

**Student Teaching II  
ECE K291  
Spring 08**



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**COURSE NAME: Student Teaching II ECE 291**

**COMMON COURSE NUMBER: ECE K**

**CREDIT: 3 Semester Hours**

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

**TEXT: Assigned Readings**

**COURSE DESCRIPTION:**

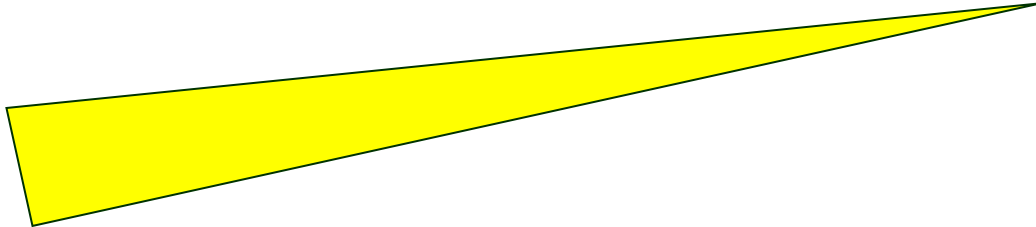
Guided observation, participation and supervised student teaching in NAEYC accredited centers or kindergartens -grade 3 are required. The purpose of this practicum is to enable the student to begin to apply child development theory, teaching methodologies and teaching competencies in a learning environment under close supervision. Students will manage a classroom independently, plan, organize, implement and evaluate classroom activities. Students will complete a minimum of 125 hours of student teaching and 20 hours of observations and seminar devoted to issues in Early Childhood Education and their direct practicum experience.

**COURSE OBJECTIVES:**

**Student objectives for this course:**

1. Actively applying 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. Design learning tasks that include specific measurable student learning objectives the promote application of skills and conceptual understanding.
4. Select appropriate resources (materials, technology, human) and instructional groupings to support student learning.
5. Communicate and reinforce developmentally appropriate standards of behaviors as established by the classroom environment.
6. Create a positive learning environment by establishing a rapport through interactions with students demonstrating fairness, acceptance and developmentally appropriate interests.
7. Manage routines and transitions in the classroom.
8. Implement instructions that include effective initiation and closure.
9. Use effective verbal and non-verbal communication techniques.
10. Monitor lessons for students understanding when it is necessary to adjust instruction and pacing. Beginning to collaborate and consult with other professionals to support children's learning and well being.
11. Observing and Teaching positive social skills and interaction among children and adults.

12. Evaluating you as teachers through reflective writing, formal assessments and weekly emails.
13. Demonstrating ethical practices and conduct yourself as a professional.
14. Prepare a personal portfolio of work that demonstrates knowledge, skills, and experiences in the field of ECE.
15. Facilitate opportunities for students to think critically and explore major concepts



### **OUTCOMES:**

1. 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. 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. To defend the goals, benefits and uses of assessment, and to know about the use of observation, documentation and other appropriate assessment tools and approaches.
5. Demonstrate the ability to use developmentally appropriate and effective approaches to teaching.
6. Plan, implement and evaluate developmentally appropriate activities with teacher's support and feedback.
7. Work collaboratively with colleagues to examine the effectiveness of your instructions and interactions with children.
8. Complete 150 hours of direct practicum experiences that include independent classroom control and active practicum experiences.
9. Create a portfolio that reflects classroom observations and reflections, weekly documentations, lesson plans and work.
10. Successfully demonstrate ability to complete teaching competencies and expectations with at least 80-90% accuracy.
11. To create developmentally appropriate and effective approaches to teaching, to create lesson plans.

### **ETHICS**

1. Students will apply NAEYC ethics policies and procedures in their student teaching environment.

### 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.

### 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. Ask your supervising teacher which method best fits the classroom needs. **ALL PLANS SHOULD BE PREAPPROVED by the onsite supervisor. YOU MUST USE THE LESSON PLAN provided by the State Dept of Ed (see attached).**
- Each student is responsible to create a portfolio that documents how they have met their student teaching objectives while in their placements. This is a significant component of this course.
- 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 4:30 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 complete a weekly summary sheet. You should email this to me by email and keep up a weekly hard copy in your portfolio.** 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](mailto: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.
- Finally, during the semester, I will be visiting you at your site at least two times.. Typically, the first visit occurs in the morning in September and then again in November... **You are responsible to prearrange these dates with your sites and**

to verify them with your instructor in advance. My first visit is a friendly, "how do you do?"; the second is a formal evaluation.

**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 125 hours student teaching requirement; this form must be signed by your supervisor. This form should be included in your final portfolio.

**Student Teaching II 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:
September 2	Overview of Syllabus Updates Shared Class- Praxis	Weekly Email Assigned readings
September 16	Begin Reflective Journal NAEYC Standards	Weekly Email Assigned Reading
September 30	Introduce Unit Concepts- Behavioral Plans	Weekly Emails - see reading below Assigned Readings
October 14	Evaluate Midsemester Evals - where are you? Look at State Requirements Trouble shoot site issues	Weekly Emails Assigned Readings
October 28	Draft of Units Due - include at least 6 lesson plans and demonstrate ability to integrate Bloom's Taxonomy in your planning.	Midterm Eval both students and Schools Weekly Email Assigned Readings
	Resume, Transfer and next Steps	Weekly Email

November 11	covered. Submit draft of reflective, analytical essay.	
December 2	Ethics Reviewed - Submit final lesson plans; two senior level for transfer	Weekly Email Assigned Reading
December 9	Final Resumes, Behavioral Activities and Portfolio DUE	Case Study Due ALL EVALS ARE DUE - No exception Final Reflection Email

**Final Grades/ Assignments**

<b>Assignment</b>	<b>Point Average</b>	<b>Record your Grade</b>
<b>Evaluation from Site Supervisor including Evaluation and Disposition</b>	<b>400</b>	
<b>Final Portfolio</b>	<b>200</b>	
<b>Weekly EMAILS- TIMELY</b>	<b>100</b>	
<b>TRCC eval from site visits</b>	<b>100</b>	

**Attendance, participation and Overall Class Effort 100**

## ORGANIZATION OF THE PORTFOLIO For Student Teaching II

For the organization and sequence of the artifacts to be included in your Portfolio, please create dividers/labels for each of the following topics/sections. The labels you will use are **in bold letters**, below:

	Comments/Grading
<b>Practicum Teaching Contract</b> (signed)	
<b>Philosophy of Teaching</b> Before and After Experience (typed, complete)	
<b>One page narrative of School including philosophies and overall experience</b>	
<b>Introductory Letter to the Parents</b> (typed on paper sent to parents)	
<b>Three Documentations of Behaviorally Issues</b>	
<b>Weekly/Daily Classroom Schedules</b> (indicating what you are responsible for, in chronological order, with most recent on top)	
<b>Weekly Reflection Journal Entries</b> (typed, up-to-date, in chronological order, the most recent on top)	
<b>Summary of Observations – 2 paragraph summaries</b>	
<b>Lesson Plans</b> (typed, complete, in chronological order, the most recent on top followed by student work if available)	
<b>Reflections on Lessons Taught</b> (typed, in chronological order, the most recent on top)	
<b>Cooperating Teacher Evaluations</b> (in chronological order, the most recent on top)	
<b>College Supervisor Evaluation</b>	
<b>Mid-Term &amp; Final Evaluations</b> (include Cooperating Teacher, and Student Teacher)	
<b>Unit and Reflections</b> (typed and complete with artifacts including photographs)	
<b>Good-bye Letter to the Children and Parents</b> (typed on paper sent out)	

<b>Miscellaneous Displays, Bulletin Boards, etc.</b> (photos, diagrams, etc.)	
<b>Chapter Reviews and Classwork from Seminar</b>	

### Course Evaluation

<u>Grades</u>	<u>Equivalent</u>	<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.**

### **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.

### **STUDENT TEACHING WARNING STATUS**

"Any student not demonstrating the expected level of competence or who exhibits inconsistent practices or behaviors will be placed on clinical warning at the recommendation of the faculty teaching the class. This warning may be issued at any point during the semester. The student placed on warning will be advised of his/her status in writing. The warning will outline which competencies have not been demonstrated satisfactorily. Students placed on warning must demonstrate satisfactory performance in these competencies by the end of the semester in order to continue on to Student Teaching II. In some cases, student will be required to repeat Student Teaching I until the classroom objectives, performance indicators and overall teaching disposition are met.

If a student demonstrates inappropriate, unethical or unsafe behaviors the student may be required to withdraw from Student Teaching without a prior written warning. The student may request an opportunity to discuss his/her status with the ECE Program Coordinator and Dept Chair.

Students may be placed on warning no more than twice during the ECE student teaching. When a student is placed on clinical warning for the third time, he/she will be advised by the ECE Program Coordinator that he/she is no longer eligible to complete the education program."

**ECE Professional Occurrence Report - this must be submitted 24 hours after the event.**

**Student:** \_\_\_\_\_ **Faculty:** \_\_\_\_\_

Occasionally, during the course of student teaching, occurrences have happened that need to be documented to the college. This exercise is designed to promote ECE students responsibility and accountability relating professional and ethical decision making. Responses to each item are to be written professionally and without bias. The student's responses will be retained by the ECE Program Coordinator. If a school or program's report was warranted, follow your school's policy regarding recording and reporting e.g., DCF report.

1. Student description of the occurrence.
  
  
  
  
  
  
  
  
  
  
2. What actions did you take to address this occurrence?
  
  
  
  
  
  
  
  
  
  
3. Discuss your decision(s) which led to your reporting this event.
  
  
  
  
  
  
  
  
  
  
4. What actions were taken as a result of your reporting?
  
  
  
  
  
  
  
  
  
  
- 5 Did you discuss this event with your Cooperating Teacher? If not why not?

Analyze both the legal and ethical implications of this situation:

Faculty description of the event which necessitated the occurrence  
Report.

Student Signature:

Date:

Faculty Signature:

Date:

**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.K.I. 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, 2<sup>nd</sup> 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.

