

APPENDIX A
REVISED DEGREE PLAN

**School of Human Environmental Sciences
Birth through Kindergarten (BRKD)
2021-2022 Catalog**

Student: _____ **ID #** _____ **Advisor:** _____

University Requirements	<u>1 hour</u>	> Birth Through Kindergarten	<u>724 hours</u>
_____ UNIV 1001 University Perspectives		_____ NUTR 1213 Fundamentals of Nutrition (Fa, Sp)	
Communications	<u>9 hours</u>	_____ HDFS 1423 Observation & Foundations for Teaching Young Children (Fa)	
_____ ENGL 1013 Composition I		_____ HDFS 2403/2401L Infant & Toddler Dev. & Lab (F, Sp)	
_____ ENGL 1023 Composition II		_____ HDFS 2433 Child Development (Fa, Sp)	
_____ COMM 1313 Public Speaking		_____ HDFS 2463 Admin. and Leadership in the Helping Prof (F)	
US History or Government *	<u>3 hours</u>	_____ HDFS 2473/2471L Child Guidance & Lab (Fa, Sp)	
_____		_____ <u>HDFS 2493 Introduction to Cultural Competence</u>	
Mathematics*	<u>3 hours</u>	_____ HDFS 3333 Language & Literacy Pedagogy for BRKD Educators	
_____ MATH 1203 College Algebra (or higher level MATH)		_____ HDFS 3453 Parenting and Family Dynamics (Fa, Sp)	
Sciences *	<u>8 hours</u>	_____ <u>HDFS 4213/4212L Math and Science for Young Children & Lab</u>	
_____		_____ <u>HDFS 4223/4222L Creative and Social Experiences for Young Children & Lab</u>	
_____		_____ <u>HDFS 4233 Developmental Assessment in Early Childhood</u>	
_____		_____ HDFS 4313 Building Family & Community Relationships (Sp)	
_____		_____ <u>HDFS 4332/4332L Curriculum & Assessment: Birth to Three Years & Lab (Sp)</u>	
_____		_____ <u>HDFS 4342/4342L Curriculum and Assessment: Three Years through Kindergarten & Lab (Fa)</u>	
Fine Arts and Humanities *	<u>6 hours</u>	_____ HDFS 4373 <u>Internship: Infant, Toddler, and Preschool Programs Field Experience in Birth-Kindergarten Prog-</u> (Sp)	
_____		_____ HDFS 4383 <u>Field Experience in Birth-Kindergarten Prog-2 Internship: Kindergarten Programs</u> (Sp)	
_____		_____ <u>HDFS 4763 Research in HDFS: Methodological Approaches (F)</u>	
_____		_____ <u>HDFS 4773 Research in HDFS: Statistical Approaches (Sp)</u> or <u>STAT 2303 Principles of Statistics</u>	
Social Sciences	<u>9 hours</u>	_____ CIED 3023 Survey of Exceptionalities	
_____ PSYC 2003 General Psychology		_____ <u>CIED 3103 Children and Adolescent Literature</u>	
_____ SOCI 2013 General Sociology or		_____ CIED 3113 Emergent and Developmental Literacy	
_____ HDFS 2603 Rural Families and Communities		_____ HIST 3383 Arkansas & the Southwest	
_____ HDFS 2413 Family Relations		_____ SCWK 3633 Child Welfare: 21st Century Perspectives	
		_____ SPED 4413 ABA and Classroom Management	
		_____ SPED 4493 Introduction to Students with Autism Spectrum Disorders	
		_____ CIED 499V Special Topics in Curriculum & Instruction Education (3 hours) ¹	

OTHER REQUIREMENTS FOR BRKDBS DEGREE
Child Maltreatment certification

* See University Core Requirements
> Grades of "C" or higher are required

¹ Students must complete a CIED 499V (3 hours) in which the topic is in the area of Special Education. This course must be taken in the summer session.

General Electives **98**
hours

Total Hours Required **120 hours**

Both candidacy and retention eligibility for the Arkansas Birth through Kindergarten Integrated Licensure Program require that students meet a set of criteria listed in the catalog. These include the submission of a transcript showing a cumulative grade point average of at least 3.0, with grades of C or better in all BRKD courses. Students should consult their academic advisor as they near completion of the above requirements to discuss the application process for the Integrated Birth through Kindergarten/Special Education teacher license in Arkansas. **Additional Requirements for application to teacher licensure with the State of Arkansas Department of Education include demonstrating basic skills in Reading, Writing, and Mathematics (see Birth-Kindergarten Program Handbook), + Praxis Core (Reading, Writing, and Mathematics) or qualifying ACT, SAT or GRE scores, Praxis Content: Interdisciplinary**

DRAFT

Dale Bumpers College of Agricultural, Food & Life Sciences
EIGHT-SEMESTER DEGREE COMPLETION PROGRAM
B.S.H.E.S. — Birth through Kindergarten (BRKD)
2022-2023

HDFS Requirements: 1 hour University Perspectives; 9 hours Communications; 3 hours History; 3 hours Mathematics; 8 hours Sciences; 6 hours Fine Arts/Humanities; 9 hours Social Sciences; 74 hours Birth Through Kindergarten Concentration; 98 hours general electives. See catalog for candidacy and retention requirements for initial teacher licensure.

Bold – Course meets University Core

Pre-requisites, co-requisites, or recommended courses are in parentheses.

Fall Semester Year 1		Spring Semester Year 1	
Course	Hours	Course	Hours
UNIV 1001 University Perspectives	1	HDFS 2413 Family Relations	3
ENGL 1013 Composition I	3	PSYC 2003 General Psychology	3
General Elective	3	ENGL 1023 Composition II (Pre- ENGL 1013)	3
HDFS 1423 Observation & Foundations for Teaching Young Children	3	Science Core Elective	4
MATH 1203 (or higher)	3	COMM 1313 Public Speaking	3
Fine Arts Core Elective	3		
Total Semester Hours	16	Total Semester Hours	16
Fall Semester Year 2		Spring Semester Year 2	
Course	Hours	Course	Hours
HDFS 2403/2401L Infant & Toddler Development and Lab	4	HDFS 2433 Child Development (Pre- HESC 1403 or PSYC 2003)	3
HDFS 2463 Administration and Leadership in the Helping Professions	3	HDFS 3453 Parenting and Family Dynamics (Pre- HESC 1403 or PSYC 2003, & COMM 1313)	3
History Core Elective	3	Science Core Elective	4
Humanities Core Elective	3	CIED 3023 Survey of Exceptionalities	3
NUTR 1213 Fundamentals of Nutrition	3	SOCI 2013 General Sociology or HDFS 2603 Rural Families and Communities	3
Total Semester Hours	16	Total Semester Hours	16
Fall Semester Year 3		Spring Semester Year 3	
Course	Hours	Course	Hours
HDFS 2473/2471L Child Guidance and lab (Pre- HDFS 2433)	4	HDFS 4223/4222L <u>Creative and Social Experiences for Young Children and Lab</u>	<u>54</u>
HDFS <u>2493 Introduction to Cultural Competence</u>	3	4332/4332L <u>Curriculum & Assessment Birth to Three Years and Lab (Pre- HDFS 2403/2401L)</u>	3
4763 Analytical Approaches to Research in HDFS I	3	HIST 3383 Arkansas & The Southwest <u>HDFS 4773 Analytical Approaches to Research in HDFS II (Pre- HDFS 4763, STAT 2303) or STAT 2303</u>	3
<u>HDFS 4233 Developmental Assessment in Early Childhood</u>	3	General Elective	3
CIED 3103 Children's Literature	3	CIED 3113 Emergent & Developmental Literacy	3
HDFS 3333 Language and Literacy Pedagogy for Birth Through Kindergarten Educators (Pre- HDFS 2433, 2403, & 2401L)	3		
Total Semester Hours	13	Total Semester Hours	143
Summer Semester Year 3			
Course	Hours		
CIED 499V Special Topics in Curriculum & Instruction Education ¹	3		
Total Semester Hours	3		
Fall Semester Year 4		Spring Semester Year 4	
Course	Hours	Course	Hours
HDFS 4213/4212L Math and Science for Young Children and Lab <u>4342/4342L Curriculum & Assessment Three Years through Kindergarten and Lab (Pre- HDFS 2473/2471L)</u>	<u>54</u>	HDFS 4373 <u>Internship: Infant, Toddler, and Preschool Programs Field Experience in B-K Programs Pre- HDFS 4213/4212L & HDFS 4223/4222L (Pre- HDFS 4332/4332L & HDFS 4342/4342L)</u>	3
SPED 4493 Introduction to Students with Autism Spectrum Disorders	3	HDFS 4383 <u>Field Experience in B-K Internship: Kindergarten Programs II (Pre- HDFS 4213332/421332L & HDFS 4223342/422342L)</u>	3
<u>HIST 3383 Arkansas & The Southwest</u>	<u>3</u>	HDFS 4313 Building Family and Community Relations	3
SCWK 3633 Child Welfare: 21 st Century Perspectives	3	SPED 4413 ABA and Classroom Management	3
General Electives	3		

Total Semester Hours	146	Total Semester Hours	12
		TOTAL HOURS	120

¹ Students must complete a CIED 499V (3 hours) in which the topic is in the area of Special Education.

DRAFT

APPENDIX B
REVISED ADE CURRICULUM MATRIX

Early Childhood/SpEd Integrated B-K License	Appendix B: Course Alignment with ADE Content Competencies										
								NEW COURSE			NEW COURSE
	NUTR 1213 Foundations of Nutrition	HDFS 1423 Observation and Foundations of Teaching Young Children	HDFS 2403/2401L Infant and Toddler Development & Lab	HDFS 2433 Child Development	HDFS 2413 Family Relations	HDFS 2463 Introduction to leadership and Administration in the Helping Professions	HDFS 2473/2471L Child Guidance & Lab	HDFS 2493 Introduction to Cultural Competence	HDFS 3333 Language and Literacy Pedagogy for Birth - Kindergarten Educators	HDFS 3453 Parenting and Family Dynamics	HDFS 4213/4212L Math and Science for the Young Child & Lab
1. Development of Young Children, Developmentally Appropriate Approaches to Learning, and Individual Differences											
1.1	x	x	x	x			x		x	x	x
1.2	x	x	x	x	x		x	x	x	x	x
1.3		x	x				x		x	x	x
1.4		x	x	x			x		x	x	x
1.5		x	x	x			x		x	x	x
1.6		x	x				x		x	x	x
1.7		x	x	x			x	x	x	x	x
1.8		x	x	x			x	x	x	x	x
1.9			x	x			x	x	x	x	x
2. Learning Environments											
2.1	x		x	x		x	x		x	x	x
2.2			x				x	x	x	x	x
2.3		x					x		x		x
2.4		x	x	x			x				x
3. Content Knowledge, Curriculum Building and Instructional Planning/Strategies											
3.1			x				x		x		x
3.2									x		x
3.3									x		x
3.4									x		x
3.5							x		x		x
3.6							x		x		x
3.7							x		x		x
3.8							x	x	x		x
3.9							x		x		x
3.10							x		x		x
3.11							x		x		x
3.12									x		x
3.13									x		x
3.14									x		x
4. Assessment and Documentation											
4.1			x			x	x		x		
4.2			x			x	x		x		x
4.3			x			x	x				x
4.4			x			x	x		x	x	
4.5			x			x	x				
4.6			x				x				x
4.7			x				x		x		
4.8							x		x		x
5. Relationships and Collaboration with Families, Colleagues, and Community											
5.1	x			x	x		x	x	x	x	x
5.2				x	x		x			x	x
5.3					x		x			x	x
5.4		x	x				x			x	x
5.5							x		x	x	x
5.6						x	x		x	x	x
5.7			x			x	x		x	x	x
6. Professionalism and Ethical Practice											
6.1		x	x	x		x	x		x	x	
6.2	x	x	x	x	x		x			x	x
6.3			x				x		x	x	x
6.4		x	x				x		x	x	x
6.5		x					x		x	x	x
6.6			x				x	x	x	x	x
6.7		x			x		x		x	x	x
6.8		x	x				x	x	x	x	x
6.9		x	x				x	x	x	x	x
6.10							x		x	x	x
6.11							x				x

Early Childhood/SpEd Integrated B-K License	Appendix B: Course Alignment with ADE Content Competencies										
	NEW COURSE	NEW COURSE									
1. Development of Young Children, Developmentally Appropriate Approaches to Learning, and Individual Differences	HDFS 4223/4222L Social and Creative Experiences for the Young Child & Lab	HDFS 4233 Developmental Assessment in Early Childhood	HDFS 4313 Building Family and Community Relationships	HDFS 4373 Internship: Infant, Toddler, and Preschool Programs	HDFS 4383 Internship: Kindergarten Programs	CIED 3023 Survey of Exceptionalities	CIED 3113 Emergent and Developmental Literacy	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management for Teachers	SPED 4493 Introduction to Students with High Incidence Disabilities	CIED 499V Special Topics in Curriculum and Instruction Education
1.1	x	x	x	x	x	x		x	x	x	
1.2	x		x	x	x			x	x	x	
1.3	x		x	x	x				x	x	
1.4	x		x	x	x	x			x	x	
1.5	x	x	x	x	x	x			x	x	x
1.6	x		x	x	x	x					x
1.7	x		x	x	x	x		x			x
1.8	x		x	x	x	x		x			
1.9	x		x	x	x	x					
2. Learning Environments											
2.1	x		x	x	x				x	x	x
2.2	x	x	x	x	x				x		x
2.3	x		x	x	x				x	x	x
2.4	x			x	x			x	x	x	x
3. Content Knowledge, Curriculum Building and Instructional Planning/Strategies											
3.1	x	x		x	x			x			x
3.2	x			x	x			x			x
3.3	x			x	x			x			x
3.4	x	x		x	x			x			x
3.5	x		x	x	x	x		x	x	x	x
3.6	x		x	x	x	x		x	x	x	x
3.7	x	x		x	x	x		x	x	x	x
3.8	x	x		x	x			x	x	x	x
3.9	x	x		x	x			x			x
3.10	x			x	x			x			x
3.11	x			x	x			x			x
3.12	x			x	x			x			x
3.13	x			x	x			x			x
3.14	x			x	x			x			x
4. Assessment and Documentation											
4.1		x	x	x	x	x			x	x	x
4.2	x	x		x	x				x	x	x
4.3	x	x		x	x				x	x	x
4.4		x	x	x	x	x					
4.5		x	x	x	x						
4.6	x	x		x	x						
4.7		x		x	x						
4.8	x	x		x	x				x	x	x
5. Relationships and Collaboration with Families, Colleagues, and Community											
5.1	x		x	x	x			x			
5.2	x	x	x	x	x			x			
5.3	x	x	x	x	x						
5.4	x		x	x	x						
5.5	x	x	x	x	x			x			
5.6	x	x	x	x	x			x			
5.7	x	x	x	x	x			x			x
6. Professionalism and Ethical Practice											
6.1		x	x	x	x	x		x			
6.2	x	x	x	x	x	x		x	x	x	x
6.3	x	x	x	x	x						
6.4	x	x	x	x	x						x
6.5	x	x		x	x			x			
6.6	x		x			x		x	x		x
6.7	x										x
6.8	x	x	x			x			x		x
6.9	x	x	x					x			x
6.10	x	x	x					x			
6.11	x	x							x		x

APPENDIX C
REVISED ATS CURRICULUM MATRIX

								New Course				New Course
	NUTR 1213 1 Fund.of Nutrition	HDFS 1423 Observation and Foundations for Teaching Young	HDFS 2403/2401L Infant Toddler Development & Lab	HDFS 2433 Child Development	HDFS 2413 Family Relations	HDFS 2463 Introduction to Leadership and Administration in the Helping Professions	HDFS 2473/2471L Child Guidance & Lab	HDFS 2493 Introduction to Cultural Competence	HDFS 3333 Language and Literacy in the Birth through Kindergarten Classroom	HDFS 3453 Parenting and Family Dynamics	HDFS 4313 Building Family & Community Relationships	HDFS 4213/4212L Math and Science for the Young Child & Lab
Standard #1 - Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.		X	X	X	X	X	X	X	X	X	X	X
Performances:												
1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.		X	X				X		X			X
1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.		X	X				X		X			X
1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.		X			X	X				X	X	X
Essential Knowledge:												
1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.		X	X	X			X		X			X
1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.			X	X			X		X			X
1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.			X	X			X		X			X
1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.			X						X			X
Critical Dispositions:												
1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.		X	X				X		X			X
1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.		X	X				X		X			X
1(j) The teacher takes responsibility for promoting learners' growth and development.		X	X				X		X			X
1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.		X			X	X	X			X	X	X
Standard #2 - Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.		X					X	X	X	X	X	X
Performances:												
2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.			X				X		X			X
2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.		X	X				X					X

								New Course				New Course
	NUTR 1213 1 Fund.of Nutrition	HDFS 1423 Observation and Foundations for Teaching Young	HDFS 2403/2401L Infant Toddler Development & Lab	HDFS 2433 Child Development	HDFS 2413 Family Relations	HDFS 2463 Introduction to Leadership and Administration in the Helping Professions	HDFS 2473/2471L Child Guidance & Lab	HDFS 2493 Introduction to Cultural Competence	HDFS 3333 Language and Literacy in the Birth through Kindergarten Classroom	HDFS 3453 Parenting and Family Dynamics	HDFS 4313 Building Family & Community Relationships	HDFS 4213/4212L Math and Science for the Young Child & Lab
2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.			X				X		X			X
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.								X	X	X	X	X
2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.									X			X
2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.			X				X					X
Essential Knowledge:												
2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.		X	X				X		X			X
2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.		X	X				X		X			X
2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.									X			X
2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.			X		X			X	X	X	X	X
2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.					X		X	X	X	X	X	
Critical Dispositions:												
2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.			X				X		X			X
2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.			X	X	X			X	X		X	X
2(n) The teacher makes learners feel valued and helps them learn to value each other.			X				X	X	X			X
2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.								X	X			
Standard #3 - Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation		X	X				X		X	X	X	X
Performances:												
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.		X	X		X		X		X	X	X	X
3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.			X						X		X	X
3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.			X				X				X	X

								New Course				New Course
	NUTR 1213 1 Fund.of Nutrition	HDFS 1423 Observation and Foundations for Teaching Young	HDFS 2403/2401L Infant Toddler Development & Lab	HDFS 2433 Child Development	HDFS 2413 Family Relations	HDFS 2463 Introduction to Leadership and Administration in the Helping Professions	HDFS 2473/2471L Child Guidance & Lab	HDFS 2493 Introduction to Cultural Competence	HDFS 3333 Language and Literacy in the Birth through Kindergarten Classroom	HDFS 3453 Parenting and Family Dynamics	HDFS 4313 Building Family & Community Relationships	HDFS 4213/4212L Math and Science for the Young Child & Lab
3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.			X				X			X	X	X
3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.			X				X		X	X	X	X
3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.							X		X		X	X
3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.									X			X
3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.											X	X
Essential Knowledge												
3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.			X				X		X			X
3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.			X	X			X			X		X
3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.		X	X				X					X
3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.			X	X	X				X	X	X	X
3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.							X					X
Critical Dispositions												
3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.		X	X		X		X		X		X	X
3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.			X				X					X
3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.			X				X					X
3(q) The teacher seeks to foster respectful communication among all members of the learning community.			X				X				X	X
3(r) The teacher is a thoughtful and responsive listener and observer.		X	X	X			X				X	X
Standard #4 - Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.		X	X				X		X			X
Performances:												
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.			X				X		X			X

								New Course				New Course
	NUTR 1213 1 Fund.of Nutrition	HDFS 1423 Observation and Foundations for Teaching Young	HDFS 2403/2401L Infant Toddler Development & Lab	HDFS 2433 Child Development	HDFS 2413 Family Relations	HDFS 2463 Introduction to Leadership and Administration in the Helping Professions	HDFS 2473/2471L Child Guidance & Lab	HDFS 2493 Introduction to Cultural Competence	HDFS 3333 Language and Literacy in the Birth through Kindergarten Classroom	HDFS 3453 Parenting and Family Dynamics	HDFS 4313 Building Family & Community Relationships	HDFS 4213/4212L Math and Science for the Young Child & Lab
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).							X					X
5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.			X				X		X			X
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.			X				X					X
5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.			X				X		X			X
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.												X
5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.								X	X		X	X
5(h) The teacher develops and implements supports for learner literacy development across content areas.			X				X		X			X
Essential Knowledge:												
5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.		X	X	X			X		X		X	X
5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.							X		X			X
5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.		X	X				X				X	X
5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.												X
5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.			X	X			X					X
5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.			X						X			X
5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.							X					
5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.												X
Critical Dispositions:												
5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.									X			
5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.							X				X	X
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.			X				X					X
Standard #6 - Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.		X	X				X		X			X
Performances:												

								New Course				New Course
	NUTR 1213 1 Fund.of Nutrition	HDFS 1423 Observation and Foundations for Teaching Young	HDFS 2403/2401L Infant Toddler Development & Lab	HDFS 2433 Child Development	HDFS 2413 Family Relations	HDFS 2463 Introduction to Leadership and Administration in the Helping Professions	HDFS 2473/2471L Child Guidance & Lab	HDFS 2493 Introduction to Cultural Competence	HDFS 3333 Language and Literacy in the Birth through Kindergarten Classroom	HDFS 3453 Parenting and Family Dynamics	HDFS 4313 Building Family & Community Relationships	HDFS 4213/4212L Math and Science for the Young Child & Lab
6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.		X	X	X			X		X		X	X
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.			X				X		X			X
6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.			X				X					X
6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.							X					X
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.							X					
6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.			X				X		X	X		X
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.		X	X	X			X		X		X	X
6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.			X				X		X			X
6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.							X					X
Essential Knowledge:												
6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.									X			X
6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.		X	X	X			X		X		X	X
6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.		X	X				X		X			X
6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.							X					
6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.							X		X	X		X
6(o) The teacher knows when and how to evaluate and report learner progress against standards.		X	X				X					X
6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.									X			
Critical Dispositions:												
6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.												X
6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.			X				X		X			X
6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.							X					X
6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.		X	X	X			X		X		X	X

								New Course				New Course
	NUTR 1213 1 Fund.of Nutrition	HDFS 1423 Observation and Foundations for Teaching Young	HDFS 2403/2401L Infant Toddler Development & Lab	HDFS 2433 Child Development	HDFS 2413 Family Relations	HDFS 2463 Introduction to Leadership and Administration in the Helping Professions	HDFS 2473/2471L Child Guidance & Lab	HDFS 2493 Introduction to Cultural Competence	HDFS 3333 Language and Literacy in the Birth through Kindergarten Classroom	HDFS 3453 Parenting and Family Dynamics	HDFS 4313 Building Family & Community Relationships	HDFS 4213/4212L Math and Science for the Young Child & Lab
6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.			X				X		X			X
6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.		X	X	X			X		X		X	X
Standard #7 - Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	X	X	X	X	X		X		X	X	X	X
Performances:												
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.			X				X		X		X	X
7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.			X				X		X			X
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.		X	X	X			X					X
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.			X				X		X			X
7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.			X				X			X		
7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.			X				X		X			X
Essential Knowledge:												
7(g) The teacher understands content and content standards and how these are organized in the curriculum.			X				X					X
7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.			X						X			X
7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.	X	X	X	X	X		X		X	X	X	X
7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.			X				X		X			X
7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.			X				X		X			X
7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.			X				X		X			X
7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).			X				X					
Critical Dispositions:												
7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.			X				X		X			X
7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.			X		X		X			X	X	X

								New Course				New Course
	NUTR 1213 1 Fund.of Nutrition	HDFS 1423 Observation and Foundations for Teaching Young	HDFS 2403/2401L Infant Toddler Development & Lab	HDFS 2433 Child Development	HDFS 2413 Family Relations	HDFS 2463 Introduction to Leadership and Administration in the Helping Professions	HDFS 2473/2471L Child Guidance & Lab	HDFS 2493 Introduction to Cultural Competence	HDFS 3333 Language and Literacy in the Birth through Kindergarten Classroom	HDFS 3453 Parenting and Family Dynamics	HDFS 4313 Building Family & Community Relationships	HDFS 4213/4212L Math and Science for the Young Child & Lab
7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.			X				X		X			X
7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.			X				X		X			X
Standard #8 -Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.		X	X		X		X		X	X	X	X
Performances:												
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.			X				X		X			X
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.		X	X				X		X			X
8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.			X				X		X	X	X	X
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.							X			X		X
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.			X									X
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.			X	X			X		X			X
8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.			X									X
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.			X	X			X		X			X
8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).												X
Essential Knowledge:												
8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.			X	X			X		X			X
8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.			X	X			X		X	X	X	X
8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.			X				X		X	X		X
8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.			X	X	X		X		X			X
8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.			X								X	X
8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.							X					X
Critical Dispositions:												

								New Course				New Course
	NUTR 1213 1 Fund.of Nutrition	HDFS 1423 Observation and Foundations for Teaching Young	HDFS 2403/2401L Infant Toddler Development & Lab	HDFS 2433 Child Development	HDFS 2413 Family Relations	HDFS 2463 Introduction to Leadership and Administration in the Helping Professions	HDFS 2473/2471L Child Guidance & Lab	HDFS 2493 Introduction to Cultural Competence	HDFS 3333 Language and Literacy in the Birth through Kindergarten Classroom	HDFS 3453 Parenting and Family Dynamics	HDFS 4313 Building Family & Community Relationships	HDFS 4213/4212L Math and Science for the Young Child & Lab
8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.		X	X				X		X	X	X	X
8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.			X				X		X			X
8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.							X					X
8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.			X				X		X			X
Standard #9 - Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.		X	X			X		X	X			X
Performances:												
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.			X			X			X			
9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.						X			X			
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.		X	X			X	X		X			X
9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.						X	X					
9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.		X	X		X		X		X	X	X	X
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.		X	X				X				X	X
Essential Knowledge:												
9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.			X				X					X
9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.		X	X	X			X		X		X	X
9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.			X		X		X					X
9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).		X	X				X		X		X	X
9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.						X						

								New Course				New Course
	NUTR 1213 1 Fund.of Nutrition	HDFS 1423 Observation and Foundations for Teaching Young	HDFS 2403/2401L Infant Toddler Development & Lab	HDFS 2433 Child Development	HDFS 2413 Family Relations	HDFS 2463 Introduction to Leadership and Administration in the Helping Professions	HDFS 2473/2471L Child Guidance & Lab	HDFS 2493 Introduction to Cultural Competence	HDFS 3333 Language and Literacy in the Birth through Kindergarten Classroom	HDFS 3453 Parenting and Family Dynamics	HDFS 4313 Building Family & Community Relationships	HDFS 4213/4212L Math and Science for the Young Child & Lab
Critical Dispositions:												
9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.		X	X				X		X			X
9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.								X		X	X	
9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.						X						
9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.		X	X				X				X	X
Standard #10 - Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.		X			X	X	X		X	X	X	
Performances:												
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.			X				X		X			X
10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.			X									X
10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.						X						
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.			X		X		X			X	X	X
10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.			X				X		X		X	X
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.						X			X			
10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.										X	X	
10(h) The teacher uses and generates meaningful research on education issues and policies.				X			X					X
10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.						X	X					
10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.			X			X					X	X
10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.						X				X	X	X
Essential Knowledge:												
10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.		X	X	X	X						X	X

								New Course				New Course
	NUTR 1213 1 Fund.of Nutrition	HDFS 1423 Observation and Foundations for Teaching Young	HDFS 2403/2401L Infant Toddler Development & Lab	HDFS 2433 Child Development	HDFS 2413 Family Relations	HDFS 2463 Introduction to Leadership and Administration in the Helping Professions	HDFS 2473/2471L Child Guidance & Lab	HDFS 2493 Introduction to Cultural Competence	HDFS 3333 Language and Literacy in the Birth through Kindergarten Classroom	HDFS 3453 Parenting and Family Dynamics	HDFS 4313 Building Family & Community Relationships	HDFS 4213/4212L Math and Science for the Young Child & Lab
10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.			X	X	X		X		X		X	X
10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.						X	X			X	X	X
10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.		X	X	X	X		X			X	X	X
Critical Dispositions:												
10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.		X	X						X			X
10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.			X	X	X		X			X	X	X
10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.						X			X	X		X
10(s) The teacher takes responsibility for contributing to and advancing the profession.						X				X	X	X
10(t) The teacher embraces the challenge of continuous improvement and change.			X				X		X			X

	New Course	New Course									
	HDFS 4223/4222L Social and Creative Experiences for the Young Child & Lab	HDFS 4233 Developmental Assessment in Early Childhood	HDFS 4373 Internship: Infant, Toddler and Preschool Programs	HDFS 4383 Internship: Kindergarten Programs	CIED 3023 Survey of Exceptionalities	CIED 3113 Emergent and Developmental Literacy	HIST 3383 Arkansas and the Southwest	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management	SPED 4493 Introduction to Students with High Incidence Disabilities	CIED 499V Special Topics in Curriculum & Instruction Education (Special Education)
Standard #1 - Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	X	X	X	X	X	X		X	X	X	X
Performances:											
1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	X	X		X	X	X	X			X	X
1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.	X	X		X	X	X			X	X	X
1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	X	X						X			X
Essential Knowledge:											
1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.	X	X		X	X	X	X			X	X
1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.	X	X		X	X	X	X			X	X
1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.	X	X		X	X	X	X			X	X
1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	X	X		X	X		X				
Critical Dispositions:											
1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.	X	X		X	X	X	X			X	X
1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	X	X		X	X	X				X	X
1(j) The teacher takes responsibility for promoting learners' growth and development.	X	X		X	X	X	X			X	X
1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.	X	X		X	X					X	X
Standard #2 - Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	X	X		X	X	X	X	X	X	X	X
Performances:											
2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	X	X		X	X	X	X			X	X
2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	X	X		X	X	X	X			X	X

	New Course	New Course									
	HDFS 4223/4222L Social and Creative Experiences for the Young Child & Lab	HDFS 4233 Developmental Assessment in Early Childhood	HDFS 4373 Internship: Infant, Toddler and Preschool Programs	HDFS 4383 Internship: Kindergarten Programs	CIED 3023 Survey of Exceptionalities	CIED 3113 Emergent and Developmental Literacy	HIST 3383 Arkansas and the Southwest	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management	SPED 4493 Introduction to Students with High Incidence Disabilities	CIED 499V Special Topics in Curriculum & Instruction Education (Special Education)
2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	X	X	X	X	X	X			X	X	X
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.	X	X	X	X	X		X				
2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	X	X	X			X					
2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	X	X	X	X	X				X	X	X
Essential Knowledge:											
2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.	X	X	X	X	X	X			X	X	X
2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	X	X	X	X	X				X	X	X
2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.	X					X					
2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.	X	X	X	X	X		X			X	
2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.	X		X	X	X		X				
Critical Dispositions:											
2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.	X	X	X	X	X	X			X	X	X
2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	X	X	X	X	X	X		X	X	X	X
2(n) The teacher makes learners feel valued and helps them learn to value each other.	X		X	X	X				X	X	X
2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.						X					
Standard #3 - Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation	X	X	X	X			X		X	X	X
Performances:											
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	X	X	X	X	X	X		X	X	X	X
3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	X		X	X	X				X	X	X

	New Course	New Course									
	HDFS 4223/4222L Social and Creative Experiences for the Young Child & Lab	HDFS 4233 Developmental Assessment in Early Childhood	HDFS 4373 Internship: Infant, Toddler and Preschool Programs	HDFS 4383 Internship: Kindergarten Programs	CIED 3023 Survey of Exceptionalities	CIED 3113 Emergent and Developmental Literacy	HIST 3383 Arkansas and the Southwest	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management	SPED 4493 Introduction to Students with High Incidence Disabilities	CIED 499V Special Topics in Curriculum & Instruction Education (Special Education)
3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	X		X	X							
3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	X		X	X					X		X
3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	X	X	X	X					X		X
3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	X		X	X	X	X		X	X	X	X
3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	X		X	X	X		X			X	
3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	X		X	X							
Essential Knowledge											
3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.	X	X	X	X						X	
3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.	X	X	X	X	X	X			X	X	X
3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.	X		X	X	X	X			X	X	X
3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.	X		X	X	X		X		X	X	X
3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	X	X	X	X	X	X			X	X	X
Critical Dispositions											
3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	X		X	X	X				X	X	X
3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	X	X	X	X	X				X	X	X
3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	X	X	X	X	X				X	X	X
3(q) The teacher seeks to foster respectful communication among all members of the learning community.	X		X	X	X				X	X	X
3(r) The teacher is a thoughtful and responsive listener and observer.	X	X	X	X	X				X	X	X
Standard #4 - Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	X	X	X	X	X	X	X		X	X	X
Performances:											

	New Course	New Course									
	HDFS 4223/4222L Social and Creative Experiences for the Young Child & Lab	HDFS 4233 Developmental Assessment in Early Childhood	HDFS 4373 Internship: Infant, Toddler and Preschool Programs	HDFS 4383 Internship: Kindergarten Programs	CIED 3023 Survey of Exceptionalities	CIED 3113 Emergent and Developmental Literacy	HIST 3383 Arkansas and the Southwest	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management	SPED 4493 Introduction to Students with High Incidence Disabilities	CIED 499V Special Topics in Curriculum & Instruction Education (Special Education)
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	X		X	X	X	X			X	X	
4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	X		X	X	X	X			X	X	
4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.	X		X	X	X						
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	X		X	X	X	X			X	X	X
4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	X		X	X	X				X	X	X
4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.	X		X	X	X	X			X	X	X
4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	X		X	X	X	X			X	X	X
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.	X		X	X	X						
4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	X		X	X	X						
Essential Knowledge:											
4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	X		X	X	X	X			X	X	X
4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.	X		X	X	X				X	X	X
4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.	X		X	X	X	X			X	X	X
4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.	X	X	X	X	X	X	X		X	X	X
4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.	X	X	X	X	X	X			X	X	X
Critical Dispositions:											
4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	X		X	X	X	X			X	X	X
4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	X		X	X							
4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	X	X	X	X							X
4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.	X	X	X	X	X	X			X	X	X
Standard #5 - Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	X	X	X	X	X	X	X		X	X	X

	New Course	New Course									
	HDFS 4223/4222L Social and Creative Experiences for the Young Child & Lab	HDFS 4233 Developmental Assessment in Early Childhood	HDFS 4373 Internship: Infant, Toddler and Preschool Programs	HDFS 4383 Internship: Kindergarten Programs	CIED 3023 Survey of Exceptionalities	CIED 3113 Emergent and Developmental Literacy	HIST 3383 Arkansas and the Southwest	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management	SPED 4493 Introduction to Students with High Incidence Disabilities	CIED 499V Special Topics in Curriculum & Instruction Education (Special Education)
5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.	X		X	X	X				X	X	X
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	X		X	X	X				X	X	X
Standard #6 - Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.	X	X	X	X	X				X	X	X
Performances:											
6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	X	X	X	X	X	X			X	X	X
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	X	X	X	X	X	X			X	X	X
6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	X	X	X	X					X	X	X
6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	X	X	X	X	X						
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	X	X	X	X	X				X	X	X
6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	X	X	X	X							
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	X	X	X	X	X	X			X	X	X
6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	X	X	X	X	X	X			X	X	X
6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	X	X	X	X	X	X			X	X	X
Essential Knowledge:											
6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.	X	X	X	X		X					
6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.	X	X	X	X	X	X			X	X	X
6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.	X	X	X	X		X			X	X	X
6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.	X	X	X	X	X				X	X	X
6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	X	X	X	X	X						
6(o) The teacher knows when and how to evaluate and report learner progress against standards.	X	X	X	X	X	X			X	X	X

	New Course	New Course									
	HDFS 4223/4222L Social and Creative Experiences for the Young Child & Lab	HDFS 4233 Developmental Assessment in Early Childhood	HDFS 4373 Internship: Infant, Toddler and Preschool Programs	HDFS 4383 Internship: Kindergarten Programs	CIED 3023 Survey of Exceptionalities	CIED 3113 Emergent and Developmental Literacy	HIST 3383 Arkansas and the Southwest	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management	SPED 4493 Introduction to Students with High Incidence Disabilities	CIED 499V Special Topics in Curriculum & Instruction Education (Special Education)
6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	X	X	X	X	X	X				X	
Critical Dispositions:											
6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	X	X	X	X							
6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.	X	X	X	X	X	X			X	X	X
6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.	X	X	X	X	X						
6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.	X	X	X	X	X	X			X	X	X
6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	X	X	X	X	X				X	X	X
6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	X	X	X	X	X	X			X	X	X
Standard #7 - Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	X	X	X	X	X	X	X		X	X	X
Performances:											
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	X		X	X	X	X			X	X	X
7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	X		X	X	X	X			X	X	X
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	X		X	X	X	X			X	X	
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	X	X	X	X	X	X			X	X	
7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.			X	X	X				X	X	X
7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	X	X	X	X	X	X			X	X	
Essential Knowledge:											
7(g) The teacher understands content and content standards and how these are organized in the curriculum.	X	X	X	X	X	X					
7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.	X		X	X		X					
7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.	X		X	X	X	X	X			X	
7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	X		X	X	X	X			X	X	X

	New Course	New Course									
	HDFS 4223/4222L Social and Creative Experiences for the Young Child & Lab	HDFS 4233 Developmental Assessment in Early Childhood	HDFS 4373 Internship: Infant, Toddler and Preschool Programs	HDFS 4383 Internship: Kindergarten Programs	CIED 3023 Survey of Exceptionalities	CIED 3113 Emergent and Developmental Literacy	HIST 3383 Arkansas and the Southwest	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management	SPED 4493 Introduction to Students with High Incidence Disabilities	CIED 499V Special Topics in Curriculum & Instruction Education (Special Education)
7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	X		X	X	X	X				X	
7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.	X	X	X	X	X	X			X	X	X
7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).	X	X	X	X	X				X	X	X
Critical Dispositions:											
7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	X	X	X	X	X	X			X	X	X
7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.	X		X	X	X				X	X	X
7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	X		X	X	X	X			X	X	X
7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.	X	X	X	X	X	X			X	X	X
Standard #8 -Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	X	X	X	X	X	X			X	X	X
Performances:											
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	X		X	X	X	X			X	X	X
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	X	X	X	X	X	X			X	X	X
8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	X		X	X	X				X	X	
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	X		X	X		X					
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	X		X	X	X				X	X	
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	X		X	X							
8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	X		X	X	X	X			X	X	X
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	X		X	X	X	X			X	X	X
8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	X		X	X							
Essential Knowledge:											

	New Course	New Course									
	HDFS 4223/4222L Social and Creative Experiences for the Young Child & Lab	HDFS 4233 Developmental Assessment in Early Childhood	HDFS 4373 Internship: Infant, Toddler and Preschool Programs	HDFS 4383 Internship: Kindergarten Programs	CJED 3023 Survey of Exceptionalities	CJED 3113 Emergent and Developmental Literacy	HIST 3383 Arkansas and the Southwest	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management	SPED 4493 Introduction to Students with High Incidence Disabilities	CJED 499V Special Topics in Curriculum & Instruction Education (Special Education)
8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.	X		X	X	X	X				X	
8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.	X		X	X	X	X	X		X	X	X
8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.	X		X	X	X				X	X	
8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.	X		X	X	X	X			X	X	
8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.	X		X	X	X				X	X	X
8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	X		X	X	X	X			X	X	X
Critical Dispositions:											
8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	X		X	X	X	X			X	X	X
8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	X		X	X	X	X					
8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.	X		X	X	X	X			X	X	X
8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	X		X	X	X				X	X	X
Standard #9 - Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	X		X	X			X	X	X	X	X
Performances:											
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	X		X	X							
9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	X		X	X							
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	X		X	X					X	X	X
9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	X		X	X							
9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	X		X	X	X		X		X		X

	New Course	New Course									
	HDFS 4223/4222L Social and Creative Experiences for the Young Child & Lab	HDFS 4233 Developmental Assessment in Early Childhood	HDFS 4373 Internship: Infant, Toddler and Preschool Programs	HDFS 4383 Internship: Kindergarten Programs	CIED 3023 Survey of Exceptionalities	CIED 3113 Emergent and Developmental Literacy	HIST 3383 Arkansas and the Southwest	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management	SPED 4493 Introduction to Students with High Incidence Disabilities	CIED 499V Special Topics in Curriculum & Instruction Education (Special Education)
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	X		X	X	X				X	X	X
Essential Knowledge:											
9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.	X		X	X	X						
9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.	X		X	X	X	X			X	X	X
9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.	X		X	X	X		X		X	X	X
9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	X		X	X	X			X		X	X
9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.	X		X	X							
Critical Dispositions:											
9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	X		X	X	X	X			X	X	X
9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	X		X	X			X				
9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	X		X	X							
9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	X		X	X	X				X	X	X
Standard #10 - Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.							X		X	X	X
Performances:											
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	X		X	X	X	X			X	X	X
10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	X		X	X	X				X	X	X
10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	X		X	X					X	X	

	New Course	New Course									
	HDFS 4223/4222L Social and Creative Experiences for the Young Child & Lab	HDFS 4233 Developmental Assessment in Early Childhood	HDFS 4373 Internship: Infant, Toddler and Preschool Programs	HDFS 4383 Internship: Kindergarten Programs	CIED 3023 Survey of Exceptionalities	CIED 3113 Emergent and Developmental Literacy	HIST 3383 Arkansas and the Southwest	SCWK 3633 Child Welfare: 21st Century Perspectives	SPED 4413 ABA and Classroom Management	SPED 4493 Introduction to Students with High Incidence Disabilities	CIED 499V Special Topics in Curriculum & Instruction Education (Special Education)
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	X		X	X	X				X	X	X
10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.	X		X	X	X				X	X	X
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	X		X	X							
10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	X		X	X							
10(h) The teacher uses and generates meaningful research on education issues and policies.	X		X	X							X
10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	X										
10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	X		X	X							X
10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	X										
Essential Knowledge:											
10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	X		X	X	X		X		X		X
10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.	X		X	X	X				X		
10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.	X		X	X	X				X		X
10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.	X		X	X	X				X		
Critical Dispositions:											
10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	X		X	X	X				X		X
10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.	X		X	X	X				X		
10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	X		X	X							X
10(s) The teacher takes responsibility for contributing to and advancing the profession.	X							X			
10(t) The teacher embraces the challenge of continuous improvement and change.	X		X	X	X				X		X

APPENDIX D
NEW COURSE SYLLABI

University of Arkansas
Bumpers College
School of Human Environmental Sciences
HDFS 2493: Introduction to Cultural Competence
FALL 2021 (ONLINE)

Credit Hours: 3

Faculty: Dr. Wiersma-Mosley, Professor of Human Development and Family Sciences (HDFS) HOEC 209, School of Human Environmental Sciences

Office phone: 479-575-4688

E-mail: jwiersma@uark.edu

FREE ONLINE TEXTBOOK: Ahrndt, Shannon, "Intercultural Communication" (2020). Open Educational Resources Collection. 24. <https://irl.umsl.edu/oer/24>

This is a web-based course, which utilizes reading assignments, electronic media, internet references, and directed learning activities; these are utilized to enhance your learning on cultural competence.

COURSE OVERVIEW

Basic introduction to definitions of intercultural competence, diversity, cultural values and beliefs, attitudes and verbal and non-verbal behavior, are examined to identify basic differences among individuals from diverse cultural backgrounds and across populations. This course provides an interdisciplinary focus on the values, patterns, history, and attitudes that create and sustain cultures. The course also provides an analysis of many of the populations that exist in the United States. The course is organized into 3 sections: Introduction to basic definitions and theories, focus on the self (identity development), and focus on others, which are core components for intercultural competence.

STUDENT LEARNING OUTCOMES

- Define intercultural competence, cultural humility and recognize why it is important to be competent. (NAEYC 1.2, 2.1, 4.1, 7.2; ADE 1.2, 6.8; CEC 1.2, 2.1, 4.1, 7.2; TESS 1b, 2a, 2d, 3a, 3c, 4c, 4e; ATS 2d, 2j, 2k, 2m, 2n, 2o, 5g, 9m)
- Describe how culture, cultural identity, and intersectionality are related. (NAEYC 1.2, 2.1, 4.1; ADE 1.2, 1.8, 2.2, 3.8, 5.1, 6.7, 6.8; CEC 1.2, 2.1, 4.1; TESS 1b, 2a, 2d, 4c, 4e; ATS 2d, 2m, 9m)
- Identify stereotypes, privileges, microaggressions and biases. (NAEYC 1.2, 2.1, 4.1, 7.4; ADE 1.8, 6.6, 6.7, 6.8; CEC 1.2, 2.1, 4.1, 7.4; TESS 1b, 2a, 2d, 3a, 3c, 4c; ATS 2n, 5g, 9m)
- Identify the many cultural sub-groups that make up American society. (NAEYC 1.2, 2.1, 4.1; ADE 1.2, 1.8, 2.2, 3.8, 5.1, 6.8; CEC 1.2, 2.1, 4.1; TESS 1b, 3c, 4c, 4e; ATS 2d, 2k, 2m, 2o, 5g, 9m)
- Define social, economic and historical issues and how they impact race and ethnic relations in the US. (NAEYC 1.2, 2.1, 7.4; ADE 1.2, 1.8, 6.7, 6.8; CEC 1.2, 2.1, 7.4; TESS 1b, 4e; ATS 2d, 5g, 9m)

- Identify similarities as well as differences between cultural sub-groups. (NAEYC 1.2, 2.1; ADE 1.2, 1.8, 2.2, 3.8, 5.1, 6.8; CEC 1.2, 2.1; TESS 1b, 2a, 3c, 4c, 4e; ATS 2d, 2k, 2m, 2o, 9m)
- Explain the various ways individuals have experienced racism, discrimination, and prejudice in the US. (NAEYC 1.2, 2.1, 7.4; ADE 1.2, 1.8, 2.2, 6.6, 6.7, 6.8; CEC 1.2, 2.1, 7.4; TESS 1b, 2d, 3a, 4c, 4e; ATS 2d, 2k, 5g, 9m)

EVALUATION METHODS/LEARNING ACTIVITIES (500 points)

EXAMS (150 points) - There will be 3 examinations, based on the readings, lectures, and discussions.

PARTICIPATION (250 points) – Students are required to participate in weekly activities, quizzes or assignments, as well as written reflections about course material. There are more than 250 points worth of activities, meaning you'll have some cushion in case you are absent or sick or emergencies come up.

SERVICE LEARNING (100 points) - Students are required to participate in at least 15 hours in service learning; options are provided (details are in LEFT FOLDER called Service Learning); Points are based off of hours participating (15 hours in semester).

GRADING

At the end of the semester your grade will be assigned based upon where your percentage falls within the following general categories.

A	90% and above
B	80-89%
C	70-79%
D	60-69%
F	59% and below

All assignments that are not automatically graded by Blackboard, such as Quizzes and certain Exams, will be graded as soon as possible. For small assignments, expect a grade in 48 hrs, for larger reflections, expect a grade in at most 5 days.

LATE WORK: All assignments are due on Sunday night at 11:59 PM. Do not wait until the last minute to submit assignments. Blackboard occasionally goes down and that is most frustrating if you have not left yourself any margin. Late work will not be accepted unless you have made prior arrangements with the instructor (in writing).

Makeup Exams: The only acceptable excuse for missing an exam, without prior notification, is a medical emergency. In the case of a medical emergency, documentation must be provided **within 24 hours** of missing the exam. **There are no exceptions to this rule.**

COURSE OUTLINE

<u>Week</u>	<u>Topic</u>
1	Introductions and Identity
2	Cultural Competence Definitions
3	Cultural Competence Theories
4	<u>Exam 1</u>
5	Denial: Stereotypes & Privileges
6	Polarization: Microaggressions and Biases
7	Minimization: Classism
8	Minimization: Racism and Oppression
9	Minimization: Racism and Oppression
10	<u>Exam 2</u>
11	Acceptance: Gender and Race
12	Acceptance: LGBTQ+ Community
13	Acceptance: People with Disabilities
14	Thanksgiving Break
15	Acceptance: Multicultural Families and Immigration
16	Moving into Action and Adaptation
17	<u>Exam 3</u>

Math and Science for Young Children
HDFS 4213 & 4212L
Fall 2022

Instructor: Laura K. Herold, Ph.D.
Assistant Teaching Professor
Human Development and Family Science
Office: 16A, Human Environmental Science Building
Office Phone: 575-5162
Email: lkherold@uark.edu

Course Description:

Students will plan curriculum for young children ages 0-5 in the areas of math and science. Emphasis will be placed on theories of learning, developmentally appropriate practice (DAP), professionalism, philosophy, and ethical conduct. Students will design lesson plans for young children and will learn about effective implementation of curriculum.

Prerequisites:

HDFS 2473/2471L Child Guidance/Child Guidance Lab

Required Texts:

National Association for the Education of Young Children (2015) *Exploring Math and Science in Preschool*. Washington DC: NAEYC.

Cameron, A., Gallahue, P., & Iacoviello, D. (2020) *Early Childhood Math Routines: Empowering Young Minds to Think*. Washington DC: NAEYC.

Herolman, C. (2017) *Making and Tinkering With STEM: Solving Design Challenges With Young Children*. Washington DC: NAEYC.

[Infant and Toddler STEAM: Supporting Interdisciplinary Experiences with Our Youngest Learners](#)

National Association for the Education of Young Children Position Statement: [Early Childhood Mathematics: Promoting Good Beginnings](#)

National Sciences Teacher's Association Position Statement: [Early Childhood Science Education](#)

Additional readings as assigned.

Learning Goals:

Students should leave this class possessing knowledge, skills and dispositions of quality teachers who will be highly employable in the field of early childhood. Students will display competence in developmentally appropriate practice, curriculum, ethical conduct, professionalism, assessment, and developmental knowledge in the areas of math and science.

Learning Objectives:

By the end of the semester, students will possess the following behaviors and competencies. *(Aligned with NAEYC Standards for Teacher Preparation, The Arkansas Department of Education's (ADE) Competencies for Early Childhood/Special Ed Integrated B-K), Council for Exceptional Children (CEC) standards, Teacher Excellence and Support System (TESS) standards, and Arkansas Teaching Standards (ATS)*

1. Describe developmentally appropriate practices as they apply to preschoolers including children with special needs. (NAEYC 1a, 1b, 1c, 4b, 4d; ADE 1.1-1.9; CEC 1.1, 1.3, 3.0; TESS 1a-1b; ATS 1b, 1d-1e, 2c, 2g, 2h, 3i-3j, 3l-3m, 4a-4c, 4j-4n, 8j-8o)
2. Plan a developmentally appropriate physical environment for preschoolers including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.1-2.2; ATS 3i, 3k, 3n; CEC 2.0-2.1; TESS 2a-2e, 4b; ATS 3a-3h, 5s)
3. Plan and implement developmentally appropriate curriculum in the domains of math and science with measurable objectives, based on the Arkansas Frameworks Handbook for Three and Four Year Olds (NAEYC 1a, 1b, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.3, 3.2-3.11, 3.13-3.14, 4.1-4.8; CEC 1.0, 1.2, 2.2-2.3, 3.2-3.3, 4.0-4.4, 5.0-5.7; TESS 1c, 1e-1f, 3a-3d; ATS 1a, 1f-1g, 4d-4f, 4h-4i, 5a-5h, 5l-5p, 6a-6p, 7a-7c, 7e-7m, 8a-8i)
4. Prepare a developmentally appropriate schedule including routines and transitions for preschoolers including children with special needs (NAEYC 1a, 1b, 1c; ADE 2.4, 3.2-3.11, 3.13-3.14; CEC 1.0, 1.2, 2.2-2.3, 5.0-5.7; TESS 1e, 2c; ATS 2a, 2b, 2f, 2h, 3k)
5. Compile and create a developmentally appropriate lesson plan for preschoolers including accommodations for children with special needs. (NAEYC 1a, 1b, 1c, 3b,3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.3, 3.2-3.11, 3.13-3.14; CEC 1.0, 1.2, 2.2-2.3, 5.0-5.7; TESS 1e; ATS 2a-2b, 2e-2f, 2h-2i, 3k, 3.2-3.3, 7d, 8a-8i)
6. Demonstrate developmentally appropriate experiences for preschoolers covering the domains of math and science, including for children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.3, 3.2-3.11, 3.13-3.14; CEC 1.0, 1.2, 2.2-2.3, 3.1-3.3, 5.0-5.7; TESS 1e; ATS 7a, 7f)
7. Compile developmentally appropriate weekly plans for preschoolers including children with special needs (NAEYC 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.3, 3.2-3.11, 3.13-3.14; CEC 1.0, 1.2, 2.2-2.3, 5.0-5.7; TESS 1e; ATS 2a, 2b, 2f, 2h, 3k)
8. Supplement experiences/lesson plan in the domains of math and science with teacher-made materials. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, ADE 2.3, 3.2-3.11, 3.13-3.14; TESS 1e; CEC 1.0, 1.2; TESS 1e; ATS 4f-4g, 8a)
9. Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2b, 2c, 3d; ADE 2.3, 3.12, 4.4, 5.1-5.4, 6.8; CEC 5.5, 7.0-7.1; TESS 4c; ATS 1c, 1k, 2d, 2j, 5r, 7m, 8c, 10m)
10. Compare and analyze different curriculum approaches and models for preschoolers including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, ADE 2.3; CEC 3.0; TESS 1d; ATS 4p, 5r, 8n)
11. Understand and apply the basic skills involved in undertaking action research, including crafting research questions, selecting a methodology, finding and critically consuming empirical findings related to early childhood education, building a literature review, and planning an analytic strategy based on your research questions and methodology. (NAEYC ; ADE ; CEC ; TESS ; ATS)
12. Students will demonstrate professional behavior according to NAEYC and CEC standards, Code of Ethical Conduct, and the philosophy and objectives of the UA JTCDS (NAEYC 6a, 6b; ADE 5.5-5.7, 6.1-6.5, 6.9-6.11; CEC 6.0-6.6, 7.-7.2; TESS 4a, 4d-4e; ATS 1h-1j, 2l-n, 3n-3r, 4q-4r, 5i-5k, 6q-6v, 7n-7q, 8p-s, 9a-o, 10a-t)

Teaching Philosophy

Ample research indicates that we learn best by being engaged and involved in the learning experience. Therefore, this class seeks to involve students, not just lecture them. We will use discussions, interaction activities, simulations, informal surveys, and real-world experience as we seek to understand parenting and family dynamics in contemporary family systems in the United States today. This is a constructivist approach to teaching. In your work with families and children, you will be called upon, again and again, to relate to families which come in a variety of forms and deal with a variety of issues. Rote learning of facts will do you little good. Rather, you will need to be ready to function appropriately, in a way that meets the needs of clients of all ages. Responsibility to learn rests squarely upon you.

Policies

Academic honesty

“Maintaining the integrity of the academic process at the University of Arkansas should be of utmost importance to the entire university community. Academic dishonesty undermines the value of university degrees, hinders scholarship, and impairs intellectual progress” (University of Arkansas, 2011). There will be zero tolerance for cheating, lying, or stealing in relation to assignments, actions, and attendance in class and lab. The instructor will forward any academic integrity infractions to the Academic Integrity Monitor. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see me if you are unsure about what constitutes academic dishonesty. (See Unauthorized Use of Technology for a Quiz or Examination below).

Concealed Handguns

Per the statement from Chancellor Steinmetz made on Monday, April 24, 2017: “**Concealed handguns will not be allowed** at athletic events or **in the Jean Tyson Child Development Study Center**, nor will they be allowed to be stored in residence halls.”

Course Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact ada@uark.edu or visit <http://cea.uark.edu> for more information on registration procedures).

Due dates

Due dates given on the attached schedule and/or specified in blackboard are to be respected. Late work will be collected with sufficient documentation that supports the late work and **at the instructor’s discretion**. The grade will be penalized by 5% per each day late, including weekends and non-class days.

Equal and respectful treatment

The University faculty, administration, and staff are committed to providing an equal education opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted upon this campus.

Face Coverings on Campus

Face coverings are required inside campus buildings. If you require accommodations due to physical or other restrictive conditions, please contact the Center for Educational Access.

Professional behavior

Students are expected to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally during remote meetings throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDSO Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Failure to comply with these requirements may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner. Respect yourself, UA property and facilities, fellow students, and the instructor. *During our meetings do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for cleaning up after yourself.

Recording of Class Lectures

By attending this class, student understands the course is being recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times.

Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination.

The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct.
- Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct.
- The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct.
- Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct.

Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

Unauthorized Recording by Student

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal

law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use of Class Recordings

Instructors may record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use and Distribution of Class Notes

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Websites or Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

Weather

Class may be canceled due to inclement weather – although this is unlikely, since this class is online this semester. Listen for announcements on T.V. and radio. Call 575-7000 for an all-university announcement. Consult KUAF Radio 91.3 FM or at the UA website (www.uark.edu). All UARK and BASIS accounts will be notified through the RazALERT system.

Assignments:

Please see complete details and instructions for assignments on Blackboard.

Lecture course:

- Action Research Project and Presentation - Students will coordinate a group action research project focused on the domains of math and science. They will gather research articles to create a literature review, collect research data, and analyze research results. Groups will present research projects during a presentation at the end of the semester. Lecture and discussion on the topics of designing action research questions, selecting methodologies, finding and interpreting high-quality sources, and building a literature review will be embedded within this course on *Action Research Fridays*. These days will also feature guest speakers engaged in early childhood research.
- Professional Philosophy Statement - Students will compose and finalize a personal philosophy of teaching young children. This will include a section on math and science learning in which students exemplify their image of the child, knowledge of classroom environments, and understanding of early childhood teaching with concrete descriptions of best practices in math and science learning.
- Electronic Portfolio Slides – Students will compose three (3) slides representing competencies gained during the course as they correlate to NAEYC learning standards.

Lab Course

- Curriculum Plans – Students will develop, reflect on, and peer-review four (4) small-group activities, two focused on math and two focused on science. Students will also develop, implement, and peer-review one (1) large-group STEAM activity.
- Documentation panel: Students will collect observations through anecdotal notes, pictures, running records, checklist, etc. to use as a guide for caregiving/curriculum/experience plans. They will complete a documentation panel to present to their peers.

GRADES

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59% or less.

<u>Lecture Assignment</u>	<u>Points</u>	<u>Lab Assignment</u>	<u>Points</u>
<u>Class Participation</u>	<u>60</u>	<u>Lab Hours and Observations at the JTCDSC</u>	<u>100</u>
<u>Action Research Project and Presentation</u>	<u>150</u>	<u>Documentation Panel</u>	<u>50</u>
<u>Professional Philosophy Statement</u>	<u>100</u>	<u>Small Group Provocations/Activities</u> <u>[15 Plan; 15 Peer-Review/Reflection]</u>	<u>120</u>
<u>Electronic Portfolio Slides</u>	<u>60</u>	<u>Large Group Provocation/Activity</u> <u>[15 Activity Plan; 15 Peer-Review/Reflection]</u>	<u>30</u>
<u>Total</u>	<u>370</u>	<u>Total</u>	<u>300</u>

TENTATIVE SCHEDULE (subject to change with notice)

Week	Topics	Lab
Week 1	Orientation to the course; Cognitive development in domains of math and science learning; Intentional teaching and best practices in math and science; Approaches to learning	<i>General observation, rapport-building, and one-page reflection</i>
Week 2	Mathematical skills: Counting and subitizing; Adding and subtracting; Sorting and classifying; Composing number and place value <i>Action Research Friday: Quantitative and Qualitative Methods</i>	<i>Math focused observation and discussion</i>
Week 3	Math environments: Infants through kindergarten <i>Action Research Friday: Developing Research Questions</i>	<i>Small group plan 1 due: Math</i>
Week 4	Planning math experiences: Play and mathematical thinking <i>Action Research Friday: Selecting Sources</i>	<i>Exemplar video viewing and Blackboard discussion</i>
Week 5	Planning math experiences: Adult led learning with infants, toddlers, and preschoolers <i>Action Research Friday: Building a Literature Review</i>	<i>Peer review/reflection of small group experience 1: Math</i>
Week 6	Planning math experiences: Adult led learning in Kindergarten <i>Action Research Friday: Research Ethics and IRB</i>	<i>Small group plan 2 due: Math</i>
Week 7	Scientific process and scientific content: Scientific method; cognitive discrepancy; Problem solving; Teacher's role in the curious classroom	<i>Peer review/reflection of small group experience 2: Math</i>
Week 8	Science environments: Infants through kindergarten <i>Action Research Friday: More on Methodologies</i>	<i>Science focused observation and discussion</i>
Week 9	Planning science experiences: Play and scientific thinking <i>Action Research Friday: Working with your Data</i>	<i>Small group plan 3 due: Science</i>
Week 10	Planning science experiences: Adult led learning with infants, toddlers, and preschoolers <i>Action Research Friday: Work Day</i>	<i>Exemplar video viewing and Blackboard discussion</i>
Week 11	Planning science experiences: Adult led learning in Kindergarten	<i>Peer review/reflection of small group experience 3: Science</i>
Week 12	Math and science learning: Using inquiry as instructional approach <i>Action Research Friday: Work Day</i>	<i>Peer review/reflection of experience 4: Science</i>
Week 13	Integrating science and math learning across the curriculum	<i>Large group STEAM plan due</i>
Week 14	STEAM and Tinkering; Project-based learning <i>Action Research Friday: Work Day</i>	<i>Peer review/reflection of small group experience 4: Science</i>
Week 15	Action Research Presentations	<i>Peer review/reflection of large group STEAM plan due</i>

**Creative and Social Experiences for Young Children
HDFS 4223 & 4222L
Fall 2022**

Instructor: Donia Timby
Human Development and Family Science
Office: HOEC 7B, Human Environmental Science Building
Office Phone: 575-5224
Email: dtimby@uark.edu

Course Description:

Students will plan curriculum for young children ages 0-5 in the areas of the arts and social emotional learning. Emphasis will be placed on theories of learning, developmentally appropriate practice (DAP), professionalism, philosophy, and ethical conduct. Students will design lesson plans for young children and will learn about effective implementation of curriculum.

Prerequisites:

HDFS 2473/2471L Child Guidance/Child Guidance Lab

Required Texts:

Isbell, R., & Raines, S. C. (2012) *Creativity and the Arts with Young Children*. Cengage Learning.

Koralek, D. (2005) *Spotlight on Young Children and the Creative Arts*. DC: NAEYC.

Procopio, R. & Bohart, H. (2017) *Spotlight on Young Children: Social and Emotional Development*. Washington DC: NAEYC.

Riley, D., San Juan, R., Klinker, J., & Ramminger, A., (2007). *Social & Emotional Development: Connecting Science and Practice in Early Childhood Settings*. Redleaf Press

National Association for the Education of Young Children: [Promoting Young Children's Social and Emotional Development](#)

Additional readings as assigned.

Learning Goals:

Students should leave this class possessing knowledge, skills and dispositions of quality teachers who will be highly employable in the field of early childhood. Students will display competence in developmentally appropriate practice, curriculum, ethical conduct, professionalism, assessment, and developmental knowledge in the creative arts and social emotional learning.

Learning Objectives:

By the end of the semester, students will possess the following behaviors and competencies. (*Aligned with NAEYC Standards for Teacher Preparation, The Arkansas Department of Education's (ADE) Competencies for*

Early Childhood/Special Ed Integrated B-K), Council for Exceptional Children (CEC) standards, Teacher Excellence and Support System (TESS) standards, and Arkansas Teaching Standards (ATS)

1. Describe developmentally appropriate practices in the areas of the creative arts and social learning as they apply to infants, toddlers, preschoolers, and kindergarteners, including children with special needs. (NAEYC 1a, 1b, 1c, 4b, 4d; ADE 1.1-1.9; CEC 1.1, 1.3, 3.0; TESS 1a-1b; ATS 1b, 1d-1e, 2c, 2g, 2h, 3i-3j, 3l-3m, 4a-4c, 4j-4n, 8j-8o)
2. Plan a developmentally appropriate physical environment in the areas of the creative arts and social learning for preschoolers including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.1-2.2; ATS 3i, 3k, 3n; CEC 2.0-2.1; TESS 2a-2e, 4b; ATS 3a-3h, 5s)
3. Plan and implement developmentally appropriate curriculum in the domains of the creative arts and social emotional learning with measurable objectives, based on the Arkansas Frameworks Handbook for Three and Four Year Olds (NAEYC 1a, 1b, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.3, 3.2-3.11, 3.13-3.14, 4.1-4.8; CEC 1.0, 1.2, 2.2-2.3, 3.2-3.3, 4.0-4.4, 5.0-5.7; TESS 1c, 1e-1f, 3a-3d; ATS 1a, 1f-1g, 4d-4f, 4h-4i, 5a-5h, 5l-5p, 6a-6p, 7a-7c, 7e-7m, 8a-8i)
4. Prepare a developmentally appropriate schedule including routines and transitions for preschoolers including children with special needs (NAEYC 1a, 1b, 1c; ADE 2.4, 3.2-3.11, 3.13-3.14; CEC 1.0, 1.2, 2.2-2.3, 5.0-5.7; TESS 1e, 2c; ATS 2a, 2b, 2f, 2h, 3k)
5. Compile and create a developmentally appropriate lesson plan in the areas of the creative arts and social learning for preschoolers including accommodations for children with special needs. (NAEYC 1a, 1b, 1c, 3b,3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.3, 3.2-3.11, 3.13-3.14; CEC 1.0, 1.2, 2.2-2.3, 5.0-5.7; TESS 1e; ATS 2a-2b, 2e-2f, 2h-2i, 3k, 3.2-3.3, 7d, 8a-8i))
6. Demonstrate developmentally appropriate experiences for preschoolers covering the domains of the creative arts and social emotional learning, including for children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.3, 3.2-3.11, 3.13-3.14; CEC 1.0, 1.2, 2.2-2.3, 3.1-3.3, 5.0-5.7; TESS 1e; ATS 7a, 7f)
7. Compile developmentally appropriate weekly plans for preschoolers including children with special needs (NAEYC 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.3, 3.2-3.11, 3.13-3.14; CEC 1.0, 1.2, 2.2-2.3, 5.0-5.7; TESS 1e; ATS 2a, 2b, 2f, 2h, 3k)
8. Supplement experiences/lesson plan in the domains of the creative arts and social emotional learning with teacher-made materials. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, ADE 2.3, 3.2-3.11, 3.13-3.14; TESS 1e; CEC 1.0, 1.2; TESS 1e; ATS 4f-4g, 8a)
9. Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2b, 2c, 3d; ADE 2.3, 3.12, 4.4, 5.1-5.4, 6.8; CEC 5.5, 7.0-7.1; TESS 4c; ATS 1c, 1k, 2d, 2j, 5r, 7m, 8c, 10m)
10. Compare and analyze different curriculum approaches and models for preschoolers including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, ADE 2.3; CEC 3.0; TESS 1d; ATS 4p, 5r, 8n)
11. Students will demonstrate professional behavior according to NAEYC and CEC standards, Code of Ethical Conduct, and the philosophy and objectives of the UA JTCDSC (NAEYC 6a, 6b; ADE 5.5-5.7, 6.1-6.5, 6.9-6.11; CEC 6.0-6.6, 7.-7.2; TESS 4a, 4d-4e; ATS 1h-1j, 2l-n, 3n-3r, 4q-4r, 5i-5k, 6q-6v, 7n-7q, 8p-s, 9a-o, 10a-t)

Teaching Philosophy

Ample research indicates that we learn best by being engaged and involved in the learning experience. Therefore, this class seeks to involve students, not just lecture them. We will use discussions, interaction activities, simulations, informal surveys, and real-world experience as we seek to understand parenting and

family dynamics in contemporary family systems in the United States today. This is a constructivist approach to teaching. In your work with families and children, you will be called upon, again and again, to relate to families which come in a variety of forms and deal with a variety of issues. Rote learning of facts will do you little good. Rather, you will need to be ready to function appropriately, in a way that meets the needs of clients of all ages. Responsibility to learn rests squarely upon you.

Policies

Academic honesty

“Maintaining the integrity of the academic process at the University of Arkansas should be of utmost importance to the entire university community. Academic dishonesty undermines the value of university degrees, hinders scholarship, and impairs intellectual progress” (University of Arkansas, 2011). There will be zero tolerance for cheating, lying, or stealing in relation to assignments, actions, and attendance in class and lab. The instructor will forward any academic integrity infractions to the Academic Integrity Monitor. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see me if you are unsure about what constitutes academic dishonesty. (See Unauthorized Use of Technology for a Quiz or Examination below).

Concealed Handguns

Per the statement from Chancellor Steinmetz made on Monday, April 24, 2017: “**Concealed handguns will not be allowed** at athletic events or **in the Jean Tyson Child Development Study Center**, nor will they be allowed to be stored in residence halls.”

Course Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact ada@uark.edu or visit <http://cea.uark.edu> for more information on registration procedures).

Due dates

Due dates given on the attached schedule and/or specified in blackboard are to be respected. Late work will be collected with sufficient documentation that supports the late work and at the instructor’s discretion. The grade will be penalized by 5% per each day late, including weekends and non-class days.

Equal and respectful treatment

The University faculty, administration, and staff are committed to providing an equal education opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted upon this campus.

Face Coverings on Campus

Face coverings are required inside campus buildings. If you require accommodations due to physical or other restrictive conditions, please contact the Center for Educational Access.

Professional behavior

Students are expected to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally during remote meetings throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDSC Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Failure to comply with these requirements may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner. Respect yourself, UA property and facilities, fellow students, and the instructor. *During our meetings do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for cleaning up after yourself.

Recording of Class Lectures

By attending this class, student understands the course is being recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times.

Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination.

The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct.
- Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct.
- The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct.
- Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct.

Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

Unauthorized Recording by Student

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use of Class Recordings

Instructors may record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use and Distribution of Class Notes

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Websites or Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

Weather

Class may be canceled due to inclement weather – although this is unlikely, since this class is online this semester. Listen for announcements on T.V. and radio. Call 575-7000 for an all-university announcement. Consult KUAF Radio 91.3 FM or at the UA website (www.uark.edu). All UARK and BASIS accounts will be notified through the RazALERT system.

Assignments:

Please see complete details and instructions for assignments on Blackboard.

Lecture Course:

- Song/Finger Play Presentations: – Each student will choose two songs or finger plays that is developmentally appropriate for infants and toddlers and present it to the class. Students will provide class members with the words and movements to the song or finger play. Students will also use these songs and finger plays in their lab classrooms.
- Integrated Project: - Plan a classroom-based unit of study/project integrating play, the arts, and creative thinking. This is the performance-based assessment for this course.
 - *Instructional Context*: Observe and analyze your class in order to write an instructional context: a one-page description of your students and your teaching environment.
 - *Assessment*: Create an assessment to pre-assess your students as well as a post-assessment for progress.
 - *Planning*: Plan a unit of study which integrates content, play, creative thinking, and the arts and is based on the assessment.
 - *Write-up and Reflection*: Write about the experience of creating this unit giving your reasons for choosing the initial assessment of students, the instructional plans and decisions you made in the development of the unit, and what might be some potential issues when teaching this unit.
- Arts Share: Locate an article, resource, or lesson plan in the visual arts, drama, dance, and music to share with classmates. Present the contribution for each topic, EITHER 1) an article, 2) a resource or 3) a lesson-plan. Bring in enough copies of your contribution for all classmates and the instructor.
- Social Emotional Discussion Board Responses: – Respond to prompts in three discussion board sessions by creating your own thread based on the prompt provided. You will be randomly placed into discussion groups for each prompt. You must answer the questions completely and then go back and respond to two of your classmates' comments. All final posts are due by midnight on a Sunday. Initial posts should be completed by the Friday prior to the due date in order to allow for follow-up responses. You may access the discussion board sessions through the Discussion Groups link in your Blackboard course menu.
- Electronic Portfolio Slides – Students will compose three (3) slides representing competencies gained during the course as they correlate to NAEYC learning standards.

Lab Course

- Child Maltreatment Form- Students in this class are required to fill out a State of Arkansas Maltreatment Form as part of the Central Registry Check. This state law is to protect the children at this and every other center in the state. Completed, notarized forms must be turned in to me in class by the due date.
- Documentation: Students will collect observations through anecdotal notes, pictures, running records, checklist, etc. to use as a guide for caregiving/curriculum/experience plans.
- Curriculum/Experience Plans – Students will develop, implement, and evaluate six (three for each topic) caregiving/curriculum/experience activities for young children. These activities should be developmentally and individually appropriate as well as promote developmental progress.
- Curriculum Model – Choose a curriculum model exemplifying Developmentally Appropriate Practice (High/Scope, Creative Curriculum, Project Approach, Reggio Emilia, Project Construct) and write a 5-8 page essay describing the curriculum model and critically analyzing it. In particular, how does your chosen curriculum model frame math and science learning for the child and the educator?

GRADES

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59% or less.

<u>Lecture Assignment</u>	<u>Points</u>	<u>Lab Assignment</u>	<u>Points</u>
<u>Class Participation and Professionalism</u>	<u>50</u>	<u>Lab Hours and Observations at the JTCDSC</u>	<u>100</u>
<u>Song/Finger Play Presentation</u>	<u>50</u>	<u>Professionalism</u>	<u>25</u>
<u>Integrated Project and Presentation</u>	<u>150</u>	<u>Child Maltreatment Form</u>	<u>25</u>
<u>Art Share</u>	<u>50</u>	<u>Lab Documentation</u>	<u>50</u>
<u>Discussion Board Responses</u>	<u>25</u>	<u>Creative Arts (3) and Social Emotional (3) Experience Plans</u>	<u>120</u>
<u>Electronic Portfolio Slides</u>	<u>60</u>	<u>Curriculum Model</u>	<u>50</u>
<u>Total</u>	<u>385</u>	<u>Total</u>	<u>370</u>

TENTATIVE SCHEDULE (subject to change with notice)

Week	Topics	Lab
Week 1	Orientation to the course; Understanding Creativity; Foundations of creative thought; Process versus product	<i>General observation, rapport-building, and one-page reflection</i>
Week 2	Art and Aesthetics; Art and the Developing Child; Young Children as Artists; Sensory Experiences	<i>Creative experiences focused observation and discussion</i>
Week 3	Designing environments that support creativity and the arts; using creative materials and resources effectively	<i>Small group plan 1 due: Fine Arts</i>
Week 4	Supporting children's play, games, and inventions; Inquiry in the arts	<i>Exemplar video viewing and discussion; Peer review/reflection: small group experience Fine Arts</i>
Week 5	Inviting children's participation in the dramatic arts; child-centered art vs. teacher directed projects	<i>Small group plan 2 due: Music and movement</i>
Week 6	Engaging children in music, movement, and dance	<i>Small group plan 3 due: The dramatic arts</i>
Week 7	Creative Experiences through Technology; Integrating Art across the Early Childhood Curriculum	<i>Peer review/reflection of small group experience 2: music and movement</i>
Week 8	Creative experiences and culture; Supporting diverse children and families	<i>Creative experiences focused observation/discussion; Reflection of small group experience 3: dramatic arts</i>
Week 9	Understanding social and emotional development; Social dispositions, social skills, emotional competence, social knowledge and understanding	<i>Small group plan 4 due: social learning</i>
Week 10	Designing environments that support social emotional	<i>Social learning exemplar video</i>

	development and self-awareness; using materials and resources effectively	<i>viewing and Blackboard discussion</i>
Week 11	Teaching Strategies for the Social Emotional Domain; Social Skills in Pictures, Stories, and Songs	<i>Peer review/reflection of experience 4: Social learning; Lab documentation due</i>
Week 12	The social system and the social concepts; Geography, maps, and more	<i>Small group plan 5: Social studies</i>
Week 13	Value and Respect for Diversity; Social responsibility	<i>Peer review/reflection of experience 5: Social studies</i>
Week 14	Integrated Project Presentations	<i>Small group plan 6: Diversity, social responsibility, ecology</i>
Week 15	Integrated Project Presentations	<i>Peer review/reflection of small group plan 6</i>

Developmental Assessment in Early Childhood
HDFS 4233
Fall 2022

Instructor: Laura K. Herold, Ph.D.
 Assistant Teaching Professor
 Human Development and Family Science
 Office: 16A, Human Environmental Science Building
 Office Phone: 575-5162
 Email: lkherold@uark.edu

Course Description:

Students will learn about developmentally appropriate observation, assessment, and documentation techniques and how to use these in high quality early childhood classrooms. Advantages and limitations of various assessment techniques, considerations used when interpreting findings, and the and making referrals will be discussed. Additional emphasis will be on anti-biased and culturally competent assessment, giving students methods to recognize and support learning and development in all young children.

Required Texts:

Bohart, H., & Procopio, R. (2018). *Spotlight on Young Children: Observation and Assessment*. Washington DC: NAEYC.

Shore, E. & Grace, C. (2005). *The portfolio book: A step-by-step guide for teachers*. Upper Saddle River, NJ: Pearson Education, Inc

Derman-Sparks, L. & Edwards, J. O. (2020). *Anti-Bias Education for Young Children and Ourselves*. Washington DC: NAEYC.

National Association for the Education of Young Children Position Statement: [Early Childhood Curriculum, Assessment, and Program Evaluation](#)

National Association for the Education of Young Children: [Where we stand on assessing young English language learners](#).

National Association for the Education of Young Children Position Statement: [School Readiness](#)

Additional readings as assigned.

Learning Goals:

Students will leave this class possessing knowledge, skills and dispositions of quality teachers who will be highly employable in the field of early childhood. Students will display competence in developmentally appropriate assessment, and documentation of children's learning and development. They will learn to gather data about children's interests and abilities and their growth and learning over time. They will develop and use authentic performance-based assessment and documentation strategies and use observation as a planning and assessment tool. Students will understand ethical best practices in early childhood education, including anti-

biased, inclusive, and culturally competent assessment methods. Finally, students will be able to effectively communicate with parents, colleagues, and administrators about observations and assessments and the implications for children's learning.

Learning Objectives:

By the end of the semester, students will possess the following behaviors and competencies. (*Aligned with NAEYC Standards for Teacher Preparation, The Arkansas Department of Education's (ADE) Competencies for Early Childhood/Special Ed Integrated B-K, Council for Exceptional Children (CEC) standards, Teacher Excellence and Support System (TESS) standards, and Arkansas Teaching Standards (ATS)*)

1. Understand the importance and relevance of developmental domains, contexts, and terminology for observation and assessment of young children's development and learning. (NAEYC 1.1, 1.2, 4.1-4.4; ADE 3.1, 3.4, 4.1, 4.2, 4.6; CEC 1.1, 1.2, 4.1-4.4; TESS 1a, 1e, 1f, 3d; ATS 1d, 1f, 2l, 2m, 4r, 5i, 6a, 6c, 6d, 6f-h, 6j, 6l-o, 6q-u, 7f)
2. Demonstrate use of appropriate formal and informal assessment methods, tools, instruments, strategies, and technologies for use in child, classroom, and program evaluation. (NAEYC 4.1-4.4; ADE 1.5, 3.1, 3.4, 3.7, 3.9, 4.1, 4.3, 4.6, 6.3; CEC 4.1-4.4; TESS 1c, 1f, 3d; ATS 3e, 6a, 6c, 6d, 6f-h, 6j, 6l-o, 6q-u, 7d, 7f, 7l, 7q, 8b)
3. Demonstrate familiarity with documentation, portfolio development, and other procedures designed to meet program needs at the local, state, and national levels. (NAEYC 4.1-4.4; ADE 1.5, 3.1, 3.4, 3.7, 3.9, 4.1, 4.3, 4.6, 6.3; CEC 4.1-4.4; TESS 1f; ATS 3r, 6a, 6c, 6d, 6f-h, 6j, 6l-o, 6q-u, 8b)
4. Identify and select appropriate screening tools and/or assessment procedures to meet specific purposes and audiences, including screening and IEP/IFSP planning. (NAEYC 4.1-4.4; ADE 4.3, 4.5, 4.7, 4.8; CEC 4.1-4.4; TESS 1f, 3d; ATS 2e, 2f, 2h, 6a, 6c, 6d, 6f-h, 6j, 6l-o, 6q-u, 7m)
5. Understand the nature and basic principles of qualitative and quantitative methodologies, as well as how to interpret standardized measures. (NAEYC 1.1, 3.2, 4.1, 4.2, 6.1, 7.2; ADE 4.6, 6.4, 6.5; CEC 1.1, 3.2, 4.1, 4.2, 4.3, 6.1, 7.2; TESS 1f, 3d; ATS 4c, 6o, 6p, 7k, 9c, 9n, 10h)
6. Demonstrate an understanding of the appropriate analysis and interpretation of assessment data relative to varied purposes, including meeting Arkansas Child Development and Early Learning Standards and Common Core state standards and informing classroom instruction. (NAEYC 4.1-4.3, 5.2; ADE 3.1, 3.4, 4.6; CEC 4.1-4.3, 5.2; TESS 1f, 3d; ATS 1a, 1b, 1h, 1i, 2a-2c, 2g, 3i, 3j, 3o, 3p, 4n, 6o, 7g, 8b)
7. Understand implications of cultural, linguistic, environmental, and family influences on observation, assessment, and goal-setting methods and approaches for all young children, including those with exceptionalities. (NAEYC 4.1-4.4; ADE 1.2, 2.2, 3.8, 4.3, 5.1, 5.2, 5.3, 6.8; CEC 4.1-4.4; TESS 1b, 1f; ATS 1e, 1g, 2e, 2f, 2h, 6e, 7n)
8. Demonstrate the ability to select and use technically sound formal and informal assessments that minimize bias. (NAEYC 4.1-4.4; ADE 4.5; CEC 4.1-4.4; TESS 1b, 1f, 2a; ATS 2f, 2h, 2m, 3m, 4m, 4q, 5l, 6b, 6i, 6k)
9. Understand the importance of legal and ethical responsibilities when gathering and sharing information about children. (NAEYC 4.1, 7.4; ADE 6.2, 6.6; CEC 4.1, 7.4; TESS 1f, 4f; ATS 1j, 5k, 6v)
10. Demonstrate understanding of the need to collaborate with families in all aspects of the assessment process, as well as identify strategies to accomplish this goal. (NAEYC 2.1, 2.2, 2.3, 4.4, 5.1, 6.1; ADE 4.4, 4.7, 5.2, 5.3; CEC 2.1, 2.2, 2.3, 4.4, 5.1, 6.1; TESS 1f, 4c; ATS 1c, 1k, 2d, 2j, 3a)
11. Demonstrate professional behavior according to NAEYC and CEC standards, Code of Ethical Conduct, and the philosophy and objectives of the UA JTCDSC (NAEYC 6a, 6b; ADE 5.5-5.7, 6.1-6.5, 6.9-6.11; CEC 6.0-6.6, 7.-7.2; TESS 4a, 4d-4e; ATS 1h-1j, 2l-n, 3n-3r, 4q-4r, 5i-5k, 6q-6v, 7n-7q, 8p-s, 9a-o, 10a-t)

Teaching Philosophy

Ample research indicates that we learn best by being engaged and involved in the learning experience. Therefore, this class seeks to involve students, not just lecture them. We will use discussions, interaction activities, simulations, informal surveys, and real-world experience as we seek to understand parenting and family dynamics in contemporary family systems in the United States today. This is a constructivist approach to teaching. In your work with families and children, you will be called upon, again and again, to relate to families which come in a variety of forms and deal with a variety of issues. Rote learning of facts will do you little good. Rather, you will need to be ready to function appropriately, in a way that meets the needs of clients of all ages. Responsibility to learn rests squarely upon you.

Policies

Academic honesty

“Maintaining the integrity of the academic process at the University of Arkansas should be of utmost importance to the entire university community. Academic dishonesty undermines the value of university degrees, hinders scholarship, and impairs intellectual progress” (University of Arkansas, 2011). There will be zero tolerance for cheating, lying, or stealing in relation to assignments, actions, and attendance in class and lab. The instructor will forward any academic integrity infractions to the Academic Integrity Monitor. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see me if you are unsure about what constitutes academic dishonesty. (See Unauthorized Use of Technology for a Quiz or Examination below).

Concealed Handguns

Per the statement from Chancellor Steinmetz made on Monday, April 24, 2017: “**Concealed handguns will not be allowed** at athletic events or **in the Jean Tyson Child Development Study Center**, nor will they be allowed to be stored in residence halls.”

Course Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact ada@uark.edu or visit <http://cea.uark.edu> for more information on registration procedures).

Due dates

Due dates given on the attached schedule and/or specified in blackboard are to be respected. Late work will be collected with sufficient documentation that supports the late work and at the instructor’s discretion. The grade will be penalized by 5% per each day late, including weekends and non-class days.

Equal and respectful treatment

The University faculty, administration, and staff are committed to providing an equal education opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted upon this campus.

Face Coverings on Campus

Face coverings are required inside campus buildings. If you require accommodations due to physical or other restrictive conditions, please contact the Center for Educational Access.

Professional behavior

Students are expected to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally during remote meetings throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDS Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Failure to comply with these requirements may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner. Respect yourself, UA property and facilities, fellow students, and the instructor. *During our meetings do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for cleaning up after yourself.

Recording of Class Lectures

By attending this class, student understands the course is being recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times.

Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination.

The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct.
- Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct.
- The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct.
- Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct.

Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

Unauthorized Recording by Student

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for

Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use of Class Recordings

Instructors may record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use and Distribution of Class Notes

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Websites or Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

Weather

Class may be canceled due to inclement weather – although this is unlikely, since this class is online this semester. Listen for announcements on T.V. and radio. Call 575-7000 for an all-university announcement.

Consult KUAF Radio 91.3 FM or at the UA website (www.uark.edu). All UARK and BASIS accounts will be notified through the RazALERT system.

Assignments:

Please see complete details and instructions for assignments on Blackboard.

- Administration of Dynamic Indicators of Basic Early Literacy Skills (DIBELS). You are required to administer the DIBELS to a kindergarten child. (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. You will score the test and turn it a written report describing the results of this assessment.
- Administration of the Developmental Reading Assessment (DRA). You are required to administer the DRA to a kindergarten child. The DRA is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection. You will score the test and turn it a written report describing the results of this assessment.
- Administration of BRIGANCE Early Childhood Screens III. You are required to administer a standardized screening test to a kindergarten child. You will use the screening test used by the school to which you are assigned. You will score the test and turn it a written report describing the results of this assessment.
- Evaluate an early childhood setting using the Infant Toddlers Environmental Rating Scale – Revised Edition or the Early Childhood Environmental Rating Scale – Revised Edition. Submit written assessment report. See Blackboard for more information
- Documentation Panel. Students will work to create a documentation panel. See Blackboard.
- Creation of Assessment Portfolio. You will be assigned a child to observe throughout the semester. Collect examples of the child's work throughout the semester and present the materials in a portfolio showcasing what you have learned about observation and assessment and the development of this particular child.
- Electronic Portfolio Slides – Students will compose three (3) slides representing competencies gained during the course as they correlate to NAEYC learning standards.
- Completion of CITI training – Students will complete the online CITI training on Research, Ethics, and Compliance and upload their certificate of completion to Blackboard.

GRADES

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59% or less.

<u>Lecture Assignment</u>	<u>Points</u>
<u>Class Participation</u>	<u>50</u>
<u>DIBELS Assessment</u>	<u>20</u>
<u>DRA Assessment</u>	<u>20</u>

<u>BRIGANCE Assessment</u>	<u>20</u>
<u>ITERS/ECERS Assessment</u>	<u>20</u>
<u>Documentation Panel</u>	<u>50</u>
<u>Portfolio</u>	<u>100</u>
<u>Electronic Portfolio Slides</u>	<u>20</u>
<u>CITI Training</u>	<u>20</u>
<u>Total</u>	<u>400</u>

TENTATIVE SCHEDULE (subject to change with notice)

Week	Topics
Week 1	Orientation to the course; Introduction to the assessment cycle; Common assessment terms and core concepts; Triangulating assessment; State and national standards
Week 2	Working with Data – Qualitative and quantitative methodologies; Levels of assessment: child, educator, program and institutional; Understanding standardized measures
Week 3	Observations
Week 4	Learning Stories
Week 5	Documentation
Week 6	Portfolios
Week 7	<i>The Work Sampling System</i>
Week 8	Assessing Environments: <i>ITERS</i> and <i>ECERS</i>
Week 9	Assessment tools: <i>The Ounce Scale</i> , <i>Ages and Stages Questionnaire</i>
Week 10	Assessment tools: <i>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i> , and the <i>Developmental Reading Assessment (DRA)</i>
Week 11	Assessment tools: <i>The BRIGANCE Early Childhood Screens III</i>
Week 12	Assessing Dual-Language Learners; Anti-Biased Assessment
Week 13	“Kindergarten Readiness”; Combating Assessment Fatigue in Kindergarten; Developing a Performance-Based Report Card
Week 14	Effective communication with stakeholders; Engaging families in the process; Ethical practices and confidentiality; Assessment informed practice; CITI training
Week 15	Assessment Portfolio Presentations