 4712 Soc-Emot Lrng & Behavior Support in ECE	4

Summer		Summer Senior Year	6
N/A		EEC 3421 EC Math Science & Technology	6

Semester 7 Fall Senior Year	15	Semester 7 Fall Senior Year	12
EEC 4712 Social Competence in Early Childhood	3	EEC 4XXX Internship in Early Childhood Education	3
EEX 4064 Ed Programming for Infant/Toddler	3	RED 3309 Emergent Lit Beginning Reading Instruct	3
EEC 4215 Early Childhood Science and Social Studies	3	EEC 4XXX Integrated Soc Stud, Humanities, Arts EC	3
EPD 4033 Severely Handicapped	3	EEC 4XXX Inclusive EC Curric/Teach/Assessment II	3
EEX 4812 Practicum: ECSE	3		

Semester 8 Spring Senior Year	15	Semester 8 Spring Senior Year	12
EME 4401 Technology	3	EEC 4XXX Internship in Early Childhood Education	6
EDF 3433 Measurement and Evaluation	3	EEC 4XXX Practicum in Early Literacy	3
LAE 4604 Early Childhood Language Arts	3	TSL 4324 ESOL Strategies for Content Area Teachers	3
EEX 3062 ECSE Curriculum & Management	3		
EEX 4905 EC Curriculum & Management	3		
Program continues to Master's year (below)		Program culminates Major Credits: 60	

Semester 9 Summer Graduate Year	6	Semester	
EEC 6615 Early Childhood Background & Concepts	3	N/A	
RED 5399 Practicum in Beginning Reading Instruct	3		

Semester 10 Fall Graduate Year	15	Semester	
EEC 6933 Internship in Early Childhood	12	N/A	
EEX 6786 Transdisciplinary Teaming Excp. Students	3		

Semester 11 Spring Graduate Year	15	Semester	
EEC 6304 Creativity & the Arts in EC	3	N/A	
EEC 6525 Issues in Child Care Administration	3		
TSL 5142 ESOL Curriculum /Methods/Assessment	3		
LAE 6407 Early Childhood Children's Literature	3		
EEX 6125 Intervention for Language & Learning	3		

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PROPOSED BAE in ECE PROGRAM: COURSE DESCRIPTIONS

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SEMESTER 5 (FALL)

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EDF 3122 The Young Child: Studies growth and development during infancy and early childhood.

EEX 4294 Differentiated Instruction : Provides preservice teachers with information and expertise related to instruction to that

effectively meets the academic needs of all students in inclusive settings.

EEC 3XXX Introduction to Early Childhood Education: Provides an overview of early childhood education for all children from age three through grade 3, including legal bases, historical and cultural perspectives, organization, programming, developmentally appropriate principles and evidenced-based practices. Considerations for diversity of socio-economic status, culture, ability, language, race, ethnicity and gender guide all aspects of the course.

EEC 3941 Practicum in Early Childhood Education :   Field experience in pre-service early childhood education.

EEC 3404 Family Involvement and Multicultural Issues in Early Childhood: The role of family and influence of community on development and learning of young children in diverse society

<u>**SEMESTER 6 (SPRING)**</u>

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EEC 4252   Inclusive EC Curriculum, Teaching and Assessment I: Develops knowledge of best practices in curriculum, management, and teaching in the early childhood years. Includes the contribution of child development theory and research to the design and implementation of appropriate early childhood programming, and discusses using theme-based units and play for integrating curriculum.

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EDF 3433 Measurement and Evaluation: Surveys principles and methods of educational measurement with an emphasis on evaluation and diagnosis of students in school settings.

EEC 3941 Practicum in Early Childhood Education :   Field experience in pre-service early childhood education.

EEC 3213 Language and Literacy Development in Early Childhood : This course provides students with an understanding of the foundations of language and literacy development in young children, from age 3 to grade 3. The course includes a focus on the development of oral language, vocabulary, phonological awareness, and word reading skills.

EEC 4712 Social-Emotional Learning & Behavior Support in ECE: Multi-tiered model approach to use of developmentally appropriate and evidence-based practices for promoting children's social-emotional learning, self-responsibility and self-regulation in early childhood programs. Practices build from focus on development of positive relationships, to environmental arrangements, to specific teaching practices, to use of individualized interventions based on functional assessment.

<u>**SEMESTER (Summer)**</u>

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EEC 3421 Early Childhood Math, Science, and Technology :   Students will learn to teach young children mathematics and science through processes of problem-solving, reasoning, communication, and inquiry. Students will explore the appropriate use of technology to amplify the learning environment and experience in preschool and the primary grades to develop digital citizens and computational thinkers.

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<u>**SEMESTER 7 (FALL)**</u>

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EEC 4XXX Internship in Early Childhood : Field experience in pre-service early childhood education.

RED 3309 Emergent Lit Beginning Reading Instruction: Provides students with knowledge to support emergent literacy in young children and teaching beginning reading in the early primary grades. Designed to provide students with theoretical and practical knowledge and experiences that prepare them to teach in a variety of applicable educational settings.

EEC 4XXX Integrated Social Studies, Humanities, and the Arts in ECE: This course is designed to develop students' understanding of appropriate curriculum and instruction in social studies, humanities and arts for young children in preschool through grade 3, with an emphasis on integrated experiences

EEC 4XXX Inclusive EC Curriculum, Teaching and Assessment II: This course is designed to develop students' skills in implementing appropriate curriculum, teaching and assessment for young children in preschool through grade 3, across the developmental domains and academic disciplines. This course is the second in a two-course sequence.

<u>**SEMESTER 8 (SPRING)**</u>

EEC 4XXX Internship in Early Childhood : Field experience in pre-service early childhood education.

EEC 4XXX Practicum in Early Literacy: This practicum course provides students with an opportunity to practice and demonstrate competence in early literacy assessment, instruction, and intervention in an early childhood classroom setting. Students will apply their literacy knowledge and skills with PreK-3 students. The practicum will include both small-group and whole-class instruction.

TSL 4324 ESOL Strategies for Content Area Teachers: Overview of the issues relevant to ESOL learners and develops the skills to teach ESOL students in content area classes.

352-392-2655 Fax

December, 2019

TO: University Curriculum Committee

FROM: Nancy Waldron, Associate Dean, College of Education
        Tara Mathien, Program Coordinator, Early Childhood Education

RE: New degree proposal – Bachelor of Arts in Education, Early Childhood Education major

The College of Education is proposing a new undergraduate degree/major in the College of Education, the Bachelor of Arts in Education, Early Childhood Education major. The proposed degree will prepare students for the Florida Department of Education's PreK/Primary Educator professional certification, also known as the "age three to grade three" certification. The new degree/major will be 120 credit hours, and is designed as a cohort program to be completed in four years. In addition to teaching children age three to grade three, graduates of this program may also pursue careers as teaching coaches for early childhood programs or as child care program administrators. The proposed program also provides foundational preparation for further graduate studies relevant to the early childhood years, including child development and early intervention.

The College of Education presently has an early childhood teacher preparation program called the Unified Early Childhood (UEC) ProTeach program, which is a 5-year cohort program through which students earn a BA degree in Special Education and an M.Ed. in Early Childhood Education. The current UEC ProTeach program prepares students for two Florida Department of Education teacher certifications: PreK/Primary and Birth to 5. Enrollment in the UEC ProTeach program has experienced a steady decline in applicants in recent years, with fewer students staying to complete the 5

th

year and graduate from the program. This decline in students interested in the teaching profession, is occurring across the nation but is particularly being noted in programs that require completion of a graduate degree. In order to respond to the current teacher shortage and need for highly qualified teachers entering the field sooner, the proposed Bachelors program in Early Childhood Education will replace the UEC ProTeach program.

In addition to preparation for PreK/Primary certification, the proposed program is designed to provide students Florida's English for Speakers of Other Languages (ESOL) Endorsement and Florida's Reading Endorsement, both of which are required by the State within a teacher's first few years of teaching.   With a basis in universal design and instructional practices for all learners, the program is designed to prepare students with the necessary content and skills to teach diverse children, with and without disabilities, within an inclusive environment. The program integrates knowledge and skills for working with children and families from culturally, linguistically, ability, and economically diverse backgrounds.

After completing General Education requirements in semesters 1 to 4, students are admitted to the program as Juniors and progress through the program in semesters 5 to 8. The program begins with foundational courses that build knowledge and skills related to core concepts for the field, including family relationships; typical and atypical child development; multicultural considerations; differentiating instruction to meet diverse needs; and

historical, philosophical, theoretical and ethical foundations undergirding the field of Early Childhood Education. In subsequent semesters, students learn and apply skills and knowledge relevant to methods of instruction, assessment, and guiding children's learning and development. Field experiences occur in every semester of the junior and senior years, beginning with focused practicum in a variety of early childhood settings/classrooms and culminating in a 1 year internship placement. The new degree/major is intended to begin in Fall 2021 and will be offered on campus.