



Learning from science.

Texas Higher Education and Early Childhood Education Partnership Project

Frequently Asked Questions

February 1, 2010

1. If the college offers the eCIRCLE course as a college course, could you share the syllabus that was drafted by one of the schools mentioned in the RFA?

eCIRCLE Professional Development Program

Teachscape Online Program

CDEC 1356.102 Emergent Literacy for Early Childhood

Syllabus

Facilitator/Mentor: Milly Mentor

Spring 2008

Office: A112D, Central Campus

Office Hours: posted by office door

Office Phone: aaa-aaa-aaaa x aaa

E-mail: milly.mentor@ECCollege

Fax: aaa-aaa-bbbb

ECC Closing: aaa-aaa-cccc

Address: Early Childhood College, Happyland, Texas 71234

Interactive Learning Centers

Helpful Open Lab Information

Campus	Hours	Phone Numbers
Central	Mon - Fri: 7 AM – 9:30 PM Sat: 7:45 AM – 4:30 PM Sun: Closed	Aaa-aaa-dddd ext. 3667 or 3668

COURSE DESCRIPTION

Course Description: An exploration of principles, methods, and materials for teaching young children language and literacy through a play-based, integrated curriculum.

STUDENT LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Define classroom management and understand its importance, as well as the social and emotional components that make it work.
2. Plan and design their classrooms with classrooms management principles in mind.
3. Work toward developing their own personal philosophies of classroom management practices, including rules, routines, and other structures that support children's learning.
4. Understand the importance of parental involvement.

COURSE REQUIREMENTS

Participation in all online activities is crucial to success in this course. Participants must adhere to time line to obtain full credit. It is imperative that you login to your online class at least 2 out of 7 days each week. Each time that a student does not log in 2 out of 7 days a week, the student will be sent a warning email by the instructor.

Exams:

50 Percent

Mid-Term Exam

Final Exam

- The mid-term and final exams will be comprehensive and cover all the material up to the mid-term and all the course material for the final exam.

Assignments

40 Percent

- This portion of your grade will be based on the completion of assignments.

Class Participation-Activities & attendance

10 Percent

- This portion of your grade will be based on your active participation in course discussions. Criteria for grading discussions includes:
 - Quality of your responses to discussion prompts and questions
 - Timeliness of participation
 - Quality and number of responses to others' postings

E-MAIL Subject Lines:

Getting Started:

Go online to <http://programs.teachscape.com> (no www in this URL); type your login name and the temporary password "teach". Go to the "Getting Started" workspace on the initial screen. View the "Introduction to online program manager tutorial to familiarize yourself with this program. Click on the Account on the left and fill in your contact information. If you want to change your log in name or password, click on either one in the left-hand navigation bar, and make the needed changes. Click the update to record your changes then click on the back to program icon to return to your online program manager main page and continue to work online. I hope these instructions can help to a good starting!

Print and READ this First Day Handout and our Class Calendar. Keep these two documents close at hand for the entire semester.

Calendar: Our class calendar indicates when each assignment will be posted and due including testing dates.

Assignment Due Dates: NO LATE ASSIGNMENTS WILL BE ACCEPTED. Assignments are due on Mondays by midnight of its indicated due date according to our class calendar. Assignments must reach the professor by that time regardless of method chosen to submit it.

Submitting Assignments: Submit assignments via email as a double-spaced Microsoft Word document. Technological difficulties, forgetting to attach the assignment or emailing to an incorrect address are not acceptable excuses.

FAXES (include on each page): Milly/eCIRCLE 1356

Faxed assignments should be sent only once. Multiple faxes 'to make sure it went through' squander our extremely tight budget.

Assignments not received: THE STUDENT MUST PROVIDE PROOF THAT THEIR ASSIGNMENT WAS SUBMITTED BY THE DUE DATE. This proof must be submitted within one week of grades being posted. Assignments are accepted early.

GRADING CRITERIA:

Grading Determination:	Range	Grade
50% Exams (2)	100-90	A
40% *Assignments	89-80	B
<u>10%</u> Activities, attendance	79-70	C
	69-60	D
100% Total	below 60	F

Lab assignments:

1. Phonological awareness: Select and demonstrate with children an activity that promotes phonological awareness (see CIRCLE manual for guidelines).
2. Written Expression: Create portfolios-one for every child. (see page 105 for guidelines)
3. Language Development: Demonstrate a daily news practice in classroom with children.
4. Read Aloud & Print and Book: Select a literature with children and demonstrate a READ ALOUD with children using a read aloud chart, a KWL; theme web, Venn diagram, story map or a graph.
5. Letter Knowledge: Prepare and implement a letter wall and demonstrate practices in classroom with children (see page 204 for guidelines)

A rubric for grading each assignment will be provided.

LAB assignments Information:

1. During the semester you will be responsible for 5 lab assignments. You are required to spend a minimum of 3 hours of daily cognitive instruction using a state adopted/approved curriculum. School readiness materials and the CIRCLE framework.
2. The student will provide language and literacy experiences for young children at the work site or ECC Lab.

3. Lab assignments may only be done at a school where the student is currently employed.

Classroom Courtesy: As a courtesy to fellow students and the instructor, all pagers, phones, and other noise making devices must be turned off during class.

Students with disabilities: Students with disabilities who request accommodations are to provide a certification letter within the first two weeks of class from the Special Populations office unless otherwise determined by the Special Populations Coordinator.

Attendance Policy: Regular attendance and punctuality are very important. Regular class attendance and class participation is expected of all students and is important to get the most value from the course. You are responsible for signing in on the attendance log in each class. Part of your grade in this class is based upon class participation. It is the responsibility of the student to arrange for class notes and handouts when absent. Individuals must be officially enrolled in the class to attend scheduled classes.

Assignments: NO LATE PAPERS, ASSIGNMENTS, OR PROJECTS WILL BE ACCEPTED. Assignments are due at the beginning of class on the day it's due. NO MAKEUP TESTS WILL BE ALLOWED.

Withdrawal Policy: Students desiring to withdraw from a course must withdraw officially through the Registrar's Office. Simply informing the professor of a desire or intent to withdraw is not sufficient. It is the responsibility of the student to withdraw officially from a course. See college catalog for additional information.

IF CIRCUMSTANCES ARISE THAT PREVENT YOU FROM FOLLOWING THESE GUIDELINES CONCERNING TEST AND ASSIGNMENT DATES, CONTACT YOUR PROFESSOR PRIOR TO THE DUE DATE

OR WITHIN 24 HOURS OF YOUR EMERGENCY!

<p>WHAT YOU CAN EXPECT FROM YOUR INSTRUCTOR- Facilitator/Mentor</p>
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1. Participation in class discussions.
2. Training teachers how to use the online environment.

3. Clarifying course requirements, and supporting teachers as they incorporate new practices into their classroom instruction.
4. Response to emails within 48 hours and to all emails received from participants.
5. Visiting teacher's classrooms regularly to observe or model a lesson.
6. Building personal relationships with teachers based on mutual trust and respect.
7. Discussing observations with teachers.
8. Keeping thorough records of observations.

THE PARTICIPANTS'S ROLE-eCIRCLE Requirements

Participants are expected to complete at least 80% of the coursework. This means that participants do the following:

1. Attend scheduled class meetings.
2. Engage in activities and discussions determined by the instructor.
3. Complete assignments.
4. Engage in online discussions about their work.
5. Utilize the online materials as needed.
6. Incorporate activities into their classrooms.
7. Keep in touch with their facilitators-mentor.
8. Work toward becoming more reflective and effective practitioners.
9. Participants are expected to check announcements and post online at least twice between meetings (2 out of 7 days). Many students will log on daily.
10. If your computer crashes or other technical difficulties occur, contact your professor without delay via telephone by leaving a voice message and refer to your Teachscape Support Resources for support. Communication is vital for successfully completing this course.

PROFESSIONAL STANDARDS

1. Students are expected to maintain professional standards of behavior at all times when fulfilling training requirements. Professional language, behavior in regard to class matters, discussion, and quality is expected at all times. For more information, please see 2007-2008 college catalog for additional information.
2. Students will use copyrighted educational materials in an ethical manner in the training.
3. Students are expected to notify the instructor if they are unable to come to class or will be late.
4. **SYLLABUS CHANGES**: The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if you are absent.

COMPUTER SPECIFICATIONS

Course participants should have access to a computer with the following minimum standards:

- Pentium with Windows 2000 or later or Macintosh with System 10.2 or later
- 56 K modem or network access
- Internet access
- 2X or greater CD-ROM
- 64 MB memory of RAM
- Hard drive with 40-50 MB space available
- 15 “ monitor, 800 X 600, color or 16 bit
- Sound card/speakers
- Keyboard and mouse
- Netscape or Internet Explorer (newest editions) with plug-ins (Flash Player, Adobe Reader 7)

SKILLS REQUIRED

Course participants should have a basic knowledge of the following:

- Sending and receiving email/messages
- A working knowledge of the Internet
- Proficiency in word processing
- Basic knowledge in computer operation
- Willingness to produce and share content

TEXT

- **Text / Materials:**
- C.I.R.C.L.E. Manual- Center for Improving the Readiness of Children for Learning and Education
- Online resources
- Online Videos

TECHNICAL FAILURE CONTINGENCY

Contact your instructor immediately if you are experiencing difficulties with the course interface or with Internet accessibility. If you are unable to submit an assignment electronically, print it and mail it to your instructor postmarked by the due date. The instructor's mailing address can be found in the profile area of your online course.

2. If a teacher has a scholarship for a course, will she still receive a stipend of \$100 per credit hour? *Yes.*

3. Is it correct that the college can offer their regular schedule of Child Dev or EC classes, and the target teachers would still receive eCIRCLE? *Colleges who choose to select their own college courses must ensure that the objectives from eCIRCLE are covered (Early Childhood Language, Math and Literacy). This is not in addition to eCIRCLE. Institutions may select to use eCIRCLE as the course and make additions to meet their requirements for pre and post assessments, exams, portfolios, project, homework, class work assignments, etc.*

4. Were you aware that last spring, the State Board of Educator Certification removed the Texas Early Childhood Articulation courses from the Associates Degree of Teaching? TECA 1311 was part of that articulation. The Higher Education Coordinating Board has left it up to individual articulation agreements between community colleges and four year institutions for TECA 1311 to transfer to four year colleges. CDEC 1356 was officially part of the articulation agreement, but the transfer agreements required the students to have a course in literacy and so they were accepting CDEC 1356. They also eliminated the EC through 4 early childhood certification and replaced it with EC through 6, with no requirement of early childhood coursework. As mentioned the Higher Education Coordinating Board has left it up to individual articulation agreements between community colleges and four year institutions for TECA 1311 to transfer. There are currently several articulations in place that allow this transfer. We understand the importance of keeping such course work in degree programs that is one of the reasons we promote this project.

5. We would like to ask for clarification on the Lead Agency or Institution relationship. We had been informed that a college in our area does not have an interest in directly participating in a grant like this. But the College is supportive of this type of activity, because of the recruitment potential for student enrollment, retention and progress in higher education. We would like to contract with CLI for the Project Facilitator/Mentor positions under an existing

corporation. Then, our idea was for the College to agree to participate in the Project as the Institution, like in the previous Project, and appoint a co-Project Coordinators, while approving us to contract with CLI for the mentoring part. Would this work, or what alternative would? The RFA calls for institutions of higher learning to be the lead agent. Arrangements for another party to provide the mentoring and facilitation of the classes will have to be made through the Lead Agent. The MOU will be between CLI and the Lead Agent who becomes responsible for ensuring that someone completes the mentoring position.

6. If a teacher in a cohort decides to resign from their position and withdraw from participation, will we be allowed to replace with another teacher? Yes, the hope would be to replace that teacher with the new hire to continue the relationship established with the director of the child care or center. If that is not possible then replacing with someone else is allowable. A plan to collect the materials that are supplied by the grant will need to be enforced.

7. If eCIRCLE is selected can a certificate from CLI be provided to verify completion for the student's records? Yes

8. Can developmental courses be accepted as part of the total 6 courses allowed in the grant? Yes as long as the early childhood literacy, language and math are courses in the plan.

9. If a person participates in the grant who is not currently employed, for example a student who will do their work with children in a child development lab school setting and be mentored there, what would be the procedure for their curriculum materials, particularly if the classroom is already involved in a grant (TSR!), or if more than one person does their work in the same classroom?

We are still considering what that looks like for grantees. We do know that the classroom selected for this type of participation will receive materials. At this point, we have not received funding to support materials outside of the grant award this includes the students who teach in the selected lab classroom.

10. Can you elaborate on the situation that the UTHSC will contract with an individual or consultant company to employ the Facilitator/Mentor for the Higher Education Grant? The RFA calls for institutions of higher learning to be the lead agent. Arrangements for another party to provide the mentoring and facilitation of the classes will have to be made through the Lead Agent. The MOU will be between CLI and the Lead Agent. The Lead Agent in turn contracts or hires someone conduct the responsibilities of the mentor.