

Student Teaching I
ECE K290



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COURSE NAME: Student Teaching I ECE 290

COMMON COURSE NUMBER: ECE K

CREDIT: 3 Semester Hours

PREREQUISITES: Program Coordinator approval; At least 7 credits in ECE.

TEXT: Machado, Jeanne. Student Teaching, Early Childhood Practicum Guide. Delmar Thompson, 2005.

COURSE DESCRIPTION:

Guided observation, participation and supervised student teaching in NAEYC accredited centers or kindergartens -grade 3 are required. The purpose of this practicum is to enable the student to begin to apply child development theory, teaching methodologies and teaching competencies in a learning environment. Students will demonstrate the ability to manage both small and large groups of children. Students will complete a minimum of 150 hours of student teaching and 20 hours of observations and seminar devoted to issues in Early Childhood Education and their direct practicum experience. Lastly, students will complete a Case Study/Portfolio on one child.

COURSE OBJECTIVES:

Student objectives for this course:

1. Relating the application of child development theory to learning environments, family and the community.
2. Familiarizing and demonstrating the ability to implement basic OSHA standards (e.g., exposure standards for blood borne pathogens, general first aid, and safety standards).
3. Establishing and maintaining physically and psychologically safe learning environments that promote children's physical, social, emotional, aesthetic and cognitive development and learning.
4. Beginning to collaborate and consult with other professionals to support children's learning and well being.
5. Planning and implementing developmentally and individually appropriate learning experiences within and across disciplines, based on knowledge of individual children and curricular goals and objectives. One of the main focuses will be to develop SUPERB Lesson Plans.
6. Observing and teaching mathematics, language arts and literacy, social studies, natural science, music, creative movement, drama, art, social studies and physical activity.
7. Observing and Teaching positive social skills and interaction among children and adults.
8. Evaluating themselves as teachers.
9. Demonstrating ethical practices in their field site and identifying and discussing unethical practices that you may or may not observe.
10. Beginning to refine you philosophy of early childhood education.
11. Balancing the role of college student, practicum student and professional as determined by individual life styles and practicum requests

OUTCOMES:

1. Begin to know and understand young children's needs and characteristics and the multiple influences on development and learning.
2. Use developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

3. Begin to identify and understand family and community characteristics and identify ways the school involves both families and communities in the growth and development of children.
4. Begin to understand the goals, benefits and uses of assessment, and know about the use of observation, documentation and other appropriate assessment tools and approaches.
5. Use developmentally appropriate and effective approaches to teaching, to create lesson plans.
6. Plan, implement and evaluate developmentally appropriate activities with teacher's support and feedback.
7. Complete 150 hours of direct practicum experiences that include independent classroom control and active practicum experiences.
8. Successfully demonstrate 70- 80% ability in completing teaching competencies.

ETHICS

1. Students will discuss unethical behavior that they have observed and develop methods for resolving the issues raised.
2. Students will reflect on the NAEYC Ethical Code.

ADVOCACY:

1. Student will identify problem areas at their site and discuss how they would implement change.

BECOMING A PROFESSIONAL:

1. Students will demonstrate professional manners and behaviors 100% of the time.
2. Students will be given information on NAEYC membership and encouraged to join.

GUIDANCE AND BEHAVIOR MANAGEMENT:

1. Students will bring their discipline problems and successes to share in the class to increase their abilities with conflict resolution.

Assignments

To begin,

- Please become familiar with the discipline, health, safety, and office policies and parent, staffing and curriculum guidelines before you jump in.
- Begin your placements, spending time OBSERVING and getting to know your school's procedures and philosophies. Please allow time to reflect before diving in. Over the course of the semester, you will be asked to implement 4-6 lessons plans: for example, 2 table top activities, 2 literacy/ or large motor activities, and 2 whole group activities. We will develop the specifics of these assignments in class; Individual needs may vary with each site. Ask your supervising teacher which method best fits the classroom needs. **ALL PLANS SHOULD BE PREAPPROVED by the staff**
- Each student is responsible to create a portfolio/case study. The college provides students with an outline for this project but you are encouraged to review the format to make sure that it fits your school's philosophies. Modifications are allowed. During our practicum class, we disseminate basic developmental assessment forms, most often based on CT Benchmark Standards and State Dept of Education K-12 Benchmarks. However, we encourage you to ask your site if there is a form that they use. **It is important to let your College instructor know if you have taken "Observation and Recording."**
- Personnel Procedures and Policies: Standard OSHA procedures and State Employments laws should be followed. For many of you, this may be their first time in a professional setting. **Ask about personal phone calls, sick and tardy standards, dress codes and overall personnel expectations should be outlined from the beginning.**
- Each student is required to attend a bi-monthly Practicum Support and Methods class; these classes meet every other Tuesday at 3:30 at the college. We discuss daily events, classroom methodologies and try to supplement the student's experiences with professional readings and round table discussions. .
- Each of you are required to email you College supervising teacher weekly. These e-mails will be informal, but professional contacts that will verify their experiences. Additionally, if you want to have your site supervisor contact me, I would welcome the news. Please tell them to feel free to contact me at sskahan@trcc.commnet.edu.
- You will be evaluated by your school, twice during the semester (mid-term and at the end of the semester). You will also complete self reflection evaluations mid-semester and at the end of the semester. You must meet with your teacher when you do your final evaluation.
- Finally, during the semester, I will be visiting you at your sites. Typically, the visits occur in the morning late February through the beginning of April. **You are responsible to prearrange these dates with your sites and to verify them with your instructor in advance.**

Additional Requirements:

- When possible please ask to be included in parent teacher conferences and/or teacher meetings and/or teacher prep time.

- You must submit a Time Sheet- of hours and activities engaged in while fulfilling the 150 hours student teaching requirement; this form must be signed by your cooperating teacher.

COURSE CONTENT:

This course is focused on the individual's student teaching experience with bi-weekly seminars extending the individual's student teaching experience. The topics are:

Class Date:	Topic:	Assignment:
Tuesday August 29	Overview of Syllabus Updates	Housekeeping
Tuesday September 12	New Lesson Plan Format; Organizational	Chapters 1,2 Due
Tuesday September 26	Introduce Case Study	Chapter 3,4 Due
Tuesday October 10 INDIVIDUAL MIDTERM MEETINGS and Advising	Midterm Evaluations, Advising and Check In Individual Meetings	Chapter 5, Scan, Chapter 6 questions Due Lesson Plans 1,2
Tuesday October 24	Guidance Policy Classroom Management	Chapter 7 + 8 Write Up Mid Semester Evaluation Due
Tuesday November 14	Trouble Shooting Round Circle	Chapter 9 Write Up Lesson Plans 3,4
Thursday November 28	Ethics Reviewed	Chapter 10 -Scan Lesson Plans 5,6
Thursday December 12	Case Studies Due Celebration	Final Evaluation Due Time Sheets Due
December 15th Final Week	Grades Available on the Web	

Assignments

Assignment	Due Date	Grade Equivalent
Weekly Emails or journals	Each week	100 points
6 Lessons with Solid lesson plans	To be Discussed; complete three by midterm.	150 points
Case Study/Portfolio	Due May 4th	150 points
Reading Questions Under Review for Chapters	On Going	100 points
Site Evaluation by TRCC College Instructor	On Going	100 points
Site Evaluation by Cooperating Teachers	Mid Term and Final	200
Professionalism as defined in Competencies 60-80% goals me	Final of the semester	100
Attendance and Involvement	On going and Final	100

Total: 1000 points divide by 10 = grade

Course Evaluation

Grades	Equivalent	<u>Quality Points</u>
A	94- 100	4.0
A-	90- 93	3.7
B+	87- 89	3.3
B	83- 86	3.0
B-	80- 82	2.7
C+	77- 79	2.3
C	73- 76	2.0
C-	70- 72	1.7
D+	67- 69	1.3
D	63- 66	1.0
D-	60-62	0.7
F	0.0	

College Withdrawal Policy

Students may withdraw, in writing at the Registrar's Office, for any reason until the end of the 10th week of classes. From the 11th week through the end of the 13th week, a student may withdraw with the signature of the instructor or advisor.

Class Attendance and Participation

All missed classes and LATE ASSIGNMENTS work against your grade.

This is an intense experience - participation and attendance at your programs are critical to your success. Please represent Three Rivers Community College with pride, confidence and professionalism. If problems arise; call me immediately. It is important that you are well matched with your instructor and the school's philosophy. **In rare cases, students can be changed if the school is not working out. Conversely, if a TRCC student performs poorly they can be asked by either the school or the instructor to leave a site. A student will be put on probation if this occurs.**

Special Needs/Disabilities Statement

If you have a hidden or visible disability or special circumstance, which may require my attention or classroom or test taking modifications, please see me as soon as possible, If you have not already done so, please consult with Chris Scarborough, Disabilities Student Counselor or speak to me during the FIRST WEEK OF CLASS.

College Resources

In order to pursue a career in teaching, you **MUST** be literate. To help you with your writing skills, we will have the writing center tutorial staff and English faculty visit our classroom to give you the resources to improve your writing. Please **UTILIZE** this service; it is an investment of time that will help you tremendously.

Additional Resources:

Developmental Continuum Assessment Toolkit For Ages 3-5.
Teaching Strategies, Inc. Red Leaf Press, 2002.

Dodge, Diane Twister, L.J Colker and C. Heroman. The Creative Curriculum For Preschool.
Teaching Strategies, 2002.

Feeney, S. and N.K. Freeman. Ethics and The Early Childhood Educator: Using The NAEYC Code,
NAEYC,2001.

Fraser, Susan and Carol Gestwicki. Embracing Identities In Early Childhood Education: Diversity
And Possibilities. Teachers College Press, 2002.

Freeman, N.KI. and E. Moravcik. Teaching The NAEYC Code of Ethical Conduct: Activity
Sourcebook. 2002.

Fu, V.R., A.J. Stremmel and L.T. Hill. Teaching and Learning: Collaborative Exploration of The
Reggio Emilia Approach. Merrill/Prentice Hall.2002.

Grieshaber, S. and G.S. Cannella. Embracing Identities In Early Childhood Education: Diversity
And Possibilities. Teachers College Press, 2001.

Gonzalez, Mena. The Child In The Family And The Community. Merrill/ Prentice Hall, 1998.

Gronlund, Gayle. Focused Early Learning: A Planning Framework For Teachers of Young
Children. Redleaf Press, 2003.

Gronlund, Gayle and Bev Engel. Focused Portfolios: A Complete Assessment For Young Children.
Red Leaf Press,2003.

Harms, T.R.M., Clifford and D. Cryer. Early Childhood Environmental Rating Scale. Teachers
College Press, 1998.

Hemmeter, Mary Louise, Maxwell, Kelly, Ault, Melinda and John Schuster. Assessment Of
Practices In Early Elementary Classrooms. Teachers College Press, 2002.

Kaiser, B. and J.S. Raeminsky, Challenging Behavior In Young Children: Understanding,
Preventing And Responding Effectively, Allyn & Bacon, 2002.

Kostenik, Marjorie, Onaga, Esther, Rohde, Barbara and Alice Whiren. Children With Special
Needs. Teachers College Press, 2002.

Landy, S. Pathways To Competence: Promoting Healthy Social And Emotional Development In
Young Children. Paul H. Brooks, 2002.

Levin, Diane. Teaching Young Children In Violent Times, 2nd Edition. NAEYC,2003.

McAfee, Deborah Leong and E. Bodrova. Basics of Assessment: A Primer For Early Childhood Educators. NAEYC, 2003.

Mc Gee, L.M. and D. J. Richgels. Designing Early Literacy Programs: Strategies For At-Risk Preschool and Kindergarten Children. Guilford Press, 2003.

Stone, Jeannette. Building Classroom: The Early Childhood Teacher's Role. NAEYC, 2001.