

Student Teaching I
ECE K290
Spring 06



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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.

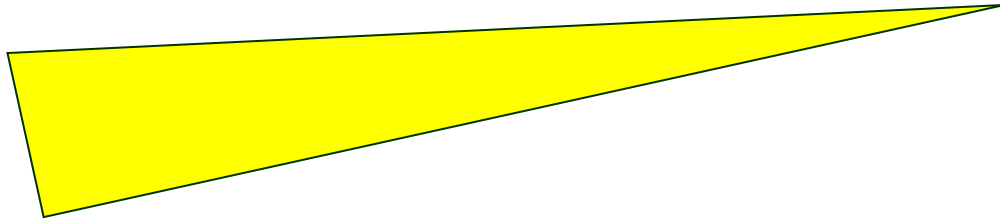
COURSE DESCRIPTION:

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 60- 80% ability in completing teaching competencies.

ETHICS

1. Students will make list of unethical behavior that they have observed and develop methods for resolving the issues raised.
2. Students will reflect on the NAEYC Ethical Code.
3. Students will participate in resolving the issues raised in the Exercises from Teaching the NAEYC Code of Ethical Conduct.

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 them time to reflect before diving in. Over the course of the semester, you will be asked to implement 6 lessons plans: 2 table top activities, 2 literacy/ or large motor activities, and 2 whole group activities. 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.
- 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 their College instructor 24 hours 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:
January 24	Overview of Syllabus Updates	Housekeeping
February 7	New Lesson Plan Format; Organizational	Chapters 1,2 Due
February 21	Introduce Case Study	Chapter 3,4 Due
March 7	Hands On Lesson Plans	Chapter 5,6 Due Lesson Plans 1,2
March 21	Guidance Policy One on One Meetings per Request	Chapter 7 + 8 Write Up Due Mid Semester Evaluation Due
April 4	Trouble Shooting Round Circle	Chapter 9 Write Up Lesson Plans 3,4
April 18	Ethics Reviewed	Chapter 10 Write Up Lesson Plans 5,6
May 4	Case Studies Due	Final Evaluation Due Time Sheets Due
May 24	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	Quality Points
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.

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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.

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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.

Education 295: Student Teaching

NAEYC/NCATE STANDARDS FOR PREPARATION PROGRAMS	TOPICS	ASSIGNMENTS/ ASSESSMENT METHODS
1. Promoting Child Development and Learning <ul style="list-style-type: none"> • Knowing and understanding young children's characteristics and needs 		
<ul style="list-style-type: none"> • Know and understand the multiple influences development and learning 		
<ul style="list-style-type: none"> • Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments 		
2. Building Family and Community Relationships <ul style="list-style-type: none"> • Knowing about and understanding family and community characteristics 		
<ul style="list-style-type: none"> • Supporting and empowering families and communities through respectful, reciprocal relationships 		
<ul style="list-style-type: none"> • Involving families and communities in their children's development and learning 		

NAEYC/NCATE STANDARDS FOR PREPARATION PROGRAMS		
3. Observing, Documenting, and assessing to support young children and families <ul style="list-style-type: none"> Understanding the goals, benefits and uses of assessment. 		
<ul style="list-style-type: none"> Knowing about and using observation, documentation, and other appropriate assessment tools and approaches. 	Appropriate Assessment. NAEYC and NAECS/SDE Position.	Developmental Check list Assessment Sharing Review and Reflect on Article: <i>"Where We Stand: On Curriculum Assessment and Program Evaluation"</i> .
<ul style="list-style-type: none"> Understanding and practicing responsible assessment. 	Ethical Consideration of Assessment.	Review and Reflect on Articles: <i>"On The Side of The Child: Personal Reflections on Testing, Teaching and Early Childhood Education"</i>
<ul style="list-style-type: none"> Knowing about assessment partnerships with families and other professionals. 	How to Discuss Assessment With Families.	Review and Reflect on Articles: <i>"Family- Professional Partnerships: Practice That Matches Philosophy"</i>
4. Teaching and Learning 4a. Connecting with children and families <ul style="list-style-type: none"> Knowing, understanding and using positive relationships and supportive interactions. 	Family-Teacher Partnership and Guidance.	Connecticut Preschool Assessment Framework. Role Play Family Conference on Assessment.
4b. Using developmentally effective approaches <ul style="list-style-type: none"> Knowing, understanding and using effective approaches, strategies, and tools for early education. Fostering oral language and communication. 	Planning Developmentally Appropriate Activities. Intentional Teaching. Beyond Time Out. Intervention and Redirection.	Planning and Evaluating Activities Weekly Plan. Reading From <u>The Power of Guidance</u> . Seminar Discussion.
<ul style="list-style-type: none"> Drawing from a continuum of teaching strategies. 	Planning and classroom management. Planning to meet children's learning styles and needs.	Seminar Discussion. Weekly Plan.

	Planning and Best Practices. Mediating Strategies.	
<ul style="list-style-type: none"> Making the most of the environment and routines 		Weekly Plan
<ul style="list-style-type: none"> Capitalizing on incidental teaching 		Planning and Evaluating Activities. Seminar Discussion.
<ul style="list-style-type: none"> Focusing on children's characteristics 	Developmentally Appropriate Practice.	Seminar Discussion.
<ul style="list-style-type: none"> Linking children's language and culture to the early childhood program 	Teaching in a Culturally Diverse Program.	Review and Reflect on Article: <i>"Cultural and Linguistic Differences in the Beliefs and Practices of Families With Young Children"</i> .
NAEYC/NCATE STANDARDS FOR PREPARATION PROGRAMS	TOPICS	ASSIGNMENTS/ ASSESSMENT METHODS
<ul style="list-style-type: none"> Teaching through social interactions 		Seminar Discussion
<ul style="list-style-type: none"> Creating support for play 	Role of Play	Video- play from concept media Lecture on play Video- Vygotsky on Play Reflecting on Teachers role in play
<ul style="list-style-type: none"> Addressing children's challenging behaviors 	Classroom Management Nurturing Responsible Behavior Preventing Discipline Problems Discipline and Self Control	Journal Review and Reflect on Video Series: <i>"Reframing Discipline and Preventing Discipline Problems"</i> . Discipline and Self Control Handout. Self Evaluations and Supervising. Teacher Evaluation.
<ul style="list-style-type: none"> Supporting learning through technology 	Using Computers in the Early Childhood Classroom.	Review and Reflect on Article: <i>"Early Childhood Classrooms in The 21st Century: Using Computers to Maximize Learning"</i>
<ul style="list-style-type: none"> Using integrative approaches to curriculum 	Planning Web	Group Activity on Planning Web. Weekly Plan.
4c. Understanding content knowledge in early education	Preschool Curriculum Goals and Benchmarks (SDE).	Review and Reflect on Article: <i>"Early Learning Standards for Young Children"</i>
<ul style="list-style-type: none"> Knowing and understanding the importance, central concepts, inquiry tools and structures of content 	Planning and Implementing Developmentally and Individually Appropriate Learning Experiences.	

areas of academic disciplines		
<ul style="list-style-type: none"> • Language and literacy 	Early Literacy Development.	Review and Reflect on Article: <i>"The Essential of Early Literacy Instruction"</i> Review and Reflect on Article: <i>"Fostering Planning and Evaluating Language and Literacy Activities"</i>
<ul style="list-style-type: none"> • The arts: music, creative movement, dance, drama, and art 	Planning Appropriate Activities and the Weekly Plan.	Planning and Evaluating Creative Art Activities Weekly Plan
<ul style="list-style-type: none"> • Mathematics 	Planning Appropriate Activities and the Weekly Plan.	Planning and Evaluating Math Activities. Review and Reflect on Article: <i>"Math Experiences That Count"</i> (Position Statement NAEYC and National Council of Teachers of Mathematics) <i>"Learning Paths and Teaching Strategies in Early Mathematics"</i> <i>"The Pizza Project: Planning and Integrating Math Standards in Project Work"</i>
<ul style="list-style-type: none"> • Physical activity and physical education 	The Role of the teacher in Outdoor Play	Weekly Plan
<ul style="list-style-type: none"> • Science 		Weekly Plan Planning and Evaluating Activities
<ul style="list-style-type: none"> • Social Studies 		Weekly Plan Planning and Evaluating Activities
<ul style="list-style-type: none"> • Geography 		Weekly Plan Planning and Evaluating Activities

NAEYC/NCATE STANDARDS FOR PREPARATION PROGRAMS	TOPICS	ASSIGNMENTS/ ASSESSMENT METHODS
<ul style="list-style-type: none"> History 		Weekly Plan Planning and Evaluating Activities
<ul style="list-style-type: none"> Economics 		Weekly Plan Planning and Evaluating Activities
<ul style="list-style-type: none"> Social Relations/Civics 		Weekly Plan Planning and Evaluating Activities
<p>4d. Building meaningful curriculum using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes</p> <ul style="list-style-type: none"> Security and self-regulation Problem-solving and thinking skills Academic and social competence 	The Teachable Moment. Emergent Curriculum. The Project Approach. Role of Guidance and Problem. Solving Facilitating Solutions. Assessment/Planning Cycle. Facilitating Solutions.	Review and Reflect on Article: <i>"The Teachable Moment"</i> <i>"Child Directed Learning: The Project Approach"</i> Weekly Plan. Readings from <u>Power of Guidance</u> Review and Reflect on Article: <i>"Beyond Outcomes: How Ongoing Assessment Supports Children's Learning and Leads to Meaningful Curriculum"</i> .
<p>5. Becoming a Professional</p> <ul style="list-style-type: none"> Identifying and involving oneself with the early childhood field 	NAEYC Membership NHAEYC, CAEYC, and NAEYC Conferences Resume Job Seeking Skills and Interviews	Attendance at local affiliate, state affiliate or national conference and write review. Prepare Resume/Practice Interviewing. www.naeyc.org/resources/journal
<ul style="list-style-type: none"> Knowing about and upholding ethical standards and other professional guidelines 	Code of Ethical Conduct and Statement of Commitment. Using the NAEYC Code.	Review and Reflect on NAEYC Ethical Code. Exercises from Teaching the NAEYC Code of Ethical Conduct Role Playing Hypothetical Ethical Dilemmas
<ul style="list-style-type: none"> Engaging in continuous collaborative learning to inform practice 	Transfer Opportunities	Review SCSU, Charter Oak, University of Hartford, Eastern Connecticut, and Mitchell College Brochures. Prepare the Entry Portfolio.
<ul style="list-style-type: none"> Integrating knowledgeable, reflective, and critical perspectives on early education 	Philosophy of Early childhood Education	Develop Statement of Philosophy of Early Childhood Education. Self Evaluation. Weekly Plan.
<ul style="list-style-type: none"> Engaging in informed advocacy for children and the profession 	Advocacy for Children	Review and Reflect on Article: <i>"All Politics is Local"</i>
	Know Your Legislature	Review list of State Legislators

		and Write a letter to your legislature regarding a children's issue.
	Universal Preschool	Review and Reflect on Closing the Achievement Gap: Preschool for All Children in Connecticut- State Department of Education.

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Dickinson, David and Patton Tabors. "Fostering Language and Literacy in Classrooms and Homes." Young Children Vol. 57 (2002): 10-18.

Doge, Diane Trister, Cate Heroman, Julia Charles and Jessica Maiorca. "Beyond Outcomes: How Ongoing Assessment Supports Children's Learning and Leads to Meaningful Curriculum." Young Children Vol. 59 (2004).

File, Nancy. "Family-Professional Partnerships: Practice That Matches Philosophy." Young Children Vol. 56 (2001): 70-74.

Gartell, Dan. The Power of Guidance. U.S.: Thomason-Delman Learning, 2004.

Goodrow, Mary Ellen. "The Teachable Moment." Young Children Vol. 55 (2000): 42-43.

Haugland, Susan. "Early Childhood Classrooms in the 21st Century: Using Computers To Maximize Learning." Young Children Vol. 55 (2000): 12-18.

"Learning Paths and Teaching Strategies in Early Mathematics." Young Children Vol.58 (2003): 41-43

"Math Experiences That Count." Young Children Vol.57 (2002) : 60-61.

Maxwell, Kelly and Richard Clifford. "School Readiness Assessment". Young Children Vol. 59 (2004): 42-46.

Meisels, Samuel. "On The Side Of The Child." Young Children Vol.55 (2000): 16-19.

Roskos, Kathleen, James Christie and Donald Richgels. " The Essentials of Early Literacy Instruction." Young Children Vol. 58 (2003): 52-57.

Squires, James, Susan Torncello, Cheryl Mitchell and Jeanne Goldhaber. "All Politics is Local." Young Children Vol.5. No.58 (2003): 80-83.

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